



## Teacher Differentiation Strategy In Islamic Religious Education Learning For Hyperactive Students At SDN Sumedangan 2 Pademawu Pamekasan

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### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan strategi diferensiasi guru dalam pembelajaran Pendidikan Agama Islam bagi siswa hiperaktif di SDN Sumedangan 2 Pademawu Pamekasan dan untuk mengetahui kendala dan solusi dalam penerapannya. Penelitian ini menggunakan pendekatan kualitatif dengan tipe penelitian deskriptif. Data diperoleh melalui observasi, wawancara, dan dokumentasi dengan informan, kepala sekolah, guru Pendidikan Agama Islam, guru pembantu inklusi, dan siswa hiperaktif. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menyesuaikan pembelajaran melalui diferensiasi isi, proses, dan produk sesuai dengan kebutuhan siswa hiperaktif. Penyampaian materi dilakukan secara konkret dan dikaitkan dengan kehidupan sehari-hari siswa. Guru juga menggunakan praktik langsung, lagu, pendekatan individual, dan pengulangan materi agar siswa lebih mudah memahami pembelajaran. Penilaian pembelajaran tidak hanya berfokus pada nilai akhir, tetapi juga memperhatikan perkembangan kemampuan siswa selama proses pembelajaran. Kendala yang dihadapi guru adalah siswa yang sulit berkonsentrasi, membutuhkan perhatian lebih, dan manajemen kelas yang belum sepenuhnya kondusif. Untuk mengatasi hal ini, guru menerapkan pendekatan yang sabar, memberikan perhatian pribadi, dan menanamkan sikap empati kepada siswa lain sehingga pembelajaran terus berjalan dengan baik.

Kata kunci: Strategi Diferensiasi, Pembelajaran PAI, Siswa Hiperaktif.

### Abstract

This study aims to describe the differentiation strategy of teachers in the learning of Islamic Religious Education to hyperactive students at SDN Sumedangan 2 Pademawu Pamekasan and to find out the obstacles and solutions in its implementation. This study uses a qualitative approach with a descriptive type of research. Data were obtained through observation, interviews, and documentation with informants, principals, Islamic Religious Education teachers, inclusion assistant teachers, and hyperactive students. Data analysis is carried out through data reduction, data presentation, and conclusion drawn. The results of the study show that teachers adjust learning through the differentiation of content, processes, and products according to the needs of hyperactive students. The delivery of material is carried out concretely and is associated with the daily life of students. Teachers also use hands-on practice, songs, individual approaches, and repetition of material so that students can understand learning more easily. Learning assessments not only focus on final grades, but also pay attention to the development of students' abilities during the learning process. The obstacles faced by teachers are students who find it difficult to focus, need more attention, and classroom management that is not fully conducive. To overcome this, teachers apply a patient approach, give personal attention, and instill an empathetic attitude to other students so that learning continues to run well.

**Keywords:** *Differentiation Strategies, PAI Learning, Hyperactive Students.*



## Introduction

Islamic religious education has an important role in shaping students' faith, understanding, and morals from an early age. Through the learning process, students not only gain knowledge about the teachings of Islam, but are also guided to apply them in daily life (Hasibuan et al. 2025:5-6). In the educational process, teachers have an important role in delivering material and managing learning so that it can be understood by all students who have different characteristics. Teachers not only play the role of delivering material, but also as supervisors who are able to create an effective and comfortable learning atmosphere for students. This is in line with the words of Allah in QS. Al-Baqarah verse 286:

لا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

It means: "Allah does not burden a person except according to his ability." (Q.S. Al-Baqarah: 286)

The verse shows that each individual has different abilities, so in the learning process, teachers need to adjust approaches and strategies according to the abilities of each student. In dealing with the diversity of student characteristics, teachers need to use the right strategies so that all students can follow the learning process well. Lestari et al. stated that each individual has its own uniqueness, and teachers must be observant to see the diversity of learning methods, absorption, and characteristics of students, because students have the right to receive learning according to their respective ways of learning (Lestari et al 2024:5274).

