

DIFFERENTIATED LEARNING IN EXTRACURRICULAR TAHFIDZUL QUR'AN OF SMPN 2 KEMLAGI STUDENTS

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ABSTRACT

Education does not only focus on academic aspects, but also has an important role in shaping the character and moral values of students. One form of character education in the religious field can be realized through Tahfidzul Qur'an extracurricular activities. However, the implementation of this activity at SMPN 2 Kemlagi often experiences several obstacles such as learning methods that are still monotonous and differences between students' interests and abilities in memorization that cannot be ignored. The research was conducted with the aim of describing the application of differentiated learning in extracurricular Tahfidzul Qur'an as well as identifying supporting and inhibiting factors in its application. This research used a qualitative method with a descriptive approach. Data were collected through observation, interviews and documentation, then analyzed through the stages of data reduction, data presentation and conclusion drawing. After in-depth analysis, the results show that the implementation of differentiated learning has been carried out effectively, by adjusting teaching strategies based on the readiness, interests and learning styles of each student. This is reflected in the learning practices carried out by the mentor teacher through the application of content, process and product differentiation. The factors that support success include student mapping, adequate facilities, and support from the school environment and parents. Meanwhile, obstacles that arise include time constraints, differences in ability and lack of motivation from some students.

Keywords: Learning; Differentiated; Extracurricular; Tahfidzul Qur'an.

INTRODUCTION (Bookman Old Style 11 bold)

Education has an important role in the development of each individual. The main purpose of education is to improve students' intelligence and help them to hone their potential and interests. (Irawan, 2023) Education is not solely oriented towards academic development, but also contributes to the formation of character and moral values of students. Among various forms of character education, religious education plays a significant role in building and instilling moral and spiritual values in students. (Salsabila et al., 2024)

Islamic religious education also focuses on developing the potential that exists in each child individually. This potential includes various aspects, such as intellectual, emotional and social intelligence. Through Islamic religious education, children are encouraged to hone and develop this potential. (Kamila, 2023) Islamic religious education that focuses on developing the potential of individual children is not only found in the classroom, but also supported through various elaboration activities outside the classroom. These elaboration activities are realized in the form of religious activities organized at school, such as Tahfidzul Qur'an extracurricular activities. (Mukhlisin & Muhlis, 2024)

Tahfidzul Qur'an extracurricular is a learning process with activities to memorize and study the letters in the Qur'an. (Nasution, 2024) This tahfidz activity is an alternative program that can be followed by all students according to their abilities and interests. The tahfidz program also aims to improve the understanding and application of Islamic teachings through activities in the religious field. Through this activity, it is expected to be able to advance the quality of education in the school. (Tsaniyah et al., 2024)

This tahfidz activity is carried out outside of class hours to provide opportunities for students to focus more on improving their memorization. However, the implementation of this tahfidz extracurricular often experiences various kinds of obstacles. One of the main obstacles is the use of learning methods that are still monotonous and ineffective. Conventional teacher-centered approaches, such as the use of talaqqi and sorogan methods, are considered less than optimal in accommodating the diverse learning needs of students. These methods tend to be less interesting and do not foster enough active involvement of students in the learning process, which has the potential to reduce their motivation and interest in memorizing the Qur'an.

Another challenge is the differences in students' interests and abilities in the memorization process, which cannot be ignored. Each student has a different level of ability, way of learning, and fluency in memorization. Therefore, the application of flexible and differentiated learning is the main key in guiding students to remain motivated to continue to develop according to their respective potential.

