

Islamic Religious Education Teacher's Experience in Implementing Differentiated Learning

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Abstrak The research aims to examine the response of Islamic Religious Education teachers' experiences in implementing differentiated learning in the classroom: a case study of SND INPRES Tololara. The focus of this research is how the experience of Islamic Religious Education teachers in implementing differentiated learning. Using a qualitative approach that emphasizes natural reality, and data collection techniques include observation, interviews, documentation, and data analysis techniques by reviewing the results in the collected data that detect topics and patterns that emerge. The results of this study indicate that Islamic Religious Education teachers in their experience to identify student needs use diagnostic assessment to find out the background of students. In the strategy of implementing differentiated learning, Islamic Education teachers use four aspects of learning, namely: content, process, product and learning environment. In his experience, Islamic Education teachers have challenges or obstacles, namely, lack of strategies, limited time and resources, the solution is to apply the four aspects above so that Islamic Education teachers can change learning according to their needs because everything is under the control of the teacher.

Keywords: Teacher; Islamic Religious Education; Differentiated Learning

Abstrak: Penelitian bertujuan untuk mengkaji respon pengalaman guru Pendidikan Agama Islam dalam penerapan pembelajaran berdiferensiasi di kelas: studi kasus SND INPRES Tololara. Focus penelitian ini adalah bagaimana pengalaman guru Pendidikan Agama Islam dalam penerapan pembelajaran berdiferensiasi. Menggunakan Pendekatan kualitatif yang menekankan realitas alami, dan teknik pengumpulan data meliputi, observasi, wawancara, dokumentasi, dan teknis menganalisis data dengan cara mereview kembali hasil di data yang dikumpulkan yang mendeteksi topik dan pola yang muncul. Hasil penelitian ini menunjukkan bahwa guru Pendidikan Agama Islam dalam pengalamannya untuk mengidentifikasi kebutuhan siswa menggunakan assessment diagnostic untuk mengetahui latar belakang siswa. Dalam strategi penerapan pembelajaran berdiferensiasi guru Pendidikan Agama Islam menggunakan empat aspek pembelajaran yaitu: konten, proses, produk dan lingkungan belajar. Dalam pengalamannya guru Pendidikan Agama Islam memiliki tantangan atau hambatan yaitu, kurangnya strategi, keterbatasan waktu dan sumber daya, solusinya adalah dengan menerapkan keempat aspek diatas maka guru Pendidikan Agama Islam dapat mengubah pembelajaran sesuai dengan kebutuhan karena semuanya berada di bawah kendali guru.

Kata Kunci: Guru Agama; Pendidikan Agama Islam; Pembelajaran Berdiferensiasi

INTRODUCTION

The development of education over time from time to time encounters many adjustments, one of the most visible is in terms of learning media. In the past, the process of transferring knowledge was enough with just a blackboard, but now it is

rarely used, education has been transformed with various media that will be adjusted to the development and advancement of technology (Handiyani et al., 2022).

Sometimes many of the education units, especially Islamic Religious Education teachers, do not understand the use of media, and are less creative in terms of providing learning media and cannot adjust to the desires or needs of students, this is one of the problems in the world of education. Where teachers are required to be creative and innovative and become reliable facilitators in the provision of learning media in accordance with the existing curriculum. Islamic Religious Education teachers are the spearhead in the teaching and learning process, and must be able to respond quickly to changes in the independent curriculum. (Kamila et al., 2024).

The independent learning curriculum comes as a solution to overcome the learning crisis in Indonesia. The implementation of the independent learning curriculum is expected to have an impact on the creation of a generation that is able to survive the changing times with their own power. The independent curriculum program is lured as one of the efforts to restore and change the world of education which is more active in improving the quality and resources of education. And the implementation of an independent learning curriculum is expected to change learning that is considered less effective. One concept that is considered effective is differentiated learning (Purnawanto, 2023).

The concept of differentiated learning is a good and ideal learning concept, but it will be a challenge for teachers to be creative and innovative. With this learning, students' abilities will be developed according to their needs (Purnawanto, 2023). It can be interpreted that to achieve learning in accordance with the concept of differentiation, Islamic Religious Education teachers are required to make every effort to become reliable facilitators for students in its application. Because the success of a lesson depends on how prepared a teacher is in preparing teaching materials according to goals and needs.

Differentiated learning is an effort that aims to adapt certain educational processes to meet the needs of students. This type of learning is flexible, meaning students learn with the same or different topics that suit their abilities. After looking at the three components-student readiness, student motivation, and student learning preferences-differentiated learning can be done. (Peduk, 2022).

