DIFFERENTIAL LEARNING BASED ON INFORMATION AND COMMUNICATION TECHNOLOGY: EXPERIENTIAL PRACTICE IN ISLAMIC EDUCATION

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Abstract: This research was conducted to analyze the implementation of differentiated learning based on information and communication technology in Islamic Religious Education lessons at SMK Skylandsea Yappsu Tanjung Morawa, which includes three main aspects, namely content differentiation, process differentiation and product differentiation. The research method used in this research is a qualitative method to be able to explain the data obtained in more depth, and the type of research is field research. The research approach was carried out using a case study approach. The data collection techniques used were observation, interviews and documentation studies. The data obtained was analyzed using data collection techniques, data reduction, data presentation and drawing conclusions. The results of this research are that Islamic education teachers at SMK Skylandsea Yappsu Tanjung Morawa have implemented differentiated learning components well, namely content differentiation, process differentiation and product differentiation, as well as being integrated with information and communication technology-based media. The implementation of differentiated learning was also adapted to the diversity of students. With this research, understanding regarding the implementation of differentiated learning based on information and communication technology in Islamic education lessons can become broader, so that it can help in formulating effective strategies.

INTRODUCTION

In the 21st century, education must seriously prepare each student to be able to develop themselves in a world that is constantly experiencing rapid change and even more rapid development. In line with this, education in Indonesia is always experiencing development and change. This is in accordance with changes to the curriculum that are adapted to current conditions and situations (Naibaho, 2023). Indonesia is currently implementing the Independent Curriculum. The Merdeka Curriculum was a breakthrough carried out by the Minister of Education of the Republic of Indonesia who was serving at that time,

namely Nadiem Makarim. This was done because of the low literacy and numeracy skills possessed by students in Indonesia in 2019, namely ranked 74th out of 79 countries. So a curriculum was launched in which the minimum abilities that students must have were formulated (Mustaghfiroh, 2020).

The aim of implementing the Independent Curriculum is contained in Minister of Education and Culture Regulation No. 12 of 2024, namely to achieve effective learning through faith, noble morals and developing the cognitive, affective and psychomotor potential of students who have the character of Pancasila students (Republik Indonesia, 2024). The Merdeka Curriculum also aims to develop the potential within students through relevant and interactive teaching and learning processes (Muzakki et al., 2023). This is in line with Government Regulation Number 57 concerning National Education Standards for 2021, which stipulates that the curriculum must vary based on regional characteristics, educational units and students. (Republik Indonesia, 2021).

The Merdeka Curriculum was also designed due to the Covid-19 pandemic that hit the world. This has also directly changed the educational paradigm in Indonesia, namely learning that is carried out online causes the diversity of students to be neglected (Safarati & Zuhra, 2023). Students come to class with their own backgrounds, abilities and needs which are very diverse and cannot be generalized. This requires teachers as educators to be able to guide the growth and development of students according to their potential, learning style, learning interests and abilities. However, in fact, the process of teaching and learning activities is still carried out without any changes, that is, teachers still carry out learning by viewing all students as the same, without considering the differences in potential possessed by each student (Iskandar, 2021). Monotonous learning methods such as lecture methods, especially in Islamic education lessons, made it difficult for students to understand complex and lengthy subject matter such as Fiqh and History of Islamic Culture. (Aida et al., 2020).

One of the components contained in the Merdeka Curriculum as an effort to overcome the monotonous learning system is a learning approach with differentiated learning (Fitra, 2022). One of the components contained in the Merdeka Curriculum as an effort to overcome the monotonous learning system is a learning approach with differentiated learning (Faiz et al., 2022).

The implementation of this differentiated learning approach is based on Minister of Education and Culture Regulation number 16 of 2022 concerning Basic Education and Secondary Education Process Standards, which states that educators should use various techniques and assessment instruments that are appriate to learning objectives. (Republik Indonesia, 2022). In differentiated learning, teachers have three components that can be used to help students understand the lesson material. These components include the content that will be taught by the teacher, important processes or activities that will be carried out by students in class, and the third aspect is evaluation, namely the creation of the final product, which is used to see how well the learning objectives are achieved (Faiz et al., 2022). Differentiated learning must be based on meeting the learning

needs of students and also the way educators handle students' learning styles by considering their needs (Suwartiningsih, 2021). So in differentiated learning, it is important for teachers as educators to understand that students essentially have different learning interests, learning styles and learning needs from one student to another.

