

## Implementation of Teacher's Individual Approach in Improving Students' Learning Outcomes in Islamic Education Subjects

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### ABSTRACT

The individual approach is becoming increasingly important in the digital era due to the easy accessibility of technology. The availability of this technology is a driving force for a society that demands a more flexible and relevant educational model, one that can be tailored (customized) to the learning style and unique needs of each individual. The objective of this research is to describe the implementation of the individual approach and to determine the effectiveness of this individual approach on improving students' learning outcomes in the subject of Islamic Religious Education (PAI). This research uses a qualitative approach with a descriptive design. The research was conducted at SMP Negeri 7 Palu, Palu City, Central Sulawesi. The main data collection techniques used were observation, interviews, and documentation. The qualitative data analysis is inductive, involving data reduction, data presentation, and data verification. The validity of the data was checked using the triangulation technique. The results of the research show that the implementation of the individual approach by the PAI teacher at SMP Negeri 7 Palu is carried out by motivating students in character building, using the individual approach method to increase concentration and self-confidence, acting as a facilitator and guide, and giving homework to instill discipline and responsibility. Furthermore, regarding the effectiveness of the individual approach on improving students' learning outcomes, the improvement in learning outcomes is achieved through emotional contact by the Principal and the PAI teacher to identify student issues, creating a comfortable atmosphere as a facilitator, providing motivation, and implementing positive habits.

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### INTRODUCTION

The use of an individualized approach can affect student learning outcomes, because the learning process that uses this approach indirectly trains students to understand and overcome difficulties or problems faced during the teaching and learning process (Watch & Tutuk, 2024). The individualized approach is a focused way to provide Special Attention to each student so that they can serve Unique Differences them, such as differences in learning styles, speed of understanding lessons, interests, or difficulties faced (Mulyati et al., 2021). This approach is applied to create a learning

atmosphere that allows All students' potential can develop optimally. So that teachers should not generalize all students, but must Adapting the way we teach and assistance provided so that each student reaches the best level of mastery and development.

In line with this view, Mubarok & Apriani (2021) Adding an individualized approach is a way of teaching that focuses primarily on the unique differences that each student has, teachers use this approach because they are aware that all students are different. The goal is for each student to master the subject matter with the best results according to their abilities.(Rahman & Salam, 2021) To do so, teachers must understand the nature or disposition of each student in order to provide the most appropriate way of learning. The application of this approach will encourage student learning independence because it will be known and can overcome student learning barriers, and help teachers design learning differentiations, namely curriculum, content, and evaluation adjustments to be truly relevant to individual needs.(Askarbekuly & Luković, 2024)

Understanding the differences of students gives teachers insight that the strategies applied to learning must adapt to the variation in learning needs. Optimal mastery of the material by students will ultimately contribute to the achievement of satisfactory learning outcomes. Related to this opinion, Djamarah & Zain (2013) stated that teachers must apply teaching strategies with an individual approach because each student has unique characteristics, intelligence levels, and learning styles that are indeed different, so as to allow the achievement of optimal learning mastery.(Zimmerman, 2020) Even though students are in a group or class, they show The Variations, among which are the level of intelligence, absorption, appearance, expression of opinions, and learning style. Recognition of Individual characteristics This diversity is a critical insight for teachers. Teaching strategies should not be single or uniform, but must accommodate these differences through Individualized approach. (Pane et al., 2020)

Djamarah & Zain (2013) adding that the individualized approach is very important in teaching and classroom management because it makes it easier to solve problems of students' learning difficulties, making it a must for teachers even though sometimes a group approach is still needed. The individual approach plays an important role in the teaching process. This approach is indispensable in Class Management and should not be ignored when Choosing a Method teaching. Teacher should be always try to apply an individualized approach to students because they can overcome and Solving learning difficulties faced by students. (Safitri et al., 2023)

