

TEACHERS' LIFE EXPERIENCES IN DIFFERENTIATED LEARNING IN ISLAMIC RELIGIOUS EDUCATION: A PHENOMENOLOGICAL STUDY

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Abstract

The diversity of student characteristics poses a challenge in Islamic Religious Education (IRE) instruction, particularly regarding the History of Islamic Civilization curriculum in elementary schools, where teaching practices still tend to be uniform. Although differentiated instruction has been extensively studied, research highlighting teachers' real-world experiences in implementing it in the classroom remains limited. This study aims to explore teachers' experiences in applying differentiated instruction to the teaching of the IRE. This study employs a qualitative approach with a phenomenological design involving one IRE teacher at an elementary school. Data were collected through in-depth interviews, classroom observations, and document analysis, and were subsequently analyzed using Interpretative Phenomenological Analysis. The results indicate that differentiated instruction is implemented concretely through grouping students based on learning style preferences (visual, auditory, kinesthetic), adapting tasks to students' readiness levels, using varied media, and employing product-based assessments such as infographics, presentations, and role-plays. The findings also suggest that these strategies enhance student engagement, classroom interaction, and understanding of historical content. This study contributes to our understanding of how differentiated instruction is implemented in Islamic Religious Education classrooms, particularly in the context of elementary schools, and serves as a practical guide for teachers in developing more inclusive and student-centered instruction that responds to student diversity.

Keywords: Differentiated Learning; Phenomenology; Islamic Religious Education; Student Diversity

Abstrak

Keberagaman karakteristik siswa menjadi tantangan dalam pembelajaran Pendidikan Agama Islam (PAI), khususnya pada materi Sejarah Peradaban Islam di sekolah dasar, di mana praktik pembelajaran masih cenderung seragam. Meskipun pembelajaran berdiferensiasi telah banyak dikaji, studi yang menyoroti pengalaman nyata guru dalam mengimplementasikannya di kelas masih terbatas. Penelitian ini bertujuan untuk mengeksplorasi pengalaman guru dalam menerapkan pembelajaran berdiferensiasi pada pembelajaran PAI. Penelitian ini menggunakan pendekatan kualitatif dengan desain fenomenologi yang melibatkan satu guru PAI di sekolah dasar. Data dikumpulkan melalui wawancara mendalam, observasi kelas, dan analisis dokumen, kemudian dianalisis menggunakan Interpretative Phenomenological Analysis. Hasil penelitian menunjukkan bahwa pembelajaran berdiferensiasi diimplementasikan secara konkret melalui pengelompokan siswa berdasarkan kecenderungan gaya belajar (visual, auditori, kinestetik), penyesuaian tugas sesuai tingkat kesiapan siswa, penggunaan media yang bervariasi, serta evaluasi berbasis produk seperti infografis, presentasi, dan role play. Temuan juga menunjukkan bahwa strategi ini meningkatkan keterlibatan siswa, interaksi kelas, serta pemahaman terhadap materi sejarah. Penelitian ini memberikan kontribusi berupa pemahaman empiris tentang bagaimana pembelajaran berdiferensiasi dioperasionalkan dalam praktik pembelajaran PAI, khususnya pada konteks sekolah dasar, serta menjadi rujukan praktis bagi guru dalam mengembangkan pembelajaran yang lebih inklusif dan responsif terhadap keberagaman siswa.

Kata Kunci: Pembelajaran Diferensiasi; Fenomenologi; Pendidikan Agama Islam; Keberagaman Siswa

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Introduction

The diversity of student characteristics is one of the main challenges in the classroom learning process. These unique characteristics directly affect their learning outcomes, including intelligence, talent, motivation, social background, aspiration level, perception, and attitude (Sumaraw et al., 2024). These differences are also seen in their ability to deal with abstractions, solve problems and absorb lessons. Not only that, each student has a different learning style, which affects how they receive, process and remember information (Widayanti, 2013). By recognizing the different characteristics of students, educators are responsible for meeting their unique needs. By tailoring learning to their individual learning styles, educators facilitate an effective learning process while encouraging the development of students' potential.

