

Differentiated Learning in the Subjects of the Qur'an and Hadith

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ABSTRACT. In the process of learning the Qur'an Hadith, challenges are often encountered in maximizing the potential of students who have different abilities, interests, and learning styles so that learning seems boring, not to mention the gap in student abilities due to residence, some live in Islamic boarding schools and from home so that their knowledge of religion is very different so that a learning model is needed that is able to accommodate these differences. This study aims to analyze the application of differentiated learning in the subject of the Qur'an Hadith at MA Miftahul Qulub Mojokerto. This learning model is used as part of an effort to increase student interest in learning and optimize student potential, and determine its impact on two aspects of student development: academic and spiritual. The approach used is descriptive qualitative, with the research objects of the Qur'an Hadith teachers and students of grades X and XII in the even semester of the 2024/2025 academic year, with two study groups each using the independent curriculum. Data were collected through observation, in-depth interviews, and documentation, then analyzed using data reduction techniques, data presentation, and conclusion drawing. The research results show that the implementation of differentiated learning helps teachers adapt teaching strategies to the diverse needs of students. Both teachers and students demonstrate enthusiasm for learning and impact two aspects of student development: academic and spiritual. This method enables students with varying levels of ability to understand the subject matter better. This learning implementation is carried out systematically through three stages: planning, implementation, and evaluation, which aligns with the principles of the independent curriculum. However, challenges faced include teachers' limited time to prepare materials appropriate for each group of students and the difficulty of effectively monitoring individual development. Nevertheless, differentiated learning is considered effective in optimizing student potential.

Keywords: Differentiated Instruction, Qur'an Hadith, Spirituality, Teaching Strategies

ABSTRACT. Dalam proses pembelajaran Al-Qur'an Hadis, seringkali ditemukan tantangan dalam memaksimalkan potensi siswa yang memiliki kemampuan, minat, dan gaya belajar yang berbeda-beda sehingga pembelajaran terkesan membosankan, belum lagi adanya kesenjangan kemampuan peserta didik secara tempat tinggal ada yang mukim di pesantren dan dari rumah sehingga pengetahuannya tentang agama sangat berbeda sehingga perlu model pembelajaran yang mampu mengakomodir perbedaan-perbedaan tersebut. Penelitian ini bertujuan untuk menganalisis penerapan pembelajaran berdiferensiasi pada mata pelajaran Al-Qur'an Hadis di MA Miftahul Qulub Mojokerto, model pembelajaran ini di pakai sebagai bagian upaya untuk meningkatkan minat belajar siswa serta mengoptimalkan potensi siswa serta untuk mengetahui dampaknya terhadap dua aspek perkembangan siswa: akademik dan spiritual. Pendekatan yang digunakan adalah kualitatif deskriptif, dengan objek penelitian guru Al-Qur'an Hadis dan peserta didik kelas X dan XII semester genap tahun pelajaran 2024/2025 dengan jumlah masing-masing dua rombongan belajar yang menggunakan kurikulum merdeka. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan

kesimpulan. Hasil penelitian menunjukkan bahwa penerapan pembelajaran berdiferensiasi membantu guru menyesuaikan strategi pengajaran dengan kebutuhan siswa yang beragam dan antara guru dan siswa menunjukkan antusiasme dalam pembelajaran serta serta memberikan dampaknya terhadap dua aspek perkembangan siswa: akademik dan spiritual. Model ini memungkinkan siswa dengan berbagai tingkat kemampuan dapat lebih memahami materi pelajaran, implementasi pembelajaran ini dilakukan secara sistematis melalui tiga tahapan yakni perencanaan, pelaksanaan dan evaluasi yang selaras dengan prinsip kurikulum merdeka. Namun, tantangan yang dihadapi adalah keterbatasan waktu guru dalam mempersiapkan materi sesuai dengan tiap kelompok peserta didik dan kesulitan memonitor perkembangan individu secara efektif. Meskipun demikian, pembelajaran berdiferensiasi dinilai efektif dalam mengoptimalkan potensi siswa.

