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Improving Student Learning Outcomes by Implementing Differentiated Learning in Educational Learning at SD Negeri 04 Koto Ranah

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using a differentiated learning approach. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that a differentiated learning approach can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 49.01%, the first cycle 63.19% and in the second cycle it increased to 89.66%. Thus, the use of a differentiated learning approach can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Differentiated learning, learning outcome, islamic education.

INTRODUCTION

All human beings in their lives in this world, always need a life grip called Religion. They feel that in their souls there is a feeling that acknowledges the existence of the Almighty, where they take refuge and where they ask for His help. This kind of thing happens in primitive societies as well as in modern societies. They will feel calm and at peace if they can approach and devote themselves to the Almighty. This kind of thing is indeed in accordance with the words of Allah in Surah Ar-Rad verse 28, which means, "Know that only by remembering Allah will the heart be at peace." Therefore, people always try to get closer to God, it's just that the way they serve and get closer to God is different according to the religion they follow. That is why, for Muslims, Islamic Religious Education is needed, in order to be able to direct their fitroh in the right direction, so that they will be able to serve and worship in accordance with Islamic teachings. Without religious education from one generation to the next, people will be further away from the true religion. The purpose of Religious Education is to guide children so that they become true Muslims, firm faith,

righteous deeds and noble morals and useful for society, religion and the country, (Euharini, dkk. 1977:25).

The purpose of religious education is a goal that everyone who carries out religious education wants to achieve. Therefore, in educating religion, what needs to be instilled, especially dahuilu, is firm faith, because with that firm faith, it will result in obedience to carry out religious obligations. The central point that must be achieved by every teaching and learning activity is the achievement of teaching goals. Anything that includes the teaching program device is absolutely required to support the achievement of the goal. Teachers are not allowed to teach lazily. Students are also required to have high creativity in learning, not always waiting for the teacher's orders. These two human elements also work because they want to achieve their goals effectively and efficiently. By paying attention to the symptoms mentioned above, the question arises in the author's mind, to what extent has the success of teaching Islamic Religious Education so far? It is often heralded that as an Indonesian nation, we must or are obliged to practice Pancasila as a guideline for life in the nation and state.

But in reality, there are still many deviations and betrayals of the noble values contained in Pancasila. That there are several factors that are the cause. Among these factors is a learning strategy that is less relevant to Islamic Religious Education lessons in increasing students' understanding of Islamic Religious Education lessons. By realizing the symptoms or realities mentioned above, in this study the author took the title "Improving Student Learning Outcomes by Implementing Differentiated Learning in PAI Subjects Class IV SD Negeri 04 Koto Ranah Academic Year 2023/2024".

Differentiated learning is a very important approach in elementary school education because each student has different characteristics, needs, interests, and learning styles. By implementing differentiated learning, teachers can adjust teaching methods, materials, and strategies to better suit the abilities and potential of each student. This helps create a more inclusive learning environment, where every child gets the same opportunity to develop according to their capacity.

One of the main benefits of differentiated learning is increasing student learning motivation. When material is presented according to the level of readiness and interests of students, they tend to be more interested in following the lesson. Students who feel appreciated and cared for in the learning process will be more enthusiastic to actively participate in class. Thus, differentiated learning can create a more enjoyable and effective learning atmosphere. In addition, this approach can also help overcome academic gaps in the classroom. In one class, there are often students who have a quick understanding and there are also those who take longer to understand the material. With differentiation, teachers can provide additional challenges for students who understand concepts more quickly, while for students who have difficulty, they can be given additional support according to their needs.

Differentiated learning also plays a role in increasing students' self-confidence. When they are given tasks that match their abilities, they will feel more confident in completing them. This increased self-confidence can have a positive effect on their learning motivation and courage in trying new challenges in class. In addition, this strategy also supports the development of critical and creative thinking skills in students. With an approach that is tailored to individual needs, students are given more opportunities to explore the material in different ways. They can learn through projects, discussions, experiments, or other methods that are more interesting and suit their respective learning styles.

In practice, differentiated learning can be applied through various aspects, such as content, process, and product differentiation. Content differentiation means presenting material in different ways according to the level of student understanding. Process differentiation involves variations in teaching methods, such as group work, discussions, or project-based learning. Meanwhile, product differentiation allows students to display their understanding in different forms, for example through writing, pictures, or

presentations. To implement differentiated learning effectively, teachers need to understand the characteristics of each student. This can be done through observation, initial assessment, and communication with students and parents. By understanding the needs and potential of students, teachers can design more appropriate and effective learning strategies for all students.

