

The effect of differentiated learning and independence learning on the development of religious competencies of grade v students of sentosa elementary school, medan perjuangan

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ABSTRACT

This study aims to analyze: (1) the effect of differentiated learning on students' religious competence, (2) the effect of independence on students' religious competence, and (3) the effect of differentiated learning and independent learning together on students' religious competence. The research method used is a quantitative approach with a correlational research type. The population in this study were all fifth-grade students of Sentosa Elementary School, Medan Perjuangan, totaling 30 students using a total sampling technique. The results of the study indicate that: (1) differentiated learning has a positive and significant effect on students' religious competence with a significance value of $0.025 < 0.05$, so that the first hypothesis (H_a) is accepted. (2) independence does not have a significant effect on students' religious competence with a significance value of $0.797 > 0.05$, so that the second hypothesis (H_a) is rejected, although the resulting relationship remains positive with a contribution of 4.7%; and (3) differentiated learning and independence simultaneously have a significant effect on students' religious competence with a significance value of $0.045 < 0.05$, so that the third hypothesis (H_a) is accepted. The coefficient of determination (R^2) value of 0.205 indicates that the two variables simultaneously contribute 20.5% to students' religious competence, while the remaining 79.5% is influenced by other factors outside the study. This study provides theoretical and practical implications, adds to scientific studies and serves as a reference in the field of Islamic Religious Education. Recommendations: Further research is recommended to use a larger sample size and apply mixed research methods to ensure more accurate and more widely generalizable research results.

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Introduction

The decline in moral standards in society is a pressing issue. Students' character is strongly influenced by their schools, particularly the religious character taught in religious education (Sholihah & Khoiriyah, 2024). This competency encompasses three main aspects: a series of knowledge (cognitives), attitudes (attitudes), motivations (motivations), and skills (Suarningsih et al., 2024). These three aspects are important indicators in assessing the development of students' religious competence in elementary schools. The development of religious competence aligns with the national education goals as stated in Law Number 20 of 2003 concerning the National Education System (Amalia et al., 2023).

Education aims not only to educate students but also to shape individuals who are faithful, devout to God Almighty, and possess noble character. Therefore, religious competence is an important indicator of the success of education as a whole. Furthermore, development in the implementation of the Independent Curriculum (Curriculum Merdeka) is also important. One of the main dimensions of the Pancasila Student Profile is faith, devotion to God Almighty, and noble character. Therefore, developing religious competence is a crucial part of realizing the curriculum's objectives (Muslimin, 2023). Islamic Religious Education is a systematic and analytical effort to direct and guide Muslim children so that Islamic teachings are inspired, become part of what is expected, understood, believed, and used to control attitudes and rational thinking (Azzahra et al., 2025). Islamic Religious Education (PAI) plays a crucial role in shaping students' character and morality (Aliyah et al., 2025). Religious education is an irreplaceable foundational support for character formation, as religion embodies noble values of absolute goodness and truth (Arlina et al., 2024).

Based on initial observations and information from Islamic Religious Education teachers at Sentosa Elementary School, Medan Perjuangan, the religious competence of fifth-grade students has not developed evenly. Of the 30 students in the class, 13 (40%) were inconsistent in performing daily religious practices, such as praying before studying and performing the prayer. Furthermore, 8 students (27%) still lacked a sense of responsibility and were not accustomed to applying moral values in their interactions at school. The evaluation of Islamic Religious Education learning also showed that 9 students (30%) had not achieved the minimum completion criteria (KKM), particularly in aspects of religious attitudes and practices. This condition indicates a gap between the expected objectives of religious learning and the results achieved by students. Essentially, the formation of values in Islamic Religious Education cannot be conveyed solely through lessons or memorization, but must also be linked to cognitive, emotional, and motoric understanding of Islamic teachings so that they can be inspired, become part of what is expected, understood, believed, and used to control attitudes and rational thinking (Murni & Amalia, 2025).

Based on the background of the problem above, the problem in this study can be formulated as follows: How significant is the influence of differentiated learning on the development of religious competence in fifth-grade students at Sentosa Elementary School, Medan Perjuangan? How significant is the influence of independence on the development of religious competence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan? Is there a joint influence of differentiated learning and independence on the development of religious competence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan?

One solution to address this issue is choosing an appropriate learning approach. This is to foster students' religious competence, particularly independent learning. Differentiated learning and independence are considered to have a strong relationship in influencing students' religious competence. Differentiated learning helps students understand religious lessons according to their individual abilities and needs, thereby improving their religious understanding, attitudes, and practices. Meanwhile, independent learning makes students more aware of and accustomed to practicing religious teachings in their daily lives. Thus, these two factors do not work alone but complement each other, helping to improve students' religious competence.

Differentiated learning fundamentally recognizes that each child is unique, with varying readiness levels, interests, and learning styles.

The Quran clearly explains this diversity as part of God's will. As God states in QS. Al-Mujadilah 11:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ (١١)

Meaning: Surely Allah will exalt those who believe among you and those who are given knowledge, by degrees.

This verse indicates that each person's level of understanding and knowledge differs. Teachers must recognize the differences in children's initial readiness and abilities to optimally "improve" them. Research examining Differentiated Learning: Addressing the Needs of Personal Education in the Society 5 Era includes research by Maharani et al. (2024) which shows that differentiated learning is effective in increasing student engagement, learning motivation, and academic outcomes (Ritonga et al., 2024).