Stiyani et al. It also revealed that based on the SISDIKNAS Law Number 20 of 2003, every child with special needs has the same right to education so that they can actively

develop their potential, without exception ADHD children (Stiyani 2025:89). One of the strategies that can be applied is the differentiation strategy. Differentiation strategy is a learning approach that is carried out by adjusting learning methods and activities based on the needs and characteristics of students. In its application, differentiated learning does not require teachers to make different learning for each student, but emphasizes flexible learning according to the conditions and needs of students (Erlina et al. 2022:108).

The application of differentiation strategies becomes increasingly important when teachers face hyperactive students in the learning process. Hyperactive students generally show excessive activity, have difficulty concentrating, are easily distracted, and tend to act impulsively during the learning process (Ni'matuzahroh et al. 2021:65). These conditions can affect the classroom atmosphere if not handled with the right strategy. Gadafi, et al., also emphasized that differentiated learning strategies are not just curriculum modifications, but an educational philosophy that emphasizes that each individual learns in a different way and should be given the opportunity to achieve success with an approach that suits their characteristics (Gadafi et al. 2025:300).

Based on the results of initial observations at SDN Sumedangan 2 Pademawu Pamekasan, teachers have implemented learning that varies according to student conditions, such as direct practice, learning outside the classroom, and the use of song media in certain materials. Teachers also provide positive reinforcement and actively involve students so that the classroom atmosphere becomes more conducive and students can easily understand the material presented. However, in its

implementation, there are still some students who show hyperactive behavior, such as difficulty in being silent, often walking back and forth, easily distracted by the surrounding environment, and difficulty concentrating when the teacher explains the material. This condition sometimes affects the classroom atmosphere so that the learning process becomes less conducive.

In addition, when teachers pay more attention to certain students, sometimes there is a response from other students who feel that the teacher's attention is not evenly distributed. Classroom management is one of the important efforts in creating optimal learning conditions so that the learning process can run effectively (Hamzah 2020:65). Several previous studies have addressed inclusive classroom management and learning strategies for hyperactive students. However, studies on teacher differentiation strategies in learning Islamic Religious Education for hyperactive students at the elementary school level are still limited. This research is important to examine the application of differentiation strategies in Islamic Religious Education learning which is still rarely researched in the context of hyperactive students in elementary school. Therefore, this study aims to describe the differentiation strategy of teachers in learning Islamic religious education to hyperactive students at SDN Sumedangan 2 Pademawu Pamekasan. This research also aims to describe the obstacles and solutions of teachers in the implementation of the differentiation strategy.

### **Research Methods**

This research uses a qualitative approach with a qualitative descriptive research type. A qualitative approach is used to understand phenomena that occur in depth based on real conditions in the field. Meanwhile, the type of descriptive research

aims to describe in detail the differentiation strategies of teachers in the learning of Islamic Religious Education to hyperactive students. The research location was carried out at SDN Sumedangan 2 Pademawu Pamekasan. The selection of the research location was based on the results of initial observations that showed the presence of hyperactive students in the learning process and the application of differentiation strategies by teachers.

The primary data source in this study was obtained through interviews and direct observation in the field. The research informants consisted of school principals, Islamic Religious Education teachers, inclusion student companion teachers, and hyperactive students. Meanwhile, secondary data sources are obtained through documents, archives, books, and documentation related to research. Data collection techniques are carried out through observation, interviews, and documentation. The data analysis technique is carried out through data reduction, data presentation, and conclusion drawn.

### **Research Results and Discussion**

#### **A. Educational Strategies for Islamic Religious Education in Sumedangan 2 Pademawu Pamekasan**

The results of the study show that the learning strategy of Islamic Religious Education at SDN Sumedangan 2 Pademawu Pamekasan is carried out in a variety and adjusts to the conditions of students in the classroom. Teachers not only use lecture methods, but also combine various methods such as questions and answers, hands-on practice, the use of songs, and activity-based learning so that students can more easily understand the material presented. In line with that, Izzah explained that direct learning strategies consisting of lectures, practices and exercises, as well as demonstrations can

be an effective approach in improving the cognitive abilities of hyperactive students, especially if teachers first understand the characteristics of each student. (Izzah et al 2024:15). This shows the efforts of teachers to adapt learning to the diverse characteristics of elementary school students.

