



Implementation of Differentiation-Based Learning Media in the Context of Elementary Education in the Islamic Education Curriculum

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Abstract : This research is in the discourse of Islamic education and differentiation-based learning innovation, which has so far been more often discussed in the context of general education than applied in religious curriculum, especially at the elementary level. This article aims to explore the implementation of differentiation-based learning media in the Islamic education curriculum at Madrasah Ibtidaiyah Nurul Husna, and its impact on students' learning experiences. This study uses a qualitative approach with a phenomenological method, where data are collected through participatory observation, in-depth interviews with teachers, principals, and students, as well as documentation studies of learning planning and teaching media used. The research location was chosen purposively because this madrasa is known to actively implement innovative learning approaches. The research findings show that the use of differentiated learning media in the madrasah not only improves the understanding of Islamic material cognitively, but also strengthens affective aspects such as empathy and student spirituality. This approach allows teachers to deliver material according to students' readiness, interests, and learning styles, which has a positive impact on learning engagement. The contribution of this paper lies in expanding the concept of differentiation to the realm of elementary religious education, as well as offering a new perspective on the integration of Islamic values in differentiated learning. This study confirms the importance of adaptive and inclusive learning strategies in Islamic education. This result is significant because it paves the way for the transformation of religious learning that is more contextual and relevant to the characteristics of students.

Keywords: Learning Media; Differentiation; Elementary Education; Islamic Education Curriculum and Elementary Madrasah.

Abstrak: Penelitian ini berada dalam diskursus pendidikan Islam dan inovasi pembelajaran berbasis diferensiasi, yang selama ini masih lebih sering dibahas dalam konteks pendidikan umum daripada diterapkan dalam kurikulum keagamaan, khususnya di tingkat dasar. Artikel ini bertujuan untuk mengeksplorasi implementasi media pembelajaran berbasis diferensiasi dalam kurikulum pendidikan Islam di Madrasah Ibtidaiyah Nurul Husna, serta dampaknya terhadap pengalaman belajar siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi, di mana data dikumpulkan melalui observasi partisipatif, wawancara mendalam dengan guru, kepala madrasah, dan siswa, serta studi dokumentasi terhadap perencanaan pembelajaran dan media ajar yang digunakan. Lokasi penelitian dipilih secara purposif karena madrasah ini dikenal aktif menerapkan pendekatan pembelajaran inovatif. Temuan penelitian menunjukkan bahwa penggunaan media pembelajaran berdiferensiasi di madrasah tersebut tidak hanya meningkatkan pemahaman

materi keislaman secara kognitif, tetapi juga memperkuat aspek afektif seperti empati dan spiritualitas siswa. Pendekatan ini memungkinkan guru menyampaikan materi sesuai kesiapan, minat, dan gaya belajar siswa, yang berdampak positif pada keterlibatan belajar. Kontribusi tulisan ini terletak pada perluasan konsep diferensiasi ke ranah pendidikan agama dasar, serta menawarkan perspektif baru mengenai integrasi nilai-nilai Islam dalam pembelajaran berdiferensiasi. Penelitian ini menegaskan pentingnya strategi pembelajaran yang adaptif dan inklusif dalam pendidikan Islam. Hasil ini signifikan karena membuka jalan bagi transformasi pembelajaran agama yang lebih kontekstual dan relevan dengan karakteristik peserta didik.

Kata kunci : Media Pembelajaran; Diferensiasi; Pendidikan dasar; Kurikulum Pendidikan Islam dan Madrasah Ibtidaiyah.

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Introduction

In an era of educational transformation that emphasizes meeting the individual needs of students, a differentiated learning approach is highly relevant, particularly in the context of elementary education in Islamic elementary schools (Abdul Ghani, Ribahan, & Nasri, 2023). Madrasahs are one of the Islamic educational institutions that are crucial in addressing the needs of society (Mursal Aziz, Syafaruddin, & Mesiono, 2019). The launched Independent Learning Curriculum aims to provide freedom and flexibility to students and teachers in the learning process at educational institutions (Mursal Aziz, Napitupula, & Tanjung, 2024). The Independent Curriculum implemented by the Indonesian government provides teachers with the freedom to adapt the learning process to each student's unique characteristics, including in Islamic Religious Education subjects such as Jurisprudence, the Qur'an and Hadith, Creed and Morals, and Islamic Cultural History. However, implementing this strategy still faces various challenges, particularly in terms of teacher preparedness and the availability of appropriate learning media.