By applying an individualized approach, students' activeness when learning can be increased, and at the same time as a means of increasing the achievement of their learning outcomes. From the results of the research Udovichenko & Zabelova (2021) with a focus on research on understanding how Unique Learning Methods (Individual Methods) students function as Inner Strength (Psychological Resources) which can be used and developed in the educational process. From observations during the learning process that the author has carried out at SMP Negeri 7 Palu, that some students still have poor learning outcomes, even though PAI teachers have implemented an individualized approach. Departing from these findings, the author took the initiative to conduct research at SMP Negeri 7 Palu. The symptoms observed include, the lack of students' skills in answering questions related to the material from the PAI teacher, the lack of attention of students when the teacher explains, and there are even some students who do ramedial or repetition when given PAI exam questions by the teacher.

After reviewing the background that has been presented, the author wishes to raise the problem, so that the purpose of the research is to comprehensively describe the implementation of the individual approach applied by teachers in PAI subjects at SMP Negeri 7 Palu.(Darling-Hammond et al., 2020) To determine the effectiveness of the individual approach on improving student learning outcomes in PAI subjects at SMP Negeri 7 Palu. This research is expected to make an empirical contribution regarding the relevance of the individual approach as a fundamental effort in optimizing the mastery of learning materials.

Based on the background described above, this study has a high level of urgency, considering that there is still a gap between the implementation of the individual approach by teachers and the students' learning outcomes, which have not yet been fully optimal. In the context of 21st-century education, which emphasizes student-centered learning, the individual approach has become a

necessity that cannot be overlooked, particularly in Islamic Religious Education (PAI), which encompasses not only cognitive aspects but also affective and psychomotor domains. (Somantri et al., 2024) Therefore, an in-depth study on the implementation and effectiveness of the individual approach is essential to ensure that the applied learning strategies are able to accommodate the diverse needs and characteristics of students. (Hattie, 2021)

The novelty of this study lies in its focus, which not only describes the implementation of the individual approach but also comprehensively analyzes its relationship with the improvement of students' learning outcomes in the context of Islamic Religious Education at SMP Negeri 7 Palu. Furthermore, this study highlights the role of the individual approach as a diagnostic tool to identify students' learning difficulties, as well as a means of character building through emotional interaction between teachers and students. (Walad, 2025) Thus, this research is expected to provide a more contextual and specific empirical contribution compared to previous studies, particularly in integrating pedagogical aspects with Islamic values in the learning process. (Jamilah et al., 2024)

## METHODS

This research uses Qualitative Approach with a descriptive design. Qualitative research is chosen because it is considered more appropriate for descriptive research, which allows the researcher to accurately explain the aspects that are the target of the study (Sulianta, 2025). The qualitative approach relies on the researcher as the main instrument, where the researcher plunges directly (observation) into the research location with an open mind to understand the symptoms or phenomena that are the center of attention (Saleh, 2023). The research was carried out at SMP Negeri 7 Palu, whose address is on Jl. Veteran No.7, North Lulu, South Palu District, Palu City, Central Sulawesi. The location was chosen on the basis that the location was easy to reach and supported by very friendly teachers. Next, there was a compatibility between the conditions faced in the school and the problems studied in this research. The researcher was intensively present at the location to make observations and be directly involved until they found specific data.

This qualitative research operates using Natural Condition Techniques, make researcher as the main instrument to collect data, where the technique used is Triangulation (combined) to ensure the validity of the data, data analysis is inductive/qualitative, and the end goal is to Emphasis on the acquisition of meaning an in-depth understanding of the phenomenon being researched rather than just generalizations (Abdussamad, n.d.). The data sources used include primary and secondary data, as explained Prastowo (2016) i.e. data primer is the data that originates from the original source, such as interviews, and for this research as informants who are considered competent are the Principal and PAI Teacher at SMP Negeri 7 Palu. Meanwhile, Its secondary data is an indirect source of data, for example various documents, obtained from administrative data, documentation obtained, and information on the school wall. (Ilyasin & Muadin, 2024) The main data collection techniques used for this research are observation, interviews, and documentation. The observation process carried out is to observe directly in the field the school profile, student conditions, infrastructure, and the process of individualized approach in PAI learning. (Nurmanita et al., 2025) The interview uses a semi-structured technique, where the interviewer has prepared a topic, but remains flexible in tracing the informant's answers, the interview informants are the Principal and PAI Teachers. Documentation includes the collection of written, printed, or recorded information related to the issue being researched, such as school drawings, interview photos of PAI teachers and school principals.