In the learning process, teachers try to relate Islamic Religious Education materials to students' daily lives. This can be seen from the learning of faith and morals which are not only conveyed theoretically, but also practiced directly, such as the practice of greetings, eating manners, and how to speak well to teachers and friends. The teacher also calls students to the front to provide examples directly so that students better understand the material being taught. The Islamic Religious Education teacher said that moral learning is not enough to be explained only through theory, but needs to be exemplified and habituated in daily life. Therefore, teachers emphasize practice rather than monotonous delivery of material because elementary school students tend to understand learning more easily through real examples and direct experience.

In addition, teachers also create an active and fun learning atmosphere through the use of songs in learning tajweed and hijaiyah letters. Songs are used to make it easier for students to remember the material and not get bored quickly during learning. Teachers also actively involve students through question and answer activities, practice in front, and giving opportunities for students to express their opinions. The involvement of students in various learning activities shows the application of active learning in the learning process. This is in line with the theory *Active Learning* which explains that learning will be more meaningful if students not only listen to the

teacher's explanation, but also directly engage in various learning activities such as practices, discussions, and other learning activities (Haryanto 2020:59-60).

The application of active learning can be seen from the involvement of students in the practice of greetings, the use of songs in tajweed learning, and question and answer activities during the learning process. Based on the results of interviews with the principal, SDN Sumedangan 2 Pademawu Pamekasan also applies the concept of a child-friendly school in the learning process. The principal explained that teachers are not allowed to directly blame students' answers but still provide appreciation and reinforcement so that students feel confident and dare to participate in learning. The implementation of child-friendly schools is carried out to create a comfortable learning atmosphere and does not put pressure on students. This approach makes students more courageous to answer questions and not afraid to make mistakes while studying. This is in line with the concept of a child-friendly school which is also seen as an effort to create a learning environment that is safe, comfortable, and supports student development optimally without intimidation or discrimination (Prasetia 2023:175).

The inclusion companion teacher also explained that learning in schools must be adapted to the diverse characteristics of students, including hyperactive students and other inclusion students. Therefore, teachers need to be flexible in choosing learning methods and providing assistance that suits the needs of students so that all students can follow the learning process well. In supporting inclusive learning, there is cooperation between Islamic Religious Education teachers, inclusion assistant teachers, and school principals.

Accompanying teachers help provide information about the characteristics and needs of hyperactive students, while principals provide support through child-friendly school policies and inclusive learning. The cooperation is carried out so that the learning process continues to run conducive and all students get the same learning rights.

The findings of this study show that the learning strategy of Islamic Religious Education at SDN Sumedangan 2 Pademawu Pamekasan not only focuses on the delivery of material, but also emphasizes active student involvement, practice-based learning, and the creation of a child-friendly and inclusive learning atmosphere. Teachers try to adapt learning methods to the conditions and characteristics of students so that learning can take place more effectively and meaningfully.

### **B. Teacher Differentiation Strategy for Hyperactive Students in Islamic Religious Education Learning**

The results of the study showed that hyperactive students at SDN Sumedangan 2 Pademawu Pamekasan have various characteristics. Based on the results of interviews with Islamic Religious Education teachers and inclusion companion teachers, there are students who have difficulties in communicating so that their speech or language dialects are difficult for friends and teachers to understand. In addition, there are students who tend to be busy with their own activities and need more assistance when participating in learning. In the motor aspect, there are students who have difficulty holding stationery so that writing activities require special attention from teachers. Other characteristics found are that students tend to be active in movement, often walk in the yard or outside the classroom, are easily distracted by sounds or activities around them, and

sometimes show unstable emotions. In addition, there are also students who have difficulty concentrating when participating in learning. When reading, students are seen to say the readings in front of them, but their gaze is often not directed to the text and pays more attention to other things around them so that their understanding of the material becomes less optimal.

*Attention Deficit Hyperactivity Disorder* (ADHD) is a neurodevelopmental disorder characterized by hyperactive, impulsive, and difficult to concentrate (Dharmayanti et al. 2023:246). Children with ADHD tend to have difficulty sitting still for long periods of time, are easily distracted by the surrounding environment, and have difficulty following instructions and completing learning tasks optimally. This condition causes children to need more attention and assistance during the learning process. This theory is in line with the findings of research at SDN Sumedangan 2 Pademawu Pamekasan which shows that hyperactive students tend to be active, often walk around in and out of class, are easily distracted by surrounding activities, and have difficulty concentrating during the learning process.

