The Effect of Implementing Differentiated Based Learning (DBL) on Students' Understanding with Student Learning Style

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Abstract: The objectives of this research are a students' understanding of Akidah Akhlak material is an important aspect in shaping the character and mo rals of students. However, in learning practices, many students still experience difficulties in understanding moral values due to a uniform learning approach that does not consider individual differences. Differences in learning styles, abilities, and interests among students require flexible, adaptive learning strategies that can accommodate such diversity. One approach deemed relevant to address this challenge is Differentiated-Based Learning (DBL), which tailors learning content, processes, and outcomes to students' characteristics. This research used a quantitative perspective to examine the context of the research. Data collection in this research is carried out by observations, documentation, and interviews, angket, pretest and post test.

Keywords: effectiveness; Differentiated-Based Learning (DBL); student learning style

Introduction

Education plays a crucial role in shaping the character and understanding of religious values in students. The subject of Aqeedah Akhlaq, particularly the material on Noble Character in Adolescent Interaction, serves as an important foundation for the formation of students' morals and ethics in interacting with their environment. A deep understanding of this material is expected to equip students with behavioral guidelines in accordance with Islamic teachings, especially in facing the dynamics of adolescent social life which are often full of challenges. However, the reality on the ground shows that students' understanding of Aqeedah Akhlaq material, including the chapter on Noble Character in Adolescent Interaction, is often varied. Differences in background, learning styles, interests, and students' readiness levels are factors that affect the effectiveness of conventional learning, which tends to be homogeneous. The same teaching method for all students has the potential to not accommodate individual learning needs, so that some students may find it difficult to understand the material, while others may feel not challenged enough.

The material on commendable morals in teenage interactions not only aims to shape students' positive attitudes in daily life but also serves as an important provision for facing social challenges in the modern era, which is full of negative influences from media, the environment, and free association.

Therefore, the teaching of Akidah Akhlak must be able to touch the affective and practical dimensions of students, not just deliver theory or memorization. To achieve this, a learning approach is needed that can accommodate diverse learning needs, so that moral material can be understood, internalized, and practiced well by each student according to their characteristics and learning styles.

The development of education in Indonesia has always undergone changes to improve it so that it aligns with the needs of a country's development. Educational success can be achieved by optimizing the components within the education system, one of which is the learning media used as a medium in the learning process. Some factors that support the effectiveness of learning include using adequate learning media and synchronizing with the learning needs.(Mandalika & Syahril, 2020)

Appropriate learning media not only function as visual or audio aids, but also as a bridge to convey learning messages more clearly, engagingly, and meaningfully. In the context of 21st-century education, which emphasizes critical, collaborative, and creative thinking skills, learning media must be able to encourage active student engagement in the learning process. as well as facilitating the various learning styles possessed by students. This becomes even more important when the lesson material being delivered is abstract or value-oriented, such as in the subject of Akidah Akhlak. Without supportive media, the delivery of moral values is often verbal and monotonous, making it less impactful and unlikely to leave a lasting impression on students' memory or behavior. Therefore, the selection and use of learning media must be designed in an integrated manner with the teaching approach used, in order to create an interactive, enjoyable learning atmosphere and encourage deep understanding in accordance with the characteristics and needs of the students.

Every student has different characteristics, whether in terms of intellectual ability, learning style, interests, motivation, or socio-cultural background. These differences greatly influence how they understand material, respond to instructions, and interact in the learning environment. For example, some students quickly grasp material through verbal explanations, while others absorb information more easily through pictures, hands-on practice, or group discussions. There are also students who take longer to understand concepts but have high perseverance in learning. This diversity cannot be ignored in the educational process, because if it is not managed well, it can actually create gaps in learning achievements among students.

Therefore, the education world is required to be more creative and innovative in designing a learning process that is inclusive and adaptive. Teachers, as learning facilitators, need to be sensitive in recognizing the characteristics of each student and in developing learning strategies that can accommodate these differences. These strategies can include varying methods, using diverse media, flexible learning groupings, and implementing differentiated learning approaches such as Differentiated-Based Learning (DBL). With this approach, differences in student characteristics are no longer seen as obstacles but as potentials that should be managed to enhance learning effectiveness. Education that responds wisely to these differences will create a learning environment that is fairer, more empowering, and supportive of every student's maximum development.

