Development of Differentiated Learning Strategies with an Inclusive Approach at Madrasah Aliyah in Deli Serdang

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Abstract

This research aims to develop a differentiated learning strategy that incorporates an inclusive approach in Islamic jurisprudence to enhance student learning outcomes at Madrasah Aliyah Negeri 1 Deli Serdang. This research employed the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model, developed by Robert M. Branch. The research findings of this study demonstrate the effectiveness and practicality of implementing a differentiated learning strategy with an inclusive approach in Islamic jurisprudence (Fiqh). Learning activity increased across trials, with a score of 2.67 in the first trial (practical with minor revisions) and rising to 3.67 in the second trial (very practical). Most notably, the strategy was found to be effective in enhancing student learning outcomes, as indicated by the results of a statistical paired t-test, where the calculated t-value (17.86) exceeded the critical t-value (2.045). Furthermore, the normalized gain (N-Gain) score reached 0.587, reflecting a moderate level of improvement.
Keywords: learning strategy, differentiated learning, inclusive approach

Abstrak

*Penelitian ini bertujuan untuk mengembangkan strategi pembelajaran yang dibedakan dengan menggunakan pendekatan inklusif dalam hukum Islam untuk meningkatkan hasil belajar siswa di Madrasah Aliyah Negeri 1 Deli Serdang. Penelitian ini menggunakan model ADDIE (*Analyze, Design, Develop, Implement, and Evaluate*) yang dikembangkan oleh Robert Maribe Branch. Temuan penelitian ini menunjukkan efektivitas dan kepraktisan penerapan strategi pembelajaran yang dibedakan dengan pendekatan inklusif dalam hukum Islam (Fiqh). Aktivitas belajar meningkat di seluruh uji coba, dengan skor 2,67 pada uji coba pertama (praktis dengan revisi kecil) dan naik menjadi 3,67 pada uji coba kedua (sangat praktis). Terutama, strategi tersebut ditemukan efektif dalam meningkatkan hasil belajar siswa, sebagaimana ditunjukkan oleh hasil uji-t berpasangan statistik, di mana nilai-t hitung (17,86) melebihi nilai-t kritis (2,045). Lebih lanjut, skor gain ternormalisasi (N-Gain) mencapai 0,587, yang mencerminkan tingkat peningkatan yang sedang.*
Keywords*: strategi pembelajaran, pembelajaran terdiferensiasi, pendekatan inklusif*

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INTRODUCTION

The arrival of the independent curriculum must be responded to positively, especially for Islamic religious education at all levels. The implementation of the independent learning curriculum is expected to enable students to take a stand, understand, and apply Islamic educational values in their daily activities (Darise, 2021: 2-3). The fundamental changes in the independent curriculum aim to create a more flexible, relevant, and student-centered education. The independent curriculum prioritizes differentiation and freedom of learning, as well as a competency-based approach relevant to the conditions and challenges of the 21st century (Arends & Kilcher, 2010). The implementation of the independent curriculum is expected to bring significant changes for teachers and students. By emphasizing essential learning processes aligned with students' interests and abilities, the implementation of the independent curriculum will make the classroom learning experience feel more engaging and liberating (Purnawanto, 2023).

The role of teachers in implementing the independent learning curriculum is to develop engaging, efficient, simple, motivating, enjoyable, and challenging learning experiences that encourage students to actively participate in the learning process. Students are free to express themselves as they develop their interests, abilities, creativity, and independence, aligning with their cognitive, physical, and psychological-emotional development, appropriate to their learning stage (Wahono, 2022).

The learning process must be designed to encourage active student involvement and provide sufficient opportunities for initiative, creativity, and independence, aligned with their interests, talents, and physical and mental growth. Each teacher must consider the uniqueness of each student when designing learning, emphasizing learning principles that provide opportunities for students to develop according to their potential, both physically and mentally, through exemplary values (Kebudayaan, 2017).

