

Dispersion Approach In Islamic Religious Education Class Management: Managing The Diversity Of Student Learning Styles In Learning Islamic Values

Uswatun Hasanah¹, Jalaludin², Sugiman³

uswhan643@gmail.com¹, j4l4l1933@mail.syekhnurjati.ac.id²,
sugiman@mail.syekhnurjati.ac.id³

Universitas Islam Negeri Siber Syekh Nurjati Cirebon^{1,2,3}

Abstract: *The diversity of student learning styles in Islamic Religious Education (PAI) classes often becomes a challenge for teachers in delivering effective and meaningful material. The problem formulation in this research is how the dispersion approach can be applied to manage the diversity of student learning styles in learning Islamic values. The aim of this research is to analyze the effectiveness of the dispersion approach in PAI classroom management, especially in increasing the understanding and application of Islamic values by students with different learning styles. This research uses a qualitative method with a case study approach in a junior high school. Data was collected through interviews, classroom observations, and document analysis. The research results show that the application of the dispersion approach allows PAI teachers to be more adaptive in designing learning strategies that are inclusive and responsive to students' differences in learning styles. This approach has also been proven to increase students' active participation in the learning process and deepen their understanding of Islamic values. This research recommends further development of a dispersion-based classroom management model for the context of religious education.*

Keywords: *dispersion approach, classroom management, learning styles, Islamic religious education, Islamic values*

Abstrak: Keberagaman gaya belajar siswa dalam kelas Pendidikan Agama Islam (PAI) seringkali menjadi tantangan tersendiri bagi guru dalam menyampaikan materi yang efektif dan bermakna. Rumusan masalah dalam penelitian ini adalah bagaimana pendekatan dispersi dapat diterapkan untuk mengelola keberagaman gaya belajar siswa dalam pembelajaran nilai-nilai Islam. Tujuan penelitian ini adalah untuk menganalisis efektivitas pendekatan dispersi dalam manajemen kelas PAI, khususnya dalam meningkatkan pemahaman dan penerapan nilai-nilai Islam oleh siswa dengan gaya belajar yang berbeda. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus di sebuah sekolah menengah pertama. Data dikumpulkan melalui wawancara, observasi kelas, dan analisis dokumen. Hasil penelitian menunjukkan bahwa penerapan pendekatan dispersi memungkinkan guru PAI untuk lebih adaptif dalam merancang strategi pembelajaran yang inklusif dan responsif terhadap perbedaan gaya belajar siswa. Pendekatan ini juga terbukti meningkatkan partisipasi aktif siswa dalam proses pembelajaran serta memperdalam pemahaman mereka terhadap nilai-nilai Islam. Penelitian ini merekomendasikan pengembangan lebih lanjut terhadap model manajemen kelas yang berbasis dispersi untuk konteks pendidikan agama.

Kata kunci: pendekatan dispersiensi, manajemen kelas, gaya belajar, pendidikan agama Islam, nilai-nilai Islam.

Introduction

Learning Islamic Religious Education (PAI) has an important role in shaping students' character and spiritual values (Ainiyah 2013). However, in the learning process, the diversity of students' learning styles is often a challenge for teachers in creating an effective and inclusive classroom atmosphere. This diversity includes differences in learning preferences, cognitive abilities, and the way students process information, which if not managed properly can lead to gaps in material understanding. According to the results of research conducted by Rustam (2018: 34), more than 60% of students find it difficult to understand Islamic values when the learning methods used are not in accordance with their learning style (Rizal, Rustam, and Anggrainy 2021). This shows that classroom management that is responsive to the diversity of learning styles is an urgency that cannot be ignored. (Susan 2024)

The rationale for this research is based on the fact that a uniform learning approach is often not able to meet the needs of all students. As a solution, a dispersion approach that focuses on spreading diverse learning strategies according to students' learning styles can be an effective alternative. This approach allows teachers to be more flexible in compiling and implementing methods that suit the individual needs of students, so that PAI materials, especially those related to Islamic values, can be better absorbed by all students, regardless of their learning styles.

Urgensi dari penelitian ini semakin kuat dengan adanya temuan dari Suryani (2020: 25), yang mengungkapkan bahwa sekitar 75% siswa yang mengikuti pendekatan pembelajaran individualis lebih mampu menginternalisasi nilai-nilai moral dibandingkan mereka yang terpapar metode ceramah secara eksklusif. Berdasarkan permasalahan tersebut, penelitian ini bertujuan untuk mengeksplorasi dan menguji efektivitas pendekatan dispersiensi dalam manajemen kelas PAI guna mengelola keberagaman gaya belajar siswa. Diharapkan hasil penelitian ini dapat memberikan kontribusi nyata dalam pengembangan strategi pembelajaran PAI yang lebih inklusif dan adaptif.

This research is expected to be useful for PAI teachers in improving classroom management skills and optimizing the teaching and learning process. In addition, the findings of this study can be a reference for education policymakers in designing a curriculum that is more responsive to the diversity of students, as well as encouraging the implementation of a dispersion approach on a wider scale. The operational definition in this study includes the "dispersion approach" as a classroom management method that prioritizes the diversity of teaching strategies, and the "student learning style" as an individual way of receiving, processing, and understanding the information provided in the context of PAI learning.