Unlike previous research that used a qualitative approach, this study offers a new approach, namely a quantitative approach, focusing on Islamic religious education. The novelty of this research can be explained as follows: testing the influence of two variables simultaneously on students' religious competence, focusing on elementary school students, using more comprehensive indicators of religious competence, and focusing on Islamic Religious Education learning in elementary schools.

The hypotheses used in this research are:

Ho: There is no effect of differentiated learning on the development of students' religious competence.

Ha: There is an effect of independent learning on the development of students' religious competence.

Ha: There is an effect of differentiated learning and independent learning together on the development of religious competence.

Therefore, this research focuses on examining "The Effect of Differentiated Learning and Independent Learning on the Development of Religious Competence in Fifth Grade Students at Sentosa Elementary School, Medan Perjuangan." The main focus of this research is religious competence as the core problem, with differentiated learning and independent learning as two important variables suspected of having a significant influence on the development of this competence.

Method

This research will be conducted at Sentosa Elementary School, Medan Perjuangan, located at Jl. Prof. H. M. Yamin, Sh., Gg. Penghulu No. 1, Medan Perjuangan District. The research is planned to last three months, from October to December 2025/2026. This period covers preparation, data collection, data analysis, and reporting. This research uses a quantitative approach with a correlational (ex post facto) research design. This research aims to determine the effect of differentiated learning and independent learning on students' learning outcomes. The ex post facto design is used because the researcher does not provide direct treatment or form experimental and control groups, but rather examines the facts that have occurred during the classroom learning process (Sugiyono, 2021).

The population in this study is 30 fifth-grade students at Sentosa Elementary School, Medan Perjuangan, who are participating in the 2025/2026 academic year. Due to the relatively small population (30 students), the sampling technique used is saturated sampling (total sampling). Thus, all 30 students will be sampled in this study. The characteristics of the sampling were selected students aged Children aged 10-11 years are in the pre-adolescent phase, a transition period marked by physical changes due to puberty, emotional dependence shifting from parents to peers, and the development of a much more logical and abstract way of thinking. The relationship between Differentiated Learning, Independence towards

Religious Competence can be described in the framework of thinking depicted in the following scheme:

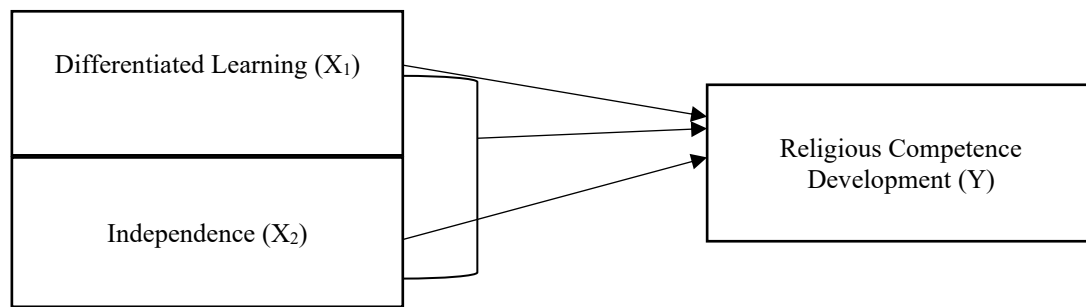


Chart 1. Research Thinking Framework

Description:

X1: The first independent variable indicating Differentiated Learning

X2: The second independent variable indicating independent learning

Y : It is a dependent variable that indicates religious competence.

Religious competence is measured from three aspects, namely: (1) students' knowledge of religious teachings, such as the pillars of faith and the pillars of Islam, (2) students' attitudes in demonstrating behavior that is in accordance with religious values, such as honesty, discipline, and respect for others, and (3) students' skills in carrying out worship, such as prayer, supplication, and reading the Qur'an. Religious competence data is obtained through questionnaires filled out by students.

Measurement tools in research are usually called research instruments. The instruments used in this study were documentation and questionnaires. Documentation was used to measure students' religious competence, while questionnaires were used to measure the variables of differentiated learning, independence, and religious competence (Fitri, 2025). The instruments used in this study were documentation and questionnaires.

1. Differentiated Learning Instruments

The instrument used was a questionnaire given to students because it is considered to be able to directly describe students' learning experiences and is suitable for use at the elementary school level, using simple and easy-to-understand language. The total number of items in the Differentiated Learning questionnaire in this study was 25 items.

2. Learning Independence Instrument

The instrument used was a questionnaire with a Likert scale adapted to the characteristics and developmental level of elementary school students. The results of this independent learning questionnaire were then used as quantitative data for analysis to determine the effect of independent learning on the development of students' religious competence. The questionnaire was structured based on five dimensions of independent learning: learning responsibility, learning initiative, learning discipline, self-confidence, and independence from others.

Each dimension was broken down into indicators that describe students' learning behavior in daily school activities. Each indicator was developed into several items, consisting of positive and negative statements. Positive statements were used to assess positive independent learning behavior, while negative statements served as controls to ensure students' responses were more objective. All statements were written using simple language that was easily understood by elementary school students. The total number of items in the independent learning questionnaire in this study was 40, which were then used in the instrument pilot phase before validity and reliability testing.