Although the diversity of student characteristics has been widely discussed in the literature, learning practices in the field still show various limitations. A study by Fashihullisan et al., (2024) showed that many educators do not understand the importance of adapting learning media to student preferences, particularly in the use of technology. Meanwhile, Syahfitri et al., (2022) indicated that the problem lies not only in the media, but also in teachers' low mastery of learning approaches, strategies, and methods that suit the diverse needs of students. These findings are reinforced by Muktamar et al., (2024) who showed that the implementation of differentiated learning still faces obstacles, where teachers tend to use a uniform approach without considering the differences in students' cognitive, affective, and psychomotor aspects. These findings indicate that the challenges of differentiated instruction are not limited to technical aspects such as the use of media, but also encompass the dimension of pedagogical competence and the gap between conceptual understanding and practical implementation in the classroom. This underscores the importance of further examining how teachers understand and interpret the application of differentiated instruction in real-world learning contexts.

Despite the various challenges found in classroom practices, differentiated learning has been widely recognized in the literature as an effective approach to addressing student diversity. Sukmawati (2022) highlights that effective differentiation involves systematic stages, including planning, implementation, and evaluation, supported by collaboration between schools and parents. Similarly, Lestari et al., (2024) emphasize that differentiated learning in Islamic Religious Education (IRE) contributes to increased student motivation, engagement, and understanding by considering students' psychological and learning needs. In line with this, Jannah & Fuad, (2024) demonstrate that the alignment of methods and media with students' interests and learning profiles can significantly improve learning outcomes in elementary IRE contexts. However, these studies tend to focus primarily on the effectiveness and outcomes of differentiated learning, placing greater emphasis on measurable improvements such as motivation and achievement. Limited attention has been given to how teachers experience, interpret, and implement differentiated learning in real classroom settings, particularly in specific subject contexts such as the History of Islamic Civilization. Moreover, the complexity of teachers' decision-making processes and the meaning they attach to differentiated practices remain underexplored.

To address these limitations, this study explores teachers' real-world experiences in implementing differentiated learning through a phenomenological approach. It examines how teachers design and implement differentiated learning strategies across various teaching methods, media, learning environments, and assessment practices in response to students' diverse characteristics. The uniqueness of this study lies in its focus on the experiential and interpretive dimensions of teaching practices in Islamic Religious Education. This study

contributes by providing deeper insights into how differentiated learning is operationalized in real classroom contexts, while also offering practical guidance for developing more inclusive and responsive teaching. Therefore, this study aims to explore teachers' lived experiences in implementing differentiated learning in Islamic Religious Education, particularly in teaching the History of Islamic Civilization at the elementary level.

Research Methods

This study employed a qualitative approach using a phenomenological design to explore teachers' lived experiences in implementing differentiated learning in Islamic Religious Education, particularly in teaching the History of Islamic Civilization. The focus was to understand how teachers interpret and apply differentiated learning practices in real classroom settings.

The research was conducted at SD Negeri Cipageran Mandiri 1, Cimahi, West Java. The participant was a fourth-grade Islamic Education teacher selected through purposive sampling based on their active involvement in differentiated learning, teaching experience, and willingness to provide in-depth information. The participant is also a certified *Guru Penggerak*, having completed the Program Pendidikan Guru Penggerak (PGP), which prepares teachers as instructional leaders. This background strengthens the relevance of the participant, making them suitable for exploring innovative and student-centered practices.

Data were collected through in-depth interviews, classroom observations, and document analysis. Interviews were conducted across several research meetings, with each session lasting approximately 30 to 60 minutes. Observations were carried out in four learning sessions to capture instructional strategies, classroom interactions, and student engagement. Supporting documents such as lesson plans and assessment tools were also analyzed to enrich and triangulate the data.

Data analysis used Interpretative Phenomenological Analysis. The process included transcribing interview data, conducting initial reading and note-taking, identifying emergent themes, and organizing them into meaningful categories. The analysis then distinguished between textural descriptions (what was experienced) and structural descriptions (how and why it was experienced), which were integrated into a composite description to reveal the essence of the teacher's lived experience (Setyosari, 2016).

To ensure trustworthiness, this study applied credibility, dependability, and confirmability. Credibility was achieved through triangulation and member checking, dependability through maintaining an audit trail, and confirmability through grounding interpretations in the data and conducting peer debriefing.

Result And Discussion

Learning Methods

The findings reveal that the Islamic Religious Education teacher implemented differentiated learning through concrete instructional adjustments observed directly in the classroom. During the learning of the History of Islamic Civilization, the teacher did not rely on a single teaching method, but instead structured activities in stages. At the beginning of the lesson, all students were given the same core task to ensure baseline understanding. However, during the main activity, the teacher modified instructions, level of support, and task complexity based on students' responses and learning progress. For instance, students who demonstrated faster comprehension were given enrichment tasks, while those who experienced difficulties

received more guided assistance. This practice reflects how differentiated instruction is enacted through real-time pedagogical decisions that respond to students' needs (Fitriyah & Bisri, 2023; Nazhan et al., 2025). In addition, the teacher arranged flexible grouping based on students' readiness and participation during the lesson, allowing more focused interaction and support (Sukmawati, 2022; Himmah & Nugraheni, 2023).

