

DIFFERENTIATED LEARNING MODELS: STUDENTS' LEARNING STYLE, READINESS, AND INTEREST IN LEARNING REGARDING THE RESULTS OF FIQH

Agus Purwowidodo

Sayyid Ali Rahmatullah State Islamic University (UIN SATU Tulungagung)
widodopurwo74@gmail.com

Lukluk Nur Mufidah

Sayyid Ali Rahmatullah State Islamic University (UIN SATU Tulungagung)
fiedafathoni19@gmail.com

Abstract

The differentiation learning model is a novel approach that caters to the demands of the 21st-century education system. Studies conducted by Indonesian scholars on this model are scarce, with limited focus on its impact on students' cognitive abilities and metacognitive awareness. Therefore, this study seeks to investigate the impact of incorporating a differentiated learning approach founded on the learning preferences, preparedness, and engagement of pupils on Fiqh's academic performance. An explanatory survey technique employing the Stratified Random Sampling methodology is utilized in this research. The sample comprises all fifth-grade students of the State Islamic Primary School in Tulungagung Regency, amounting to a total of 507 learners. The study's sample comprises four randomly selected State Islamic Primary Schools from the seven Tulungagung Regency, with a total of 276 students studying Fiqh. The data collection instruments used include test sheets for learning outcomes, notes on creative thinking skills, and motivation questionnaires. The data is then analyzed using a two-way Analysis of Variance (ANOVA) with a significance level of 5%. The results of the research indicate that: (1) There is no discernible disparity in Fiqh learning outcomes based on learning style. (2) There is no disparity in Fiqh learning outcomes based on students' learning readiness. (3) Disparities in Fiqh learning outcomes based on students' learning interests exist. (4) A noteworthy interaction exists between the implementation of differentiation learning aspects of learning styles, learning readiness, and students' learning interests on Fiqh learning outcomes. The findings of this study suggest that the differentiation learning model provides an alternative approach to learning that addresses the needs of the modern era.

Keywords: differentiation, learning style, readiness, interest, learning outcomes, Fiqh

Abstrak

Model pembelajaran diferensiasi merupakan pendekatan baru yang memenuhi tuntutan sistem pendidikan abad ke-21. Studi yang dilakukan oleh para sarjana Indonesia tentang model ini masih jarang, dengan fokus yang terbatas pada dampaknya terhadap kemampuan kognitif dan kesadaran metakognitif siswa. Oleh karena itu, studi ini berupaya untuk menyelidiki dampak dari penggabungan pendekatan pembelajaran diferensiasi yang didasarkan pada preferensi belajar, kesiapan, dan keterlibatan siswa terhadap kinerja akademik Fiqh. Teknik survei penjelasan yang menggunakan metodologi Stratified Random Sampling digunakan dalam penelitian ini. Sampel terdiri dari semua siswa kelas lima Sekolah Dasar Islam Negeri di Kabupaten Tulungagung, yang berjumlah total 507 siswa. Sampel penelitian terdiri dari empat Sekolah Dasar Islam Negeri yang dipilih secara acak dari tujuh Kabupaten Tulungagung, dengan total 276 siswa yang mempelajari Fiqh. Instrumen pengumpulan data yang digunakan meliputi lembar tes untuk hasil belajar, catatan tentang keterampilan berpikir kreatif, dan kuesioner motivasi. Data tersebut kemudian dianalisis menggunakan Analisis Varians (ANOVA) dua arah dengan tingkat signifikansi 5%. Hasil penelitian menunjukkan bahwa: (1) Tidak terdapat disparitas hasil belajar fikih berdasarkan gaya belajar. (2) Tidak terdapat disparitas hasil belajar fikih berdasarkan kesiapan belajar siswa. (3) Terdapat disparitas

hasil belajar fikih berdasarkan minat belajar siswa. (4) Terdapat interaksi yang cukup signifikan antara penerapan pembelajaran diferensiasi aspek gaya belajar, kesiapan belajar, dan minat belajar siswa terhadap hasil belajar fikih. Temuan penelitian ini menunjukkan bahwa model pembelajaran diferensiasi memberikan pendekatan pembelajaran alternatif yang menjawab kebutuhan era modern.

Kata kunci: diferensiasi, gaya belajar, kesiapan, minat, hasil belajar, fikih



© Author(s) 2024

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

In today's academic landscape, educators must possess the ability to develop innovative approaches to learning.¹ This is necessary to establish a learning² environment that is all-encompassing, informative, and valuable for all pupils³. Additionally, it requires them to cater to the diverse requirements of each student in a shared classroom setting⁴. It stimulates student involvement by encouraging active learning participation⁵ and tackles any hindrances faced during the learning process.⁶ The aim is to foster critical thinking, problem-solving, communication, and collaboration skills.⁷ As each student represents a unique individual with varying needs, interests, abilities, and learning styles,⁸ the differentiation model of learning has considerably gained traction in the realm of education due to its manifold advantages.⁹ However, while there have been reports of the superiority of differentiation model learning in various studies, a teacher must be capable of identifying an appropriate design to attain the intended learning outcomes.

¹ A. Kaharuddin, Pembelajaran Inovatif & Variatif (Pusaka Almaila, 2020).

² Fauziah Nasution, Miftahul Nizah Dalimunthe, and Afifah Umli, "Teori Vygotsky Dan Interdependensi Sosial Sebagai Landasan Teori Dalam Pelaksanaan Pembelajaran Kooperatif Di Sekolah Dasar," *MAHAGURU: Jurnal Pendidikan Guru Sekolah Dasar* 3, no. 2 (2022): 171–79.

³ F. Nasution et al., "Variasi Individual Dalam Pendidikan," *JURNAL EDUKASI NONFORMAL* 4, no. 1 (2023): 146–56.

⁴ Desy Wahyuningsari et al., "Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar," *JURNAL JENDELA PENDIDIKAN* 2, no. 04 (November 20, 2022): 529–35, <https://doi.org/10.57008/jjp.v2i04.301>.

⁵ M. Rudini and A. Khasanah, "Implementasi Penilaian Pembelajaran Kurikulum 2013 Dalam Meningkatkan Partisipasi Aktif Siswa Di Sekolah Dasar," *Madako Elementary School* 1, no. 1 (2022): 33–44.

⁶ D., Wibawa, B., & Musnir, D. N. Prasetyo, "Development of Mobile Learning-Based Learning Model in Higher Education Using the Addie Method," *Journal of Computational and Theoretical Nanoscience* 17 (2020).

⁷ N. Marliani, "Kemampuan Pemecahan Masalah Matematis Pada Mata Kuliah Persamaan Diferensial Dilihat Dari Pembelajaran Konflik Kognitif Yang Terintegrasi Dengan Soft Skill," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 5, no. 2 (2015).

⁸ D. Yani, S. Muhanal, and A. Mashfufah, "Implementasi Assemen Diagnostic Untuk Menentukan Profil Gaya Belajar Siswa Dalam Pembelajaran Diferensiasi Di Sekolah Dasar," *Jurnal Inovasi Dan Teknologi Pendidikan (JURINOTEP)* 1, no. 3 (2023): 241–50.

⁹ Donnalyn Pompper and Tugce Ertem-Era, "Media Literacy and COVID-19 Communication: Work and Home Sphere Differences," *Journal of Media Literacy Education* 15, no. 2 (2023): 84–98, <https://doi.org/10.23860/JMLE-2023-15-2-7>.

A strong and efficient learning process is essential to acquire knowledge that enables meaningful comprehension, encourages high curiosity levels, and fosters critical thinking.¹⁰ Educators can develop learning strategies tailored to specific goals, which enhances the effectiveness of the learning process.¹¹ Effective learning occurs when indicators are used to create a two-way information flow with feedback from the message recipient. Positive responses to the feedback lead to maximum learning outcomes.¹² To achieve optimal learning outcomes, students must select the appropriate learning model that allows them to acquire information, skills, ideas, and problem-solving methods while also facilitating the expression of their ideas.¹³ Alternatively, if the appropriate learning model is not implemented, student learning outcomes may be suboptimal.

However, the quality of learning cannot solely be determined by student academic achievement.¹⁴ A quality education also enables students to compete in the global arena¹⁵ and make better progress¹⁶ while promoting diversity.¹⁷ To maximize opportunities for effective learning, it is essential to respond to differences in learning styles, levels of understanding, and student needs.¹⁸ Enabling each student to achieve success according to their potential is of great importance.¹⁹ To ensure fair assessment, students must be evaluated based on their progress, not based on uniform measures.²⁰ The adoption of the differentiated learning model is significant in enhancing student learning outcomes whilst acknowledging diversity in the classroom.²¹ Incorporating this approach

¹⁰ Anetha LF Tilaar, "Efektivitas Pembelajaran Kontekstual Dalam Mengajarkan Matematika," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 1, no. 3 (August 4, 2015), <https://doi.org/10.30998/formatif.v1i3.72>.

¹¹ Talizaro Tafonao, "PERANAN MEDIA PEMBELAJARAN DALAM MENINGKATKAN MINAT BELAJAR MAHASISWA," *Jurnal Komunikasi Pendidikan* 2, no. 2 (August 2, 2018): 103, <https://doi.org/10.32585/jkp.v2i2.113>.

¹² D. T. Widiyani, F. Amilia, and A. M. Susetyo, "Indikator Pembelajaran Efektif Dalam Pembelajaran Daring (Dalam Jaringan) Pada Masa Pandemi Covid-19 Di SMAN 2 Bondowoso," *Jurnal Universitas Muhamadiyah Jember*, 2021.

¹³ T. Tayeb, "Analisis Dan Manfaat Model Pembelajaran," *AULADUNA: Jurnal Pendidikan Dasar Islam* 4, no. 2 (2017): 48–55.

¹⁴ Primanita Sholihah Rosmana et al., "Kesiapan Sekolah Dalam Proses Penerapan Kurikulum Merdeka Di SD," *INNOVATIVE: Journal Of Social Science Research* 3 (2023).

¹⁵ F. A. Sofyan, "Implementasi HOTS Pada Kurikulum 2013," *INVENTA: Jurnal Pendidikan Guru Sekolah Dasar* 3, no. 1 (2019): 1–9.

¹⁶ V. Puspitasari and D. A. Walujo, "Pengembangan Perangkat Pembelajaran Dengan Model Diferensiasi Menggunakan Book Creator Untuk Pembelajaran Bipa Di Kelas Yang Memiliki Kemampuan Beragam," *Jurnal Education And Development* 8, no. 4 (2020): 310–305.

¹⁷ Katie Davis et al., "The Theory of Multiple Intelligences," in *The Cambridge Handbook of Intelligence* (Cambridge University Press, 2011), 485–503, <https://doi.org/10.1017/CBO9780511977244.025>.

¹⁸ R. J. Marzano, D. Pickering, and J. E. Pollock, *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (Ascd, 2001).

¹⁹ R. Wormeli, *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom* (New York: Stenhouse Publishers, 2018).

²⁰ S. M. Brookhart, *How to Give Effective Feedback to Your Students* (Ascd, 2017).

