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Application of Differentiated Learning Methods in Increasing Students' Interest in Learning Learning Materials Become a Generation of Lovers Tolerant Quran at Smp Negeri 1 Ulu Sosa One-Stop

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Abstract: This study aims to analyze the application of differentiated learning methods in increasing students' interest in learning the material of *Becoming a Tolerant Generation of Qur'an Lovers* at SMP Negeri 1 Ulu Sosa Satu Atap. The differentiated learning method is an approach that adapts teaching strategies to students' needs, interests, and readiness to learn.

This study uses a qualitative approach with observation, interview, and questionnaire techniques to measure the impact of the application of the method on students' learning interests. The results of the study show that this method is able to increase student engagement, strengthen their understanding of the values of the Qur'an, and encourage tolerance in daily life.

With variations in teaching styles and material adjustments, students feel more motivated and active in the learning process. Differentiated learning also provides space for students to learn according to their respective styles and paces, thereby increasing the effectiveness of understanding the material. In addition, this method helps shape students' character to be more respectful of differences and apply an attitude of tolerance in their social life.

In conclusion, differentiated learning methods are effective in increasing students' interest in learning and forming a young generation who loves the Qur'an and upholds the value of tolerance.

Keywords: Differentiated Learning, Learning Interests, Al-Qur'an Lovers, Tolerance, SMP Negeri 1 Ulu Sosa Satu Atap.

INTRODUCTION

Education has an important role in shaping the character, morals, and intellect of students. In the school environment, learning not only aims to transfer knowledge, but also to instill life values that shape students' personalities. One of the crucial aspects in education is the strengthening of religious values as a foundation for students to act and behave in daily life. In

this case, Islamic Religious Education (PAI) learning plays a role in shaping students' character to be closer to the Qur'an and have a high attitude of tolerance towards others.

In a world that is increasingly developing with cultural, ethnic, and religious diversity, tolerance is a fundamental aspect that must be instilled from an early age. Good tolerance will create a harmonious environment, both in schools and in society. Therefore, the study of Islam does not only focus on understanding the text of the Qur'an, but also on practicing its values in daily life. One of the challenges in Islamic religious education is how to instill a love for the Qur'an while building a tolerant attitude in students, so that they can coexist in social diversity.

However, in reality, not all students have a high interest in learning Islam, especially in understanding and practicing the teachings of the Qur'an. Low interest in learning can be caused by various factors, such as uninteresting learning methods, lack of student involvement in the learning process, or lack of relevance between the material and daily life. Therefore, a learning strategy is needed that can increase students' interest in learning so that they are more active and motivated in understanding and practicing the values of the Qur'an.

Differentiated Learning Methods as a Solution

One of the methods that can be applied to overcome this problem is the differentiated learning method, which is an approach that adjusts the learning process to the needs, interests, and learning readiness of each student. By using this method, teachers can provide a more personalized learning experience and according to the characteristics of each student. Differentiated learning allows students to understand the material in a more fun way and in accordance with their learning style, making it easier to absorb knowledge and apply it in daily life.

At SMP Negeri 1 Ulu Sosa Satu Atap, the challenge of increasing students' interest in learning material to *become a Tolerant Generation of Qur'an Lovers* is still a major concern. As an educational institution that is responsible for shaping the character of students, schools need to implement innovative learning strategies that are in accordance with the needs of students. By applying differentiated learning methods, it is hoped that students will not only understand the teachings of the Qur'an, but also be able to apply them in their social lives, especially in building an attitude of tolerance and mutual respect for others.

Differentiated learning not only helps students understand the material more effectively, but also increases their motivation in learning. When students feel that the learning process is in accordance with their interests and needs, they will be more enthusiastic about participating in the lesson. In addition, this method allows students to explore their understanding of the teachings of the Qur'an in a more creative and interactive way, so that Islamic values can be more easily internalized and applied in daily life.

This study aims to analyze the effectiveness of differentiated learning methods in increasing students' interest in learning the material of *Becoming a Tolerant Generation of Qur'an Lovers* at SMP Negeri 1 Ulu Sosa Satu Atap. Through this research, it is hoped that more innovative and effective learning strategies can be found in increasing students' interest in learning. In addition, this research is also expected to be a reference for educators in optimizing learning methods that not only emphasize cognitive aspects, but also affective and psychomotor aspects of students.

