

## Character Building Through Differentiated Learning of Islamic Religious Education in the Digital Era

Al Ihwanah<sup>1\*</sup>, Abdullah Idi<sup>2</sup>, Karoma<sup>3</sup>, Ni'mah Afifah<sup>4</sup>, Diana<sup>5</sup>


<sup>1,2,3</sup> Universitas Islam Negeri Raden Fatah Palembang, Indonesia

<sup>4</sup> Universitas Alma Ata Yogyakarta, Indonesia

<sup>5</sup> Shahid Beheshti University, Iran

\*Corresponding Author email: [alihwanah\\_uin@radenfatah.ac.id](mailto:alihwanah_uin@radenfatah.ac.id)

ARTICLE INFO	ABSTRACT
<p><b>Article History:</b> Received : 09-10-2024 Revised : 25-11-2024 Accepted : 26-12-2024</p> <p><b>Keyword:</b> Character Development; Differentiated Learning; Digital Era.</p>	<p>This study explores the implementation of differentiated learning in Islamic Religious Education (PAI) as a means of character development in the digital era at MI Al-Khoiriyah Banyuasin, South Sumatra. This study employs a descriptive qualitative approach to analyze the processes and dynamics of implementing differentiated learning in building students' character through Islamic Religious Education (PAI) in the digital era. This study employs a case study design to examine the implementation of differentiated learning in elementary schools. Data were collected through classroom observations, in-depth interviews with teachers, school principals, and students, and document analysis, including lesson plans and student work. The data were analyzed using Miles and Huberman's interactive model, including data reduction, display, and conclusion drawing. This study concludes that implementing differentiated learning in Islamic Religious Education (PAI), supported by digital technology, effectively enhances students' character development. For example, students demonstrate improved discipline, responsibility, and collaboration skills through personalized learning tasks and digital platforms, reflecting stronger character values. Digital media, such as educational apps and videos, enhances the understanding of religious values and fosters positive attitudes, such as discipline, empathy, and tolerance. This approach allows students to develop according to their potential, making character internalization more effective and relevant.</p>

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## INTRODUCTION

Differentiated learning in elementary schools closely relates to developing students' character and morals. This approach enables teachers to tailor instruction to each student's

needs, interests, and abilities, providing more specific attention based on their level of understanding (Monypenny, 2021). In this way, differentiated learning supports academic achievement and fosters the development of students' character and morals (Maulana et al., 2020).

The learning process encourages students to grow according to their abilities and instills moral values such as patience, perseverance, and responsibility. For example, students who need more time to understand the material learn not to give up, while those who grasp it quickly are trained to be patient and assist their peers. Furthermore, integrating a moral-based approach into differentiated learning also instills values such as respecting differences, collaborating in groups, and developing empathy for peers facing diverse learning challenges. Thus, differentiated learning not only shapes students into intellectually capable individuals but also nurtures them to become morally upright.

Character development through differentiated learning must be linked with the digital era, considering that we live in the digital age. The rapid growth of digital technology has brought significant changes in the field of education (Willermark & Gellerstedt, 2022), including in Islamic Religious Education (PAI) at the elementary level. In addressing classroom diversity, educators are increasingly adopting differentiated learning as an effective strategy to meet students' varying abilities, interests, and learning styles. Through differentiated learning, teachers can provide instruction tailored to the needs of students while still upholding Islamic values (Mustapa et al., 2023; Tomlinson, 2017). This approach has become relevant in character building in the digital era.

Students have broader access to information and learning resources in the digital era. Digital technology can serve as an effective tool to support the learning process, including in Islamic religious education. However, the challenge lies in utilizing this technology to support character education optimally. Character education is a crucial aspect of Islamic education in the digital era, aiming to shape students' morals and behavior in line with religious values. In Islamic education, character is viewed not only as a moral aspect but also as the foundation for building a strong identity and personality. Character education significantly impacts students' social and emotional development (Harrison & Polizzi, 2022). Therefore, the importance of character education in the context of Islamic education in the digital era cannot be overlooked, especially in addressing the challenges of globalization and modernization.