Educators should continue to carry out various innovations to build an interactive and effective learning atmosphere in an effort to implement differentiated learning. One of the innovations that can be carried out by teachers as educators is by innovating the learning media used, because using learning media that suits students' interests and learning styles can result in increasing the quality of students' learning (Supriyono, 2018). Advances in information and communication technology have changed many aspects of life, including education. The use of ICT in learning not only provides access to a wider range of resources but also allows for more interactive and engaging teaching methods. Devices such as computers, tablets and online learning applications allow teachers to present material in more varied ways and according to individual students' needs. Understanding ICT and mastery of its basic skills and concepts is considered a key component of education in many countries, including writing, reading and numeracy skills (Harlina & Aryani, 2019). ICT-based media that can be used are laptops, LCD projectors, smartphones and others. The features can be in the form of learning material in PPT, learning videos, quizzes and tests that are tailored to learning needs.

The application of ICT-based differentiated learning is important in every subject, including Islamic Religious Education subjects. Islamic religious education material does not only contain teaching about matters related to worldly life but also teaches how to prepare oneself for the afterlife. Islamic religious education in schools aims to produce students who are not only knowledgeable but also have faith and are devoted to Allah SWT (H. A. Nasution, 2021). Islamic religious education includes material from the Koran, Hadith, Aqidah, Akhlak, and Fiqh. These materials cover all Islamic religious material, including how humans can live lives in accordance, harmony, and balance with their relationship with Allah SWT, themselves, and others (Mahmudi, 2019). Differentiated learning in Islamic Religious Education lessons involves efforts to accommodate students' individual differences in understanding, involvement, and application of Islamic values. Islamic religious education is not only about understanding religious concepts, but also involves the formation of character and ethics. In this context, differentiated learning can help teachers to focus more on developing values and morals that suit the needs and level of development of each student.

One school that has implemented differentiated learning in Islamic education subjects was SMK Skylandsea Yappsu Tanjung Morawa. This vocational school was a vocational school under the auspices of the North Sumatra Professional Development Foundation. In line with the implementation of the Merdeka curriculum in this school, the implementation of differentiated learning has only been implemented in class X (tenth). And based on the

Principal's statement, the implementation of the Merdeka curriculum will be carried out in stages, and adjusted to school readiness such as infrastructure and teacher competence in implementing the Merdeka curriculum and differentiated learning. Of course, this has become a topic of conversation among students that implementing different learning makes them also want new things. The reasons why schools implement this have not been clearly conveyed to students. Realizing this, researchers were interested in analyzing the implementation of differentiated learning at SMK Skylandsea Yappsu Tanjung Morawa, especially in Islamic Religious Education subjects.

This research on differentiated learning was related to research that has been conducted previously. First, it states that schools must create an adaptive curriculum and allow a free learning concept through a differentiated learning approach. Teachers must be more innovative and confident in helping students to learn according to their characteristics, needs and level of achievement (Marantika et al., 2023). What the researcher has in common with previous research is that they both discuss the implementation of differentiated learning, but the researcher further explores the implementation of differentiated learning using ICT-based learning media, more specifically in Islamic Religious Education subjects at the high school/equivalent level.

Furthermore, this research was related to previous research conducted by Syafiana et al. The results of his research show that learning that is tailored to the abilities, characteristics and capabilities of students is the way to make an independent curriculum meaningful and of high quality. One of them is by using information and communication technology media (Syafiana, 2022). The similarity with this research is that the research object examines the implementation of differentiated learning based on ICT (Information and Communication Technology) media, but there is a difference in the research focus, the previous research had a research focus in elementary schools, while the researcher chose a research focus in vocational high schools (SMK), namely, SMK Skylandsea Yappsu Tanjung Morawa.

