

Implementation of Differentiated Learning in Islamic Religious Education at Muhammadiyah High School Poso

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ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	This article discusses the implementation of differentiation learning in Islamic Religious Education (PAI) in SMA Muhammadiyah Poso. The differentiation approach is seen as one of the learning strategies that is able to accommodate the diversity of learners, both in terms of interests, talents, needs, and learning styles. Through descriptive qualitative research, it was found that differentiation learning in PAI plays an important role in increasing student engagement, fostering moral karimah, and strengthening contextual understanding of Islamic values. This article confirms that the application of differentiation demands the creativity of PAI teachers, school support, and the development of teaching materials relevant to the needs of learners. The results showed that PAI teachers who applied differentiation through variations in methods, content differentiation, processes, and learning products were able to create a more inclusive and meaningful learning atmosphere. Learners feel more valued individual differences, so motivated to actively participate in learning.
KEYWORD Differentiation Learning, Islamic Religious Education, Learning Innovation	

1. Introduction

Islamic Religious Education (PAI) has a strategic role in shaping the morals, character, and spirituality of learners. However, the main challenge in PAI learning is the diversity of learners, both in terms of academic ability, socio-cultural background, and level of motivation to learn. This condition requires PAI teachers to apply an approach that is able to adjust the learning needs of students. One relevant approach is differentiation learning. Differentiated learning is learning that accommodates the learning needs of students. Teachers facilitate students according to their needs, because each student has different characteristics, so they cannot be given the same treatment. In implementing differentiated learning, teachers need to think about reasonable actions that will later be taken, because differentiated learning does not mean learning by providing different treatment or actions for each student, nor learning that distinguishes between smart and less smart students (Mahfudz MS, 2023).

In the context of **SMA Muhammadiyah Poso**, PAI learning faces a typical social reality. The school is located in an area with cultural diversity, family background, as well as varying levels of religiosity. This makes the implementation of differentiation learning even more important, because PAI teachers are not only required to convey material cognitively, but also guide learners in affective and psychomotor aspects according to their respective characters. Early research conducted at this school showed that there were significant differences in learning motivation and ability to understand PAI material between learners. Therefore, differentiation learning strategies become one of the solutions to answer these needs.

Furthermore, SMA Muhammadiyah Poso as an Islamic-based school is committed to produce a generation that is not only intellectually intelligent, but also Noble. In line with the school's vision and the direction of **The Independent Curriculum**

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Policy (Kemendikbudristek, 2022), PAI teachers are encouraged to develop learning that emphasizes flexibility, meaningfulness, and relevance to students' real lives. By integrating differentiation learning, students are expected to be able to internalize Islamic values in depth, foster tolerance, and have life skills that are in accordance with the challenges of the Times.

2. Literature Review

2.1 Differential Learning

Differentiated learning is learning that accommodates the learning needs of students. Teachers facilitate students according to their needs, because each student has different characteristics, so they cannot be given the same treatment. In implementing differentiated learning, teachers need to think about reasonable actions that will be taken, because differentiated learning does not mean learning by providing different treatment or actions for each student, nor learning that distinguishes between smart students and less smart ones (Mahfudz MS, 2023). The key principle: teachers recognize differences in students' cognitive readiness, interests, and learning styles, and then tailor the learning experience so that each student gets the right challenge and adequate support. Santrock (2021) asserts that the implementation of differentiation requires continuous diagnostic assessment, flexible grouping, as well as a diverse selection of activities so that students can learn according to the most suitable path.

According to Bayumi et al (2021: 15), the concept of differentiation learning is an education that is expected to empower the potential in every learner. Differentiated learning accommodates students who have weaknesses in learning, both in gifted students and students who are slow to learn. This learning strategy helps students' needs can be met and served in regular classes. While the characteristics or characteristics of differentiated learning include; the learning environment invites students to learn, the curriculum has clearly defined learning objectives, there is continuous assessment, teachers respond or respond to student learning needs, and effective classroom management.

2.2 Islamic Religious Education

PAI not only transmits ritual knowledge, but also serves to shape the attitudes, morals, and social competencies of learners (Abidin, 2023). The challenges of PAI learning in secondary schools include: the diversity of religious understanding among students, the tendency to textual learning, as well as the need to connect religious material with contemporary issues facing adolescents. Therefore, approaches that put forward real experiences, reflections and applications (eg. project-based learning, contextual discussions) are recommended by the literature to increase relevance and internalize values. In the subject of Islamic Religious Education (PAI), differentiation allows the teaching of religious values and morals to be delivered in ways that are relevant to students' different backgrounds-for example, through local case studies, structured worship practices, or social service projects that link Islamic teachings to the context of students' lives.

2.3 integration of differentiation in Islamic Religious Education

PAI teachers at this school strive to combine differentiation strategies with Islamic values that are relevant to the daily lives of students. For example, in **Islamic Project-Based Learning**, students are involved in programs such as *the Clean Ramadhan movement* that invites them to clean mosques, prayer rooms, and school environments while reflecting on the value of cleanliness as part of faith. This kind of project allows students with diverse backgrounds the ability to contribute according to their interests and skills. In addition, **group discussions according to students' interests** are applied to discuss contemporary Islamic issues, for example related to the ethics of using social media, adolescent Association, and social responsibility in an Islamic perspective. Students who are more critical tend to delve deeper into contemporary jurisprudence issues, while students who are socially inclined focus more on real applications in society. This kind of discussion shows that differentiation not only accommodates academic diversity, but also strengthens religious identity as well as social competence.

In the aspect of **portfolio-based alternative assessment**, the school developed a documentation system of student works in the form of religious reflection journals, daily worship records, and social project results. The portfolio provides a comprehensive overview of a student's spiritual, cognitive, and affective development, not just written test scores. Teachers can assess the process, not just the end result, so that learning is more equitable and in accordance with the principle of differentiation.

