

**Differentiated Curriculum Model at Insan Sejahtera Sumedang Integrated Islamic
Middle School**

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ABSTRACT

This paper aims to examine the theoretical concept of differentiated curriculum and its application at Insan Sejahtera Integrated Islamic Junior High School (SMPIT-IS) located in Sumedang Regency. The discussion of this junior high school curriculum is from the perspective of child development. The conclusion of the theoretical study is that Insan Sejahtera Integrated Islamic Junior High School implements the Merdeka Mandiri Berbagi Curriculum with differentiated learning that is able to develop talents, skills and innovations so that they become drivers of goodness in their environment. The teacher competency development program and the involvement of school partners in learning packaged using I-SMART technology produce independent Islamic characters who are responsible for their environment, in addition to achievements in academic and non-academic fields.

Keywords : Differentiated curriculum, Independent Curriculum, SMPIT-IS curriculum program.

ABSTRAK

Tulisan ini bertujuan untuk mengkaji konsep teoritik kurikulum diferensiasi dan pengaplikasiannya pada Sekolah Menengah Pertama Islam Terpadu Insan Sejahtera (SMPIT-IS) yang terletak di Kabupaten Sumedang. Pembahasan kurikulum sekolah menengah pertama ini adalah dalam perspektif perkembangan anak. Kesimpulan hasil kajian secara teoritik adalah bahwa Sekolah Menengah Pertama Islam Terpadu Insan Sejahtera menerapkan Kurikulum Merdeka Mandiri Berbagi dengan pembelajaran berdiferensiasi mampu mengembangkan bakat, skill dan inovasi sehingga menjadi penggerak kebaikan di lingkungannya. Program pengembangan kompetensi guru dan keterlibatan mitra sekolah dalam pembelajaran yang dikemas menggunakan teknologi I-SMART menghasilkan karakter Islami yang mandiri dan bertanggungjawab terhadap lingkungannya, selain prestasi di bidang akademik maupun non akademik.

Kata kunci : Kurikulum berdiferensiasi, Kurikulum Merdeka, Program kurikulum SMPIT-IS.

INTRODUCTION

The development of technology and globalization must be anticipated in producing human resources that can adapt to the development of the times. Educational institutions are the mainstay of hope for the fulfillment of these needs, through the offering of applicable learning programs while still prioritizing the formation of a strong Islamic character as the main goal of Islamic education.

Every student has different needs, interests, abilities, and learning styles. The importance of a curriculum that accommodates this diversity so that students can learn optimally and their potential can develop to its full potential. Increasing public awareness of the importance of inclusive education, which includes students from various

backgrounds, including those with special needs, encourages the emergence of a differentiated curriculum that allows for better integration of students with special needs into regular classes in a more effective way. (Redhatul Fauzia:2023)

The government's policy to use the independent curriculum is an option for learning recovery in Indonesia, so as not to be left behind by countries in the world (Nugraha, 2022). This Independent Curriculum was created so that students feel more free in education and can develop their potential according to the interests and talents of the students themselves and by teachers (Sili, 2021).

Modern educational theories, such as constructivism and multiple intelligences theory by Howard Gardner, emphasize the importance of a more personal and adaptive approach to teaching. Constructivism learning theory, according to Ertmer and Newby (2013) where knowledge is free from human thought and can be mapped in human thought. Constructivism does not deny reality outside human thought but what humans know about the outside world is shaped by human interpretation and experience. Humans form meaning and not acquire meaning.

LITERATURE REVIEW

Differentiated Curriculum

In terminology, curriculum means an educational program that contains various teaching materials and learning experiences that are programmed, planned and designed systematically based on applicable norms and used as guidelines in the learning process for educators to achieve educational goals (Dakir, 2004: 3). According to Dakir, the curriculum contains all programs that are run to support the learning process. The programs that are outlined are not only fixed in terms of administration but also concern the whole thing used for the learning process.