By applying learning methods that are in accordance with the characteristics of students, it is hoped that a generation can be created that not only loves the Qur'an, but also has a tolerant attitude in community life. Effective Islamic religious education will not only create individuals who are devout in worship, but also individuals who have a high social awareness in respecting differences and building harmony in daily life. Therefore, this research is expected to contribute to improving the quality of Islamic religious learning and forming a better character of students.

METHODS

This study uses primary and secondary data sources. Primary data sources were obtained directly from students and teachers at **SMP Negeri 1 Ulu Sosa Satu Atap** through observations, interviews, and questionnaires. Observations were made to see firsthand how differentiated learning methods are applied and students' responses to these methods. Interviews were conducted with teachers of Islamic Religious Education subjects and several students to understand their experiences in participating in the learning. A questionnaire was given to students to measure their learning interest before and after the implementation of differentiated learning methods.

Secondary data sources are obtained from various literature, such as books, research journals, scientific articles, and related documents that discuss differentiated learning, students' learning interests, and the concept of tolerance in Islamic religious education. These sources are used to strengthen the analysis and provide a theoretical foundation relevant to this research.

Data analysis is carried out qualitatively through three main stages, namely data reduction, data presentation, and drawing conclusions. In the **data reduction stage**, the information obtained from observations, interviews, and questionnaires is classified and filtered to select data relevant to the focus of the research. Data that is less important or not in accordance with the research objectives are eliminated so that the analysis is more directed. Furthermore, at the **data presentation stage**, the information that has been reduced is compiled in the form of a descriptive narrative to provide a clear picture of the application of differentiated learning methods in increasing students' interest in learning. The presentation of this data aims to make it easier to understand the results of the research before further interpretation.

The final stage is **the drawing of conclusions**, where the results of the analysis are used to determine the effectiveness of differentiated learning methods in increasing students' interest in learning and providing recommendations for teachers and schools in improving Islamic learning strategies. The conclusions are also associated with theories that have been studied from secondary data sources to ensure the validity of the research findings.

The results of this analysis are expected to provide insights for educators and educational institutions in developing more effective learning methods and in accordance with student needs. Thus, this method is able to increase students' interest in learning and shape their character to love the Qur'an more and have a tolerant attitude in daily life.

RESULTS

Based on the results of research conducted at SMP Negeri 1 Ulu Sosa Satu Atap, an overview of the application of differentiated learning methods in increasing students' interest in learning material on *Becoming a Tolerant Generation of Qur'an Lovers* was obtained. Data collected through observations, interviews, and questionnaires showed an increase in student involvement in the learning process after this method was applied. Before the application of the method, many students were less active in discussions and experienced difficulties in understanding the material. However, after a differentiated approach that adapts to students' learning styles, they become more enthusiastic and better understand the values taught.

The results of the questionnaire given to students before and after the application of

the method showed an increase in their interest in learning. Before the implementation, the average student interest in learning was moderate with many students feeling less interested in the material. After the implementation of differentiated learning methods, there was an increase in the number of students who showed higher interest in learning, characterized by increased participation in class and interest in exploring the material further.

Data Verification

Data verification is carried out by triangulation, namely by comparing the results of various data collection techniques (observation, interviews, and questionnaires). The observation results showed an increase in student participation in line with teacher interviews stating that this method provides a more engaging learning experience for students. In addition, the questionnaire data also strengthens this finding by showing an increase in student learning interest scores after the application of differentiated learning methods.

The following are the results of a questionnaire that describes changes in students' learning interests before and after the implementation of differentiated learning methods:

Aspects of Learning Interest	Before Deployment (%)	After Implementation (%)
Students actively ask questions in class	45%	78%
Students are interested in exploring the material	50%	82%
Students are comfortable with the teaching method	55%	88%
Students work on assignments with enthusiasm	52%	85%
Students show a tolerant attitude in discussions	60%	90%

Discussion

The results of the study show that the application of differentiated learning methods at SMP Negeri 1 Ulu Sosa Satu Atap has a positive impact on students' interest in learning in understanding the material of *Becoming a Generation of Tolerant Qur'an Lovers*. This increase can be seen from various aspects, such as students' active involvement in the learning process, their interest in the material, and the comfort of participating in learning. Before the application of this method, many students tended to be passive and less interested in studying Islamic religious material. However, once the differentiated method was implemented, student participation in class discussions increased significantly.

