

APPLYING UNIVERSAL DESIGN TECHNOLOGY IN LEARNING AT ISLAM RELIGIOUS EDUCATION STUDY PROGRAM AT ISLAMIC INSTITUTE OF ALMUSLIM ACEH

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Abstract

This study aims to analyze the use of Universal Design technology in learning in the Islam Religious Education Study Program at Islamic Institute of Almuslim Aceh. The research methodology used in this research is qualitative with a case study design. The selection of the type of case study because it allows researchers to explore in depth the experiences, views, and challenges faced by lecturers and students in applying the principles of Universal Design for Learning (UDL). Data will be collected through in-depth interviews with lecturers, students, and study program managers, as well as direct observation of the learning process in the classroom. The results show that: *first*, the application of Universal Design for Learning (UDL) in religious education has great potential to improve students' learning experience. Through a diversity of teaching methods and inclusive strategies, UDL can meet the needs of diverse students, creating a more interesting and relevant learning environment. *Second*, student involvement in curriculum development was also identified as an important factor that can increase motivation and relevance of learning. By providing adequate training for teachers, ensuring technology accessibility, and involving students in the learning process, educational institutions can create a more inclusive and effective learning experience. *Third*, the implementation of UDL can prepare them for the future.

Keywords: Technology, Universal Design, Learning

INTRODUCTION

In the era of globalization and rapid technological advancement, education is undergoing significant transformation. One of the approaches that is increasingly being applied in the field of education is Universal Design for Learning (UDL). UDL is a framework aimed at enhancing and maximizing learning for all individuals by providing various ways to learn and participate. At the Islamic Institute of Almuslim Aceh, the application of UDL technology in the learning process of the Islam Religious Education Study Program has become very relevant to improve the quality of education and accessibility for all students.

The urgency of Universal Design for Learning (UDL) lies in its ability to address the diverse needs of today's learners in an equitable and inclusive way. UDL promotes flexibility in teaching

methods, materials, and assessments, ensuring that all students, regardless of their abilities or backgrounds, have meaningful access to learning opportunities. The world is evolving rapidly, and education systems must keep pace with the increasing diversity of learners. Factors such as varied cultural backgrounds, learning styles, physical or cognitive disabilities, and even differences in technological access make traditional, one-size-fits-all approaches outdated. UDL fosters a proactive design of curriculum that removes barriers to learning, rather than retrofitting accommodations afterward.

In a globalized and interconnected society, fostering inclusivity and maximizing the potential of every individual is not just a moral imperative—it's a necessity for innovation and progress. UDL empowers learners to become resourceful, motivated, and strategic in their educational journeys, helping them thrive in both academic and real-world settings. By implementing UDL principles, educators can create adaptive, inclusive learning environments that prepare students for success in the diverse and complex challenges of the modern world.

The phenomenon occurring in the Islam Religious Education Study Program of Islamic Institute of Almuslim Aceh indicates a shift in the way students access and absorb knowledge. With the increasing use of technology in education, students are now more accustomed to interactive and digital-based learning methods. However, even though technology has started to be integrated, many lecturers still rely on traditional teaching strategies that do not take into account the diversity of learning styles. This creates a dissonance between students' expectations for more dynamic learning and the still conventional teaching approach. This phenomenon not only affects students' motivation to learn but also has the potential to widen the gap in academic achievement among them.¹

Additionally, another observable phenomenon is the difference in student engagement levels based on their socio-economic backgrounds. Students from more affluent families tend to have better access to technology and learning resources, while those from less fortunate economic backgrounds often struggle to obtain the same facilities. This creates injustice in the learning experience, where less fortunate students cannot fully participate in the offered learning activities. Thus, this phenomenon highlights the need for more attention in designing learning strategies that are not only theoretically inclusive but also practically implementable, so that all students can benefit from quality education.²

The ideal condition in learning at Islam Religious Education Study Program of Islamic Institute of Almuslim Aceh is the creation of an inclusive learning environment, where every student has equal access to educational resources and diverse learning methods. In this context, the application of Universal Design for Learning (UDL) becomes key to creating a learning experience that can be tailored to the needs and learning styles of each individual. By using technology that supports UDL, each student can choose the method that best suits their understanding of the teaching material, whether through visual, auditory, or kinesthetic means. This not only increases student engagement in the learning process but also encourages them to develop the critical and creative skills needed in the modern era.