Learning should be conducted in an interactive and enjoyable learning environment that motivates students to be actively engaged. However, in reality, students are not provided with the stimulation to enhance their creativity and thinking skills. Students are generally directed toward memorization. This also occurred at State Islamic Senior High School (MAN) 1 Deli Serdang. Observations revealed that teachers were not yet maximizing their implementation of differentiated learning strategies. They preferred expository learning strategies, in which teachers directly convey information to students through lectures and question-and-answer sessions. Consequently, students' diversity and backgrounds were not taken into account during learning activities. As indicated by initial observations at MAN 1 Deli Serdang, teachers delivered learning materials using lectures and question-and-answer methods. The educational interaction pattern was one-way, involving only the teacher and students. After the lesson, students were given independent assignments to complete (Observations were conducted for one week, from August 3-10, 2024).

This aligns with Raihani's findings, which revealed that Islamic Religious Education (PAI) learning in many madrasas in Indonesia is still dominated by lectures and memorization. According to him, this condition is caused by an over-reliance on a classical approach; the use of similar methods results in underdeveloped critical thinking skills in students. Teachers need to be able to support each student from various backgrounds to achieve maximum learning outcomes by implementing various learning models, such as cooperative learning, simulations, role-playing, and discovery (Raihani, 2017).

Each student is a unique individual, so ideally, classroom learning activities should be tailored to their characteristics and learning needs. However, on-site experience shows that classroom learning methods are often monotonous, relying on teacher-centered approaches, such as question-and-answer sessions and lectures, and failing to adapt to the diverse learning needs of students (Booth & Ainscow, 2016).

In the context of Islamic Religious Education (PAI), the need for differentiated learning strategies is truly urgent. PAI not only aims to transfer knowledge but also to shape students' character and morality. However, the reality on the ground indicates that learning is still dominated by approaches and strategies that ignore individual student needs. This situation significantly impacts student motivation, commitment, and low learning outcomes (Tomlinson & Strickland, 2005).

In Islamic Religious Education (PAI) learning, this differentiated learning strategy is highly relevant to implement, where teachers not only deliver religious material but are also expected to create a friendly, fair learning environment that engages all students in classroom learning (Loreman, 2017).

In general, differentiated learning has been widely researched and discussed in various subjects. However, its specific application in Islamic Religious Education (PAI) learning is still very limited, especially with an inclusive approach. Previous research has primarily focused on the cognitive domain and general classroom management, with limited integration or collaboration on inclusive values within differentiated learning strategies in Islamic Religious Education (PAI) learning.

Differentiated learning strategies offer a solution to this challenge. According to Hall et al., differentiated learning is an instructional approach that responds to students' diverse learning preferences to maximize individual growth and success (Hall et al., 2011: 2-3).

Differentiated learning strategies aim to tailor classroom teaching and learning activities to meet the unique learning needs of each individual student. Meanwhile, differentiated learning and adaptation to learning needs encompass students' motivation to learn, their learning styles, and their learning outcomes. All of these learning needs are met through differentiated learning. Teachers must consider that each student has diverse learning needs and brings something unique to their class (Maulidia & Prafitasari, 2023; Valiandes et al., 2017).

Differentiated learning has proven highly effective in meeting the needs of diverse students in an inclusive learning environment. In this approach, educators recognize variations among students, including their unique needs, skills, talents, and learning styles, and tailor instruction, materials, and learning strategies to meet individual needs. By implementing differentiation in content, activities, products, and learning environments, differentiated learning can produce understanding that is both appropriate and meaningful, aligned with students' strengths and weaknesses. This ultimately fosters student enthusiasm and participation in learning activities while motivating collaboration to improve their social skills (Tomlinson, 2001). However, implementing differentiated learning is not without challenges and obstacles, including effective time management, the development of diverse materials, and the administration of fair and appropriate assessments. However, with dedication and diligent effort, schools can address this issue and create an inclusive learning environment for all students. (Almujab, 2023: 148-165).