The research gaps identified are as follows: first, implementing differentiated learning in Islamic Education (PAI) has enhanced students' motivation and engagement (Khodijah & Subekti, 2024). However, existing studies focus more on academic aspects and have not thoroughly explored its impact on character development. Second, character development in the context of PAI has been widely studied, emphasizing moral, ethical, and spiritual values (Mamkua & Sutrisno, 2023). Nevertheless, these studies do not specifically address how differentiated learning contributes to such character development. Third, the digital era has significantly changed the learning process, with technology supporting PAI learning (Zulkhi et al., 2023). However, there is a lack of emphasis on how technology can be utilized in differentiated learning to foster character development.

Fourth, while much research focuses on the digital era and character development (Zaenabiyah, 2020), it has not examined students' perceptions of their experiences in differentiated learning. Fifth, a gap exists in understanding how PAI teachers implement differentiated learning in their daily practice (Kusnanu & Rasyid, 2024). Further research is needed to explore teachers' challenges and strategies in applying differentiated learning and its impact on students' character in the digital era. Although studies on differentiated learning and character development in PAI exist, significant gaps remain to be addressed. Comprehensive research is required to link differentiated learning, the role of technology, and character dimensions and understand students' perceptions and teachers' implementation practices. This is crucial for developing more effective character education methods in the digital era, supporting advancing a more relevant and effective Islamic education.

MI Al-Khoiriyah, as an Islamic-based educational institution, faces the challenge of balancing traditional religious teachings with modern educational methodologies. Implementing differentiated learning in PAI lessons is crucial to ensure students develop academically and morally according to Islamic principles (Tugiah et al., 2022). This study explores the role of differentiated learning in promoting character formation, focusing on how Islamic values are instilled through various teaching techniques. Therefore, differentiated approaches in PAI serve to teach religious values and equip students with critical skills in facing the information they receive in the digital era.

## **LITERATURE REVIEW**

### **Differentiated Learning**

Differentiated instruction is an approach designed to meet the diverse learning needs of students within the educational process. This approach aims to adapt teaching methods to align with each student's abilities, interests, and learning styles (Saputra et al., 2023). By focusing on individual student needs, tailored instruction enhances cognitive outcomes and fosters values aligned with character education frameworks (Kucirkova et al., 2021). In the Islamic Religious Education (PAI) context, differentiation is crucial, as students come from varying backgrounds and have different religious understanding and experience levels. The principles of differentiation include several aspects: 1) understanding the students, 2) adapting the material, 3) varying teaching methods, and 4) diverse assessment approaches. Research by Saprudin shows that applying these principles can boost student motivation and learning outcomes (Saprudin & Nurwahidin, 2021). In the digital context (Hasanah et al., 2023), using information and communication technology also becomes an essential part of differentiation, where teachers can provide various learning resources accessible to students according to their needs.

Data shows that students learning through differentiated approaches tend to achieve better academic results. A study by Hattie found that differentiation has a significant positive impact on student achievement, with an average effect size of 0.79, underscoring the importance of this approach in education (J. Hattie, 2020), including in IRE. A relevant example is the application of differentiated learning in schools, where IRE teachers utilize

digital tools such as learning apps to deliver material appropriate to student's comprehension levels siswa (Zulkhi et al., 2023). As a result, students who initially struggled to understand IRE material showed significant improvement after implementing this differentiation method. Therefore, understanding and applying the principles of differentiation in IRE is highly relevant to character building, especially in today's digital era. This demonstrates that adaptive and responsive education to student needs can contribute to good character development.