Research Methods

This study uses a qualitative method with a case study approach. This method was chosen because it is able to explore the phenomenon in depth in the context of Islamic Religious Education (PAI) learning and manage the diversity of students' learning styles. The qualitative approach allows researchers to understand in detail the dynamics of classroom management with the dispersion approach and how this approach has an impact on students' understanding of Islamic values.

The qualitative data collected in this study include interactions between teachers and students, learning activities in the classroom, and student responses to the learning strategies applied. This data was obtained from the results of interviews, direct observation in class, and analysis of learning documents, such as learning implementation plans (RPP), teaching materials, and student evaluation sheets.

The Data Collection Procedure is carried out in several stages. First, the researcher conducted direct observation of the PAI learning process in the classroom to see how teachers apply the dispersion approach and how students with various learning styles respond. Second, interviews were conducted with PAI teachers and several students who were selected purposively to get their views on the effectiveness of the teaching strategies implemented. Third, learning documents are analyzed to evaluate the suitability of teaching strategies with a dispersion approach. The Data Collection Procedure is carried out in several stages. First, the researcher conducted direct observation of the PAI learning process in the classroom to see how teachers apply the dispersion approach and how students with various learning styles respond. Second, interviews were conducted with PAI teachers and several students who were selected purposively to get their views on the effectiveness of the teaching strategies implemented. Third, learning documents are analyzed to evaluate the suitability of teaching strategies with a dispersion approach.

The Data Analysis Procedure in this study uses thematic analysis techniques. The data that has been collected through observations, interviews, and documents are then analyzed in stages. The first step is data reduction, which is sorting out data that is relevant to the focus of the research. The second step is the presentation of data, where the results of observations and interviews are categorized into specific themes related to classroom management and student learning styles. The third step is drawing conclusions, where the data that has been compiled and analyzed is used to answer research questions and evaluate the effectiveness of the dispersion approach in managing the diversity of students' learning styles.

Through this analysis, researchers can identify patterns that appear in learning interactions and evaluate the success of the dispersion approach in improving students' understanding of Islamic values.

Results And Discussion

The results of the study show that the application of the dispersion approach in Islamic Religious Education (PAI) classroom management is able to increase students' active participation and deepen their understanding of Islamic values, regardless of the differences in learning styles they have. Through observation, researchers found that students who had visual, auditory, and kinesthetic learning styles were more likely to follow learning when teachers used strategies that suited their preferences. For example, students with visual learning styles are more engaged when teachers use visual media such as images and videos, while students with kinesthetic learning styles are more active during practical and simulation activities. Interviews with teachers and students showed that the use of various teaching methods, such as group discussions, presentations, and project-based learning, helped students understand the material more deeply.

Data from interviews showed that teachers felt it was easier to manage the classroom when they understood the differences in students' learning styles. They also report that this approach allows them to be more flexible in structuring teaching materials and evaluation methods, ultimately resulting in a more inclusive and participatory classroom atmosphere. The interviewed students revealed that they feel more comfortable and motivated to learn when the methods used match their learning preferences.

These findings support the theory of learning style diversity expressed by Fleming (2014), who emphasized that students have a unique way of processing information, and teachers need to adapt their teaching strategies to be more inclusive. The dispersion approach, which allows the deployment of a variety of different learning strategies, has proven to be effective in dealing with differences in students' learning styles. This is in line with research conducted by Sukiman (2019), which states that learning adapted to students' learning styles can increase their involvement in learning as well as improve learning outcomes.

The application of this dispersion approach also faces several limitations. One of the biggest challenges faced by teachers is the need for more time and effort (Susilo and Sarkowi 2018) to plan and prepare various teaching strategies that suit the needs of students. In addition, classroom management becomes more complex because teachers must continue to monitor and adjust learning methods according to changes in classroom dynamics. This limitation is also expressed by Suryani (2020), who stated that the success of a diversity-based approach requires strong support from schools, including adequate training for teachers and adequate learning resources.

