

## Implementation of Differentiated Learning Model in Islamic Religious Education Subjects at SMP Muhammadiyah 5 Surakarta

Kharisma Vina Utami<sup>1</sup>, Triono Ali Mustofa<sup>2</sup>

<sup>1</sup>Universitas Muhammadiyah Surakarta; [vinna3532@gmail.com](mailto:vinna3532@gmail.com)

<sup>2</sup>Universitas Muhammadiyah Surakarta; [tam763@ums.ac.id](mailto:tam763@ums.ac.id)

---

### ARTICLE INFO

#### *Keywords:*

Differentiated; Independent Curriculum; Islamic religious education

---

#### *Article history:*

Received 2024-10-25

Revised 2024-11-21

Accepted 2024-12-30

---

### ABSTRACT

Each student has unique learning needs, so it is important to meet these needs so that the learning process can run optimally. At SMP Muhammadiyah 5 Surakarta, the effort to fulfill students' learning needs is closely related to the implementation of teaching and learning activities at school. To support this, innovations in teaching are needed that not only meet students' learning needs, but can also increase their interest in learning. One of the methods applied is differentiated learning, which aims to provide a more personalized learning experience that suits the individual needs of students. The research method used is a qualitative approach involving observation, interviews and documentation to obtain relevant information. The results show that differentiated learning at SMP Muhammadiyah 5 Surakarta gets a positive response from students. They find it easier to master the material because it is tailored to their learning needs.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

### Corresponding Author:

Siska Rahma

Universitas Muhammadiyah Surakarta; [vinna3532@gmail.com](mailto:vinna3532@gmail.com)

---

## INTRODUCTION

Education has a very significant position in urging the progress of a country. The success rate of a nation can often be measured by the quality of its education (Fauzi, M., Lestari, A. R. S., & Ali 2023). Good learning is able to produce superior human resources who are ready to become the next generation of the nation. The success of education itself is greatly influenced by the curriculum that is applied (Syarnubi, S., Syarifuddin, A., & Sukirman 2023). The curriculum is not only the main guide in the teaching and learning process, but must also be designed to meet the learning needs of students in accordance with the times and future challenges. As part of the education system, the curriculum is dynamic and continues to develop. Changes, innovations and curriculum development are absolutely necessary so that the education system remains relevant and not left behind by the times (Syarnubi 2023). In Indonesia, the education system has undergone many significant changes. Starting from updating the curriculum, improving learning methods, to providing better facilities and infrastructure to support the teaching and learning process. Not only that, efforts to improve the quality of educators are also a major focus, because competent teachers are the main key to educational success (Syarnubi 2022).

Appropriate curriculum development must be able to respond to the increasingly diverse needs of students. With an innovative approach, the curriculum not only aims to deliver subject

matter, but also to shape students' personalities, enhance their creativity, and prepare them to face global challenges (Syarnubi 2019). This kind of adaptive and progressive education is an important foundation for the creation of a young generation that can lead Indonesia to progress in the future. The curriculum is constantly changing and modifying according to the context, era, and needs of students. In the field of learning, the attention given by the government is to carry out curriculum changes that are inevitable in a learning system. Currently, the curriculum that has been formalized by the government is the independent learning curriculum. This curriculum is a curriculum initiated by Nadiem Makarim as minister of Education and Culture who adopted the educational concept of Ki Hajar Dewantara. The purpose of this curriculum is for students to have the freedom to learn independently and creatively so that they can realize the personality of an independent soul. In the independent curriculum, students and teachers can carry out exploration of knowledge or knowledge from close areas (Syarnubi 2024)

The independent learning curriculum is designed to shape learners' personalities in accordance with the values listed in the Pancasila Learner Profile. To realize this, the government has designed several educational projects that allow students not only to understand theoretical knowledge through reading, but also to have hands-on experience (Syarnubi, S., Alimron, A., & Muhammad 2022). The ultimate goal is to produce a fun and free learning atmosphere where students have the freedom to choose learning resources without pressure. On the other hand, teachers are also given the freedom to develop a learning process that suits the needs, situation, and conditions of each learner (Mulyasa, 2021) The implementation of an independent learning curriculum is not only about providing freedom, but also aims to develop important abilities for students, such as critical thinking, creativity and decision-making skills (Syarnubi, S., Mansir, F., Purnomo, M. E., Harto, K., & Hawi 2021). Through experiential education projects, students are invited to face real challenges that sharpen their thinking power. Thus, the educational process is not only teacher-centered, but emphasizes the active participation of students. In addition, for teachers, the independent curriculum is an opportunity to be more creative in learning design. Teachers are no longer bound by conventional methods, but can adopt various innovative approaches that suit the characteristics of their class. With this flexibility, teachers are able to create a more inclusive learning atmosphere.

