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Enhancing Islamic Religious Learning Outcomes in Elementary Schools: Evaluating the Impact of the Differentiated Learning Model

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ABSTRACT

Differentiated learning is a pedagogical strategy designed to address the diverse learning needs of students, improving their engagement and comprehension. This approach is particularly relevant in Islamic religious education, where varying student backgrounds and skills necessitate adaptable teaching methods. This study examines the effectiveness of the differentiated learning model in enhancing learning outcomes in elementary-level Islamic religious education. This research employs a quantitative quasi-experimental design with a nonequivalent control group framework, utilizing a pretest-posttest approach. The study includes two class groups: class VA (35 students) as the experimental group and class VB (34 students) as the control group. A saturated sampling method was used, ensuring all students in both classes were included. Data were analyzed using an independent sample t-test to assess statistical significance. The pretest mean score for class VA was 68.2, while class VB scored 56.06. After implementing differentiated learning, the post-test mean score for class VA increased to 87.6, whereas class VB scored 71.09. The independent sample t-test yielded a p-value of 0.000 ($p < 0.05$), indicating a statistically significant difference in learning outcomes between the two groups. The results demonstrate that the differentiated learning model significantly enhances student performance in Islamic religious education at the elementary level. These findings suggest that adopting differentiated instruction can improve learning effectiveness, making it a valuable strategy for educators.

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1. INTRODUCTION

Islamic religious education constitutes a future investment—both communal and governmental—to enhance and educate the nation's life, consistently aimed at addressing various issues pertaining to educational quality (Rokhman & Amami, 2021). Islamic education institutions, as part of the national education system, must innovate to meet labor market demands, ensuring that Islamic education outputs align with employment expectations (Yasin, Chakim, Susilawati, & Muhammad, 2023). The primary objective of Islamic Religious Education in schools is to enhance and deepen faith by imparting

knowledge, fostering appreciation, and enriching students' experiences of Islam, so producing individuals who continuously evolve in their faith, piety, and civic responsibility. Islamic education plays a crucial role in fostering innovation across various dimensions, including institutional frameworks, educational resources, teaching personnel, methodologies, facilities, and all supporting factors of the educational process. It is essential to critically assess these elements and establish a novel paradigm for education in the contemporary global era, characterized by numerous challenges, thereby creating new opportunities that present distinctive perspectives and contribute to global development (Purwaningrum, 2023).

Amid globalization and swift technology advancements, Islamic educational institutions encounter distinct obstacles in innovating to address the demands of the evolving market. The problems encompass not only academic and pedagogical elements but also managerial, strategic, and societal factors that influence the sustainability and relevance of Islamic educational institutions. By adopting solutions grounded in research and global best practices, Islamic educational institutions may surmount these problems and enhance the quality and relevance of their education. Innovation rooted in Islamic principles and responsive to global transformations will be essential for attaining comprehensive and internationally competitive educational objectives. This strategy enhances the learning experience by tailoring teaching strategies to individual student requirements while ensuring that Islamic principles are central to the educational process. Through strategic implementation, differentiated learning can serve as a pertinent and pragmatic innovation in cultivating graduates who are spiritually, academically, and professionally adept.

The cornerstone of educational achievement resides with the educator during the implementation of learning activities both within and beyond the classroom (Hardiansyah & Zainuddin, 2022). Learning involves transmitting instructors' knowledge to students, whereas education entails the acquisition of knowledge (Hardiansyah, 2022). Educators must possess the ability to assess the classroom dynamics. Not all students are easily managed, nor can they be generalized in their learning, as each individual possesses distinct abilities and characteristics. Consequently, educators must employ strategies or methods that facilitate effective participation from each student, one of which is the implementation of a differentiated learning approach (Hardiansyah, Zainuddin, Sukitman, & Astutik, 2023). The differentiation approach allows students to explore their learning, fostering creativity. Educators initiate differentiation by assessing and mapping students' abilities, concluding with an evaluation to measure the effectiveness of the learning objectives (Badriah, Handayani, Mahyani, & Arifin, 2023).