Differentiated learning is an approach that adapts content, processes, products, and learning environments based on students' readiness, interests, and learning profiles (M. Abdulloh Salim, 2024). In the context of Islamic Religious Education (PAI), this strategy enables more inclusive and responsive teaching to the diversity of learners (Abdul Ghani et al., 2023). Taufiq (2025) emphasized that the implementation of differentiated learning strategies in Islamic Religious Education (PAI) can increase student engagement and strengthen the understanding of religious values, despite facing challenges such as limited teacher competencies and limited resources (Taufiq, 2025). Exploring the implementation of the Independent Curriculum in Islamic Religious Education learning in schools and madrasahs with a differentiation paradigm. The results of the study indicate that the Independent Curriculum provides flexibility in the development of the Islamic Religious Education curriculum, enabling the implementation of learning strategies that are more responsive to the needs of diverse learners (Abdul Ghani et al., 2023).

The application of differentiated learning strategies to improve student learning motivation at Madrasah Ibtidaiyah Negeri 2 Sidoarjo. This study shows that differentiated learning allows teachers to use learning from various perspectives, which is part of the

teacher's process in understanding the diversity of student learning (M. Abdulloh Salim, 2024). The concept and implementation of the Independent Curriculum, based on differentiated learning in Islamic Elementary Schools (Madrasah Ibtidaiyah), is based on research that differentiated learning is based on students' learning styles and abilities. This allows students to be more creative, innovative, and develop according to their interests and talents (Ningrum, Maghfiroh, & Andriani, 2023). Although various studies have examined the application of differentiated learning in Islamic education (PAI) and Islamic elementary schools (Madrasah Ibtidaiyah), gaps remain in the implementation of instructional media that support this strategy. Most studies focus on teaching strategies and curriculum approaches, while the media aspect of learning has not been explored in depth. However, appropriate learning media can be an effective tool in supporting differentiated learning, especially in the context of Islamic elementary schools, which have diverse student characteristics.

This study aims to examine the implementation of differentiation-based learning media in the context of elementary education within the Islamic education curriculum, focusing on a case study at Madrasah Ibtidaiyah Nurul Husna. This study will explore how learning media can be designed and used to meet individual students' learning needs, as well as how these media can be integrated into a differentiation-based Islamic Religious Education (PAI) curriculum. The novelty of this study lies in its specific focus on learning media in the context of differentiated learning in Madrasah Ibtidaiyah. Unlike previous studies that emphasized teaching strategies and curriculum approaches, this study will contribute to the development of learning media that support differentiated learning, particularly in Islamic Religious Education (PAI) subjects. Thus, this study is expected to provide new insights in the development of effective learning media that are appropriate to the needs of students in Madrasah Ibtidaiyah.

Methods

This study uses a qualitative research method that aims to describe and understand in depth the implementation of differentiation-based learning media in the context of elementary education within the Islamic Education curriculum at Madrasah Ibtidaiyah Nurul Husna. This study is non-experimental, focusing on the phenomenon being studied, namely the use of differentiation-based learning media. This study does not manipulate variables, but rather describes the practices and meanings that emerge in the learning process naturally.

The subjects of this study were Islamic Religious Education teachers, madrasah principals, students, and the Deputy Curriculum Officer involved in the planning and implementation of differentiated learning at the madrasah. Subjects were selected purposively, considering their direct experience and relevant knowledge of the phenomenon under study. The location of this study was Madrasah Ibtidaiyah Nurul Husna, chosen because the madrasah has adopted the Independent Curriculum and implemented a differentiated learning approach, particularly in Islamic Religious Education. The reason for choosing this location was the madrasah's courage and readiness to implement learning innovations tailored to the individual needs of students, including the development of media to support such learning.

The data sources in this study consist of primary and secondary data. Primary data were obtained through direct interactions in the field, such as interviews, observation notes, and

observations of learning activities. Meanwhile, secondary data were obtained from official madrasah documents, such as lesson plans (RPP), syllabus, teaching materials, and learning evaluation results relevant to the use of differentiated media. Data collection techniques used included observation, interviews, and documentation studies. Observations were conducted directly to examine the learning process in the classroom, how media was used by teachers, and students' responses to the media. In-depth interviews were conducted with key informants such as teachers, principals, and students to gain subjective perspectives on the phenomenon being studied. Documentation studies were used to complement and strengthen the information obtained from observations and interviews. To ensure data validity, triangulation and *member cross-checking techniques were used*. Triangulation was carried out by comparing data from various sources and different data collection techniques to ensure consistency of information. Meanwhile, *member cross-checking* was carried out by returning interview results or data interpretations to informants to obtain confirmation of the correctness of the meaning of the data presented. Thus, the results of this study are expected to have strong validity and reliability in the context of qualitative research combining interview information, observation and documentation.