Learning media in the differentiated learning process will be adjusted to the learning style needs of each student, so that differentiated learning is considered more interesting than others, with this it can make students follow the learning process easily and pleasantly (Astria et al., 2023). Differentiated learning has benefits for every teacher, especially Islamic Religious Education teachers and students. Teachers can manage and evaluate learning accordingly without anything having to be engineered because students get treatment according to their needs.

Differentiated learning has benefits for both teachers and students. Teachers can process and evaluate learning accordingly without being engineered because students get treatment according to their needs. In line with Santos' opinion that there is accommodation for activities, little view of failure, to support student adjustment in learning according to expertise and contribute to changes in student behavior (Himmah & Nugraheni, 2023).

It can be concluded that from the application of this differentiated learning, Islamic Religious Education teachers do not generalize students. Each student will be grouped according to their own abilities and uniqueness, so it is very important for



the teacher to understand. And SDN INPRES Tololara is one of the schools that has implemented differentiated learning. Therefore, it is interesting for researchers to discuss how the experience of Islamic Religious Education teachers in implementing differentiated learning in the classroom: Case Study of SDN INPRES Tololara.

The focus of this research is: 1) To what extent is the understanding of Islamic Religious Education teachers at SDN INPRES Tololara about differentiated learning, 2) How does the Islamic Religious Education teacher identify the needs of students at SDN INPRES Tololara, 3) What are the strategies used by Islamic Education teachers in differentiated learning at SDN INPRES Tololara, 4) What are the challenges faced by Islamic Education teachers in implementing differentiated learning at SDN INPRES Tololara and what are the solutions.

RESEARCH METHODS

One type of research methodology used is a qualitative approach that examines social reality, the relationship between researchers and subjects, and the search for answers to questions that ask how social phenomena are developed and given meaning (Pradoko, 2017). Data collection techniques were carried out through document analysis, in-depth interviews, and observations that became a picture in the field. These different data points were then compared using another technique, namely triangulation (Raco, 2010). In addition, data analysis was also conducted by examining and reviewing the results of observations, interviews, and documentations to identify emerging themes and patterns (Abdussamad, 2021).

RESULTS AND DISCUSSION

Table 1: Interview Results

Aspects	Clarification
what teachers understand about differentiated learning	Based on field results, the Islamic Religious Education teacher explained how he understood differentiated learning. It is stated that differentiated learning is a learning strategy used by teachers to classify a learning tool and method according to student needs, because SDN INPRES Tololara is an elementary school located in a rural environment, which is clear that the background and abilities of students vary both in terms of economic, social and others, which requires Islamic Religious Education teachers to group students according to their respective capacities (Em & As al 2024).
how do teachers identify student needs	The method used by Islamic Religious Education teachers to identify student needs at SDN INPRES Tololara is by collecting data about student backgrounds and interests and talents. Due to the fact that most students come from poor families / economic difficulties, there are those whose level of intelligence is high and also low, the initial assessment carried out by Islamic education teachers is a diagnosis assessment to find out the diversity of students so that mapping needs can be done. Because every child has different abilities from one another, so it requires teacher shrewdness in providing a learning environment that suits the needs of students (Em & As 2024).
what strategies teachers use in implementing differentiated learning	The strategy used by Islamic education teachers in the application of differentiated learning which is one of the efforts to accommodate students' learning needs, but it should be known that the application of this learning is not to provide different treatment between students or differentiate students, but to differentiate students and treat students according to their level of



ability and needs in terms of learning. One example of what Islamic Religious Education teachers at SDN INPRES Tololara do in practice is: Differentiating the making of questions related to Islamic learning that are standardized according to the ability level of students, designing a variety of assessment methods, using various types of reading, and presenting appropriate teaching materials. In the application of differentiated learning, students become more enthusiastic and show an enthusiastic attitude in receiving learning delivered by the teacher in the classroom. In differentiated learning there are four aspects controlled by the teacher, namely, content, process, product, and environment or learning climate in the classroom. The application of differentiated learning has a positive impact, namely triggering student enthusiasm and activeness (EK 2024).

what are the challenges and solutions faced by teachers in implementing differentiated learning

The challenges. faced by Islamic Religious Education teachers in implementing differentiated learning at SDN INPRES Tololara are still lacking or still not fully mastering the strategies that must be used, difficulties in identifying student needs and time constraints, because teachers must be really mature in terms of planning, preparing and implementing different learning according to the level of student needs. That is one of the challenges for teachers who must be really intensive, because they are required to be creative and innovative in designing learning as well as appropriate goals (Em & As al 2024).