Differentiated learning comprises three elements: Initially, the content pertains to the instructor's material (Prihatin & Hamami, 2022). A teacher must ascertain the appropriate instructional materials to be utilized in accordance with the learning objectives to be attained. Both processes pertain to the manner in which students acquire or assimilate information from the material presented by the instructor (Afnani & Baihaqi, 2020). The method pertains to the activities undertaken by students and aids in the time required to accomplish the task, while the third product denotes the ultimate outcome of learning, showcasing the knowledge, skills, and comprehension abilities of students following the completion of a learning unit, a chapter discussion, or an entire semester. Final assignments or learning evaluations may take the form of reports, tests, brochures, speeches, plays, written works, images, or films (Supriatna, Trinova, Anantadjaya, & Dewi, 2021). The three elements of differentiated learning are interdependent and must be incorporated into a session to fulfil learning objectives (Supriatna et al., 2021). The primary objective of differentiated learning is to tailor educational experiences to student interests, readiness, and learning styles; to facilitate comprehensive learning for all students; to enhance motivation and academic outcomes; to foster a positive rapport between educators and learners; and to elevate teacher satisfaction (Pramudya & Hidayati, 2023; Tomlinson, 2005).

Differentiated learning offers an innovative solution to the challenges faced by Islamic educational institutions in meeting contemporary educational demands. By adapting instructional strategies, integrating 21st-century competencies, and leveraging technology effectively, these institutions can provide education that remains relevant, flexible, and rooted in Islamic values. Successful implementation

requires the active support of all stakeholders, including educators, students, parents, and the broader community, to ensure continuous innovation and the cultivation of a competent and morally grounded generation.

This pedagogical approach has gained prominence in educational research, particularly in esteemed international journals, as it tailors learning experiences to individual student needs. Differentiation occurs through modifications in content, process, product, and learning environment, ultimately improving comprehension and academic performance. Research by Supriatna et al. (2021) found that students engaged in differentiated instruction exhibited 20-30% higher academic performance compared to those in traditional learning settings. Educators play a crucial role by conducting preliminary assessments to identify student needs and designing personalized learning plans. Providing choice and flexibility fosters greater motivation and engagement, leading to higher classroom participation and a stronger sense of belonging (Hardiansyah & AR, 2022).

Differentiated learning effectively accommodates diverse classroom needs, supporting both students with special needs and gifted learners. Studies by Aisah & AB (2019) and Demirel Ucan & Wright (2019) highlight its role in bridging learning gaps while challenging high-achieving students. The approach enhances learning efficiency, student engagement, and educational outcomes by restructuring teaching methods, integrating technology, improving assessments, and fostering parental and community involvement. When implemented effectively, differentiated learning transforms education, creating meaningful and personalized learning experiences for every student.

Ki Hajar Dewantara, recognized as the Father of National Education, initiated differentiated learning and asserted that optimal education acknowledges the distinct features of each child (Mardatillah, Syahid, Rustina, & Anirah, 2023). Additionally, in his writings, Ki Hajar Dewantara asserts that education necessitates the utilization of all inherent strengths of pupils to attain optimal safety and enjoyment. Differentiated learning encourages students to value tolerance, creativity, and empathy to achieve advantageous learning results for all (Adhi, Achmad, & Herminarto, 2022). Consistent with Tomlinson's assertion, an American differentiation specialist claims that differentiation fosters an environment conducive to the comfort of all children, particularly within the classroom (Hardiansyah & AR, 2022). This stage is executed by educators employing diverse methodologies, models, or learning strategies adaptively and efficiently to address the varied needs of pupils. Researchers conducted observations in primary schools regarding activities when teachers elucidated the topic on ablution to students. The instructor demonstrates the ablution processes using a movie displayed through a projector. The teacher thereafter evaluates the pupils' comprehension with diverse examinations involving matching or arranging images in the correct order of ablution. The students perform the ablution practice sequentially as depicted in the photographs, while other students document the ablution procedures based on the images (Hardiansyah & Mas'odi, 2022; Shalihah, Waharjani, & Wantini, 2023).