Caswell's definition of this curriculum is: a continuous, carefully planned series of experiences which are based on significant personal and social problems and which have learnings of common concern to all youth.

From this definition, the curriculum has the following characteristics: 1) it is a series of interrelated experiences, 2) it is planned continuously, 3) it is based on issues or problems, 4) it is personal and social in nature, 5) it is intended for all students, so it is included in general education (Nasution, 1993).

According to the verses of the Qur'an, curriculum means a clear path or guideline that is followed by humans in various areas of life, including education. The curriculum in Islam focuses on developing the character and spirituality of students, as well as increasing their knowledge and ability to contribute to society. The following are the Qur'anic verses that underlie the importance of curriculum in education.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Dan Dia ajarkan kepada Adam nama-nama (benda) semuanya, kemudian Dia perlihatkan kepada para malaikat, seraya berfirman, "Sebutkan kepada-Ku nama semua benda ini, jika kalian yang benar!" (Q.S Al Baqoroh:31)

قُلْ يَوْمَ يَعْمَلُوا عَلَىٰ مَكَانَتِكُمْ إِنِّي عَامِلٌ فَسَوْفَ تَعْلَمُونَ لِمَنْ تَكُونُ لَهُ عَاقِبَةُ الدَّارِ إِنَّهُ لَا يُفْلِحُ الظَّالِمُونَ

Katakanlah (Muhammad), "Wahai kaumku! Berbuatlah menurut kedudukanmu, aku pun berbuat (demikian). Kelak kamu akan mengetahui, siapa yang akan memperoleh tempat (terbaik) di akhirat (nanti). Sesungguhnya orang-orang yang zalim itu tidak akan beruntung. (Q.S Al An'am: 135)

The definition of curriculum according to education experts such as Ralph Tyler, is all student lessons planned and implemented by the school, in order to achieve educational goals (Caswell and Campbell and Ali Al Khouly).

Differentiated learning is a way of understanding and providing knowledge according to the talents and learning styles of students who have many characters. Diversity is reflected in activities to find out about students and pay attention to their learning responses. Therefore, differentiated learning is a strategy or model for developing and implementing learning in schools, which is designed to enable optimization of the development of different potentials or competencies of each class of students through diversification of content, processes, and products to be developed (Yunus, 2009; Saputra & Marlina, 2020).

According to Lamadang (2022), this differentiated learning has a close relationship with the independent curriculum which is currently being discussed intensively in all educational institutions. Differentiated learning shows the effective efforts made by teachers in implementing the current Independent Curriculum. This curriculum is also implemented at Insan Sejahtera Integrated Islamic Middle School.

Constructivism that emphasizes observation, collaboration and critical thinking is more suitable for application at the high school level and above. Neuroscience expert Willingham (in Seifer, 2018) shows a slightly surprising view. According to him, the activities of adults and children in critical thinking are not much different. Both groups use critical thinking skills intensively to gain new knowledge through observation and experimentation based on previous knowledge that has been obtained. The difference is only in the level of complexity and sophistication of the content being studied or observed. Thus, teachers are required to present the right content and allow critical thinking to take place at all levels or phases.

The differentiated curriculum model in Islamic educational institutions is an approach that is in accordance with the needs, abilities, interests of students and different goals. Thus, students can more easily develop abilities that are in accordance with the needs of society and increase awareness of religion, social, culture, technology, environment, and humanity.

Curriculum Components

In its daily use, the word curriculum according to Ahmad Tafsir has at least three meanings. First, the curriculum is a series of subjects at a level and type of school. Second, the curriculum in the sense of syllabus, contains curriculum data that he teaches during the current school year. Third, the curriculum in the sense of a school program, this is the broadest understanding of the curriculum and this term is what is meant by the curriculum when studying educational science.