Differentiation strategies in IRE include various methods and techniques designed to meet the unique needs of each student. In the digital era, these strategies are becoming more diverse and innovative. One applicable strategy is using technology in teaching, such as educational videos, interactive quizzes, and online discussion forums. Technology in IRE can increase student engagement and facilitate deeper learning (Suwahyu & Rahman, 2022). Studies show that different strategies, such as cooperative learning models, can significantly improve student learning outcomes, as evidenced by increased mastery of subject matter (Shogren et al., 2018). Teachers who apply evidence-based practices report positive impacts on students' academic engagement and social behavior, further supporting the effectiveness of differentiated instruction in character education (Washington-Nortey et al., 2023).

Another strategy is grouping students based on their abilities and interests. For example, an IRE teacher may divide students into small groups to discuss specific themes in Islam, such as ethics or morals. In this way, students can learn from one another and deepen their understanding of Islamic values. Additionally, adapting the learning materials is a crucial strategy for differentiation. Teachers can provide various materials, ranging from text videos to scholarly articles, allowing students to choose the resources that best suit their learning styles. Data from the Ministry of Education and Culture (2021) shows that students with access to diverse learning resources tend to have a better understanding of the taught material. Therefore, differentiation strategies in IRE are vital for character-building in the digital era. Through varied and innovative approaches, students can more easily understand and apply Islamic values daily.

The novelty of this research lies in integrating IRE-differentiated learning with character education within the context of the digital era. Although much research has been conducted on differentiated learning and religious education, there remains a gap in studies integrating these two aspects in a digital context. Previous research often focused on academic elements without considering the character dimension, which is also crucial in IRE. Therefore, this study aims to fill that gap by exploring how differentiated learning can effectively build student character in Islamic Religious Education within the digital age.

### **Character Education in the Digital Era**

Character education in the digital era is an approach aimed at shaping moral and ethical values within individuals, which has become increasingly important with the rapid advancement of technology (Lara & Deckers, 2020). Character education focuses on developing personality, attitudes, and positive behaviors that align with societal norms and values (Mamkua & Sutrisno, 2023). In the digital context, character education is not limited

to classroom learning but includes social interactions and individual behavior in the virtual world.

The main goal of character education in the digital era is to equip students with critical thinking skills, empathy, and social responsibility. One effort to foster responsible online behavior is by encouraging moral awareness and reflection on the ethical implications of online actions. This can help individuals face challenges such as cyberbullying and misinformation while promoting a culture of respect and responsibility in digital interactions (Ratti & Graves, 2021). Emphasis on virtue ethics encourages adolescents to make moral decisions based on character rather than mere adherence to rules. Research shows that adolescents often justify their online actions through virtue-based reasoning, indicating that character education can significantly influence their moral choices (Harrison & Polizzi, 2022). Therefore, character education is expected to solve these issues by shaping strong and optimistic characters. In Islam, character values are crucial for shaping individual personalities (Samad et al., 2024). The character values emphasized in Islam include honesty, respect for others, responsibility, and social care.

Implementing these character values in Islamic education can be done through teaching based on exemplary examples from Prophet Muhammad SAW and his companions. For instance, in Islamic Religious Education (PAI) lessons, teachers can use storytelling methods to convey inspiring stories that contain character values (Holidi et al., 2021) (Agustin, 2024). This method can enhance students' understanding (Rani & Rahman, 2024), especially in grasping Islamic character values.

Technology has a significant influence on the PAI learning process. The learning process becomes more interactive and engaging with digital tools and platforms, such as learning apps and social media. The use of technology in learning can increase students' motivation (Permadi et al., 2020; Saufi & Rizka, 2021). This shows that technology can be an effective tool to support character education. However, there are challenges to using technology. Students are often exposed to harmful content that can undermine the character values taught. Therefore, educators need to educate students about the wise and responsible use of technology. The integration of Islamic values in character education can be achieved through various strategies, such as developing curricula that include Islamic values, using digital media in teaching, and creating a supportive school environment (Eryandi, 2023). Integrating character values in technology-based learning can help students understand and apply moral principles daily. Although much research has discussed character education in the digital era, there are still gaps in studies linking character education specifically with PAI learning. Many studies focus more on the aspects of technology and teaching methods without considering the character values that must be internalized in the context of religious education. Therefore, this research aims to fill this gap by analyzing how personalized learning in PAI can facilitate student character development in the digital era.

