

Differentiation Methods for Pendidikan Agama Islam Students Who Come Not from Islamic Boarding Schools and Madrasah Aliyah

Septina Nafiyanti, Dwi Yuwono Puji Sugiharto, Joko Sutarto, Sungkowo Edy Mulyono

Universitas Negeri Semarang, Indonesia

*Corresponding Author: ye.novianti@gmail.com

Abstract. Pendidikan Agama Islam became a milestone in the establishment of IAIN Kudus. With the transformation of IAIN Kudus into UIN Kudus, the Program Study of Pendidikan Agama Islam will be in demand by students who do not come from Islamic boarding schools or Madrasah Aliyah (MA). To accelerate learning understanding, a differentiated learning method is needed.

The approach used in this study uses a qualitative descriptive research method. The results of this study indicate that the lecturer remembers the name of one student at a time. In addition, lecturers understand student characteristics, learning abilities, learning styles, reading levels, and levels of understanding in absorbing material. The existence of differentiated learning methods makes the learning received between students different from one another. Likewise with different teaching methods. Learning that is created according to the needs and understanding of students.

Keywords: Transformation; differentiation; Pendidikan Agama Islam

INTRODUCTION

Human life continues to evolve. This development is accompanied by the growth of science and technology as well as a shift in the pattern of human thinking that is increasingly universal. Human development can be obtained from educational progress.

According to John Dewey (in Mahfud Junaedi, 2010) education is a necessity in human life, education as a necessity of life, which means that education is an essential human need, because humans cannot be separated or even cannot live normally without a process. education. The education obtained will have a major influence on the ability to survive in society and globalization.

One of them is education that can be obtained from formal educational institutions. At the tertiary level, there is an Islamic Religious College (PTAI). Among PTAIs, there is the Kudus State Islamic Institute (IAIN) which has a Department of Pendidikan Agama Islam (PAI). The number of students in the PAI Department in 2023 will reach 1,099 people.

The more developed and universal the thinking, the PAI major is no longer in demand from Madrasah Aliyah or Ulya graduates from Islamic boarding schools. PAI majors are in demand from high school and vocational graduates. They choose a college there are factors that influence. Among them, curiosity, greater chances of being accepted to college, and job

opportunities.

In fact, some SMA and SMK graduates do not yet have mature knowledge, experience and abilities in the field of Pendidikan Agama Islam. They have greater knowledge, experience and ability in general education. These high school graduates come from the majors of Science, Social Sciences, and Languages. Meanwhile, SMK graduates come from the majors of Administration, Chemistry, Graphic Design, Culinary, Computer Network Engineering, Light Vehicle Engineering, Agriculture, Animal Husbandry, and others. Unlike the graduates of Madrasah Aliyah and Ulya, they have more knowledge, experience, and abilities in religious education.

SMA and SMK graduates who choose to study at the PAI Department can be said to be not in accordance with their secondary education. In fact, education certainly has levels or stages that are obtained. These conditions make them experience difficulties in subjects related to religious education or religious science such as Arabic, Fiqh Study Methodology, Qur'an Hadith Studies, Applied Islamic Sciences, Tarbawi Interpretation and Hadith, Quran Hadith Materials and Learning, Aqidah Materials and Learning Morals, Materials and Learning of Fiqh, Monotheism, Morals and Sufism, and Masail Fiqhiyyah.

This condition is due to the fact that some students from high school and vocational school graduates do not receive intensive coaching.

When they were at school it was just an introduction without any depth. In fact, there are high school and vocational students who do not understand Pendidikan Agama Islam. In contrast to MA and Ulya graduates, Pendidikan Agama Islam is given very intensively in madrasas and Islamic boarding schools. The ability they have is not just reading the Koran, but understanding its meaning.

Students from high school and vocational high school graduates during lectures have different abilities in accepting and understanding the courses they are getting. According to Muhibbin Syah (2022), the factors that affect learning are classified into three, namely: internal factors, external factors and learning approach factors.