The solution to the challenges faced by Islamic Religious Education teachers at SDN INPRES Tololara in implementing differentiated learning is that teachers must be able to increase students' confidence and readiness to learn, and must be able to vary learning methods and media according to the needs of students. And teachers must also pay attention to the curriculum and learning objectives that are in accordance with the material being taught (Em & As al 2024).

1. Differentiated Learning

Differentiated learning has been known in Indonesia since the first teacher education program was held in 2020. Differentiated learning is an effort to bring together differences to obtain information, create ideas, and implement the results that students have learned. Differentiated learning is learning that accommodates the needs of students to gain experience and mastery of the concepts learned (Adisjam, 2023).

Differentiated learning is implemented in the midst of diversity with the heterogeneity of students' backgrounds will be a challenge in learning. Because differentiated learning becomes an innovation for learning. Differentiated learning will accommodate all student differences, open to all and meet all the needs of each individual. The differences of each student must be considered, because each student/learner is in a different environment and culture according to the geographical conditions where they live (Amalia et al., 2023).

Differentiated learning is learning that accommodates all students' needs. Teachers facilitate students according to their level of need, because each student has different characteristics, so they cannot give the same treatment. In implementing differentiated learning, teachers must think of rational actions that will be used in learning (Mahfudz MS, 2023).

Islamic Religious Education teachers must be able to adapt to this curriculum as we all know that Islamic Religious Education is more dominant in theory than practice (Kamila et al., 2024). In the sense that differentiated learning must be formed through the way of thinking of teachers, especially Islamic education



teachers who always assume that all children can grow and develop optimally according to their respective abilities.

The characteristics of differentiated learning are: a learning environment that invites students to learn, a curriculum that has clearly defined learning objectives, ongoing assessment, teachers responding to students' learning needs, and effective classroom management (Mahfudz MS, 2023).

2. Identification of Students' Learning Needs Before Islamic Religious Education Teachers Implement Differentiated Learning

The fact that each student in the classroom is a different individual should be the basis for learning practices in the classroom and at school, as well as a reference point when evaluating learning practices. Students who come from economically disadvantaged families, social and emotional problems, students who are no longer interested in learning because they feel they have mastered what is taught, students who try to master what is taught but are unable to reach their abilities (Yani et al., 2023).

It can be concluded from the facts above that what is the initial reference point that must be considered by teachers in implementing differentiated learning, where teachers must understand the character and needs of each student according to their background, in the sense that each teacher must conduct an assessment related to student needs.

Teachers should try to use a variety of teaching methods because students have different learning arts, tendencies based on more than one intelligence: musical, spatial visual, physical kinesthetic, interpersonal, linguistic verbal, naturalist, and mathematical logical are examples of these areas (Yani et al., 2023)

So diagnostic assessment can be used to start learning to analyze the student's inequality. The diagnostic assessment is used to determine the readiness of students to learn, in conducting the diagnostic assessment the teacher must be able to see the functional difficulties of students, whether it is additional needs for them, how they do activities around the school, their strengths, and their potential (Yani et al., 2023).

The above statement can be concluded that in this way it will make differentiated learning easier for teachers to do in its implementation.

In the implementation process, differentiated learning is applied in a varied and effective way. The learning process is carried out by teachers with various methods and strategies according to what students need. There are three kinds of learning diversity in the classroom, namely: visual, audio visual, and kinesthetic styles.(Fitri & Nani Solihati, 2023).

3. Strategies Used by Islamic Religious Education Teachers in Differentiated Learning

There are four aspects of differentiated learning that are under the control of the teacher: content, product process, and classroom learning environment or climate. Teachers can decide how these four aspects can be incorporated into classroom learning. Teachers have the opportunity to change the learning environment and climate according to the background of the students. The four aspects are summarized below (Wahyuningsari et al., 2022).





Figure 1. Picture of the Four Aspects of Learning

- a. Content, which centers on the teacher's efforts to deal with teaching materials that are aligned with the needs of each learner.
- b. Process, which is focused on how students process information and ideas with the results that will be delivered by students, of course, there will be a lot of variations in learning styles and learning choices, so teachers must be able to design learning activities appropriately, so that they can properly accommodate these diverse learning needs.
- c. Product, aimed at a result or evidence of learning delivered by students, gives an effect to the teacher about the extent to which students have absorbed the material presented.
- d. The learning environment, which includes the physical and social conditions in which students learn, as well as causes that can interfere with their comfort and involvement in the learning process. (Siti Alfiyana Azizah¹ & , Ali Usman², Muhammad Ali Rif'an Fauzi³, 2023).