## METHOD

This study employs a qualitative method with a case study approach aimed at exploring an in-depth understanding of the implementation of differentiated learning in



Islamic Religious Education (PAI) and its impact on character building among students at MI Al Khoiriyah Banyuasin. A descriptive qualitative approach was chosen to describe the phenomenon of differentiated learning and explore its contribution to shaping students' character, particularly in the context of the digital era. The research was conducted at MI Al Khoiriyah Banyuasin and was selected for its relevance to the research focus and ease of access to the study subjects.

The data utilized in this study consists of primary and secondary data. Primary data were collected through direct observation of the learning process, in-depth interviews with PAI teachers, the principal, and students, and documentation related to the learning implementation. Secondary data were obtained from school documents, the curriculum used, and relevant literature on character education and differentiated learning. The research informants included PAI teachers experienced in applying differentiated learning, students with varying learning abilities and character backgrounds, and the principal responsible for policies related to the implementation of this method.

Data was collected using three main techniques: observation, interviews, and documentation. Observation was conducted to directly observe the application of differentiated learning in the classroom, aiming to identify the strategies used by teachers and students' responses during the learning process. Interviews aimed to gather in-depth information from teachers, the principal, and students. Interviews with teachers focused on teaching strategies, interviews with students explored their learning experiences, and interviews with the principal delved into supporting policies. Documentation, including teaching materials, lesson plans, and student assessment results, complemented and strengthened data from observations and interviews.

Data analysis was carried out using a thematic analysis approach—the first step involved organizing data from observations, interviews, and documentation into a structured system. The data were then coded to identify key themes, such as differentiated learning strategies, students' character development, and the role of technology in learning. From the identified themes, the researcher explained the relationship between implementing differentiated learning and character-building among students. This approach provides comprehensive insights into the application of differentiated learning in fostering students' character in the digital era.

## **RESULTS**

### **The Role of Differentiated Learning in Character Building**

The research findings indicate that differentiated learning is crucial in promoting character development at Madrasah Ibtidaiyah Al-Khoiriyah. Teachers reported that by using various teaching techniques, such as group work, personalized assignments, and technology-based learning, they could meet the diverse learning needs of students while reinforcing Islamic values.

“I try to understand each student's needs by giving assignments that match their ability levels. For example, I provide deeper tasks such as projects or case studies for

students who grasp the material quickly. In contrast, I give more basic exercises for students who need more guidance” (teacher).

Teachers have implemented differentiated learning in teaching Islamic Religious Education (PAI).

“Teachers used digital platforms to provide students with personalized feedback, helping them reflect on their behavior and academic performance in light of Islamic teachings” (teacher).

“I also use technology to assist me in differentiated learning. Students can access additional materials online, and I use videos or interactive content for students who learn better visually” (teacher).

“I find it easier to learn with videos and pictures, so I enjoy when the teacher gives videos about the stories of prophets. It also makes me more interested in learning religion” (student).

“I learned always to be responsible for my tasks. If I don't complete them, the teacher can see it in the system through the app, so I must be honest” (student).

Based on these interviews, students reflected on Islamic values through their learning approach. The study found that the implementation of differentiated learning in Islamic Religious Education (PAI) subjects, including Fiqh, Islamic Cultural History (SKI), Aqidah Akhlak, and the Qur'an and Hadith, contributed to improving students' understanding of Islamic moral and ethical values. For instance, students with diverse understanding backgrounds can be given tailored materials, enabling them to learn effectively for each individual.

“I like it because the tasks aren't too hard for me. Sometimes I can study on my own using the app at home, and it helps me understand better” (student).

Survey data showed that most students felt more engaged and motivated when the material was taught in a way that suited their needs. Teachers also emphasized that differentiated learning allowed them to create more inclusive classrooms where all students could participate and succeed regardless of their academic abilities. This inclusiveness helps foster respect and empathy among students, key components in Islamic education's character building.