Students who cannot follow the learning process will experience failure in achieving their study goals in the PAI Department. For this reason, IAIN Kudus lecturers need an important role when teaching students in reading, communicating, gaining knowledge, and experience in the field of religion. In addition, the ability to teach students the ability to think in solving problems. problem solving as an attempt to find a way out of a difficulty in achieving a goal.

One of the learning strategies to meet the learning needs of students who have diverse abilities is differentiation learning. Learning that meets student needs, accelerates instruction, and provides opportunities to learn and grow. According to Tomlinson (in Candra Ditasona 2017), differentiation learning can be done in three ways, namely, 1) Readiness to learn. If the task given is in accordance with the ability of students. 2) Study profile. If the assignment given is able to encourage students to learn in the way they like. 3) Interests. If the assignments given are able to stimulate curiosity and enthusiasm for student learning.

METHODS

Differentiation learning that prioritizes meeting the learning needs of students with diverse abilities. The learning carried out by IAIN Kudus lecturers in accelerating students' ability to receive instructions, providing learning opportunities, and developing problem-solving abilities so that this research focuses on Differentiated Methods for Pendidikan Agama Islam Students who Come from Not Islamic Boarding Schools and MA. This study uses field

research. Data collection techniques through observation, interviews and documentation. The data were analyzed including data reduction, data presentation, and conclusion triangulation.

RESULTS AND DISCUSSION

The progress of the Indonesian State is largely determined by the quality of its human resources. This quality is influenced by the quality of education that is developed. Various innovations in the field of education are carried out as an effort to improve the quality of human resources so that it is expected to be able to increase the dignity of the Indonesian nation.

To improve the quality of human resources, lecturers from the Department of Pendidikan Agama Islam (PAI) at IAIN Kudus apply differentiation learning. This learning must be taken by all lecturers. Moreover, currently interested in PAI majors no longer come from MA and Ulya graduates. But there are students from SMA and SMK graduates.

As educators, lecturers consider differences in HR backgrounds. In addition, lecturers make adjustments to student learning interests and student readiness in order to achieve increased learning outcomes. Differentiated learning essentially views students as different and dynamic so that the learning process is carried out in a professional, efficient and effective manner in preparing superior human resources.

Differentiation learning gives IAIN Kudus lecturers the freedom to formulate learning designs according to their characteristics. This learning is to meet the needs of certain students and the way they learn (VanTassel-Baska, 2012). The learning that is applied between MA and Ulya graduates and SMA and SMK graduates will be different. This difference does not mean that SMA and SMK graduates are privileged, but rather aims to maximize the potential of students. In addition, students are facilitated to develop as quickly as possible by overcoming the problems they face. Not only developing, but able to exceed the expected goals.

The application of differentiated learning provides an opportunity for students to be able to learn naturally and efficiently. Student learning success activities in this learning process, including the desire to ask questions, submit opinions, do assignments, and answer questions, and solve problems. Student activity will lead to better learning motivation. So that students are able to overcome the backwardness in

understanding of subjects related to religious knowledge such as Arabic, Methodology of Fiqh Studies, Study of the Qur'an Hadith, Applied Islamic Sciences, Tafsir and Tarbawi Hadith, Materials and Learning of Quran Hadith, Materials and Learning of Akhlak Aqidah, Fiqh, Monotheism, Morals and Sufism, and Masail Fiqhiyyah Materials and Learning.

The increase in student learning at IAIN Kudus is influenced by three factors. Are as follows:

A. Internal Factors

Internal factors are factors that exist within individuals who are learning. The learning process is influenced by several factors, including:

1. Interest and motivation

Interest and motivation are two psychological aspects that have a huge influence on student achievement. Interest can arise because there is an attraction from oneself. Meanwhile, motivation is the driving force or impetus to do something because of internal or external influences.

2. Readiness is the willingness to respond or act.

Willingness arises from within a person and is associated with maturity. Because student maturity means readiness to carry out skills. If students study and they are ready, their learning outcomes will be better.

3. Maturity is a phase in a person's growth where his body's organs are ready to carry out new skills. Maturity also does not mean students can carry out activities continuously, for this reason exercises and lessons are needed. In other words, mature students have not been able to carry out their skills before learning. Learning will be more successful if students are mature.