Qualitative data analysis is inductive in nature, which is an analysis based on the data that has been obtained, and this procedure includes three main stages. The first stage is data reduction, which is describing and collecting all data from observations, interviews, and documentation to be in line with the research objectives. The second stage is data presentation, where data is presented in the form of an assessment of words or explanations to avoid errors and ensure correct and clear understanding. The last stage is data verification (drawing conclusions), which is an activity of evaluating and re-examining data that has been presented to find meanings, patterns, and causal flows to ensure the accuracy of conclusions. Meanwhile, to check the validity of the data, the

triangulation technique consists of two types of triangulation data collection techniques, namely comparing data obtained from the same source using different techniques (interviews are checked with observation or documentation). And time triangulation, which is comparing data in different situations or times. The researcher specifically chooses the morning time for data collection so that the data acquisition is more credible and valid. (Tomlinson, 2021)

## RESULTS AND DISCUSSION

### 1. Overview of SMP Negeri 7 Palu

SMP Negeri 7 Palu was established based on the decree of the Minister of Education and Culture on November 20, 1984 which was first led by Drs. Ramli H. Arsdjat as the principal of the school. The location of the school is very strategic and one of the junior high schools in Mantikulore District. The State Junior High School 7 Palu continues to develop according to the demands of the times. Starting from the construction of buildings to facilities and infrastructure that are more complete than before.

### 2. The Condition of Students at SMP Negeri 7 Palu

The teacher's responsibility is to manage many students who have different family, social, and social backgrounds. (Muhsinin, 2025) A variety of individual student characteristics are also visible, ranging from jovial, quiet, humorous, good at speaking, creative, some are stubborn, and others. Students at SMP Negeri 7 Palu come from several villages around the school area and live in the homes of parents or families. This difference in background does not dampen their enthusiasm to continue learning. The following is data on the number of students at SMP Negeri 7 Palu obtained from field research, namely:

Table 1.

Summary of Students of SMP Negeri 7 Palu in 2024

No.	Category	Male (L)	Female (P)	Quantity
I.	By Education Level			
1.	Class VII	80	85	165
2.	Class VIII	81	95	176
3.	Class IX	85	84	164
II.	By Religion			
1.	Islam	231	244	475
2.	Kristen	14	15	29
3.	Catholicism	0	0	0
4.	Hindu	1	0	1
Overall Total		246	259	505

Based on table 1, data obtained from the Administration of SMP Negeri 7 Palu in 2024, it is known that the total number of students at SMP Negeri 7 Palu is 505 people, including 246 male students and 259 female students. Based on the level of education, class VIII has the highest number of students, namely 176 people, followed by class VII which is 165 people, and class IX which is 164 people. The majority of students adhere to Islam with a total of 475 people (231 boys and 244 girls), which shows a much higher number than non-Muslims. Meanwhile, 29 students were Christian (14 males and 15 females), and 1 Hindu (male), while there were no students who were Catholic. (Zimmerman, 2020)

### 3. Location and Facilities of SMP Negeri 7 Palu

Geographically, SMP Negeri 7 Palu has a position at -0.8988/119.9031 Longitude. The complete address of SMP Negeri 7 Palu is on Jalan Vetran No. 2A, in Lasoani Village, Mantikulore District, Palu City, Central Sulawesi. The location of the school, which is considered strategic and its high level of accessibility to public transportation facilities, are supportive for the residents of Palu City and its surroundings in taking the next level in formal and junior secondary education. (Anwariyah et al., 2024)

The leadership of Rahmawati, S.Pd., M.Pd., at SMP Negeri 7 Palu is characterized by a strong commitment to advance and achieve an improvement in the quality of the school as a whole, in line with the work program that has been prepared, so that physical changes are clearly visible, including renovating the prayer room, adding an ablution place so that men and women have different places, and what is the center of attention for both the residents of SMP Negeri 7 Palu themselves and guests is the creation of a garden and the planting of green plants that make the school look so beautiful, comfortable, and shady.