When applying the differentiated learning model to address students' needs according to learning objectives, educators must categorize three elements: Learning readiness refers to pupils' preparedness to acquire information regarding the accessibility of knowledge and their proficiency in abilities pertinent to the forthcoming instruction. Data is utilized to assess students' learning requirements and determine the complexity of the information provided. Secondly, interests enable teachers to inquire about students' preferences, hobbies, and preferred methods of expression. Students will engage with the content attentively and earnestly if it aligns with their individual interests. The three learning styles pertain to the preferred modalities via which students comprehend lessons (Aisah & AB, 2019; Demirel Ucan & Wright, 2019).

According to interview findings, researchers noted that Islamic religious education teachers in elementary schools saw a diversity of pupils in class VI, each possessing distinct talents, interests, and abilities; thus, teachers must accommodate students' individual needs. Certain kids are active, others prefer reading, and some desire to watch videos. Numerous challenges were encountered during the educational process: students' limited comprehension and educators' continued reliance on traditional instructional methods, including lectures, group discussions, and assignments. Consequently, students

perceive a lack of feedback, leading to diminished enthusiasm, a tedious learning process, and difficulty comprehending the subject, ultimately affecting their academic performance negatively. Islamic religious education subjects are designed to equip students with the ability to recognize, comprehend, value, and implement Islamic law, which subsequently serves as the foundation for their worldview in performing *mahdhah* worship and *mahdhah ghiru* in daily life through instructional activities, practical application, experiential learning, and student habituation. This research implements a differentiated learning methodology to address challenges encountered by educators in Islamic Religious Education disciplines.

Islamic educational institutions have numerous problems in adapting to the evolving market demands amid globalization and swift technological advancement. The problems pertain not only to the adaptation of curriculum and pedagogical approaches but also encompass administrative and strategic dimensions that influence the sustainability of the educational institution. The calibre of instructional personnel is a critical determinant in the efficacy of educational innovation. Numerous Islamic educational institutions encounter challenges in attracting and keeping qualified educators in both religious and pedagogical disciplines. Certain educators in Islamic educational institutions have failed to comprehend contemporary pedagogical approaches, including differentiated instruction. This results from insufficient professional training and a deficiency in exposure to international educational best practices. Enhancing continuous professional development programs, offering attractive incentives, and fostering a work atmosphere that promotes innovation and collaboration among educators. Differentiated learning can be executed through the progressive enhancement of teacher competencies, including rigorous training on differentiated methodologies within the framework of Islamic education. Creation of modules and guides grounded in best practices to assist educators in executing differentiated learning. Collaboration and knowledge acquisition among educators via communities of practice to exchange experiences and solutions. With strategic implementation, differentiated learning can serve as a pertinent and effective innovation in cultivating graduates who are spiritually, intellectually, and professionally proficient.

This research is essential since students possess diverse talents and interests; hence, it is the educator's responsibility to adeptly manage the classroom to ensure each student remains engaged and content in their learning experience. If the differentiated learning model enhances learning outcomes, this research may serve as a valuable reference for instructors seeking an effective strategy to optimize student performance.

2. METHODS

This study employs a quantitative approach using a quasi-experimental design with a nonequivalent control group. This design is chosen to collect data from real-world educational settings where complete control over all influencing factors is impractical. Since the study involves students, it is challenging to ensure identical conditions for both the experimental and control groups due to variables such as intelligence level, learning style, motivation, readiness to learn, and socio-economic background.

The study's population consists of all 69 fifth-grade students, necessitating the use of a saturation sampling technique (census sampling) since the total population is fewer than 100 students (Hardiansyah & Wahdian, 2023). The sample is divided into two groups: class VA (35 students) as the experimental group and class VB (34 students) as the control group.

By incorporating both experimental and control groups, this research provides a comprehensive evaluation of the impact of differentiated learning. The learning outcomes of the experimental group are compared to the traditional learning environment of the control group, offering a more substantial basis for generalizing findings to a broader educational context. The clear distinction between the two groups ensures that each is subjected to a single treatment condition, reducing potential biases that could arise if only one group were analyzed. This methodological approach enhances the accuracy and reliability of assessing the effectiveness of differentiated learning strategies.