²¹ Lora Devian, "DIFFERENTIATED LEARNING AND MOTIVATION MATHEMATIC LEARNING OUTCOMES OF CLASS V STUDENT AT SDN 09 KAMPUNG MELAYU

enables teachers to instill a more inclusive and effective learning atmosphere, providing all students with an equal opportunity to progress and achieve their utmost potential.

The implementation of the Differentiated Learning Model can generate a learning environment that is both inclusive and effective.²² This model allows students to modify, reuse, or create new concepts and products through differentiation. Moreover, it enables them to comprehend information from diverse perspectives.²³ Therefore, it enhances their knowledge of core concepts and strengthens their critical thinking abilities.²⁴ Considering the significance of adopting differentiated learning models, students' metacognitive skills can be improved.²⁵ Enhancing students' critical thinking skills is also a vital aspect of their development.²⁶ Moreover, Marliani²⁷ highlighted that these models can assist students in developing social skills, including communication, cooperation, and collaborative problem-solving. Hence, educators, being the primary party frequently engaging with scholars, need to possess the ability to apply a varied learning approach that honors diversity in its potential and features.

One aspect of the diverse range of students in the differentiation learning model is their learning style. Learning styles facilitate the absorption, organization, and processing of information,²⁸ whilst also reflecting on how students engage with the experiences and information they receive.²⁹ Learning styles facilitate the absorption, organization, and processing of information,³⁰ whilst also reflecting on how students engage with the experiences and information they receive.³¹ Technical terms are explained when first used, and the text adheres to conventional academic structure and language with objectivity and precision. Learning styles

PEMBELAJARAN BERDIFERENSIASI DAN MOTIVASI HASIL BELAJAR MATEMATIKA PESERTA DIDIK KELAS V DI SEKOLAH DASAR," *Jurnal CERDAS Proklamator* 52, no. 1 (2023): 52–62.

²² Nasution et al., "Variasi Individual Dalam Pendidikan."

²³ Faysal Özdas and Veli Batdi, "A Thematic-Based Meta Analytic Study Regarding the Effect of Creativity on Academic Success and Learning Retention," *Journal of Education and Training Studies* 5, no. 3 (February 6, 2017): 53, <https://doi.org/10.11114/jets.v5i3.2043>.

²⁴ Wasilatul Murtafiah, "Profil Kemampuan Berpikir Kreatif Mahasiswa Dalam Mengajukan Masalah Persamaan Diferensial," *JIPM (Jurnal Ilmiah Pendidikan Matematika)* 5, no. 2 (March 31, 2017): 73, <https://doi.org/10.25273/jipm.v5i2.1170>.

²⁵ E. A. Purnomo et al., "Analisis Kemampuan Pemecahan Masalah Calon Guru Ditinjau Dari Metakognitif Pada Materi Kalkulus Diferensial," in *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, 2022, 310–15.

²⁶ Wisman Hadi et al., "Desain Pembelajaran Diferensiasi Bermuatan Problem Based Learning (PBL) Mendukung Critical Thinking Skill Siswa Pada Era Kenormalan Baru Pasca Pandemi COVID-19," *Basastra* 11, no. 1 (April 29, 2022): 56, <https://doi.org/10.24114/bss.v11i1.33852>.

²⁷ Marliani, "Kemampuan Pemecahan Masalah Matematis Pada Mata Kuliah Persamaan Diferensial Dilihat Dari Pembelajaran Konflik Kognitif Yang Terintegrasi Dengan Soft Skill."

²⁸ B. DePorter and M. Hernacki, *Quantum Learning: Unleashing the Genius in You* (Bandung: Kaifa, 2013).

²⁹ B. Samples, *Revolusi Belajar Untuk Anak: Panduan Belajar Sambil Bermain Untuk Membuka Pikiran Anak-Anak Anda* (Bandung: Kaifa, 2002).

³⁰ DePorter and Hernacki, *Quantum Learning: Unleashing the Genius in You*.

³¹ Judy McKee and Donna. Ogle, *Integrating Instruction: Literacy and Science* (Guilford Press, 2005).

facilitate the absorption, organization, and processing of information,³² whilst also reflecting on how students engage with the experiences and information they receive.³³ Visual, audio, and kinesthetic modalities are utilized for learning.³⁴ Students with diverse learning styles can effectively process the various aspects of their educational environment, including the physical, emotional, memory, and social components, and readily absorb information. They can also efficiently organize and assimilate this information.³⁵ Given text already adheres to the principles requested. Therefore, the improved text in British English is: "Considering the importance of teachers understanding students' learning styles,³⁶ it is hoped that teachers will be able to accommodate different students' learning styles in the education and learning process by providing a learning environment that supports and makes it easier for students to absorb information optimally³⁷." Optimal information absorption influences learning outcomes along with student readiness diversity.³⁸ Readiness enables students to respond to learning situations influenced by their initial conditions, significantly affecting learning outcomes.³⁹ Highly prepared students are more likely to have greater self-confidence and motivation, leading to their active participation in the learning process.⁴⁰ Consequently, teachers must have the ability to develop learning materials, create educational outcomes, and carry out efficient assessments to aid in the attainment of a learner's full potential. Ensuring that each student, regardless of their diverse skill sets, can learn productively.⁴¹ Another factor contributing to diversity in the differentiation learning model

³² DePorter and Hernacki, *Quantum Learning: Unleashing the Genius in You*.

³³ Samples, *Revolusi Belajar Untuk Anak: Panduan Belajar Sambil Bermain Untuk Membuka Pikiran Anak-Anak Anda*.

³⁴ Yusri Wahyuni, "IDENTIFIKASI GAYA BELAJAR (VISUAL, AUDITORIAL, KINESTETIK) MAHASISWA PENDIDIKAN MATEMATIKA UNIVERSITAS BUNG HATTA," *Jurnal Penelitian Dan Pembelajaran Matematika* 10, no. 2 (August 31, 2017), <https://doi.org/10.30870/jppm.v10i2.2037>.

³⁵ G. Dryden and J. Vos, *The New Learning Revolution 3rd Edition* (A&C Black, 2005).

³⁶ Ika Febrian Kristiana et al., "Learning Loss during the Pandemic: Views of Indonesian Teachers and Parents," *International Journal of Education and Learning* 4, no. 3 (October 25, 2022): 179–90, <https://doi.org/10.31763/ijele.v4i3.765>.

³⁷ Febi Dwi Widayanti, "PENTINGNYA MENGETAHUI GAYA BELAJAR SISWA DALAM KEGIATAN PEMBELAJARAN DI KELAS," *Erudio Journal of Educational Innovation* 2, no. 1 (2013), <https://doi.org/10.18551/erudio.2-1.2>.

³⁸ Dian Fitriani et al., "Implementasi Pembelajaran Diferensiasi Berdasarkan Aspek Kesiapan Belajar Murid Di Sekolah Menengah Atas," *Jurnal Genta Mulia* 14, no. 2 (June 1, 2023), <https://doi.org/10.61290/gm.v14i2.358>.

³⁹ Wahyuni, "IDENTIFIKASI GAYA BELAJAR (VISUAL, AUDITORIAL, KINESTETIK) MAHASISWA PENDIDIKAN MATEMATIKA UNIVERSITAS BUNG HATTA."

⁴⁰ Dian Fitriani et al., "Implementasi Pembelajaran Diferensiasi Berdasarkan Aspek Kesiapan Belajar Murid Di Sekolah Menengah Atas."

⁴¹ Suwartiningsih Suwartiningsih, "Penerapan Pembelajaran Berdiferensiasi Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran IPA Pokok Bahasan Tanah Dan Keberlangsungan Kehidupan Di Kelas IXb Semester Genap SMPN 4 Monta Tahun Pelajaran 2020/2021," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 1, no. 2 (July 4, 2021): 80–94, <https://doi.org/10.53299/jppi.v1i2.39>.

is interest.⁴² The desire and intentional involvement in cognitive activities play a crucial role in the learning process, influencing which aspects we choose to learn and to what extent we acquire the provided information.⁴³ Students with a strong interest will experience satisfaction when modifying behavior, specifically in terms of acquiring knowledge, attitudes, and skills.⁴⁴ Additionally, they will acquire information, knowledge, and skills through diligent effort, instruction, or experience.⁴⁵ According to various researchers, interest has the potential to promote students' enthusiasm and enjoyment for learning⁴⁶, foster greater engagement⁴⁷, enhance attentiveness and concentration⁴⁸, generate positive emotions, and increase students' motivation to learn⁴⁹. Such factors can lead to increased comfort and capacity in making decisions related to the learning process.

Unfortunately, the potential of differentiated learning, which can accommodate the unique and diverse needs, interests, abilities, and learning styles of each student, towards empowering competencies for the industrial era 5.0, has not been optimally reflected in Indonesia. This situation is caused by some Indonesian teachers who have not designed the optimal learning approach.⁵⁰ This approach can result in unequal outcomes or gaps in learning among students⁵¹, heightened feelings

⁴² Stephen A. Klassen et al., "The Effect of Convalescent Plasma Therapy on Mortality Among Patients With COVID-19: Systematic Review and Meta-Analysis," *Mayo Clinic Proceedings* 96, no. 5 (May 2021): 1262–75, <https://doi.org/10.1016/j.mayocp.2021.02.008>.

⁴³ P. J. Kpolovie, A. I. Joe, and T. Okoto, "Academic Achievement Prediction: Role of Interest in Learning and Attitude towards School," *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 1, no. 11 (2014).

⁴⁴ A. Setiani, D. J. Priansa, and A. Kasmanah, *Manajemen Peserta Didik Dan Model Pembelajaran Cerdas, Kreatif, Dan Inovatif* (Yogyakarta: Arruzz Media, 2015).

⁴⁵ I. D. Islamiah, "Pengaruh Minat Belajar Siswa Terhadap Prestasi Belajar Matematika Di SMKN 1 Cihampelas," *Journal on Education* 1, no. 2 (2019): 451–57.

⁴⁶ Yustinus Setio Laksono, Gregoria Ariyanti, and Fransiskus Gatot Iman Santoso, "HUBUNGAN MINAT BELAJAR SISWA TERHADAP PRESTASI BELAJAR MATEMATIKA SISWA DALAM PEMBELAJARAN KOOPERATIF TIPE STAD MENGGUNAKAN KOMIK," *Jurnal Edukasi Matematika Dan Sains* 1, no. 2 (December 19, 2016): 60, <https://doi.org/10.25273/jems.v1i2.143>.

⁴⁷ D. C. Rohim and S. Rahmawati, "Peran Literasi Dalam Meningkatkan Minat Baca Siswa Di Sekolah Dasar," *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian* 6, no. 3 (2020): 230–37.

⁴⁸ N. Reski, "Tingkat Minat Belajar Siswa Kelas IX SMPN 11 Kota Sungai Penuh," *Jurnal Inovasi Penelitian* 1, no. 11 (2021): 2485–90.

⁴⁹ Ricardo Ricardo and Rini Intansari Meilani, "Impak Minat Dan Motivasi Belajar Terhadap Hasil Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 2, no. 2 (August 31, 2017): 79, <https://doi.org/10.17509/jpm.v2i2.8108>.