3. Instrument of Religious Competence Variable

To measure religious competence, this study used several instruments, namely a religious competence test and a religious attitude questionnaire. The test was used to measure students' cognitive aspects related to understanding religious material, while the

questionnaire was used to measure students' affective aspects and daily religious behavior. The instruments were developed by adapting religious competence indicators relevant to the applicable curriculum and the developmental level of fifth-grade students. Therefore, the data obtained were expected to be valid, reliable, and scientifically accountable. The instrument was structured in the form of positive and negative statements, with a total of 40 items. These items were then used as a pilot test instrument prior to validity and reliability testing.

Validity Test of the Instruments Used Internal Validity and External Validity In addition to the questionnaire being valid, the research instrument must also be reliable. Reliable means the instrument has a high level of accuracy or consistency when used to measure a variable. The research instrument trial was conducted on fifth-grade students of other elementary schools who had similar characteristics to the research subjects. The validity test was used to measure the validity of the questionnaire used. To determine whether the questionnaire for Differentiated Learning, Learning Independence, and Religious Competence is able to produce accurate data in accordance with its measurement objectives, the questionnaire must be valid. The research instrument must have internal and external validity.

In addition to the questionnaire being valid, the research instrument must also be reliable. Reliability means the instrument has a high degree of accuracy or consistency when used to measure a variable. The reliability test in this study used the following Cronbach's Alpha formula:

$$\alpha = (k / (k - 1)) (1 - (\sum \sigma^2_i / \sigma^2_t))$$

Variabel	Cronbach's Alpha	r _{tabel}	Keterangan
Pembelajaran Berdiferensiasi	0,834	0,361	Reliabel
Kemandirian	0,754	0.361	Reliabel
Kompetensi Keagamaan	0,802	0,361	Reliabel

Table 1 Reliability Test of Differentiated Learning, Independence and Religious Competence

The data processing and analysis methods in this study included a prerequisite analysis test and a final analysis (hypothesis testing). Descriptive analysis was used to summarize and compare several data variables in a single table, making it easier for researchers to view the data and identify any deviations. Descriptive Analysis of Differentiated Learning Variables, Descriptive Analysis of Independence Variables, Descriptive Analysis of Religious Competence Variables.

The data analysis technique used was descriptive statistics to determine whether the proposed hypothesis was proven or not based on the obtained figures. Before conducting the hypothesis testing, sample prerequisite tests were first conducted: a normality test using the Shapiro-Wilk test, followed by a homogeneity test using the F-test (Astria & Harahap, 2025). Prerequisite tests are mandatory before using parametric analysis to ensure the validity and appropriateness of the data being tested, including the Normality Test and the Linearity Test (Putra et al., 2024)

In this study, the final analysis used was simple linear regression analysis and multiple regression analysis. This analysis aims to determine whether or not the independent variables influence the dependent variable.

Results and Discussion

Results

1. Managerial Competence in the Aspect of Planning

This study aims to determine the effect of differentiated learning and independent learning on the religious competence of fifth-grade elementary school students. The research data is presented in the form of statistical outputs, including the mean, median, mode, maximum, minimum, range, variance, and standard deviation. Furthermore, the data is

presented in the form of frequency distribution tables and graphs to provide a more comprehensive picture and facilitate data interpretation. The following is a description of the data for each research variable:

Differentiated Learning Data Description

Differentiated Learning Data with 30 valid data points and no missing data. The data for differentiated learning for fifth-grade students at Sentosa Elementary School, Medan Perjuangan, taught using differentiated learning showed that the highest (maximum) score was 90 and the lowest (minimum) score was 56, resulting in a range of 34. The distribution of scores was then shown as follows: mean = 71.90, mode = 61.0, median = 70.0, variance = 83.0, and standard deviation = 9.114.

The histogram of differentiated learning for fifth-grade students at Sentosa Elementary School, Medan Perjuangan, taught using differentiated learning is presented as follows:

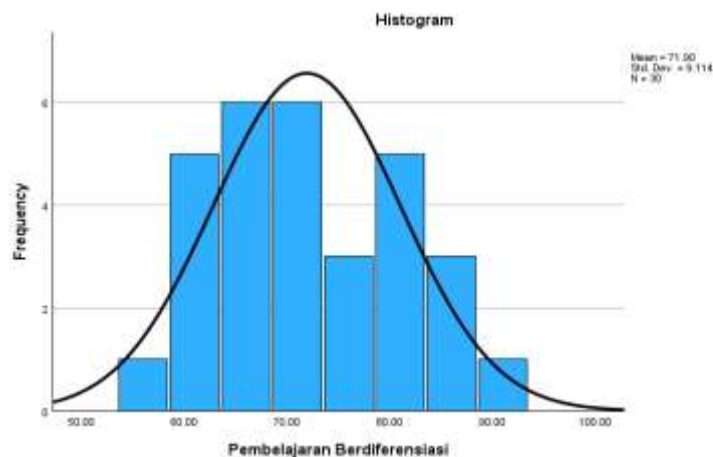


Figure 1 Histogram of Differentiated Learning

Based on the histogram above, it can be seen that the distribution of the differentiated learning variable score data forms a pattern resembling a normal curve. This is evident from the distribution of data frequencies, which are more prevalent in the center and decrease towards the left and right edges of the curve. The average value (mean) of 71.90 is located around the center of the data distribution, indicating that the data tend to be evenly distributed. Furthermore, measures of central tendency, such as the mean, median, and mode, are located around the middle of the normal curve. Therefore, it can be concluded that the differentiated learning variable data is normally distributed.