To address the challenges identified in implementing the independent curriculum at Madrasah Aliyah Negeri 1 Deli Serdang, this study proposes a differentiated learning strategy that leads to an inclusive learning approach. The link between the problem—

namely, the lack of personalized learning that accommodates students' diverse abilities and needs and the proposed solution lies in the capacity of differentiated instruction to promote equity, engagement, and accessibility. While the independent curriculum encourages flexibility and learner autonomy, without a clear pedagogical framework such as differentiation, its goals risk remaining theoretical. Therefore, adopting a differentiated approach that evolves into an inclusive model is not only a pedagogical choice but also a necessary strategy to ensure that the independent curriculum becomes genuinely transformative for all students, especially in subjects such as Fiqh that involve religious education. This emphasizes the urgency of the present research as it directly responds to both practical classroom challenges and broader educational reform goals.

Based on the above description, the development of differentiated learning strategies with an inclusive approach in Islamic Jurisprudence (Fiqh) at MAN 1 Deli Serdang constitutes an integrative strategy. This research develops a differentiated learning strategy that integrates an inclusive approach in Islamic Jurisprudence (Fiqh) subjects.

METHOD

This research employs the Research and Development (R&D) method, also referred to as the development research approach. This R&D model was originally an industry-focused approach, using research findings to create new products and processes. The resulting prototype is then systematically tested in the field, assessed, and improved until it meets established standards of effectiveness, quality, and efficacy (Gall et al., 2003: 569). This study employs the ADDIE development model, which is well-suited for designing instructional strategies grounded in the principles of inclusive education. As a form of Research and Development (R&D), the ADDIE model enables the systematic creation, implementation, and evaluation of a product, in this case, a differentiated learning strategy for Fiqh instruction. Each phase of ADDIE was operationalized through specific actions: during the Analysis phase, researchers conducted needs assessments through teacher interviews and student diagnostics; in the Design phase, instructional objectives were formulated alongside differentiated content structures; during the Development phase, lesson plans and learning materials were created and validated by subject matter experts. The Implementation phase involved pilot testing the strategy in classroom settings, while the Evaluation phase employed both formative and summative assessments. Data collection instruments included student activity observation sheets, teacher response questionnaires, and learning outcome tests. These tools were used to measure both the practicality of the strategy—through teacher and student responses—and its effectiveness, determined through pre-test and post-test score comparisons using statistical analysis. Including these instruments ensures that the development process is not only theoretically sound but also empirically measurable and replicable.

This research will use the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to implement differentiated and inclusive learning in Islamic religious education at Madrasah Aliyah Negeri 1 Deli Serdang. The selection of the ADDIE model was based on several considerations, namely:

1. The ADDIE model is a generic learning design model that offers an organized process for both face-to-face and online learning.
2. This model allows for the use of a product-based approach with interactive and systematic stages.

3. ADDIE can be applied to develop learning across various domains, including intellectual, psychomotor, and affective skills, making it highly suitable for differentiated learning strategies with an inclusive approach.
4. The ADDIE model also opens up opportunities for developers to collaborate with curriculum, learning, instructional design, and evaluation experts, which in turn results in the development of quality products (Branch, 2009).

The stages in the ADDIE model are divided into five interrelated phases, namely:

1. Analysis: In this phase, the actual conditions in the learning situation and the desired expectations are explained. This analysis focuses on identifying the needs of the product to be developed.
2. Design: In this phase, the product is designed to meet the previously identified needs.
3. Development: In this phase, the designed product is built and tested to ensure its quality and functionality.
4. Implementation: This phase involves using the developed product in a relevant context.
5. Evaluation: In this final phase, each step of the activity and the resulting product are assessed to ensure that they meet the predetermined specifications.

The data analysis employed in this study focuses on the practicality, effectiveness, and validity of the inclusive approach differentiated learning strategy, aligning with the research objectives. In this study, the validity of the inclusive approach differentiated learning strategy is analyzed from the validation findings by experts, while its practicality and effectiveness are analyzed from the testing findings. The practicality analysis is derived from the observation data of the inclusive approach differentiated learning strategy implementation, and the effectiveness of this strategy is assessed through the implementation itself, which is carried out using the experimental method "One-Group Pretest-Posttest Design". In this experimental design, there is no control group; however, subjects will undergo a pretest before receiving treatment, allowing for more precise evaluation of the treatment results through comparison with their pre-treatment conditions (Sugiyono, 2015).