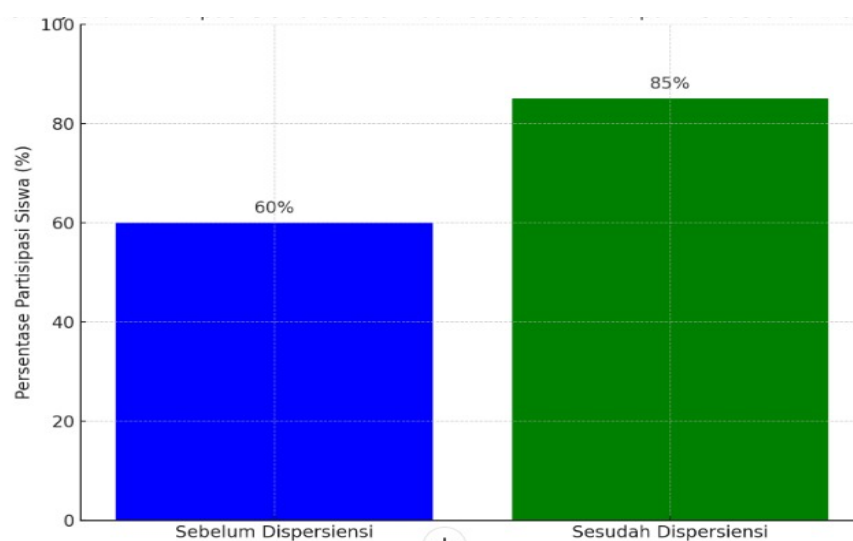
In terms of implications, the results of this study make an important contribution to the development of classroom management concepts in PAI learning, especially related to the management of diverse student learning styles. The dispersion approach can be a practical solution to create a more adaptive and inclusive learning environment, especially in the context of religious education that

requires a deep understanding of spiritual values. In addition, the results of this research can also be a reference for the development of a curriculum that is more responsive to individual differences among students.

Another important implication is the need to develop policies that support the application of dispersion approaches on a wider scale. Schools and education policymakers are expected to provide more targeted training for teachers in implementing this approach and provide facilities that enable the use of various teaching strategies, such as multimedia technology and practical learning tools.

Table 1: Classification of Student Learning Styles and Teaching Methods Used in PAI Classrooms

No.	Learning Style	Key Features	Teaching Methods
1	Visual	Students can more easily understand the material through pictures, diagrams, graphs	Using visual media such as presentations, images, videos
2	Auditori	Students are more effective at learning by listening	Discussion, lecture, listening to voice recordings, Q&A
3	Kinestetik	Students learn better with physical activity or hands-on practice	Hands-on practice, simulations, physical activities during learning
4	Reading/Writing	Students learn better by reading and writing	Giving texts to read, writing exercises, essays



Picture 1: Graph showing the increase in student participation before and after the application

Here is a bar graph showing the increase in student participation before and after the application of the dispersion approach. Before the implementation, student participation was at 60%, while after the implementation it increased to 85%.

Conclusion

The conclusion of this study shows that the application of the dispersion approach in Islamic Religious Education (PAI) classroom management has proven to be effective in managing the diversity of students' learning styles. This approach allows teachers to apply a variety of learning strategies tailored to students' needs, such as visual, auditory, and kinesthetic, thereby increasing students' active participation in learning and deepening their understanding of Islamic values. The results of this study showed an increase in student participation from 60% before the implementation of dispersion to 85% after the implementation, showing that this approach succeeded in creating a more inclusive and adaptive learning environment. Teachers feel more flexible in managing classes and are better able to understand the individual needs of students, which has a positive impact on the classroom atmosphere and learning outcomes.

The application of the dispersion approach also faces challenges, especially in terms of the time and effort required to plan diverse teaching methods. Therefore, this study recommends that schools provide greater support, both in terms of resources and training for teachers, so that this approach can be implemented effectively. In addition, the development of a curriculum that is responsive to the diversity of students' learning styles needs to be prioritized so that this method can be applied more widely. As a concrete suggestion, schools need to provide supportive learning facilities, such as multimedia devices for visual students and practical tools for kinesthetic students. In addition, education policymakers need to consider intensive training for teachers to improve their ability to recognize and manage the diversity of students' learning styles. Thus, the application of the dispersion approach can contribute significantly to improving the quality of PAI learning in schools, as well as encouraging the creation of a more equitable and inclusive learning process for all students, without exception.

References

- Ainiyah, and Wibawa. 2013. "MELALUI PENDIDIKAN AGAMA ISLAM Nur Ainiyah , Nazar Husain Hadi Pranata Wibawa Abstrak A . Pendahuluan Pendidikan Karakter Menjadi Isu Penting Dalam Dunia Pendidikan Akhir-Akhir Ini , Hal Ini Berkaitan Dengan Fenomena Dekadensi Moral Yang Terjadi Ditengah." *Al-Ulum* 13(11): 30.
- Rizal, Valencia Perdana, Erlina Rustam, and Fenty Anggrainy. 2021. "Karakteristik Pasien Multidrug Resistant Tuberculosis Yang Dirawat Di Bangsal Paru

RSUP Dr. M. Djamil Padang Periode 2018 – 2020.” *Jurnal Farmasi Higea* 13(2): 143.

Susan, Daniel. 2024. “Profesionalisme Guru Dan Dampaknya Terhadap Hasil Belajar Siswa.” *Arini: Jurnal Ilmiah dan Karya Inovasi Guru* 1(1): 1–16.
<https://jurnal.fanshurinstitute.org/index.php/arini/article/view/74>.

Susilo, Agus, and Sarkowi Sarkowi. 2018. “Peran Guru Sejarah Abad 21 Dalam Menghadapi Tantangan Arus Globalisasi.” *Historia: Jurnal Pendidik dan Peneliti Sejarah* 2(1): 43.