Oemar Hamalik distinguishes curriculum components according to their functions, namely: The first curriculum contains the content and learning materials, in this case, curriculum is a number of subjects that must be taken and studied by students to gain some knowledge. The second curriculum as a learning plan, in this case the curriculum is an educational program that is implemented to teach students to carry out various learning activities so that there are changes and developments in student behavior. The third curriculum as a learning experience, slightly different from the previous definition of the curriculum in this case is a curriculum of activities not limited to the classroom but also outside the classroom. In this case, the curriculum can also be interpreted as a set of plans and arrangements regarding the content and teaching materials of teaching and learning activities, the contents of the curriculum are the arrangement and study materials and learning to achieve the goals of the relevant educational unit.

RESEARCH METHODS

The method used in this study is a qualitative descriptive analysis method with a field study approach. The object of the study is the teaching and learning system at Insan Sejahtera Integrated Islamic Junior High School, Sumedang, West Java.

RESULTS AND DISCUSSION

Profile of Integrated Islamic Junior High School – Insan Sejahtera, Sumedang

SMPIT Insan Sejahtera Sumedang was established in 2016 as a response to the high expectations of the community regarding the need for an Islamic-based educational institution that can guarantee the quality of religious and academic education comprehensively. Its vision is to become the school of choice for the people of Sumedang and West Java that is responsible for implementing the national education system with excellence in character, culture, and academic achievement in a Qur'anic atmosphere.

The process of realizing the vision of SMP IT Insan Sejahtera requires a mission in the form of long-term activities with a clear direction that will be achieved within a certain period of time. The mission of SMP IT Insan Sejahtera can provide direction in realizing the vision in accordance with the goals of national education and education. The mission of SMP IT Insan Sejahtera is (1) building Qur'anic intelligence (Qur'anic Quotient); (2) fostering positive character (Character building); (3) mapping & fostering talents and potential (Talent Scouting); (4) developing math & science Olympiad classes (Math & Science intelligence); (5) Developing literacy and foreign language intelligence (Literacy & Foreign Language Intelligence); (6) collaborating with the community and other stakeholders in realizing a quality school.

SMP IT Insan Sejahtera wants to contribute to being able to provide services for the needs and demands of the future of students so that they become people who have competitive abilities in the era of generation 4.0, while still upholding Islamic values and the noble values of the nation. Therefore, SMP IT Insan Sejahtera in compiling the Operational Curriculum adjusts to the characteristics of students and the local culture of the local area. The curriculum is compiled based on an analysis of the environment in the school and the surrounding environment by the curriculum development team assisted by the

entire school community in order to obtain an Operational Curriculum that truly accommodates all the aspirations of the school community and is beneficial for the school community and the community.

Students of SMP IT Insan Sejahtera are expected to have useful life skills and be able to apply them in society and the world of education. Thus, the hope of the Sumedang Regency Government to produce a generation that is able to adapt to the development of the times will be realized. One effort to achieve this hope is through the creation of a literacy culture in students. So that students are able to produce one of the works that reflects the profile of Pancasila students who are able to reason critically and are globally diverse. The expected learning achievement is the creation of a student profile who is faithful, devoted to God Almighty and has noble morals, who is independent, critically reasoning, creative, cooperative and globally diverse. In every learning process, students have proactively and consistently implemented behavior that shows good morals towards fellow humans, nature, and the country.

Independent Steps Independent Curriculum Independent Sharing

Conducting diagnostic mapping of students to determine their learning readiness (High Achiever, Middle Achiever, Low Achiever). This activity is carried out at the beginning of student admission to determine their interests and profiles. The assessment results are used to plan matriculation programs, Learning Readiness Mapping Tests, Pre-Tests, Psychotests so that accurate and valid data is obtained to develop academic abilities, skills and Islamic morals.

Pedagogically, the Operational curriculum of SMP IT Insan Sejahtera refers to the ability of teachers as professionals in learning and assessment. Improving teacher professionalism is carried out in the form of continuous practical training. This is a commitment to being professional in serving students. The teaching and educational staff of SMP IT Insan Sejahtera have gone through a strict selection process carried out by the Mitra Insan Sejahtera Foundation. So that all educators and educational staff at SMP IT Insan Sejahtera have good qualifications. Most of the educators and educational staff at SMP IT Insan Sejahtera are still young. This is an opportunity as well as a challenge, considering that the younger generation is still lacking in experience but has a high enthusiasm for learning.