RESULT AND DISCUSSION

The practicality of differentiated learning strategy is seen from the students' learning activities during the learning process, which shows an increase from the first observation to the second observation in line with the observed aspects. The increase in students' learning activities in the first and second trials can be described as follows: (a) an increase in students' activities in studying the reading texts given by the teacher related to the material studied from the first observation of 3.00 and increased in the second observation to 4.00; (b) an increase in students' activities in doing the assignments given by the teacher from the first observation of 2.50 and in the second observation increased to 3.00; (c) an increase in students' activities in asking questions and responding to questions from teachers or friends from the first observation of 3.00 and in the second observation of 4.00; (d) students discussed in their respective groups and provided questions and responses to other groups in the first trial of 2.50 in the first observation and became 4.00 in the second observation; (e) students' activities in making summaries of the material studied in the first stage of 2.50 in the first observation increased to 3.50 in the second observation; and (f) student activity in working on assignments independently/in groups from the first observation of 2.50 increased in the second observation to 3.50. The differentiated learning strategy with an inclusive approach to

Islamic religious education learning that was developed was proven to be effective in improving student learning outcomes, with the N-Gain coefficient as follows:

Table 1.
Pre-Test and Post-Test Value Data and Differences for Each Pair
(D = Post-test - Pre-test)

No	Code	Pre-Test (X)	Post-Test (Y)	D
1	AA	63	90	27
2	AB	60	90	30
3	AC	50	77	27
4	AD	70	93	23
5	AE	43	77	34
6	AF	53	87	34
7	AG	43	77	34
8	AH	50	77	27
9	AI	60	83	23
10	AJ	53	77	24
11	AK	70	90	20
12	AL	60	80	20
13	AM	57	80	23
14	AN	63	77	14
15	AO	67	83	16
16	AP	60	80	20
17	AQ	73	90	17
18	AR	67	80	13
19	AS	63	80	17
20	AT	60	90	30
21	AU	50	77	27
22	AV	53	90	37
23	AW	60	80	20
24	AX	47	90	43
25	AY	67	77	10
26	AZ	57	90	33
27	BA	60	83	23
28	BB	60	80	20
29	BC	50	83	33
30	BD	43	77	34

Mean and Standard Deviation of Difference (D = Post-test - Pre-test)
Total D = 743
Mean Difference D = 743/30 = 24.77

Table 2.
Variance and Standard Deviation of the Difference: Calculating ∑(Di – Ď)2

D	D – Ď	$(D – Ď)^2$
27	2,23	4,97
30	5,23	27,34
27	2,23	4,97
23	-1,77	3,13
34	9,23	85,20
34	9,23	85,20
34	9,23	85,20
27	2,23	4,97
23	-1,77	3,13
24	-0,77	0,59
20	-4,77	22,76
20	-4,77	22,76
23	-1,77	3,13
14	-10,77	116,03
16	-8,77	76,92
20	-4,77	22,76
17	-7,77	60,37
13	-11,77	138,56
17	-7,77	60,37
30	5,23	27,34
27	2,23	4,97
37	12,23	149,56
20	-4,77	22,76
43	18,23	332,33
10	-14,77	218,18
33	8,23	67,72
23	-1,77	3,13
20	-4,77	22,76
33	8,23	67,72
34	9,23	85,20

The practicality of the differentiated learning strategy is demonstrated by the improvement in students' learning activities observed from the first to the second trial. The differentiated learning strategy developed in this study, combined with an inclusive approach in Islamic religious education, encourages student engagement across multiple dimensions of classroom interaction.

