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DEVELOPING ISLAMIC EDUCATION (PAI) LEARNING ASSESSMENT WITH INDIVIDUALIZED LEARNING MAPS TO INCREASE THE SELF AWARENESS OF GRADE IV STUDENTS OF SDIT LHI

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Abstract

The research and development of PAI learning assessments with individualized learning maps to increase self-awareness based on the problems that occur at SDIT LHI Banguntapan Bantul, namely the low self-awareness skills of students in the aspects of emotion awareness and self-confidence in the form of the ability to manage emotions also lack of confidence in expressing opinions in some students. In the principle of differentiated learning, self-awareness skills developed to explore their potential and role in the learning process so that students have the confidence to control and evaluate themselves, whether related to feelings (affect), behavior (behavior), or thoughts. (cognition). This research aims to analyze learning with individualized learning maps assessments and test the effectiveness of individualized learning maps assessments to increase students' self-awareness in PAI learning in class IV SDIT LHI. This research method is Research and Development (R and D) with 10 Borg and Gall stages. This research uses descriptive statistical analysis techniques by comparing pre-test and post-test questionnaire result with T-Test paired samples correlations using the SPSS application in the experimental class. The validation results of the PAI learning assessment design with individualized learning maps have met the eligibility criteria, namely 85.00% from First Assessment Experts and 100% from Second Assessment Experts. Meanwhile, First Material Expert was 91.66%, and Second Material Expert was 83.33%. This indicates that the product can be categorized as very feasible for testing. Based on the results of the paired samples correlations T-Test on the self-awareness questionnaire, the average increase in students' skills was 15.67% with a significance value of 0.023, indicating a significant difference between the pre-test and post-test scores in the experimental class. Thus, it can be concluded that there was a significant increase in students' self-awareness skills in the post test results after implementing the individualized learning maps assessment in the learning process compared to the pre-test results.

KEYWORDS: PAI Learning assessment, individualized learning maps, self-awareness.

INTRODUCTION

The principle of differentiated learning in the independent curriculum (kurikulum merdeka) has made students' potential, interests and talents important and facilitated by teachers in learning. Education in 5.0 era required to prepare students to face their unique and diverse roles or jobs in the future, different from the industrial era in the previous decade which molded students into workers in to the same learning standards for all students. The independent curriculum emphasizes the importance of developing learning strategies according to students' learning achievement stages or what is known as teaching at the right level (TaRL). Learning is carried out by providing varied learning materials according to students' understanding. The independent curriculum also gives students the freedom to choose subjects according to their interests and talents(Nisa Shalihah and Waharjani, 2023)

Apart of that, the challenge of education today is student's emotional problems, namely lonely and gloomy, rude, impolite, nervous, anxious, impulsive and aggressive. (Nidaan Khofiyya dan Wantini, 2023). Education there must be in harmony, unity, or law with more emphasis on the spiritual aspect, namely the mental aspects. (H.Widodo, 20 19) to solve student's emotional problems. Megawangi et al (2011) more explicitly explained that human potential must be developed through education are: a) physical aspects: optimal development of fine and gross motor aspects, maintaining stamina and health; b) emotional aspects: concerning aspects of mental health; able to control stress, self-discipline of negative actions, confidence, risk-taking, and empathy; (H. Widodo, 2019). In the view of religious humanism, the process or meaningful learning (involve emotional aspects) is more important than the end or goal. The process prioritizes function, not forced output, nor the pursuit of scores as is currently happening in schools(H. Widodo, 2018).

So that education today is required not only to meet cognitive standards, but also to develop students' interest, talents, psychological and affection aspects, including self-awareness as their emotional skills. Students who have good self-awareness will be able to control and evaluate themselves, whether related to feelings (affect), behavior (behavior), or thinking (cognition)(Hafizha, 2021). This is demonstrated by students' ability to understand their own emotions and express emotions appropriately, find the purpose and value of the activities they undertake, understand their strengths and limitations, and show self-confidence and have principles in making decisions (Goleman, 2019). This indicates the importance of using holistic assessment tools to facilitate student wholeness as human being.

