

ABSTRAK

Muhammad Alfiannur, 2025, *Efektivitas pembelajaran berdiferensiasi dalam meningkatkan minat dan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam di SD Negeri Se Kabupaten Tapin*. Penelitian Ilmiah Jurusan Pendidikan Agama Islam, Pascasarjana, Universitas Islam Negeri Antasari Banjarmasin. Dosen Pembimbing I Dr. M. Ramli, M.Pd dan Dosen Pembimbing II Dr. Muhammad Sabirin, S.Pd., M.Si.

Kata Kunci: Pembelajaran Berdiferensiasi, Guru PAI-BP

Pembelajaran berdiferensiasi merupakan pendekatan yang memperhatikan perbedaan kebutuhan, minat, kesiapan, dan gaya belajar siswa. Dalam penelitian ini, pendekatan tersebut diterapkan pada kelas eksperimen, sedangkan kelas kontrol menggunakan model pembelajaran konvensional. Minat belajar siswa diukur menggunakan angket, sedangkan hasil belajar siswa dievaluasi melalui tes pretest dan posttest. Data dikumpulkan melalui angket minat belajar dan tes hasil belajar, kemudian dianalisis menggunakan uji-t independen dan perhitungan N-Gain Score.

Metode penelitian yang digunakan adalah kuantitatif dengan desain quasi eksperimen. Dengan sampel penelitian SD Negeri Rantau Kanan 1, SD Negeri Bakarangan 1 dan SD Negeri Salam Babaris 2. Hasil penelitian menunjukkan bahwa terdapat perbedaan signifikan dalam minat belajar siswa antara kelas eksperimen dan kontrol. Uji Levene's Test menunjukkan varians homogen ($p = 0,419$), dan hasil uji-t memperoleh nilai $t = 14,617$ dengan Sig. (2-tailed) $< 0,001$, serta selisih rata-rata sebesar 15,886 poin. Hal ini mengindikasikan bahwa siswa pada kelas eksperimen memiliki minat belajar yang lebih tinggi secara signifikan dibandingkan siswa pada kelas kontrol.

Dalam hal hasil belajar, pembelajaran berdiferensiasi terbukti sangat efektif dengan rata-rata N-Gain Score sebesar 0,70 (70,16%) yang tergolong kategori "tinggi", dan nilai signifikansi $< 0,001$. Sebaliknya, pembelajaran konvensional juga menunjukkan efektivitas yang moderat dengan rata-rata N-Gain Score sebesar 0,55 (54,88%) yang termasuk kategori "sedang", serta peningkatan skor dari rata-rata 49,53 menjadi 78,40 dengan $p\text{-value} < 0,001$. Analisis perbandingan antara kedua kelompok menunjukkan bahwa pembelajaran berdiferensiasi tidak hanya menghasilkan capaian belajar yang lebih tinggi, tetapi juga lebih konsisten dan merata.

Dengan demikian, dapat disimpulkan bahwa pembelajaran berdiferensiasi lebih efektif dibandingkan metode konvensional dalam meningkatkan minat dan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam. Model pembelajaran ini memberikan dampak yang signifikan terhadap peningkatan capaian belajar siswa secara menyeluruh di lingkungan SD Negeri se-Kabupaten Tapin.

ABSTRACT

Muhammad Alfiannur, 2025. *The Effectiveness of Differentiated Instruction in Enhancing Students' Interest and Learning Outcomes in Islamic Religious Education at Public Elementary Schools in Tapin Regency.* A scientific research thesis submitted to the Department of Islamic Religious Education, Postgraduate Program, Antasari State Islamic University Banjarmasin. Supervisor I: Dr. M. Ramli, M.Pd Supervisor II: Dr. Muhammad Sabirin, S.Pd., M.Si

Keywords: Differentiated Instruction, Islamic Religious Education (PAI-BP) Teachers

Differentiated instruction is an approach that takes into account students' diverse needs, interests, readiness levels, and learning styles. In this study, the approach was applied to the experimental group, while the control group received conventional instruction. Students' learning interest was measured using a questionnaire, while their learning outcomes were assessed through pretest and posttest scores. Data were collected using learning interest questionnaires and achievement tests, then analyzed using independent t-tests and N-Gain Score calculations.

The research method used was quantitative with a quasi-experimental design. The research was conducted at three public elementary schools: SD Negeri Rantau Kanan 1, SD Negeri Bakarangan 1, and SD Negeri Salam Babaris 2. The results showed a significant difference in students' learning interest between the experimental and control groups. Levene's Test indicated homogeneity of variance ($p = 0.419$), and the t-test produced a t-value of 14.617 with a significance level (2-tailed) < 0.001 and a mean difference of 15.886 points. This indicates that students in the experimental group had significantly higher interest in learning compared to those in the control group.

In terms of learning outcomes, differentiated instruction proved to be highly effective, with an average N-Gain Score of 0.70 (70.16%), categorized as "high," and a significance level of < 0.001 . On the other hand, conventional instruction also showed moderate effectiveness, with an average N-Gain Score of 0.55 (54.88%), categorized as "moderate," and an increase in average scores from 49.53 to 78.40, with a p-value < 0.001 . Comparative analysis between the two groups showed that differentiated instruction not only resulted in higher learning achievements but also more consistent and evenly distributed improvements.

Therefore, it can be concluded that differentiated instruction is more effective than conventional methods in enhancing students' interest and learning outcomes in Islamic Religious Education. This instructional model has a significant impact on improving student achievement across public elementary schools in Tapin Regency.