The improvement of teacher quality carried out is In House Teacher Training, Weekly & Monthly Meetings, Supervision and Lesson Study, Coaching with the GROW method, I Smart learning community and employee gathering.

Implementing Quality Improvements in Differentiated Learning Making various efforts to encourage teachers to implement differentiated learning, both through content, process and project results.

The involvement of School Partners and Parents is carried out to facilitate the achievement of the mission. Collaborating school partners include Nyalanesia Literasi, Insight Bandung Psychologist Team, Robotic Explorer, Wise Waste (Reuse Reduce Recycle), MIPA Bogor Education Clinic, TPQ Qiraati.

Carrying out School Innovation in the form of Qur'anic quotient (building Qur'anic intelligence), character building (developing positive character) and talent scouting to map talents and potential as well as Strengthening Literacy and Numeracy Intelligence.

Academic Programs

The implementation of the learning process at SMP IT Insan Sejahtera is carried out in two types of activities for the Merdeka curriculum, namely regular learning and Project blocks. Regular learning is a learning process that is carried out in class routinely while the block system is implemented according to certain events. As for the 2013 curriculum, it is implemented in regular learning.

The curriculum content in the Education unit contains several components including intracurricular learning content, Pancasila Student Profile strengthening projects and extracurricular activities. The arrangement of the study load and learning content at SMP IT Insan Sejahtera is regulated as follows:

Table 1 Arrangement of Study Load and Learning Content

No.	Load Learning	Burden Study	Arrangement
1.	Intracurricular	Must	<ul style="list-style-type: none"> a. Burden Study This load all eye lessonWhich nature national. b. The learning materials for each subject refer to on Achievements Learning. c. Arranged in activity regular e r.
		Addition	<ul style="list-style-type: none"> a. Contains Regional Language subjects (Bahasa Sundanese) which is in accordance with the characteristics of Java Province West b. Contains subjects specific to educational units (Arabic, Hadith, Qira'ati , Tahfidz , Self-Development) c. Arranged in activity regular.
2.	Strengthening ProjectStudent Profile Pancasila	Must	<ul style="list-style-type: none"> a. The learning content refers to 7 themesProject Profile Student Pancasila (PPP). b. Arranged in activity pro y ek.
3.	Extracurricular	Addition	<ul style="list-style-type: none"> a. Own load Which become need Andcharacteristics school. b. Arranged in activity in outside activity regular e r and pro y ek PPP

Learning at SMP IT Insan Sejahtera emphasizes literacy-based learning by elevating the noble values of local culture and referring to themes that have been determined in learning outcomes. In this literacy-based learning, students are expected to be able to create ideas/concepts to obtain a work in the form of writing. In the end, this work will be documented in various forms, for example books, articles, or digital publications.

The determination of the special content, namely the study of the Qur'an, hadith and Arabic language and the habituation of daily worship and the commemoration of Islamic holidays, is based on supporting the achievement of the special standards of the Integrated Islamic School (SIT). The goal is for students to have straight aqidah, perform correct worship, have mature personalities and noble morals, become serious, disciplined individuals, and be able to control their desires, have the ability to read, memorize, and understand the Qur'an well, have broad insight, and have life skills.

The fact that Arabic is an international language, where Muslims are the inhabitants of a large part of the world. Mastery of Arabic is very important considering the interaction of the world's population which is now no longer limited by national boundaries. Arabic is also a mandatory language for Muslims because Arabic is the language of the Qur'an. To make the Qur'an a guide to life, it must be through mastery of Arabic. Arabic language learning at SMP IT Insan Sejahtera aims to: (1) foster awareness of the importance of Arabic as the language of the Qur'an; (2) facilitate understanding of the Qur'an; (3) provide provisions for studying sources of knowledge that developed in the golden age of Muslims; and (4) foster a sense of pride in speaking Arabic. The scope of Arabic language learning includes *istima'* (listening), *muthala'ah* (reading), *muhadatsah* (speaking), and *kitabah* (writing).