From the theory above, it can be concluded that teachers in the strategy of implementing differentiated learning must understand and master the four aspects above, then the teacher can change the situation or learning environment as needed, because all learning will be under the control of the teacher.

If all the planning has been done, then the next step is to implement differentiated learning. In its application. The first step: 1) Develop a lesson plan, 2) Determining the schedule, 3) Implementing learning, finally 4) Evaluation. It must be understood that the preparation of a differentiated lesson plan must be based on the level of need that has been known beforehand. (Sukmawati, 2022) And teachers must be able to organize learning materials, student activities, tasks for each student, with the aim of ensuring that the approach used is in accordance with the needs and individual characteristics of each learner. (Sarnoto, 2024).

Below is the classification column for implementing differentiated learning as needed.

Table 2. Example of Differentiated Learning Grouping
IMPLEMENTATION OF DIFFERENTIATED LEARNING

Sama Untuk Semua Siswa			
Developing learning skills	Teacher	Students	Example
	Design learning, evaluation, assessment and learning environments that meet curriculum expectations and teachers' own preferences.	Learn and practice the learning process the same way every time.	Anticipatory instructions, graphic organizers, and supplementary materials
Expand learning activities and skills.	Design learning, evaluation, assessment and learning environments that meet curriculum expectations and learning needs.	Experience, variety of learning styles and ways of practicing learning.	-Diverse intelligence at the same time -Large entry points at all times -Diverse learning support materials.
Different Options for Different Students			
Promote differentiated learning routines, habits and skills	-Design assessment, evaluation and learning environments based on curriculum expectations and learners' learning needs. - Try to design a variety of learning options for students	Have a choice of learning styles.	-differentiated structure teaching materials -Choice of supporting teaching materials (role, format, topic, audience, etc.)
-Maintain the habit of differentiated learning in the classroom.	-Design assessments, evaluations and learning scopes that meet curriculum expectations and the specific learning needs of students in the classroom. -Customizing the lesson plan into a "moment" or learning experience that works for each student.	- Habits that provide appropriate choices, ways of learning and demonstration of learning designed for specific learning needs.	-Learning structures are designed to respond to students' learning needs. -Students have learning materials according to their abilities and needs.

(Dr. Marlina, S.Pd. & PANDUAN, n.d.)

4. Challenges faced by Islamic Religious Education teachers in implementing differentiated learning and their solutions.

The challenges faced by teachers, especially Islamic Religious Education teachers in implementing differentiated learning are. Lack of knowledge about differentiated learning strategies, difficulties in identifying student needs, and lack of time and resources are challenges faced by teachers.(Tiara Nove Ria, 2023).

As for challenges related to limited time and available resources, in this situation teachers can make the most of available resources, and build cooperation with student guardians and colleagues to help support the implementation of differentiated learning. In addition, the principal can also provide support and facilitate the needs to strengthen the implementation of differentiated learning in schools. It is also important to remember that the implementation of differentiated



learning must be done responsibly and carefully, especially in dealing with student diversity.(Marzoan, 2023).

The solution to the above challenge is that it is very important for teachers to implement differentiated learning strategies in the aspect of learning readiness. *Readiness* is the capacity to learn new material that must consider the level of *readiness* of learners that will take learners out of their comfort zone, but with the right learning environment and adequate support, where they will still master new learning material. In order for learning readiness to be detected properly, teachers can conduct diagnostic assessments to measure and obtain the unique level of knowledge of learners so that teachers provide different treatments for learners in the classroom.(Putra, n.d.).

CONCLUSIONS

The results of field research show that Islamic Religious Education teachers at SDN INPRES Tololara have tremendous experience in implementing differentiated learning. They always try to be able to implement differentiated learning well according to the flow of the process. Islamic education teachers must start by identifying students' needs by conducting diagnostic assessments to understand students' backgrounds and needs so that varied learning activities can be designed. Then group students according to their abilities and needs, after that prepare all the teaching tools needed, starting from the material, objectives, methods or strategies, assessment to evaluation according to what is needed.

However, the experience of Islamic Religious Education teachers in implementing differentiated learning faces challenges such as, lack of strategies, limited time, and resources. But it has a solution that is by really mastering the following four aspects, with this teacher has the ability to change the learning environment of students for the better.

As for the four aspects used by Islamic Religious Education teachers in implementing differentiated learning, there are four aspects: content, process, product, and learning environment or climate, of these four aspects are under the control of the teacher. So the success and not the success of a learning depends on the teacher. In essence, the application of differentiated learning makes students more eager and active to learn.

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