A flexible approach to learning is key so that each learner can have the most effective learning experience for them. One of the main aspects of the Merdeka Curriculum is that it gives teachers the freedom to apply a variety of diverse learning approaches tailored to the needs of learners. In this case, differentiated learning is an effective strategic solution to be implemented to ensure that each student has a learning experience that is aligned with their potential and needs. (Muktamar et al., 2024)

Differentiated learning is an approach that aims to adjust the learning process in the classroom to accommodate individual learning needs. It involves a series of decisions made by the teacher based on careful consideration focusing on the needs of individual students. (Herwina, 2021) Differentiated learning is a strategy applied by teachers as an effort to adjust the learning process to meet the needs and expectations of each student. Differentiated learning is a learning process in which students will be given learning experiences that are tailored to their ability levels, interests and needs, so that students can understand the subject matter without experiencing frustration or feeling like a failure during learning activities. (Wahyuningsari et al., 2022)

Differentiated learning as part of a learning strategy aims to customize learning methods to suit the needs of each student in the classroom. This flexible approach allows students to hone their potential according to their learning readiness, interests and diverse learning characteristics. Therefore, the teacher's role should be more focused on facilitating and adjusting learning methods to align with the individual needs of each student. (Muktamar et al., 2024)

The concept of differentiated learning can also be applied in various aspects of education, including extracurricular activities such as Tahfidzul Qur'an. Therefore, to overcome these problems, a more flexible and innovative learning approach that is tailored to the needs of students is needed.

This research is very important to do as an effort to improve the quality of Islamic religious education in Indonesia, especially in the field of Tahfidzul Qur'an.

This study aims to examine in depth the application of differentiated learning in extracurricular Tahfidzul Qur'an. This study includes identifying the application of differentiated learning strategies in memorizing the Qur'an, as well as what are the supporting and inhibiting factors in the application of differentiated learning. Thus, this research is expected to provide a comprehensive understanding of the implementation of differentiated learning in religious education, especially in extracurricular Tahfidzul Qur'an.

RESEARCH METHODS

In conducting this research, the researcher applied a qualitative method. Qualitative method is a type of research that aims to analyze various phenomena that exist and occur in the research subject. Qualitative research methods are rooted in the philosophy of postpositivism which is used to study objects in natural conditions, not through experiments. (Sugiyono, 2019) This research was conducted at SMPN 2 Kemlagi which is located on Jl. Raya Mojorejo Village, Sawah, Mojorejo, Kec. Kemlagi, Mojokerto Regency, East Java.

In this qualitative research, the data collection process includes observation, interviews and documentation. In this research, there are two types of data sources, namely primary data and secondary data. Primary data in this study will be collected from interviews and direct observation. Meanwhile, secondary data is taken from various sources such as books, journals or other literature. (Abdussamad, 2021)

Data analysis is the process of systematically processing and compiling data obtained through interviews, field notes, and documentation. This stage is carried out through several steps, including classifying data into certain categories, breaking into small units, and synthesizing and organizing data in clear patterns. This research adopts data analysis that refers to the theory of Miles and Huberman, as cited by Sugiyono. Data analysis techniques in qualitative research can be carried out through several systematic stages, namely:

1. Data Collection
2. Data Reduction
3. Data Display
4. Conclusion Drawing

In qualitative research, a result or data can be declared valid if there is no difference between the results of the report compiled by the researcher and the reality that actually occurs in the research subject. To verify the validity of the data in this study, a triangulation technique was used. (Sugiyono, 2019)

RESULTS AND DISCUSSION

Implementation of Differentiated Learning in Tahfidzul Qur'an Extracurricular Program

From the results of observations and interviews conducted by researchers on the Tahfidzul Qur'an extracurricular activities of SMPN 2 Kemlagi students, researchers saw that this school had implemented differentiated learning in the extracurricular activities. As described in the research results that teachers provide guidance to students based on their respective abilities, interests and learning styles. Teachers also do not generalize memorization targets, but provide flexibility to each student so that they can develop according to their abilities.

This is in line with Carol Ann Tomlinson's theory that differentiated learning is an approach that aims to adjust the learning process in the classroom in order to accommodate the learning needs of each individual. This approach involves a series of decisions made by the teacher based on careful consideration by focusing on the needs of each student. (Purwowidodo & Zaini, 2023)

The difference in students' abilities is one of the main reasons for the importance of implementing a differentiated learning approach in the extracurricular activities of Tahfidzul Qur'an at SMPN 2 Kemlagi. Each student has a different learning speed, so the mentor needs to adjust his teaching methods so that learning activities can run effectively. This difference indicates that each student has a unique learning ability, so it cannot be generalized in the learning process. In the context of differentiated learning, teachers need to identify and understand these differences so that they can plan appropriate learning patterns for each student according to their needs.