This finding aligns with Tomlinson's (2014) emphasis that differentiated instruction is an approach that proactively modifies teaching methods, content, learning processes, and assessment to address the diverse readiness levels, interests, and learning profiles of learners. The increase in students' activities such as reading assigned texts, completing tasks, asking and responding to questions, participating in discussions, summarizing materials, and working both independently and collaboratively aligns with the active learning principles advocated in differentiated instruction.

Empirical data show consistent growth in student engagement metrics: for example, students' participation in reading texts improved from 3.00 to 4.00, the number of questions asked and responded to rose from 3.00 to 4.00, while group discussions

increased from 2.50 to 4.00. These results mirror Borich's (2017) assertion that observable learning behavior is one of the strongest indicators of instructional effectiveness.

The analysis of student performance, measured through pre-test and post-test data, reveals a significant improvement. The mean pre-test score of 53.23 increased to a post-test average of 80.67. The average gain score (D) was 24.77, with a standard deviation of 7.60. This gain translates to a normalized N-Gain of 0.587, indicating a moderate to high effectiveness level according to the Hake (1998) classification. Hake (1998) states that a normalized gain score of 0.3–0.7 represents moderate effectiveness of a given instructional strategy.

This improvement supports the theoretical stance of Slavin (2012), who explains that student achievement significantly increases when instructional strategies are tailored to the specific needs and existing competencies of learners. Differentiated learning offers both cognitive and emotional scaffolding, which are essential for inclusive learning environments.

The inclusive nature of the approach also aligns with Florian and Black-Hawkins (2011), who argue that inclusive pedagogy involves expanding what is normally available to all learners, rather than establishing separate provisions for some. In the context of this study, the use of a differentiated strategy ensured that students with varying levels of ability remained engaged and benefited from a shared instructional experience.

The strategic use of varied instructional tasks also resonates with Bloom's Taxonomy, particularly in promoting higher-order thinking skills through summarizing, questioning, and collaborative discourse. These learning activities reinforce the notion that differentiated instruction, when implemented effectively, not only improves learning outcomes quantitatively but also qualitatively in terms of student engagement and critical thinking.

N-Gain Interpretation

The N-Gain value of 0.587 falls into the moderate category (0.3, N-Gain, 0.7), indicating a significant improvement in learning outcomes. The differentiated learning strategy with an inclusive approach in Islamic jurisprudence (Fiqh) learning developed was proven effective in improving student learning outcomes, with an N-Gain coefficient of 0.587, which falls into the moderate category. Meanwhile, the results of the practicality test of the differentiated learning strategy with an inclusive approach in Islamic religious education learning, based on teachers' learning abilities, conducted in the first trial, showed an average score of 2.73, categorized as practical. Meanwhile, in the second trial, the average practicality score for the differentiated learning strategy with an inclusive approach was 3.76, categorized as very practical.

Based on observations of the practicality of the differentiated learning strategy with an inclusive approach in the first trial, the following aspects were observed: a score of 2.63 for syntax practicality, categorized as practical. The practicality of the social system was categorized as practical. The practicality of the management reaction principle was categorized as practical.

Observations on the practicality of implementing the differentiated learning strategy with an inclusive approach in the second trial revealed the following aspects: a score of 3.81 for syntax practicality, categorized as very practical. A score of 3.50 for social system practicality, categorized as practical, and a score of 3.60 for management reaction principle practicality, categorized as very practical.

The data above demonstrates that the implementation of the differentiated learning strategy with an inclusive approach is practical, especially after the second trial. This is based on the teachers' ability to consistently apply the differentiated learning strategy with an inclusive approach in the implementation of Islamic religious education in the classroom (Lawrence & Brown, 2016; Mitchell, 2018). If teachers' consistency continues to improve, this will positively impact the practicality and effectiveness of the differentiated learning strategy with an inclusive approach. Thus, the objectives and principles of Islamic religious education, when implemented using differentiated learning strategies with an inclusive approach, can enhance student learning activities and outcomes (Plomp, 2010; Florian, 2019).