One approach that can address this challenge is Differentiated-Based Learning (DBL), which is a learning approach that adjusts strategies, content, and learning processes based on differences in students'

abilities, interests, and learning styles. DBL provides teachers with the space to no longer apply a uniform method to all students, but rather be more flexible in designing learning that is relevant to each individual's needs.(Purwanti et al., 2024)

Choosing the right method in teaching Akidah Akhlak is very important considering that this subject not only serves as a conveyor of religious theory, but also as a tool for shaping character and behavior. Akidah strengthens the vertical relationship between humans and Allah SWT, while akhlak bridges horizontal relationships with fellow humans in social life. Without the right methodological approach, these values are difficult to convey comprehensively. Therefore, a learning strategy is needed that not only delivers the material but also touches the affective and psychomotor domains of students. In this regard, methods such as Differentiated-Based Learning (DBL) provide opportunities for teachers to integrate Akidah Akhlak material with approaches that suit students' learning styles, so that the values that what is taught can be absorbed fully and does not just stop at the cognitive level.

Through this article, it is hoped that concrete and targeted solutions can be found to overcome the obstacles that may arise in the implementation of differentiated-based learning (DBL) on students' understanding of the Akidah Akhlak subject, specifically the chapter on commendable morals in adolescent social interactions within the madrasah environment. In addition, the results of this study It is expected to contribute positively to improving the quality of Akidah Akhlak learning while also providing guidance for another madrasah.

Literature Review

Differentiated Based Learning (DBL)

Differentiated Based Learning (DBL) is a student-centered learning approach, where teachers tailor instruction to meet the individual learning needs of students, conceived by Carol Ann Tomlinson. Differentiated Based Learning (DBL) emphasizes differentiation in three main aspects: content, process, and product, all of which are adapted to the students' abilities, interests, and learning profiles.(Tomlinson et al., 2005)

Differentiated learning or Differentiated Based Learning (DBL) is a teaching and learning process where students can study lesson materials according to their abilities, preferences, and individual needs so that they do not feel frustrated or experience failure in their learning experience.(Herdianto, 2023)

In differentiated learning, teachers teach their material by considering the readiness, interests, and learning styles of students. Teachers can also modify the content of the lessons, the learning process, the products or outcomes of the lessons being taught, and the learning environment in which students learn. Through the implementation of this learning process, teachers can serve students according to their individual conditions. The differentiated learning process can be applied by schools to empower students in their learning because students are not required to be the same in everything, but can express themselves according to their unique traits. The use of differentiated learning will be an application of a flexible curriculum, not rigid, that does not rely on only one method to achieve educational goals in schools.(Tomlinson et al., 2005)

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So, in differentiated learning, there are 3 aspects that can be distinguished by the teacher so that students can understand the material they are studying, namely the content aspect to be taught, the process aspect or meaningful activities that will be carried out by students in class, and the third aspect is assessment in the form of creating a product that is done at the end. measuring the achievement of learning objectives.

Student Understanding

Understanding is a process, a way of comprehending, a way of learning something well in order to understand and gain knowledge. According to Suharsimi, understanding is how someone can retain, differentiate, guess, explain, expand, conclude, generalize, provide examples, rewrite, and predict. Understanding can be defined as a measure of the quality and quantity of an idea in relation to existing ideas. Meanwhile, according to Ngalim Purwanto, understanding is a level of ability that expects someone to be able to grasp the meaning or concept, situation, and facts they know. In this case, a person does not merely memorize verbally but understands the concept of the problem or the facts in question. Students are said to understand when they can construct meaning from learning messages, whether verbal, written, or graphical, delivered through teaching, books, or computer screens.(Usnida & Muadin, 2024)

According to Bloom, understanding is the ability to grasp concepts, such as being able to express presented material in a comprehensible form, being able to provide interpretations, and being able to classify it. Bloom identifies three types of understanding, namely: translation, for example, being able to convert words into symbols and vice versa; interpretation, for example, being able to interpret similarities; and extrapolation, for example, identifying a trend from a diagram.

Understanding translation (the ability to translate) is the ability to comprehend an idea expressed in a manner different from the original statement previously known. In mathematics learning, translation understanding is related to students' ability to translate sentences in problems into other forms of sentences, for example, being able to state the variables that are known and those that are questioned. Interpretation Understanding (the ability to interpret) is the ability to comprehend material or ideas that are recorded, transformed, or created in another form. Extrapolative understanding (predictive ability) is the ability to forecast existing trends according to certain data by expressing consequences and implications that align with the described conditions. Extrapolative understanding is related to students' ability to apply concepts in mathematical calculations to solve problems. Understanding, as part of the cognitive domain developed by Bloom's Taxonomy and Interpretation, is divided into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation, known and questioned. Interpretation Understanding (the ability to interpret) is the ability to comprehend material or ideas that are recorded, transformed, or created in another form. Extrapolative understanding (predictive ability) is the (interpretation ability) is the ability to understand material or ideas that are recorded, transformed, or created in another form. Extrapolative understanding (predictive ability) is the ability to predict existing trends based on certain data by expressing consequences and implications that align with the described conditions. Extrapolative understanding is related to students' ability to apply concepts in mathematical calculations to solve problems. Understanding, as part of the cognitive domain developed by Bloom's