The use of **Islamic digital media** is also one of the interesting innovations. Pai teachers utilize digital Qur'an-based applications, creative da'wah videos, and *the Google Classroom platform* to provide additional material according to student

ability levels. This digital medium not only supports a variety of learning styles, but also accustoms students to make wise use of technology, in harmony with the spirit of religious moderation and the Islamic value of rahmatan lil 'alamin.

3. Methodology

This study uses a descriptive qualitative approach with data collection techniques in the form of classroom observation, PAI teacher interviews, and RPP document analysis. The location of the study was conducted at SMA Muhammadiyah Poso with a sample of PAI teachers and students. Data analysis is done through data reduction, data presentation, and conclusion.

4. Results and Discussion

Differentiated learning is one way for teachers to meet the needs of each learner because differentiated learning is a teaching and learning process in which learners can learn subject matter in accordance with their abilities, what they like, and their needs so that they are not frustrated and feel failed in their learning experience. In differentiated learning, teachers must understand and realize that there is not only one way, method, strategy carried out in learning a lesson material. Teachers need to arrange lesson materials, activities, daily tasks both yangdikerjakan in the classroom and at home, and the final assessment in accordance with the readiness of learners - learners in learning the lesson material, interest or things that learners prefer learners in learning, and how to deliver lessons in accordance with profile of its students.

Differentiated learning is an attempt to adjust the learning process in the classroom to meet the learning needs of each individual. The adjustment in question is related to interests, learning profiles and student readiness to achieve improved learning outcomes. Differentiated learning aims to facilitate learners with learning that suits their characteristics and needs. (Solikhin, 2023)

So in differentiated learning there are 3 aspects that can be distinguished by teachers so that students can understand the materials they learn, namely aspects of the content to be taught, aspects of the process or meaningful activities that will be carried out by students in the classroom, and the third aspect is the assessment in the form of making products that are the final part that can measure the achievement of learning objectives.

4.1 differentiation of content in the pie

Content differentiation is a teacher's strategy to tailor learning materials to the abilities, interests, and needs of learners. At SMA Muhammadiyah Poso, PAI faced the reality that not all students have the same level of religious understanding. There are students who since childhood have been familiar with the religious environment, active in mosque activities, or participate in youth studies, so that their understanding is deeper. However, there are also students who are just beginning to understand the basics of morality and worship through formal learning in school. To accommodate such diversity, PAI teachers apply content differentiation in stages: for students with high understanding, for students with intermediate understanding, for students with basic understanding.

4.2 differentiation of processes in the pie

The activities in question are activities that are meaningful to learners as their learning experience in the classroom, not activities that are not correlated with what they are learning. The activities carried out by these learners are not given a quantitative assessment in the form of numbers, but a qualitative assessment in the form of feedback notes about attitudes, knowledge and skills that are still lacking and need to be improved/improved by learners. (Mariati Purba, 2021)

4.3 Product Differentiation in pies

Product differentiation means that teachers provide **a variety of forms of learning outcomes** that can be chosen by students according to their potential, interests, and creativity. In other words, the evaluation is not only a written test, but can be realized in a real work that reflects the student's understanding. Such as DA'wah posters, Islamic videos, reflective essays, group presentations. Through product differentiation, students feel **valued and given space to create** according to their potential. This has an impact on increasing learning motivation, because students are not forced to use one uniform method.

4.4 challenges in differential strategies

In integrating differentiation strategies in PAI learning, there are also several challenges such as : a) limited time, b) availability of learning resources, c) teacher training needs, d) complex classroom management, e) time-consuming assessments.

4.5 impact in differentiation strategies

The application of differentiation-based learning in Islamic Religious Education (PAI) at SMA Muhammadiyah Poso has a significant impact on the academic development and character of students. The impacts that arise in the form of impacts that lead to positive are : a) increasing motivation and participation in learning, b) strengthening mastery of PAI Material, c) formation of religious and social character, d) increasing self-confidence and creativity, e) encouraging independent learning.

Thus, the application of differentiation in PAI at SMA Muhammadiyah Poso not only improves academic aspects, but also fosters religious, social, and independent personalities. These results show that differentiation learning can be an effective strategy in facing the educational challenges of the 21st century that demand flexibility, creativity, and strengthening the character of learners.

5. Conclusion

The implementation of differentiation learning in PAI is an innovative strategy that is able to overcome the diversity of students. PAI teachers need to act as creative facilitators in designing content, processes, and learning products according to student needs. School support and differentiation-based curriculum development are also important factors. Thus, Pai learning can be more meaningful, contextual, and able to form a generation of Islamic character in the modern era. Differentiated learning Model is a student-centered learning approach, designed to meet individual needs based on differences in learning readiness, interests, and learning profiles. This approach is based on the principle that each student is unique in how they perceive and absorb information, so learning needs to be designed flexibly to ensure each student can reach their best potential. DBL is applied through the modification of content, processes, products, thus allowing a diversity of strategies and activities to suit the needs of students. Its main advantages are increasing learning motivation, reducing learning gaps, and encouraging students to become independent learners. However, the implementation of differentiation requires adequate teacher skills, careful planning, and support from the education system to overcome challenges such as time constraints and the complexity of classroom management.

The implementation of differentiation-based learning in Islamic Religious Education (PAI) at **SMA Muhammadiyah Poso** provides a new direction for efforts to improve the quality of education that is in line with the needs of diverse students. Differentiation is not only a technical strategy in learning, but also a tangible manifestation of the spirit of Islamic education that is inclusive, humanist, and relevant to the Times.

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