Keywords: Diferensiasi Pembelajaran, Alqur'an Hadis, Spiritual, Strategi Pengajaran



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INTRODUCTION

Education is one of the main pillars in shaping the character, intellectual, and spiritual development of students. Among the subjects that have an essential role in Islamic religious education are the Qur'an and Hadith, which teach noble values and provide guidelines for life based on Islamic teachings. However, in the process of learning the Qur'an and Hadith, there are often challenges in maximizing the potential of students who have different abilities, interests, and learning styles. To answer these challenges, a differentiated learning approach is one of the relevant solutions. Differentiated learning is a method that adapts the learning process to the individual needs, potentials, and characteristics of students. Learning with differentiation strategies is a strategy used by teachers in the independent curriculum, where teachers as facilitators guide students according to their respective interests, talents, and learning styles, because in the classroom, each student has different characteristics and backgrounds, so they cannot be treated the same. By applying this approach, teachers can provide more effective learning, allowing each student to learn according to their abilities.

Research on the application of differentiated learning in the subject of the Qur'an Hadith shows an increase in the effectiveness of the learning process that is responsive to the learning needs of students. A study by Tambunan (2023) confirms that differentiation strategies in learning the Qur'an Hadith are able to increase students' motivation and understanding of the content of verses. Similar results were also found by Fiki (2025), who emphasized that teachers who apply a differentiated approach in Islamic religious education are better able to facilitate diverse learning styles. Meanwhile, the research of Wahyuni et al. (2024) reviews the application of differentiated learning from the perspective of hadith, which strengthens the theological and pedagogical foundations of this approach. In addition, the Hidayat & Haq (2023) study proves that learning differentiation significantly affects student motivation and learning outcomes in PAI lessons at the junior high school level. This application is increasingly relevant to the existence of the Independent Curriculum policy, as discussed by Billah & Achadi (2024) and Rofiah & Sunarto (2025), which aligns differentiated learning with learning outcomes in the subject of the Qur'an Hadith in madrasas. Thus, various findings from the past decade strengthen the urgency and effectiveness of the implementation of differentiated learning in learning the Qur'an and Hadith at multiple levels of education.

When examined in depth, previous studies were more limited to learning outcomes or method effectiveness. At the same time, the research at MA Miftahul Qulub was more focused on the aspect of evaluating the direct application in one institution and its impact on two aspects of student development: academic and spiritual. So as to produce more contextual, specific, and applicable findings. MA Miftahul Qulub, an Islamic educational institution located in Tawar Village, Gondang District, Mojokerto Regency, strives to optimize the potential of its students

through the application of differentiated learning in the subject of the Qur'an and Hadith. This is done because in the previous learning, it seemed dull. Students were not enthusiastic about following it, not to mention the backgrounds of different students, some of whom live in Islamic boarding schools (*santri*) and some who are non-students. So in the context of knowledge, spirituality is different. So specifically, this research is focused on the application of Differentiated Learning in the Subject of Al-Qur'an Hadith at MA Miftahul Qulub Mojokerto and its impact on two aspects of student development: academic and spiritual. This study aims to examine the application of differentiated learning in the subject of the Qur'an Hadith at MA Miftahul Qulub and evaluate its impact on the academic and spiritual development of students. "MA Miftahul Qulub Mojokerto was chosen as the research location because this school shows a strong commitment to the development of student-centered learning, especially in the subject of Al-Qur'an Hadith.

In the application of differentiated learning, it pays attention to several aspects, such as content, processes, and learning products. Learning content includes materials that are tailored to students' level of understanding. Teachers can present Qur'anic Hadith material in various ways, for example, through text, visuals, or audio, so that students with different learning styles can receive and understand the lesson optimally. In its implementation carried out with the stages of planning, implementation, and evaluation, the learning process involves varied learning activities, where students can engage in group discussions, individual presentations, or even practical activities related to the values taught in the Qur'an and Hadith. Meanwhile, learning products are the final result of the learning process, which can be in the form of written works, projects, or demonstrations of understanding that are tailored to the abilities of each student. At MA Miftahul Qulub, efforts to implement differentiated learning are based on the knowledge that each student has a unique way of learning. In the Qur'an Hadith class, teachers try to facilitate these differences by creating an inclusive learning atmosphere where each student can develop according to their potential and needs. In addition, assessments in learning are also tailored to individual abilities, so that each student can show progress without feeling burdened by the same standards.