This research also had relevance to research conducted by Herwina, in this research it was stated that differentiated learning allows students to obtain optimal learning results because activities are designed according to their interests. Furthermore, the author found that there are four different elements in learning, namely content, process, product, and learning environment (Herwina, 2021). This research had similarities with previous research, namely discussing differentiated learning. However, the difference is that previous research discussed how to optimize the needs of students and their learning outcomes through differentiated learning, while researchers focused on the implementation of differentiated learning in schools through the use of information and communication technology media in Islamic education subjects.

The integration of technology in differentiated learning in Islamic education subjects is important to implement and certainly requires adequate teacher training, and not all educational institutions may have sufficient resources or support to implement it effectively. Therefore, a deep

understanding is needed regarding how to overcome these obstacles to ensure the success of differentiated learning using ICT media which has not been presented in the studies above. Based on this, it was important to carry out research on differentiated learning based on information and communication technology (ICT) in Islamic education lessons.

The aim of this research was to analyze the application of the three main components in differentiated learning, namely content differentiation, process differentiation and product differentiation which are integrated with the use of information and communication technology media. This research explained how differentiated learning is implemented in Islamic Religious Education subjects at SMK Skylandsea Yappsu Tanjung Morawa as well as the obstacles found and solutions in implementing differentiated learning.

RESEARCH METHODS

This type of research was field research, namely the researcher goes directly into the field to obtain the data needed in the research and also interprets the data. The method used in this research is a qualitative method. Qualitative research is used to conduct research on natural conditions of objects and researchers are used as the main tool in the research process (Sugiyono, 2020). Researchers chose qualitative research methods with the aim of providing a comprehensive and systematic review of the research object. The approach used in this research is a case study research approach, this approach aimed to analyze a program in depth (Fadli, 2021).

There are three data collection techniques used in this research, namely observation, interviews and documentation studies. The observation technique used was non-participant observation technique. Next, the interview technique was carried out by asking several informants about the implementation of differentiated learning. These include Islamic education teachers, school principals, administrative staff and also several students. Interviews were conducted directly and structured. The final data collection technique was documentation study. The documents collected were in the form of class X Islamic education teaching modules, photo-videos during observations, and interview recordings.

The data analysis technique used is the technique proposed by Miles and Huberman. Qualitative data analysis is an interconnected process, and this process is carried out continuously until the data obtained becomes saturated data (Sugiyono, 2020). The data analysis stage carried out in this research is: data collection carried out by researchers using interviews, observation and documentation. Then the next stage was data reduction, where the researcher sorts and groups the data that is relevant and needed in the research. Next was the presentation of data (data display), and finally drawing conclusions (conclusion drawing/verification), which allowed for new findings (novelty), namely findings that are not yet clear can become clearer (Barret & Twycross, 2018). The validity of the data was obtained through a process of triangulation of techniques and sources.

RESULT AND DISCUSSION

Differentiated learning exists to answer problems arising from the differences that students have. These differences can be in the form of differences in learning styles, learning interests and learning readiness. Thus, during the learning process, teachers often have difficulty determining strategies, media, methods and learning resources that are effective and can be understood by all students. So by implementing differentiated learning, it is hoped that it can accommodate the differences that students have. Teachers should not only use one method or one media in the learning process, because this can make it difficult for students to participate in learning that does not always suit the needs and characteristics of the students. This is in accordance with what was stated by Ki Hajar Dewantara in his book Pusara, he stated that standardizing things that cannot be uniform is a bad thing and this diversity should be facilitated optimally (Puspitasari et al., 2020). So, the application of differentiated learning becomes a learning model that is student-oriented.

This is also in accordance with the following hadith narrated by Bukhari Muslim:

تُنَفِّرُوا وَلاَ وَبَشِّرُوا تُعَسِّرُوا، وَلاَ يَسِّرُوا :مرفوعاً عنه الله رضي مالك بن أنس عن

Meaning: Anas bin Malik -raḍiyallāhu 'anhu- narrated in a marfū' manner, "Make it easy and don't make it difficult. Make it happy and don't scare."

Hadith of the Prophet Muhammad. This conveys a signal for us to carry out learning activities in a way that is easy, fun, and without causing difficulties. This is in accordance with differentiated learning, namely making it easier for students to participate in learning by accommodating the learning styles, learning interests and also the learning readiness of the students. In this way, not only are students helped, but teachers are also able to provide maximum teaching because they can adapt to the students' learning needs.

