



Differentiated Learning with an Islamic Values Approach: Alternative Path to the Third Supra-rational Dimension

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Abstract. Uniformizing learning models for students with different abilities is a complicated problem in the world of education. The aim of this research is to examine paradigmatically the supra-rational dimension based on Islamic values as an approach to differentiated learning, the obstacles that arise and their impact on students with different levels of reasoning. This research was carried out at SD Muhammadiyah Candirejo Borobudur as one of Sekolah Penggerak in Magelang Regency. This research is included in the descriptive-qualitative type of research. Data collection was carried out by interviews, observation and documentation. The data obtained was analyzed based on mapping teachers' strategies for internalizing Islamic values as a supra-rational dimension in differentiation learning. The results of this research can provide an alternative solution to the third differentiation learning approach which is explored from the supra-rational dimension of Islamic values. In conclusion, a supra-rational approach with Islamic values in differentiated learning can provide learning services according to the level of students' abilities and at the same time strengthen character as an accompanying impact.

Keywords: Differentiated Learning, Supra-Rational, Islamic Values.

1 Introduction

The heterogeneous characteristics of students, seen in terms of their level of ability in following lessons in class, greatly influence the process and results of the learning carried out by the teacher. Smart students will quickly receive lessons well, while slow students will have difficulty following the lessons. On the other hand, the uniformity of learning models for children with different abilities has resulted in sharp disparities in the acquisition of learning outcomes and other abilities. In fact, students can develop optimally according to their different abilities. The concept of differentiated learning is an alternative in creating a learning system in the classroom by selecting the right method for each child's abilities which are mapped before learning begins. However, the difficulties experienced by teachers in the classroom are that apart from requiring extra teacher abilities in mastering pedagogical competencies, they also require strengthening self-control in solving the problems faced [1].

Several researchers have tried to overcome the problem of differentiated learning with positive results. First, it can make it easier for teachers to handle the problems of students with diverse abilities and meet their learning needs [2],[3],[4],[5],[6]. Second, it can help increase motivation, academic achievement, and constructively build students' previous knowledge [7],[2]. Third, can adopt specific teaching strategies, create variations in learning activities, monitor individual student needs, and pursue optimal learning outcomes [8],[9],[10],[11],[12],[13].

Research that has been conducted on a pragmatic level has not been on substance that leads to a supra-rational approach, an alternative dimension through spiritual development. The supra-rational dimension itself must be fully understood only in the life of religious communities [14] and focuses more on the formation of people who are faithful and devout, and have noble morals first [15].

Through a spiritual approach, Islamic values in differentiated learning can be a third alternative way to grow awareness and confidence in understanding which continues to be pursued as part of the life process, both by teachers and students.

2 Method

This research design uses a qualitative-descriptive approach, namely to provide an overview of a phenomenon that occurs [16]. This is to analyze differentiation learning data that has been practiced by teachers in elementary schools. The research object was carried out at one of the Sekolah Penggerak, namely SD Muhammadiyah Candirejo Borobudur Magelang. The research subject focused on the learning committee consisting of the principal and two class teachers.

Data collection techniques were carried out through in-depth interviews, observation and documentation. Theoretical deepening is carried out through literature studies, both from theoretical books and from journals related to research problems. Data analysis is carried out by (a) data reduction, namely summarizing, selecting the underlying things and focusing on substantive things, (b) displaying the data, in the form of summaries, tables and charts to facilitate understanding of research results, (c) An interesting conclusion is to provide an interpretation of the concept formulated by [17], in this case the suprarational approach to Islamic values in differentiated learning.

3 Results and Discussion

3.1 Supra-rational dimensions of Islamic values: Alternative differentiated learning approaches

The steps taken by teachers in differentiated learning at SD Muhammadiyah Candirejo Borobudur are (a) mapping the potential of students in the class through formative tests at the beginning of learning, (b) determining the learning strategies and approaches used, (c) providing assessments to measure level of student achievement, (d) reflection on learning and follow-up.

The level of student achievement in learning is focused on literacy, numeracy and character abilities. Students' literacy and numeracy abilities are very diverse. From the mapping results, teachers classify students into three knowledge groups, namely the intelligent group, the average group, and the slow learner group. Strengthening through special assistance is given to students in the slow learner group after school hours have finished. Character as a part that is familiarized and exemplified is inherent in students' lives both in class and outside of class so that it can create a good school culture.

The supra-rational dimension as an alternative approach is carried out through habituation, example and teaching that is developed continuously (*istiqomah*). In its implementation, the supra-rational approach is adapted to the age characteristics and level of development of students, is carried out in stages and is fun, and is supported by a conducive learning environment, so that it can provide benefits for the development of students' potential and character.

The data obtained regarding the mechanisms of the supra-rational approach always overlap with the learning strategies implemented by teachers as shown in Table 1.