Differentiated learning also helps increase students' motivation to learn. By providing a variety of methods and approaches, students feel more involved in the learning process because the material delivered is more relevant and appropriate to their needs. In addition, this method also supports collaborative learning, where students can exchange understandings and learn from each other's experiences, which in turn enriches the learning process of the Qur'an Hadith. This study will discuss how the application of differentiated learning in MA Miftahul Qulub Class X, XI, even semester of the 2024/2025 academic year includes the strategies used by teachers, students' responses to this approach, and the resulting impact on students' academic achievement and spiritual understanding. The results of this study are expected to provide broader insights into the effectiveness of differentiated learning in Islamic religious education, especially in the subjects of the Qur'an and Hadith, and become a reference for the development of more inclusive learning methods in the future.

METHOD

This study uses a descriptive qualitative approach to understand the application of differentiated learning in the subject of the Qur'an Hadith and the resulting impact on students' academic achievement and spiritual understanding. The objects in this study are Al-Qur'an Hadith teachers and students at MA Miftahul Qulub who are involved in the process of implementing differentiated learning, namely students in grades X and XI with a total of four study groups (*rombel*) in the even semester of the 2024/2025 school year, which has implemented the Independent Curriculum. The data collection technique is carried out through direct observation in the classroom during the learning process, interviews with teachers of the Qur'an Hadith subject to explore their experiences and perceptions of differentiated learning and its impact on students,

as well as some students to find out students' responses and understanding. Documentation is used as a complement to the data. Through this approach, the research is expected to provide a more comprehensive understanding of the implementation and effectiveness of differentiated learning in the subject of the Qur'an Hadith at MA Miftahul Qulub Gondang.

RESULT AND DISCUSSION

Results

Learning is a process in which a person's environment is intentionally carried out to allow him to participate in certain behaviors". This means that learning is a conscious effort made to learn children from ignorance to knowledge. Learning poses like this make a person a learner who has the right to receive guidance from the adults around them. Differentiated learning is an approach designed to tailor the learning process to the individual needs of students. This approach provides space for teachers to accommodate students' differences in abilities, interests, and learning styles in order to optimize their potential to the maximum. Carol Ann Tomlinson, the central figure in the development of this concept, stated that differentiated learning is a proactive effort by teachers to adapt the curriculum, teaching methods, learning resources, and assessments to fit the learning needs of each student. In practice, differentiated learning encompasses three main aspects: content differentiation (subject matter), process (learning method), and product (learning outcomes). According to Hanif (2023), this approach includes adjustments to materials, procedures, and assessments to be relevant to the characteristics of each student. Furthermore, Prafitasari et al.(2023) outline that differentiation is done through three main aspects—content, processes, and products—that are flexible and responsive to students' interests, readiness, and learning styles. In addition, in the implementation of the independent learning curriculum, teachers are seen as facilitators who always carry out a cycle of identification and response to student differences so that learning can take place professionally and effectively. From this exposure, it can be concluded that. Differentiated learning is an approach that adapts the learning process to the individual needs of students, including the differentiation of content, processes, and products. This approach requires teachers to proactively adjust materials, methods, and assessments to suit students' abilities, interests, and learning styles. In the context of the Independent Learning Curriculum, teachers play the role of facilitators who continue to identify and respond to student diversity, so that learning can take place professionally, effectively, and centered on the potential of each individual.

According to Wardani & Darmawan (2024), the individual diversity of learners, such as learning readiness, interests, and learning profiles, shows that teachers must implement different approaches for each student to achieve effective and inclusive outcomes. Fitriyah & Bisri (2023) added that no two students are characteristically identical, so learning treatment must also be adjusted to respect the individuality of students. Wahyudi & Darmawan emphasized that differentiated learning provides opportunities for all students to develop according to their actual abilities and potential, as well as contribute to the achievement of the targets of the Merdeka curriculum as a whole. In the study of teacher function, according to Rahmawati & Suryadi (2023), teachers as facilitators have a significant influence on the effectiveness of student learning by creating learning conditions that support student independence. Niptahul Anwar et al. (2023) added that facilitation by creative teachers strengthens students' active participation and confidence in learning. Herry Sumual et al. (2024) found that teachers' creativity and innovation are the key to creating varied and fun learning methods to meet the diverse needs of students. Fajrillah et al. revealed that improving teacher competence and policy support strengthen students' learning independence within the framework of professionalism teacher¹.