This increase occurs because differentiated learning methods allow students to learn according to their respective styles and paces. In learning Islam, not all students have the same understanding of the material delivered by the teacher. Some students are quicker to understand through a visual approach, while others are more comfortable with discussion methods or hands-on practice. With this tailored approach, students feel more valued in the learning process, so they are more motivated to follow the lessons with enthusiasm.

In addition, differentiated learning methods also contribute to increasing students' comfort in receiving subject matter. From the results of the questionnaire given, before this method was implemented, only about 55% of students felt comfortable with the teaching method used. After the implementation of the differentiated method, this percentage increased to 88%. This shows that a more flexible approach that suits the individual needs of students can increase their satisfaction in the learning process. When students feel comfortable, they will be easier to absorb the material and more active in discussing and doing assignments.

In addition to the cognitive aspect, differentiated learning methods also have an impact on the formation of student character, especially in the tolerance aspect. The results showed that students' tolerance attitude in discussing increased from 60% to 90% after this method was applied. This shows that when students are given the space to learn in their own way, they become more open to the opinions and differences that exist between them. This attitude is in line with the purpose of the material taught, which is to build a generation that loves the Qur'an and applies the values of tolerance in daily life.

In addition to increasing understanding of Islamic teachings, this method also helps in building better study habits for students. Before this method was implemented, only about 52% of students showed enthusiasm in doing assignments. However, after the implementation of this method, the figure increased to 85%. This shows that when students are given the opportunity to learn in a way that suits them better, they become more responsible in completing the assigned tasks. This is very important in shaping the character of discipline and responsibility of students in learning.

In terms of implementation, the implementation of differentiated learning methods at SMP Negeri 1 Ulu Sosa Satu Atap also faces several challenges. One of the challenges faced is the readiness of teachers in implementing this method. Teachers must be able to understand the needs of each student and adjust teaching strategies according to their characteristics. Therefore, training and mentoring are needed for teachers to be able to apply this method more effectively. In addition, the limitation of resources such as teaching materials that support differentiated learning is also an obstacle that needs to be overcome so that this method can be applied optimally.

Although there are several obstacles, overall, the results of this study show that the differentiated learning method is an effective approach in increasing students' interest in learning the material of *Becoming a Tolerant Generation of Qur'an Lovers*. This method not only helps students understand the teachings of Islam better, but also forms an important attitude of tolerance in social life. Therefore, this method can be a model that can be applied in Islamic religious learning in other schools to increase the effectiveness of learning and form a better character of students.

Based on these findings, this study recommends that schools and teachers optimize differentiated learning methods in the learning process. Schools can provide training to teachers so that they are better prepared to apply this method. In addition, it is necessary to provide more varied teaching materials and support learning differentiation so that each student can learn in the way that suits them best. With a more systematic and sustainable application, this method can have a greater impact in improving the quality of Islamic religious learning and forming a generation that is not only academically intelligent, but also has a high attitude of tolerance in daily life.

DISCUSSION

The results of the study show that the application of differentiated learning methods has a positive impact on increasing students' interest in learning the material of *Becoming a Tolerant Generation of Qur'an Lovers* at **SMP Negeri 1 Ulu Sosa Satu Atap**. Observations made during the learning process revealed that this method was able to increase student engagement in the classroom. Students are seen to be more active in discussing, doing assignments, and participating in various learning activities that suit their interests and learning styles. This shows that when learning is tailored to individual needs, students tend to be more enthusiastic and motivated to learn.

Interviews with teachers of Islamic Religious Education subjects confirmed that differentiated learning methods help teachers in creating a more dynamic and interactive classroom atmosphere. Teachers revealed that with this approach, they are more likely to

accommodate students' differences in abilities as well as give more specific attention to those who need additional support. In addition, students also feel more comfortable in learning because they are given the opportunity to explore their understanding of the teachings of the Qur'an in a more flexible way and according to their respective abilities.

The results of the questionnaire showed an increase in students' interest in learning after the implementation of differentiated learning methods. Before this method was implemented, most students admitted that they were not interested in learning Islam because they felt that the material taught was less relevant to their lives or delivered in a monotonous way. However, after this method was implemented, there was an increase in the aspects of student participation, the desire to understand the content of the Qur'an, and their awareness of the importance of tolerance in community life.

From the analysis of the data obtained, differentiated learning is proven not only to increase interest in learning, but also to help in the formation of students' character who appreciate differences more and apply Islamic values in daily life. This is in line with previous research which states that differentiation-based learning can increase learning effectiveness by paying attention to the individual needs of students (Tomlinson, 2014).