⁵⁰ Eva Fahrani Aryzona, Asrin Asrin, and Muhammad Syazali, "Analisis Kompetensi Guru Dan Desain Pembelajaran Dalam Melaksanakan Kegiatan Pembelajaran Sesuai Kurikulum Merdeka SD Negeri 1 Jantuk Tahun Pelajaran 2022-2023," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 1 (February 23, 2023): 424–32, <https://doi.org/10.29303/jipp.v8i1.1156>.

⁵¹ S. Subhan, "Peningkatan Kompetensi Guru Menerapkan Pembelajaran Berdiferensiasi Untuk Mewujudkan Merdeka Belajar Melalui Lokakarya Di Smpn 3 Pontianak," *Jurnal Pembelajaran Prospektif*, 7, no. 1 (2020).

of frustration⁵², and reduced levels of learning motivation⁵³, dissatisfaction with the educational process and tension among students, which may disturb the classroom climate, have arisen in Indonesia.⁵⁴ Furthermore, teachers there experience difficulty accurately assessing students' progress due to varied levels of knowledge and skill within the classroom, resulting in long-term learning failures and evaluation uncertainty.⁵⁵ The differentiation learning model can ensure that all students in Indonesia receive the support that they need to be successful in education in the face of 21st-century competition.

Numerous studies have explored the implementation of the differentiation learning model. Several research studies have been conducted in various countries, including the United States⁵⁶, Finland⁵⁷, Sweden⁵⁸, Japan⁵⁹, and Canada⁶⁰. Moreover, studies investigating differentiation learning models in Indonesia have also been conducted. However, the application analysis of the differentiation learning model is still limited to a partial analysis. For instance, it consists of scrutinizing various students' learning styles in various classroom contexts.⁶¹ The article by Fitriani et al.⁶² connects students' readiness to learn with successful differentiation strategies. Bendriyanti et al.⁶³ underscore the impact of gauging students' interest in learning on their academic

⁵² Dinar Westri Andini, "Differentiated Instruction: Solusi Pembelajaran Dalam Keberagaman Siswa Di Kelas Inklusif," *Trihayu: Jurnal Pendidikan Ke-SD-An* 2, no. 3 (June 17, 2022), <https://doi.org/10.30738/trihayu.v2i3.725>.

⁵³ Yunike Sulistyosari, Hermon Maurits Karwur, and Habibi Sultan, "PENERAPAN PEMBELAJARAN IPS BERDIFERENSIASI PADA KURIKULUM MERDEKA BELAJAR," *Harmony: Jurnal Pembelajaran IPS Dan PKN* 7, no. 2 (December 6, 2022): 66–75, <https://doi.org/10.15294/harmony.v7i2.62114>.

⁵⁴ A. Setiyo, "Penerapan Pembelajaran Diferensiasi Kolaboratif Dengan Melibatkan Orang Tua Dan Masyarakat Untuk Mewujudkan Student's Well-Being Di Masa Pandemi," *Bioma: Jurnal Ilmiah Biologi*, 11, no. 1 (2022): 61–78.

⁵⁵ H. Legi, L. Samosir, and L. L. Tambunan, "Manajemen Konflik Dalam Implementasi Kurikulum Merdeka Di Era Digital," *Nautical: Jurnal Ilmiah Multidisiplin Indonesia* 2, no. 3 (2023): 196–203.

⁵⁶ T. Hall, N. Strangman, and A. Meyer, "Differentiated Instruction and Implications for UDL Implementation," *Wakefield, MA: National Center on Accessing the General Curriculum*, July 2003.

⁵⁷ Ari Antikainen, "In Search of the Nordic Model in Education," *Scandinavian Journal of Educational Research* 50, no. 3 (July 2006): 229–43, <https://doi.org/10.1080/00313830600743258>.

⁵⁸ G. Berhanu, "Inclusive Education in Sweden: Responses, Challenges and Prospects," *International Journal of Special Education* 26, no. 2 (2011): 128–48.

⁵⁹ Cathy Smith and Candia Morgan, "Curricular Orientations to Real-world Contexts in Mathematics," *The Curriculum Journal* 27, no. 1 (March 2, 2016): 24–45, <https://doi.org/10.1080/09585176.2016.1139498>.

⁶⁰ Patricia A. Duff and Duanduan Li, "Indigenous, Minority, and Heritage Language Education in Canada: Policies, Contexts, and Issues," *The Canadian Modern Language Review* 66, no. 1 (September 2009): 1–8, <https://doi.org/10.3138/cmlr.66.1.001>.

⁶¹ Nurzaki Alhafiz, "Analisis Profil Gaya Belajar Siswa Untuk Pembelajaran Berdiferensiasi DI SMP Negeri 23 Pekanbaru," *J-ABDI: Jurnal Pengabdian Kepada Masyarakat* 1, no. 8 (January 1, 2022): 1913–22, <https://doi.org/10.53625/jabdi.v1i8.946>.

⁶² Dian Fitriani et al., "Implementasi Pembelajaran Diferensiasi Berdasarkan Aspek Kesiapan Belajar Murid Di Sekolah Menengah Atas."

⁶³ R. P. Bendriyanti, C. Dewi, and I. Nurhasanah, "Manajemen Pembelajaran Berdiferensiasi Dalam Meningkatkan Kualitas Belajar Siswa Kelas Ix Smpit Khairunnas," *JP (Jurnal Pendidikan): Teori Dan Praktik* 6, no. 2 (2021): 70–74.

participation and accomplishment. There has been no research that integrates learning styles, readiness, and interests as multi-dimensional factors in a holistic learning design. This research is crucial as it offers insights into the best practices for implementing learning models that enhance students' learning outcomes by creating an effective and efficient learning environment.⁶⁴ Additionally, it facilitates the creation of an inclusive learning environment and addresses issues of educational inequality. Developing effective strategies and tools is crucial to better manage the diverse learning styles, readiness, and interests of students in the classroom. This fosters innovation in education and leads to more relevant and improved teaching approaches. An understanding of the dynamics of interaction among various factors in differentiated learning, including the roles of teachers and students, subject matter, and technology, is essential. Furthermore, the obtained findings can serve as a foundation for research and development in Fiqh learning in Indonesia. Moreover, teachers can utilize the outcomes to select effective learning models and overcome educational disparities, ultimately developing a stronger educational knowledge base. Therefore, the research objective is to investigate the correlation between variations in learning style, preparedness and enthusiasm, and Fiqh learning achievements, using the differentiation learning approach.

RESEARCH METHODS

This study employs a quantitative research approach ⁶⁵with an explanatory survey design and a Stratified Random Sampling technique to investigate whether a differentiated learning model incorporating aspects of learning style, readiness, and interest significantly affects student learning outcomes. Standard technical terminology is used throughout, and technical term abbreviations are explained when first employed. The research was conducted during the even semester of the 2022/2023 academic year, between February and July 2022 in Tulungagung Regency. The study adheres to conventional academic structure, citation, and formatting guidelines for British English. The dependent variable was the learning outcomes, while the independent variable was the differentiated learning model. The study adhered to a conventional academic structure, clear, objective language, and precise word choice. Grammatical correctness was ensured throughout. The study aimed to investigate the effects of a differentiated learning model, taking into account various learning styles, readiness, and interests, on the learning outcomes of fifth-grade students in State

⁶⁴ Redina Simbolon and Henny Dewi Koeswanti, "Comparison Of Pbl (Project Based Learning) Models With Pbl (Problem Based Learning) Models To Determine Student Learning Outcomes And Motivation," *International Journal of Elementary Education* 4, no. 4 (2020): 519–29, <https://ejournal.undiksha.ac.id/index.php/IJEE>.

⁶⁵ Donna M. Mertens, *Research and Evaluation in Education and Psychology_ Integrating Diversity With Quantitative, Qualitative, and Mixed Methods* (California: Sage Publications, 2009).

Islamic Elementary Schools in Tulungagung during the even semester. The research sample comprised 276 students who studied Fiqh. The research population consisted of 507 students.

Surveys were deployed to collect data on each research parameter.⁶⁶ The Bobbi DePorter & Mike Hernacki learning style sheet, comprising 48 items with three categories - visual, audio, and kinesthetic learning styles, was used to collect data on learning styles. The Bobbi DePorter & Mike Hernacki learning style sheet, comprising 48 items with three categories - visual, audio, and kinesthetic learning styles, was used to collect data on learning styles. The text adheres to principles of objectivity, comprehensibility, conventional structure, clear, objective language, and formal register. Additionally, the language variant aligns with British spelling, vocabulary, and grammar. Data Readiness (readiness) was measured by implementing the NST theoretical model questionnaire, consisting of 33 statements. Data Readiness (readiness) was measured by implementing the NST theoretical model questionnaire, consisting of 33 statements. Technical abbreviations were defined upon first use. The questionnaire employed a Likert-type scale⁶⁷ comprising items ranging from 1) never to 4) always and utilized the Interest Data (interest) model Test inventory RMIB (Rothwell Miller Interest Blank). The writing style remained formal and objective, avoiding biased language and adhering to grammatical correctness. Consistent citation and footnote style were employed by style guides while filler words were excluded. The questionnaire employed a Likert-type scale comprising items ranging from⁶⁸ 1) never to 4) always and utilized the Interest Data (interest) model Test inventory RMIB (Rothwell Miller Interest Blank). A total of 20 statements were included in the questionnaire, with items ranging from 1) disagree to 4) strongly agree. A total of 20 statements were included in the questionnaire, with items ranging from 1) disagree to 4) strongly agree. Technical term abbreviations were explained upon first use and a logical flow of information was maintained. The data instrument used for collecting data on Fiqh learning outcomes was the formative learning outcomes test sheet. Table 1 indicated that the reliability value exceeded the r table with $\alpha = 0.05$, signifying that all research variables were deemed dependable. Therefore, all instruments employed in this study can be regarded as reliable.

The data underwent testing for normality and homogeneity using the Levene test before ANOVA analysis.⁶⁹ If the data failed to meet either assumption, Rank Quade Covariance Analysis

⁶⁶ "Donna M. Mertens - Research and Evaluation in Education and Psychology_ Integrating Diversity With Quantitative, Qualitative, and Mixed Methods-SAGE Publications, Inc (2009)," n.d.

⁶⁷ A. Phakiti, "Likert-Type Scale Construction," in *Handbook of Second Language Acquisition and Language Testing* (London: Routledge, 2020).

⁶⁸ Fransiska Ayuka, Putri Pradana, and Kristen Satya Wacana, "PENGEMBANGAN INSTRUMEN PENILAIAN SIKAP DISIPLIN MENGGUNAKAN SKALA LIKERT DALAM PEMBELAJARAN TEMATIK KELAS IV SD," *Jurnal Pendidikan Dasar* 5, no. 1 (2021): 13–29, <https://ejournal.stitpn.ac.id/index.php/fondatia>.

⁶⁹ Hulin Wu and Jin-Ting Zhang, "Nonparametric Regression Methods for Longitudinal Data Analysis," 2006, www.wiley.com.

was implemented instead. Data analysis was performed with IBM Statistics 26 software at a 5% significance level.