More specifically, classroom observations showed that the teacher grouped students into three categories based on dominant learning tendencies identified during instruction. The visual group was observed working with images and simple diagrams related to the hijrah narrative, actively discussing visual elements provided by the teacher. The auditory group engaged more in listening activities, such as teacher explanations and peer discussions, and they tended to respond verbally when asked questions. Meanwhile, the kinesthetic group was involved in movement-based activities, such as reenacting scenes from the hijrah story, which increased their participation and focus during the lesson. This indicates that grouping based on learning styles was not merely conceptual, but functioned as a practical classroom strategy to organize student engagement and interaction. This also supports the idea that students process information differently and require varied approaches to achieve optimal understanding (Khotimah et al., 2024).

Furthermore, the findings demonstrate that each group showed different patterns of engagement during the learning process. Visual learners were more attentive when interacting with visual media, auditory learners were more active in discussions, and kinesthetic learners showed higher involvement during physical activities. These differences became more visible when compared to initial classroom conditions, where some students tended to be passive during uniform instruction. This indicates that aligning instructional strategies with students' learning preferences can increase participation and engagement in meaningful ways. Such findings are consistent with previous studies highlighting that students' ways of processing information influence their learning effectiveness (Setiawan & Waspodo, 2015; Putri et al., 2021; Batubara et al., 2023).

Overall, the empirical findings confirm that differentiated learning in this context is implemented through observable teaching practices, including task modification, flexible grouping, and activity variation. These strategies not only accommodate students' diverse characteristics but also create more active and responsive classroom dynamics, where students participate according to their strengths and learning preferences.

Learning Media

The use of learning media in this study was not merely positioned as a general instructional component, but as a strategic tool to support the implementation of differentiated learning in the classroom. While learning media function as a means of delivering instructional content (Putri et al., 2021), the findings indicate that the IRE teacher at SD Negeri Cipageran 1 selectively utilized media based on students' learning characteristics and the nature of the material being taught. Based on classroom observations, the teacher consistently integrated multiple forms of media within a single lesson on the topic of the Prophet Muhammad's hijrah. This indicates that media selection was not incidental, but deliberately designed to make abstract historical content more concrete and accessible for diverse learners.

The teacher employed visual media, such as images and infographics illustrating the events of the hijrah, particularly during the initial explanation stage. Observation data showed that the majority of students demonstrated increased attention, as indicated by their focus on the projected images and their ability to answer factual questions immediately after the explanation. In addition, interview data with the teacher revealed that visual media were chosen

to “help students quickly grasp the sequence of events without relying solely on verbal explanation.” This aligns with principles of clarity and emphasis in visual design (Khoriyani & Suhendra, 2022) and supports findings that visual representations can simplify complex information (H. Khotimah et al., 2019). This indicates that visual media played a significant role in enhancing students’ initial comprehension and retention of historical content.

In addition, audio media was utilized in the form of songs related to the hijrah narrative to strengthen student engagement. Based on observations, students showed higher enthusiasm during this activity, as reflected in their active participation in singing and their responsiveness during follow-up questioning. Interview data further indicated that the teacher intentionally used songs to “create a more relaxed atmosphere so students do not feel burdened when learning history.” This finding is consistent with Iryani et al., (2023), who highlight the role of audio media in supporting cognitive and affective learning domains. This indicates that audio media functioned not only as a supplementary tool but also as a means to build emotional connection and sustain student motivation during the learning process.

Furthermore, audio-visual media in the form of short videos about the Prophet’s hijrah were used to deepen students’ understanding. Observation data showed that after watching the video, students were more able to retell the sequence of events in a structured manner compared to the initial stage of learning. In addition, several students actively participated in follow-up role-play activities, indicating a higher level of engagement. According to interview data, the teacher selected video media because it “combines explanation, visualization, and storytelling in a way that is easier for students to follow.” This is in line with findings Hidayat et al., (2024) and Sitorus et al., (2020), which emphasize the effectiveness of audio-visual media in conveying knowledge and ideas comprehensively. This indicates that audio-visual media not only enhanced conceptual understanding but also facilitated active and experiential learning (Batubara et al., 2023).