Based on the results of the interview, the mentor teacher said that he tried to recognize the characteristics of each student and adjust the coaching approach to suit their abilities. For example,

students who are able to memorize quickly will be given more targets or memorization tasks, while students who are still having difficulty or are slow in memorizing will be given additional time to muroja'ah and assisted in reading the verse repeatedly until they can.

The strategy used by the mentor teacher shows concern for the development of each student, as well as being clear evidence of the application of differentiated learning. By providing opportunities for students to develop according to their potential, the learning atmosphere becomes more comfortable. Students will not feel burdened to match the achievements of their friends, but instead motivated because they feel cared for by their teachers.

There are three strategies in differentiated learning, namely, content differentiation, process differentiation, and product differentiation. (Swandewi, 2021) In the Tahfidzul Qur'an Extracurricular at SMPN 2 Kemlagi, these three aspects can be clearly identified in the learning practices carried out by the mentor teacher.

1. Content differentiation

Content in Tahfidzul Qur'an extracurricular activities is a concrete manifestation of the teacher's efforts to understand the learning needs of each student. Based on the results of interviews and observations, it can be concluded that teachers have implemented the content differentiation strategy well. Teachers do not apply one method for all students, but adjust learning materials and methods based on three important aspects, namely learning readiness, interests and student learning profiles.

2. Process differentiation

In this activity, knowing whether students are learning independently or in groups is important for teachers. In addition, the teacher also determines the level of support to be provided, including recognizing students who need more guidance and students who only need guiding questions to learn on their own. All these aspects need to be taken into account when designing the learning scenario.

It is known that each student has a different ability to memorize, so the same method cannot be used for all students. Process differentiation can be seen in the way teachers guide students based on their learning styles and abilities. Students who are able to memorize quickly, have memorized from home or from TPQ, they only need a little direction from the teacher then deposit their memorization. Meanwhile, students who are slower in memorizing or facing difficulties, the teacher will provide special assistance and give additional time to memorize.

3. Product differentiation

In differentiated learning, the product is the final result that shows students' understanding of the material that has been learned. In tahfidz activities, students' products are in the form of memorizing the Qur'an which must be deposited with the supervising teacher as evidence of learning progress. Each student is given freedom in depositing his memorization. For students who are able to memorize quickly, they usually deposit a large amount of memorization, which can reach one to three pages. Meanwhile, students who need more time are still given space to deposit their memorization according to their abilities.

In addition, as a form of further evaluation of student memorization results, the school also provides opportunities for those who have reached certain memorization targets to take the Munaqosah / Emajuzah exam. This exam is a form of appreciation for students' achievements in Tahfidz activities, as well as additional motivation for students to continue to improve their memorization.

Supporting and inhibiting factors in the implementation of differentiated learning in extracurricular Tahfidzul Qur'an activities

In the implementation of differentiated learning in Tahfidzul Qur'an activities, there are various factors that support and hinder its implementation. These factors play a very important role in determining the extent to which learning effectiveness can be achieved. The successful implementation of differentiated learning in Tahfidz extracurricular activities is inseparable from the existence of a number of supporting factors that help facilitate the student learning process. (Prabaningtyas et al., 2024) The aspects that support the implementation of differentiated learning to meet the learning needs of each student include:

1. Learner Mapping

The aspect of learner mapping is the main factor that drives the implementation of differentiated learning in extracurricular Tahfidz. In its implementation, the supervising teacher

actively observes and understands the level of ability of each student in memorizing the Al-Qur'an. This can make students learn according to their abilities with the adjustment of the right teaching approach.