According to Michael Guriaan, author of a book discussing differences in male and female learning, show that different brain structures influence learning patterns and the way the brain works (Anniza Wiwied Rahayu Hadiyanto dan Suyadi, 2023). Research shows that the interpretation of the concept of 'Aql from a neuroscientific perspective can become a theological normative basis for the development of critical, creative and innovative thinking

potential of student in PAI holistic learning approach (Muhammad Faiz Rofdlı dan Suyadi, 2020). This shows that PAI learning need to facilitate the unique potential of diverse students' minds through tafakur (*reflection*), tadabur and ta'aqul activities based on their different brain structures that influence learning patterns.

Some people learn best through listening to the teacher, reading and taking notes (auditory learning style), others through visual materials, and still others through body movements (playing games, sports) or musical activities (kinesthetic). Some like to work on problems individually (field independent), while others like to interact with other people to find solutions (depending on the student's field). Teachers should observe and discover how children like to learn in class to help all children learn their best (Sasmita dan Wantini, 2023). This facts show that each student may demonstrate their understanding in different ways based on their different brain structure, so assessments should encompass various forms, such as projects, presentations, or written assignments. Thus, assessment results can provide a more holistic picture of student achievement (Wantini et al, 2023).

According to Tauhidi (2001) differentiated learning that develops assessments targeting changes in holistic aspect of student (spiritually, morally, physically, intellectual, interpersonal, cultural and social) is made by students independently. Assessment on individualized learning maps requires a process of reflection on student learning needs and arrangements. This process becomes a student's learning map in determining appropriate learning goals, activities and assessments for themselves which are said to be diagnostic of students' abilities in the independent curriculum. Assessments that involve students can be carried out by making students as the "center of assessment" (Tauhidi, 2001). It can be started with self-assessment, making personal progress charts, making reflection journals, discussing criteria and ratings/grades, and making a portfolio of students' work results. This can be an alternative for making PAI assessments that can measure aspects of students' behavioral changes as a holistic assessment which can increase their self-awareness.

The individualized learning maps method has similarities with the tutoring process, namely the existence of a personal relationship that focuses on "when" the right instructions are given or the learning stages that are appropriate for each individual. Learning is carried out in offline and online form. The goals and content of learning are the same for all students, the difference is the size of the assignments, products and projects that students must work on to demonstrate what they have learned from the learning topic (Haniya, 2017). By differentiating the size of students' assignments, products and projects, teachers provide opportunities for students to develop their interests and talents while testing their knowledge.

Through assessments individualized learning maps method, students can reflect on learning needs, learning strategies, and learning products that suit their conditions, which in the end will foster student self-awareness. The right stimulation to develop self-awareness includes using a wisdom-based thinking skills approach, namely a learning approach that

solves problems by reflecting, dialogue and dialectics (Sternberg, 2017). Goleman (2004) conveys a theory about self-awareness, namely emotional skills demonstrated by emotional awareness, self-assessment and self-confidence (Goleman, 2019).

There are previous research that explains reflection in learning using the concept mapping strategy by Ming Kao entitled "Breaking Concept Boundaries to enhance Creative Potential: "Using Integrated Concept Maps for Conceptual Self-Awareness." This research concludes that the implementation of the concept mapping strategy, takes the form of self-reflection activities can develop self-awareness which changes one's concept of a behavior (Yi Ming Kao, 2008). This shows that reflection activities carried out in the form of concept mapping can develop students' self-awareness. Apart from the journal above, there is research on e-learning that developed an individualized learning process by Farhan Obisat entitled "A Proposed Model for Individualized Learning through Mobile Technologies." This research explains the learning process with an individualized learning maps assessment which is carried out by paying attention to student learning styles, student learning interests, and technological devices that can helps learning to realize learning goals (Obisat, 2009). This shows that individualized learning maps through e-learning can be implemented more effectively to provide individual learning instructions and facilitate students with learning resource links.