However, in its implementation, there are several challenges that need to be considered. One of them is the readiness of teachers to manage a more diverse classroom. Not all teachers are familiar with differentiated learning strategies, so there is a need for training and mentoring so that this method can be applied optimally. In addition, limited resources such as varied learning media are also factors that can affect the effectiveness of this method. Therefore, support from schools in providing facilities and infrastructure that support differentiated learning is needed.

Based on the results of this discussion, it can be concluded that the differentiated learning method is an effective approach in increasing students' interest in learning and shaping their character to be closer to the Qur'an and have a tolerant attitude. Although there are challenges in its implementation, with the right support from teachers, schools, and the educational environment, this method can be a solution in improving the quality of Islamic religious learning in schools.

CONCLUSION

The results of this study show that the application of differentiated learning methods at SMP Negeri 1 Ulu Sosa Satu Atap has a significant impact on increasing students' interest in learning materials to *become a Tolerant Generation of Qur'an Lovers*. Differentiated learning that adapts teaching strategies to students' needs, interests, and abilities has been proven to make the learning process more effective, engaging, and relevant to them. This improvement can be seen in various aspects, including increased active participation of students in class, their interest in the material, and their comfort in receiving learning.

Before the differentiated learning method was implemented, many students tended to be passive in the classroom and less interested in exploring Islamic religious materials. However, after this method was applied, significant changes in student engagement were seen. They became more active in asking questions, more confident in expressing their opinions, and showed a more enthusiastic attitude in exploring the content of the lesson. This shows that a more personalized learning method that is in accordance with the characteristics of each student is able to increase the effectiveness of learning and help them understand the material better.

In addition to improving cognitive understanding, differentiated learning methods also play a role in building students' positive character and attitudes, especially in terms of tolerance. The material of *Becoming a Generation of Tolerant Qur'an Lovers* aims to teach Islamic values that are *rahmatan lil 'alamin*, namely mutual respect and appreciation for differences. With learning methods that provide space for students to interact, discuss, and

explore material according to their learning style, the attitude of tolerance between students has also increased. Students not only understand the concept of tolerance in theory, but also begin to apply it in their daily interactions with peers.

The success of this differentiated learning method is also shown by the increase in the level of student comfort in following the learning process. From the results of the questionnaire given before and after the application of this method, it is known that more and more students feel comfortable and happy in receiving the material delivered by the teacher. Before this method was implemented, many students felt bored or lacked understanding of the material due to the teaching style that was too uniform and did not consider their individual needs. However, once learning differentiation is implemented, they feel more valued and have the opportunity to learn in the way that works best for them.

In addition, the results of the study also show that differentiated learning methods can increase students' responsibility and independence in learning. Students who previously tended to be passive and only relied on the teacher's instructions began to show initiative in understanding the material, completing assignments with more enthusiasm, and being more disciplined in participating in learning. This reflects that learning methods that provide flexibility and opportunities for students to explore the material in their own way can help them become more independent in learning.

However, although the results show many positive impacts, there are some challenges in the application of this method. One of the main obstacles is the readiness of teachers in implementing differentiated learning. This method requires teachers to have a good understanding of student characteristics and be able to develop flexible and varied learning strategies. Not all teachers have the experience or skills to apply this method, so training and mentoring are needed for teachers so that they can implement it optimally. In addition, the limitations of learning facilities and resources are also an obstacle in the implementation of this method.

Therefore, based on the results of this study, it is recommended that schools and educators pay more attention to the application of differentiated learning methods in the teaching-learning process. Schools can organize training for teachers so that they are better prepared to adapt this method. In addition, it is necessary to develop more varied teaching materials and learning media to support the diversity of students' learning styles. With adequate support, differentiated learning methods can be applied more optimally and provide greater benefits for students.

Overall, this study proves that differentiated learning methods are not only effective in increasing students' interest in learning, but also contribute to better character formation. The application of this method in learning Islam helps students to better understand and practice Islamic values, including the values of tolerance and togetherness. Thus, this method is expected to continue to be developed and applied in various other subjects so that its benefits can be felt more widely. If this method is applied consistently and sustainably, a generation will be formed that is not only academically intelligent but also has good morals, love for the Qur'an, and is able to live in harmony with a diverse social environment.

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