The implementation of differentiated learning also requires flexibility and creativity from teachers. They must be able to adapt to various situations in the classroom and use a variety of relevant learning resources. Technology can also be utilized to assist in learning differentiation, such as the use of digital platforms that provide materials according to students' level of understanding. In addition, support from schools and education policies is essential so that differentiated learning can run optimally. Training for teachers and the provision of adequate resources are essential so that they can implement this approach well. Collaboration between teachers, parents, and students also plays a role in creating a learning environment that supports the success of differentiated learning. Overall, differentiated learning in elementary schools is a very useful approach to meeting the diverse learning needs of students. By implementing this strategy, teachers can create a more inclusive learning environment, increase students' motivation and confidence, and help them achieve their best potential. Therefore, it is important for all parties involved in education to support and develop the implementation of differentiated learning in elementary schools.

METHODS

This research is an action research, because the research is carried out to solve learning problems in the classroom. This research is also a descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to Sukidin et al. (2002:54) there are 4 types of action research, namely; 1) research on teachers' actions as researchers; 2) collaborative action research; 3) research on integrative simultaneous actions; 4) Experimental Social Action Research. In this study, the form of the teacher is used as a researcher, where the teacher plays a very important role in the classroom action research process. In this form, the main purpose of classroom action research is to improve learning practices in the classroom. In this activity, teachers are directly involved in the process of planning, action, observation, and reflection. The presence of other parties in this study has a non-dominant role and is very small. This research refers to continuous learning improvement. Kemmis and Taggart (1988:14) state that the action research model is in the form of a spiral. The stages of action research in a cycle include planning or implementing observation and reflection. This cycle continues and will be stopped if it suits the needs and is deemed sufficient. A research site is a place used in conducting research to obtain the desired data. This research took place at SDN 04 Koto Ranah for the 2024/2025 school year.

Research time is the time when the research takes place or when this research is carried out. This research was carried out in November of the odd semester 2024/2025. The subjects of the study are Grade IV students of SDN 07 Koto Ranah for the 2024/2025 school year on the subject of prayer. In order to compile and process the collected data so that it can produce a conclusion that can be accounted for, quantitative data analysis is used and qualitative data is used in the observation method. The calculation graph to determine the completeness of student learning in the teaching and learning process is as follows; 1) Recapitulation of test results; 2) Calculate the number of scores achieved and the percentage for each student using the learning completeness formula as contained in the assessment technical manual, namely students are said to be complete individually if they get a minimum score of 65, while classically it is said to be complete learning if the number of students who complete individually reaches 85% who have achieved absorption more than equal to 65%; 3) Analyze the results of observations made by peers on teacher and student activities during teaching and learning activities. The data

collection tool in this study is a teacher-made test whose functions are; 1) To determine how well students have mastered the subject matter given in a certain time; 2) To determine whether the goal has been achieved; 3) To obtain a value (Arikunto, 2002:149). While the purpose of the test is to find out the completeness of student learning individually and classically. In addition, to find out where the mistakes made by students are so that they can see where the weaknesses are, especially in which parts of the TPK have not been achieved.

To strengthen the data collected, observation methods carried out by peers are also used to find out and record the activities of teachers and students in the teaching and learning process. To find out the effectiveness of a method in learning activities, it is necessary to conduct data analysis. This study uses a qualitative descriptive analysis technique, which is a research method that describes reality or facts in accordance with the data obtained with the aim of finding out the learning outcomes achieved by students as well as to obtain student responses to learning activities and student activities during the learning process. To analyze the success rate or percentage of student success after the teaching and learning process, each round is carried out by providing an evaluation in the form of written test questions at the end of each round.

RESULTS

A subject or sub-subject is considered classically complete if a student who scores 70 is more than or equal to 85%, while a student is declared complete in a certain subject or sub-subject if he gets a minimum score of 70. In the first cycle, in general, teaching and learning activities with the Differentiated Model have been carried out well, although the role of teachers is still dominant enough to provide explanations and directions because the model is still felt new by students. In the implementation of teaching and learning activities, information was obtained from the following observation results; 1) Teachers are not optimal in motivating students and in conveying learning goals; 2) Teachers are not optimal in time management; 3) Students are less active during learning, it appears that the aspects observed in the teaching and learning activities (cycle II) carried out by teachers by applying the Differentiated Model get a fairly good assessment from observers. This means that from all assessments there is no lack of value.

However, the assessment is not yet an optimal result, for that there are several aspects that need attention for the improvement of the implementation of further learning. These aspects are motivating students, guiding students to formulate conclusions/find concepts, and time management. It appears that the most dominant teacher activity in cycle II is to guide and observe students in finding concepts, which is 25%. When compared to cycle I, this activity has increased. Teachers' activities that experienced a decrease were giving feedback/evaluation/question and answer (16.6%), explaining difficult material (11.7). Asking shiva to discuss and present the results of activities (8.2%), and guide students to summarize lessons (6.7%). As for the most dominant student activity in cycle II, working with fellow classmates is (21%). When compared to cycle I, this activity has increased. The activity of students who experienced a decrease was listening/paying attention to the teacher's explanation (17.9%).