The implementation of differentiated learning in Islamic education lessons at Skylandsea Vocational School itself is carried out in line with the implementation of the Independent Curriculum at this school, namely when the 2023/2024 academic year begins. The implementation of differentiated learning is carried out in stages, starting from class X, then the following year class XI, and up to class XII. Currently, differentiated learning has only been explicitly implemented in class X in all departments. However, differentiated learning is not something new, this learning approach has also been implicitly applied in the 2013 Curriculum, just not as systemized as in the Merdeka Curriculum. Based on research that has been carried out through interviews, observation and documentation, the application of differentiated learning in Islamic education lessons at Skylandsea Vocational School has been carried out with components of content, process and product differentiation. The implementation of differentiated learning in this school is also based on ICT (Information and Communication Technology) media.

Designing Content Differentiation

In implementing a learning approach, a thorough and structured plan is required. Because it is in the planning stage that all activities are designed, so that they can run systematically and so that learning objectives can be achieved optimally. Likewise, in the learning process, learning planning is the key to improving the quality of learning (N. W. Nasution, 2019). Planning in differentiated learning is very important because it provides a strong foundation for creating learning experiences that suit the needs, interests and learning styles of students. Likewise in designing content-differentiated learning. Content refers to the material that will be taught by educators in the classroom or the material that students will learn during learning sessions (Purba et al., 2021). Content differentiated learning is designed in teaching modules created by the teacher.

Before designing this teaching module, what the Islamic education teacher at SMK Skylandsea Yappsu Tanjung Morawa did was carry out a diagnostic test. This test is carried out at the beginning so that teachers can map students' abilities and needs related to curriculum achievements. This diagnostic test is an activity that focuses on students' personalities (Ambarita & Solida, 2023). In this way, each student's learning style, learning interest and readiness to learn will be known, and not only content differentiated learning can be designed, but process and product differentiation can also be determined. Through this diagnostic test, Islamic education subject teachers at SMK Skylandsea Yappsu Tanjung Morawa can also accommodate the diversity of students and maximize existing resources, because by carrying out this diagnostic test, teachers can identify the resources needed, and plan them efficiently so that they can optimize resources. that power. Apart from that, teachers can also prepare differentiated assessments. The diagnostic test carried out by Islamic education teachers at the school is in the form of questions and answers or two-way dialogue with students. Questions and answers are carried out in a comfortable and enjoyable way, so that the results obtained are also honest and honest. This is done to determine learning interests and learning styles, while to determine students' learning readiness, Islamic education teachers ask students verbal questions related to learning material, as can be seen in Figure 1 below:

Figure 1. Implementation of diagnostic tests through questions and answers to students by Islamic education teachers

The application of content differentiation in Islamic education lessons can be seen from the learning process in the classroom. The content or material taught remains the same, and the learning objectives that are targeted are also the same for each student. The thing that differentiates the content differentiated learning model is the level of material studied by students. Students who already understand the subject matter will study more complex material, while students who still do not understand the material will repeat the material. This can be seen during Islamic education lessons in the chapter regarding the Role of Ulama Figures in the Spread of Islam in Indonesia. In the initial material, students learn about the role of Islamic cleric figures in Indonesia, namely Wali Songo, in the process of spreading Islam in Indonesia. Students who are ready to learn will be given material regarding the different roles of the Wali Songo. Meanwhile, those who are not ready will learn material about the names of the Wali Songo, where they come from and what year they live in first. So, students who already understand can explore the material further, and students who don't understand the material can learn the basics of the material.

Media based on information and communication technology is used in content differentiated learning. The teacher displays the material in the form of power point slides which contain interesting illustrations about the background of the Guardians in them via an LCD projector screen, this accommodates students with a visual learning style. Islamic education teachers also display learning-related videos that answer students' audio-visual learning styles. In terms of interest in learning, Islamic education teachers do not limit the material sources obtained by students to only those provided by the teacher. Teachers allow students to obtain material based on their interests. Whether it's from the Al-Qur'an, books and printed books in the library, observing the surrounding environment, or from students' smartphones. So, content differentiated learning has been implemented well in Islamic education lessons at SMK Skylandsea Yappsu Tanjung Morawa, and is integrated with the use of information and communication technology-based media, namely cellphones, laptops, LCD projectors and internet networks. In Figure 2 you can see teaching activities that use ICT-based media.