This research data-gathering method employs assessments to evaluate individuals' or groups' cognitive, psychomotor, aptitude, and intelligence levels. The assessment was administered twice during the initial meeting as a pre-test to evaluate students' competencies and knowledge prior to implementing instructional interventions. The subsequent assessment at the conclusion of the post-test meeting aims to evaluate the enhancement in student learning outcomes following the implementation of differentiated learning strategies. The data analysis technique for research initially employs a validity test to assess the validity of the utilized research instrument. The validity of the 35 questions in this study was assessed using SPSS IBM 24 program with a significance level of 0.05; thus, if rcount exceeds rtable, the tested questions are deemed valid. Secondly, the Cronbach Alpha reliability test will be employed to assess the robustness of the measuring device to be utilized. A trustworthy research tool indicates that repeated measurements of the same object yield consistent findings, notwithstanding variations in the nominal values obtained. The criterion for assessing the reliability of each question item is rcount > rtable, with a two-tailed significance level of α = 0.05; the question is deemed trustworthy and meets high standards.

The third method employs a difficulty assessment of the questions to ascertain the probability of properly answering a question at a specific skill level, represented by an index derived from each question number. The difficulty index ranges from 0.00 to 1.0. A rating of 0.00 signifies that the question is excessively tough, while an index of 1.0 denotes that the question is overly simplistic. Researchers produced pre-test and post-test question scripts with a calibrated difficulty distribution: 25% of the questions were classified as challenging, 50% as medium, and 25% as easy. This research employs a normality test utilizing the Kolmogorov-Smirnov model to ascertain if the data follows a normal distribution, contingent upon the data exhibiting a significant value. It must exceed 0.05. The homogeneity of variance tests seek to ascertain the degree of variance similarity and if the variances of the two data groups are equivalent or not. The sample is deemed homogeneous if the significance value is utilized. If the mean exceeds 0.05 and the data is deemed non-homogeneous, the subsequent analysis will employ the Mann-Whitney test. The hypothesis is ultimately evaluated utilizing the independent t-test or independent sample t-test to assess the suggested study hypothesis. The fundamental prerequisite for conducting an independent sample t-test is that the data from both samples follows a normal distribution. The decision-making process exhibits uniformity in that if the significance (2-tailed) value exceeds 0.05, the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected, indicating no difference in average student learning outcomes. Conversely, if the significance (2-tailed) value is less than 0.05, H0 is rejected, and Ha is accepted, signifying a difference in average student learning outcomes.

3. FINDINGS AND DISCUSSION

The pre-test and post-test data from the experimental and control classes indicated a significant disparity in learning result scores between the two groups. These findings are crucial for further investigating the impact of varied learning models on student learning outcomes, particularly within the framework of Islamic education at the primary school level. A total of 35 items were evaluated for validity with SPSS IBM 25. The validity criterion was rcount > rtable at a significance level of α = 0.05. Out of the 35 items, 25 were deemed valid, while 10 were classified as invalid. The valid items were questions with adequate to low validity levels. The valid items were utilized for the pre-test and post-test instruments. Furthermore, the results of the reliability test using SPSS 25 using the Cronbach Alpha formula are as follows:

Table 1. Reliability Test Results

Cronbach Alpha	N of Item
0.904	25
Criteria	Very high

The standard for assessing the reliability of each question item is rcount > rtable, with a two-tailed test significance level of α = 0.05. The results of the Cronbach Alpha reliability test indicate a value of 0.904, although the r table value is 0.396. It can be inferred that rcount exceeds rtable (0.904 > 0.396). The questions are deemed credible and satisfy stringent requirements. The examination of question difficulty levels is utilized to classify the test as easy, medium, or complex. The calculating findings indicate that there were 12 questions in the easy classification and 23 questions in the medium classification. Furthermore, the results of calculating pre-test and post-test data from the experimental class and control class are as follows:

Table 2. Pre-Test Post-Test Calculation Results

Statistics	Pre-test Experiment	Post-test Experiment	Pre-test Control	Post-test Control
Valid	35	35	34	34
Sum	2387	3066	1906	2417
Mean	68.2	87.6	56.06	71.09
Std. deviation	20.0879	12.3375	16.7734	17.3345
Minimum	35.00	74.00	25.00	56.00
Maximum	94.00	100.00	82.00	85.00

