

Application Of Differentiated Learning Model In Islamic Religious Education Subjects (Case Study At Sekolah Terakan Pertamadan Negeri 1 Tangen Sragen)

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Abstract

This research aims to describe students' learning characteristics based on aspects of Islamic religious education subjects as well as describe the application of differentiated learning at Negeri 1 Tangen Sragen Middle School. The research method used is qualitative with a data collection process through interviews, observation and case studies with the application of learning. The data analysis technique used is triangulation by collecting information from interviews and observations. Then it is compared with previous research and expert opinions to draw valid conclusions. Differentiated learning outcomes give students the freedom to determine content that shows their understanding, skills and knowledge and express it in various products appropriate to their level of mastery. And there was an increase in learning outcomes after conducting a case study with the application of differentiated learning in Islamic Religious Education subjects. So it can be concluded from the results of this research that the application of differentiated learning can improve student learning outcomes at Tangen Sragen Junior High School (SMP).

Keywords: Learning Model; Differentiated; Islamic Religious Education.

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan karakteristik belajar siswa berdasarkan aspek mata Pelajaran Pendidikan agama islam serta mendeskripsikan penerapan pembelajaran berdiferensiasi terhadap Sekolah menengah pertama Negeri 1 Tangen Sragen. Metode penelitian yang digunakan adalah kualitatif dengan proses pengambilan data melalui wawancara, observasi dan studi kasus dengan penerapan pembelajaran. Teknik analisis data yang digunakan adalah

Triangulasi dengan mengumpulkan informasi dari hasil wawancara dan observasi Kemudian dibandingkan dengan penelitian sebelumnya dan pendapat para ahli untuk dibuat kesimpulan yang valid. Hasil pembelajaran diferensiasi memberikan kebebasan kepada siswa dalam menentukan konten yang menunjukkan pemahaman, keterampilan, pengetahuan mereka dan mengungkapkannya dalam berbagai produk yang sesuai dengan tingkat penguasaannya. Serta terdapat peningkatan hasil belajar setelah dilakukan studi kasus dengan penerapan pembelajaran berdiferensiasi Pada mata Pelajaran Pendidikan Agama Islam. Sehingga dapat disimpulkan dari hasil penelitian ini bahwa penerapan pembelajaran berdiferensiasi dapat meningkatkan hasil belajar siswa pada sekolah Menengah Pertama (SMP) Tangen Sragen.

Kata Kunci: Model Pembelajaran; Berdiferensiasi; Pendidikan Agama Islam.

A. Introduction

Islamic Religious Education (PAI) is one of the most important subjects for students. PAI lessons are the scourge of schools to form students with noble character (akhlakul karimah) as exemplified by the Prophet Muhammad SAW. However, the fact is that PAI is a lesson that is only a formality taught by teachers in the classroom. So that student interest in PAI is very minimal (Bunaim, 2018).

The lack of interest of students in learning PAI can be caused by several factors. Starting from monotonous teaching methods, namely lecture methods, learning that does not use media, or it could be because the

teacher does not want to learn to turn the classroom into a fun place. Therefore, differentiation is the solution so that students are enthusiastic about learning PAI (Bunaim, 2018).

Differentiation is the practice of adapting the curriculum, teaching strategies, assessment strategies, and classroom environment to the needs of all students. For example, when students learn about the story of the Prophet Adam (a.s.). So students are given the option to learn through any media. Starting from reading books, reading comics, watching movies, or listening directly to stories from their teachers. Likewise, when the teacher wants to take an assessment, students

are given the option to pour out their thoughts about the story in any form. It can be posters, comics, making books, presentations via power point or role play. It has been proven that differentiation is able to increase students' interest in learning PAI. Thus, in sya Allah through PAI the morals of the nation's children will be educated and directed according to the teachings of the Quran. (Muhamad Saprudin, 2020).

So in differentiated learning there are 3 aspects that can be differentiated by teachers so that their students can understand the subject matter they are learning, namely the aspect of the content to be taught, the process aspect or meaningful activities that will be carried out by students in class, and the third aspect is an assessment in the form of making products that are carried out at the end that can measure the achievement of learning objectives. Differentiated learning is different from individual learning as it is used to teach children with special needs. In differentiated learning, the teacher does not face students specifically one by one so that he understands what is being

taught. Students can be in large, small groups or independently in learning. (Heny Khristiani Elisabeth Susan, 2021).

PAI lessons are seen as boring lessons for students, so they are less in demand. This is possible because the presentation is always monotonous and less interesting delivered by the teacher. As a result of learning, students tend to be sleepy and lack attention so that it lowers the level of student understanding, many students lack understanding and cannot follow the lesson as a result of which learning achievement decreases. Therefore, teachers must make learning run effectively by using online learning media that considers the learning needs of students so that the teaching process runs effectively and knowledge can be conveyed. (Muhaimin. 2005).

