

Differentiated Learning Strategies: Tailoring Islamic Education to Meet Diverse Student Needs

Zenal Furqon

SMP Daarut Tauhiid Boarding School

Email: zenal.furqon@gmail.com

Erni Haryanti

Sunan Gunung Djati State Islamic University Bandung

Email: erni_hk@uinsgd.ac.id

Abstract: The purpose of this research is to find out how the differentiation strategy in PAI subjects is able to facilitate the level of diversity of students, differentiated learning is an approach by adjusting the process, content, or learning products based on the needs, interests, or level of learning readiness of students with this it will be able to help to increase the success rate of graduates or learning outcomes of a person, because the differentiation process will make students learn according to their will and will which will lead to their interests and talents. The method used in this research is the literature review method, this is because it allows researchers to explore key concepts based on relevant research and sources. The results of this study show that the differentiation strategy can be applied in PAI learning especially in facilitating the diversity of students who are different from one another, differentiation can be done from various aspects such as content, process, product and even in terms of learning environment so that it can increase students' interest in learning which in turn will have an impact on the level of understanding of students, therefore this differentiation strategy can be applied in PAI learning.

Keywords: Differentiation; Diversity; Learning

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui bagaimana strategi diferensiasi pada mata pelajaran PAI mampu memfasilitasi tingkat keberagaman peserta didik, pembelajaran diferensiasi adalah suatu pendekatan dengan cara penyesuaian proses, konten, atau produk pembelajaran berdasarkan kebutuhan, minat, atau tingkat kesiapan belajar peserta didik dengan hal ini maka akan bisa membantu untuk meningkatkan tingkat keberhasilan lulusan atau hasil belajar seseorang, karena dengan adanya proses diferensiasi akan membuat peserta didik belajar sesuai dengan kemauan dan kehendaknya yang nantinya akan mengarah pada minat dan bakatnya. Metode yang digunakan dalam penelitian ini adalah metode kajian literature atau tinjauan pustaka, hal ini dikarenakan peneliti memungkinkan untuk mengeksplorasi konsep-konsep utama berdasarkan penelitian dan sumber-sumber yang relevan. Hasil dari penelitian ini menunjukkan bahwa strategi diferensiasi bisa diterapkan dalam pembelajaran PAI terlebih dalam memfasilitasi keberagaman peserta didik yang berbeda satu dengan yang lainnya, diferensiasi yang dilakukan bisa dari berbagai aspek seperti konten atau isi, proses, produk bahkan dalam hal lingkungan belajar sehingga bisa meningkatkan minat belajar peserta didik yang pada akhirnya akan berdampak pada tingkat pemahaman peserta didik, oleh karena itu strategi diferensiasi ini bisa diterapkan dalam pembelajaran PAI.

Kata Kunci: *Diferensiasi; Keberagaman; Pembelajaran*

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INTRODUCTION

Humans are beings created by Allah SWT with various noble attributes and entrusted with honorable duties (Sada, 2016). These virtues can only become evident through a process in their lives, and that process is education. Education is a critical factor in the advancement and development of individuals and society (Kurniasih & Hasbiyallah, 2023). It is also a key focus of the Indonesian government's efforts to foster the best character development among students (Ardiawan et al., 2024). Education in Indonesia not only emphasizes intellectual growth but also considers cultural values as the identity of the nation itself (Arrohman & Lestari, 2023). Education serves as a means for humans to facilitate the development of learners, enabling them to transform from less desirable attitudes to better ones. Furthermore, education contributes to the maturity of individuals, fostering growth and changes toward greater maturity (Maulidia & Prafitasari, 2023). Additionally, education aims to unlock the full potential of individuals in preparing their character and morals as provisions for facing the challenges of Life (Zalsabella et al., 2023). It also bears the responsibility of producing students who excel both in knowledge and character (Kulsum & Muhid, 2022).

One of the fields of education that plays a significant role in shaping an individual's good character is Islamic Religious Education. This is because Islamic Religious Education encompasses noble values, and when individuals are able to apply these values, they will develop the best character or morality as human beings. Islamic Religious Education provided in any school setting aims to internalize Islamic values within its learners (Muhaemin et al., 2023). Education will achieve its intended goals if the process involves educators who understand the unique characteristics and traits of their students. Similarly, in terms of teaching skills, an educator must possess fundamental competencies in the teaching and learning process. These skills enable educators to deeply comprehend what teaching entails (Tambak & Tambak, 2024). Moreover, educators must be capable of stimulating critical thinking and reasoning skills in students, encouraging them to address and reflect on the issues present in their surroundings (Mustofa et al., 2023).