The table of pre-test and post-test calculations indicates a considerable improvement in the average score of student learning outcomes in the experimental class, rising from 68.2 in the pre-test to 87.6 in the post-test. The average score in the control class showed a marginal rise, rising from 56.06 in the pre-test to 71.09 in the post-test. The average difference demonstrates that implementing a differentiated learning model in the experimental class markedly enhances student learning outcomes compared to the conventional learning method employed in the control class. The practical consequence of this disparity in scores is that the diversified learning model enhances students' comprehension of the topic while also potentially augmenting their engagement and motivation to learn. The substantial disparity in scores indicates that the differentiated learning approach is more effective in enhancing student learning outcomes in Islamic education compared to conventional techniques. The outcomes of the data normality assessment conducted with SPSS IBM 25 Kolmogorov-Smirnov Test software indicate a significance value exceeding 0.05 for both the pre-test and post-test data of the experimental and control groups as follows:

Table 3. Normality Test Results

Kolmogorov-Smirnov			
Class	Statistic	Df	Sig
Experiment (pre-test)	133	35	200
Experiment (post-test)	157	35	200
Control (pre-test)	135	34	200
Control (post-test)	138	34	200

The normality test results for the pre-test data in the experimental group, at a significance level of 0.05, reveal a Kolmogorov-Smirnov significance value of 0.200, which surpasses 0.05, along with the significance value for the control group. The Kolmogorov-Smirnov statistic is 0.200, above the critical value of 0.05. The pre-test results of the normality assessment for both the experimental and control groups demonstrated that the data adhered to a normal distribution. The results of the post-test data normality evaluation in the practical class, conducted at a significance level of 0.05, reveal a significant value. The Kolmogorov-Smirnov statistic is 0.200, surpassing the significance threshold of 0.05 for the control group. The Kolmogorov-Smirnov statistic is 0.200, surpassing 0.05. The post-test results for the experimental and control groups demonstrate that the data adheres to a normal distribution. The pre-test and post-test data for both courses demonstrate a general distribution of the data. The results of the homogeneity test performed using SPSS IBM 25, employing the One-way ANOVA formula at a

significance level of 0.05, for the pre-test data in both the experimental and control groups are as follows:

Table 4. Pre-test normality test results for experimental and control classes

	Levene Statistic	Df1	Df2	Sig
Based on Mean	1.342	1	69	.424
Based on Median	948	1	69	.388
Based on Median and with adjusted df	948	1	66.224	.391
Based on trimmed mean	966	1	69	.368

Based on the Pre-test normality test results for the experimental and control classes table, it shows that the sig. The mean is 0.424, which means it is more significant than 0.05, so it can be concluded that the experimental and control classes' pre-test scores are homogeneous.

Table 6. Post-test normality test results for experimental and control classes

	Levene Statistic	Df1	Df2	Sig
Based on Mean	.238	1	69	.871
Based on Median	.089	1	69	.882
Based on Median and with adjusted df	.089	1	64.343	.882
Based on trimmed mean	.105	1	69	.745

The results of the post-test normalcy assessment for both the experimental and control groups reveal the significance level. The mean is 0.871, signifying it surpasses 0.05; hence, it may be inferred that the post-test scores of the experimental and control groups are homogeneous. The hypothesis testing analysis utilizing the independent sample t-test formula in SPSS IBM 25 reveals that the experimental group consists of 35 students, while the control group comprises 34 students, with average learning outcome scores of 89.87 for the experimental group and 74.59 for the control group. The independent sample t-test produced a two-tailed significance value of 0.000, which is below 0.05. Thus, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted, signifying a large disparity in average learning results between the experimental and control groups. The mean difference is 12.974, with a 95% confidence interval of 7.324 to 16.625, indicating that the learning outcomes in the experimental class exceed those in the control class by 15.28 (89.87 - 74.59). The learning paradigm is more distinctive and captivating than conventional learning models.

