

Differentiation Methods in Islamic Education Learning

Roby Ariatman

Universitas Islam Negeri Mataram
Email: robysariatman@gmail.com

Supardi

Universitas Islam Negeri Mataram
Email: supardi@uinmataram.ac.id

Lubna

Universitas Islam Negeri Mataram
Email: lubna68@uinmataram.ac.id

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Abstract

This study aims to analyze the differentiation method in learning Islamic religious education. This research uses a descriptive qualitative approach. Data were collected through classroom observations and interviews with Islamic religious education teachers at SDN 1 Montong Baan, as well as documentation to collect data related to the study in this research. The result of this research is that the differentiation method in learning Islamic religious education has three components. The content component includes the material of al-Qur'an hadith, *fiqh*, *akidah akhlak*, Islamic history. The process component includes the suitability of the method with the needs of students' learning styles, namely visual, auditory, and kinesthetic learning styles. The product component includes students' freedom in expressing the material obtained in the learning process using the differentiation method, such as presenting the material that has been obtained through individuals and groups and making essays.

Abstrak

Studi ini bertujuan untuk menganalisis metode diferensiasi dalam pembelajaran pendidikan agama Islam. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui observasi di dalam kelas dan wawancara kepada guru pendidikan agama Islam SDN 1 Montong Baan, serta dokumentasi untuk mengumpulkan data-data terkait kajian pada penelitian ini. Hasil penelitian ini adalah metode diferensiasi dalam pembelajaran pendidikan agama Islam memiliki tiga komponen. Komponen konten meliputi materi al-Qur'an hadits, fiqh, akidah akhlak,

sejarah Islam. Komponen proses meliputi kesesuaian metode dengan kebutuhan gaya belajar siswa, yakni gaya belajar visual, auditori, dan kinestetik. Komponen produk meliputi kebebasan siswa dalam mengekspresikan materi yang didapatkan dalam proses pembelajaran menggunakan metode diferensiasi, seperti mempresentasikan materi yang telah didapatkan melalui individu maupun kelompok dan membuat esai.

Keywords

Methods, Differentiation, Learning, Islamic Religious Education

Introduction

Islamic religious education is defined as learning that is conducted by an individual or educational establishment that offers individuals who wish to learn more about Islam academic resources as well as daily practices. The teacher's involvement in enhancing pupils' scientific integration (Syafirin et al., 2023). Islamic religious education contains multi-aspect learning. Cognitive aspects, studying Islamic content with contextualization. Affective aspects, developing spiritual values. The psychomotor aspect, examining rituals related to religion (Suhardin et al., 2021).

An analysis of the goals of Islamic religious education in general is that it aims to mold a person's morals and character (Latif, 2021). It is with this Islamic religious education that educates students' mindset to be able to become a person who is tough, moderate, and has noble morals (Umam & Hamami, 2023). In line with this, Said Subhan Posagi also mentioned that Islamic religious education has implications for the creation of a person who is good in *hablu min 'Ulâh* and also good in *hablu min al-nâs* (Posangi Said, 2020).

In its implementation, Islamic religious education learning must be well integrated (Rahmat & Khoiriyah, 2022). Quoted from Muhammad Jailani, that current Islamic religious education learning is generally too monotonous, so that the objectives of Islamic religious education are not achieved (Mohammad Jailani et al., 2021). This anxiety about the learning objectives of Islamic religious education does not only apply to teachers and students, but the anxiety about the importance of achieving these learning objectives applies to society. As stated by Siti Masruroh, finding problems and problems in the midst of society regarding the results of learning Islamic education for students (Masruroh et al., 2021). Of course, this underlies educational institutions to focus more on developing Islamic religious education learning models to be more creative and innovative.

Talking about Islamic education learning, of course, cannot escape the creative and innovative role of teachers in the classroom. Teachers are an important component in the world of education (Syamrabusta, 2020). In order for the learning process to be successful, teachers are crucial (Rusadi et al., 2021). Teachers' professional competence is needed in an innovative and creative learning process (Mukhooyaroh et al., 2020). The next role of the teacher in the learning process is to prepare methods and supporting media in presenting teaching materials to students. Shirley Khumaidah mentioned that the teacher's role in designing Islamic religious education learning must use varied methods, not only sticking to conventional methods such as lectures and using media that are in accordance with student needs (Khumaidah et al., 2021). From the above study, it can be concluded that the role of the teacher in determining suitable methods in learning is very important. The success of learning cannot be separated from the success of the methods applied by the teacher during the learning process.

The phenomenon that occurs today in every school institution, especially in Islamic religious education learning, is the use of learning methods that are too monotonous or stagnant. So that this, has an impact on student interest in learning, student motivation, even to the learning objectives that are not achieved. Conditions like this, become a big problem for Islamic religious education teachers, in order to further improve their credibility and integrity in teaching.