2. Student Profiling

Identifying student characteristics is an important step that affects the success of the learning process. The mentor teacher has conducted student profiling by observing, understanding, and recording the characteristics of each student. Starting from the ability to read the Qur'an, the speed in memorizing, to the most suitable way of learning for each student. From the students' point of view, the freedom to choose the most comfortable memorization method greatly supports them in learning. Some students memorize more easily by listening (auditory), some feel comfortable by reading first repeatedly (visual), some others by writing the verses of the Qur'an (kinesthetic). By understanding these characteristics, teachers can adjust learning strategies according to their abilities.

3. Adequate Facilities

The availability of adequate facilities is also an important factor that supports the success of differentiated learning. Beautiful and quiet school environment, adequate classrooms, and tools such as murottal recordings can create a conducive learning atmosphere for students in memorizing. This kind of physical environment support helps students to concentrate more, feel comfortable, and motivated in achieving their memorization targets.

4. Student Learning Motivation

In this case, providing motivation by the supervising teacher also has an important role in supporting the success of learning. As explained in the research results that the supervising teacher actively provides reinforcement to students by explaining the benefits of participating in extracurricular Tahfidz.

This reinforcement is an effort made by the teacher to instill and strengthen the good behavior of students through providing appropriate appreciation. The main goal is for students to feel valued and motivated to continue repeating these positive behaviors. This action is given based on the principles of behavior change, so as to help students form and maintain these good habits in the learning process. (Rohmad, 2019)

5. External Support

Strong external support was obtained from various parties, such as the principal, other teachers, and parents. The principal showed his support by providing a comfortable room and other supporting facilities. Other teachers also encouraged students' enthusiasm by reminding them of extra activity schedules, motivating them, and creating a positive atmosphere at school. Meanwhile, parents play a big role in strengthening the learning process at home, such as monitoring the progress of their children's memorization, some of them also help to listen to memorization directly.

In addition to the various supporting factors that facilitate the implementation of differentiated learning, several obstacles are still encountered in its application. (Purnawanto, 2023) The factors that hinder the implementation of differentiated learning include:

1. Time Factor

One of the main obstacles in implementing differentiated learning is limited time. It is certainly a challenge for teachers, because teachers will find it difficult to give maximum attention to each student, especially if the number of participants is quite large. This challenge has an impact on the effectiveness of differentiated learning implementation, because teachers need more time and energy to recognize the needs of each student, adjust learning methods, and provide fair assistance.

2. Differences in Student Ability

In extracurricular activities, teachers are faced with conditions where each student has a different level of ability and speed in memorizing the Al-Qur'an. Some students are quick to understand and remember memorization, but not a few also require longer time, more frequent repetition, and a special approach in order to achieve their memorization targets. This certainly poses its own challenges, especially with limited time and a large number of students, so teachers have difficulty adjusting learning methods to the maximum. Ideally, differentiated learning provides an opportunity for teachers to customize approaches based on students'

readiness, interests and learning styles. However, in practice, this adjustment is not always easy to do thoroughly in limited time.

3. Lack of Student Motivation

One of the principles in differentiated learning is to provide learning experiences that suit students' individual profiles and needs, both in terms of ability and interest. However, if students' motivation is low, then the effectiveness of this approach can also be hampered. As explained in the research results that although the mentor teacher uses an approach that has been adapted to students' learning styles, such as giving students the freedom to choose the most comfortable way of memorizing, in fact there are still some students who seem less enthusiastic during the activity.

CONCLUSIONS

The implementation of differentiated learning is done through a structured approach that considers students' personal learning needs. The mentor teacher applies the principle of differentiation by adjusting learning strategies based on the level of readiness, interest and learning style of each student. This is reflected in the learning practices carried out by the mentor teacher through the application of content, process and product differentiation. Teachers do not generalize memorization targets, but rather give assignments according to students' abilities. The successful implementation of differentiated learning is influenced by several supporting factors. These factors include learner mapping, student profiling, adequate facilities, student learning motivation, and external support from the principal, fellow teachers and parents. However, the implementation of differentiated learning is also inseparable from various inhibiting factors. Among them are time constraints, differences in student abilities and lack of motivation from some students. The findings indicate that the supporting and inhibiting factors in implementing differentiated learning are strongly influenced by the situation and conditions that occur in the field.

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