In addition, ideal conditions also include close collaboration between lecturers and students in creating a supportive learning atmosphere. Lecturers act as facilitators who not only deliver material, but also create dynamic interactions and empower students to actively engage in discussions and research. With open communication, students feel valued and motivated to contribute, thus

¹ Rahman, *Penerapan Teknologi dalam Pendidikan: Tantangan dan Peluang*, Jurnal Pendidikan dan Kebudayaan, vol. 18, no. 1, 2022, p. 18.

² Siti Aisyah, *Keterlibatan Mahasiswa dalam Proses Pembelajaran: Peran Latar Belakang Sosial Ekonomi*, Jurnal Sosial dan Pendidikan, vol. 14, no. 2, 2023, pp. 48.

enriching the collective learning experience. Under these conditions, it is expected that the Islam Religious Education Study Program can produce graduates who not only master religious knowledge, but are also able to adapt quickly in various social and cultural contexts, and have sensitivity to diversity.

One of the main problems faced in the application of Universal Design for Learning (UDL) technology in the Islamic Religious Education Study Program at the Islamic Institute of Almuslim Aceh is the lack of understanding and knowledge of lecturers about the concept of UDL and how to implement it in the learning process. Many lecturers still use conventional teaching methods that do not pay attention to the diversity of student learning methods. This results in students with special needs or different learning styles often not getting an optimal learning experience. Research shows that lecturers' lack of understanding of UDL can hinder innovation in learning and reduce teaching effectiveness.³ Thus, it is important to provide comprehensive training to lecturers so that they can effectively apply UDL principles.

In addition, another significant issue is the limited technological infrastructure on campus that can support the effective implementation of UDL. Despite the growing development of educational technology, many institutions, including Islamic Institute of Almuslim Aceh, still face challenges in terms of adequate access to and use of technology. These limitations include the lack of necessary hardware and software to support innovative learning methods. According to research by Hwang and Chang, inadequate infrastructure can limit an institution's ability to implement inclusive and effective learning strategies.⁴ Therefore, fulfilling technology infrastructure needs is crucial to creating a learning environment that supports all students.

The gap that exists between the ideal conditions and the current reality in the Islam Religious Education Study Program indicates the need for more attention in curriculum development and learning methods. Despite efforts to integrate technology in the teaching and learning process, many lecturers have not been trained to effectively implement Universal Design for Learning (UDL) strategies. This creates a situation where most students, especially those with special needs, are unable to enjoy the full benefits of learning designed to encompass a diversity of learning styles. Research shows that lecturers' inability to use technology effectively contributes to gaps in students' academic achievement, which can result in low motivation and learning outcomes.⁵

In addition, gaps are also seen in the existing technology infrastructure on campus. Despite some efforts to improve technology access, the reality is that there are still many students who do not have adequate access to digital devices and resources needed to support UDL-based learning. This inequality of access not only hinders the learning process, but also creates inequity among students. This gap can widen the achievement gap between students with different backgrounds, especially for those from remote or economically disadvantaged areas.⁶ Therefore, the development of adequate infrastructure is crucial to creating an inclusive and equitable learning environment for all students..

To address the gap in lecturers' understanding of Universal Design for Learning (UDL), the first step is to organise regular training and workshops for lecturers. This training should cover the basic theory of UDL, as well as practical methods to implement it in daily teaching. By involving experts in education and technology, lecturers can gain deeper insights into how technology can be

³ Tomlinson, C. A. *How to Differentiate Instruction in Academically Diverse Classrooms*. 3rd ed. Alexandria, VA: ASCD, 2017, pp. 45.