The application of differentiated learning in Islamic Religious Education (PAI) involves the effective use of digital technology. By utilizing online learning platforms, educators can allow students to choose materials that align with their interests and needs. For example, students interested in Islamic history can access modules discussing the stories of the prophets, while students focused on religious practices can learn the proper procedures for prayer. This approach makes the learning process more engaging and allows students to develop their character and potential in line with their interests and talents.

“Differentiated learning can also help students overcome the social challenges they face. In the context of Madrasah Ibtidaiyah Al-Khoiriyah, many students come from diverse backgrounds and face various social and economic difficulties” (teacher)

By implementing a differentiated approach, educators can provide additional support to students who need it through individual guidance or in groups. This approach aligns with

the principles of Islam, which emphasize the importance of helping and supporting one another.

Changes in student character after applying differentiated learning:

“I see students becoming more confident and independent. They know they will receive the help that suits their needs, so they are more honest and open about what they don't yet understand.”

“In addition, I notice an increase in cooperation among students. In groups, higher-ability students help others. This reinforces the value of mutual assistance in Islam.”

Moreover, differentiated learning also allows students to explore and understand Islamic values more deeply. Through various media and methods, students can identify the relevance of Islamic teachings in their daily lives.

“Through online discussions about contemporary issues related to Islamic values, students can learn to think critically and make decisions based on religious principles” (teacher)

This shows that students involved in such discussions tend to be more open and tolerant towards differences. Another positive impact of implementing differentiated learning is students' increased sense of responsibility towards their learning process. With choices in learning methods and assessments, students feel greater control over their education. This contributes to the development of an independent and proactive character. There is also an increase in learning motivation, as seen from students' participation in character-building learning activities after applying differentiated methods in Islamic Religious Education (PAI).

Overall, implementing differentiated learning methods in PAI during the digital era improves student academic outcomes and positive character development. By utilizing technology and various approaches, educators can create a more inclusive learning environment that supports better student character formation. Thus, differentiated learning not only functions to improve students' academic performance but also to shape their character as responsible and virtuous individuals. In this digital era, where access to information is becoming easier, educators must leverage technology to support more inclusive and relevant learning for students.

### **Challenges in Implementing Differentiated Learning**

Despite its many benefits, teachers at Madrasah Ibtidaiyah Al-Khoiriyah also face challenges in implementing differentiated learning.

“The main challenge lies in the readiness of teachers. Not all teachers fully understand the concept of differentiated learning, let alone implement it effectively. We are also constrained by limited resources, which hinder the provision of continuous training for teachers.” (Principal, 2024)

Based on interviews and observations, it was found that one of the challenges in implementing differentiated learning is that not all teachers fully understand the concept. Therefore, training is needed to enhance teachers' skills in this area. One of the main challenges is the lack of resources and adequate training on using digital tools for



differentiated instruction effectively. In addition, teachers have expressed concerns about balancing academic content and character education, especially when preparing students for final exams.

“The biggest challenge is time management. In one class, there are students with very diverse abilities, ranging from those who grasp the material quickly to those who require more intensive guidance. Allocating time for each group according to their needs becomes difficult, especially with the limited duration of class sessions.”  
(teacher)

Based on interviews and observations, another challenge is the time and effort required to plan and implement differentiated lessons, as teachers must create multiple versions of the same lesson to meet the needs of different students. However, most teachers agree that the benefits of differentiated learning, especially in terms of character development, outweigh the challenges they face.

“Classmates who are more capable appear more enthusiastic about the tasks given, while those of us who are less capable sometimes lack confidence and often feel challenged when completing tasks in differentiated learning.” (student)

Based on the interview with the elementary school students, there is a problem with differentiated learning for less capable students.