Teachers as learning facilitators cannot avoid the diversity of students that occurs in a classroom, especially in deciding what strategies should be used in learning. As times develop,

today's teachers are required to be innovative, creative in choosing and developing learning methods. The goal is to ensure that the learning carried out is effective, meets the learning needs of students, and maximizes students' learning potential. The success of students in learning can be seen from the ability of students to learn independently, so that the learning results they achieve are knowledge that they have mastered. Differentiated learning is a teaching approach that adapts materials, methods, and learning environments to the individual needs, abilities, interests, and learning styles of students. In differentiated learning, teachers identify differences in each student in terms of learning readiness, interests, and learning profiles, then develop the right strategies so that each student can learn effectively. In other words, this learning does not use a "one *size fits all*" approach, but is more flexible and adaptive to the needs of each individual in the classroom.

Differentiated learning demands a curriculum with clear goals, continuous assessment, teacher responses to student needs, a learning environment that invites students to participate, and effective classroom management. In line with that, Herwina (2021) stated that the main components in differentiated learning include content, processes, products, and learning environments, and emphasized the importance of continuous assessment and teacher responses to student diversity. The characteristics of differentiated learning can be stated, among others: the learning environment invites students to learn, the curriculum has clearly defined learning objectives, there is continuous assessment, teachers respond to or respond to students' learning needs, and effective classroom management.

An example of a classroom that implements differentiated learning is when the teacher's learning process uses various ways for students to explore the content of the curriculum, and the teacher also provides a variety of activities that make sense so that students can understand and have information or ideas. The teacher offers a variety of options where students can demonstrate what they learn. An example of a class that has not implemented differentiated learning is when the teacher imposes more of his own will. Teachers do not understand the interests and desires of students. Not all students' learning needs are met because when the learning process uses one method that the teacher thinks is good, the teacher does not provide a variety of activities and a variety of choices.

To be able to implement differentiated learning in the classroom, things that teachers must do include: Mapping learning needs based on three aspects, namely: learning readiness, learning interests, and student learning profiles (can be done through interviews, observations, or surveys using questionnaires, etc.). Plan differentiated learning based on mapping results (providing various options from strategies, materials, and learning methods). Evaluate and reflect on learning that has already taken place. Mapping learning needs is our primary key to being able to determine the next step.

If our mapping results are not accurate, then the learning plan and actions we make and do will be inappropriate. To map the learning needs of our students, we also need accurate data from students, parents/guardians, and their environment. The implementation of learning through the redefinition strategy has three differentiation strategies, including. Content Reflection: Content is what we teach students. Content can be distinguished as a response to a student's readiness, interests, and learning profile or a combination of the three. Teachers need to provide materials and tools according to students' learning needs. Process differentiation refers to how students will understand or interpret what is learned. Process differentiation can be done by (1) Using tiered activities, (2) Providing guiding questions or challenges that need to be solved in the angles of interest, (3) Creating an individual agenda for students (to-do lists, varying the length of time students can take to complete the task, Developing varied activities.

Differentiation of products resulting from work or demonstrations that students must show us (essays, speeches, recordings, prayers) or something that has a form. The products provided include two things, namely providing challenges and diversity or variety, and giving students the choice of how they can express the desired learning. The implementation of differentiated learning will have an impact on schools, classrooms, and especially students. Each student has different

characteristics, so not all students can be treated the same. If we do not provide services according to the needs of students, then it can hinder students from being able to progress and develop their learning.

Application of Differentiated Learning at MA Miftahul Qulub

Based on observations during the teaching process and interviews with teachers and students at MA Miftahul Qulub in terms of the implementation of the application of differentiated learning in the subject of the Qur'an, the process is carried out through 3 stages, namely learning planning, learning implementation, and learning evaluation. In the planning stage of differentiated learning in the subject of the Qur'an Hadith at MA Miftahul Qulub, it has been carried out systematically in the form of diagnostic assessments to identify the readiness, interests, and learning styles of students. The preparation of teaching tools such as ATP, KKTP, Prota, Prosem, and teaching modules that are adapted to the independent curriculum has been carried out and studied together with all PAI teacher councils.

Meanwhile, in terms of implementation, by carrying out various strategies as follows:

1. Content Adjustments

Teachers provide different materials according to the level of understanding of students, as in the chapter *Birrul Walidain*. Students who already have a deep knowledge of *Birrul Walidain* will be challenged to deepen and analyze the verses that explain *Birrul Walidain*, while students who are still in the process of understanding will be focused on the meaning of *Birrul Walidain*, as well as examples of their behavior

2. Process Adjustment

The learning method is adjusted to the learning style of the students. Students who have visual tendencies are encouraged to use media such as videos or infographics to understand the Qur'an and Hadith material. Meanwhile, students with kinesthetic learning styles can be involved in group discussion activities or interactive games related to the material.