The practicality of the differentiated learning strategy with an inclusive approach in the first trial, with a score of 2.57, was still low compared to the practicality of the differentiated learning strategy with an inclusive approach in the second trial, with a score of 3.64. This is understandable because during the implementation of the learning, the teacher was not yet fully able to consistently implement the contextual learning syntax. The implementation of differentiated learning with an inclusive approach could improve from the first and second trials due to the teacher's mastery of implementing the differentiated learning strategy with an inclusive approach in the classroom, supported by the availability of pre-prepared learning materials, namely the learning strategy book, student book, teacher book, and student activity sheets (Spratt & Florian, 2015).

Effectiveness of Learning Strategies

The results of testing the effectiveness of differentiated learning strategy products with an inclusive approach compared by the pre-test and post-test results.
Calculating the t-value (Paired t-test)

$$t = \frac{\check{D}}{s_D / \sqrt{n}} = \frac{24{,}77}{7{,}60/\sqrt{30}} = \frac{24{,}77}{7{,}60/5{,}477} = \frac{24{,}77}{1{,}387} = 17{,}86$$

Determining the t-table value

Degrees of freedom (df) = n – 1 = 29. With a significance level of α = 0.05 (diagonal test), the t-value for df = 29 is 2.045 (see distribution table). The results of testing the effectiveness of the differentiated learning strategy product with an inclusive approach, comparing pre-test and post-test results, yielded a calculated t-value of 17.86. This value exceeded the t-value at α = 0.05, which was 2.045. Because the calculated t-value is greater than the t-value, Ho is rejected. Therefore, it can be concluded that there is a significant difference between the pre-test and post-test, and that the differentiated learning strategy with an inclusive approach is effective in improving student learning outcomes. Furthermore, the N-Gain test results indicate a normalized gain value of 0.587, which falls within the moderate category. The N-Gain test results indicate a normalized gain value of 0.587, which falls within the moderate category, thereby improving learning activities and student learning outcomes.

The results indicated a calculated t-value of 17.86, which is significantly higher than the critical value of 2.045. Since the calculated t-value exceeds the critical t-value, the null hypothesis (Ho) is rejected. This finding suggests a statistically significant difference between the pre-test and post-test scores, indicating that the differentiated learning strategy with an inclusive approach has a measurable positive impact on student learning outcomes.

In addition to the t-test, the effectiveness of the intervention was further evaluated using the N-Gain test. The normalized gain score obtained was 0.587, which falls into the moderate category. This result reflects a significant improvement in both student engagement during learning activities and overall academic performance, as measured by the increase in test scores. Consequently, the learning strategy can be deemed moderately effective in enhancing students' learning outcomes within an inclusive educational framework.

CONCLUSION

The differentiated learning strategy developed with an inclusive approach demonstrates a high level of practicality and effectiveness in the context of Islamic religious education. From the teacher's perspective, the practicality score reached 3.76, while from the students' perspective, it was 3.67, both falling under the category of "very practical." These findings indicate that the designed instructional model is feasible and can be effectively implemented in classroom settings. Furthermore, the strategy is effective in enhancing student learning outcomes. This is supported by the results of the paired sample t-test, which yielded a calculated t-value of 17.86, significantly exceeding the critical t-table value of 2.045 at $\alpha = 0.05$. Additionally, the normalized gain (N-Gain) score of 0.587 reflects a moderate level of effectiveness, signifying that students experienced meaningful academic improvement following the implementation of this strategy. Improvements were also noted in learning activities and the alignment of instructional time with ideal learning durations for both students and teachers. Given these promising results, future research is recommended to explore the application of differentiated learning strategies with inclusive approaches across other subject areas and educational levels, particularly in secondary and higher education contexts. Further investigations may also examine long-term impacts on students' critical thinking, collaboration, and independent learning skills. In addition, mixed-method studies that integrate qualitative data, such as classroom observations and student interviews, could provide deeper insights into how inclusive differentiation supports diverse learners. Exploring the integration of digital tools or adaptive technologies within differentiated learning frameworks also presents a valuable direction for advancing inclusive pedagogy in the digital era.

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