The findings of this study reveal that implementing differentiated learning at MI Al Khoiriyah Banyuasin faces several challenges. Teachers do not fully understand the concept of differentiated learning, so continuous training is needed to improve their competence. In addition, time management becomes a constraint due to the need to give different attention to students with varying abilities within the limited class time. The lack of digital devices and internet access also hinders the use of technology in learning. Teachers struggle to balance academic content with character development, especially during final exams. Despite these challenges, differentiated learning has been proven to assist in developing students' character. These findings highlight the need for teacher training, improved technology infrastructure, and the development of more flexible teaching strategies.

## DISCUSSION

### The Role of Differentiated Learning in Character Building

Differentiated learning is a pedagogical approach that tailors teaching methods to students' needs, interests, and abilities. In today's digital era, where access to information is vast, differentiated learning has become increasingly crucial, especially in the context of Islamic Religious Education (PAI) at Madrasah Ibtidaiyah Al-Khoiriyah. According to Tomlinson (2017), differentiated learning can enhance students' motivation and help them reach their full potential. In the context of PAI, this approach focuses on academic aspects and character development that are aligned with Islamic values.

Implementing differentiated learning in PAI requires careful planning and a deep understanding of students' needs. At Madrasah Ibtidaiyah Al-Khoiriyah, educators are expected to design a flexible curriculum so students can learn according to their learning

styles. Research by Santrock (2018) shows that different learning styles can influence how students absorb information and understand concepts. Therefore, teachers must recognize these differences and adjust their teaching methods accordingly. One way to apply differentiated learning is by utilizing digital technology as a learning tool. In the context of PAI, educational apps such as Kahoot! or Google Classroom can help teachers present material more interactively. For example, through interactive quizzes, students can learn moral values in a fun and competitive manner. Data shows that using technology in education can increase student engagement by up to 60% (J. Hattie, 2020).

Additionally, project-based learning can effectively implement differentiated learning (Idyan et al., 2023; Saputra et al., 2023). At Madrasah Ibtidaiyah Al-Khoiriyah, students can be encouraged to work in small groups to complete projects related to PAI themes, such as creating posters about noble characters or presentations on influential Islamic figures. In this way, students learn from books and practical experiences that can strengthen their understanding of Islamic values.

However, the challenges of implementing differentiated learning cannot be overlooked. One common obstacle is the lack of teacher training in using this method. According to a report by the National Accreditation Board (BAN) in 2021, many teachers in madrasahs still use conventional teaching approaches that do not adequately consider individual differences among students. Therefore, educational institutions must provide adequate training and resources so teachers can effectively implement differentiated learning. Thus, implementing differentiated learning in PAI in the digital era requires commitment from all parties, including teachers, students, and parents (Faiz et al., 2022). Through good collaboration and the proper use of technology (Hasanah et al., 2023), differentiated learning can become an effective tool in shaping students' character through Islamic values.

Differentiated learning in Islamic Religious Education (PAI) significantly impacts students' character development (Kusnanu & Rasyid, 2024). At Madrasah Ibtidaiyah Al-Khoiriyah, this approach enhances students' understanding of PAI materials and strengthens the character values expected in Islamic teachings. According to classroom observation data, students who learn through differentiated methods improve tolerance, empathy, and cooperation.

One important aspect of character development is students' ability to interact with others. Through group-based learning, students are encouraged to discuss and work together on PAI-related tasks. This helps them understand the material better and teaches important social values, such as respecting others' opinions and working together to achieve common goals. Research by Johnson and Johnson (2014) shows collaborative learning can improve students' social skills and foster positive character traits.

Furthermore, differentiated learning allows students to explore moral values in a broader context. For example, when students are tasked with designing an awareness campaign about the importance of noble character in school, they learn about Islamic values and how to apply them in everyday life (Li et al., 2022). This aligns with the principles of character education, emphasizing the importance of integrating moral values into every

aspect of learning.