Table 1. Supra-rational Approach Mechanism

Approach	Instilled values	Learning strategies
Iman (faith)	Confidence Pray Motivation to learn and succeed	The main basic values instilled in students
Takwa (taqwa)	Study diligently Be diligent in worship (ibadah)	Self-actualization of faith that drives the potential to develop
Akhlak karimah (Characteristic morals)	Sabar (Be patient) Ikhlas (Sincere) with a vengeance Istiqomah	The impact that arises in the learning process and its consequences in life

Source: processed from the results of the first character-based research on the profile of Pancasila students

With a supra-rational approach, the value mechanism is instilled in students with three derivative approaches, namely: first, the faith approach, students are directed with their awareness to believe that every human being created by Allah has different strengths, potential, talents and interests. The importance of prayer is an important foundation in strengthening efforts and motivation in achieving success. Second, the *taqwa* approach. This approach is a form of implementation of the belief that grows in the heart, namely by carrying out what Allah commands and abandoning what He has forbidden. The consequence of piety is that student's study diligently and worship, because there is hope for the best from every unique differentiation of His creation. Third, a noble moral approach. Noble morals are the achievement of students' self-understanding in achieving and spreading goodness. This is an inherent positive impact of sincerity, *istiqomah*, sincerity and patience.

Teachers' efforts to internalize Islamic values from these three approaches are carried out through refraction, example and learning that is embedded in all student activ-

ities at school. Difficulties that arise include, (1) Different levels of understanding, requiring intensive assistance, especially in lower grades. Meanwhile, in the higher classes there is starting to become an awareness of independent learning as a need and ability for healthy competition among students. (2) The students' backgrounds are diverse, especially for families who pay little attention to their children's education. This is difficult because education requires the joint responsibility of the school and family. (3) Teachers are impatient in implementing differentiated learning. Therefore, it requires reflection and coaching to improve professionalism.

Differentiated learning requires an approach that suits the characteristics of students' potential and makes it easier for teachers to elaborate learning with students' diverse conditions. One approach to research findings is the supra-rational dimension approach. This approach is an alternative third path with Islamic spiritual values developed in it.

By referring to the goals of Islamic education, students' spiritual values are directed at getting closer to Allah SWT [18],[19], with the main orientation being to become individuals who are faithful, devout and have noble character. Spiritual values in Islamic teachings are not only seen from the axiological (normative) side, but also seen from the epistemological (knowledge) and ontological (tawhid system) sides. Because Islam is a necessity for complete human development (insan kamil). Therefore, understanding the potential of students who have unique characters through differentiated learning requires an approach that is in line with Islamic values[20],[19].

To support the findings and novelty of research results, it is necessary to describe the interrelationship of the components that form the theoretical development paradigm as in Fig. 1.

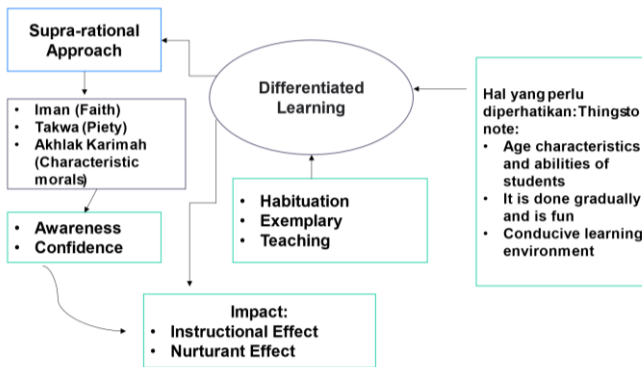


Fig. 1. Supra-rational approach paradigm

The supra-rational dimension is a way of reasoning that is not just based on logical things, but also includes intuitive, spiritual and even mystical things. In this case, the spiritual approach in differentiated learning places more emphasis on the meaning of Islamic values. The logical reason is that Islamic spiritual values are used as an alternative differentiated learning approach with the concepts of faith, piety and noble morals, apart from being the main dimensions of the character of the Pancasila student profile, as well as the main basic values in carrying out life activities.

Faith is a form of belief or belief that something that is believed is true and real [21]. Faith can also be interpreted as iktiraf, justification, recognition, special justification [22]. In the explanation of the Koran, it is stated that, "Indeed, the (true) believers are only those who believe in Allah and His Messenger, then they do not hesitate and they strive with their wealth and souls in the way of Allah. They are the righteous" (QS Al-Hujurat [49]:15) [23]. Thus, faith or belief becomes a tool of self-confidence that must be cultivated in students, as a form of continuous effort in learning to manage the broader meaning of life.

The logical consequence of faith is taqwa (piety). In essence, piety is the quality of a Muslim whose existence is very important, because with piety he will always be aware of guarding and protecting himself and other communities from all things that can damage and destroy. In piety there is also an understanding that it is human self-control of his emotional impulses and mastery of his desires [24],[25]. Many verses about taqwa (piety) are explained in the Koran, including QS Al-Imran (3):102, QS Al-Baqarah (2):278, QS Al-Maidah (5):35[23].