Differentiated learning arises from the awareness of the diverse characteristics of students in the classroom. When students come to school, they bring different backgrounds, in terms of ability, experience talent, interest, language, learning style and many other aspects (Syarnubi, S., & Fahiroh 2024). Therefore, it is unfair if a teacher only uses one teaching method, provides the same material, and assesses all students in a uniform way without looking at their differences (Syarnubi 2020). Teachers need to master and respect this diversity by providing learning services that suit the needs of each student. Differentiated learning is a solution for teachers to meet students' learning needs. This method allows students to learn with a suitable method according to their skills, interests, and needs, so they do not feel frustrated or fail in their learning experience (Purwoko Agung, 2020) In implementing differentiated learning, teachers do not only rely on one method, strategy, or approach in teaching. Teachers need to develop learning materials, daily assignments, and final assessments that are tailored to the students' level of readiness, their interest in the topic being studied, and the learning methods that are most suitable for each student (Syarnubi, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi 2024).

Differentiated learning has three main aspects that are key to its success. The first is content, which is the learning material taught to students. Teachers need to customize the learning content to make it relevant to students' needs and characteristics. Second is the learning process, which includes various important classroom activities. Teachers must design activities that encourage students to be actively involved and help them master the material with interesting and fun methods. Third is the assessment, which is often realized in the form of the final learning product. This assessment is designed to measure the extent to which students achieve learning objectives according to their skills and creativity. With this approach, learning is not only a facility for knowledge transfer, but also a place to optimally improve the abilities of each student. Teachers

function as facilitators who focus students on learning with methods that suit their needs and personalities, so that the learning experience becomes more efficient, inclusive and meaningful. Differentiated learning is different from individualized learning, which is often applied to children with special needs. In differentiated learning, teachers are not required to assist each student individually to master the material. Instead, students can learn in a variety of ways in groups, small or large, or independently, according to their needs (Purba Mariati, et al., 2021) This approach provides space for students to learn with methods that suit their individual styles and skills, without demanding special attention from individual teachers.

Islamic religious education can also use methods that can support the educational process in the classroom. In order for the methods applied in education to be more efficient, teachers must be able to understand the situation and atmosphere of their students, listed in the education that is suitable for each student. SMP Muhammadiyah 5 Surakarta has implemented a differentiated learning approach to meet the learning needs of their students. This implementation can be seen from the learning materials that contain a table mapping student learning needs based on their individual learning profiles. This table details some of the key elements:

Student Learning Profile: Each student is identified based on their learning style, be it visual, auditory or kinesthetic.

- Student name: Students are grouped on their unique learning style
- Product: Learners are given the freedom to express the results of their analysis in various media formats, such as written reports, power points, videos, posters or other forms that suit their interests and talents.
- Learning Process: The learning process is also designed to suit the needs of the diverse learning styles of students
  - a. The teacher presents the material in the form of explanations and informative article-based teaching materials
  - b. The teacher starts with apperception through videos that invite students to discuss and increase their engagement
  - c. The teacher provides opportunities for students to carry out experiments with simple analysis as a form of hands-on practice.
  - d. Thus, this learning model allows students to learn in a method that is suitable for them and function actively in the learning process.

## METHODS

This research is a qualitative research with a field study approach. The qualitative research method was chosen because of its focus on in-depth exploration, so that it is expected to produce a better understanding of the topic under study (Ibrahim, 2015). The field study itself is used to obtain a real picture and solution to practical problems that arise in the context of education, especially social phenomena that occur in the field (Karsadi, 2022). In this research, a descriptive approach is used to illustrate the situation based on the data that has been collected without hypothesis testing. Data collection in the study was carried out by utilizing various methods to obtain accurate and in-depth information. These methods include direct observation, in-depth interviews, field notes, and literature support from various relevant books and journals. The focus of this research is the Islamic Religious Education (PAI) teacher at SMP Muhammadiyah 5 Surakarta who acts as the main subject in this study.

This comprehensive approach not only aims to collect rich data, but also to provide a complete picture of the implementation of differentiated learning at SMP Muhammadiyah 5 Surakarta. By combining various methods and instruments, researchers hope to present valid and reliable findings, so that the results of this study can be a meaningful contribution to the development of education, especially in the implementation of differentiated learning.