Studying hadith aims to make students enjoy reading hadith correctly, studying it, understanding it, believing in its truth, and practicing the teachings contained therein as guidance and guidelines in all aspects of life. *Qira'ati* learning is a *Tahsin Tahfidz* method chosen with the aim that students of SMP IT Insan Sejahtera can read the Qur'an well and correctly, and practice the teachings of the Qur'an. The *tahfidz* learning itself is in the form of a system of memorizing the Qur'an with a minimum target of each student being able to memorize two *juz* of the Qur'an.

Self-Development Activities (BP/BK) are carried out as an effort to shape the character and personality of students which are carried out through counseling services related to personal and social life problems, teaching and learning activities and career development and extracurricular activities. Self-development aims to provide opportunities for students to develop and express themselves according to the needs, potential, talents, interests, conditions and development of students. In addition, self-development in general aims to help students in achieving their development tasks optimally as individuals, socially and as creatures of Allah SWT. Daily habits to support the religious character of students such as *Dhuha Prayer* and *Fardhu Prayer* in congregation, routine reading of *Al-Ma'tsurat* (Qur'an Time), *Online Recitation*, *Islamic Studies*, and *Celebration of Islamic Holidays* are also routinely carried out.

The implementation of the *Pancasila Student Profile Strengthening* project activities at SMP IT Insan Sejahtera is carried out in blocks of 2-3 weeks for each of the 3 themes that have been determined. Students must complete 3 themes in 1 year with a time allocation of 9 weeks. The themes taken refer to the *Pancasila Student Profile* and the determination of the theme selection is determined by the teacher in charge. This is intended to facilitate the assessment. The implementation of the project is a collaboration between several subjects but with different assessments for each subject. In implementing literacy-based learning

activities, existing learning models and syntax must still be implemented, including Problem Based Learning, Project Based Learning, Discovery Learning, Inquiry Based Learning, and other relevant learning models. The curriculum content in intracurricular activities is in table 2-5

Table 2 Content/Structure of the 2013 Curriculum

Subjects		Study Time Allocation Per Week		
		VII	VIII	IX
Group A				
1.	Religious Education and Morals	3	3	3
2.	Pancasila and civic education	3	3	3
3.	Indonesian	6	6	6
4.	Mathematics	5	5	5
5.	Knowledge Science	5	5	5
6.	Knowledge Knowledge Social	4	4	4
7.	English	4	4	4
Group B				
1.	Art and culture	3	3	3
2.	Physical Education, Sports and Health	3	3	3
3.	Crafts	2	2	2
Content (Sundanese) *		2	2	2
Amount of Time Allocation Per Week		40	40	40

Table 3 Content/Structure of the Independent Curriculum

No.	Subjects	Activity Regular / Sunday	Project 20%-30%	Total JP Per Year
1.	Education Religion AndBudi Character	72 (2)	36 (33%)	108
2.	Pancasila and Citizenship Education	72 (2)	36 (33%)	108
3.	Language Indonesia	180 (5)	46 (21%)	216
4.	Mathematics	144 (4)	36 (20%)	180
5.	Natural science	144 (4)	36 (20%)	180
6.	Social science	108 (3)	36 (25%)	144
7.	Language English	108 (3)	36 (25%)	144
8.	Physical Education, Sports and Health	72 (2)	36 (33%)	108
9.	Informatics	72 (2)	36 (33%)	108
10.	Map Choice (Arts and Crafts*)	72 (2)	36 (33%)	108
11.	Local content (Language) Region/Sunda)	72 (2)	36 (33%)	108
Amount		(28) 1116	360 (1368)	1476