4. In-depth understanding or understanding of the intent and purpose of an act and action.

B. External Factors

Factors that exist outside the individual. These factors are influenced, including:

1. Lesson standards. Lecturers are required to master the material according to the abilities of each student. So that the objectives that have been formulated can be achieved.

2. Lecturers can provide teaching performance to students because their professionalism really helps students in developing knowledge

3. Lecturers can understand each student's characteristics because not all students have the same characteristics, including the

characteristics of the school they come from before choosing a PAI major.

4. Parents should give high attention and enthusiasm for learning to their children because one of the strengths of a child's learning lies in both parents.

C. Learning Approach Factors

Factors regarding the method or strategy used to support the effectiveness and efficiency of the process of studying certain material. Learning that is able to develop all aspects of human potential, both in terms of affective, cognitive and psychomotor. Learning that can develop students to be able to stand alone.

Learning is a basic process for human development, by learning humans make individual qualitative changes so that their behavior develops. All activities and achievements in human life are none other than learning outcomes. Learning is not just an experience, but learning is a process and not a result. Therefore, learning takes place actively and interrogatively by using various forms of action to achieve goals.

Achievement in the learning process is a manifestation of the abilities achieved by each individual through intensive and continuous effort and learning. To achieve this achievement is not an easy job, especially for students who, during the learning process, always have a lot of influences that interfere with their concentration or there is no basic knowledge learned when they are in the Department of IAIN Kudus. For example, when you are still in high school and vocational school, you do not get the basics of knowledge that existed at IAIN Kudus, then this will have an impact on student learning achievement itself.

Therefore, to achieve achievements, good physical and spiritual abilities are needed for students to spur enthusiasm and motivation to study students to be able to master and understand the subject matter.

To support the success of student achievement in learning if between students and lecturers communication is formed as a form of effective and efficient attention supported by the role of family and society as a form of moral assistance in improving student academic achievement.

CONCLUSION

Differentiation learning is useful for meeting the needs of students of the Department

of Pendidikan Agama Islam for SMA and SMK graduates in solving the problems they face. The growing learning process encourages students to be active and explore their potential. Differentiated learning frees students to be creative in solving the problems they face. Especially, catching up and increasing understanding of learning related to the science of religion in the Department of Pendidikan Agama Islam.

The implications of this differentiation learning students need to understand and collaborate and be open with lecturers about the constraints or problems they face. Without intensive and continuous communication between students and lecturers, the learning process that is carried out will not be able to improve the quality of student resources.

REFERENCES

- Ditasona, Candra. (2017). Penerapan Pendekatan Differentiated Instruction dalam Peningkatan Kemampuan Penalaran Matematis Siswa SMA. *J.EduMat*. Vol.2, no.1. Hal. 43 – 54.
- Hawi, Akmal. (2006). Kompetensi Guru PAI. Palembang: IAIN Raden Fatah Press.
- Junaedi, Mahfud. (2010). Ilmu Pendidikan Islam: Filsafat dan Pengembangan. Semarang: RaSAIL Media Group, 85
- Mujib, A., & Mudzakkir, J. 2006. Ilmu Pendidikan Islam. Jakarta: Kencana.
- Sadiman. (2005). Interaksi dan Motivasi Belajar Mengajar. Jakarta: Raja Grafindo Persada
- Slameto. (2010). Belajar dan Faktor yang Mempengaruhinya. Jakarta: Rineka Cipta, 58
- Sugiyono. (2018). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta
- Syah, Muhibbin. (2002). Psikologi Belajar. Jakarta: Raja Grafindo Persada, 155
- Tomlinson, C. A. (2001). How to differentiated Instruction in Mixed-Ability Classrooms. Alexandria: Association for Supervision and Curriculum Development
- Wahab, Rohmalina. (2015). Psikologi Pendidikan. Jakarta: IAIN Raden Fatah Press, 131
- VanTassel-Baska, J. (2012). Analyzing Differentiation in the Classroom. *Gifted Child Today*, 35(1), 42–48. <https://doi.org/10.1177/1076217511427431>