#### 4. *The Condition of Educators and Education Personnel*

A school is an institution that is in charge, has responsibility, and aims to carry out educational programs. It is obliged to continue to improve its quality in order to achieve superior quality. (Murharyana et al., 2024) In this context, SMP Negeri 7 Palu is committed to carrying out comprehensive improvements in order to achieve educational goals. Improving the quality of schools requires the contribution of quality human resources. Educators at SMP Negeri 7 Palu are dominated by Civil Servants (PNS). The role of educators is very crucial because they are the operational foundation of education in schools, fully responsible for designing curriculum, carrying out teaching, and evaluating results. The presence of qualified educators is the key to success in learning. (Darling-Hammond et al., 2020)

#### 5. *Implementation of Individualized Approach Carried Out by Teachers in PAI Subjects*

In the process, the researcher has observed the course of PAI learning in grades VII and VIII of SMP Negeri 7 Palu. The implementation of the individual approach by PAI educators is structured in a series of stages of activities, which include the following aspects:

##### a. *Initial preparation activities*

PAI teachers prepare an individualized learning implementation plan that includes learning methods and steps, learning objectives, indicators, and basic competency standards. According to what was said by Mrs. Rahmawati as the Principal of SMP Negeri 7 Palu in an interview by the Researcher in the Principal's Room, on Thursday, June 20, 2024, that:

“Each educator prepares a learning plan for students, especially in individual learning so that it can be directed. In the learning plan, there is what is said to be initial preparation, core and closing activities or evaluation. Basic activities include indicators, objectives, methods, and learning steps.”

It is concluded based on this explanation that it is important for teachers to know individual learning plans so that they can be more directed, starting with an opening activity plan or initial preparation by informing the objectives in the material to be taught.

##### b. *Teaching and learning activities (core)*

As for in this stage, the activities carried out by teachers are preliminary activities that contain giving appreciation to students by explaining learning objectives, core activities with explanations of learning materials based on learning planning and asking questions and enrichment tasks for students. Based on what was said by Mrs. Rahmawati as the Principal of SMP Negeri 7 Palu in an interview by the Researcher in the Principal's Room, on Thursday, June 20, 2024, that:

“As for core learning activities, students, especially at SMP Negeri 7 Palu, can learn the learning process through mastering learning experiences. In this case, students can hone their abilities through the learning process planned by the teacher.”

In the interview above, it can be concluded that through the core activities in the individual learning plan, students can easily master the material that has been explained by the teacher and the teacher can easily find out the abilities of each student.

##### c. *Evaluation activities*

Evaluation activities that aim to see the completeness of student learning, whether the student's learning results are complete or not and if the completeness has been fulfilled, the teacher can record it in the list of student activities so that it can be known to what extent students master the material.

As stated by Mrs. Nurbayani as a PAI Teacher of SMP Negeri 7 Palu in an interview by the Researcher in the teacher's room, on Wednesday, June 19, 2024, that:

"I have implemented an individualized approach to PAI subjects during the teaching and learning process with results that are quite perfect and easy to do because the learning stages have been carefully arranged before teaching and learning activities are carried out, making the individual approach very relevant to be applied, especially in an effort to internalize Islamic religious values and the formation of faith into daily life it is just a matter of how students respond to it."

The conclusion that the author can see from the interview above is that the implementation of the implementation of the individual approach, especially in PAI subjects, has been carried out through several learning steps.