Figure 2. Islamic education teacher displays teaching material using an LCD projector

Implementing Process Differentiation

Islamic education learning at SMK Skylandsea Yappsu Tanjung Morawa is also carried out using a differentiated learning process, with the aim of creating an active learning environment so that it can support students to achieve their maximum potential. What is meant by process in this context includes activities carried out by students in the classroom. These activities should have significance for students as part of their learning experience in class, not just as activities that are not related to the material being studied (Purba et al., 2021). Implementing content differentiated learning means teachers use a variety of learning strategies and methods that are adapted to the needs of students.

The differentiated learning process at SMK Skylandsea Yappsu Tanjung Morawa is carried out with a variety of learning activities. At the beginning of the lesson, the teacher gives students questions related to learning, then discusses these questions together and students are asked to conclude the problems that have been discussed. Islamic education teachers also direct students to study independently or in groups. Islamic education teachers direct students to study in groups by paying attention to the readiness of each student. Students who are categorized as ready in the sense of understanding the learning material will be grouped with students who still need to repeat the material. So that a balanced group discussion atmosphere is created between one group and another, where students who already have good learning readiness can become peer tutors for their friends who are still having difficulties. In terms of frequency, group learning is done more often than independently. In one chapter, group discussion learning is carried out two to three times. This is intended to strengthen collaboration between students and create good solidarity. Figure 3 shows students having a group discussion, and Figure 4 shows students presenting the results of their discussion in front of the class.

Figure 3. Students conduct group discussions

Figure 4. One of the students representing his group of friends explains the results of their discussion in front of the class

Islamic education teachers at SMK Skylandsea Yappsu Tanjung Morawa use various methods in applying process differentiated learning. In material regarding Wali Songo, Islamic education teachers use discovery learning methods, timelines, and problem-based learning models. Various learning methods are useful so that students are interested in the material to be studied and the material is not only memorized but can also be understood easily and well. In accommodating the diversity of learning styles in the classroom, Islamic education teachers direct students to find lesson material based on their respective learning styles. This can be seen when applying the discovery learning method related to the role of Wali Songo in the spread of Islam in Indonesia, students who have an auditory learning style are allowed to search for material from podcasts via applications on their respective cellphones. As for students who have a visual or audio-visual learning style, they can search for material from videos on YouTube. Meanwhile, students who tend to move actively or are dominant with a kinesthetic learning style are directed to go outside the classroom to look in the library or conduct interviews with other teachers. This also applies to students who have an interest in learning outside the classroom.

Judging from the explanation above, it can be seen that SMK Skylandsea Yappsu Tanjung Morawa, especially in Islamic education lessons, has implemented a differentiated learning process well, namely in accordance with the learning style, learning interests and also the learning readiness of each student. The implementation of this differentiated learning process is also carried out using information and communication technology-based media.

Controlling Product Differentiation

Based on research that has been conducted, Islamic education teachers at SMK Skylandsea Yappsu Tanjung Morawa also apply product differentiation as part of the differentiated learning component. This product is the final result of the learning process and is intended to demonstrate students' knowledge, skills and understanding after they have completed one lesson material (Purba et al., 2021). In this case, the teacher first plans what product the students will make. Not only that, the assessment criteria and assessment rubric must be conveyed

by the teacher. This is done so that students know what aspects will be assessed, so that they can make good products that are in accordance with the learning objectives at the beginning.

The application of product differentiated learning in Islamic education lessons at SMK Skylandsea Yappsu Tanjung Morawa is carried out while still considering differences in learning styles, learning interests and students' learning readiness. Islamic education teachers provide material themes for the products that students will make, Islamic education teachers have also designed what products students will make, so students can choose the products they will make according to their respective styles, interests and readiness. Regarding assessment criteria, the teacher does not hold discussions with students about what things will be assessed, but the teacher has determined the product assessment criteria himself, which is then conveyed to the students.