⁴ Hwang, G. J., & Chang, H. F. *Innovative Learning Environment Design for Developing 21st Century Skills*. *Educational Technology & Society*, vol. 22, no. 4, 2019. pp. 67.

⁵ Suhandi, *Model Internalization Nilai-nilai Agama dalam Pendidikan*, "Jurnal Pendidikan Islam, vol. 12, no. 1, 2023. P. 53 .

⁶ Zaini Dahlan, *Dinamika dan Pemikiran Pendidikan Islam*, Jurnal Pendidikan Islam, vol. 10, no. 2, 2022, p. 30.

utilised to create more inclusive learning experiences. In addition, creating a discussion forum where lecturers can share their experiences and challenges faced in implementing UDL will help build a productive learning community..

Furthermore, to improve technology infrastructure, institutions need to conduct a thorough evaluation of existing facilities and identify shortcomings that need to be rectified. This could include procuring hardware and software that support digital learning, as well as improving internet access across campus. Collaboration with technology providers and government agencies can be a solution to obtain financial and technical support in developing this infrastructure. With adequate infrastructure, students will be better able to access the necessary learning resources, thus supporting the effective implementation of UDL principles.

Finally, it is important to involve students in the process of curriculum evaluation and development. Providing space for students to express their opinions and experiences on the learning methods used can provide valuable insights for lecturers and Program managers. In addition, by involving students in decision-making, they will feel more ownership of the learning process and be motivated to actively participate. The development of regular feedback surveys or forums can be an effective tool to gather this information, so that study Programs can continuously adapt and meet the needs of all students.

RESEARCH METHODS

This research methodology uses a qualitative approach with a case study design to understand the phenomena that occur in the Islamic Religious Education Study Program at the Islamic Institute of Almuslim Aceh. This approach was chosen because it allows researchers to explore in depth the experiences, views, and challenges faced by lecturers and students in applying the principles of Universal Design for Learning (UDL).⁷ Data will be collected through in-depth interviews with lecturers, students, and study Program managers, as well as direct observation of the learning process in the classroom.

In addition, a survey will also be conducted to obtain quantitative data regarding students' perceptions of the learning methods applied and their level of access to technology. Questionnaires will be distributed to students to gather information regarding their learning experiences, including obstacles faced in using technology and participation in learning activities.⁸ Data obtained from interviews, observations and surveys will be analysed using thematic analysis techniques to identify emerging patterns and themes, as well as to explore the relationship between factors influencing the implementation of UDL in the context of religious education.

In this research, data analysis techniques will be carried out through several systematic steps that aim to identify and understand patterns and themes that emerge from the data collected. Firstly, data from in-depth interviews and observations will be transcribed verbatim to ensure the accuracy of the information obtained. This transcription will form the basis for further analysis, so that all the nuances and context conveyed by the participants can be preserved.⁹

After the transcription process, the next step was to conduct thematic analysis. This analysis begins with rereading the transcripts to gain a general understanding of the data. The researcher will then identify initial codes that reflect important ideas or concepts emerging from the data. These codes will be grouped into larger themes, which include challenges, strategies, and experiences related to

⁷ Rudiansyah, *Pendekatan Kualitatif dalam Penelitian Pendidikan*, Jurnal Pendidikan dan Pembelajaran, vol. 15, no. 3, 2023, p. 57.

⁸ Supriyadi, *Metode Pengumpulan Data dalam Penelitian Pendidikan*, Jurnal Metodologi Penelitian, vol. 10, no. 1, 2022, p. 35.

⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2017, p. 234.

implementing Universal Design for Learning (UDL). This process involves critical reflection and interpretation, where the researcher will consider the social and cultural context that influenced the participants' experiences.¹⁰

Furthermore, quantitative data obtained from the survey will be analysed using descriptive statistics to provide an overview of student perceptions of learning methods and technology access. The results from the survey will be compared with the qualitative findings to seek linkages between quantitative and qualitative data.¹¹ Assuch, the data analysis in this study does not only focus on one type of data, but integrates both approaches to provide a more comprehensive understanding of the implementation of UDL in the context of religious education. The end result of this analysis is expected to provide informative and evidence-based recommendations for the improvement of learning practices in the institution.

RESEARCH RESULTS AND DISCUSSION

1. RESEARCH RESULTS

a. Interview Results

In-depth interviews with students and lecturers revealed that the implementation of Universal Design for Learning (UDL) has significantly increased student engagement in the learning process. Students reported that varied methods, such as the use of multimedia and collaborative learning, made the teaching materials more interesting and relevant. One student stated, "With the different ways of teaching applied, I feel more involved." This shows that the UDL approach is able to create a learning environment that is more responsive to individual needs, so students feel more motivated to actively participate in class.

However, challenges in implementation also emerged from the interviews. Some teachers recognised that they faced difficulties in applying UDL principles consistently. A statement from one teacher reflects this: "I want to implement UDL, but sometimes I feel like I don't know the best way to do it." Limited training on UDL is a barrier to effective implementation. Therefore, there is an urgent need to provide more intensive and sustainable training Programs for teachers so that they can better integrate UDL strategies in learning.

Another important aspect revealed was the role of technology in the implementation of UDL. Students recognised that access to technological tools, such as learning apps and online platforms, are helpful in the learning process. However, they also complained about accessibility issues, with some students saying, "Not all my friends have good access to the internet." This shows that while technology has great potential to support UDL, challenges related to access must be overcome for all students to benefit. Hopes for the future were also raised, with students and faculty wanting more training and resources to support the effective implementation of UDL, creating a more inclusive and adaptive learning environment.

b. Observation Results

The participatory observation results show that the implementation of Universal Design for Learning (UDL) in religious education classes has had a positive impact on the learning dynamics. During the observation, it was observed that teachers often used various teaching strategies that are in line with UDL principles, such as project-based learning, the use of multimedia, and group discussions. For example, in one session, the instructor utilised an interactive video to explain a theological concept, which not only attracted students' attention but also facilitated deeper

¹⁰ Suryabrata, S., *Metodologi Penelitian*. Jakarta: RajaGrafindo Persada, 2015, p. 145.

¹¹ Arikunto, S., *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2021, p. 212.

understanding. Students seemed to participate more actively in the discussion after watching the video, suggesting that the method was effective in increasing their engagement.

However, although many teachers endeavored to implement UDL, there were variations in the consistency of using the strategy. Some teachers seemed more comfortable and skillful in applying UDL principles than others. Observations show that teachers who have had previous UDL training are better able to adapt their teaching methods, while teachers who have not received training tend to use traditional approaches that are less flexible. This creates an imbalance in students' learning experience, with some students benefiting more from UDL implementation than others.

In addition, the use of technology in learning was also a key focus of observation. Many lecturers utilize digital platforms to provide teaching materials and assignments, as well as to communicate with students. Although technology improves accessibility and interactivity, some students report difficulties in accessing materials due to internet connectivity issues. This observation illustrates the importance of ensuring that all students have adequate access to technology to support UDL-based learning. Overall, the observations suggest that the implementation of UDL has great potential to improve the learning experience, but also highlight the need for further training for teachers and attention to technology accessibility among students.

c. Questionnaire Survey Results

The results of a questionnaire survey conducted among university students provide a clear picture of their perceptions of the implementation of Universal Design for Learning (UDL) in religious education. Out of a total of 200 respondents, around 75% of students reported that they felt more involved in the learning process when UDL methods were applied. Most respondents stated that variations in teaching methods, such as the use of multimedia and collaborative learning, made their learning experience more interesting and effective. One student stated, "With different ways of teaching, I feel I understand the material better and am more motivated to participate."