As the interview was continued by Mrs. Nurbayani as a PAI Teacher of SMP Negeri 7 Palu in an interview by the Researcher in the teacher's room, on Wednesday, June 19, 2024, that:

"Some of the learning steps that have been implemented are for example motivating students to form morals so that they are used to applying it on a daily basis, using an individualized approach method, helping students to concentrate to focus more on the learning process, these efforts are carried out to foster students' confidence in discussing (questions and answers), as well as facilitating efforts made to focus students' attention, and I repeat what I have explained so that students can remember it. In addition, as a teacher, I must be a facilitator to students, especially individually so that they can communicate more easily and not be rigid, as a teacher must also guide their students through learning Islamic religious education, more precisely in carrying out reading and writing the Qur'an and getting used to aqidah to be done daily, I also give discipline habituation to students by giving homework so that they get used to doing the responsibilities given by the teacher."

Through this interview, the conclusion obtained by the author is that in implementing an individualized approach to students, it is necessary to have steps to be easier to apply, especially in PAI subjects. The stages of PAI learning are that teachers can motivate students, especially in forming morals to be accustomed to applying them daily, using the individualized approach method, helping students to concentrate more on the material presented, and making students understand, from the understanding obtained, there will be confidence by doing individual questions and answers, asking for students' attention, repeating what the teacher has explained so that students can remember it, teachers as facilitators to students, teachers guide their students through learning Islamic religious education, more precisely in carrying out the reading and writing of the Qur'an and getting used to aqidah to be done daily, and finally can provide discipline habits to all students by giving homework so that they are used to doing the responsibilities given by the teacher. (Siregar et al., 2024)

#### **6. Improving Learning Outcomes through an Individualized Approach to PAI Subjects**

Based on this research, the implementation of the individual approach applied by PAI teachers has gone quite perfectly. In the learning outcomes of students in PAI lessons, there has been an improvement and even the results obtained have reached good results. It's just that, sometimes it is constrained by students who do not pay attention or do not apply the delivery from the teacher. As explained by Mrs. Rahmawati as the Principal of SMP Negeri 7 Palu in an interview by the Researcher in the Principal's Room, on Thursday, June 20, 2024, that:

"The implementation of an individual approach is very important to be carried out in SMP Negeri 7 Palu, in all subjects. But because this is more towards PAI subjects, I will focus more on explaining in the subject area. Although PAI teachers are only a few in dealing with hundreds of Muslim students, but in educating, guiding, and directing students has been carried out quite perfectly, both in the subject field and character formation. It's just that there are some small obstacles faced such as lack of attention from students, lack of grasp of some students so that they are slow in absorbing the material and motivation provided by the teacher."

The conclusion that the author can see from the interview above is that the individual approach has been implemented at SMP Negeri 7 Palu. Although there are only a few PAI teachers in dealing with hundreds of Muslim students, but in educating, guiding, and directing students it has been carried out quite perfectly. It's just that there are a few small obstacles faced such as a lack of attention from students, lack of grasp of some students so that they are slow in absorbing the material and motivation provided by the teacher. But PAI teachers always provide the best guidance to their students, especially in the subject of Islamic religious education.

As the interview was resumed by Mrs. Rahmawati as the Principal of SMP Negeri 7 Palu in an interview by the Researcher in the Principal's Room, on Thursday, June 20, 2024, that:

"In this case, I as the principal always provide strict enough rules so that students can get used to obeying and listening to the words of the teacher at school through positive habits, starting from providing motivation, one by one students must memorize short surahs before PAI learning begins, are obliged to carry out dhuha and dzuhur prayers at school in congregation. Through these rules, students can familiarize themselves in the formation of aqidah through Islamic religious education. Regarding the methods carried out by teachers, they get good learning results for students, for example, their PAI lesson scores on average reach above the KKM and regarding the formation of students' character, it has been carried out well until now. If there is a student who has a score below the KKM or a less-than-optimal learning result, then the teacher must conduct a re-examination or remedial for the students."

From the interview above, it can be concluded according to the Principal of SMP Negeri 7 Palu that, in this case, the principal always provides strict enough regulations so that students can get used to obeying and listening to the words of the teacher at school through positive habits.