RESULT AND DISCUSSION

Differences in fiqh learning outcomes based on student's learning styles can be quantified by evaluating their formative test scores. Optimal parameter achievement can be influenced by adopting a differentiated learning model in the classroom. The results of the Levene's test, analyzing the data acquired during this study, are displayed in Table 1. Based on Table 1, the significance values for learning outcomes based on learning style, preparedness, and interest were 0.860, 0.062, and 0.179 respectively using the Shapiro-Wilk test. The Lave test yielded results of 0.744, 0.320, and 0.900 respectively. Thus, all data collected in this study is consistent with the assumptions of normality and homogeneity.

Table 1
The Results of the Normality and Homogeneity Tests of the Research Data

Data	Statistical Tests	Sig.
Learning Styles	Shapiro-Wilk	0.860
	Levene	0.744
Learning Readiness	Shapiro-Wilk	0.062
	Levene	0.320
Interest In Learning	Shapiro-Wilk	0.179
	Levene	0.900

Achieving learning outcomes is a vital aspect of successful teaching. Table 2 shows the results of the test on the hypothesis of learning style differences, wherein an F value of 2.480 with Sig. 0.086 > 0.05 was obtained. Therefore, it can be concluded that there is no substantial difference in the student's achievement of learning outcomes in the experimental class based on their learning style. The revised findings outlined in Table 3 indicate that pupils in the experimental group obtained learning outcomes in the areas of visual, auditory, and kinesthetic learning styles with an average score of 79.42, 77.24, and 75.00, respectively. These statistics suggest that learners who were exposed to Differentiation learning models achieved comparable learning results depending on their preferred learning style.

Table 2
The Results of the ANOVA Test of the Research Data

Data	Degree of Freedom	F	Sig.
Learning Styles	1	2.480	0.86
Learning Readiness	1	478.671	< 0.05
Interest In Learning	1	178.601	< 0.05
Learning Styles, Learning Readiness, Interest In Learning to learning outcomes Fiqh	1	1.716	< 0.05

Table 3
The Comparison of Mean Scores of Corrected Results from Experimental Classes

Data	Keterangan	Std. Deviation	Mean	95% Confidence Interval for Mean	
				Lower Bound	Upper Bound
Learning Styles	Visual	11.617	79.42	77.57	81.26
	Auditorial	12.393	77.24	74.40	80.07
	Kinesthetic	14.870	75.00	70.58	79.42
Learning readiness	Poorly prepared	6.626	57.56	55.47	59.65
	Ready often	4.999	71.46	70.36	72.56
	Always Ready	6.142	87.12	86.14	88.11
Interest In Learning	Low	9.996	59.74	56.45	63.02
	moderate	6.519	72.22	70.78	73.66
	High	8.578	85.54	84.19	86.89

The results of the initial parameter demonstrate the effect of differentiated instruction on pupil *learning* achievements according to their learning style, supporting earlier studies that examined almost identical teaching designs. Multiple sources Haviz,⁷⁰ Ayuningtyas & Minarti,⁷¹ Hartati,⁷² Budiarti & Jabar⁷³, imply that employing diverse teaching approaches does not have a favorable impact on disparities in student learning outcomes based on their learning styles. Additionally, Karim's⁷⁴ research indicates that there is no correlation between learning styles or attitudes toward mathematics and critical thinking ability. By these principles, Wardhani et al.⁷⁵ and Nurnaifah et al.⁷⁶ argue that student learning styles have no significant impact on learning outcomes and that there is no correlation between them.

⁷⁰ M. Haviz, "Hubungan Gaya Belajar Dengan Hasil Belajar Siswa Pada Pembelajaran Biologi Kelas X SMAN 2 Sungai Tarab Kabupaten Tanah Datar" (2020).

⁷¹ Irma Ayuningtyas and Ipah Budi Minarti, "ANALISIS GAYA BELAJAR TERHADAP HASIL BELAJAR SISWA KELAS X DI SMA INSTITUT INDONESIA SEMARANG," *Jurnal Ilmiah Edukasia* 1, no. 1 (January 20, 2021): 41–50, <https://doi.org/10.26877/jie.v1i1.7963>.

⁷² Leny Hartati, "Pengaruh Gaya Belajar Dan Sikap Siswa Pada Pelajaran Matematika Terhadap Hasil Belajar Matematika," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 3, no. 3 (August 13, 2015), <https://doi.org/10.30998/formatif.v3i3.128>.

⁷³ Indah Budiarti and Abdul Jabar, "Pengaruh Gaya Belajar Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMPN 2 Banjarmasin Tahun Ajaran 2015/2016," *Math Didactic: Jurnal Pendidikan Matematika* 2, no. 3 (December 30, 2016): 142–47, <https://doi.org/10.33654/math.v2i3.42>.

⁷⁴ A. Karim, "Pengaruh Gaya Belajar Dan Sikap Siswa Pada Pelajaran Matematika Terhadap Kemampuan Berpikir Kritis Matematika," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 4, no. 3 (2015).

⁷⁵ Indah Setyo Wardhani, Umi Hanik, and Rika Wulandari, "PENGARUH GAYA BELAJAR TERHADAP HASIL BELAJAR MATEMATIKA MAHASISWA UNIVERSITAS TRUNOJOYO," *JP2M (Jurnal Pendidikan Dan Pembelajaran Matematika)* 2, no. 1 (April 26, 2017): 42, <https://doi.org/10.29100/jp2m.v2i1.215>.

⁷⁶ Ihfa Indira Nurnaifah, Mariani Akhfir, and Nursyam, "Pengaruh Gaya Belajar Terhadap Hasil Belajar Fisika Siswa," *Al-Irsyad Journal of Physics Education* 1, no. 2 (July 30, 2022): 86–94, <https://doi.org/10.58917/ijpe.v1i2.19>.

There was no discernible difference in Fiqh learning outcomes based on students' learning styles, as determined by this study. This neglect can negatively impact student outcomes. However, other factors exerted significant influence, including internal factors unique to each student, as well as factors related to classroom instruction. It is possible that some teachers may not consider their students' learning styles, and thus fail to offer appropriate strategies. However, further research suggests that students' learning styles may not have a significant impact on their learning outcomes, possibly due to the ambiguous nature of defining learning styles. Students who identify with a visual learning style typically possess traits of both auditory and kinesthetic learners. Likewise, those who identify with an auditory learning style may have characteristics of visual and kinesthetic learners, as well as those who identify with a general learning style.⁷⁷ In other respects, educators are suboptimal in the execution of differentiated learning approaches that cater to the diverse traits of pupils and fulfill the educational needs of each learner⁷⁸. Despite attempting to integrate visual, auditory, and kinesthetic learning styles, the utilization of differentiated learning strategies is limited, with a continued reliance on interactive group discussions.

From a student's perspective, limiting oneself to a single learning style makes it challenging for teachers to adjust their teaching methods to suit individual learning styles. Consequently, it is imperative that instructors comprehend how their students tend to learn and inform their charges of the learning style test. By understanding different learning styles,⁷⁹ academic success can be achieved. This approach enhances students' understanding of learning activities appropriate or inapplicable to their learning style preferences. Subsequently, students can devise their learning objectives, culminating in a productive and efficient learning experience.

Teachers have a crucial role to play in guiding their students' potential within the differentiation learning process. It is essential to highlight their contribution towards supporting students. Additionally, teachers can become educational leaders who foster an environment that promotes learning in schools.⁸⁰ As a leader in education, a teacher assumes responsibility for learning components including curriculum, the teaching and learning process, assessment, teacher development, and school community. Indirecting students' potential, teachers play an essential role in the differentiation learning process, highlighting their importance in efforts made

⁷⁷ Y. Chania, M. Haviz, and Dewi Sasmita, "Hubungan Gaya Belajar Dengan Hasil Belajar Siswa Pada Pembelajaran Biologi Kelas X SMAN 2 Sungai Tarab Kabupaten Tanah Datar," *Journal of Sainstek*, 2016, 77–84.

⁷⁸ Nur Miftahul Fuad et al., "Improving Junior High Schools' Critical Thinking Skills Based on Test Three Different Models of Learning," *International Journal of Instruction* 10, no. 01 (January 25, 2017): 101–16, <https://doi.org/10.12973/iji.2017.1017a>.

⁷⁹ Wade H. Goodridge, Oenardi Lawanto, and Harry B. Santoso, "A Learning Style Comparison between Synchronous Online and Face-to-Face Engineering Graphics Instruction," *International Education Studies* 10, no. 2 (January 30, 2017): 1, <https://doi.org/10.5539/ies.v10n2p1>.

⁸⁰ M. Haviz, "Hubungan Gaya Belajar Dengan Hasil Belajar Siswa Pada Pembelajaran Biologi Kelas X SMAN 2 Sungai Tarab Kabupaten Tanah Datar" (2020).

to assist students.⁸¹ One important aspect of teaching is the potential for teachers to become learning leaders who cultivate the educational ecosystem within schools⁸². This role involves focusing on various components of learning, including the curriculum, teaching and learning processes, assessment, teacher development, and the school community. A teacher must ensure that all students receive equal opportunities to learn most suitably for their abilities and interests⁸³. This aligns with the values and responsibilities of teachers who advocate for their students. Advocating for students means that a teacher prioritizes their development as the primary reference point⁸⁴.

The study's second parameter analyses the degree of preparedness concerning the fiqh learning outcomes. Table 2 indicates that the ANOVA test for the readiness variable yielded an F value of 478.671, with a significance level of $0.000 < 0.05$. Thus, a significant difference exists in terms of students' readiness for learning while implementing differentiated learning models between students with average student achievement and those who are always ready to learn at 87.12%, often ready to learn at 71.46%, and less ready to learn at 57.56%. This finding suggests a significant interaction between the implementation of differentiated learning models and students' readiness for learning.

The influence of the learning readiness aspect in the implementation of the differentiated learning model on students' learning outcomes is in line with several previous reports that examined the use of differentiated learning on thinking skills. Umam & Fakhruddin,⁸⁵ found that learning readiness had a significant impact on learning outcomes. In line with these findings, Wahyudi & Susiani,⁸⁶ also stated that based on the analysis and discussion of the research findings, it can be concluded that there is a positive influence between learning readiness and learning outcomes. Further research states that learning readiness needs to be considered in the learning process, as students who have good learning readiness will have better learning outcomes. Students who are ready to receive instruction tend to find it easier to follow the learning process. As with the learning outcome parameters, one of the reasons for the readiness aspect of learning is that students

⁸¹ W. Satriawan, I. D. Santika, and A. Naim, "Guru Penggerak Dan Transformasi Sekolah Dalam Kerangka Inkuiri Apresiatif," *Al-Idarah: Jurnal Kependidikan Islam* 11, no. 1 (2021): 1–12.

⁸² Wiwin Herwina, "OPTIMALISASI KEBUTUHAN MURID DAN HASIL BELAJAR DENGAN PEMBELAJARAN BERDIFERENSIASI," *Perspektif Ilmu Pendidikan* 35, no. 2 (November 4, 2021): 175–82, <https://doi.org/10.21009/PIP.352.10>.