In addition, some students also need special assistance in understanding instructions and following learning activities well. Based on these characteristics, Islamic Religious Education teachers apply a differentiation strategy through adjustments to the content of learning processes and products so that the learning needs of hyperactive students can still be met without neglecting other students. According to Ghany and Inayati, the differentiation approach has a conceptual framework consisting of three main interrelated dimensions, namely content differentiation, process differentiation, and product

differentiation (Ghany and Inayati 2025:593-594).

### **C. Content Differentiation**

The results of the study showed that Islamic Religious Education teachers did not distinguish between the subject matter given to hyperactive students and regular students. All students receive the same material according to the learning objectives that have been set. However, the teacher made adjustments to the way the material was presented so that it was easier for hyperactive students to understand. In learning, teachers not only convey material theoretically, but also relate it to situations that are close to students' lives. According to Tomlinson, content differentiation is the teacher's effort to adjust the presentation of learning materials according to the needs, interests, and characteristics of students so that the same material can be understood in different ways (Widodo et al. 2026:163). In content differentiation, students can obtain material through more concrete, visual, and contextual presentations according to their learning abilities.

For example, when discussing the manners of respecting parents, the teacher not only explains the definition of respecting parents but also provides simple examples that are close to the student's life, such as not delaying when called by parents, speaking politely, and appreciating the advice given. The teacher explained that moral learning must be realized in real behavior because the main purpose of learning Islamic Religious Education is not only to increase students' knowledge, but also to form behavior that is in accordance with Islamic values.

In addition, teachers also pay special attention to the basic reading ability of hyperactive students. Teachers think that reading skills are an important foundation in

learning because students will have difficulty understanding the material if their reading skills are still low. Therefore, teachers provide additional guidance to students who still have reading difficulties so that they can follow learning better. The findings show that content differentiation is not carried out by changing the learning material but through the presentation of material that is more concrete, contextual, and close to students' lives so that it is easier for hyperactive students to understand.

### **D. Process Differentiation**

Based on the results of the research, process differentiation is the most dominant form of differentiation applied by Islamic Religious Education teachers. Adjustments are made through various learning strategies that take into account the characteristics of hyperactive students who tend to have difficulty sitting still, get bored easily, and prefer activities that involve movement. The teacher explained that hyperactive students are less effective if they are only given learning through the lecture method. Process differentiation is the teacher's effort to adjust learning methods, learning activities, and learning experiences according to the needs and characteristics of students so that each student can understand the material more optimally (Widodo et al. 2026:163). Therefore, teachers use more direct practice methods than monotonous material delivery.

In the material on the adab of saying greetings, for example, the teacher not only explains the procedure of a good greeting, but also asks students to practice it directly in front of the class. The teacher gave several examples of how to say greetings, then asked students to try to give examples according to their own understanding. After that, the teacher appreciates the students' courage to try, then directs the students to find the most

appropriate form of greeting. In line with the results of Rahmaini and Arsyad's research, it is shown that integrating Islamic religious education with the needs of hyperactive students through group discussion methods, direct worship practices, and creative tasks can increase student participation by up to 85% (Rahmaini and Arsyad 2025:5).

According to Silberman, active learning (*Active Learning*) is learning that involves students directly in the learning process so that students not only listen to the teacher's explanation, but also do, try, and experience learning activities for themselves (Robbaniyah 2023:58). Through this direct involvement, students' understanding of the material becomes stronger and meaningful. This can be seen from the involvement of students in the practice of greetings, the practice of eating manners, and various demonstration activities carried out during the lesson. The teacher does not directly blame the student's answer, but uses sentences such as "is there another answer?" so that the student still feels appreciated and motivated to learn. This approach also shows the application of child-friendly learning because teachers still appreciate the efforts made by students before providing improvements to their answers.