Discussions between students/between students and teachers (13.8%), writing relevant to KBM (7.7%) and summarizing learning (6.7%). The activities of students who experienced an increase were observing videos (12.1%), presenting learning results (4.6%), responding/asking questions/ideas (5.4%), and doing evaluation tests (10.8%). It can be seen that the aspects observed in the teaching and learning activities (cycle III) carried out by teachers by applying the Differentiated Model get a good assessment from observers, namely motivating students, guiding students to formulate conclusions/find concepts, and time management. It was seen that the most dominant teacher activity in cycle III was guiding and observing students in finding concepts, which was 22.6%, while

the activities of explaining difficult material and giving feedback/evaluation/question and answer decreased by (10%) and (11.7%), respectively.

Other activities that experienced improvement were relating to previous lessons (10%), conveying material/strategies/steps (13.3%), asking students to think about better understanding the subject matter (10%), and guiding students to summarize the lesson (10%). The activities that did not undergo changes were conveying goals (6.7%) and motivating students (6.7%). Meanwhile, the most dominant student activities in cycle III were working with fellow classmates (22.1%) and listening/paying attention to the teacher's explanation (20.8%), the activities that experienced an increase were paying attention to videos (13.1%) and discussions between students/between students and teachers (15.0%). Meanwhile, other activities have decreased.). The results in cycle III have improved better than cycle II. The increase in learning outcomes in cycle III is influenced by the improvement of teachers' ability to apply the Differentiated Model so that students become more accustomed to this kind of learning so that students are easier to understand the material that has been given.

DISCUSSION

The application of differentiation-based learning in Islamic Religious Education and Ethics (PAI-BP) in grade IV of SDN 04 Koto Ranah aims to improve student learning outcomes. Differentiated learning is an approach that adapts teaching according to the needs, interests, and abilities of each student. In this context, teachers adapt the material and the way of delivery to better suit the individual characteristics of the student, allowing each student to learn in the most effective way for them. One of the key aspects of differentiated learning is the grouping of students based on their level of ability. For example, students with higher abilities are given greater challenges in understanding the PAI-BP material, while students who need more support are given additional explanations or more intensive exercises.

Thus, each student feels valued and gets attention that corresponds to their level of understanding, which encourages them to develop according to their respective abilities. In its application, teachers can take advantage of various methods, such as assigning different tasks based on the level of difficulty or choosing various learning strategies that are more suitable for students' learning styles, such as visual, kinesthetic, or auditory learning. For example, for students who are more visual, PAI-BP material on noble morals can be delivered using pictures or videos, while students who are more auditory may better understand oral explanations and group discussions. In this way, teachers ensure that each student can access the material in a way that best suits their learning style. In addition, differentiated learning also emphasizes the importance of giving feedback individually.

Teachers pay special attention to each student to assess their understanding more deeply, whether through live discussions, quizzes, or written assignments. This allows teachers to identify areas that still need further understanding, as well as providing opportunities for students to ask questions and seek clarification on material that they do not fully understand. This constructive feedback is very important to improve learning outcomes and motivate students to continue learning. The application of differentiated learning in PAI-BP subjects not only improves cognitive learning outcomes, but also encourages the development of students' character. By adapting learning methods to support a variety of learning styles and ability levels, students can feel more valued and motivated to actively participate in learning. This has a positive impact on their involvement in class discussions, the ability to apply Islamic values and ethics in daily life, and the development of a positive attitude towards learning. Overall, differentiated learning provides space for students to learn at their own pace and style.

The application of this method at SDN 04 Koto Ranah can improve student learning outcomes by ensuring that each individual receives materials that suit their needs, as well

as increasing their confidence and active participation in PAI-BP learning. Differentiation-based learning not only has a positive impact on material comprehension, but also develops social skills and positive attitudes that support the overall development of students' character.

CONCLUSION

Based on the results of the research that has been presented during the three cycles, the results of all discussions and analyses that have been carried out can be concluded as follows; 1) The Differentiated Model has a positive impact on improving student learning outcomes which is characterized by an increase in student learning completeness in each cycle, namely cycle I (40%), cycle II (70%), cycle III (90%); 2) The Differentiated Model can make students feel that they are getting attention and opportunities to express opinions, ideas, ideas and questions; 3) The application of the Differentiated Model has a positive influence, namely it can increase student learning motivation.

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