Education must also have the courage to look at their own ability to convey learning, whether it is in accordance with the expectations of students or still not optimally providing the teaching Education must also have the courage to look at their own ability to convey learning, whether it is in accordance with the expectations of students or still not optimally providing the teaching (Maulana et al., 2023). Apart from his strength, Allah SWT also created human beings who have the character or characteristics of each individual, both in terms of physical and level of ability to understand something. Each individual has been given basic potential that is a provision in finding the basic potential that he has (Zuleni & Rossa, 2024). Humans are someone who has their own characteristics, therefore there will be no human beings who are the same with each other, each person has their own uniqueness and advantages and disadvantages Humans are someone who has their own characteristics, therefore there will be no human beings who are the same with each other, each person has their own uniqueness and advantages and disadvantages (Elcery & Satria, 2023).

In the effort to uncover the potential of an individual, education serves as the most effective method. Islamic Religious Education is one subject that fosters an individual's potential through spiritual education. Islamic education itself is an effort to shape personality in accordance with Islamic teachings (Syam, 2016). Spiritual education plays a crucial role in character formation (Suraji & Sastrodiharjo, 2021). Potential is an individual's inherent ability that remains latent but holds the possibility of being developer (Masni, 2017).

A person enhances their quality through the process of education. Thus, education plays a vital role in preparing individuals for life, ultimately uplifting the society in which educated individuals reside, including Indonesian society. As the quality of education in Indonesia improves, the overall societal standard will also rise. To achieve optimal results in education, selecting the appropriate learning strategies is essential. The right teaching strategies enhance the effectiveness of education itself (Qoriah et al., 2023). By determining strategies that align with the students, educators indirectly assist students in processing and understanding the knowledge they acquire, making it more meaningful.

Effective learning strategies encourage students to comprehend educational concepts accurately, such as by using concrete examples or relating learning to modeling. Such strategies help students visualize educational concepts more realistically, thereby strengthening their memory and understanding. Similarly, interactive and engaging strategies stimulate students' enthusiasm, making them enjoy the learning process and ultimately enabling them to grasp the learning material more quickly.

Students who study in a condition will find differences from each other, because they have unique learning preferences and this reflects their tendency to

receive, process, and remember information (Maulidia & Prafitasari, 2023). Students of the same age have differences in terms of learning readiness, interests, ways of learning, and experiences in life (Rahmat, 2022). Learning strategies that can meet visual, auditory and kinesthetic needs can make it easier for students to find the most effective and appropriate way of learning for them.

One of the teaching strategies that can be highly relevant to the diverse learning styles of individuals is differentiated instruction. Differentiated instruction is a teaching approach aimed at meeting the diverse learning needs of every student in the classroom (Herwina, 2021). In its implementation, teachers must fully recognize that each student possesses different levels of skills, learning styles, interests, and paces in grasping lessons. Differentiated instruction also facilitates the needs of students and provides ample opportunities for each individual to enhance their potential (Yani & Susanti, 2023) This approach consists of three aspects: differentiation in content, process, and product.

When successfully implemented, differentiated instruction can lead to a learning process that aligns with students' needs in terms of readiness, interest, and learning styles. This approach enables students to maximize their abilities and individual potential. Research conducted by Sulistiani (2014) examining the influence of differentiation strategies on competitive advantage in a specific company indicated that such strategies enhance competitiveness, ultimately allowing organizations to succeed in the market. Differentiation strategy, which has been previously employed, emphasizes focusing on the capabilities and needs of learners as its primary goal (Putra, 2021).

Moreover, differentiated learning can develop students' interest in learning (Arumsari & Susanti, 2024). This strategy focuses specifically on the learning needs of students (Dwi Putriana Naibaho, 2023). Educators who implement differentiated instruction can create a learning environment that is responsive to diversity (Abdul Ghani et al., 2023). The diversity of students is something that must happen in every learning. This situation is also one of the important factors in the scope of education, because diversity makes the learning environment inclusive, fair and also meaningful (Wati et al., 2024).

Islamic Religious Education (PAI) is a fundamental subject that must be taught to students from early education levels through higher education. Therefore, its teaching strategies should be designed to optimize learning outcomes at every stage. As previously mentioned, students are diverse individuals with varying characteristics, making differentiated strategies highly suitable for PAI instruction across all levels.