## RESULTS AND DISCUSSION

### 1. Differentiated Learning Planning in Islamic Religious Education Subjects at SMP Muhammadiyah 5 Surakarta

To implement differentiated learning, a teacher needs to take several steps. The first step is to map students' learning needs. This mapping aims to make the teacher map the right learning plan and in accordance with the learning profile of each student. In this study, the mapping of learning needs was carried out since students enrolled in the school. At SMP Muhammadiyah 5 Surakarta, not all students come from the same school background. Since the students come from various schools, their abilities vary. Differentiated learning, as described by Tomlinson (2013) involves three stages as follows: Memetakan Kebutuhan Belajar Siswa

The first step in implementing differentiated learning at SMP Muhammadiyah Surakarta is mapping students' learning needs. This process aims to understand each student's profile, their level of readiness in receiving material, as well as any special interests or concerns they have in the learning process. Teachers use several methods to do this structuring, including through questionnaires, direct observation and interviews.

Through questionnaires, teachers can collect data on students' learning styles, interest in learning subjects and preferences for learning methods. Direct observation in the classroom provides a more real picture of how students interact with materials and peers, so that teachers can see the dynamics and obstacles that may be faced. Interviews are conducted in depth to explore more personal information, including obstacles that may not be detected through other methods (Syarnubi 2016).

The data obtained from these various methods is then analyzed to group students based on their specific needs. Thus, teachers can design learning strategies that truly suit the characteristics of each student. For example, students with visual learning styles can be given material in the form of diagrams or videos, while students who prefer to learn through discussions can be involved in group activities.

This mapping is an important foundation in differentiated learning as it helps to create an inclusive and effective learning process. By deeply understanding students' needs, teachers can reduce potential learning barriers and increase students' motivation to be active in learning. This process also allows teachers to provide more personalized attention to students, so that each individual feels valued and supported in achieving their best potential. Teachers assess students' learning readiness in several ways, one of which is a pretest to measure students' initial abilities. This process is known as diagnostic assessment, which is an evaluation that aims to master students' competencies, skills, strengths and limitations. Based on the research results, PAI teachers implementing differentiated learning partially carry out the planning stage.

### 2. Planning Differentiated Learning Based on Mapping Results

The results of the mapping that has been carried out by the teacher become a guideline for compiling education which is poured into teaching materials, this education is tailored to the needs, interests and learning styles of students, to meet student learning needs, teachers offer several choices and learning models, teaching materials and other approaches. In implementing differentiated teaching, teachers must be creative and flexible. The educational implementation plan that has been prepared is incorporated into the teaching material, where students are given the freedom to choose learning methods that suit their interests.

### 3. Evaluating and Reflecting on the Learning that Has Taken Place

Assessment in differentiated learning is attempted by looking at the unique needs and skills of each student. The teacher's role is to collect, analyze and interpret student learning outcomes to understand whether educational goals have been achieved. This assessment process simply assigns different problems to each student, although students with skills below standard may receive problems more suited to their level of understanding. However, this is rarely attempted, as some students have academic skills that are within standard or slightly above average. In this approach there are two types of assessment: formative assessment and summative assessment (Syarnubi, S., Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... & Ulvya 2023).

Formative assessment is attempted throughout the learning process as a tool to improve the students' learning model, whereas summative assessment is conducted at the end of the semester through tests to measure end-of-learning achievement.

#### 4. Implementation of Differentiated Learning Implementation in Islamic Religious Education Subjects at SMP Muhammadiyah 5 Surakarta

According to Marlina (2020:16-19), differentiated learning involves four main elements which are also known as differentiated learning strategies. The four elements include differentiation in content, process, product and learning environment. By integrating these strategies, teachers can create learning experiences that are more inclusive and appropriate to students' needs. However, in its implementation, there are three main elements to focus on, namely differentiation in content, process and product.