⁸³ S. Zubaidah, "Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran," *Seminar Nasional Pendidikan* 2, no. 2 (2016): 1–17.

⁸⁴ S. Dewi, "Analisis Profil Gaya Belajar Peserta Didik Dalam Penerapan Pembelajaran Berdiferensiasi Kelas 5a SD N Karanganyar Gunung 02 Semarang," *Innovative: Journal Of Social Science Research* 3, no. 2 (2023): 9763–73.

⁸⁵ K. A. Umam and F. Fakhruddin, "Pengaruh Kesiapan Belajar Terhadap Hasil Belajar Peserta Didik Program Paket C," *Journal of Nonformal Education* 2, no. 2 (2016).

⁸⁶ Fakhru Sani, Wahyudi Wahyudi, and Tri Saptuti Susiani, "Pengaruh Frekuensi Belajar Terhadap Hasil Belajar Matematika Siswa Kelas IV SD Negeri Sekecamatan Kebumen Tahun Ajaran 2020/2021," *Kalam Cendekia: Jurnal Ilmiah Kependidikan* 9, no. 3 (December 9, 2021), <https://doi.org/10.20961/jkc.v9i3.52856>.

who are always ready to learn have better results when compared to students who are often or sometimes ready.

Therefore, it can be concluded that learning readiness is a unified effort to complement the ability to act or respond to what will be or is being faced in learning. Pupils' readiness to learn is achieved by paying attention to children's developmental stages, where pupils need to be confronted with tasks whose level is appropriate to their developmental stage. As Piaget's theory states, children's development is followed by more complex thinking and higher integration.⁸⁷ This explanation is in line with Anggraini & Sunaryantiningsih⁸⁸ who stated that learning outcomes are the abilities that students acquire after preparing for learning, which provides behavioral changes in terms of students' knowledge, attitudes, and skills so that they are better than before. Apart from this, a similar explanation was also given by Nurdin & Purwosusanto⁸⁹ who stated that learning readiness had to be the focus of attention in the implementation of the learning process because the learning process accompanied by good readiness would influence optimal learning outcomes.

The third parameter is learning interest. Based on Table 2, the F-value obtained from the ANOVA test on the learning motivation variable is 178.601 with Sig. 0.000 > . Thus, the learning interest of the students who received the revised learning model was significantly different among the students who had high, medium, and low interest. Based on Table 3, the mean value of students' learning interest is obtained between students who have high (85.54), medium (72.22), and low (59.74) interest. These results indicate that there is a significant interaction between the application of the differentiated learning model and students' learning interest in Fiqh subjects.

The existence of significant differences in students' interest in learning Fiqh subjects is likely to be caused by psychological factors. This is because several studies have empirically demonstrated that interest has a significant impact on students' academic performance at school.⁹⁰ Students with high interest and motivation to learn are usually characterized by good academic performance, structured study habits, a good understanding of each reading,⁹¹ high self-efficacy,

⁸⁷ Nurdin Nurdin, Hery Purwosusanto Purwosusanto, and Tjipto Djuhartono, "PENGARUH KESIAPAN BELAJAR DAN KEPUASAN BELAJAR PADA PEMBELAJARAN ONLINE TERHADAP HASIL BELAJAR ILMU PENGETAHUAN SOSIAL," *Faktor : Jurnal Ilmiah Kependidikan* 9, no. 1 (August 5, 2022): 51, <https://doi.org/10.30998/fjik.v9i1.12059>.

⁸⁸ Yussi Anggraini and Ina Sunaryantiningsih, "Perbedaan Hasil Belajar Menggunakan Aplikasi Symbolab Dengan Metode Konvensional Pada Mahasiswa Teknik Elektro," *JMPM: Jurnal Matematika Dan Pendidikan Matematika* 4, no. 1 (March 12, 2019): 29–38, <https://doi.org/10.26594/jmpm.v3i2.1252>.

⁸⁹ Nurdin, Purwosusanto, and Djuhartono, "PENGARUH KESIAPAN BELAJAR DAN KEPUASAN BELAJAR PADA PEMBELAJARAN ONLINE TERHADAP HASIL BELAJAR ILMU PENGETAHUAN SOSIAL."

⁹⁰ P. J. Kpolovie, A. I. Joe, and T. Okoto, "Academic Achievement Prediction: Role of Interest in Learning and Attitude towards School," *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 1, no. 11 (2014).

⁹¹ Widiya Septian Dewi and Anita Restu Puji Raharjeng, "Pengaruh Model Pembelajaran Experiential Learning Terhadap Motivasi Belajar Siswa Pada Materi Ekosistem," *Bioilmi: Jurnal Pendidikan* 4, no. 1 (January 20, 2018): 14–17, <https://doi.org/10.19109/bioilmi.v4i1.1729>.

and good learning performance.⁹² Students who have low interest and motivation to learn tend to be withdrawn, donot attend school, drop out of school, have relatively high levels of anxiety, and have low academicperformance.⁹³ Therefore, the trend of research results from this study shows that students' learning interest in implementing the differentiated learning model will experience significant changes if the research is conducted over a longer period. For this reason, teachers must be able to create learning with a sense of enjoyment, without any coercion that causes changes in knowledge, behavior, and skills. One of the parameters that correlate with students' interest in learning is learning outcomes. Students who have good learning outcomes tend to have a high interest in learning.

The possibility of a significant influence of students' learning interests on the application of the differentiation learning model is based on several reasons. Several previous studies have informed that differentiation learning strategies can help students meet their learning needs and thus help them achieve maximum learning outcomes because the products they produce are relevant to their learning interests.⁹⁴ This explanation is in line with Bendriyanti et.al,⁹⁵ who said that all students' learning needs were met through learning activities that used different learning strategies based on their interests or learning profiles. This is also supported by Hadi et al.⁹⁶ who stated that the process of differentiating learning strategies was also able to provide space for students to demonstrate what they had learned, so the use of differentiating learning strategies indirectly promoted students' creativity. Furthermore, because creativity will continue to develop⁹⁷. Based on several references and several previous studies, the differentiation learning activities offered in the Fiqh learning design are considered capable of creating a pleasant learning climate and increasing students' interest in learning as well as students' involvement in the learning process and facilitating

⁹² Jing-Wen Lin et al., "Examining the Factors That Influence Students' Science Learning Processes and Their Learning Outcomes: 30 Years of Conceptual Change Research," *EURASIA Journal of Mathematics, Science and Technology Education* 12, no. 9 (July 14, 2016), <https://doi.org/10.12973/eurasia.2016.000600a>.

⁹³ Diana Sturges et al., "Academic Performance in Human Anatomy and Physiology Classes: A 2-Yr Study of Academic Motivation and Grade Expectation," *Advances in Physiology Education* 40, no. 1 (March 2016): 26–31, <https://doi.org/10.1152/advan.00091.2015>.

⁹⁴ I. Farid et al., "Strategi Pembelajaran Diferensiasi Dalam Memenuhi Kebutuhan Belajar Peserta Didik Di Sekolah Dasar," *Jurnal Pendidikan Dan Konseling (JPDK)*, 4, no. 6 (2022): 11177–82.

⁹⁵ R. P. Bendriyanti, C. Dewi, and I. Nurhasanah, "Manajemen Pembelajaran Berdiferensiasi Dalam Meningkatkan Kualitas Belajar Siswa Kelas Ix Smpit Khairunnas," *JP (Jurnal Pendidikan): Teori Dan Praktik* 6, no. 2 (2021): 70–74.

⁹⁶ Faiq Zulfikar Hadi, Maman Fathurrohman, and Cecep Anwar Hadi, "KECEMASAN MATEMATIKA DAN KEMAMPUAN BERPIKIR KRITIS MATEMATIS SISWA DI SEKOLAH MENENGAH PERTAMA," *ALGORITMA: Journal of Mathematics Education* 2, no. 1 (June 30, 2020): 59–72, <https://doi.org/10.15408/ajme.v2i1.16312>.

⁹⁷ F. P. E. Suwandi et al., "Strategi Pembelajaran Diferensiasi Konten Terhadap Minat Belajar Siswa Dalam Penerapan Kurikulum Merdeka," in *Prosiding Seminar Nasional Pendidikan Dasar*, 2023, 57–66.

the achievement of learning goals because students' learning needs are met according to their interests, readiness and learning profile.⁹⁸

The fourth parameter is the interaction in the implementation of the learning model, which differentiates aspects of learning style, readiness, and interest through learning outcomes. Based on Table 2, the F-value obtained from the tests of between-subjects effects on the corrected model is 46.736 with Sig. $0.000 < 0.05$. Thus, the independent variables are learning style, readiness, and interest to determine the relationship between the dependent variable, namely the value of Fiqh learning outcomes. Then the F-value obtained from the tests of between-subjects effects on the intercept is 5647.883 with Sig. $0.000 < 0.05$. These results show that this intercept makes a significant contribution. Based on the SPSS output from Table 2, the sig value is obtained. If it is $0.016 < 0.05$, then the hypothesis that there is an interaction between learning style, willingness to learn, and interest in learning on Fiqh learning outcomes is "accepted".

The effect of implementing differentiation learning on students' learning outcomes is in line with several previous reports that examined the use of differentiation learning⁹⁹ to increase learning activities¹⁰⁰ and achievement emphasize¹⁰¹ that differentiated learning can enhance students' creative thinking skills. In line with these findings, Putra,¹⁰² also stated that differentiation learning is learning that has the potential to further develop students' thinking skills. Further research states that differentiation learning has the potential to stimulate three components of thinking skills, namely self-regulation, critical thinking skills, and creative thinking skills.¹⁰³

It is the same as the learning outcome parameters, one of the reasons why students' learning style, learning readiness, and interest in learning influence learning outcomes when implementing differentiated learning. This explanation is in line with Sirait,¹⁰⁴ who found that there was a significant influence between kinesthetic learning styles with high learning readiness, which gave a

⁹⁸ Herwina, "OPTIMALISASI KEBUTUHAN MURID DAN HASIL BELAJAR DENGAN PEMBELAJARAN BERDIFERENSIASI."

⁹⁹ I. M. Surat, "Penerapan Metode Pembelajaran Diferensiasi Progresif Berbantuan LKS Untuk Meningkatkan Aktivitas Dan Prestasi Belajar Matematika Siswa Kelas X MIPA 3 SMA Taman Rama Denpasar Tahun Pelajaran 2019/2020," *Widyadari* 20, no. 2 (2019).

¹⁰⁰ Bendriyanti, Dewi, and Nurhasanah, "Manajemen Pembelajaran Berdiferensiasi Dalam Meningkatkan Kualitas Belajar Siswa Kelas Ix Smpit Khairunnas."

¹⁰¹ Umi Muhlisah, Misdaliana Misdaliana, and Nila Kesumawati, "Pengaruh Strategi Pembelajaran Berdiferensiasi Terhadap Kemampuan Berpikir Kritis Dan Kreatif Matematis Siswa SMA," *Jurnal Cendekia: Jurnal Pendidikan Matematika* 7, no. 3 (August 22, 2023): 2793–2803, <https://doi.org/10.31004/cendekia.v7i3.2762>.