The novelty of this research is the development of individualized learning maps assessments which are applied to PAI subjects to increase self-awareness of class IV students at SDIT LHI Banguntapan Bantul. The assessment development plan is carried out assessments that involve students' needs and interests in learning activities with an individualized learning maps assessment flow. This takes the form of a learning module containing student reflection sheets and student learning profiles, LKPD (Learner Worksheets) which are created based on student learning styles, as well as student independent projects. Apart from that, there is the creation of student assessment rubrics independently using the website at the link <https://ilmlhi.gnomio.com/> for students and teachers.

METHOD

This research method is Research and Development (R and D) with 10 Borg and Gall stages. These development steps consist of 10 steps, namely (1) identifying potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing, (7) product revision, (8) use trials, (9) final product revision, (10) mass production (Sugiyono, 2017). This research uses descriptive statistical analysis techniques by comparing pre-test and post-test questionnaire result with T-Test paired samples correlations using the SPSS (Statistical Package for the Social Science) application in the

experimental class. This research also uses interview to the teacher, student and school management, observation in the classroom and lesson plan document to collecting data, using the main and comparing method of triangulasi analysis techniques to describing data.

RESULTS AND DISCUSSION

Development of PAI Learning Assessment with Individualized Learning Maps to Increase Self-awareness in Class IV SDIT LHI is carried out in the following 10 stages:

Potential and Problems of PAI Learning Assessment with Individualized Learning Maps.

Even though SDIT LHI has implemented an integrated learning model learning, PAI teachers at SDIT LHI are still unable to apply the individualized learning maps assessment form to PAI subjects. The researcher concluded this problem based on interviews with PAI teachers, school principals, BPH YPPI SDIT LHI Foundation, and analysis of lesson plans for PAI subjects that had not applied individualized learning maps assessments to learning. From the results of interviews and analysis of the PAI Lesson Plan document above, it can be concluded that class IV PAI teachers have not applied individualized learning maps assessments because the foundation developed individualized learning maps only for thematic learning, not for subject learning. Apart from that, the development of students' interests and ideas so far, although it has been implemented with a ratio of 1:12 in each class, is considered unable to facilitate the needs of each individual. PAI teachers also find it difficult to implement individualized learning map assessments due to limited time in learning.

Collection of Innovation Information for the Development of PAI Learning Assessments with Individualized Learning Maps to Increase Self-awareness.

Individualized learning maps were developed by Dawud Tauhid in the concept of Integrated Learning Maps. This concept conveys the idea of the concept of uniqueness or individual uniqueness as human nature which is one of the important principles in learning (Tauhidi, 2001). Apart from the principle of uniqueness, individual learning maps developed by Dawud Tauhidi explain the principles of tarbiyah in learning (Tauhidi, 2001). In differentiated learning, the use of e-learning is important because students will determine their form of learning assessment, and carry out exploration and investigation as a form of independent learning (Lubchak, 2012). To apply individualized learning maps to an e-learning learning environment, researcher using website (gnomio).

One of the important factors in PAI learning is building positive emotions in learning. This is done by building emotional intelligence, including recognizing, managing emotions and motivating oneself (Apri Wulandari dan Suyadi, 2019). According to Jeane Ormrod (2008) there are various strategies to involve students in the assessment process,

including fostering students' intrinsic motivation to achieve assessment targets. This can be done to foster self-determination, namely the desire to learn and excel in class activities. Humans not only want to feel competent but also want to have a sense of autonomy and self-direction regarding the things they do and the actions they take. So humans have a need for self-determination which can increase their intrinsic motivation (Ormrod, 2008). By fostering a desire to learn and achieve, students will pay attention to their learning outcomes from the moment learning begins. By implementing self-determination, self-regulation in the form of self-monitoring and self-efficacy, teachers can realize holistic and meaningful learning assessments. Students are involved not only in cognitive aspects, but are involved emotionally and spiritually. This in itself will increase students' self-awareness skills in learning. So that students can learn to be aware of their emotions (emotion awareness), be able to assess their weaknesses and strengths (accurate self-assessment), and show their self-confidence to determine learning goals and assessment rubrics that they create as a form of transformation of themselves to their environment.

Design a PAI Learning Assessment Method using Individualized Learning Maps.