##### a. Content includes what students learn

At SMP Muhammadiyah 5 Surakarta, the implementation of differentiated learning in Islamic Religious Education (PAI) subjects is attempted by modifying the curriculum and modules to suit the learning styles taught, which are not only relevant but also easily understood by each student according to their needs. Teachers try to align the module with students' learning skills and readiness, so that the depth of the module can be adjusted. That way, teachers can evaluate the extent to which students are ready to analyze or master the material in depth. They also encourage students to connect new lessons with the knowledge they have learned, so that the material feels more meaningful. Not only using the government's PAI textbooks, PAI teachers at SMP Muhammadiyah 5 Surakarta often use other references such as reading books, articles, journals to enrich students' knowledge. For example, when reviewing prayer, the teacher does not only rely on the textbook, but also uses videos or simulations about prayer procedures. This is very helpful, especially for students with visual or kinesthetic learning styles. For students who have mastered the material, teachers provide opportunities to explore further, for example by giving additional assignments or discussing more deeply the meaning behind the prayer movements.

Research in this school shows that this approach not only helps students who need more assistance, but also encourages students who have mastered to improve their analytical critical thinking about religious studies. Students with greater understanding are given challenges, such as chairing discussions or conducting short presentations on the values of prayer, so that they not only master the concepts but also see the benefits in their daily lives. Based on interviews with PAI teachers, they perceive that students who receive tutorials according to their needs become more motivated and active in learning. With this differentiated learning, students feel that they are learning with a more personalized and meaningful method. Overall, learning at SMP Muhammadiyah 5 Surakarta produces an inclusive learning atmosphere, where each student feels scrutinized and motivated to develop according to their skills and interests. This differentiated learning has been proven to improve the quality of PAI learning, with students becoming more engaged in class, mastering concepts better, and also feeling more conducive and collaborative.

##### b. Process, i.e. how students process information

According to Marlina (2020:16-19), differentiation of the educational process is a method of students dealing with material that is tailored to their learning styles and preferences, so that the learning experience becomes more meaningful. At SMP Muhammadiyah 5 Surakarta, teachers strive to create a flexible learning environment, where approaches and materials are tailored to the needs of each student. As Gregory and Chapman (in Marlina 2020:17) explain, efficient education requires instruction that allows students to participate actively. In this school, teachers often use methods such as modeling, exercises, demonstrations, and educational games so that students can learn in an interesting and interactive method, both individually and in groups. In this process, teachers at SMP Muhammadiyah 5 Surakarta design to support students' various learning

styles. For students who learn more easily through visuals, teachers use videos, picture books or other visual media to help them absorb the material. For example, when starting the history of Islam or the stories of the prophets, teachers often show photos or short videos to help students master the topic.

For students with auditory learning styles, teachers rely on methods that link discussions and oral explanations. The teacher provides opportunities for students to ask questions, discuss or observe direct explanations. For example, when reviewing manners or moral values in PAI classes, teachers often use discussions or read stories with interesting intonations, so that students can master the values.

c. Product, how students show what they learn

In differentiated learning, the final product produced by students becomes a reference for teachers to evaluate students' understanding of the material they have studied, as well as a guide for providing instruction or further education. According to Marlina (2020:18). Learning products have an important function because they allow teachers to view students' diverse learning outcomes based on their learning preferences. In PAI subjects at SMP Muhammadiyah 5 Surakarta, these products are a method for students to display their understanding of the material that has been taught, either through written explanations, presentations or other creative works. The teachers at this school provide a variety of assignments for students, such as a project to write a short essay about Islamic values, make a poster about the history of the prophet, or put together a presentation outlining the procedures for worship methods. With this assignment alternation, students can choose products that suit their interests and skills, so that the educational process feels more personal and meaningful. For example, students who prefer to compose stories can express their understanding in the form of narrative writing, while students who like working with images and visualization can present their understanding in the form of posters or illustrations.

At SMP Muhammadiyah 5 Surakarta, this approach not only enriches the learning process but also increases student engagement. Teachers strive to provide challenges that are appropriate to each student's skill level, so that students master the material more quickly, can work on more complex projects, while students who need additional encouragement can carry out assignments with simpler instructions. For example, when studying material about praiseworthy qualities in Islam, students with greater understanding may be asked to make an in-depth analysis of the relevance of these qualities in modern life, while other students may simply make a summary of those qualities. Research at SMP Muhammadiyah 5 Surakarta shows that by giving students the opportunity to choose the type of assignment or project that suits their interests, students' enthusiasm for learning increases. They feel more motivated to complete these tasks because the products they produce reflect their individual understanding and interpretation of PAI material. Teachers also find that this variety of products helps them identify areas that still need strengthening for each student, and provides opportunities for students to improve creative and analytical skills. Overall, the implementation of this product differentiation project at SMP Muhammadiyah 5 Surakarta not only enriches students' learning experiences, but also allows teachers to see students' understanding in more depth. Students feel more appreciated because they can express their understanding according to their respective learning styles and creativity, so that PAI lessons feel more relevant and memorable for them.