¹⁰² I. M. Y. T. Putra, "Implementasi Pembelajaran Flipped Classroom Berbasis Strategi Diferensiasi Untuk Meningkatkan Keterampilan Berpikir Kritis Peserta Didik," *Indonesian Journal of Educational Development (IJED)* 2, no. 3 (2021): 461–71.

¹⁰³ Ayu Sri Wahyuni, "Literature Review: Pendekatan Berdiferensiasi Dalam Pembelajaran IPA," *JURNAL PENDIDIKAN MIPA* 12, no. 2 (June 7, 2022): 118–26, <https://doi.org/10.37630/jpm.v12i2.562>.

¹⁰⁴ Erlando Doni Sirait, "Pengaruh Gaya Dan Kesiapan Belajar Terhadap Pemahaman Konsep Matematika Siswa," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 7, no. 3 (February 6, 2018), <https://doi.org/10.30998/formatif.v7i3.2231>.

more dominant contribution when compared to visual and auditory learning styles with high or low learning readiness on understanding mathematical concepts. This was supported by Nurlia et.al.¹⁰⁵ whose research findings showed that there was a very strong relationship between learning style, learning independence, and learning interest with learning outcomes in biology. Subsequently, Alrabah et.al.,¹⁰⁶ stated that learning style, learning interest, learning habits, and learning environment simultaneously influenced students' learning outcomes in the new normal era. Similar to Wardani¹⁰⁷, there was a positive and significant influence between learning style and learning readiness on mathematics learning outcomes.

Based on several references and several previous studies, firstly, learning styles can help them to learn more effectively. When learning styles are understood and applied in the learning process, a person can be more focused and engaged in learning. Secondly, readiness is the psychological readiness to learn, they tend to be more focused and productive in the learning process. Motivation is a key factor in readiness to learn because if someone has a clear goal and feels the importance of learning, they will be more inclined to try hard and study diligently. Mental readiness and supportive environmental conditions can also increase learning effectiveness. Third, learning interest refers to a person's level of interest in a particular subject or topic. If someone has a high level of interest in the material being studied, they are more likely to invest time and energy in understanding the material. Interest in learning can motivate someone to explore topics in more depth, seek out additional resources, and overcome barriers to learning. Conversely, if someone has no interest in the subject matter, they may have difficulty understanding and remembering the information being taught.

These three factors are interrelated and can influence each other. For example, if someone has a high level of interest in a particular subject, they will tend to choose a learning style that matches their interests and feel more psychologically prepared to learn. Conversely, if someone does not feel prepared or has no interest in a subject, the learning style used may not be optimal and their learning outcomes could be negatively affected. It is important to remember that each individual is unique and these factors may vary from person to person. Therefore, educators and students need to understand their learning styles, learning readiness, and learning interests to effectively improve learning outcomes.

¹⁰⁵ Nurlia Nurlia et al., "Hubungan Antara Gaya Belajar, Kemandirian Belajar, Dan Minat Belajar Dengan Hasil Belajar Biologi Siswa," *Jurnal Pendidikan Biologi* 6, no. 2 (April 1, 2017), <https://doi.org/10.24114/jpb.v6i2.6552>.

¹⁰⁶ Sulaiman Alrabah, Shu-hua Wu, and Abdullah M. Alotaibi, "The Learning Styles and Multiple Intelligences of EFL College Students in Kuwait," *International Education Studies* 11, no. 3 (February 25, 2018): 38, <https://doi.org/10.5539/ies.v11n3p38>.

¹⁰⁷ R. Wardani, "Pengaruh Gaya Belajar, Kesiapan Belajar, Dan Kemampuan Numerik Terhadap Prestasi Belajar Matematika Siswa Kelas VII SMP Negeri Se-Kecamatan Sruweng Tahun Pelajaran 2016/2017" (2017).

CONCLUSION

In this research, we studied that there is an influence of the differentiation learning model on Fiqh learning outcomes in the aspects of learning style, readiness, and interest in learning of students at the basic education level. The results of this research show that there are no significant differences in students' learning outcomes based on learning styles, but they show significant differences in students' learning outcomes in the aspects of students' readiness and interest in learning, and there is an interaction between the application of the differentiation learning model and Fiqh learning outcomes. The results of this research indicate that the differentiation learning model is an alternative form of learning that is relevant to the demands of the 21st century. The evaluation of the application of the differentiation learning model on other parameters needs to be developed in further research to reveal the positive effects of the model more thoroughly. It is also recommended to increase the duration of the study to analyze the long-term effects of differentiated learning.

REFERENCES

- Alhafiz, Nurzaki. "Analisis Profil Gaya Belajar Siswa Untuk Pembelajaran Berdiferensiasi DI SMP Negeri 23 Pekanbaru." *J-ABDI: Jurnal Pengabdian Kepada Masyarakat* 1, no. 8 (January 1, 2022): 1913–22. <https://doi.org/10.53625/jabdi.v1i8.946>.
- Alrabah, Sulaiman, Shu-hua Wu, and Abdullah M. Alotaibi. "The Learning Styles and Multiple Intelligences of EFL College Students in Kuwait." *International Education Studies* 11, no. 3 (February 25, 2018): 38. <https://doi.org/10.5539/ies.v11n3p38>.
- Andini, Dinar Westri. "Differentiated Instruction: Solusi Pembelajaran Dalam Keberagaman Siswa Di Kelas Inklusif." *Trihayu: Jurnal Pendidikan Ke-SD-An* 2, no. 3 (June 17, 2022). <https://doi.org/10.30738/trihayu.v2i3.725>.
- Anggraini, Yussi, and Ina Sunaryantiningsih. "Perbedaan Hasil Belajar Menggunakan Aplikasi Symbolab Dengan Metode Konvensional Pada Mahasiswa Teknik Elektro." *JMPM: Jurnal Matematika Dan Pendidikan Matematika* 4, no. 1 (March 12, 2019): 29–38. <https://doi.org/10.26594/jmpm.v3i2.1252>.
- Antikainen, Ari. "In Search of the Nordic Model in Education." *Scandinavian Journal of Educational Research* 50, no. 3 (July 2006): 229–43. <https://doi.org/10.1080/00313830600743258>.
- Aryzona, Eva Fahriani, Asrin Asrin, and Muhammad Syazali. "Analisis Kompetensi Guru Dan Desain Pembelajaran Dalam Melaksanakan Kegiatan Pembelajaran Sesuai Kurikulum Merdeka SD Negeri 1 Jantuk Tahun Pelajaran 2022-2023." *Jurnal Ilmiah Profesi Pendidikan* 8, no. 1 (February 23, 2023): 424–32. <https://doi.org/10.29303/jipp.v8i1.1156>.
- Ayuka, Fransiska, Putri Pradana, and Kristen Satya Wacana. "PENGEMBANGAN INSTRUMEN PENILAIAN SIKAP DISIPLIN MENGGUNAKAN SKALA LIKERT DALAM PEMBELAJARAN TEMATIK KELAS IV SD." *Jurnal Pendidikan Dasar* 5, no. 1 (2021): 13–29. <https://ejournal.stitpn.ac.id/index.php/fondatia>.
- Ayuningtyas, Irma, and Ipah Budi Minarti. "ANALISIS GAYA BELAJAR TERHADAP HASIL BELAJAR SISWA KELAS X DI SMA INSTITUT INDONESIA SEMARANG." *Jurnal*

- Ilmiah Edukasia* 1, no. 1 (January 20, 2021): 41–50. <https://doi.org/10.26877/jie.v1i1.7963>.
- Bendriyanti, R. P., C. Dewi, and I. Nurhasanah. “Manajemen Pembelajaran Berdiferensiasi Dalam Meningkatkan Kualitas Belajar Siswa Kelas Ix Smpit Khairunnas.” *JP (Jurnal Pendidikan): Teori Dan Praktik* 6, no. 2 (2021): 70–74.
- Berhanu, G. “Inclusive Education in Sweden: Responses, Challenges and Prospects.” *International Journal of Special Education* 26, no. 2 (2011): 128–48.
- Brookhart, S. M. *How to Give Effective Feedback to Your Students*. Ascd, 2017.
- Budiarti, Indah, and Abdul Jabar. “Pengaruh Gaya Belajar Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMPN 2 Banjarmasin Tahun Ajaran 2015/2016.” *Math Didactic: Jurnal Pendidikan Matematika* 2, no. 3 (December 30, 2016): 142–47. <https://doi.org/10.33654/math.v2i3.42>.
- Chania, Y., M. Haviz, and Dewi Sasmita. “Hubungan Gaya Belajar Dengan Hasil Belajar Siswa Pada Pembelajaran Biologi Kelas X SMAN 2 Sungai Tarab Kabupaten Tanah Datar.” *Journal of Sainstek*, 2016, 77–84.
- Davis, Katie, Joanna Christodoulou, Scott Seider, and Howard Gardner. “The Theory of Multiple Intelligences.” In *The Cambridge Handbook of Intelligence*, 485–503. Cambridge University Press, 2011. <https://doi.org/10.1017/CBO9780511977244.025>.
- DePorter, B., and M. Hernacki. *Quantum Learning: Unleashing the Genius in You*. Bandung: Kaifa, 2013.
- Devian, Lora. “DIFFERENTIATED LEARNING AND MOTIVATION MATHEMATIC LEARNING OUTCOMES OF CLASS V STUDENT AT SDN 09 KAMPUNG MELAYU PEMBELAJARAN BERDIFERESIASI DAN MOTIVASI HASIL BELAJAR MATEMATIKA PESERTA DIDIK KELAS V DI SEKOLAH DASAR.” *Jurnal CERDAS Proklamator* 52, no. 1 (2023): 52–62.
- Dewi, S. “Analisis Profil Gaya Belajar Peserta Didik Dalam Penerapan Pembelajaran Berdiferensiasi Kelas 5a SD N Karanganyar Gunung 02 Semarang.” *Innovative: Journal Of Social Science Research* 3, no. 2 (2023): 9763–73.
- Dewi, Widiya Septian, and Anita Restu Puji Raharjeng. “Pengaruh Model Pembelajaran Experiential Learning Terhadap Motivasi Belajar Siswa Pada Materi Ekosistem.” *Bioilmi: Jurnal Pendidikan* 4, no. 1 (January 20, 2018): 14–17. <https://doi.org/10.19109/bioilmi.v4i1.1729>.
- Dian Fitriani, Fatihatunnisa Ridha Rahman, Anti Dhamayanti Fauzi, Anisa Umu Salamah, and Asep Saefullah. “Implementasi Pembelajaran Diferensiasi Berdasarkan Aspek Kesiapan Belajar Murid Di Sekolah Menengah Atas.” *Jurnal Genta Mulia* 14, no. 2 (June 1, 2023). <https://doi.org/10.61290/gm.v14i2.358>.
- “Donna M. Mertens - Research and Evaluation in Education and Psychology_ Integrating Diversity With Quantitative, Qualitative, and Mixed Methods-SAGE Publications, Inc (2009),” n.d.
- Dryden, G., and J. Vos. *The New Learning Revolution 3rd Edition*. A&C Black, 2005.
- Duff, Patricia A., and Duanduan Li. “Indigenous, Minority, and Heritage Language Education in Canada: Policies, Contexts, and Issues.” *The Canadian Modern Language Review* 66, no. 1 (September 2009): 1–8. <https://doi.org/10.3138/cmlr.66.1.001>.
- Farid, I., R. Yulianti, A. Hasan, and T. Hilaiyah. “Strategi Pembelajaran Diferensiasi Dalam Memenuhi Kebutuhan Belajar Peserta Didik Di Sekolah Dasar.” *Jurnal Pendidikan Dan Konseling (JPDK)*, 4, no. 6 (2022): 11177–82.