However, teachers need to monitor students' character development to achieve maximum impact continuously. Through ongoing evaluation, teachers can identify students needing additional support in certain areas, whether in understanding the material or character development. This way, differentiated learning can be optimized to support students' overall character growth (Arruabarrena et al., 2019). In summary, the impact of differentiated learning on students' character development at Madrasah Ibtidaiyah Al-Khoiriyah is highly positive. With the right approach, students can better understand Islamic teachings and internalize character values that will guide them daily.

### **Challenges in Implementing Differentiated Learning**

The challenges in implementing differentiated learning, such as variations in student abilities and resource limitations, need to be addressed with appropriate strategies. Collaboration between schools, the government, and external parties can enhance access to technology and teacher training (Kumah et al., 2022). Additionally, it is essential to continuously monitor students' character development to optimize differentiated learning. Although differentiated learning has many advantages in Islamic Religious Education (PAI), several challenges must be overcome to ensure success (Juliantari, 2023). One of the main challenges is the diverse abilities and interests of students. At Madrasah Ibtidaiyah Al-Khoiriyah, students come from various backgrounds with differing levels of understanding regarding PAI material. Research by O'Brien (2019) shows that these differences often result in learning gaps, where students who grasp the material more quickly may feel bored, while slower learners may feel left behind.

To address this challenge, teachers need to implement flexible and adaptive strategies (Matulewicz et al., 2020). One solution is to give students choices regarding the material and learning methods. For example, students could learn through videos, articles, or group discussions. By providing this freedom, students can learn in ways that suit them best, thus increasing motivation and engagement in the learning process. Data shows that students given choices in learning tend to achieve better academic results.

Another challenge faced is the lack of adequate resources and technological support. Access to quality technology is essential in this digital age to support differentiated learning (Hasanah et al., 2023). However, not all madrasahs have the necessary facilities to support the use of technology in education. Research conducted by the Ministry of Education and Culture (2021) shows that only 60% of madrasahs in Indonesia have good internet access. This indeed becomes an obstacle in optimally implementing differentiated learning.

As a solution, collaboration between madrasahs and external parties, such as non-governmental organizations or technology companies, can help improve access to resources and technology. Training programs for teachers and the provision of technological devices can be conducted simultaneously to ensure that teachers possess the necessary skills to implement differentiated learning. The government also needs to increase investment in educational infrastructure so that all madrasahs have equal access to technology. By

addressing these challenges, differentiated learning in Islamic Education (PAI) can be implemented more effectively, allowing students to learn according to their needs and ultimately shaping good character through Islamic teachings.

## CONCLUSION

The findings of this study show that differentiated learning has significant potential to support character development in Islamic Religious Education (PAI) at MI Al-Khoiriyah. By tailoring instruction to students' needs, interests, and abilities and integrating Islamic values into the curriculum, differentiated learning helps students grow academically and morally in the digital age. Additionally, digital technology offers new opportunities to support a more effective and comprehensive learning process. Differentiated learning implemented in the context of Islamic Religious Education can enhance students' character development, including values such as responsibility, empathy, cooperation, and patience. This approach improves academic achievement and strengthens character formation by focusing on each student's individuality. However, the successful implementation of this learning approach heavily relies on adequate resources, continuous teacher training, and a supportive school environment.

This study has some limitations, including being limited to one educational institution, MI Al-Khoiriyah, meaning the results may not fully represent the context of differentiated learning in other Islamic institutions. Additionally, this research did not explore the long-term effects of differentiated learning on character development and academic success. The use of digital technology was also only evaluated at the initial implementation stage, so its long-term effectiveness has yet to be measured. For future research, expanding the scope to include various Islamic educational institutions would provide a more holistic view of implementing differentiated learning. Further studies could also explore the long-term effects of differentiated learning on character development and academic success at different educational levels. Moreover, future research can focus on more effective integration of digital technology in Islamic Religious Education lessons, including developing specific tools and platforms to support differentiated learning. A deeper evaluation of teacher training and the development of educators' capacity to implement technology-based differentiated learning is also needed to improve the success of this program.

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