Based on these provisions, SMP Negeri 1 Tangen implements an acceleration program by holding it in the form of a special class, which is a class where students who have the potential for intelligence and special talents learn in a special class. Meanwhile, the time used to complete

the learning program for students who have the potential for intelligence and special talents is faster than regular students. In the Junior High School (SMP) education unit which was taken within 3 (three) years, it can be accelerated to 2 (two) years, namely at the beginning of entering grade VII and the following year directly in grade IX.

The purpose of this study is to find out the application of the differentiated learning model in the subject of Islamic Religious Education and to find out the inhibiting and supporting factors for the application of the differentiated learning model in the subject of Islamic Religious Education.

Previous research (Desy Aprim and Sasmita Sari, 2022) The title of the research is "Analysis of the Application of Differentiated Learning in the Implementation of the Independent Curriculum in Elementary Mathematics Lessons", In this study examines differentiated learning in mathematics lessons that seeks to address the learning needs of students, this is relevant to my research which also pays attention to the needs of students in terms of learning readiness, student

learning profiles, his interests and talents. This research method is a qualitative descriptive research design that is directed to analyze the application of differentiated learning carried out by mathematics teachers. who use thematic learning in their schools In this study, it examines differentiated learning in mathematics lessons, while the research that will be carried out examines differentiated learning through Creative Stage activities. The difference from the research I am doing is that my thesis uses differentiated PAI subjects.

Based on the description of the problem above, the discussion will focus more on the forms of activities as a form of implementation of differentiated learning in PAI learning which includes 4 (four) scope of material, namely Akidah Akhlak, Quran hadith, Fiqh, and Islamic Cultural History in one of the State Junior High School 1 Tangen.

Differentiated learning is a teaching and learning process where students can learn subject matter according to their abilities, preferences, and needs so that they are not frustrated

and feel failed in their learning experience (Breaux and Magee, 2010; Fox & Hoffman, 2011; Tomlinson, 2017).

In differentiated learning, teachers must understand and realize that there is not only one way, method, and strategy that is carried out in learning a subject material. Teachers need to prepare lesson materials, activities, daily tasks both in class and at home, and the final assessment is in accordance with the readiness of students in learning the subject material, what interests or things their students like in learning, and how to convey lessons that are in accordance with the learning profile of their students.

Islamic Religious Education is a conscious and planned effort to prepare students to recognize, understand, appreciate, and believe in the teachings of Islam, accompanied by guidance to respect adherents of other religions in relation to harmony between religious communities until the realization of national unity and unity. Islamic Religious Education is a conscious effort made by educators in order to prepare students to believe, understand

and practice Islamic teachings through guidance, teaching or training activities that have been determined to achieve the goals that have been set (Muhaimin, 2005).

Based on the description above, it can be concluded that Islamic Religious Education is a conscious and planned effort in order to prepare students to believe, understand and practice Islamic teachings through guidance, teaching or training activities that have been determined to achieve the goals that have been set and make the teachings of Islam that they have embraced as their view of life so that they can bring salvation in the world and the hereafter.

The subject of PAI and Ethics covers a very broad aspect, namely the cognitive aspect (knowledge), the apektif aspect and the psychomotor aspect. The scope of Islamic Religious Education is to realize harmony, harmony and balance between: (1) the relationship between human beings and Allah SWT; (2) the relationship between man and himself; (3) human relations with fellow humans; (4) and the relationship of humans with other creatures and their natural

environment.¹⁵ At the time of the enactment of the Educational Unit Level Curriculum (KTSP) for religious education subjects was called Islamic Religious Education, then since the enactment of the 2013 Curriculum for religious education subjects it was called Islamic Religious Education and Ethics. Some schools still implement the Education Unit Level Curriculum (KTSP) and some have implemented the 2013 Curriculum.

B. Method

In this study, the researcher uses a qualitative approach. The reason is because the researcher wants to try to understand more about the stages of activities in obtaining information information from the researcher in order to obtain answers to the formulation of the problem from the researcher and wants to know how to view each research object further about the research rather than only being represented through the data collected

The data collected in this study is descriptive (Moleong, 2007) In which "the researcher directly

observes the situation in the object being studied." Application of the Differentiated Learning Model in Islamic Religious Education Subjects (Case Study at SMP Negeri 1 Tangen Sragen 2022/2023). Because qualitative research is an overview of the real state and is composed of factors and properties as well as the intertwining of phenomena which will later be reviewed in depth.

C. Results and Discussion

Implementation of Differentiated Learning in PAI Learning

The variety of characteristics of students of course also comes with a variety of potentials. The presence of this independent curriculum aims to make the potential of each individual develop into a skill. For this reason, a variety of learning strategies are needed and are able to provide different stimuli for each individual. Therefore, one of the three main characteristics of the independent curriculum as an effort to recover learning is the flexibility for teachers to carry out differentiated learning. Differentiated learning is an effort by teachers to respond to differences among

students in the classroom. The use of this differentiation strategy considers the needs of students which include readiness, interests, and learning styles by providing appropriate activities.