Results And Discussion

Result

Differentiated Learning Media Planning

Based on observations and interviews with Islamic Religious Education teachers (subjects of Fiqh, Al-Qur'an Hadith, Aqidah Akhlak, and Islamic Cultural History), it was found that differentiation-based learning media planning begins with mapping student characteristics, including interests, learning styles, and learning readiness. Teachers prepare lesson plans by considering media variations to be able to reach all types of students. An Islamic Religious Education teacher said, "We try to create media that can adapt to students' needs. Some enjoy learning through videos, some like reading directly from books, and there are also those who understand more easily through practice or simulations."

This shows that in planning, teachers don't just prepare one type of media, but rather several alternatives so that students have learning options according to their preferences. Teaching materials such as lesson plans and learning modules also reflect the application of this differentiation principle, for example through variations in assignments and presentation formats. The media used include animated learning videos for the theme of faith (aqidah), digital educational games for fiqh (Islamic jurisprudence), and worksheets of varying difficulty levels. Documentation data also shows that teachers develop a "student needs map" based on the results of the diagnostic assessment at the beginning of the school year. This map serves as the basis for developing relevant media and strategies.

Planning differentiated learning media begins with conducting a diagnostic assessment of students to understand their learning readiness, interests, and learning styles. This step is crucial so teachers can design learning that is truly relevant to their

needs. After the assessment results are obtained, teachers develop a lesson plan that includes objectives, materials, strategies, and a variety of media. These media can include visuals such as images and videos, audio such as voice recordings, and digital interactive tools that support students' different learning styles. In this process, teachers must also consider the time spent using the media, the complexity of the tasks, and the availability of facilities within the school environment.

In the context of differentiation, planning must also address three key elements: content, process, and product. This means that teachers need to present material in various formats, provide choices in learning methods, and allow for variation in the presentation of student work. For example, in a lesson on the pillars of Islam, visual learners could view infographics, auditory learners listen to explanations via podcasts, and kinesthetic learners engage in practical simulations. This type of planning not only makes learning more engaging but also ensures that each student has equitable access to the material, tailored to their individual learning potential and characteristics.

Implementation of Learning Media in the Classroom

The implementation of differentiated media in the classroom appears dynamic and flexible. Islamic Education (PAI) teachers (Fiqh, Al-Qur'an Hadith, Aqidah Akhlak, and Islamic Cultural History) use a variety of media simultaneously, giving students the opportunity to choose how they want to receive the material. For example, in the prayer lesson, students are allowed to choose between watching a video, reading a guidebook, or practicing directly with the teacher.

In an interview, one student said, "I prefer learning from videos because I can review them if I don't understand. But my friends like to participate in hands-on practice, so we sometimes learn in different ways." This reflects how the differentiated approach through media has provided room for choice tailored to students' learning styles.

The madrasah's deputy principal for curriculum explained that teachers are given the freedom to develop learning media, and the madrasah supports them, although they don't have complete facilities, such as laptops and internet connections. However, some teachers still use conventional media like pictures, posters, and handmade props due to limited access to technology for some students. "We don't always rely on digital technology. Many simple media are still effective in accommodating students' diverse learning styles, such as hijaiyah puzzles for kinesthetic students or *mind maps* for visual learners," explained the Islamic Religious Education (PAI) teacher in a follow-up interview.

The implementation of learning media in the classroom is the concrete process of implementing a previously prepared learning plan. In the context of differentiated learning, teachers begin by clearly communicating learning objectives to all students, then assigning them to groups or activities based on the results of an initial assessment

of their learning styles and readiness. Next, teachers use various types of prepared media, such as animated videos for visual learners, audio learning for auditory learners, and hands-on activities or simulations for kinesthetic learners. Each medium is tailored to deliver the same material, but through different channels and approaches to meet the students' needs.



Figure 1:
Learning Process Using Audio Visual Learning Media

Learning video media has the advantage of presenting material in an engaging and interactive way. Through clear and dynamic visualizations, concepts that students struggle with can be explained more easily. Moving images, sound, and animations combined in videos can increase student engagement and help them understand the material more deeply.