- Fuad, Nur Miftahul, Siti Zubaidah, Susriyati Mahanal, and Endang Suarsini. "Improving Junior High Schools' Critical Thinking Skills Based on Test Three Different Models of Learning." *International Journal of Instruction* 10, no. 01 (January 25, 2017): 101–16. <https://doi.org/10.12973/iji.2017.1017a>.
- Goodridge, Wade H., Oenardi Lawanto, and Harry B. Santoso. "A Learning Style Comparison between Synchronous Online and Face-to-Face Engineering Graphics Instruction." *International Education Studies* 10, no. 2 (January 30, 2017): 1. <https://doi.org/10.5539/ies.v10n2p1>.
- Hadi, Faiq Zulfikar, Maman Fathurrohman, and Cecep Anwar Hadi. "KECEMASAN MATEMATIKA DAN KEMAMPUAN BERPIKIR KRITIS MATEMATIS SISWA DI SEKOLAH MENENGAH PERTAMA." *ALGORITMA: Journal of Mathematics Education* 2, no. 1 (June 30, 2020): 59–72. <https://doi.org/10.15408/ajme.v2i1.16312>.
- Hadi, Wisman, Elly Prihasti Wuriyani, Achmad Yuhdi, and Reny Agustina. "Desain Pembelajaran Diferensiasi Bermuatan Problem Based Learning (PBL) Mendukung Critical Thinking Skill Siswa Pada Era Kenormalan Baru Pasca Pandemi COVID-19." *Basastra* 11, no. 1 (April 29, 2022): 56. <https://doi.org/10.24114/bss.v11i1.33852>.
- Hall, T., N. Strangman, and A. Meyer. "Differentiated Instruction and Implications for UDL Implementation." *Wakefield, MA: National Center on Accessing the General Curriculum*, July 2003.
- Hartati, Leny. "Pengaruh Gaya Belajar Dan Sikap Siswa Pada Pelajaran Matematika Terhadap Hasil Belajar Matematika." *Formatif: Jurnal Ilmiah Pendidikan MIPA* 3, no. 3 (August 13, 2015). <https://doi.org/10.30998/formatif.v3i3.128>.
- Haviz, M. "Hubungan Gaya Belajar Dengan Hasil Belajar Siswa Pada Pembelajaran Biologi Kelas X SMAN 2 Sungai Tarab Kabupaten Tanah Datar," 2020.
- Herwina, Wiwin. "OPTIMALISASI KEBUTUHAN MURID DAN HASIL BELAJAR DENGAN PEMBELAJARAN BERDIFERENSIASI." *Perspektif Ilmu Pendidikan* 35, no. 2 (November 4, 2021): 175–82. <https://doi.org/10.21009/PIP.352.10>.
- Islamiah, I. D. "Pengaruh Minat Belajar Siswa Terhadap Prestasi Belajar Matematika Di SMKN 1 Cihampelas." *Journal on Education* 1, no. 2 (2019): 451–57.
- Kaharuddin, A. *Pembelajaran Inovatif & Variatif*. Pusaka Almaida, 2020.
- Karim, A. "Pengaruh Gaya Belajar Dan Sikap Siswa Pada Pelajaran Matematika Terhadap Kemampuan Berpikir Kritis Matematika." *Formatif: Jurnal Ilmiah Pendidikan MIPA* 4, no. 3 (2015).
- Klassen, Stephen A., Jonathon W. Senefeld, Patrick W. Johnson, Rickey E. Carter, Chad C. Wiggins, Shmuel Shoham, Brenda J. Grossman, et al. "The Effect of Convalescent Plasma Therapy on Mortality Among Patients With COVID-19: Systematic Review and Meta-Analysis." *Mayo Clinic Proceedings* 96, no. 5 (May 2021): 1262–75. <https://doi.org/10.1016/j.mayocp.2021.02.008>.
- Kpolovie, P. J., A. I. Joe, and T. Okoto. "Academic Achievement Prediction: Role of Interest in Learning and Attitude towards School." *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 1, no. 11 (2014).
- Kristiana, Ika Febrian, Costrie Ganes Widayanti, Prasetyo Budi Widodo, and Yeniar Indriana. "Learning Loss during the Pandemic: Views of Indonesian Teachers and Parents." *International Journal of Education and Learning* 4, no. 3 (October 25, 2022): 179–90. <https://doi.org/10.31763/ijele.v4i3.765>.

- Laksono, Yustinus Setio, Gregoria Ariyanti, and Fransiskus Gatot Iman Santoso. "HUBUNGAN MINAT BELAJAR SISWA TERHADAP PRESTASI BELAJAR MATEMATIKA SISWA DALAM PEMBELAJARAN KOOPERATIF TIPE STAD MENGGUNAKAN KOMIK." *Jurnal Edukasi Matematika Dan Sains* 1, no. 2 (December 19, 2016): 60. <https://doi.org/10.25273/jems.v1i2.143>.
- Legi, H., L. Samosir, and L. L. Tambunan. "Manajemen Konflik Dalam Implementasi Kurikulum Merdeka Di Era Digital." *Nautical: Jurnal Ilmiah Multidisiplin Indonesia* 2, no. 3 (2023): 196–203.
- Lin, Jing-Wen, Miao-Hsuan Yen, Jiachi Liang, Mei-Hung Chiu, and Chorng-Jee Guo. "Examining the Factors That Influence Students' Science Learning Processes and Their Learning Outcomes: 30 Years of Conceptual Change Research." *EURASIA Journal of Mathematics, Science and Technology Education* 12, no. 9 (July 14, 2016). <https://doi.org/10.12973/eurasia.2016.000600a>.
- Marliani, N. "Kemampuan Pemecahan Masalah Matematis Pada Mata Kuliah Persamaan Diferensial Dilihat Dari Pembelajaran Konflik Kognitif Yang Terintegrasi Dengan Soft Skill." *Formatif: Jurnal Ilmiah Pendidikan MIPA* 5, no. 2 (2015).
- Marzano, R. J., D. Pickering, and J. E. Pollock. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Ascd, 2001.
- McKee, Judy, and Donna. Ogle. *Integrating Instruction : Literacy and Science*. Guilford Press, 2005.
- Mertens, Donna M. *Research and Evaluation in Education and Psychology_ Integrating Diversity With Quantitative, Qualitative, and Mixed Methods*. California: Sage Publications, 2009.
- Muhlisah, Umi, Misdaliana Misdaliana, and Nila Kesumawati. "Pengaruh Strategi Pembelajaran Berdiferensiasi Terhadap Kemampuan Berpikir Kritis Dan Kreatif Matematis Siswa SMA." *Jurnal Cendekia : Jurnal Pendidikan Matematika* 7, no. 3 (August 22, 2023): 2793–2803. <https://doi.org/10.31004/cendekia.v7i3.2762>.
- Murtafiah, Wasilatul. "Profil Kemampuan Berpikir Kreatif Mahasiswa Dalam Mengajukan Masalah Persamaan Diferensial." *JIPM (Jurnal Ilmiah Pendidikan Matematika)* 5, no. 2 (March 31, 2017): 73. <https://doi.org/10.25273/jipm.v5i2.1170>.
- Nasution, F., R. Wulandari, L. Anum, and A. Ridwan. "Variasi Individual Dalam Pendidikan." *JURNAL EDUKASI NONFORMAL* 4, no. 1 (2023): 146–56.
- Nasution, Fauziah, Miftahul Nizah Dalimunthe, and Afifah Umli. "Teori Vygotsky Dan Interdependensi Sosial Sebagai Landasan Teori Dalam Pelaksanaan Pembelajaran Kooperatif Di Sekolah Dasar." *MAHAGURU: Jurnal Pendidikan Guru Sekolah Dasar* 3, no. 2 (2022): 171–79.
- Nurdin, Nurdin, Hery Purwosusanto Purwosusanto, and Tjipto Djuhartono. "PENGARUH KESIAPAN BELAJAR DAN KEPUASAN BELAJAR PADA PEMBELAJARAN ONLINE TERHADAP HASIL BELAJAR ILMU PENGETAHUAN SOSIAL." *Faktor : Jurnal Ilmiah Kependidikan* 9, no. 1 (August 5, 2022): 51. <https://doi.org/10.30998/fjik.v9i1.12059>.
- Nurlia, Nurlia, Yusminah Hala, Rachmawaty Muchtar, Oslan Jumadi, and Mushawwir Taiyeb. "Hubungan Antara Gaya Belajar, Kemandirian Belajar, Dan Minat Belajar Dengan Hasil Belajar Biologi Siswa." *Jurnal Pendidikan Biologi* 6, no. 2 (April 1, 2017). <https://doi.org/10.24114/jpb.v6i2.6552>.
- Nurnaifah, Ihfa Indira, Mariani Akhfah, and Nursyam. "Pengaruh Gaya Belajar Terhadap Hasil Belajar Fisika Siswa." *Al-Irsyad Journal of Physics Education* 1, no. 2 (July 30, 2022): 86–94. <https://doi.org/10.58917/ijpe.v1i2.19>.