In an effort to implement differentiated learning, there are several steps taken by an educator. The first step is to map the learning needs of students. The purpose of this mapping is so that educators can develop learning plans that are appropriate and in accordance with the learning profile of students. In this study, the mapping of learning needs was carried out since students enrolled in the school.

The Role of Islamic Religious Education Teachers in Differentiated Learning

Differentiated learning is a way to meet the needs of each student. Differentiated learning is a teaching and learning process where students can learn subject matter according to their abilities, preferences, and needs so that they are not frustrated and feel failed in their learning experience (Breux and Magee, 2010; Fox & Hoffman, 2011; Tomlinson, 2017). In differentiated learning, teachers must understand and

realize that there is not only one way, method, and strategy that is carried out in learning a subject material. Teachers need to prepare lesson materials, activities, daily tasks both in class and at home, and final assessments according to the characteristics of students.

Differentiated learning is different from individual learning as it is used to teach children with special needs. In differentiated learning, teachers do not face students specifically one by one but they can be in large, small, or independent groups. Tomlinson in the book *How to Differentiate Instruction in Mixed Ability Classroom* conveyed that the categorization of learning needs includes 3 things, namely readiness, learning interest, and learning profile. Students will show better performance if the tasks assigned are in accordance with their skills and understanding (learning readiness). The tasks spark curiosity or passion in him (interest), and if the assignment provides an opportunity for the student to work in a way they like (learning profile). Readiness is the capacity to learn new material. An assignment that takes into

account the student's readiness level will take them out of their comfort zone while still being able to master the material due to the support of the right learning environment. Interest is a mental state that produces a directed response to a certain situation or object that is pleasant and provides self-satisfaction.

Analysis of Differentiated Learning Models in Islamic Religious Education Subjects at SMP Negeri 1 Tangen Sragen.

Researchers obtained data that before teachers implemented *differentiated learning*, some students tended to be passive because teachers treated them in the same way and of course contrary to their characteristics and learning needs, so that learning values could not be maximized. However, after teachers implement *differentiated learning*, students are more enthusiastic because they feel freedom in learning and are free to explore their abilities. With *differentiated learning*, it can accommodate the learning needs of students so that they can understand a material in various ways and

automatically increase learning outcomes.

Students learn according to their learning needs so that they can produce good products. From the observation results, it is clear that students are very enthusiastic and interested in participating in learning. This data is supported by student learning outcome data.

No	Student's Name	Subject
1	Student A	PAI
2	Student B	PAI
3	Student C	PAI
4	Student D	PAI
5	Student E	PAI
6	Student F	PAI
7	Learner G	PAI
8	Student H	PAI
9	Student I	PAI
10	Student J	PAI

The results of the interview are also the same as the results of observation, the application of a *differentiated* approach is carried out

by selecting material that is adjusted to the ability of each student, based on facts, and easy to understand. After that, the teacher grouping students into groups according to their learning needs and facilitating each group with learning media according to what they need and guiding students to produce products according to their learning needs.

Application of the Differentiated Learning Model Approach in Islamic Religious Education Subjects at SMP Negeri 1 Tangen Sragen.

Differentiated *approach* at SMP Negeri 1 Tangen Sragen. to meet the needs of each student. This approach can occur because there are differences in abilities between students and others (Hetilaniar et al., 2022). This approach is applied by the way the teacher chooses the material first. The material used is adjusted to the student's ability, presented based on facts, and easy to understand. After selecting the material, the teacher displays the material in the form of *a power point*, the teacher explains the material globally.

The conclusion in this study is that the application of *a differentiated* approach is carried out by selecting material that is adjusted to the ability of each student, based on facts, and easy to understand. After that, the teacher groups the students into several groups according to their learning needs and facilitates each group with learning media according to what they need and guides the students to produce products according to their learning needs.

Students and teachers are both satisfied with the *differentiated* approach because the approach can improve student learning outcomes.

D. Conclusion

Differentiated learning gives students the freedom to determine content that shows their understanding, skills, knowledge and express it in various products that are appropriate to their level of mastery. A learning style is a combination of the process of receiving, organizing, and processing information. Based on the way individuals manage the information and there are three main types of learning styles that are domainary. The

classification of learning styles includes visual (seeing), auditory (hearing) and kinesthetic (moving, squeezing and touching).

Some suggestions that I can put forward related to the discussion in this study are:

1. The success of the learning process of differentiated PAI subjects for accelerated students can be uncontrolled, because it is very flexible. The lack of time with many materials is the main concern of educators in teaching.
2. Learning in the acceleration program will run and be in accordance with the needs, talents, and interests of students who have special talents and talents, so it is necessary to use the principle of continuous progress in determining the curriculum.

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