The design for developing PAI learning assessments with individualized learning maps was carried out by implementing blended learning. The blended learning with individualized learning maps assessment is explained as follows:

Table 1. Individualized Learning Maps Assesment Stages

Learning Assessment	Assessment Tools
1. Discussion after watching the curiosity phase video	Oral Test
2. Individualized Learning Maps Reflection .	Written Test Fill out the self-assessment sheet Make self-determined points Make self-monitoring points Make self-regulation points Make a description of self-efficacy points
3. Individual Projects	Written Test

	Work based on LKPD Create learning products (individual projects that are presented) Discuss individual projects in groups
4. Individual Project Assessment (Website Gnomio)	Determine the assessment rubric according to the skills, knowledge and self-values Choose an assessment method based on student interests

Validation of Learning Assessment Design.

Based on the results of assessments from material experts on PAI learning assessments using individualized learning maps, the researchers present the data quantitatively by determining the percentage of results through a questionnaire based on the book Educational Measurement, Assessment and Evaluation aspect by Djemari (2017)(Djemari Mardapi, 2017):

Table 2. Percentage Validation from Assesment Expert I

Assessment Aspect	ΣX per aspect	Score max	Percentage (%)	Category
Assessment Target	3	4	75	Valid
Keyword of Assessment Related to Curriculum	15	16	93,75	Valid
Type of Assessment Tools	9	12	75	Very Valid
Quantity of Assessment	7	8	87,5	
Total	34	40		
Average Percentage			87,5	Very Valid

From the percentages of these five aspects, the average percentage can be taken to be 87, 50%, this means that the learning assessment developed is in the category very worthy of being tried.

Meanwhile, material aspect based on the book material study teaching materials by S. Wahyuni (Wahyuni, 2021). Material expert II gave the following assessment:

Table 3. Percentage Validation from Material Expert II

Assessment Aspect	ΣX per aspect	Score max	Percentage (%)	Category
Relevance	4	4	100	Very Valid
Concictency	4	4	100	Very Valid
Adequacy	4	4	100	Very Valid
Total	12	12		
Average Percentage			100	Very Valid

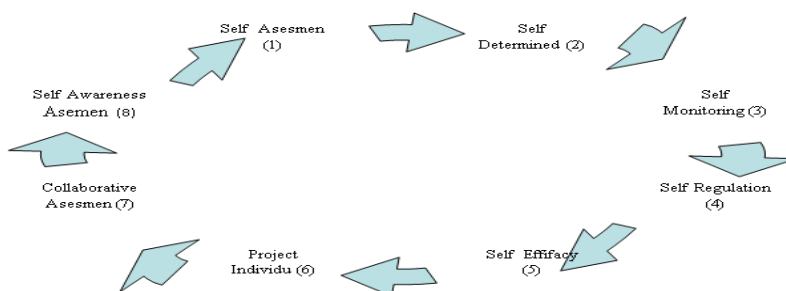
From the percentages of these three aspects, the average percentage can be taken to be 100%, this means that the learning assessment developed is in the category very worthy of being tried.

Revision Design for Development of PAI Learning Assessment with Individualized Learning Maps

Based on responses and suggestions from experts, researchers created an assessment flow that describes the steps in implementing the formative assessment that will be carried out and improves the appearance of the LKPD. The following is the design after revision:

a. Assessment Flow

The assessment flow above was created to show the assessment process carried out in the implementation of individualized learning maps.



Picture 1. Individualized Learning Maps Assessment Flow

b. ILM (Individualized Learning Maps) Website

The ILM website as an assessment medium is intended to make assessment documentation easier and simplified to focus on 2 phases, namely the cultivation and caring phases.

c. Student Reflection Sheet

Student reflection sheets are made shorter in the form of one reflection sheet to make it easier for students to carry out pre-assessments in learning. This reflection sheet contains students' self-assessment, self-determination, self-efficacy, self-regulation, and self-monitoring.



The form is titled "Individualized Learning Maps" and features a decorative header with a planet and stars. It is divided into four main sections for self-assessment and self-determination. Each section includes a set of statements with radio button options for "Yes" (tanda V) or "No" (tanda X). The bottom of the form is decorated with cartoon characters and a treasure chest.