3. Product Adjustments

Teachers provide flexibility in the way students demonstrate their understanding. Students can choose to make presentations, write essays, or even put together creative projects related to Qur'anic Hadith material, depending on their interests and strengths. So there is no demand to generalize the results of learning. As in this chapter of *Birrul Walidain*, students can choose the desired final project, namely:

- a. Students can create *mind mapping* in groups and present. Students can make videos about *Birrul Walidain* in groups. Students can make calligraphy about pieces of Quranic verses that explain the *Birrul Walidain* individually
- b. Students can choose to memorize letters about *Birrul Walidain*

4. Learning *Environment*

MA Miftahul Qulub creates an inclusive learning environment where every student feels comfortable expressing themselves and learning according to their abilities. The classrooms are arranged in such a way that students can learn independently or in small groups, depending on their needs. In terms of differentiated learning evaluation in the subject of the Qur'an Hadith at MA Miftahul Qulub, it is carried out comprehensively and continuously through formative and summative assessments. Formative assessments are used to monitor the learning development of students, while summative assessments measure the achievement of overall learning objectives, including changes in behavior and so on.

Benefits and Impacts of Differentiated Learning on Academic and Spiritual

Based on an interview with Mrs. Juris Fitriana, S.Pd. I, as a teacher of the Qur'an Hadith subject, and the researchers' observations on the application of differentiated learning at MA Miftahul Qulub have several benefits, including:

Optimizing the potential of students. By providing space for students to learn according to their abilities and interests, students' potential can be maximized. Students not only understand the material cognitively, but are also able to appreciate and apply religious values in daily life. Increase student motivation and participation. By giving freedom in choosing how to learn and showing understanding, students become more motivated to participate in the learning process actively.

Improve students' understanding. Each student learns in the most effective way for them, so that the knowledge of the Quran and Hadith material becomes more profound and personal. By providing choices in learning, learners will learn to take responsibility for their learning process, which will help increase independence and confidence. Encouraging collaboration and cooperation, with this differentiation, learning allows for group activities that bring together students with various abilities, so that they can learn from each other and work together—fostering spiritual awareness through the internalization of Qur'anic values and the example of the Prophet Muhammad SAW.

In general, on the academic side, this approach helps students who have different levels of understanding to achieve their learning goals to the maximum. Meanwhile, from the spiritual side, learning that is tailored to students' characteristics can strengthen their personal religious experience, for example, through reflection on the meaning of verses in daily life, strengthening morals, and increasing awareness of worship. By applying differentiated learning, educators can provide a more personalized and practical approach to teaching the Quran and Hadith so that students can achieve optimal academic and spiritual potential.

Challenges and Solutions

The application of differentiated learning in the subject of the Quran and Hadith cannot be separated from challenges, including:

1. Challenges: With limited planning time, implementing differentiated learning requires meticulous planning and diverse strategies to accommodate the needs of all learners. An educator often finds it challenging to prepare different materials and methods—solution: Leveraging technology and collaboration with other teachers to share strategies and resources.
2. Challenges: Different learning styles. Each student has a different learning style, such as visual, auditory, or kinesthetic. Accommodating all learning styles can be a challenge for an educator. Solution: Provide various learning media such as videos, pictures, discussions, and physical activities that involve movement or hands-on practice.
3. Challenges: Some schools may face limitations in terms of resources, such as a lack of materials or support devices that allow differentiation to run optimally. Solution: Use available resources creatively, such as creating learning aids from simple materials or using technology tools that are already in school.

By strategically facing this challenge, differentiated learning in the subject of Al-Quran Hadith can be more effective, relational, and enjoyable for students and educators. In addition, this challenge also requires educator training so that they are competent in designing and implementing differentiated learning properly.

Discussion

The discussion section aims to: (1) answer the problem formulation and research or study questions; (2) shows how the findings were obtained or found; (3) interpret the findings; (4) linking research findings or studies with established knowledge structures; and (5) bring up new theories

or modifications to existing theories, by comparing the results of previous studies that have been published in reputable journals.