Data Description: Learning Independence

Learning Independence data has 30 valid data points and no missing data. Data on the Learning Independence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan, taught with independent learning showed that the highest (maximum) score was 129 and the lowest (minimum) score was 91, resulting in a range of 38. The distribution of scores was determined to have a mean of 109.80, a frequently occurring score (mode) of 102, a median of 111, a variance of 95.7, and a standard deviation of 9.78.

The histogram of the learning independence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan, taught with independent learning is presented as follows:

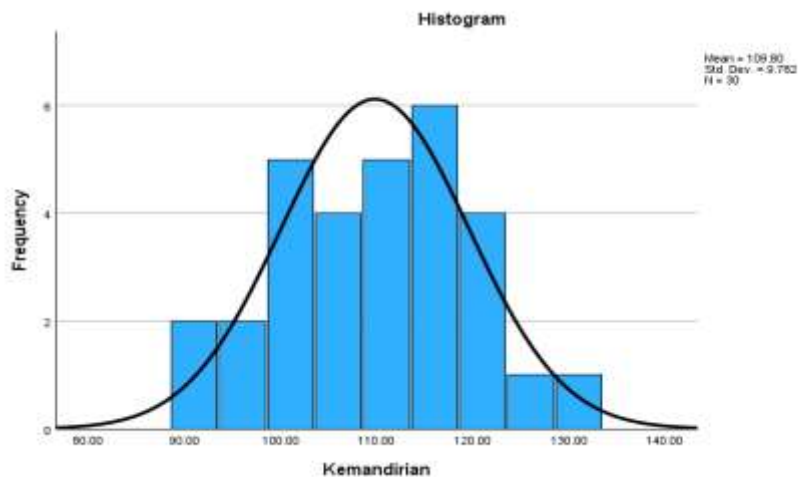


Figure 2 Histogram of Learning Independence

The histogram above shows that the distribution of the learning independence variable data forms a pattern resembling a normal curve. This is evident from the data distribution, which is more concentrated in the center, then gradually decreases in frequency to the left and right sides of the curve. The average value (mean) of 109.80 is located around the center of the data distribution, indicating a relatively balanced distribution. Furthermore, measures of central tendency, such as the mean, median, and mode, are located around the center of the normal curve. Therefore, it can be concluded that the learning independence variable data is normally distributed.

Description of Religious Competency Data

Religious Competency Data with 30 valid data and no missing data. The Religious Competency Data for fifth-grade students at Sentosa Elementary School, Medan Perjuangan, taught with Religious Competency, is known to have the highest (maximum) score of 119 and the lowest (minimum) score of 95, resulting in a range of 24. The distribution of scores is known to have the mean = 105.47, the most frequently occurring score (mode) = 105, the middle score (median) = 105, the variance = 42.3, and the standard deviation = 6.51. The histogram of Religious Competency for fifth-grade students at Sentosa Elementary School, Medan Perjuangan, taught with differentiated learning is presented as follows:

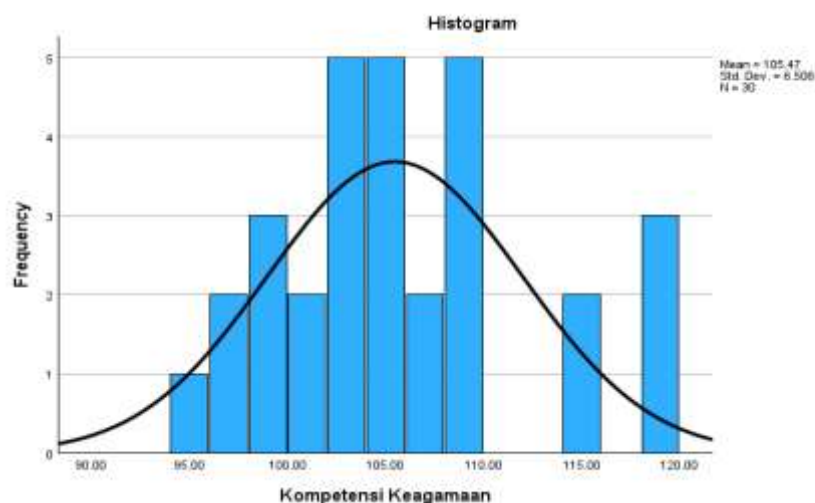


Figure 3 Histogram of Religious Competence

Histogram above shows that the distribution of the religious competence variable data forms a pattern approaching a normal curve. Most of the data falls in the middle, around 100-110, while the number of data points on the left and right sides decreases. This indicates a fairly balanced distribution of data with no significant deviations. The mean value of 105.47 also falls near the center of the distribution. Thus, it can be concluded that the religious competence variable data is normally distributed.

2. Analysis Testing Requirements

Analytical testing requirements were conducted to determine whether the research data met the requirements for hypothesis testing. In this study, the analysis prerequisite tests used included normality and linearity tests. The data analyzed were the results of distributing questionnaires to 30 respondents.

Normality Test

The normality test was conducted to determine whether the research variable data were normally distributed. The variables tested included Differentiated Learning (X1), Independence (X2), and Religious Competence (Y). Normality testing in this study used the Kolmogorov-Smirnov test using SPSS version 30. This test was conducted at a significance level of 0.05. The decision-making criteria for the normality test are as follows:

- If the significance value (Asymp. Sig.) is > 0.05 , the data are normally distributed.
- If the significance value (Asymp. Sig.) is ≤ 0.05 , the data are not normally distributed.