Individualized Learning Maps

Nama : _____ Kelas : _____

1. Gaya Belajar
Berilah tanda V pada gaya belajar yang kamu senangi!

- ☐ menggambar
- ☐ mendengarkan musik
- ☐ melakukan role play

2. Kebutuhan Belajar
Berilah tanda V pada pernyataan yang sesuai dengan dirimu, dan tanda X jika tidak sesuai!

- ☐ Saya memahami makna QS Al Hujurat ayat 13
- ☐ Saya melakukan musyawarah saat ada masalah dengan teman
- ☐ Saya mampu menyelesaikan masalah saat terjadi bullying

3. Self Assessment
Berilah tanda V pada pernyataan yang sesuai dengan dirimu, dan tanda X jika tidak sesuai!

- ☐ Saya bisa berteman dengan siapapun
- ☐ Saya tidak suka mengejek teman
- ☐ Saya tidak suka memusuhi teman
- ☐ Saya marah pada teman yang berbeda dengan saya
- ☐ Saya bermusyawarah saat terjadi perbedaan

4. Self Determination
Buatlah target belajarmu tentang materi "keberagaman" berdasarkan self assessmentmu sendiri!

[Empty box for target setting]

5. Self efficacy

Tuliskan kelebihan yang kamu miliki untuk sukses dalam mencapai target belajar!

7. Self Regulation

Berilah tanda V pada pernyataan yang akan kamu lakukan selama proses pembelajaran, dan tanda X jika tidak akan kamu lakukan!

- ☐ Saya akan menyimak penjelasan guru dengan baik
- ☐ Saya akan fokus saat belajar dan bekerjasama dalam kelompok
- ☐ Saya akan aktif berpendapat saat diskusi kelompok

6. Self Monitoring

Tuliskan sikap "Menghargai keberagaman" yang akan mulai dilakukan dirumah agar kamu dapat mencapai target belajar pada self determination yang kamu buat!

Senin

Selasa

Rabu

Kamis

Jumat

Sabtu

☐

Saya akan melakukan sikap "Menghargai keberagaman" pada self monitoring yang sudah saya buat dirumah dan disekolah

Picture 2. Individualized learning Maps Student Reflection Sheet

Product Testing Design Development of PAI Learning Assessment with Individualized Learning Maps

The research was carried out on a small scale with representatives of 5 students from class IV D. The selection of students was carried out randomly, including considering different academic abilities and self-awareness conditions. Students are asked to fill out a pretest questionnaire about self-awareness first, then fill out a pre-assessment sheet containing self-assessment, self-determination, self-efficacy, and self-regulation. Students then carry out PAI learning according to the learning steps in the Lesson Plan. The following is a comparison table of the pre-test and post-test questionnaire results after carrying out PAI learning assessments using individualized learning maps.

Table 4. Percentage Pre-Test Questionnaire Experimental Class

No	Nama	Pre Tes Angket	Rata-rata Pre Test
1	AG	34	34,23
2	KA	38	
3	NA	34	

4	AD	37	
5	YU	31	
6	AR	34	
7	ZH	34	
8	TT	34	
9	IY	34	
10	LK	47	
11	HN	37	
12	IB	21	
13	GN	38	
14	AH	34	
15	HZ	34	
16	AK	34	
17	FU	31	
18	RJ	34	
19	DS	24	
20	AZ	48	
21	HR	27	

From this table, it can be concluded that the average test class results from filling out the pre-test self-awareness questionnaire was 34,23 %. The post-test results are presented in the following table:

Table 5. Percentage Post-Test Questionnaire Experimental Class

No	Nama	Post Tes Angket	Rata-rata Post test
1	AG	51	49,90
2	KA	51	
3	NA	51	
4	AD	51	
5	YU	48	
6	AR	51	
7	ZH	51	
8	TT	51	
9	IY	51	
10	LK	51	
11	HN	51	
12	IB	51	
13	GN	51	
14	AH	51	

15	HZ	51	
16	AK	51	
17	FU	51	
18	RJ	51	
19	DS	51	
20	AZ	31	
21	HR	51	

From this table, it can be concluded that the average test class results from filling out the post-test self-awareness questionnaire was 49,90 %. It is known that from the sample tested of 21 students, the average score during the pre-test was while the average score after the post-test was 34,23. It can be concluded that developing assessments with individualized learning maps can increase students' self-awareness by 15,67 %.