Mrs. Nurbayani also gave her opinion about the learning outcomes through this individual approach. Mrs. Nurbayani as a PAI Teacher of SMP Negeri 7 Palu in an interview by the Researcher in the teacher's room, on Wednesday, June 19, 2024, said that:

"Although there is limited time in teaching students at school, as a teacher, you must have several methods in conducting learning so that students are able to apply it well, one of which is through the individualized approach method. This individualized approach process is also often carried out when there are students who have *problems*, both at school and outside the school. That's where the teacher's position plays a very important role in implementing through an individualized approach by providing comfortable facilities so that students can explain the *problem* casually, do not feel worried, and can provide special motivation so that students can digest what we provide well. And regarding PAI subjects, that's also what we apply. For example, if there are students who have difficulty absorbing the material given, then there is a special explanation for the student through language that is easy to understand because the child's absorption is different. Therefore, we try our best so that students get good results in following the PAI subject process that we have taught through the learning plan."

From the conclusion that the author saw through interviews with school principals and PAI teachers, that limited time in teaching students at school must occur, but as a teacher must have several methods in implementing learning so that students are able to apply it well, one of which is through the implementation of an individual approach.

The approach method carried out by the principal of SMP Negeri 7 Palu and PAI teachers is to make emotional contact with students in order to find out the mistakes that exist in the students that cause difficulties in absorbing the learning that has been given, as a facilitator so that students can comfortably and relax in responding to the teacher, motivate students to achieve good learning results, and make positive habits so that students can apply them in daily life. Regarding the methods carried out by teachers to get good learning results for students, for example, their PAI lesson scores on average reach above the KKM and regarding the formation of students' character has been carried out well until now. (Ilyasin & Muadin, 2024) Even though there are some students who have PAI subject scores below the KKM standards or less than optimal learning outcomes, the teacher will give a repetition or remedial exam to the student.

According to what was stated by Mrs. Nurbayani as a PAI Teacher of SMP Negeri 7 Palu in an interview by the Researcher in the teacher's room, on Wednesday, June 19, 2024, that:

"PAI learning in grades VII and VIII in the process, I adopted an individualized approach. The effectiveness of this approach lies in its personal application, especially for students who have not reached optimal activity. Furthermore, the individual approach serves as an important diagnostic tool to measure the depth of students' understanding of the substance of PAI material."

The interview showed that the individualized approach is one of the effective approaches that allows teachers to measure the extent to which students understand the material. As facilitators and supervisors, teachers are tasked with motivating students to build interactions so that they run well. The direct contact between teachers and students facilitated by this individualized approach confirms the importance of implementing this method in PAI learning.

According to what was stated by Mrs. Nurbayani as a PAI Teacher of SMP Negeri 7 Palu in an interview by the Researcher in the teacher's room, on Wednesday, June 19, 2024, that:

"Through this approach, we can interact personally with students of SMP Negeri 7 Palu. This is very useful for classifying and distinguishing students based on their level of ability to assimilate lesson information."

Furthermore, Mrs. Rahmawati as the Principal of SMP Negeri 7 Palu in an interview by the Researcher in the Principal's Room, on Thursday, June 20, 2024, that:

"I gave directions to the teachers of Islamic Religious Education regarding the management of students in grades VII and VIII about their learning methods. A series of effective learning methods can be implemented, including exemplary practices, motivational stimulation, structured assignments, and also question and answer techniques. The high effectiveness of these methods is confirmed by the optimal application of the individualized approach."

Based on the above interview, it can be concluded that the implementation of the individual approach by PAI teachers in grade VIII is supported by a supporting method. This method, according to the researcher's analysis, is able to facilitate and optimize the process carried out in teaching and is useful for understanding the characteristics of each student.