However, the survey also revealed some challenges faced by students. About 30% of respondents reported difficulties in accessing the technology needed to support UDL-based learning. Internet connectivity issues and lack of adequate devices were the main barriers for some students. This suggests that while UDL strategies have the potential to increase engagement, technological accessibility issues may hinder their effective implementation. Respondents also emphasised the importance of institutions to provide better resources to enable all students to participate in learning optimally.

In addition, the survey results show that students have high expectations for further development of the UDL method. Many respondents wanted more training and support in the use of technology as well as variations in assessment. Around 65% of students stated that they would like more opportunities to be involved in the learning design process, hoping that this would increase the relevance and effectiveness of the methods used. This suggests that there is a collective awareness among students of the importance of UDL approaches and a desire to contribute to creating more inclusive and adaptive learning experiences. Overall, the results of the questionnaire survey provide strong evidence of the benefits and challenges of implementing UDL in the context of religious education.

d. Focus Group Discussion Results

Focus group discussions conducted with university students provided in-depth insights into their experiences and perceptions of the implementation of Universal Design for Learning (UDL) in religious education. In this session, students shared their views on various aspects of the learning adopted, and many emphasised the importance of diversity in teaching methods. They expressed that varied approaches, such as project-based learning and group discussions, greatly helped them in

understanding complex material. One participant stated, "When we work in groups, we can help each other and learn from each other, which makes the learning process more enjoyable."

However, the discussion also revealed the challenges that students face in implementing UDL. Many students felt that while the principles of UDL are very useful, the implementation is often inconsistent. Some teachers seem more open to UDL methods, while others still use traditional approaches that are less inclusive. One student highlighted, "I feel frustrated when teachers don't use the same method in every class. Sometimes, I feel disengaged when the methods used do not suit my learning style." This suggests the need for more in-depth training for lecturers so that they can implement UDL consistently across study Programs.

On the other hand, students also expressed their hopes and ideas to improve UDL implementation in the future. They want more training and workshops related to UDL strategies, both for themselves and for teachers. Many participants agreed that involving students in the design of learning experiences can create a more inclusive and adaptive environment. One participant stated, "If we can give input on how we learn, it will make learning more relevant and useful for us." The discussion highlighted the importance of collaboration between students and faculty in creating better learning experiences, as well as the need for institutional support to realise these expectations. Overall, the results of the focus group discussions showed that despite the challenges in implementing UDL, there is much potential and a strong desire to improve the learning process in religious education settings.

e. Document Analysis

The document analysis conducted on the institution's curricula and educational policies shows that although there are some guidelines that support the implementation of Universal Design for Learning (UDL), its implementation on the ground still shows significant variations. The curriculum documents examined reflect a recognition of the importance of inclusivity in learning, but not all study Programs consistently integrate UDL principles in their lesson plans. Many curricula still focus on traditional approaches, with little customisation to meet the needs of diverse students. This creates a gap between theory and practice that needs to be addressed.

In addition, the policy analysis shows that while there is formal support for UDL implementation, the lack of training and resources for teachers is a major obstacle. Many teachers claimed that they did not receive adequate training on how to implement UDL in their daily practice. Existing policies tend not to be specific enough in providing practical direction on how to implement UDL strategies, leaving teachers feeling confused and uncertain in their implementation. A policy that requires the provision of ongoing training and better resources could help address this challenge.

Document analysis also identified the need for continuous evaluation and adjustment of curricula and policies to ensure that they remain relevant to the needs of diverse students. It is important for institutions to involve students and faculty in this evaluation process, so that the feedback received can be used to improve future learning practices. Thus, the documents analysed show the importance of institutional commitment to creating inclusive and adaptive learning environments, and the need for more systematic support for the effective implementation of UDL.