PAI focuses on religious teachings and ritual activities to deepen students' understanding and practice of faith (Faqihuddin & Romadhon, 2023). Moreover, it should provide opportunities for students to communicate and collaborate

effectively, fostering a comfortable learning environment that broadens their religious comprehension (Fauzi, 2023). Additionally, PAI serves as the government's initiative to nurture a generation equipped with knowledge and the ability to act upon it (Saprudin & Nurwahidin, 2021). Thus, the integration of differentiated strategies enhances the inclusivity and effectiveness of PAI learning. This research aims to explore how differentiated strategies can be implemented in Islamic Religious Education (PAI) at the junior high school level to accommodate the diversity of students. The study focuses on understanding the application of differentiation to address students' varied learning needs, including readiness, interests, and learning styles. By employing differentiation in content, process, and product, educators can create a more inclusive and effective learning environment. The goal is to facilitate the potential of each student, ensuring that their unique abilities are nurtured and developed. The findings of this research are expected to provide practical insights for educators in designing and implementing teaching strategies that respond to classroom diversity. Furthermore, it highlights the importance of differentiated instruction in enhancing students' engagement and fostering an environment where they can thrive academically and personally, reflecting the holistic goals of Islamic Religious Education.

RESEARCH METHODS

The writing of this article is carried out by using the literature review method. Literature review is a method used to be able to produce a lot of accurate data or information related to the topic being researched through collecting from several references, so that the data obtained can produce a discovery that can later be accounted for. This literature review can be obtained from various academic sources, such as journals or articles that are relevant to the research being conducted.

RESEARCH RESULTS AND DISCUSSION

Research Results

Differentiated Learning

Differentiated learning provides students with the freedom and opportunity to develop their inherent values and potentials (Fitra, 2022). It is an approach that adapts classroom instruction to meet the diverse learning needs and abilities of students. The core principle of differentiated learning acknowledges that every student is unique, possessing individual strengths and varying ways of understanding concepts or lessons.

Essentially, differentiated learning involves a series of rational, student-centered decisions crafted by teachers to implement learning activities tailored to students' needs. These decisions encompass aspects such as creating a conducive

learning environment, defining learning objectives, and conducting ongoing assessments to foster an effective classroom. However, differentiated learning does not mean teaching 32 students with 32 different methods, overwhelming students with excessive tasks, or grouping students rigidly based on their performance levels. It is not about creating chaotic classrooms or requiring teachers to prepare multiple lesson plans simultaneously to cater to every individual need. Instead, differentiated learning simplifies the teaching and learning process, making it more efficient and effective for both teachers and students (Tomlinson, 2000).

The first step to implementing differentiated learning is to map the learning needs of students. The learning needs of these students can be categorized into three aspects, namely: learning readiness, learning profile, and interests and talents.

Readiness is the capacity and ability of students to learn and understand new material. With learning readiness, teachers try to invite students to follow the learning process that is out of their comfort zone, but with the support of the right learning environment and adequate facilities so that students can master a new material.

One of the goals of learning according to students' interests and talents is to increase learning motivation, where students have different interests and talents, for example in the fields of art, sports, mathematics or science. Furthermore, mapping learning needs from the aspect of student learning profiles has the goal of providing opportunities for students to be able to learn actively, efficiently, and naturally. Factors that affect a person's learning include: environmental, cultural, visual, auditory, and kinesthetic. Therefore, it is important for teachers to vary learning strategies and methods.

Education will be in accordance with the development of the times and student-oriented, so one of the strategies is differentiated learning. Differentiated learning can be carried out in 4 ways, including (Wahyuni, 2022):

1. Content : This refers to the curriculum and material studied by students. Examples of content differentiation include the following activities: (a) Providing reading materials at various readability levels. (b) Offering diverse teaching materials presented through modules, cassettes, videos, or practical activities. (c) Using vocabulary tables to assess students' readiness levels. (d) Presenting ideas through audio, visuals, or both. (e) Utilizing reading buddies. (f) Employing small groups or peer tutors.
2. Process: This pertains to how students process information and ideas. Examples of process differentiation activities include: (a) Engaging students in tiered activities with varying levels of challenge, support, and complexity. (b) Exploring students' potential by providing interest and talent centers. (c) Developing personalized agendas or task lists to be

completed within the timeframe set by the teacher. (d) Providing direct support for students in need. (e) Facilitating flexible timeframes for task completion.