Based on the analysis using SPSS version 30, the significance values obtained were used as the basis for determining whether the research data met the assumption of normality. The following table summarizes the results of the Kolmogorov-Smirnov Normality Test:

Table 2 Summary of Normality Test Analysis

No	Group	p-value	Description
1	Differentiated Learning	0,246 > 0,05	Normal Distribution
2	Independence	0,778 > 0,05	Normal Distribution
3	Religious Competence	0,089 > 0,05	Normal Distribution

Based on the summary table of the normality test analysis above, it is known that the significance value (p-value) for each variable is greater than 0.05. The differentiated learning variable obtained a p-value of $0.246 > 0.05$, the independence variable obtained a p-value of $0.778 > 0.05$, and the religious competence variable obtained a p-value of $0.089 > 0.05$. This indicates that all data for each variable is normally distributed. Thus, the research data has met the assumption of normality and is suitable for further statistical analysis.

Linearity Test

A linearity test is conducted to determine whether the relationship between the independent and dependent variables is linear. In this study, the linearity test was used to examine the relationship between differentiated learning (X_1) and independence (X_2) with students' religious competence (Y). A linear relationship indicates that changes in the independent variable will be followed by changes in the dependent variable in a unidirectional and consistent manner.

The linearity test in this study was conducted using SPSS version 30. The basis for decision-making in the linearity test is based on the significance value in the Deviation from Linearity section. If the significance value is greater than 0.05, the relationship between the variables can be considered linear. Conversely, if the significance value is less than 0.05, the relationship between the variables is non-linear.

Table 3 Summary of Linearity Test Results

No	Relationship of Variables	Sig. Deviation Value	Description
1	Y – X ₁	0,104 > 0,05	Linear
2	Y – X ₂	0,524 > 0,05	Linear

Based on the summary table of linearity test results above, it is known that the relationship between students' religious competence (Y) and differentiated learning (X₁) obtained a significant deviation from linearity value of 0.104 > 0.05. Furthermore, the relationship between students' religious competence (Y) and independence (X₂) obtained a significant deviation from linearity value of 0.524 > 0.05. These results indicate that all significance values are greater than 0.05, thus concluding that the relationship between the independent and dependent variables is linear. Therefore, the research data meets the linearity assumption and can proceed to regression analysis to determine the influence between the research variables.

Multicollinearity Test

The multicollinearity test aims to determine whether there is a relationship or correlation between independent variables in the regression model. A good regression model should not have a strong relationship between independent variables. To detect multicollinearity, the Tolerance and Variance Inflation Factor (VIF) values can be examined. The results of the multicollinearity test are shown in the following table:

Table 4 Summary of Multicollinearity Test

Variabel	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
Konstanta	79,685	13,466	-	5,917	<0,001	-	-
Differentiated Learning	0,310	0,130	0,435	2,381	0,025	0,883	1,132
Independence	0,032	0,121	0,047	0,260	0,797	0,883	1,132

Results Based on the regression analysis results in the table above, the Differentiated Learning variable has a positive and significant effect on Religious Competence with a B coefficient of 0.310, a β value of 0.435, a t value of 2.381, and a significance value of 0.025 (<0.05).

This indicates that the better the implementation of differentiated learning, the greater the likelihood of increasing religious competence. Meanwhile, the Independence variable showed a positive but insignificant effect on religious competence, with a B coefficient of 0.032, a β value of 0.047, a t value of 0.260, and a significance level of 0.797 (>0.05). Therefore, independence did not have a significant impact in this research model. The constant value of 79.685 indicates that if all independent variables were held constant or equal to zero, the estimated religious competence score would be 79.685. Furthermore, the multicollinearity test revealed that all variables had a tolerance value of 0.883 (>0.10) and a VIF of 1.132 (<10), thus concluding that there were no signs of multicollinearity in the regression model.

Heteroscedasticity Test

The heteroscedasticity test is used to determine whether there are differences in the distribution of data (errors) for each independent variable in the regression model. A good regression model is one that does not exhibit such differences, or in other words, has the same error distribution (called homoscedasticity). If this requirement is met, the results of the regression analysis will be more accurate and reliable. To verify this, the Glejser test can be used. If the significance value is greater than 0.05 or the points on the graph are randomly

distributed without a specific pattern, it can be concluded that heteroscedasticity does not occur. The results of the heteroscedasticity test in this study are shown in the following table:

Table 5 Summary of Heteroscedasticity Test

Variabel	Sig.	Description
Differentiated Learning	0,071	No heteroscedasticity
Independence	0,295	No heteroscedasticity

Results Based on the results of the Heteroscedasticity test using the Glejser method in the table above, the significance value for the Differentiated Learning variable is 0.071 and for the Independence variable is 0.295. All values are greater than 0.05, thus concluding that there are no symptoms of heteroscedasticity in the regression model used. Thus, the regression model in this study meets the classical assumption of homoscedasticity, namely a condition where the residual variance is constant. This indicates that the regression model used is feasible and can provide unbiased estimation results, making it suitable for further analysis in the study..

Hypothesis Testing

Data analysis is the process of managing and organizing data obtained from research, whether through observation or documentation, in a systematic manner. The data are then classified, important information is selected, and the data are analyzed so that conclusions can be drawn and easily understood.