In terms of the role of Islamic ulama figures in Indonesia, in this case it is Wali Songo. Islamic education teachers direct students to make products related to the timeline of the Wali Songo's journey, starting from the year of birth, year of death, place of birth, teacher's sanad and the place where the Wali Songo deepened the Islamic religion, their area of preaching, what methods and strategies were used. used by Wali Songo in preaching Islam and the lessons learned from the spread of Islam carried out by Wali Songo in Indonesia. Products that can be chosen by students are in the form of power point slides using illustrations for students with a visual learning style, making learning videos about Wali Songo with the voice of the students for those who have an audio learning style, and for students who have a kinesthetic learning style you can choose a product, make a chart on cardboard using a cut-and-paste process and according to the students' creativity.

By implementing product making as the final result of Islamic education learning at SMK Skylandsea Yappsu Tanjung Morawa, it can be concluded that product differentiated learning has been carried out well at this school. The products made are also associated with the use of information and communication technology.

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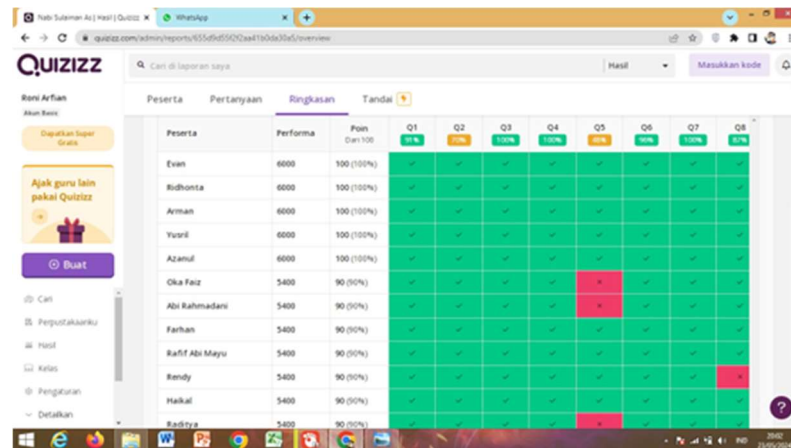

Figure 5. Display of the Quizzizz application used by Islamic education teachers to carry out mid-semester exams

Figure 6. Students take the exam using the Quizzizz application which is accessed from their respective cellphones

By using this application, students become more enthusiastic about taking tests and make it easier for teachers to immediately correct students' answers and assess the students' abilities, because once students have finished working on a question, it will immediately be shown whether the answer is correct or wrong. In figure 5 you can see an example of the appearance of the Quizizz application during an exam and in figure 6 you can see students taking the exam using a cellphone.

Analyzing Obstacles

Based on the results of interviews conducted with the principal of SMK Skylandsea Yappsu Tanjung Morawa, it can be seen that there are at least two factors that are obstacles in implementing ICT-based differentiated learning at this school. The first obstacle is classified as an internal obstacle, namely the lack of awareness and readiness of teachers regarding the implementation of the

Merdeka curriculum itself, so that differentiated learning is hampered by its implementation at SMK Skylandsea Yappsu Tanjung Morawa. Teachers, especially senior ones, still apply the previous curriculum, namely the curriculum before the Merdeka Curriculum. Then the second obstacle, namely external obstacles, comes from the large administrative burden that teachers must prepare before starting learning. Things that must be prepared include teaching modules, learning objectives and also learning media. With so much planning that has to be made, teachers are not optimal in teaching, especially in the Merdeka curriculum which is still being implemented at SMK Skylandsea Yappsu Tanjung Morawa.

To overcome the two obstacles above, the principal of SMK Skylandsea Yappsu Tanjung Morawa stated that the school must provide continuous guidance for teachers who will implement the Independent Curriculum, especially in differentiated learning. This guidance will be given more specifically to teachers who have difficulty implementing differentiated learning.