Furthermore, teachers have the flexibility to create learning videos at varying levels of difficulty. This allows each student, with varying abilities and learning speeds, to choose the video that best suits their needs. Thus, video media can support differentiated learning, help students learn independently, and strengthen their understanding of the subject matter.

Throughout the learning process, the teacher acts as a facilitator, actively moving from one group to another to ensure that each student understands the

material and is actively engaged. Formative evaluations are conducted periodically, both verbally and in writing, to assess the effectiveness of media use and student achievement. The teacher also provides direct feedback and makes adjustments if any media is ineffective for a particular group. With this approach, the implementation of learning media not only strengthens students' understanding of the material but also builds their motivation and confidence in learning according to their individual potential.

Student Responses to Differentiated Learning Media

Student responses to the learning media were very positive. The majority of students expressed their happiness because they felt their different learning styles were valued. They were also more active because they could choose media that made them more comfortable in understanding the material. In one observation session on the theme "Faith in Angels," the teacher divided students into three groups based on their learning styles: visual, auditory, and kinesthetic. The visual group worked on a poster assignment, the auditory group listened to a short audio lecture, and the kinesthetic group created symbolic angel movements using craft materials.

Students appeared more focused and enthusiastic. One teacher said, "Children become more active in asking questions and discussing when they feel their learning style is respected. We didn't find this when we only used one learning medium."

Analysis of these findings shows that learning media designed in a differentiated manner can increase student participation, because the media functions not only as a teaching aid, but as a means of fulfilling more personal and inclusive learning needs.

Although the implementation of differentiated media has gone relatively well, several challenges remain. The most prominent challenges are teachers' limited time to prepare multiple types of media simultaneously, as well as limited technological facilities in some classes. A teacher stated, "Sometimes it's difficult to prepare three or four media for one learning topic. There's not enough time, and we also have to pay attention to the availability of equipment." To address this, teachers collaborate with each other on media development and utilize existing resources, such as media from the Ministry of Religious Affairs and online learning platforms. Furthermore, the madrasah provides regular training to teachers on efficient and inexpensive media design. The principal stated, "We realize that differentiated media demands teacher creativity. Therefore, we allocate dedicated time in work meetings to create collaborative media, and we also allocate a dedicated budget for teaching materials."

Based on field findings, the implementation of differentiation-based learning media at Madrasah Ibtidaiyah Nurul Husna has demonstrated that this approach is effective in creating more inclusive and meaningful learning. This approach aligns

with the theory that learning is more effective when tailored to students' readiness, interests, and learning styles .

Teachers' practices at this madrasa demonstrate that media is not merely a tool but also a bridge between students' potential and complex teaching materials. By integrating various media forms and providing space for choice, Islamic Religious Education (PAI) learning becomes more contextual, engaging, and respectful of each individual's uniqueness. However, ongoing support from the madrasa and the government is still needed, particularly in technology procurement and teacher training. The results of this study also provide theoretical and practical contributions to curriculum development in madrasas, particularly in the design of differentiation-based learning.

Discussion

Integration of Differentiated Learning Media in Islamic Education Curriculum

Learning media are all forms of tools or means that can be used to convey information and encourage the learning process in students (Mursal Aziz & Nasution, 2021). Learning media is an essential element that is inseparable from the educational curriculum, as it plays a role in supporting the achievement of learning objectives designed by educational institutions (Mursal Aziz, Sholeh, & Purba, 2024). Various types of learning media make a significant contribution to facilitating students' learning processes (Mursal Aziz, Namira, Siregar, & Khatulistiwa, 2024).

The use of media such as posters in teaching and learning activities has a positive impact on student learning, particularly in increasing motivation. This is evident in students' high levels of enthusiasm and enjoyment when learning is presented visually using posters relevant to the material (Musal Aziz, Ashshiddiqi, & Sakinah, 2024).

Islamic education is a continuous process of a series of stages in the educational process (Mursal Aziz, 2020). The integration of differentiated learning media into the Islamic education curriculum plays a crucial role in realizing the principles of holistic Islamic education, as it allows teachers to tailor learning to the unique needs, interests, and potential of each student, as Islamic teachings respect diversity and individual nature. This approach supports the achievement of the goals of Islamic education, namely to develop individuals who are intellectually, emotionally, and spiritually balanced, by utilizing a variety of media to convey Islamic values in a contextual, engaging, and meaningful manner for students' lives.