In addition to hands-on practice, teachers also apply an individualized approach to hyperactive students. When students have difficulty understanding instructions or show distracted attention, teachers call students specifically and interact personally. In the process, teachers often start conversations with things that students like, such as favorite foods, favorite animals, or activities they like. Teachers explain that hyperactive students often show higher enthusiasm when learning is linked to their interests. For example, when students are asked to write down their favorite foods

or things they like, they become more excited than when they are directly given an academic assignment. According to the approach *student-centered learning*, Learning that is tailored to students' interests and needs can increase student engagement, motivation, and active participation in the learning process because students feel closer to the learning experience provided (Purnomo et al. 2026:88)

Adjustments to the learning process are also carried out through the provision of repetition. The teacher explained that hyperactive students often need repeated explanations to really understand the material presented. Therefore, teachers do not hesitate to repeat instructions, give examples many times, and ask students to repractice the material that has been learned. According to the theory of the repetition method, repetition in learning is carried out to strengthen students' memory and understanding of the material learned. Through repetition, students' abilities will be better trained so that the material delivered is easier to understand and remember for a longer period of time (Rusli 2022:110). Therefore, repetition is one of the important strategies in the learning of hyperactive students that requires gradual and repeated explanation. In addition, teachers try to provide movement space that is in accordance with the characteristics of hyperactive students. Teachers understand that some hyperactive students have a tendency to keep moving and have difficulty sitting still for long periods of time. Therefore, learning is designed so that students can still participate through practical activities, demonstrations, and direct involvement in learning without having to constantly sit and listen to the teacher's explanations (Gaius 2025:57).

The results of interviews with students showed that they liked learning

Islamic Religious Education because teachers often used songs in learning, especially when learning hijaiyah and tajweed letters. According to students, songs make the material easier to remember and learning becomes more fun. In addition, students also expressed their happiness when the teacher invited them to come forward to try or practice the material being studied. The findings show that process differentiation is carried out through hands-on practice, individual approaches, utilization of student interests, repetition, the use of songs, and the creation of a learning atmosphere that appreciates each student's efforts. These strategies help hyperactive students stay actively involved in learning even though they have different learning needs from other students.

#### **E. Product Differentiation**

The results of the study showed that product differentiation was carried out through adjustments to the expected learning outcomes of hyperactive students. According to Tomlinson, product differentiation is an adjustment to the way students show learning outcomes according to their learning readiness, interests, and learning profile (Saptadi et al. 2023:189). In product differentiation, students do not have to show learning outcomes in the same form, but can show understanding and mastery of the material through their respective abilities. Therefore, assessment does not only focus on the final result, but also pays attention to the development of students' abilities and achievements during the learning process.

Based on this concept, the differentiation of products applied by Islamic Religious Education teachers at SDN Sumedangan 2 Pademawu Pamekasan appears in assessments that are not solely oriented to final grades, but also pay attention

to the development of hyperactive students' abilities. The teacher gives appreciation for every progress shown by students according to their abilities and needs so that each student has the opportunity to show learning success based on the progress he has achieved. The teacher explained that the success of learning is not only measured by the final grades obtained by students, but also by the development of abilities and understanding shown during the learning process. This shows that teachers do not make academic grades the only indicator of the learning success of hyperactive students, but also pay attention to the development of students' behavior, understanding, and practical abilities during learning.

For hyperactive students, teachers emphasize more on the ability to understand and practice the material that has been learned. For example, students who have not previously pronounced greetings well and then practiced them correctly are considered to have shown positive learning progress. Similarly, students who previously had difficulty reading but began to show improvement in reading skills were also seen as having made progress that needed to be appreciated. If students have not achieved the expected learning goals, the teacher provides follow-up assistance through re-explanations, additional exercises, and individual guidance. The teacher tries to ensure that students understand the material first before moving on to the next material.

According to the teacher, the main goal of learning is not only to obtain high scores, but to ensure that students truly understand and are able to apply the values of Islamic Religious Education in their daily lives. The findings of this study show that the differentiation strategy applied by Islamic Religious Education teachers focuses more

on adjusting the learning process without changing the objectives and subject matter that students must learn. Through the adjustment of learning content, processes, and products, hyperactive students still get the same learning opportunities according to their respective abilities, characteristics, and learning needs.