In this study, the data analysis methods used include descriptive statistical analysis, prerequisite tests for analysis, and advanced analysis. The prerequisite tests consist of the normality test and linearity test. Meanwhile, the advanced analysis includes multiple linear regression analysis and the coefficient of determination.

In this study, hypothesis testing was conducted using multiple linear regression analysis. This analysis is used to determine the relationship between two or more independent variables and one dependent variable, as well as to assess the extent to which the independent variables influence the dependent variable. The results of the multiple linear regression analysis in this study are presented in the following table:a. Uji t (Parsial)

The t-test is used to determine whether each independent variable has an individual (partial) effect on the dependent variable. This test is performed by comparing the significance value (p-value or Sig.) with a significance level of 0.05. If the significance value is less than 0.05, the hypothesis is accepted, meaning the independent variable has an effect on the dependent variable. Conversely, if the significance value is greater than 0.05, the hypothesis is rejected, meaning the independent variable has no effect on the dependent variable.

Table 6 Summary of t-Test Results

Variable	B (Unstandardized)	Std. Error	Beta (Standardized)	t	Sig.
Constant	79.685	13.466	-	5.917	< .001
Differentiated Learning	0.310	0,130	0.435	2.381	0.025
Independence	0.032	0.121	0.047	0.260	0.797

Based on the table above, the following explanation can be given:

1. The Effect of Differentiated Learning on Religious Competence. The t-value of 2.381 with a significance level of $0.025 < 0.05$ indicates that differentiated learning has a positive and significant effect on students' religious competence. The Standardized Coefficients Beta value of 0.435 indicates that differentiated learning has a 43.5% relationship or contribution to

students' religious competence. This means that the better the implementation of differentiated learning, the more students' religious competence tends to improve.

2. The Effect of Self-Reliance on Religious Competence • The t-value of 0.260 with $p = 0.797$ (> 0.05) indicates that self-reliance does not significantly influence religious competence. A t-value of 0.260 with a significance level of $0.797 > 0.05$ indicates that self-reliant learning does not significantly influence students' religious competence. The Standardized Beta Coefficients value of 0.047 indicates that the relationship or contribution of self-reliant learning to students' religious competence is only 4.7%, which is considered low. This means that changes in students' levels of self-reliant learning do not significantly influence students' religious competence in this study.

3. Constant. The constant value of 79.685 indicates the average estimate of students' religious competence when the learning variables are differentiated and self-reliant learning is held constant or zero. Based on the results of the t-test, it can be concluded that only the differentiated learning variable has a significant influence on students' religious competence, while learning independence does not have a significant influence.

F Test (Simultaneous)

The F test is used to determine whether all independent variables jointly influence the dependent variable. In this study, the F test was used to examine the simultaneous influence of differentiated and independent learning on students' religious competence. The decision-making criteria for the F test are as follows:

1. If the significance value is < 0.05 , then the independent variables jointly have a significant effect on the dependent variable.
2. If the significance value is > 0.05 , then the independent variables jointly do not have a significant effect on the dependent variable.

Table 7 Summary of F-Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	252.060	2	126.030	3.489	0.045
Residual	975.407	27	36.126	-	-
Total	1227.467	29	-	-	-

Results Based on the table above, the following explanation can be obtained: Based on the table above, the F-value was 3.489 with a significance value of 0.045. This significance value is less than 0.05 ($0.045 < 0.05$), so it can be concluded that differentiated learning and independent learning together have a significant effect on students' religious competence. The results of this study indicate that both independent variables used in the study can contribute to improving students' religious competence. Thus, the regression model used in this study is suitable for predicting students' religious competence based on differentiated learning and independent learning. Furthermore, the coefficient of determination (R-square) test yielded a value of 0.205. This indicates that differentiated learning and independent learning together have a 20.5% influence on students' religious competence, while the remaining 79.5% is influenced by factors outside the study. Although the t-test showed no significant partial effect on the independent learning variable, when tested together with differentiated learning, both variables still had a significant influence on students' religious competence.

Coefficient of Determination (R²)

The coefficient of determination (R^2) is used to determine the extent to which the independent variables, namely differentiated learning and independence, explain the dependent variable, namely students' religious competence. The coefficient of determination ranges from 0 to 1. The greater the R^2 value, or the closer it is to 1, the greater the independent variable's ability to explain the dependent variable. Conversely, the smaller the R^2 value, the lower the independent variable's ability to explain the dependent variable.

The results of the coefficient of determination test can be seen in the following table:

Table 8 Model Summary Based

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.453	0.205	0.146	6.010

On the table above, the following explanations can be given:

1. R value of 0.453 • The R value of 0.453 indicates a relationship between differentiated learning and independence and students' religious competence. This value falls into the moderate category. This means that both independent variables have a sufficient relationship with students' religious competence.
2. R-square of 0.205 • The R-square of 0.205 indicates that differentiated learning and independent learning together explain or influence students' religious competence by 20.5%. The remaining 79.5% is influenced by factors outside the research, such as family environment, learning motivation, learning methods, school environment, and other factors not examined in this study.
3. Adjusted R-square of 0.146 • The adjusted R-square of 0.146 indicates that after adjusting for the number of variables and the sample size, the ability of differentiated learning and independent learning to explain students' religious competence is 14.6%.
4. Std. Error of the Estimate of 6.010 • The Std. Error of the Estimate of 6.010 indicates the level of prediction error in the regression model. The smaller the error, the better the regression model is at predicting students' religious competence.