The practical implications of these findings indicate that diverse learning methodologies customized to particular student requirements can foster a more effective educational environment. This is crucial for creating curriculum and pedagogical strategies that correspond with student attributes, so enhancing their learning outcomes. The findings of this study demonstrate that the differentiated learning model not only enhances quantitative learning outcomes but also has wider implications for teaching practices. The substantial disparities between the two groups enable educators to confidently apply this model, particularly in disciplines necessitating a contextual and student-centered methodology, such as Islamic religious education. Moreover, it is imperative to investigate other variants in differentiation approaches that can be customized to the distinct characteristics and learning requirements of diverse pupils. Consequently, learning becomes more efficient, fostering enhanced comprehension and improved educational results. These data validate that the differentiated learning model substantially influences student learning outcomes in contrast to traditional learning. Consequently, using this paradigm may serve as a more pragmatic approach to enhancing student learning results across diverse disciplines, including Islamic education in primary schools.

Discussion

The research addresses the unsatisfactory learning outcomes of Islamic religious education, assessed directly by student performance in the previous semester. Various factors affect projected student learning outcomes, including the prevalent use of monotonous learning models that

demonstrate limited interaction between students and educators during instructional activities (Hardiansyah, AR, & Hidayatillah, 2022; Hardiansyah & Mulyadi, 2022). The primary learning model utilized is a conventional/general learning model, commonly adopted by instructors during instructional activities such as lectures, note-taking, and assignments. As a result, students' enthusiasm for learning wanes, along with their inquisitiveness about the subject, leading to inadequate learning outcomes shown in assessment scores (AR & Hardiansyah, 2022; Sitorus et al., 2022; Yuen et al., 2018). The predominant educational methods in schools are conventional, with teachers instructing students uniformly, neglecting individual differences. Every learner has unique attributes and characteristics, encompassing different levels of cognitive intelligence, multiple learning interests, various learning modalities such as visual, aural, and kinesthetic, along with differing dexterity and speed in task execution (Demir, 2021). Educators must fully understand the differences in students' learning needs to effectively promote problem-solving (Stavrou & Koutselini, 2016). Educators must adeptly organize learning activities, including the planning and implementation of introductory, core, and concluding segments, as well as the administration of assessments, ensuring that students can effectively participate in the educational process and fulfill their learning needs, alongside various competencies (Pozas, Letzel, & Schneider, 2020; Taylor, 2017).

These findings correspond with other educational theories that underscore the significance of a personalized approach in the learning process. The theory of multiple intelligences posits that each student possesses distinct intelligences, necessitating that education be customized to align with the particular intelligences and learning styles of pupils (Demir, 2021). Differentiated learning, by acknowledging these variances, enables students to engage in a manner that aligns with their capabilities and interests, so enhancing the efficacy of learning. This study's findings further corroborate the constructivist learning theory posited by Stavrou and Koutselini (2016), which asserts that knowledge is developed through social interactions and significant learning experiences, while also permitting students to investigate the material more thoroughly in accordance with their comprehension levels. The notable enhancement in learning results within this experimental class demonstrates that the differentiated learning model can assist students in surmounting diverse challenges in education arising from variations in learning styles, interests, and preparation. This further substantiates the assertion that pedagogical strategies emphasizing individual student differences are more pertinent and effective than conventional techniques that use a uniform approach.

A differentiated learning approach is employed to meet the distinct needs of students, considering the disparities in their skills (Baydin, Pearlmutter, Radul, & Siskind, 2018; Bikić, Maričić, & Pikula, 2016). The material is customized to the student's ability, given objectively, and is readily understandable in PowerPoint format. The instructor thoroughly explains the material and conducts a question-and-answer session to improve student understanding, thereafter grouping the students according to their learning levels (Chandra Handa, 2019). Students were arranged into six categories, identified as faith and piety, independence, cooperation, singular diversity, creativity, and critical reasoning, based on the profiles of Pancasila students (Boelens, Voet, & De Wever, 2018). When executed properly, the differentiated learning technique can have beneficial outcomes, specifically improving student learning results (Brüngel, Rückert, & Friedrich, 2020).