Table 4 Time Allocation for Independent Curriculum Subjects

Subjects	Intracurricular Allocation Per year (Sunday)	Project Allocation Strengthening Student Profile Pancasila Per Year	Total JP Per Year
Education Religion AndBudi Character	64 (2)	32	96
Pancasila Education	64 (2)	32	96
Language Indonesia	160 (5)	32	192
Mathematics	128 (4)	32	160
Natural science	128 (4)	32	160
Social science	96 (3)	32	118
Language English	96 (3)	32	118
Physical Education, Sports and Health	64 (2)	32	96
Informatics	64 (2)	32	96
Map Choice (Arts and Crafts*)	64 (2)	32	96
Local content (Language) Region/Sunda)	64 (2)	-	64
Total	928 (29)	320	1.248

Table 5 Time Allocation for Educational Unit Specific Content

Subjects		Study Time Allocation Per Week		
		VII	VIII	IX
1.	Arabic	2	2	2
2.	Hadith	2	2	2
3.	Recitation	5	5	5
4.	memorization	5	5	5
5.	Development (BP/BK)	2	2	2
Amount of Time Allocation Per Week		16	16	16

Extracurricular activities are of two types, namely mandatory and elective extracurricular activities. Mandatory extracurricular activities are scouting and elective extracurricular activities that are developed and organized according to the talents and interests of students. Scouting extracurricular activities are mandatory for all students. This activity is carried out in blocks, actualization and regular. Mandatory extracurricular activities for scouting education as a supplement to the achievement of the Pancasila student profile. This mandatory scouting extracurricular activity must be followed by all students (grades VII, VIII, IX) with an allocation of 2 hours of lessons each week.

Meanwhile, elective extracurricular activities are followed by students in grades VII, VIII, and IX (specifically for grade IX only in Semester 1) with a time allocation equivalent to 2 hours of lessons and are held in the afternoon or on Saturdays. Extracurricular activities are dynamic according to the input and talents and interests of students, so that they are able to explore the potential of students. These activities can be seen in the following table 6.

Table 6 Activity Extracurricular

No.	Activity	Objectives and Indicators Success	Target	Party Related
A. Creature				
1.	Scout	Prepare participant educate For own attitude leadership , global diversity , independence , creativity , discipline , responsibility and enthusiasm nationalism and mutual cooperation	Class VII, VIII, IX	Kwarcab , Coach , Community
2.	PMR		Class VII, VIII, IX	Health Service, PMI, Trainers
B. SuperYou in Field of Al-Quran and Religion				
1.	Go Read Quran	Preparing and training students to develop their talents and interests in the field of religion and win competitions with a character of faith, devotion to God Almighty and noble morals.	Class VII, VIII, IX	Ministry of Religion, Ministry of Religion, Mosque Youth, Ustadz/Ustadzah
2.	Takhosus Club			
3.	KARIISMA (PAI Club)			
C. SuperYou Academy in Academic Improvement				
1.	Genius Math	Preparing students to be able to think critically in facing olympiads and competitions in order to be the best at each level with critical and independent thinking characters.	Class VII, VIII, IX	Department of Education, University, Supervisor
2.	Science Club			
3.	Social Club			
D. SuperYou Academy in Language and Literacy field				
1.	Indonesian Literacy	Preparing students to develop literacy skills and win championships in competitions based on creative character.	Class VII, VIII, IX	University, Reading Park, Literacy Community, Mentor
2.	Sundanese Literacy			
3.	Korean language			