Based on these results, it can be concluded that differentiated learning and independence have a relationship and influence on students' religious competence. This is indicated by the R value of 0.453, which is in the moderate relationship category, and the R Square value of 0.205, which indicates that both variables have a 20.5% influence on students' religious competence.

Discussion

The Effect of Differentiated Learning on the Development of Religious Competence in Fifth-Grade Students at Sentosa Elementary School, Medan Perjuangan

Based on the results of the linearity test obtained from the ANOVA table in the Deviation from Linearity section, the significance value was $0.104 > 0.05$. This indicates a linear relationship between differentiated learning (X_1) and students' religious competence (Y). This means that any changes in differentiated learning tend to be followed by consistent changes in students' religious competence, thus meeting the requirements for regression analysis. The results of the multiple linear regression analysis show the equation: $Y = 79.685 + 0.310X_1 + 0.032X_2$.

The regression coefficient for the differentiated learning variable is 0.310, indicating a positive relationship. This means that the better the implementation of differentiated learning, the more students' religious competence tends to improve. The Standardized Coefficients Beta value of 0.435 indicates that differentiated learning has a 43.5% relationship or contribution to students' religious competence. The t-test results obtained a t-value of 2.381 with a significance level of $0.025 < 0.05$. This indicates that differentiated learning has a positive and significant effect on students' religious competence. Therefore, the hypothesis stating that differentiated learning has an effect on students' religious competence is accepted.

The t-test obtained a significance level of $p < 0.05$, indicating that the implementation of differentiated learning can improve students' understanding of the subject matter. Students who learn with an approach tailored to their abilities and learning styles tend to be more active, understand the material more easily, and have higher learning motivation. This condition aligns with the results of research by Putri et al. (2025) which showed that the implementation of differentiated learning has proven effective in improving the academic achievement of elementary school students. This strategy is able to adapt the learning process to students' needs, interests, and learning styles, thereby encouraging active engagement, developing

critical thinking skills, and improving student academic achievement. This proves that differentiated learning is a relevant and feasible approach to be implemented in the current context of elementary education (Shabrina et al., 2025).

The results of this study indicate that the implementation of differentiated learning can contribute to improving students' religious competence. Students who receive learning tailored to their abilities and learning needs tend to be more active, understand the material more easily, and are more motivated to participate in the learning process. This is because differentiated learning is an effort to align the learning process to meet the learning needs of each student. (Khulisoh, 2022)

Based on the coefficient of determination (R Square) of 0.205, it is known that differentiated learning and independent learning together only explain 20.5% of students' religious competence. The remaining 79.5% is influenced by other factors outside the study, such as family environment, learning motivation, school environment, learning methods, and students' religious experiences.

Based on these results, it can be concluded that differentiated learning has a positive and significant influence on the religious competence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan. This is indicated by a significance value of $0.025 < 0.05$, with a contribution value of 43.5%. This means that the better the implementation of differentiated learning, the more students' religious competence tends to improve. Differentiated learning helps students learn according to their individual abilities, needs, and characteristics, making the learning process more effective. Therefore, the implementation of differentiated learning needs to be continuously improved so that students' religious competence can develop more optimally. Therefore, the first hypothesis (H_a) in this study is accepted, namely that there is an effect of differentiated learning on the religious competence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan.

The Effect of Independence on the Development of Religious Competence in Fifth-Grade Students at Sentosa Elementary School, Medan Perjuangan

Based on the results of the multiple linear regression analysis, the independence variable (X_2) obtained a regression coefficient of 0.032, indicating a positive correlation. This indicates that any increase in learning independence tends to be followed by an increase in students' religious competence. This means that students with an independent attitude in learning tend to have better religious competence than those with less independence. However, the effect is still relatively small and requires a significance test.

The t-test results obtained a t-value of 0.260, with a significance level of $0.797 > 0.05$. This indicates that independence does not significantly influence students' religious competence. The Standardized Coefficients Beta value of 0.047 indicates that the contribution or influence of independence on students' religious competence is only 4.7%, which is considered low. This research aligns with the findings of Nurhidayah et al. (2018), who showed that the influence of independent learning on student learning outcomes at MTS Darul Ihsan was not very significant (low) (Nasution et al., 2018). Ranti (2017) in an article by Indah & Riza (2023) stated that achieving independence requires inner knowledge that can only be driven by oneself. Independent students have the awareness to motivate themselves to strive to realize their desires and hopes (Silviawati & Kurniawan, 2023). Teachers must build a classroom culture that values diversity, where mistakes are seen as part of the learning process, and each student feels safe, respected, and an integral part of the learning community (Punggeti et al., 2025).

These results indicate that changes in students' levels of independence have not been able to have a strong influence on improving students' religious competence. In other words, although more independent students tend to have better religious competence, this influence was not strong enough to be statistically proven in this study. Theoretically, independence remains important in the educational process because it can help students become more active, responsible, and able to develop independent learning skills. In religious learning, independent students are expected to understand, internalize, and apply religious values in their daily lives.

Based on the research results, it can be concluded that independent learning has a positive but insignificant influence on the religious competence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan. The contribution value of 4.7% indicates that the relationship between independence and students' religious competence is still relatively low. Therefore, the second hypothesis (H_a) that independent learning has an influence on the development of students' religious competence is rejected. Nevertheless, independence remains important to develop as part of efforts to improve the quality of student learning in elementary schools.

