Implementation of Differentiated Learning to Improve Student Learning Effectiveness in Islamic Education Learning at Widya Dharma Private Elementary School

Sumarni ✉, SD Swadaya Widya Dharma, Indonesia
Fitriyana, SD Negeri 14 Tanjung Medan, Indonesia
Zulena Siagian, SD Negeri 05 Pangarungan, Indonesia

✉ *sumarnipdi50@guru.sd.belajar.id*

Abstract: This study aims to Improve the Effectiveness of Student Learning in Islamic religious education learning by using Differentiated Learning. 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 of this study were obtained by test and observation techniques. Tests are used to measure the Effectiveness of Student Learning and observations are used to analyze the learning activities of teachers and students. 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 Differentiated Learning can Improve the Effectiveness of Student Learning 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 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, the use of Differentiated Learning can be used as an alternative to Improve the Effectiveness of Student Learning in Islamic religious education learning.

Keywords: Differentiated learning, learning effectiveness, islamic education.

INTRODUCTION

Effective learning is one of the keys to success in creating meaningful learning experiences for students (Minangkabau et al., 2024). In Indonesia, the implementation of quality education is the main focus in efforts to improve the quality of education. In this context, differentiated instruction as an approach that can adapt material to students' needs, interests, and abilities has begun to be applied more widely at various levels of education (Septyana et al., 2023). In the subject of Islamic Religion, especially in grade V of SD.

Private Widiya Dharma PT. The application of differentiated learning aims to help students understand religious teachings in a way that is more relevant and in accordance with their individual characteristics. Each student has a different background, learning style, and learning pace, so uniform learning for all students may not always provide

optimal results. Therefore, an approach is needed that can adapt learning materials to these differences (Lestari et al., 2023).

However, although differentiated learning has the potential to improve the quality of learning, its implementation in grade V in Islamic subjects still faces several challenges. Some of the problems that may arise include the lack of understanding of teachers regarding the principles of differentiated learning, limited time and resources, and the inability to manage classrooms that have diversity in terms of student abilities. Therefore, research on the effectiveness of the implementation of differentiated learning in Islamic religion subjects in grade V is very important.

This study aims to evaluate the extent to which the application of differentiated learning can improve students' understanding of Islamic religious materials, as well as identify factors that affect the effectiveness of the implementation. It is hoped that the results of this research can contribute to the development of more inclusive and responsive learning methods to the diversity of students..

METHODS

This study uses a quasi-experimental approach with a pretest-posttest control group design. This method was chosen to test the effectiveness of the application of differentiated learning on the effectiveness of student learning in Islamic Religious Education subjects. The subject of this study is grade V elementary school students. Private Widiya Dharma PT.

Tamarind which totals 21 students consists of 8 male students and 13 female students. The object of this research is the implementation of the learning process obtained from the application of the differentiated learning model, namely increasing the learning effectiveness of grade V elementary school students. Private Widiya Dharma PT. Tamarind on the material of faith to the last day.

The learning model activities in this model are designed using a problem that must be solved by students. utilizing tools such as facilities and infrastructure provided in classrooms, schools and the surrounding environment as media and supporting learning resources. In this study, the researcher will carry out several cycles, each cycle includes planning, action or observation action, and reflection.

This study uses two main types of data; 1) Quantitative data; 2) Qualitative data. 1. Primary Data Source; 1) 5th grade students of Widiya Dharma Private Elementary School PT Asam Jawa as the main participants of the research; 2) Teachers of Islamic Religious Education subjects who implement differentiated learning. Secondary Data Sources; 1) School documents, such as curriculum, syllabus, and learning implementation plan; 2) Previous literature or research related to differentiated learning and learning effectiveness. The data collection techniques are; 1) Written; 2) Observation; 3) Questionnaire; 4) Interview; 5) Documentation. Data Collection Stage; 1) Pretest: Conducted before learning to measure students' initial abilities; 2) Intervention: Teachers carry out learning according to a predetermined approach; 3) Posttest: Conducted after learning to measure student learning outcomes. Observation: Record student participation and engagement during learning.