The results of the study indicate that the application of differentiation-based learning media at Madrasah Ibtidaiyah Nurul Husna is in line with the principles put forward by Agustiana et al.'s research, which adapts learning to students' readiness, interests, and learning profiles (Agustiana, Malik, & Rumiati, 2023). In the context of Islamic education, this approach allows teachers to deliver religious material in a more personalized and relevant way for each student. For example, in teaching the pillars of faith, teachers provide animated videos, group discussions, and simulations of

religious practices, allowing students to choose the method that best suits their learning style.

The integration of differentiated learning media into the Islamic education curriculum is a strategic step toward providing learning that adapts to the diverse characteristics of students. This approach allows teachers to tailor materials, methods, and learning media to students' needs, interests, and learning styles, resulting in more effective and meaningful learning.

In the context of Islamic education, the application of differentiated learning has shown positive results (Andi Ridwan and Samad Umarella, 2024). For example, research at SDN 215 North Bengkulu showed that the use of multimedia in Islamic Religious Education (PAI) learning helped teachers recognize differences in student characteristics, so that students became more active and understood the material better (Nurlaili, Suhirman, & Lestari, 2023).

The integration of differentiated learning media also impacts student literacy. The use of teaching modules in differentiated learning in madrasas can improve student literacy by emphasizing student abilities and learning styles identified through assessments (Hulaimi, Saputra, & Aini, 2024).

Overall, the integration of differentiated learning media into the Islamic education curriculum enables more inclusive and effective learning, taking into account student diversity and utilizing appropriate technology and learning strategies. This aligns with the principles of the Independent Curriculum, which emphasizes student-centered learning that adapts to individual needs (Hazyimara, Umar, & Mardiana, 2024).

The integration of differentiated learning media into the Islamic education curriculum is a strategic approach that allows teachers to adapt learning materials, methods, and media to suit the characteristics, needs, and learning styles of students. This approach not only strengthens students' cognitive understanding of Islamic material but also enhances affective aspects such as spirituality and empathy, in line with the principles of holistic learning in Islam. In the context of the Independent Curriculum, differentiation provides teachers with room to innovate in designing inclusive and contextual learning, supported by relevant technology and interactive media. Thus, this integration emphasizes the importance of personalization in religious education to shape a generation that is religious, reflective, and resilient in facing the challenges of the times.

Student Responses to Differentiated Learning Media

Media plays a crucial role in effectively achieving curriculum objectives (Mursal Aziz, Nasution, Lubis, Suhardi, & Harahap, 2024). Students responded positively to the use of diverse learning media. They felt more motivated and engaged in the learning process because they could choose learning methods that suited their preferences. This aligns with findings from which states that the use of learning media that is adapted to students' learning styles can increase their motivation and understanding of the subject matter (Demir, 2021). In this context, teachers act as facilitators, providing a variety of media options and supporting students in selecting

the most effective learning strategies. This approach not only improves learning outcomes but also fosters student independence and responsibility for their own learning process.

Student responses to differentiated learning media in the context of Islamic elementary education show a significantly positive trend. Implementing this approach not only improves students' cognitive understanding of Islamic material but also strengthens affective aspects such as spirituality and empathy. This aligns with the principles of holistic learning in Islam, which emphasize the development of all aspects of the student's personality.

Research at SDN 215 North Bengkulu shows that the use of multimedia in Islamic Religious Education (PAI) learning helps teachers recognize differences in student characteristics, so that students become more active and understand the material better (Nurlaili et al., 2023). In addition, a study at MTsN 4 West Pasaman found that students had a positive perception of differentiated learning in the Fiqh subject, with an average percentage of perception reaching 80.5% for content and 83.4% for the learning process. (Yona Gus Manita, Charles Charles, Wedra Aprison, & Arman Husni, 2024).

The implementation of differentiated learning has also been shown to increase student learning interest. Masruhan and Arif Rahman Hakim (2024) reported that the implementation of a differentiated learning model successfully increased student participation and resulted in high learning outcomes. (Masruhan & Arif Rahman Hakim, 2024). In the context of technology-assisted learning, the use of media such as Quizizz in differentiated learning models is also effective in increasing student learning engagement. Dwi Rimayani et al. (2024) demonstrated that the implementation of a differentiated learning model assisted by Quizizz media successfully increased student learning engagement, as evidenced by a 2.75% increase in student engagement (Rimayani & Raharjo, 2024).