The fruit of faith and piety is good morals. Morals are traits that are embedded in the human soul, so that they will emerge spontaneously when needed, without requiring prior thought or consideration, and do not require external encouragement [26]. The Prophet put the perfection of morals as his prophetic mission, "indeed, I was sent to perfect noble morals" (HR. Ahmad (no. 8952) and al-Baihaqi (no. 21301)[27], validated by al-Albani (no. 45) [28].

Faith, piety and noble morals become the spirit in students' self-development with their respective capacities. Because the learning process never stops and requires long experience as capital that accompanies successes in future life. Therefore, students with their unique characteristics need the right strategic approach to differentiated learning. There are students who are intelligent so they can easily digest the information conveyed by the teacher. There are students with average abilities, and there are students who are slow learners in receiving lessons from their teachers. Students' difficulties in understanding teaching material due to their limited abilities make students feel inferior and hopeless. Therefore, the supra-rational approach is an alternative learning that can provide awareness of life beliefs and as an effort to create an educated golden generation.

These differences become a challenge for teachers on how to create a learning system that can accommodate all students' potential with the belief that every difference is a blessing, differences are unique, and every unique thing brings blessings. The supra-rational approach cannot be understood in a measurable context, but rather manifests itself on the diametric lines of how students and teachers work together spiritually and morally. Habituation, example and teaching are key methods in internalizing the values of Islamic teachings. Children's success is a gift from the blessings of a supra-rational approach that is inspired by teachers. Everyone contributes spiritually to the dialectic of differentiated learning that is implemented.

The theories studied in research on differentiated learning aim to meet current pragmatic needs and are still under discussion regarding the strategic issue of how to provide opportunities for students to be able to learn naturally and efficiently according to learn-

ing styles with the teacher's ability to elaborate on appropriate methods, media and approaches. needed [10],[29]. We have not yet fully been able to reach the aspects behind students' abilities and their hopes for the future, even though a person's success in the future is more influenced by soft skills factors than other factors.

3.2 The impact of a supra-rational approach to Islamic values for teachers and students

Differentiated learning with a supra-rational approach has an impact on teachers and students in two ways, namely first, the impact of learning carried out by teachers and the results obtained by students, second, the impact of supra-rational accompaniment which can provide inner experiences for teachers and strengthening confidence for students. Details can be seen in Table 2.

Table 2. Impact of Supra-rational Approach

Impact	Instructional effect	Nurturant effect
Teacher	<ul style="list-style-type: none"> • Develop professionalism in managing differentiated learning • Experienced in dealing with the uniqueness and diversity of students. 	<ul style="list-style-type: none"> • Practice patience and cultivate sincerity • Increase faith and piety • Develop noble moral values
Student	<ul style="list-style-type: none"> • Improve literacy and numeracy competencies according to reasoning abilities • Improve learning outcomes on an ongoing basis • Develop positive character and personal potential according to their learning abilities 	<ul style="list-style-type: none"> • Practice patience and sincerity in learning • Increase faith and piety, by diligently worshiping and praying • Improve the ability to endeavor (learning effort) seriously and istiqomah (continuously)

Source: Processed from interviews with class teachers

Thus, the use of a supra-rational approach by exploring Islamic spiritual values in differentiated learning is an important point before the teacher determines the strategies, methods and media used. This can of course be seen from the impact obtained for both teachers and students. Direct instructional impact and indirect accompanying impact [30]. Learning impacts are impacts that are programmed to achieve learning objectives, while accompanying impacts are impacts that appear to accompany differentiation learning. The accompanying impact cannot be directly measured and cannot be achieved at the end of a learning event. The results of the accompaniment impact are in the form of (a) attitudes and values, (b) results where students become modeling (can imitate), contagion (infected), osmosis (hard-wired) regarding knowledge and skills, and attitudes from learning conditions, good those programmed by teachers and those not programmed [31].

4 Conclusion

Differentiated learning with various implementation methods requires an approach. The supra-rational dimension as an alternative third way approach that is based on Islamic spiritual values can provide benefits to teachers and students. Spiritual values are developed from an awareness of faith, piety and good morals as the basis for learning abilities and optimism in facing future challenges. This approach is carried out through habituation, example and continuous teaching (istiqomah). Obstacles that arise from differentiated learning include students' different levels of understanding and backgrounds, which require intensive assistance, and teachers being impatient in implementing differentiated learning. Therefore, it requires reflection and coaching to improve professionalism.

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This research contributes to the theoretical study of differentiated learning approaches using supra-rational learning based on Islamic values which provides spirit and motivation for teachers and students in interacting in teaching and learning activities. However, of course, the study has not been implemented widely, so it is necessary to study further other approaches or models in differentiated learning by future researchers.

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