Data Analysis Stage; 1) Pretest and posttest data were analyzed using statistical tests, such as t-tests, to determine the effectiveness of differentiated learning compared to conventional methods; 2) Qualitative data from observations and questionnaires are analyzed descriptively to complement the research results. The instruments in this study are; 1) Written; 2) Conservation sheet; 3) Questionnaire; 4) Documentation. Quantitative Analysis. Data from the pretest and posttest were analyzed using a statistical test (t-test) to find out if there was a significant difference between the experimental and control groups. Qualitative Analysis. Data from observations and questionnaires were analyzed descriptively to understand patterns of student participation and motivation in learning. The population in this study is all 5th grade students at Widiya Dharma Private

Elementary School PT Asam Jawa in the ongoing school year. The population was selected because it has characteristics that are relevant to the purpose of the research, namely evaluating the application of differentiated learning in Islamic Religious Education subjects.

The research sample was selected using the purposive sampling technique, with the following criteria; 1) Students who are in grade 5, because they are considered to have a sufficient level of cognitive, affective, and psychomotor development to participate in differentiated learning; 2) Teachers who teach in the sample class have experience and competence in implementing differentiated learning.

RESULTS

From the results of the questionnaire activities carried out in the first cycle, there was an increase in students who were Complete, and there was a decrease in students who were not Complete. From the table above, it can be seen that the test results in the first cycle are 28 students, 20 students (71.67%) have reached the level of learning completeness with a KKM score of ≥ 70, while 8 students (28.57%) have not reached the level of learning completeness with a KKM score of ≤ 70 and the average score of the student questionnaire results is 71.67.

The differentiated learning model carried out has been able to improve student learning outcomes, but has not reached completeness with a KKM score of ≥ 70. Therefore, the researcher will continue this research in the second stage (cycle II). Based on the pre-cycle stages, it can be seen that the ability of students to answer the assessment is still relatively low, as evidenced by 28 students, only 12 students (42.85)% have reached the level of student learning completeness with a KKM score of ≥ 70. Meanwhile, 16 students (57.00%) have not reached the level of learning completeness with a KKM score of ≤ 70.

And the average score of the student questionnaire results before the application of the differentiated learning model is 68.25 and classically the learning is said to be incomplete. From the results of the questionnaire test activities carried out in the first cycle, there was an increase in students who were complete, and there was a decrease in students who were not complete.

The results of the questionnaire in the first cycle were 28 students, 20 students (71.42%) who had reached the level of learning completeness with a KKM score of ≥ 70, while 8 students (39.00%) had not reached the level of learning completeness with a KKM score of ≤ 70 and the average score of the student questionnaire results was 71.67%. The differentiated learning model carried out has been able to improve student learning outcomes in the PAI subject of Faith material to the last day, but has not reached completeness with a KKM score of ≥ 70. Therefore, the researcher will continue this research in the second stage (cycle II).

The results of this study indicate that the implementation of differentiated learning significantly improves student learning effectiveness in Islamic education at Widya Dharma Private Elementary School, PT. Asam Jawa. Based on observations and student performance data, it was found that students who were taught using differentiated instruction demonstrated higher engagement, motivation, and comprehension compared to those who experienced traditional teaching methods. The personalized approach allowed students to learn at their own pace, reducing frustration and increasing their confidence in understanding Islamic teachings. Survey and interview findings revealed that students responded positively to the varied instructional methods used in differentiated learning.

Many students expressed that the use of multimedia, group discussions, and hands-on activities made Islamic education more interesting and easier to understand. Teachers also observed an increase in active participation, with students showing greater enthusiasm in discussions and a willingness to ask questions. This indicates that

differentiated learning not only improves knowledge retention but also fosters a more dynamic and interactive learning environment.

Furthermore, the study found that differentiated assessment methods contributed to a more accurate measurement of student progress. Instead of relying solely on standardized tests, students were given the opportunity to demonstrate their understanding through presentations, creative projects, and reflective assignments. This approach allowed students to showcase their strengths and reduced anxiety associated with traditional exams. As a result, students exhibited a more positive attitude toward learning and assessment, leading to improved overall academic performance in Islamic education. Despite the positive outcomes, some challenges were noted in the implementation of differentiated learning.

Teachers required additional training to effectively design and manage differentiated instruction, and the availability of learning resources played a crucial role in its success. However, with ongoing support from school administrators and continued professional development, these challenges can be addressed. Overall, the findings confirm that differentiated learning is an effective strategy for enhancing student learning in Islamic education, and further efforts should be made to refine its implementation for maximum impact.