From the overall results obtained, starting from the teacher's ability to implement PAI teaching, shape the character of students, and maximize student learning outcomes even though it does not reach 100% of students in having a good improvement in PAI subjects, but PAI teachers still strive to guide and teach them in accordance with the given procedures. In line with what was conveyed by Mulyati et al., (2021) that the application of this method aims to achieve better learning outcomes, in line with the competency standards that are the goal. The results obtained are adequate, because increasing students' understanding contributes to optimal learning outcomes. Although there are sometimes obstacles, they are not an obstacle to effective learning planning. There is a need for improvement in the design of learning methods and more mature implementation preparation to ensure that all activities are carried out optimally to achieve superior results. (Suleman, 2024)

Based on the results of interviews, observations, and documentation, it can be concluded that the implementation of the individualized approach carried out by Islamic Religious Education (PAI) teachers at SMP Negeri 7 Palu has been well realized and has obtained good results, which can be seen through the learning outcomes of students in both academic and non-academic fields. From these results, PAI teachers use steps in dealing with their students. The steps include teachers as educators, teachers as motivators, teachers as someone who is encouraged and imitated, and teachers as facilitators. (Nasution et al., 2024) Through this individual approach process, it is also often carried out when there are students who have *Problem* both problems that exist at school and outside the school. That's where the teacher's position plays a very important role in taking an individualized approach by providing comfortable facilities so that students can explain *Problem* It is relaxed, does not feel anxious, and can provide special motivation so that students can digest what is given by their teachers well. The implementation of the individualized approach at SMP Negeri 7 Palu fully applies what is recommended from previous research from Amin & Yonani (2024) and at the same time reinforcing the findings of the Amin & Yonani (2024) also, which emphasizes that the

individualized approach is very important, because it allows educators to recognize the innate characteristics of each student, which is used as a basis for choosing the most appropriate learning media, methods, and strategies in order to achieve an optimal and quality learning process, and in line with the principles of Islamic education to appreciate the uniqueness of each student's thinking. Thus, an individualized approach is important because it facilitates teachers to assess the depth of students' understanding of PAI material. Teachers act as mentors as well as facilitators, who proactively seek to stimulate and motivate to initiate a conducive learning interaction process.

## CONCLUSION

Based on the results of the discussion presented in the previous section, it can be concluded that PAI teachers at SMP Negeri 7 Palu implement an individual approach by motivating students in moral formation, enhancing concentration and self-confidence, acting as facilitators and guides in learning (especially in Qur'anic reading and writing and aqidah), and assigning tasks to build discipline and responsibility. This approach has proven effective in improving student learning outcomes through emotional engagement between teachers, principals, and students, creating a supportive learning environment, providing motivation, and fostering positive habits, as reflected in students' average PAI scores exceeding the KKM and improved character development. Academically, these findings strengthen the concept that individualized learning can integrate cognitive and affective domains, contributing a practical model for PAI instruction that emphasizes personal guidance and emotional connection. The significance of this study lies in its potential to inform more holistic and character-based learning practices; however, its limitation is its focus on a single school context and limited methodological scope. Therefore, future research is recommended to involve broader samples, apply mixed methods, and examine the long-term impact of individualized approaches in Islamic education.

## LIMITATIONS

This study has several limitations. It was conducted using a qualitative descriptive approach in a single setting, namely SMP Negeri 7 Palu, which limits the generalizability of the findings to other educational contexts. The data were collected through observation, interviews, and documentation involving a limited number of informants, particularly the principal and PAI teacher, so they may not fully represent the perspectives of all stakeholders, including students. In addition, the study does not employ quantitative measurements to statistically assess improvements in students' learning outcomes, meaning the findings rely largely on contextual interpretation. Time constraints during the research process also limited the ability to explore the long-term impact of the individual approach on students' academic achievement and character development.

## AUTHOR CONTRIBUTION

TLA was solely responsible for all aspects of this research, including conceptualization of the study, research design, data collection, data analysis, interpretation of findings, and manuscript writing. TLA also conducted the literature review, validated the data through triangulation techniques, and finalized the manuscript for publication.

## CONFLICT OF INTEREST

The authors declare no conflict of interest.

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