5. Evaluation of the Application of Differentiated Learning Models in PAI Subjects

At SMP Muhammadiyah 5 Surakarta, evaluation is an important tool to measure the extent to which students understand the material that has been taught. This assessment process is carried out periodically, separately at the Mid-Semester Examination (UTS) and Final Semester Examination (UAS). Broadly speaking, learning evaluation is divided into two main types, namely formative evaluation and summative evaluation. These two types of evaluation

have different but complementary roles and approaches in assessing student development. Formative evaluation is carried out during the learning process. The main goal is to monitor student progress on an ongoing basis in order to provide feedback and solutions needed in the teaching and learning process. Formative assessment includes aspects of attitudes and skills. To assess attitudes, teachers use various methods such as observation, self-assessment, and peer assessment. The instruments used include observation sheets, daily journals, and checklists. Meanwhile, in assessing skills, the techniques used include portfolios, projects and performance assessments. Instruments such as work assessment rubrics and project rubrics are important guides in evaluating students objectively.

On the other hand, summative evaluation is conducted at the end of the learning period, such as the end of the semester. This assessment aims to evaluate students' overall mastery of knowledge after completing a series of learning materials. The methods used are quite diverse, including written tests, oral tests, assignments and portfolios. Knowledge evaluation instruments include multiple choice questions, matching, true false, short form, essay to group or individual discussions. In addition, students' best work in the form of projects and assignments is also an important part of the assessment consideration. The use of these diverse evaluations not only helps teachers measure students' learning outcomes but also provides a more comprehensive picture of their development. With a combination of formative and summative evaluations, teachers can provide learning that is more adaptive and supports each student's potential. In addition, this approach also encourages students to not only focus on the end result but also on the learning process itself, which is essential in creating a more meaningful educational experience. At SMP Muhammadiyah 5 Surakarta, the implementation of assessment in the merda curriculum also involves both types of assessment. Attitude, skills and knowledge assessments are applied with the same goal: ensuring that students not only master the concepts but also apply them in real life. Teachers in this school provide an evaluation that or written tests, to support differentiated education and according to the abilities of each student. This is in line with the current research on the implementation of a differentiated education model in Islamic Religious Education subjects at the school, which emphasizes the importance of evaluation as a tool to understand the needs and development of each student.

## CONCLUSION

The result shows that the implementation of differentiated learning in SMP Muhammadiyah 5 Surakarta has been running well. Teachers in this school have conducted in-depth mapping to understand the interests, talents, and learning styles of each student. This mapping is very meaningful because it encourages teachers to adjust teaching strategies so that they are more in line with student characteristics. The results of the mapping are then integrated into the teaching materials that are designed to be more relevant and efficient for each student. This planning process is the main foundation in implementing differentiated learning. In its implementation, PAI teachers have applied a differentiated approach to some aspects of education, namely content, process and product. Differentiating the content means that the material delivered adjusts the level of ability and understanding of students. In differentiating the process, the teacher manages the way the material is delivered to suit the learning style of each student whether visual, auditory or kinesthetic. Meanwhile, product differentiation allows students to demonstrate their understanding in different ways such as through presentations, projects, or written reports.

For assessment teachers carry out three types of evaluation: attitude, skills and knowledge evaluation. Behavioral evaluation tries to see the development of students' character, while skills and knowledge evaluation is intended to measure the ability of the material and expertise in applying it. Through this diverse approach, education becomes more interactive and interesting for students. The impact is that students who were initially passive are now starting to show changes. They seem more eager to be active and enthusiastic in participating in PAI lessons. This change reflects that differentiated learning is able to produce a more inclusive learning atmosphere and support the development of each student. In the future, it is hoped that teachers can continue to

refine and improve this differentiated approach to make it more efficient, so that student learning outcomes continue to increase and educational goals can be achieved more optimally.