3. **Product:** This represents students' interpretation of what they have learned. Examples of product differentiation include: (a) Allowing students to choose how to express their learning or present outcomes, such as through writing, illustrations, videos, or narratives. (b) Using appropriate rubrics or assessment standards to accommodate diverse skill levels and expand learning outcomes.
4. **Learning Environment:** This refers to the conditions, feelings, and methods students use to work during the learning process. Examples of learning environment differentiation include: (a) Creating spaces or environments where students can collaborate. (b) Providing materials that reflect social and cultural aspects in tangible ways. (c) Facilitating students who prefer physical activity alongside those who prefer to sit quietly. (d) Establishing routines or habits that enable students to seek help when the teacher is engaged with other students.

Differentiated learning aims to create an inclusive and effective educational experience for all students. One of its primary goals is to facilitate the learning process by allowing teachers to reflect on and better understand the diverse abilities of their students. This awareness enables teachers to guide every student toward achieving the desired learning outcomes. Additionally, differentiated learning helps improve students' motivation and academic performance, as teachers adapt their guidance to the level of difficulty each student can handle, ensuring that learning becomes both meaningful and achievable.

This approach also fosters stronger and more harmonious relationships between teachers and students. By understanding and addressing individual needs, teachers create an environment where students feel supported, which, in turn, enhances their enthusiasm for learning. Furthermore, differentiated learning encourages students to build self-confidence and develop independence in their educational journey. It also plays a crucial role in identifying and nurturing each student's unique potential and abilities, helping them maximize their growth and development. Through these combined efforts, differentiated learning creates a dynamic and supportive learning environment that benefits both teachers and students (Fitra, 2022).

Diversity of Students

Diversity in the classroom is closely related to the varying characteristics of students, each bringing their own unique set of experiences and abilities into

the learning environment. This diversity is often seen in the way students engage with the material and in their approaches to learning. For example, students may differ in their prior knowledge of a subject. Some may come with a strong foundation in a particular topic, while others might struggle due to limited exposure or understanding. This difference in prior knowledge can create challenges in how students engage with new content, particularly for those who find certain skills, like research, more difficult to grasp.

Another important aspect of diversity is metacognition, which refers to the ability to reflect on and control one's own learning process. Some students may have difficulty recognizing the main points in a problem or organizing their thoughts clearly, which can hinder their ability to grasp complex concepts. Additionally, some may not read exam questions correctly or misinterpret what is being asked, which is a challenge related to their metacognitive abilities.

Motivation is also a key factor in the diversity of a classroom. Some students may feel disengaged or less motivated to attend class, particularly if they do not see the relevance of the subject matter to their lives. This lack of motivation can affect their participation and overall performance, making it essential for educators to find ways to spark interest and encourage engagement.

Cultural differences add another layer of complexity to classroom diversity. With students coming from various cultural backgrounds, including international students or those from different religious communities, these differences can influence their perspectives, behaviors, and interactions within the learning environment. Understanding these cultural dynamics can help create a more inclusive and supportive space for all students.

Finally, students also differ in their learning styles. Some may learn best by actively engaging with the material, trying out new ideas or skills, while others may prefer a more reflective approach, such as asking questions or discussing concepts in detail. By recognizing and adapting to these varied learning styles, teachers can better support each student's learning journey, ensuring that every student has the opportunity to succeed. Recognizing and addressing these aspects of diversity is essential for fostering an inclusive classroom that caters to the needs of all students, enabling them to thrive academically and personally.

Differentiation Strategies in PAI Learning to Facilitate Student Diversity

The process of implementing a differentiated learning strategy requires teachers to have ideas and innovative approaches in the use of methods and teaching models to motivate students to actively participate in the entire learning process. Therefore, in efforts to improve the quality of classroom learning for students, the role of a teacher is crucial in achieving successful learning outcomes (Herwina, 2021). Simply put, differentiated learning is a series of rational

decisions made by the teacher, as the leader of the learning process, focused on meeting the learning needs of students.

Differentiated learning strategies can help students in school achieve success in their learning process because the learning outcomes are tailored to the students' specific learning needs. The learning outcomes from the entire learning process can take the form of articles, songs, poetry, infographics, posters, performance videos, animated videos, or other forms, depending on the concept of the material being studied, whether it involves individual skills or group learning interests. Differentiated learning strategies are not individual learning, but rather a classical approach that prioritizes differentiation in the classroom, taking into account existing differences and carrying out activities that support the achievement of maximum learning goals without changing the individual identity of students, in line with the educational philosophy of Ki Hajar Dewantara, which states that education is a process of nurturing and developing a child's nature according to their potential and talents.