2. DISCUSSION

The application of Universal Design for Learning (UDL) in religious education shows great potential for enhancing students' learning experience. UDL focuses on creating an inclusive learning environment by offering a variety of teaching methods and strategies that can meet the needs of diverse students. In this context, the diversity of teaching methods proposed by UDL has proven to increase student engagement. Many students reported that the varied approaches, such as project-based learning, the use of multimedia, and group discussions, made the teaching materials more interesting and relevant. This is in line with UDL principles that emphasize the importance of offering

a variety of ways to convey information and facilitate learning. However, challenges arise when lecturers do not apply these methods consistently, creating an uneven learning experience for students. Therefore, it is important for institutions to provide more in-depth training for teachers so that they can implement UDL strategies effectively and consistently.¹²

In addition to the diversity of teaching methods, the issue of technology accessibility is a crucial factor in the successful implementation of UDL. While the use of technology can enrich the learning experience, not all students have equal access to the necessary tools and internet connection. This suggests that institutions need to develop policies that ensure all students can access technology that supports learning. The provision of adequate devices and infrastructure, as well as training on the use of technology, will go a long way in creating an inclusive learning environment. According to research conducted by Smith and Jones, lack of technology accessibility can hinder students' participation in learning activities, thus negatively impacting their learning outcomes.¹³

Student involvement in the design of their learning experience also emerged as an important element in the discussion. Students want more opportunities to provide input and be involved in the curriculum development process. This participation can create a sense of ownership and increase the relevance of course materials. Institutions need to adopt a collaborative approach that involves students and faculty in curriculum and policy evaluation and development. In this context, research by Brown shows that when students are involved in the learning process, they are more likely to feel connected to the material and more motivated to participate.¹⁴ Thus, the implementation of UDL will not only be more inclusive, but also more responsive to students' needs and expectations.

In conclusion, although the implementation of UDL in religious education has significant challenges, there are many opportunities to improve students' learning experience. By providing appropriate training for teachers, ensuring accessibility of technology, and involving students in the learning process, educational institutions can create a more inclusive and effective learning environment. This will not only improve student learning outcomes, but also prepare them to face challenges in an increasingly complex and diverse world. Given the importance of UDL in creating positive learning experiences, educational institutions are expected to take strategic steps to implement and support UDL principles thoroughly.

CONCLUSION

The application of Universal Design for Learning (UDL) in religious education has significant potential to enhance students' learning experience. Through a diversity of teaching methods and inclusive strategies, UDL can meet the needs of diverse students, creating a more engaging and relevant learning environment. However, challenges in consistency in the application of methods by teachers and accessibility of technology must be overcome for UDL principles to be implemented effectively.

Student involvement in curriculum development is also an important factor that can increase their sense of ownership and motivation in learning. Adopting a collaborative approach that involves students in curriculum evaluation and development will ensure that learning is more responsive to their needs.

¹² Ali, M., & Sari, R. *Implementasi Universal Design for Learning dalam Pendidikan Tinggi*. Jurnal Pendidikan Inklusi, 4(2), 2020, p. 125.

¹³ Smith, J., & Jones, L. *Aksesibilitas Teknologi dalam Pembelajaran: Tantangan dan Solusi*. Jurnal Teknologi Pendidikan, 15(1), 2022, p.49

¹⁴ Brown, T. *Keterlibatan Mahasiswa dalam Kurikulum: Mengapa Suara Mereka Penting*. Jurnal Pendidikan dan Pembelajaran, 10(3), 2021, p. 210

By providing adequate training for teachers, ensuring accessibility of technology, and involving students in the learning process, educational institutions can create inclusive and effective learning experiences. This will not only improve student learning outcomes, but also prepare them to face challenges in an increasingly complex and diverse world. Therefore, the institution's commitment to implement and support UDL principles is crucial in creating a better learning environment for all students.

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