Overall, the integration of visual, audio, and audio-visual media was carried out as a context-sensitive pedagogical strategy rather than a purely theoretical application. The triangulation of observation and interview data suggests that the deliberate selection of media contributed to increased student attention, participation, and comprehension. This demonstrates that the effectiveness of learning media is closely tied to how it is implemented in alignment with student characteristics and instructional objectives, thereby creating a more inclusive and meaningful learning experience in Islamic Religious Education classrooms.

Learning Environment

The findings show that the teacher created a flexible learning environment as part of differentiated learning implementation. Classroom observations indicate that the teacher did not apply a fixed seating arrangement; instead, students were allowed to move and form groups based on their preferred learning styles during the lesson. This flexibility enabled students to engage in learning activities more comfortably and actively. Such practices reflect how a responsive learning environment can support diverse student needs and promote equitable learning opportunities (Pratiwi et al., 2024; Gymnastiar, 2024).

More specifically, observational data revealed that students were grouped into visual, auditory, and kinesthetic categories during the learning of the History of Islamic Civilization. The teacher facilitated this by organizing classroom space and activities accordingly. Students working in the visual group were seen focusing on image-based materials, while the auditory group engaged in discussion, and the kinesthetic group participated in movement-based

activities. Students were also given the flexibility to choose or adjust their group based on their comfort during the activity.



Figure 1. Grouping by learning style

This classroom arrangement is illustrated in Figure 1, which shows how students were physically grouped based on their learning styles during the lesson. The figure highlights the spatial organization of the classroom, where each group occupies a different area to support specific learning activities. This indicates that the learning environment was intentionally designed to be adaptive, allowing students to participate in ways that align with their learning preferences (Tomlinson, 2005; Lestari et al., 2023).

In addition, the observations showed increased student enthusiasm and interaction during group activities. Students were more actively involved in discussions, helped peers when facing difficulties, and demonstrated greater confidence in participating in classroom tasks. Compared to more teacher-centered situations, this flexible environment fostered a more collaborative and engaging atmosphere. This indicates that structuring the learning environment based on students' characteristics not only facilitates participation but also strengthens social interaction and collaborative learning among students.

Learning Evaluation

Learning assessment in this study was conducted through portfolio-based assessment and digital exams as part of differentiated learning practices. Rather than relying solely on traditional written exams, teachers designed assessment activities that allowed students to demonstrate their understanding through various portfolio-based tasks aligned with their learning preferences. This approach aligns with differentiated portfolio strategies, in which students are given the freedom to express their understanding through meaningful tasks (Faiz et al., 2022; Lestari et al., 2023). The participants in this study consisted of fourth-grade students in Class IV-D at Cipageran 1 Public Elementary School, with diverse learning characteristics. Observation data showed that this form of evaluation allowed most students to participate actively, indicating that product-based assessment supports differentiated learning by accommodating various ways of demonstrating knowledge.



Figure 2. Products resulting from differentiated learning

In practice, evaluation was carried out through multiple formats, including infographics, songs, and role-play performances, adjusted to students' learning styles. Visual-oriented students created infographics, auditory-oriented students performed songs related to the hijrah narrative, and kinesthetic-oriented students engaged in role-play activities. As illustrated in Figure 2, students produced a variety of creative outputs that reflect both their understanding of the material and their individual expression styles. The visual artifacts in the figure demonstrate how students translated historical content into meaningful representations, indicating that evaluation functioned not only as a measurement tool but also as a learning process. This suggests that aligning assessment formats with students' strengths enhances both comprehension and engagement (Naibaho, 2023).

Furthermore, the use of varied product formats can be analyzed through the lens of student engagement theory, where active involvement in meaningful and creative tasks increases both cognitive and affective learning outcomes. Observation results show that students were more enthusiastic when working on their products, as reflected in their willingness to present and explain their work in front of the class. This indicates that product-based evaluation fosters deeper learning by encouraging students to actively construct knowledge rather than passively receive information.



Figure 3. Quizizz-based test

In addition to product-based assessments, cognitive evaluations were also conducted using the Quizizz digital platform. As shown in Figure 3, students demonstrated a high level of participation during the assessment activities. Participants appeared focused and motivated, answering questions in a competitive yet enjoyable environment. This can be explained through the concept of gamification, where elements such as real-time scoring, rankings, and interactive interfaces enhance student motivation and engagement. These findings support the idea that technology-integrated assessment can create a more dynamic and student-centered evaluation process.