Islamic religious education greatly supports differentiation in learning, as it is recommended to achieve optimal learning outcomes. For instance, a student with beginner-level Qur'an reading skills may struggle if the learning process is the same as that of a student who has reached an advanced level. Therefore, applying a differentiated learning strategy in Islamic Education (PAI) is highly appropriate and will maximize student learning outcomes.

Discussion

Islamic Religious Education (PAI) learning faces great challenges in the modern era, especially in the diversity of students both in terms of academic ability, interests, learning styles, and socio-cultural backgrounds. For this reason, an approach is needed that can accommodate this diversity, one of which is through a learning differentiation strategy.

Concept of Differentiation Strategy

Differentiated strategy is a teaching approach that adjusts content, processes, products, and the learning environment to meet the individual needs of students (Tomlinson, 2000). This approach allows educators to modify the learning experience in various ways. First, they can modify the content by providing materials that are tailored to the students' level of understanding. Second, they can adjust the process by employing diverse teaching methods such as group discussions, simulations, or mind mapping, ensuring that different learning styles are catered to. Third, educators can adapt the product by allowing students to demonstrate their understanding in different ways, such as through essays, videos, or creative projects. Finally, managing the learning environment

involves creating a space that supports both the physical and psychological comfort of students, making the learning process more effective and inclusive. This approach helps ensure that all students, regardless of their unique needs, have the opportunity to succeed.

Relevance in PAI Learning

Islamic Education (PAI) aims to develop Islamic character, enhance faith, and shape noble personalities. However, the diversity of students demands a flexible approach to achieve these goals optimally. According to (Badruzaman, 2018), religious education should be holistic, considering the intellectual, emotional, and spiritual aspects of students. One approach that can be applied is the use of differentiated strategy in PAI teaching.

Content differentiation is carried out by providing relevant texts from the Qur'an or Hadith according to the students' level of understanding and offering additional learning materials for students with higher abilities. Process differentiation can be achieved through methods such as mind mapping to help students understand concepts of Tawhid, Fiqh, or Akhlak, as well as through educational games, interactive discussions, or technologies that accommodate various learning styles. In terms of product differentiation, students are given the freedom to choose how to present their tasks, such as creating a da'wah video, writing an Islamic short story, or drawing an infographic that illustrates Islamic values.

Moreover, environmental differentiation is important by creating an inclusive discussion space to discuss diverse perspectives in Islam, while providing a comfortable learning atmosphere through flexible seating arrangements. Through the implementation of this strategy, PAI teaching is expected to support students' individual needs and foster a deeper understanding of Islam.

Differentiated strategy in PAI teaching is an effective solution to facilitate the diversity of students. By applying this approach, teachers can ensure that every student receives a relevant, meaningful learning experience tailored to their needs. The implementation of this strategy requires creativity, innovation, and a deep understanding of students' conditions and the learning material. This approach not only enhances the effectiveness of learning but also supports the formation of a generation with a strong understanding of religion and the ability to adapt to diversity.

CONCLUSION AND IMPLICATION

Conclusion

The implementation of differentiated learning strategies in Islamic Education (PAI) is highly appropriate, especially when considering the diversity

of students in schools, as each student has their own uniqueness and characteristics in their learning process, including in PAI. Differentiated learning strategies can help students succeed in their learning process, as the learning outcomes are tailored to meet the individual learning needs of the students. The learning outcomes produced from the entire learning process can take various forms, such as articles, songs, poems, infographics, posters, performance videos, animation videos, or other formats that align with the material being studied, whether through individual skills development or group-based learning interests.

Implication

The implementation of differentiated learning strategies in Islamic Education (PAI) is highly appropriate, especially when considering the diversity of students in schools, as each student has their own unique characteristics and learning processes, including in PAI. Differentiated learning strategies can help students succeed in their learning journey, as the outcomes are tailored to meet their individual learning needs. The learning outcomes produced from the entire learning process can take various forms, such as articles, songs, poems, infographics, posters, performance videos, animation videos, or other formats that align with the material being learned, whether individually developed skills or group-based learning interests. This approach ensures that every student can engage with the material in a way that suits their abilities and interests, fostering a more inclusive and effective learning environment.

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