Descriptive Statistical Analysis of Experimental Classes

Tabel 6. Comparison of Pre Test and Post Test Questionnaire for Experimental Class

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	21	-.495	.023

The table above explains whether there is a relationship between the pre-test and post-test through the correlation test. It is known that the significance value of 0.023 is greater than 0.05, so it can be interpreted that there is no correlation between the pre-test and post-test. So the results of this research can illustrate that the initial hypothesis proposed by the researcher is acceptable.

Table 7. Experimental Test Class Significance Values

Paired Samples Test					
		Paired Differences	t	df	

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-1.56667E1	9.12323	1.99085	-19.81951	-11.51382	-7.869	20	.000

So it can be decided that the Sig value. (2 tailed) of 0,000 or less than 0.05. So it can be concluded that there is a significant difference between the pre-test and post-test scores in the experimental class. There is a prominent increase in students' self-awareness skills in the post-test results after implementing learning with the individualized learning maps assessment compared to the pre-test results.

Revised Design for Development of PAI Learning Assessment with Individualized Learning Maps Post-Trial

Revisions were carried out by overcoming obstacles experienced by students, namely the use of laptops. Even though the school has a sufficient number of laptop devices, the school does not yet have a special computer laboratory room that makes it easier for students to access websites.

Test the Effectiveness of PAI Learning Assessment Development Design with Individualized Learning Maps

Students in the experimental class in class IV fill out the reflection sheet to find out their learning profile and then divided into three groups according to their learning style. Each group carries out different activities and learning products. Student made individual project and discuss it collaboratively with the teacher. Student determine the assessment rubric according to the skills, knowledge and self-values and choose an assessment method based on their interests.

Cultivation-Caring Phase

In the experimental class, students show self-transformation by creating individual projects that can measure the understanding, skills, and values they have about diversity. Students create works in the form of posters or short messages that provide solutions to their experiences regarding the learning theme. Students explain their knowledge, skills, and values regarding the learning theme. Teachers and students carry out collaborative assessments through dialogue and sharing inspiration from the contents of posters (individual projects) that have been made in small groups, where the teacher acts as their coach.

Potential and Problems

The potential of this research is the result of a comparison of students' post-test and pre-test of 15,67 % in the experimental class which shows the effectiveness of the individualized learning maps assessment in increasing students' self-awareness. So this research can be a reference for forms of assessment that can be implemented based on the principles of differentiated learning in the independent curriculum. The problem found in this research is that research subjects have so far implemented integrated learning models which can increase self-awareness, so the research will show more significant results if implemented on research subjects who have not previously implemented integrated learning models.

Mass Production

The production of this mass product was carried out after the development of PAI learning assessments with individualized learning maps was declared effective and had been validated by material experts and assessment experts. Therefore, the development of PAI learning assessments with individualized learning maps took the form of mass-produced book products. The title of this PAI learning assessment innovation is "Development of PAI Learning Assessment through Individualized Learning Maps that Increase Self Awareness".

CONCLUSION

The validation results of the PAI learning assessment design with individualized learning maps have met the eligibility criteria, namely 85.00% from First Assessment Experts and 100% from Second Assessment Experts. Meanwhile, First Material Expert was 91.66%, and Second Material Expert was 83.33%. This indicates that the product can be categorized as very feasible for testing. Based on the results of the paired samples correlations T-Test on the self-awareness questionnaire, the average increase in students' skills was 15.67% with a significance value of 0.023, indicating a significant difference between the pre-test and post-test scores in the experimental class. Thus, it can be concluded

that there was a significant increase in students' self-awareness skills in the post test results after implementing the individualized learning maps assessment in the learning process compared to the pre-test results.

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