Overall, the combination of product-based assessment and gamified digital assessment proved effective in supporting differentiated learning. Product-based assessment allows students

to express their understanding in various ways, while digital exams provide measurable insights into their cognitive achievements. This integrated approach not only enhances academic understanding but also strengthens engagement, creativity, and active participation among students. Therefore, assessment in differentiated learning should be viewed as an adaptive and integral component of the learning process.

The Positive Impact of Differentiated Learning in the Teaching and Learning Process

The findings of this study demonstrate that differentiated learning had a measurable impact on student engagement and participation in the classroom. Based on classroom observations, students showed increased involvement during learning activities, particularly when they were placed in groups aligned with their learning preferences. Most students actively participated in discussions, completed assigned tasks collaboratively, and demonstrated greater responsiveness compared to conventional teacher-centered sessions. In addition, interview data with the teacher revealed that “students tend to be more enthusiastic and easier to manage when learning activities are adjusted to their preferences.” This indicates that differentiated learning contributes not only to cognitive engagement but also to more effective classroom management. These findings are consistent with Wijaya et al., (2022), who argue that differentiated instruction enhances learning effectiveness by aligning teaching strategies with students’ individual characteristics.

Furthermore, differentiated learning significantly influenced students’ understanding of the History of Islamic Civilization material. Observation data showed that students were able to explain the sequence of historical events more clearly after participating in differentiated activities such as group discussions, visual analysis, and role-play. Compared to previous learning sessions without structured differentiation (based on teacher interview), students tended to be more passive and had difficulty recalling key concepts. This suggests that the use of differentiated strategies improved not only engagement but also conceptual understanding. This finding aligns with previous studies highlighting that differentiated learning can enhance students’ comprehension and learning outcomes (Azizah & Aprison, 2024; Muktamar et al., 2023)., but this study further emphasizes its effectiveness in the context of Islamic religious education, particularly in teaching historical content.

In addition, the study found that differentiated learning fostered a more collaborative and inclusive learning environment. Students were observed helping peers within their groups, especially those who experienced difficulties in understanding the material. This peer-assisted interaction indicates that differentiation not only accommodates individual needs but also promotes social learning. Similar findings were reported by Widyawati & Rachmadyanti (2023), who noted that differentiated learning encourages cooperation and positive interaction among students. However, this study adds that such collaboration becomes more effective when combined with flexible grouping and varied instructional media, as implemented in this classroom.

Another important impact identified in this study is the development of students’ confidence and learning motivation. Based on observations, students who were previously less active became more willing to participate when given learning activities that matched their preferences. Interview data also indicated that students felt “more comfortable and confident” when learning in smaller groups. This finding supports previous research suggesting that differentiated learning can enhance students’ motivation and self-confidence by providing a supportive learning environment (Wijaya et al., 2022). Thus, the impact of differentiated learning extends beyond academic achievement to include affective aspects of student development.

Overall, the findings of this study confirm that differentiated learning contributes to improved student engagement, conceptual understanding, collaboration, and confidence. While these results are in line with existing literature, this study provides empirical evidence from classroom practice that highlights how differentiated strategies, such as flexible grouping, varied media, and adaptive instruction can be effectively implemented in Islamic Religious Education learning. This demonstrates that the success of differentiated learning lies not only in its conceptual framework but in its practical application within a responsive and well-managed classroom environment.

Conclusion

This study demonstrates that the implementation of differentiated instruction in Islamic Religious Education, particularly in the teaching of the History of Islamic Civilization, has a positive impact on students' engagement, participation, and conceptual understanding. As evidenced by classroom observations and interviews with teachers, strategies such as flexible grouping, diverse learning materials, and adaptive teaching foster more active and meaningful learning experiences. Students not only became more responsive but also demonstrated improved ability to explain the material and collaborate effectively, indicating that differentiated instruction successfully accommodates diverse needs within Islamic Education classrooms. The main contribution of this study lies in providing practical empirical insights into the implementation of differentiated instruction in Islamic Education, highlighting that its effectiveness depends on contextual and adaptive classroom practices, not merely theoretical frameworks. However, these findings are limited by the study's scope, which involved only one class, reliance on qualitative data, and simplified categorization of learning styles, indicating the need for further research involving broader contexts, mixed-methods approaches, as well as exploration of long-term impacts and integration with digital learning environments.

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