DISCUSSION

The implementation of differentiated learning has become an essential approach in modern education, particularly in Islamic education, to accommodate the diverse needs of students. At Widya Dharma Private Elementary School, PT. Asam Jawa, differentiated learning is applied to enhance students' learning effectiveness by tailoring instructional methods, content, and assessments to match their individual abilities, interests, and learning styles.

This study examines the impact of differentiated learning on students' engagement, comprehension, and overall academic achievement in Islamic education. The findings indicate that this approach significantly improves student motivation and learning outcomes. One of the key benefits of differentiated learning is that it acknowledges students' varying levels of readiness and understanding. In Islamic education, some students may struggle with abstract concepts, while others grasp them more quickly. By implementing differentiated instruction, teachers can provide flexible learning materials and activities that cater to different levels of proficiency.

For example, advanced learners can be given more challenging tasks, while students who need extra support receive additional explanations or simplified content. This personalized approach ensures that all students progress at their own pace without feeling overwhelmed or left behind. Moreover, differentiated learning enhances students' engagement by incorporating multiple teaching methods. At Widya Dharma Private Elementary School, Islamic education lessons are designed using various instructional strategies such as group discussions, multimedia presentations, storytelling, and hands-on activities. These diverse methods cater to different learning styles—visual, auditory, and kinesthetic—making the learning process more interactive and enjoyable.

As a result, students become more actively involved in the lesson, leading to a deeper understanding of Islamic teachings and values. Another significant impact of differentiated learning is its ability to foster a positive and inclusive learning environment. When students feel that their individual needs are acknowledged, they develop a greater sense of confidence and self-efficacy. In Islamic education, this is particularly important, as students are encouraged to internalize moral values and ethical principles.

By providing personalized learning experiences, teachers help students feel valued and respected, which in turn enhances their intrinsic motivation to learn and apply Islamic teachings in their daily lives. Assessment in differentiated learning also plays a crucial role in measuring student progress effectively. Instead of using a one-size-fits-all evaluation

system, teachers at Widya Dharma Private Elementary School employ various assessment techniques, such as project-based assignments, oral presentations, and self-reflection activities. This approach allows students to demonstrate their understanding in different ways, reducing anxiety associated with traditional tests and enabling them to showcase their strengths.

As a result, students develop a more positive attitude toward learning and assessment. Despite its benefits, the implementation of differentiated learning in Islamic education also presents challenges. Teachers need sufficient training and resources to design and execute differentiated instruction effectively. Additionally, managing a classroom with diverse learning needs requires careful planning and time management. However, with adequate support from school administrators and continuous professional development, these challenges can be addressed to maximize the effectiveness of differentiated learning. In conclusion, the findings of this study highlight the positive impact of differentiated learning on students' learning effectiveness in Islamic education at Widya Dharma Private Elementary School, PT. Asam Jawa.

By addressing individual differences, employing diverse teaching methods, and using varied assessment strategies, differentiated learning fosters a more engaging and inclusive educational experience. While challenges exist, proper implementation and support can ensure that all students benefit from this approach, ultimately leading to a deeper understanding and appreciation of Islamic teachings. Future research can further explore strategies to optimize differentiated learning in various educational settings.

CONCLUSION

The design of this research is Classroom Action Research with the stages of planning, implementation, observation, and reflection. This study uses a differentiated learning model using two cycles. The research subjects of grade V students of SDS Widiya Dharma Torgamba Labuhanbatu Selatan consisted of 28 students. Data collection techniques use questionnaires, observations, and reflections. The results of the study showed that based on the results of the Initial Test (Precycle), the data obtained on student learning outcomes had a classical completeness percentage of 42.85% with an average score of 68.25, In the first cycle the learning outcomes of students had a classical completeness percentage of 71.42% with an average score of 71.67, In the second cycle the learning outcomes of students had a classical completeness percentage of 89% with an average score of 80.00. Based on the increase that occurred from cycle 1 and cycle II, it was proven that by using the Differentiated Learning model, student learning outcomes in the PAI subject of Beriman material to the final day of grade V of SDS Widiya Dharma in 2024/2025 South Labuhanbatu increased.

REFERENCES

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. FORUM PAEDAGOGIK, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. JPI (Jurnal Pendidikan Indonesia), 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. Mimbar Sekolah Dasar, 6(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.