The Effect of Differentiated Learning and Independent Learning Together on the Development of Religious Competence in Fifth-Grade Students at Sentosa Elementary School, Medan Perjuangan

Based on the results of the F-test (ANOVA), the F-value was 3.489, with a significance level of $0.045 < 0.05$. This indicates that the variables of differentiated learning (X_1) and independent learning (X_2) together have a significant influence on the religious competence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan. Thus, both independent variables significantly impacted the improvement of students' religious competence when analyzed simultaneously. The results of this study indicate that learning that addresses students' needs and fosters independence can help improve students' ability to understand religious material. This simultaneous effect indicates that both variables are mutually supportive in the learning process. The results of the multiple linear regression analysis showed the equation $Y = 79.685 + 0.310X_1 + 0.032X_2$.

The regression equation shows that differentiated learning and independence have a positive relationship with students' religious competence. This means that any increase in differentiated learning and independence tends to be followed by an increase in students' religious competence. Positive coefficients for both variables indicate that appropriate learning strategies and independent learning skills can help improve student learning outcomes.

Differentiated learning allows students to learn according to their individual abilities and learning styles. Meanwhile, independence helps students be more disciplined and take responsibility for their learning activities. These two variables support each other, making learning more effective and easier for students to understand. This regression equation also shows that good learning is not solely dependent on the teacher but is also influenced by students' readiness and independence in learning. This aligns with Wayan's (2021) opinion that independence plays a crucial role in learning. This is because independent learning is a student's ability to carry out learning activities at their own pace and without coercion. Independent learning also plays a role in improving learning outcomes (Wiriani, 2021).

Based on the coefficient of determination (R Square) of 0.205, it is known that differentiated learning and independence together have a 20.5% influence on students' religious competence. The remaining 79.5% is influenced by factors outside the study, including:

1. family environment
2. learning motivation
3. worship habits
4. social environment
5. religious experience
6. other individual student factors..

The significant F-test results indicate that although independence does not have a significant partial effect, when combined with differentiated learning, both variables significantly influence students' religious competence. This can support the independent curriculum program, which aims to develop the profile of Pancasila students, including: noble character, creativity, collaborative skills, tolerance of diversity (global diversity), critical thinking, and independence (Ahmad, 2023). Differentiated learning in the Independent Curriculum is a learning method implemented to accommodate students' learning needs, differences in abilities, and interests (Fina et al., 2024).

The results of this study indicate that the implementation of appropriate learning strategies and the development of student learning independence can help improve students' religious competence more optimally. Although the impact is not yet significant, both variables still make a positive contribution to the learning process. Therefore, schools and teachers need to continuously improve the quality of learning to improve student learning outcomes. The purpose of integration in the learning process is to deepen students' knowledge and understanding of the information contained in the teaching materials from various perspectives (Roza et al., 2023). To optimize differentiated learning, ongoing training for teachers, regular evaluation of learning practices, and increased teacher involvement in the Teacher Professional Program (PPG) are needed (Marfu'ah et al., 2025). This aims to make the learning process more effective, students more active in learning, and improve their interest, motivation, and learning outcomes (Munasiah et al., 2025). Support from the family and school environment also needs to be improved to ensure optimal development of students' religious competence. Furthermore, teachers need to continuously develop engaging learning methods tailored to students' needs. By implementing appropriate learning strategies, students will more easily understand the material and become more active in the learning process. This will help improve the quality of learning and students' religious competence in elementary schools. This aligns with the findings of Hidayati (2018) that religious education within the family plays a crucial role in shaping a child's religious character. The quality of an individual's character depends on the habits and education received within the family (Hidayati, 2018).

Based on these research results, it can be concluded that differentiated learning and independence simultaneously have a significant influence on the religious competence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan. The influence value of 20.5% indicates that both variables have a moderate relationship with students' religious competence. Therefore, the third hypothesis (Ha) in this study is accepted, namely that there is a simultaneous influence of differentiated learning and independence on the religious competence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan.

There are limitations in this study. The number of research samples consisting of only 30 students is still relatively small so the generalization of the research results is limited. Recommendations Future researchers are advised to examine other factors that can influence students' religious competence, such as family environment, learning motivation, worship habits, social environment, and the use of learning media by using a larger sample size and applying mixed research methods to ensure more accurate research results and more broadly generalizable.

Conclusion

Based on the research results and data analysis, several important conclusions can be drawn regarding the influence of differentiated learning and independent learning on the religious competence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan. There is a positive and significant influence between differentiated learning and independent learning on the religious competence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan. There is no significant influence between independent learning and religious competence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan. There is a significant influence between differentiated learning and independent learning, together, on the religious competence of fifth-grade students at Sentosa Elementary School, Medan Perjuangan.

This research provides both theoretical and practical benefits. Theoretical Benefits: Adding to scientific studies in the field of Islamic Religious Education, serving as a reference for further research, and assisting teachers in implementing learning that is more appropriate to students' needs and characteristics.

Future researchers are advised to examine other factors that may influence students' religious competence, such as family environment, learning motivation, worship habits, social environment, and the use of learning media, using a larger sample size to ensure more accurate research results and broader generalizability. Furthermore, future researchers can employ

mixed methods research so that research results are not only obtained from statistical data but also supported by data from interviews and direct observations. Thus, further research is expected to provide more in-depth results and become material for the development of religious learning in elementary schools.

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