Overall, student responses to differentiated learning media in Islamic education at the elementary level were very positive, reflecting improvements in material understanding, learning interest, and active participation in the learning process. This underscores the importance of implementing adaptive and inclusive learning strategies to meet the diverse learning needs of students.

Implementation Challenges and Strategies

Teachers play a crucial role in curriculum implementation (Mursal Aziz, Ashshiddiqi, & Ulfa, 2025). Although the implementation of differentiated learning media provides many benefits, teachers face several challenges, such as limited time to design various media and limited resources. To overcome this, teachers collaborate in teams to design learning media together and utilize available resources optimally (Mursal Aziz, Hairullah, & Aruan, 2025). Furthermore, training and support from the madrasah are crucial in helping teachers develop skills in designing and using effective learning media. This support can help teachers become more confident and creative in implementing differentiated learning approaches.

One of the main challenges is the limited time teachers have to design and implement learning tailored to students' individual needs. Teachers also often struggle to conduct effective diagnostic assessments to accurately identify students' readiness, interests, and learning styles. Furthermore, a lack of understanding of the concept and practice of differentiated learning can hinder its optimal implementation. Limited resources, such as appropriate learning media and technological support, also hinder the effective implementation of this strategy.

To address these challenges, several strategies can be implemented. First, improving teacher competency through training and workshops on differentiated learning is crucial. Teachers need to be equipped with the knowledge and skills to design learning that meets students' needs. Second, using a variety of learning methods and media can help meet students' varying learning needs. For example, integrating visual, audio, and kinesthetic media into the learning process can increase student engagement (Dhinok Yuliu Andarika, 2023). Third, collaboration between teachers, students, and parents in designing and evaluating learning can create a more inclusive and responsive learning environment to students' needs. By implementing these strategies, it is hoped that the implementation of differentiation-based learning media in the Islamic education curriculum can run more effectively, thereby improving the quality of learning and optimally meeting students' learning needs.

This research makes a novel contribution to the field of Islamic education at the elementary level by exploring the application of differentiation-based learning media. Unlike previous research that focused primarily on cognitive or academic aspects, this study emphasizes the importance of a holistic and personalized approach to religious learning. Thus, this study broadens the understanding of how the differentiation approach can be applied in the context of Islamic education, as well as providing practical guidance for teachers in designing more inclusive and effective learning.

The results of this study have practical implications for curriculum development and learning strategies in madrasas. The implementation of differentiation-based learning media can be an effective strategy for improving the quality of learning and meeting the diverse learning needs of students. To support this implementation, it is recommended that madrasahs provide adequate training and resources for teachers and encourage collaboration between teachers in designing and evaluating learning media. Furthermore, it is important to involve students in the learning planning process so they feel ownership and responsibility for their own learning.

Conclusion

The results of this study revealed a rather surprising finding: the application of differentiation-based learning media in the context of Islamic education at Madrasah Ibtidaiyah Nurul Husna not only improved students' understanding of the material but also significantly shaped spiritual attitudes and empathy among students. This was identified through direct classroom observations and in-depth interviews with teachers and students, where the interactions fostered in the differentiated and

personalized learning process actually fostered more harmonious social relations. These findings demonstrate that the differentiation approach not only has cognitive but also affective and social impacts in religious education.

Scientifically, this research makes an important contribution by offering a new perspective on how differentiated learning media can be effectively implemented in Islamic education curricula, particularly at the elementary level. This research not only confirms Tomlinson's theory of differentiation but also broadens its application from general education to the realm of religious education. The new perspective offered is the integration of Islamic values into diverse media tailored to student characteristics. This enriches the discourse on personalized learning in madrasas and introduces a combination of methods that combine a differentiated approach with Islamic spiritual learning principles.

The limitations of this study include its limited scope to a single location, namely Madrasah Ibtidaiyah Nurul Husna, making it impossible to generalize to other madrasas with different backgrounds. The study subjects also included only a limited number of teachers and students, without in-depth consideration of gender differences or other educational levels, such as upper-grade MI or MTs. Furthermore, the qualitative research method did not reach a quantitative measurement of the impact of differentiation statistically. Therefore, further research is urgently needed to accommodate variations in locations, educational levels, and mixed methods approaches to obtain a more comprehensive and in-depth picture of the effectiveness of differentiation-based learning media in Islamic education.

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