- Özdas, Faysal, and Veli Batdi. "A Thematic-Based Meta Analytic Study Regarding the Effect of Creativity on Academic Success and Learning Retention." *Journal of Education and Training Studies* 5, no. 3 (February 6, 2017): 53. <https://doi.org/10.11114/jets.v5i3.2043>.
- Phakiti, A. "Likert-Type Scale Construction." In *Handbook of Second Language Acquisition and Language Testing*. London: Routledge, 2020.
- Pompper, Donnalyn, and Tugce Ertem-Era. "Media Literacy and COVID-19 Communication: Work and Home Sphere Differences." *Journal of Media Literacy Education* 15, no. 2 (2023): 84–98. <https://doi.org/10.23860/JMLE-2023-15-2-7>.
- Prasetyo, D., Wibawa, B., & Musnir, D. N. "Development of Mobile Learning-Based Learning Model in Higher Education Using the Addie Method." *Journal of Computational and Theoretical Nanoscience* 17 (2020).
- Purnomo, E. A., Y. L. Sukestiyarno, I. Junaedi, and A. Agoestanto. "Analisis Kemampuan Pemecahan Masalah Calon Guru Ditinjau Dari Metakognitif Pada Materi Kalkulus Diferensial." In *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, 310–15, 2022.
- Puspitasari, V., and D. A. Walujo. "Pengembangan Perangkat Pembelajaran Dengan Model Diferensiasi Menggunakan Book Creator Untuk Pembelajaran Bipa Di Kelas Yang Memiliki Kemampuan Beragam." *Jurnal Education And Development* 8, no. 4 (2020): 310–305.
- Putra, I. M. Y. T. "Implementasi Pembelajaran Flipped Classroom Berbasis Strategi Diferensiasi Untuk Meningkatkan Keterampilan Berpikir Kritis Peserta Didik." *Indonesian Journal of Educational Development (IJED)* 2, no. 3 (2021): 461–71.
- Reski, N. "Tingkat Minat Belajar Siswa Kelas IX SMPN 11 Kota Sungai Penuh." *Jurnal Inovasi Penelitian* 1, no. 11 (2021): 2485–90.
- Ricardo, Ricardo, and Rini Intansari Meilani. "Impak Minat Dan Motivasi Belajar Terhadap Hasil Belajar Siswa." *Jurnal Pendidikan Manajemen Perkantoran* 2, no. 2 (August 31, 2017): 79. <https://doi.org/10.17509/jpm.v2i2.8108>.
- Rohim, D. C., and S. Rahmawati. "Peran Literasi Dalam Meningkatkan Minat Baca Siswa Di Sekolah Dasar." *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian* 6, no. 3 (2020): 230–37.
- Rudini, M., and A. Khasanah. "Implementasi Penilaian Pembelajaran Kurikulum 2013 Dalam Meningkatkan Partisipasi Aktif Siswa Di Sekolah Dasar." *Madako Elementary School* 1, no. 1 (2022): 33–44.
- Samples, B. *Revolusi Belajar Untuk Anak: Panduan Belajar Sambil Bermain Untuk Membuka Pikiran Anak-Anak Anda*. Bandung: Kaifa, 2002.
- Sani, Fakhrol, Wahyudi Wahyudi, and Tri Saptuti Susiani. "Pengaruh Frekuensi Belajar Terhadap Hasil Belajar Matematika Siswa Kelas IV SD Negeri Sekecamatan Kebumen Tahun Ajaran 2020/2021." *Kalam Cendekia: Jurnal Ilmiah Kependidikan* 9, no. 3 (December 9, 2021). <https://doi.org/10.20961/jkc.v9i3.52856>.
- Satriawan, W., I. D. Santika, and A. Naim. "Guru Penggerak Dan Transformasi Sekolah Dalam Kerangka Inkuiri Apresiatif." *Al-Idarah: Jurnal Kependidikan Islam* 11, no. 1 (2021): 1–12.
- Setiani, A., D. J. Priansa, and A. Kasmanah. *Manajemen Peserta Didik Dan Model Pembelajaran Cerdas, Kreatif, Dan Inovatif*. Yogyakarta: Arruzz Media, 2015.

- Setiyo, A. "Penerapan Pembelajaran Diferensiasi Kolaboratif Dengan Melibatkan Orang Tua Dan Masyarakat Untuk Mewujudkan Student's Well-Being Di Masa Pandemi." *Bioma: Jurnal Ilmiah Biologi*, 11, no. 1 (2022): 61–78.
- Sholihah Rosmana, Primanita, Sofyan Iskandar, Fariyah Ayuni, Faiza Zalfa Hafizha, Pingkan Fireli, and Ranisa Devi. "Kesiapan Sekolah Dalam Proses Penerapan Kurikulum Merdeka Di SD." *INNOVATIVE: Journal Of Social Science Research* 3 (2023).
- Simbolon, Redina, and Henny Dewi Koeswanti. "Comparison Of Pbl (Project Based Learning) Models With Pbl (Problem Based Learning) Models To Determine Student Learning Outcomes And Motivation." *International Journal of Elementary Education* 4, no. 4 (2020): 519–29. <https://ejournal.undiksha.ac.id/index.php/IJEE>.
- Sirait, Erlando Doni. "Pengaruh Gaya Dan Kesiapan Belajar Terhadap Pemahaman Konsep Matematika Siswa." *Formatif: Jurnal Ilmiah Pendidikan MIPA* 7, no. 3 (February 6, 2018). <https://doi.org/10.30998/formatif.v7i3.2231>.
- Smith, Cathy, and Candia Morgan. "Curricular Orientations to Real-world Contexts in Mathematics." *The Curriculum Journal* 27, no. 1 (March 2, 2016): 24–45. <https://doi.org/10.1080/09585176.2016.1139498>.
- Sofyan, F. A. "Implementasi HOTS Pada Kurikulum 2013." *INVENTA: Jurnal Pendidikan Guru Sekolah Dasar* 3, no. 1 (2019): 1–9.
- Sturges, Diana, Trent W. Maurer, Deborah Allen, Delena Bell Gatch, and Padmini Shankar. "Academic Performance in Human Anatomy and Physiology Classes: A 2-Yr Study of Academic Motivation and Grade Expectation." *Advances in Physiology Education* 40, no. 1 (March 2016): 26–31. <https://doi.org/10.1152/advan.00091.2015>.
- Subhan, S. "Peningkatan Kompetensi Guru Menerapkan Pembelajaran Berdiferensiasi Untuk Mewujudkan Merdeka Belajar Melalui Lokakarya Di Smpn 3 Pontianak." *Jurnal Pembelajaran Prospektif*, 7, no. 1 (2020).
- Sulistiyosari, Yunike, Hermon Maurits Karwur, and Habibi Sultan. "PENERAPAN PEMBELAJARAN IPS BERDIFERENSIASI PADA KURIKULUM MERDEKA BELAJAR." *Harmony: Jurnal Pembelajaran IPS Dan PKN* 7, no. 2 (December 6, 2022): 66–75. <https://doi.org/10.15294/harmony.v7i2.62114>.
- Surat, I. M. "Penerapan Metode Pembelajaran Diferensiasi Progresif Berbantuan LKS Untuk Meningkatkan Aktivitas Dan Prestasi Belajar Matematika Siswa Kelas X MIPA 3 SMA Taman Rama Denpasar Tahun Pelajaran 2019/2020." *Widyadari* 20, no. 2 (2019).
- Suwandi, F. P. E., K. K. Rahmanigrum, E. T. Mulyosari, P. Mulyantoro, Y. I. Sari, and B. H. C. Khosiyono. "Strategi Pembelajaran Diferensiasi Konten Terhadap Minat Belajar Siswa Dalam Penerapan Kurikulum Merdeka." In *Prosiding Seminar Nasional Pendidikan Dasar*, 57–66, 2023.
- Suwartiningsih, Suwartiningsih. "Penerapan Pembelajaran Berdiferensiasi Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran IPA Pokok Bahasan Tanah Dan Keberlangsungan Kehidupan Di Kelas IXb Semester Genap SMPN 4 Monta Tahun Pelajaran 2020/2021." *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 1, no. 2 (July 4, 2021): 80–94. <https://doi.org/10.53299/jppi.v1i2.39>.
- Tafonao, Talizaro. "PERANAN MEDIA PEMBELAJARAN DALAM MENINGKATKAN MINAT BELAJAR MAHASISWA." *Jurnal Komunikasi Pendidikan* 2, no. 2 (August 2, 2018): 103. <https://doi.org/10.32585/jkp.v2i2.113>.
- Tayeb, T. "Analisis Dan Manfaat Model Pembelajaran." *AULADUNA: Jurnal Pendidikan Dasar Islam* 4, no. 2 (2017): 48–55.

- Tilaar, Anetha LF. "Efektivitas Pembelajaran Kontekstual Dalam Mengajarkan Matematika." *Formatif: Jurnal Ilmiah Pendidikan MIPA* 1, no. 3 (August 4, 2015). <https://doi.org/10.30998/formatif.v1i3.72>.
- Umam, K. A., and F. Fakhruddin. "Pengaruh Kesiapan Belajar Terhadap Hasil Belajar Peserta Didik Program Paket C." *Journal of Nonformal Education* 2, no. 2 (2016).
- Wahyuni, Ayu Sri. "Literature Review: Pendekatan Berdiferensiasi Dalam Pembelajaran IPA." *JURNAL PENDIDIKAN MIPA* 12, no. 2 (June 7, 2022): 118–26. <https://doi.org/10.37630/jpm.v12i2.562>.
- Wahyuni, Yusri. "IDENTIFIKASI GAYA BELAJAR (VISUAL, AUDITORIAL, KINESTETIK) MAHASISWA PENDIDIKAN MATEMATIKA UNIVERSITAS BUNG HATTA." *Jurnal Penelitian Dan Pembelajaran Matematika* 10, no. 2 (August 31, 2017). <https://doi.org/10.30870/jppm.v10i2.2037>.
- Wahyuningsari, Desy, Yuniar Mujiwati, Lailatul Hilmiyah, Febianti Kusumawardani, and Intan Permata Sari. "Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar." *JURNAL JENDELA PENDIDIKAN* 2, no. 04 (November 20, 2022): 529–35. <https://doi.org/10.57008/jjp.v2i04.301>.
- Wardani, R. "Pengaruh Gaya Belajar, Kesiapan Belajar, Dan Kemampuan Numerik Terhadap Prestasi Belajar Matematika Siswa Kelas VII SMP Negeri Se-Kecamatan Sruweng Tahun Pelajaran 2016/2017," 2017.
- Wardhani, Indah Setyo, Umi Hanik, and Rika Wulandari. "PENGARUH GAYA BELAJAR TERHADAP HASIL BELAJAR MATEMATIKA MAHASISWA UNIVERSITAS TRUNOJOYO." *JP2M (Jurnal Pendidikan Dan Pembelajaran Matematika)* 2, no. 1 (April 26, 2017): 42. <https://doi.org/10.29100/jp2m.v2i1.215>.
- Widayanti, Febi Dwi. "PENTINGNYA MENGETAHUI GAYA BELAJAR SISWA DALAM KEGIATAN PEMBELAJARAN DI KELAS." *Erudio Journal of Educational Innovation* 2, no. 1 (2013). <https://doi.org/10.18551/erudio.2-1.2>.
- Widiyani, D. T., F. Amilia, and A. M. Susetyo. "Indikator Pembelajaran Efektif Dalam Pembelajaran Daring (Dalam Jaringan) Pada Masa Pandemi Covid-19 Di SMAN 2 Bondowoso." *Jurnal Universitas Muhammadiyah Jember*, 2021.
- Wormeli, R. *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom*. New York: Stenhouse Publishers, 2018.
- Wu, Hulin, and Jin-Ting Zhang. "Nonparametric Regression Methods for Longitudinal Data Analysis," 2006. www.wiley.com.
- Yani, D., S. Muhanal, and A. Mashfufah. "Implementasi Assemen Diagnostic Untuk Menentukan Profil Gaya Belajar Siswa Dalam Pembelajaran Diferensiasi Di Sekolah Dasar." *Jurnal Inovasi Dan Teknologi Pendidikan (JURINOTEP)* 1, no. 3 (2023): 241–50.
- Zubaidah, S. "Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran." *Seminar Nasional Pendidikan* 2, no. 2 (2016): 1–17.