Taxonomy, and Interpretation are divided into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation.(Kusmawati & Ginanjar S, 2016)

Mayer defines understanding as a fundamental aspect of learning, so learning models must include the key elements of understanding. The key elements of understanding for an object include the object itself, its relation to other similar objects, and its relation to other dissimilar objects.(Kusmawati & Ginanjar S, 2016)

According to Anas Sudijono, understanding is a person's ability to comprehend, know, or grasp something and be able to view it from various perspectives. A student can be said to understand if they are able to provide explanations or more detailed descriptions using their own words. Understanding is a level of thinking ability that is slightly higher than memory and memorization. Thus, it can be concluded that a student's understanding is their ability to define something and master it by grasping its meaning.

Learning Style

Learning style consists of two words that have their own meanings, namely style and learning, but in this discussion, the two words are related. In the Complete Modern Indonesian Dictionary, style is a person's manner in conveying something.

Learning style is the unique way in which individuals process and assimilate information to generate knowledge. Since each individual has different prior experiences and knowledge, their learning styles also vary. This is because learners have different backgrounds of prior knowledge. Prior knowledge is the basic knowledge possessed by learners.(Hasibuan & Ramdhani, 2016)

A learning style is a person's preferred way of thinking, processing, and understanding information. (Marpaung, 2016). According to Dr. Rita and Dr. Kenneth Dunn, a learning style is the method a person uses to concentrate, absorb, process, and retain newly acquired information, especially if it is difficult.

According to David Kolb, the KSLI (Kolb Learning Style Inventory) is one of the learning style models based on how information is processed. Furthermore, according to De Porter & Hernacki, a person's learning style is a combination of how they can absorb information and organize and process it. Munir argues that learning style is the characteristic or method used by a person to acquire or process information or knowledge in a learning process.(Ummah, 2019)

In this study, the researcher uses the learning style theory proposed by David Kolb KSLI (Kolb Learning Style Inventory). David Kolb explains that a person's orientation in the learning process is influenced by four tendencies, namely concrete experience (feeling), reflective observation (watching), abstract conceptualization (thinking), and active experimentation (doing).

Concrete experience (CE) is an approach in which students learn through feelings, emphasizing concrete experiences, prioritizing interpersonal relationships, and being sensitive to the feelings of others. Students with this tendency tend to be more open and adaptable to change. They are often enthusiastic about new things or experiences and want to experience them immediately. In addition, they are not afraid to try new things, enjoy social interaction, and exchange ideas. However, they can get bored when faced with problems that take a long time to solve.

Reflective observation (RO). Students learn to observe (watch), emphasizing observation before judgment, listening to a matter from different perspectives, and always listening to the meaning of the things observed. Students will use their thoughts

and feelings to form opinions. In this context, students tend to consider issues from diverse points of view. They are active in gathering relevant information from various sources to gain a comprehensive understanding. Sometimes, this tendency can make them appear to procrastinate in solving problems, but in fact they are very careful and try to make the best decisions after considering all the information they have.

Abstract conceptualization (AC) is an approach in which students learn through thinking and focus on logical analysis of ideas, systematic planning, and intellectual understanding of situations or problems encountered. Students with this tendency build concepts that integrate their observations into a cohesive theory, based on structured planning. They tend to adapt and integrate their observations into a larger theory. In solving problems, students with this tendency usually work vertically and structurally, thinking objectively with an analytical and logical approach.

Abstract Conceptualization (AC) is an approach in which students learn through a process of thinking, focusing on logical analysis of ideas, systematic planning, and deep understanding of the situations or problems they face. Students with this tendency develop concepts that combine their observations into integrated theories based on orderly planning. They are more likely to adapt and organize their observations into broader theories. In solving problems, students with this tendency often work in a structured and systematic manner, with an objective and analytical approach to thinking.