It is a must for teachers to always create the latest innovations in learning to realize the learning objectives of Islamic religious education itself (Ihsanti, 2024). Quoted from Satriani, one of the obstacles in the learning process is that teachers are less able to develop their skills and abilities in teaching, so this will have an impact on the monotonous teaching process (Satriani, 2018). The teacher's ability to apply the right method will certainly have an impact on increasing students' understanding of the material provided (Auliya et al., 2024). The use of varied methods can support the achievement of student learning objectives. For example, the application of the Project Based Learning (PBL) learning method has a significantly positive effect on improving students' Islamic religious education learning outcomes (Primadoniati, 2020). Various other methods, such as the application of the Quiz Team method can be a solution in improving students' Islamic learning achievement (Nihayah et al., 2022).

Seeing from this study, it can be concluded that the use of varied methods can increase the success and achievement of student learning goals, especially learning Islamic religious education. Not always monotonously fixated on conventional methods, which actually makes students' interest in learning less and bored. Given the importance of Islamic religious education

in the formation of student character and the challenges faced in learning, the suitability of Islamic religious education learning methods is needed.

This study aims to analyze the application of differentiation methods in learning Islamic religious education. Thus, this research is expected to make a significant contribution to improving the quality of Islamic religious education learning and developing a more relevant and effective curriculum.

Method

This research uses a qualitative approach that aims to understand phenomena in a natural context with a descriptive type. The research was conducted at SDN 1 Montong Baan which is unique in the implementation of Islamic Religious Education learning, focusing on the use of differentiation methods. The research subjects included Islamic religious education teachers to obtain in-depth data related to the differentiation method in learning Islamic religious education.

In this study, documenting, interviewing, and observation were the methods employed for gathering data. The process of Islamic religious education is observed in the classroom using the observation method, including the interaction between teachers and students, the use of differentiation methods in learning. The interview method was used to interview teachers, related to obtaining their perceptions and opinions about the methods used in learning. Lesson plans, syllabi, and the findings of learning assessments are among the associated documents that are gathered and examined using the documentation technique. The procedures of data reduction, data presentation, and conclusion drawing or verification will be used in the qualitative analysis of the collected data.

Results and Discussion

Differentiation Method in Islamic Education Learning

The Differentiated Method is a method that demands the creativity of a teacher. This method can develop students' potential according to their needs (Purnawanto, 2023). Learning with this differentiated method can accommodate students' preferences, interests, and learning preferences (Sintia Wulandari, 2022). Differentiated methods can also be integrated with various learning modalities. For example, Project Based Learning, Problem Based Learning, and Blended Learnings (Sri Wahyuni, 2022). Rita Prima Bendriyanti mentioned that this differentiated learning method can increase student learning and creativity in the learning process (Bendriyanti et al., 2022). This differentiated method can also increase students' learning

concentration to be more focused. Quoted from Maifil Anggi Saputra, that this differentiated method is effective in increasing student concentration in learning (Saputra & Marlina, 2021).

Learning based on this differentiation method refers to the needs of students which is the main focus. By looking at the varied needs of students in the classroom, teachers can adjust it with various methods to meet the needs of these students (Maulana et al., 2023). This method can help teachers in monitoring classroom management and monitoring the extent of the abilities of each student (Rahmah et al., 2022). This kind of learning can also open up opportunities for each student to develop their potential creatively (Misnawati et al., 2023).

The goal of diversified learning is to improve each student's learning outcomes by fostering diversity in the classroom and giving students access to knowledge that best fits their learning preferences (Peduk, 2022). There are three important components in learning differentiation method, including: content component, process component, and product component (Farid, 2022). From these three components, this research will analyze the concrete form of differentiation method into Islamic religious education learning in schools.

From the results of observations and interviews with one of the Islamic religious education teachers at SDN 1 Montong Baan, it was found that the teacher applied this differentiation method in learning Islamic religious education. From the results of the interview, the teacher stated that this differentiation method is very effective in the learning process. Although it is quite complicated, because teachers are required to be very active in teaching because they apply many methods in one class meeting.

In the classroom learning process, Islamic religious education teachers at SDN 1 Montong Baan apply differentiated methods to accommodate the needs of all students. In differences in student learning styles, teachers can collaborate methods that can meet the needs of students' varied learning styles.

1. Content Component of Differentiation Method in PAI Learning

Content differentiation learning can be interpreted as input or material that will be taught and students want to learn in the learning process (Jatmiko & Putra, 2022). The provision of content or material to be taught to students must be based on their needs and in accordance with their learning styles (Herwina, 2021) The material content in Islamic religious education consists of four main aspects, al-Qur'an hadith, fiqh, akidah akhlak, and Islamic history.