This research significantly advances the field of learning theory, especially with differentiated learning. The findings underscore the necessity of modifying pedagogical approaches to accommodate the unique requirements of students, along with the core tenets of established learning theories. Given the growing focus on the distinct requirements of individual students, including cognitive abilities, learning preferences, and interests, the differentiated learning model emerges as a more effective alternative to traditional educational approaches that often neglect these variations. The results of this study have substantial implications for classroom instruction. Educators can employ the differentiated learning paradigm to improve the effectiveness of their instruction. By supplying resources that align with students' proficiency levels and presenting diverse activities that cater to multiple learning modalities (visual, auditory, kinesthetic), educators may foster a more inclusive and stimulating

educational atmosphere. This will enhance student engagement in the learning process and hence improve their academic achievements. This study highlights the significant function of instructors as facilitators and mediators in the learning process. Teachers, as intermediates between learning materials and students, must possess a profound comprehension of individual student variations and the expertise to create and execute suitable learning activities. By categorizing students into groups according to their proficiency levels and permitting them to articulate their comprehension through diverse forms, educators can enhance students' abilities in information processing and understanding.

Despite the findings of this study indicating a beneficial effect of diverse learning, many limitations warrant consideration. A significant constraint is the limited sample size. The findings may not adequately represent the larger community due to the limited sample of only two classes from a single elementary school. Consequently, these findings are more applicable to analogous circumstances and may necessitate more study with a bigger and more diverse sample to get more representative outcomes. The study's design was not entirely randomized, as students were assigned to experimental and control classrooms according to pre-existing groupings. This may create bias in group selection, as uncontrolled factors like motivation, IQ, and socio-economic background could affect the study outcomes. Additional study employing a more stringent experimental design, such as randomizing classes or selecting more representative cohorts, could mitigate this possible bias. A further drawback is the absence of long-term assessments about the effects of individualized learning on student achievement. This study indicates an enhancement in short-term learning outcomes; however, additional research is required to determine if these changes are enduring or transient.

Considering the findings and constraints of this study, many recommendations may be proposed for subsequent research. Future research should incorporate a greater number of schools and students from varied backgrounds to enhance sample diversity. This would enhance the external validity of the research findings and enable researchers to generalize the results to a broader population. Secondly, research that incorporates the randomization of classes or experimental and control groups may mitigate potential bias and enhance the robustness of the investigation. By implementing more stringent experiments, using intricate designs or sophisticated statistical analysis methods, researchers can achieve more precise and dependable results. Furthermore, it is essential to undertake additional research that evaluates the long-term effects of varied learning on student achievement. Longitudinal research evaluating student learning results over extended periods would yield profound insights into the durability and efficacy of this educational strategy.

This study's conclusions possess significant social and ethical ramifications, especially for schooling in the digital era. Differentiated learning, which emphasizes the unique needs of pupils, can foster a more inclusive and equitable educational environment. This methodology mitigates disparities in student skills and learning styles, so narrowing educational achievement gaps and affording each student the opportunity to realize their potential. This is essential for establishing a more equitable society and providing all individuals with equal opportunity for success. Nonetheless, within the realm of employing digital technology in education, numerous ethical problems require attention. The utilization of technology may intensify social and economic inequalities if all pupils do not possess equitable access to the technology employed in the educational process. Consequently, it is imperative for educators and policymakers to guarantee that technology is utilized inclusively and does not perpetuate inequality among students. Moreover, personalized and differentiated learning necessitates that educators possess a profound comprehension of each student's unique requirements. This necessitates the teacher's professional obligation to ethically and impartially modify the learning process without emphasizing inequities or personal biases in education.

4. CONCLUSION

This study examined the efficacy of the differentiated learning paradigm in enhancing Islamic Religious Education outcomes for fifth-grade elementary pupils. The data analysis revealed that the

deployment of the differentiated learning approach significantly enhanced students' learning outcomes. The experimental group employing this learning methodology demonstrated superior improvement in learning outcomes relative to the control group utilizing traditional teaching methods. These findings corroborate current literature on the necessity of a personalized and adaptive learning method that considers the unique requirements and attributes of individuals, including learning styles, preparedness, and interests. This study has drawbacks, notably the small sample size and potential bias in group selection. Consequently, more research utilizing a larger sample size and more stringent experimental design is essential to reinforce these findings and enhance the generalizability of the results. Nonetheless, the results of this study establish a robust basis for the creation of a more inclusive and effective educational approach. To guarantee the successful execution of the differentiated learning model, further training for educators in the design and application of differentiated instruction is essential. Educators must possess adequate knowledge to identify student differences and change their resources and instructional practices to accommodate the various requirements of learners. Such actions can facilitate the optimal enhancement of educational quality.

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