Regarding the implementation of ICT-based differentiated learning in Islamic education lessons at SMK Skylandsea Yappsu Tanjung Morawa, the Islamic education teacher revealed that the obstacles came from two things. Namely first, from the students. The Islamic education learning process often involves students' smartphones, whether for searching for learning resources or carrying out assessments. However, the use of smartphones is often misused by students. Not infrequently, students not only access those related to Islamic education material, but open other applications that have nothing to do with learning, such as opening chat applications or even playing games. The second obstacle comes from school facilities that are not yet optimal in supporting the implementation of ICT-based differentiated learning at SMK Skylandsea Yappsu Tanjung Morawa. In this case, the school has not provided wifi facilities for students. Wifi can only be accessed by teachers. This becomes an obstacle because when accessing the internet, students use their personal internet quota, which allows the internet network to be unstable or run out of internet quota and results in students not being able to take part in learning that requires stable internet access, such as when accessing the quizizz application.

To overcome obstacles related to students accessing other applications during class hours, teachers make class agreements with students first. Students are not permitted to use cellphones and laptops or information and communication technology-based devices when there are no instructions from the teacher. And when learning requires access to technology-based tools, teachers can monitor and use applications that do not allow students to open other applications, namely using the quizizz application, with this application students will not have time to open other applications, or their grades will not will come out and be considered failed when carrying out the test. The Islamic education teacher at SMK Skylandsea Yappsu Tanjung Morawa hopes that the school can immediately facilitate free internet or wifi to students, to be able to support the teaching and learning process, especially in using information and communication technology-based media.

The differences in learning styles possessed by students are also stated in the 78th verse of the Al-Qur'an Surah An-Nahl:

لَعَلَّكُمْ وَّ جَعَلَ لَكُمُ السَّمْعَ وَا لْاَ بْصٰرَ وَا لْاَ فْئِدَة ۙ ا اللّٰهُ اَخْرَجَكُمْ مِّنْ بُطُوْنِ اُمَّهٰتِكُمْ لَا تَعْلَمُوْنَ شَيْئًا تَشْكُرُوْنَ

Meaning: And Allah took you out of your mother's womb in a state of not knowing anything, and He gave you hearing, sight and conscience, so that you may be grateful (*Al-Qur'an Dan Terjemahan*, 2021).

Quraish Shihab explained in Tafsir Al-Misbah about Q.S An-Nahl verse 78 that Allah made hearing, sight and also various hearts as tools and provisions for acquiring knowledge so that you will always be grateful for using these tools (Ghozali Ahmad, 2018). The connection with differentiated learning is regarding learning styles, namely knowledge comes to humans through audio and visuals, and if maximized according to its potential, good results will be obtained in the learning process. Every human being, in this case a student, has a more prominent learning style, be it audio, visual, or collaboration between the two. The right learning style can improve students' academic achievement (Dong et al., 2019). This learning style differs from one student to another, so learning methods or strategies are needed that suit each student's learning style, and differentiated learning tries to answer this.

Based on the explanation above regarding the implementation of differentiated learning based on information and communication technology in Islamic education lessons at SMK Skylandsea Yappsu Tanjung Morawa, it can be seen that the implementation of each component of differentiated learning has been implemented in this school, including content differentiation, process differentiation and product differentiation as a result. end of learning. Differentiated learning can also accommodate the diversity of students, be it diversity of learning interests, learning styles, or students' learning readiness. The use of learning media based on information and communication technology is maximized according to school facilities and also those owned by students so that learning objectives can be achieved.

CONCLUSION

Based on the description of the research results above, it can be concluded that differentiated learning as a component of the Independent Curriculum has been implemented well in Islamic education subjects at SMK Skylandsea Yappsu Tanjung Morawa, both content, process and product differentiation. The implementation of differentiated learning is based on ICT media and adapted to the diversity of students, namely diversity of interests, readiness and learning styles. However, there are still things that need to be maximized regarding the implementation of differentiated learning in this school, namely the need for Independent Curriculum training for senior teachers, maximizing school facilities that support ICT-based learning, and creating a written policy

regarding the use of ICT media such as cellphones for students. so that learning remains conducive.

With this research, understanding regarding the implementation of ICT-based differentiated learning in Islamic education lessons can become broader, so that it can help in formulating effective strategies for implementing ICT-based differentiated learning in Islamic education lessons and perhaps also other subjects. Teachers can provide material tailored to students' individual needs. This research can also underscore the importance of investing in ICT infrastructure in schools, such as stable internet access, necessary hardware and software.

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