No.	Activity	Objectives and Indicators Success	Target	Party Related
4.	German language			
5.	English Club			
6.	Arabic Club			
E.	SuperYou Academy in Arts field			
1.	Vocal Club	Prepare and train participant educate to be able to develop its potential in field art in a way maximum and can appreciate , so that can to achieve championship in olympics / championship art with character creative , independent and collaborative	Class VII, VIII, IX	Department of Education, Universities, Trainers
2.	Graphic design			
3.	Guitar Club			
4.	Orchestra			
F.	SuperYou in Technology and Digital			
1.	Robotics Club	Preparing students who have talents in the world of digital technology and content creators and winning robotics and videography championships with reference to creative and innovative characters.	Class VII, VIII, IX	University, Supervisor
2.	Content Creator Club			
C.	Sport			
1.	Futsal/ Football	Prepare participant educate For develop ability in field exercise and get champion in championship exercise with refers to the character independent and mutual cooperation	Class VII, VIII, IX	Disbudpora , KONI, Coach
2.	Basketball			
3.	Archery Club			
4.	Martial Arts			
5.	Karate			
6.	Taekwondo			
7.	Self- defense Thifan Tsufuku			

Academic Assessment

SMP IT Insan Sejahtera has class promotion criteria for students, namely: Determination of class promotion is carried out by considering the learning progress report that reflects the student's achievement in all subjects and extracurricular activities as well

as other achievements during 1 (one) academic year (summative assessment). Assessment of student learning outcomes for class promotion is carried out by comparing the achievement of student learning outcomes with the criteria for achieving learning objectives. If there are learning objectives in certain subjects that are not achieved until the time for class promotion, then the student's report card contains the actual values achieved and it is described that the student still has learning objectives that need to be followed up in the next class. When there are students who cannot achieve certain learning objectives until the end of the school year in Class VII or Class VIII, then the homeroom teacher and certain subject teachers of class VII or class VIII need to convey this to the homeroom teacher and certain subject teachers above class VII to class VIII or class VII to class IX so that learning in class VIII or IX can be adjusted to the needs of students.

As with the class promotion mechanism, the determination of graduation at SMP IT Insan Sejahtera is determined by the educational unit. Determination of graduation from the educational unit is carried out by considering the learning progress report that reflects the achievement of students in all subjects and extracurricular activities as well as other achievements at each class level or other equivalent forms. In detail, the graduation criteria for students at SMP IT Insan Sejahtera are:

- a. Complete all learning programs, including academic, Tahfidz, and Qiraatinya.
- b. Taking the School Exam/End of Level Summative Assessment.
- c. Minimum personality and noble moral values of Good (B).

Mentoring, Evaluation, and Professional Development

Evaluation is needed to see the extent to which the achievement, suitability of objectives, and alignment in the implementation of learning with the developing conditions of SMP IT Insan Sejahtera is undertaking the activities stated in the following table:

Form of assistance

Form Mentoring And Development Professional	Technical Mentoring and Development Professional	Time	HR that involved	Information
Mentoring	<i>Coaching</i> for teachersbeginner	Per year	Beginner teacher, Teacher Which appointed, KS	
	<i>Coaching</i> program-program latest	Adapt	Teacher Maple,KS	Related agencies as Organizer
	Supervision Class	Per semester	Teacher, KS	As Evaluation Performance Teacher

Development Profession	Training Development Profession	Per year	All teachers, supervisor, KS	Routine
	Trainings	Adapt	Teacher, KS	Independent, ServicereLATED

Evaluation Form

Form of evaluation	Strategy in Evaluation	Time	HR thatinvolved	Information
Evaluation Learningand Evaluation Curriculum Operational School	Use journal daily, And evaluation attitude	Per day	Teacher, participant educate, people old, BK, environment	From the achievements learning, questionnaire participant educate
	Activate Association Class	Per month	Teachers, students , parents, KS	Evaluation Programs and implementation Learning
	Assessment formative	Per unit of study	Teachers, participant educate, person old	From achievement learning, questionnaire student
	assessment , portfolio	Per semester	Teacher, participant educate, people old, BK, environment	From the achievements learning, participant questionnaire educate
	assessment , portfolio, Evaluation School Self	Per year	Teacher, participant educate, people old , BK, environment, committee	From the achievements learning, participant questionnaire educate, questionnaire parent