When combined, these four learning tendencies form four learning style combinations: the diverger style is a combination of feeling and watching, the assimilator style is a combination of thinking and watching, the converger style is a combination of thinking and doing, and the accommodator style is a combination of feeling and doing.(Marpaung, 2016)

Research Method

This study uses quantitative experimental research design. According to Arifin, an experiment is a practical method for studying something by changing conditions and observing how those changes affect other things. The goal is to determine influence, also known as cause-and-effect relationships, by comparing the results of the experimental group that receives treatment with the results of the control group that does not receive treatment.(Marpaung, 2016)

The type of research used in this study is quasi-experimental. According to Sugiono, a quasi-experiment is an experiment that has treatments and outcome measures. Therefore, in a quasi-experimental study, there will be two groups: a group that receives treatments, often called the experimental group, and a group that does not receive treatments, serving as a comparison for the treatment given to the experimental group, often called the control group. The population in this study consists of all 11th-grade students at MA Al-Azhar Mojosari, Asembagus. According to school data, the total number of 11th-grade students is 50, consisting of two classes: the female class with 21 students and the male class with 29 students.

Discussion

Data collection in this study was in the form of questionnaires, which were conducted to find out Differentiated Based Learning and Learning Styles, while to determine students' understanding, the researchers used pretests and posttests in the experimental class and the control class.

The application of Differentiated-Based Learning (DBL) in Akidah Akhlak learning shows a learning approach that is

oriented towards the diversity of students' needs and potential. DBL is an approach developed by Carol Ann Tomlinson, which emphasizes that the learning process must be responsive to differences in learning readiness, interests, and learning profiles of students. In the context of this study, DBL was implemented through differentiation of learning content, processes, and products, which were tailored to students' learning styles, namely visual, auditory, and kinesthetic. This approach is in line with constructivist theory, which emphasizes that learning is an active process shaped by the experiences and characteristics of each individual student.

Based on findings in the field, the implementation of DBL provides a more flexible and adaptive learning space. Teachers provide materials through various media such as images, videos, audio recordings, and physical activities, which enable students to understand the material according to their learning preferences. This is supported by the learning style theory proposed by Fleming and Mills, namely VAK (Visual, Auditory, Kinesthetic), which explains that learning effectiveness increases when the approach used is in line with the students' learning styles. Thus, the implementation of DBL that takes into account differences in learning styles can increase student active participation, confidence, and comfort in learning.

This study uses moderated regression analysis, but before conducting the testing, there are assumption tests that must be performed as follows: conducting a data normality test where the Normal P-P Plot shows that the data spreads around the diagonal line and follows the direction of the diagonal line, indicating that this regression model meets the normality assumption. Then, a linearity test is conducted to determine whether the analyzed data has a linear relationship or not. The results show the linearity of Differentiated Based Learning on student understanding with a Sig. Linearity value of 0.024 < 0.05 and a Deviation from Linearity value of 0.445 > 0.05, indicating a significant linear relationship between the student understanding variable (Y) and Differentiated Based Learning competence (X). Meanwhile, the linearity results of learning styles on student understanding show a Sig. Linearity value of 0.004 < 0.05 and a Deviation from Linearity value of 0.632 > 0.05, This shows that there is a significant linear relationship between the variable of student understanding (Y) and learning style (Z). Then the multicollinearity test to see whether or not there is a high correlation between independent variables in a moderation regression model. These results show a tolerance value of 0.605 > 0.100 and a VIF value of 1.652 < 10.00. Because this data does not occur multicollinearity. Furthermore, the heteroscedasticity test was to test whether in the regression model there was a variance and residual disparity between one observer and another. The scatterplot graph shows that there is no clear pattern, as well as the dots spread above and below the number 0 on the Y axis, so it can be concluded that in this case there is no heterokedasticity.

Conclusion

There is a significant effect of the implementation of Differentiated-Based Learning (DBL) on students' understanding in the subject of Akidah Akhlak, specifically on the chapter of Virtuous Morals in Adolescent Social Interaction. The regression test results showed a coefficient value of 0.888 and a significance of < 0.001, which means the higher the implementation of the DBL strategy, the higher the students' understanding of the material.

The contextual implementation of DBL in the field shows a positive impact on students' motivation and active learning. Teachers who apply DBL with varied approaches and in accordance with students'

characteristics have been proven able to create an adaptive and inclusive learning environment. This impacts the increased involvement of students in learning and the reinforcement of moral values in daily life.

The contextual implementation of DBL in the field shows a positive impact on students' motivation and active learning. Teachers who apply DBL with varied approaches and in accordance with students' characteristics have been proven able to create an adaptive and inclusive learning environment. This impacts the increased involvement of students in learning and the reinforcement of moral values in daily life.

The results of the study indicate that the implementation of DBL has a positive and significant effect on student understanding, with a regression coefficient value of 0.888 and a significance level of $p < 0.001$. This indicates that DBL is an effective learning approach in improving students' ability to understand religious materials that are value and moral in nature, such as the importance of politeness, honesty, maintaining good relationships, and respecting others in accordance with Islamic teachings.

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