## REFERENCES

- Anggraini, Dwi Puspita (2023). "Implementasi Pembelajaran Berdiferensiasi Dalam Pembelajaran Pendidikan Agama Islam di SMP Brawijaya Smart School Malang" Vicratina: Jurnal Pendidikan Islam Vol 40
- Anis Sukmawati (2022). "Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Pada Mata Pelajaran Pendidikan Agama Islam". Jurnal Pemikiran dan Pendidikan Islam Vol.12 No.2 Website <https://ejournal.kopertais4.or.id/susi/index.php/elbanat/article/view/3633>
- Dirjo. Ilzamudin.dkk (2023). "Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Pada Mata Pelajaran Pendidikan Agama Islam di SMAS Bina Putera Kopo" Journal Of Islamic Education Vol 7 No 7 Website <https://www.jurnal-fai-uikabogor.org/index.php/fikrah/article/view/1924/pdf>
- Abdurrahman, A. (2023). Implementasi Kurikulum Merdeka Dalam Pembelajaran Pendidikan Agama Islam Di SD Alam Bengawan Solo Klaten Tahun Ajaran 2022/2023. Prodi Pendidikan Agama Islam Pascasarjana Universitas Islam Negeri Raden Mas Said, Surakarta.
- Fauzi, M., Lestari, A. R. S., & Ali, M. 2023. "Pengaruh Berwudhu Terhadap Konsentrasi Belajar Siswa." In *International Education Conference (IEC) FITK* vol.2(no.1):108–22.
- Indra K. Maskuri. dkk (2024). "Implementasi Pembelajaran Berdiferensiasi Pada Mata Pelajaran PAI di Sekolah Menengah Kejuruan Negeri 3 Malang" Jurnal Pendidikan Islam Vol 9 No 8
- Anwar Sa'dullah, Dian Mohammad Hakim dkk (2023). "Implementasi Pembelajaran Berdiferensiasi Dalam Pembelajaran Pendidikan Agama Islam di SMP Brawijaya Smart School Malang" Vicratina: Jurnal Pendidikan Islam 2023: 42-43
- Nurbaiti Sodiah (2024). "Implementasi Pembelajaran Berdiferensiasi Pada Mata Pelajaran PAI". Journal Of Education Vol 2 No 1 Website <https://ejournal.edutechjaya.com/index.php/analysis/article/view/602>
- Syarnubi, S., & Fahiroh, S. 2024. "Shame Compensation in Islamic and Psychological Perspectives." *Tadrib: Jurnal Pendidikan Agama Islam* vol.10(no.1):hlm. 12-31.
- Syarnubi, S., Alimron, A., & Muhammad, F. 2022. *Model Pendidikan Karakter Di Perguruan Tinggi*. CV. Insan Cendekia Palembang.
- Syarnubi, S., Efriani, A., Pranita, S., Zuhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, R. 2024. "An Analysis of Student Errors in Solving HOTS Mathematics Problems Based on the Newman Procedure." In *AIP Conference Proceedings* vol.3058(no.1).
- Syarnubi, S., Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... & Ulvya, I. 2023. "Peran Guru Pendidikan Agama Islam Dalam Menanamkan Nilai-Nilai Moderasi Beragama." In *International Education Conference (IEC) FITK* vol.1(no.1):pp.112-117.
- Syarnubi, S., Mansir, F., Purnomo, M. E., Harto, K., & Hawi, A. 2021. "Implementing Character Education in Madrasah." *Jurnal Pendidikan Islam* vol.7(no.1):hlm.77-94.
- Syarnubi, S., Syarifuddin, A., & Sukirman, S. 2023. "Curriculum Design for the Islamic Religious Education Study Program in the Era of the Industrial Revolution 4.0. Al-Ishlah." *Al-Ishlah: Jurnal Pendidikan* vol.15(no.4):6333–41.
- Syarnubi, S. 2016. "Manajemen Konflik Dalam Pendidikan Islam Dan Problematikanya: Studi Kasus Di Fakultas Dakwah UIN-SUKA Yogyakarta." *Tadrib* vol.2(no.1):hlm.151-178.
- Syarnubi, S. 2019. "Profesionalisme Guru Pendidikan Agama Islam Dalam Membentuk Religiusitas Siswa Kelas IV Di SDN 2 Pengarayan." *Tadrib* vol.5(no.1):hlm. 87-103.
- Syarnubi, S. 2020. "Pendidikan Karakter Pada Madrasah Aliyah Negeri 3 Palembang." *PhD Diss, UIN Reden Fatah Palembang*.
- Syarnubi, S. 2022. "Penerapan Paradigma Integrasi-Interkoneksi Dalam Peningkatan Mutu Lulusan." *Jurnal PAI Raden Fatah* vol.4(no.4):hlm.375-395.
- Syarnubi, S. 2023. "Hakikat Evaluasi Dalam Pendidikan Islam." *Jurnal PAI Raden Fatah* vol.5(no.2):hlm.468-486.