Form of evaluation	Strategy in Evaluation	Time	HR thatinvolved	Information
Evaluation Program-School	Monitoring activities of implementation, reporting, action carry on activity	Every time it's finished activity	Teachers, Committee,KS, Supervisor	Implementation Rotating programwith hope there is equalityrole

Professional Development

Schools have a very important role in the professional development of teachers. Here are some efforts that schools can make to help the professional development of teachers:

- a. Professional Development Programs: Schools can organize regular professional development programs, either in the form of training, workshops, or seminars. These programs can cover a variety of topics such as new teaching strategies, the use of technology in learning, assessment and evaluation, classroom management, and more. These programs can be conducted either by internal school experts or by inviting external speakers who are experts in their fields.
- b. Collaboration and *Sharing Best Practices* : Schools can encourage collaboration between teachers in the form of teaching teams or study groups. Teachers can share experiences, effective teaching strategies, and useful resources. By sharing best practices, teachers can learn from each other and improve the quality of their teaching.
- c. *Mentoring* and *Coaching* : Schools can implement mentoring or coaching programs, where experienced teachers can provide guidance and support to new teachers or teachers who want to develop their skills. Mentoring and coaching can help teachers identify areas for improvement and provide constructive suggestions for improving their teaching practices.
- d. Observation and Feedback: Schools can encourage observation and feedback between teachers. Teachers can visit each other's classes to see different teaching practices and provide constructive feedback. This can help teachers develop their teaching skills and gain new insights into teaching.
- e. Performance Monitoring and Evaluation: Schools can conduct regular monitoring and evaluation of teacher performance. Evaluations can include classroom observations, teaching portfolio analysis, and student learning outcome evaluations. By conducting constructive evaluations and providing timely feedback, schools can help teachers improve their teaching practices.
- f. Access to Resources and Literature: Schools can provide adequate access to relevant resources and literature for teachers. This includes books, journals, articles, and learning materials related to the emerging field of teaching and learning. Schools can also subscribe to online learning platforms or maintain a library that includes a variety of educational resources.

- g. Upgrading Programs: Schools can support teachers in upgrading their qualifications through continuing education programs or scholarships. By providing teachers with opportunities to earn advanced degrees or take professional development courses, schools can improve their teachers' skills and the quality of their teaching.

Through these efforts, SMP IT Insan Sejahtera can create an environment that supports teacher professional development. This will contribute to improving the quality of teaching and learning in schools and improving student learning outcomes.

Performance

- Best School for HAF ECS Champion School Program in the 2021 Literacy & Numeracy Improvement Category
- Inspirational Principals at National Level, Ministry of Education, Culture, Research and Technology 2022
- Best Progressive School in National Assessment 2022
- Overall Champion of the IROF Indonesia-Malaysia Robotic Festival at Maranatha Bandung in 2022.
- Winner of the 2023 International Kangaroo Mathematics Contest Silver and Bronze Medal
- 1st Place Angklung Kindergarten West Java 2023
- 1st Place National Science Kindergarten KSN 2022
- 2nd Place National Kindergarten Story Telling Competition 2022
- 2nd Place in PAI Olympiad, West Java Kindergarten Creative Messa Video
- General Champion of LCT MIPA Kindergarten, Sumedang Regency
- 1st Place in the Sumedang Regency Kindergarten Female Dai Competition

CONCLUSION

The curriculum model directs the achievement of learning strategies. This differentiated learning is appropriate for use in the independent curriculum, by considering the character and condition of students. Teachers can pay attention to the uniqueness of each student so that a conducive learning environment is created. Likewise with the initial assessment where the teacher always provides an initial assessment before starting learning.

The differentiated curriculum model provides opportunities for students to develop according to their interests, talents and learning styles.

Insan Sejahtera Integrated Islamic Middle School uses a differentiated curriculum starting with diagnostic mapping of students, improving teacher quality, improving quality, involving school partners and innovation.

The differentiated learning process creates a conducive learning atmosphere so that students are formed who have academic achievements and Islamic character.

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