The content differentiation carried out by Islamic religious education teachers in the classroom refers to the main topics of Islamic discussion based on the Islamic religious education curriculum. From empirical data in the field, teachers teach Islamic religious education content in fiqh subjects, namely the prayer chapter. Presentation of material content in the form of pillars of prayer, valid requirements for prayer, to the correct prayer procedures. The content is presented gradually according to the students' ability to understand the material. The delivery of content must also see the needs of students, so that the objectives of learning Islamic religious education are achieved properly.

2. Process Components of Differentiation Method in PAI Learning

The component is part of differentiated learning. This process aspect requires teachers to modify the learning process to deliver the material content that will be given to students and according to their learning needs (Khomsanah et al., 2023). The differentiation process component can also be interpreted as students' steps in obtaining information or material delivered by the teacher, so that they are able to come up with ideas about what they have learned (Setiyo, 2022). In line with this, Ulfah Umurohmi also mentioned that the differentiation process in teaching is related to student activities in understanding the content being taught (Umurohmi, 2023).

The analysis of the differentiation process in Islamic religious education teaching at school is implemented by looking at different variants of students' learning styles. The teacher applies three stages of the material transfer process in learning fiqh about prayer. Students can be grouped into several parts. The first group, students with audio learning styles, the second group of students with visual learning styles, and the third group of students with kinesthetic learning styles. The teacher's role must be active in applying differentiated methods to all these groups. During the process of delivering material with differentiated methods, teachers must pay attention to the learning style needs of these students.

In the differentiated learning process, teachers provide lectures to meet the needs of students with auditory learning styles; for students with visual learning styles, they provide material in the form of image and video displays about prayer procedures; and for students with kinesthetic learning style needs, they provide practice or performance. As a result, the learning process is customized to the student's preferred learning style and the content that the teacher teaches.

3. Product Components of Differentiation Method in PAI Learning

The differentiation method in the product aspect is the result of the student's learning process on the material content that has been delivered

by the teacher (Nurjanah et al., 2023). This aspect is evidence of what students have learned (Safitri et al., 2023). Product differentiation is carried out to become teacher evaluation material to see the extent to which the success of this differentiated content and learning process is implemented (Asiyah, 2023).

In the learning process in the classroom, at this stage the teacher provides space for students to show the results of their understanding of the learning process that has been passed using the differentiation method. From the observation results, the teacher gives freedom to students, either by means of independent or group presentations or in the form of essays. That way, the teacher can provide an assessment of students related to the material that has been learned, the extent to which students understand the material presented using the differentiation method.

Challenges of Differentiation Method in Islamic Education Learning

1. Limited Study Time

From the results of interviews with one of the Islamic education teachers at SDN 1 Montong Baan, one of the main challenges in applying this differentiation method in learning Islamic education is the limited teaching time at each meeting. Islamic religious education learning contains complex material content. Each material must be explained in detail and in depth, so its execution in the learning process is less than optimal.

The implementation of this differentiation method requires accommodating all student learning needs in the classroom. By applying various methods in the learning process to deliver material content that must be tailored to student learning needs, of course, requires efficient learning time. This is an obstacle for teachers in applying differentiation methods in learning Islamic religious education. The suitability of teaching time at each meeting and the obligation to meet the varied learning needs of students, sometimes often become obstacles in achieving less than optimal learning goals.

2. Lack of Teacher Innovation

Teacher competence is an important thing to improve. The more qualified the teacher's competence, the more qualified the quality of the success of the learning process (Rahman, 2022). This is what is problematic for Islamic religious education teachers in applying the differentiation method. The lack of teacher innovation makes the learning process stagnant or monotonous, so that student motivation and interest are reduced, even students tend to be bored in class.

From the results of the interview, information was obtained, that the application of differentiation methods in learning Islamic religious education requires innovative and creative teachers. The creative and innovative spirit of the teacher is very supportive for the success of the differentiation method, so that learning Islam does not become boring.

Conclusion

The differentiation method in learning religious content contains three components. First, the content component, which is based on al-Qur'an hadith, fiqh, akidah akhlak, and Islamic history. Second, the process component, which is by looking at the needs of students' learning styles. Using the lecture method for students with auditory learning styles, providing illustrations with videos or images to meet the needs of students with visual learning styles, and practicing or practicing the material taught and followed by students to meet the needs of students with kinesthetic learning styles. In its implementation, the differentiation method has its own challenges, including: the limited time of class hours, thus making the application of the differentiation method in Islamic learning not optimal, and the lack of teacher innovation in teaching, making the learning process monotonous and even reducing student interest and motivation in learning.

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Conflict of Interests

The corresponding author is also responsible for having ensured collective agreement between co-authors in all matters regarding manuscript publication. Therefore, the corresponding author needs to submit a statement of competing interests on behalf of all authors of the paper.

Ethical Considerations

This statement clarifies the ethical behaviors of all parties involved in the act of publishing an article in *Jurnal Penelitian Pendidikan Islam*.

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