Based on the results of observations, interviews, and documentation, it can be concluded that the application of differentiated learning in the subject of the Qur'an Hadith at MA Miftahul Qulub has been carried out systematically through three main stages, namely planning, implementation, and evaluation of learning. In the planning stage, teachers have conducted diagnostic assessments to identify students' readiness, interests, and learning styles, as well as develop teaching tools that are tailored to the principles of the Independent Curriculum. The implementation phase involves differentiation strategies in content, process, product, and learning environment, which allows students to learn according to their potential and characteristics. Evaluation is carried out on an ongoing basis through formative and summative assessments to monitor progress and learning outcomes, both academically and spiritually. This application provides a number of tangible benefits, including: optimizing the potential of students, increasing motivation, understanding, participation, and independence in learning, and also encouraging collaboration and internalization of religious values. Academically, a differentiated approach has been proven to be able to help students understand the Qur'an and Hadith material more effectively according to their respective abilities. Meanwhile, spiritually, this approach also strengthens students' religious awareness through the practice of Qur'anic values in daily life. However, the implementation process is inseparable from a number of challenges, such as limited planning time, differences in complex student learning styles, and limited support resources. Nevertheless, solution efforts such as the use of technology, collaboration between teachers, and creativity in using simple learning media have become effective strategies to overcome these obstacles.

The results of previous research show that the application of differentiated learning in the subject of the Qur'an Hadith in general has had a positive impact on the effectiveness of the student learning process. Tambunan (2023) emphasized that differentiation of learning strategies is able to increase students' motivation and understanding of the content of verses. This is in line with the findings of Fiki (2025), which states that teachers who apply a differentiated approach are more effective in adapting learning to the diversity of students' learning styles. Both underscore the importance of teacher responsiveness to individual student needs in the context of religious education. When compared to this study at MA Miftahul Qulub, the field findings show confirmation of most of the previous results, but at the same time provide enrichment to the spiritual aspects of students. At MA Miftahul Qulub, the differentiated approach not only has an impact on improving academic outcomes such as the ability to read, understand, and interpret the verses of the Qur'an, but also encourages students' spiritual development, which is reflected in increasing awareness of worship, practicing the values of honesty, patience, and the spirit of practicing Islamic teachings in daily life.

The striking difference from this study is that most of the previous studies focused more on cognitive and motivational outcomes. At the same time, the research at MA Miftahul Qulub added affective and spiritual dimensions, which have not been empirically raised in similar studies. In addition, this study also provides an overview of real practices in Islamic boarding school-based madrasas, which have a stronger religious background than public schools. This context is an essential factor in the successful integration of modern pedagogical approaches such as differentiation, with Islamic values derived from the Qur'an and Hadith. Thus, the results of this study reinforce the results of previous studies on the benefits of differentiated learning, but also present a new contribution in the form of empirical evidence that this strategy not only has an impact on academic achievement, but also on the formation of students' character and spiritual depth. This is in line with the direction of the Independent Curriculum, which emphasizes the importance of learning that is on the side of the student as a whole, both intellectually and emotionally, and spiritually.

CONCLUSION

The application of differentiated learning in the subject of the Qur'an Hadith at MA Miftahul Qulub shows a systematic and planned implementation, including the planning, implementation, and evaluation stages. In the planning stage, teachers have conducted diagnostic assessments and the preparation of teaching tools that are tailored to the characteristics of students and the principles of the Independent Curriculum. The implementation of learning reflects differentiation strategies in four main aspects: content, process, product, and learning environment, which allows each student to learn according to their style and potential. Evaluation is carried out thoroughly through formative and summative assessments to monitor students' academic and spiritual development on an ongoing basis. The results of this implementation have a significant positive impact. Academically, differentiated learning is able to increase students' learning motivation, material understanding, independence, and active participation in the classroom. Meanwhile, spiritually, this strategy encourages the internalization of Qur'anic values and the example of the Prophet Muhammad PBUH in the lives of students, strengthens the awareness of worship, and forms a stronger religious character. These findings corroborate the results of previous research while enriching with new evidence that a differentiated approach is able to shape students' religious character and awareness, in line with the spirit of the holistic and student-centered Independent Curriculum. However, the implementation process is inseparable from challenges, such as limited planning time, diversity of student learning styles, and limited resources. However, various solutions have been sought, such as the use of technology, collaboration between teachers, and the creative use of simple learning media. With the right approach and adequate support, differentiated learning at MA Miftahul Qulub has proven to be able to create a meaningful, responsive, and humanist learning experience, while strengthening students' academic and spiritual dimensions in a balanced manner.

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