#### **F. Obstacles and Solutions of Teachers in the Implementation of Differentiation Strategies in Islamic Religious Education Learning for Hyperactive Students at SDN Sumedangan 2 Pademawu Pamekasan**

The results of the study show that Islamic Religious Education teachers experience several obstacles in implementing differentiation strategies for hyperactive students at SDN Sumedangan 2 Pademawu Pamekasan. These obstacles arise because of the characteristics of hyperactive students who need more attention and assistance than other students, so teachers need to adjust the learning process according to the student's condition. Based on the results of interviews with Islamic Religious Education teachers, one of the obstacles that often arise occurs when teachers apply an individualized approach to hyperactive students. When the teacher gives special attention or calls hyperactive students forward to be given personalized direction. Some students sometimes complain by saying "sir, don't let him continue, sir" or "let him go, sir" when the teacher pays more attention to the hyperactive student. This condition shows that teachers not only face challenges in assisting hyperactive students, but also have to maintain a conducive and comfortable classroom atmosphere for all students.

In addition, the teacher also explained that mentoring hyperactive students requires greater energy, attention, and patience. In certain conditions, teachers find it difficult to handle hyperactive students alone, especially

when students begin to lose focus, walk around in class, or have difficulty following learning instructions. Sanjaya and Abrianto also identified that the main obstacles in the implementation of differentiation strategies include limited time in lesson units, limited learning facilities and media, and lack of special training for teachers on the implementation of differentiation learning (Sanjaya 2023:363).

Therefore, teachers revealed that the existence of special assistant teachers is needed to help the process of assisting hyperactive students during learning. According to Dharmayanti et al., children with *Attention Deficit Hyperactivity Disorder* (ADHD) generally has difficulty concentrating, is easily distracted, and has high motor activity so that it requires more intensive assistance during the learning process (Dharmayanti et al. 2023:246). This condition is in line with the findings of research at SDN Sumedangan 2 Pademawu Pamekasan which shows that hyperactive students need special attention and handling to continue to be able to follow learning properly.

In addition to obstacles in classroom management, teachers also have difficulties in maintaining a balance of attention between hyperactive students and other students. Teachers must still ensure that all students receive the same learning services even though there are students who need more attention than other students. In line with Sari, who also stated that the challenges of implementing differentiation strategies include limited time in designing learning, lack of facilities such as technological devices and learning media, and difficulties in monitoring each student's learning style individually, especially in large classrooms (Sari 2025:81). According to Tomlinson, the implementation of differentiated learning

requires teachers to be able to adjust the learning process according to the needs of students, and these adjustments require teacher readiness, good classroom management, and the ability to understand the learning characteristics of each student (Ramli 2026:149).

This shows that the implementation of differentiation not only requires the right learning strategy, but also the readiness of teachers to face various dynamics in the classroom. To overcome these obstacles, teachers try to apply a patient and attentive approach to hyperactive students. Based on the results of the interview, the teacher stated that the most important thing in assisting hyperactive students is mental readiness, patience, and the ability to understand the student's condition. Teachers try to treat hyperactive students like their own children so that they feel accepted, comfortable, and more easily directed during the learning process. In line with the solutions implemented, according to Zumaroh, it includes simplifying learning materials, utilizing available facilities, and a patient and diligent approach by giving praise when students succeed in doing something right to build their confidence (Zumaroh 2017:84).

In addition to accompanying hyperactive students, teachers also provide understanding to other students so that they can appreciate the condition of their friends. When there are students who complain because the teacher is considered too often noticed by hyperactive students, the teacher provides understanding in simple language that is easy for students to understand. The teacher explained that each child has a different condition and needs different attention. Teachers usually give simple examples by asking students to imagine that if they are in the position of their friends, then

of course they also need help and attention from the teacher. As stated by Muhajirin and Romli, modelling strategies in PAI learning are very effective in shaping certain behaviors in ADHD students, because teachers provide direct examples through actions or behaviors that are then followed by students (Muhajirin and Romli 2024:141). In this way, teachers try to foster a sense of empathy and mutual respect between students in the classroom.

In addition, teachers also try to create a friendly learning atmosphere and do not discriminate between hyperactive students and other students so that all students still feel comfortable while participating in learning. Teachers also collaborate with inclusion assistant teachers and schools so that the learning needs of hyperactive students can be better met during the learning process. Rosita said that collaboration between PAI teachers, BK teachers, and principals is an important part of the inclusive classroom management strategy, especially in monitoring the development of ADHD students (Rosita 2025:2086). The findings of this study show that the application of differentiation strategies in Islamic Religious Education learning not only requires creativity in teaching, but also requires mental readiness, patience, the ability to build empathy between students, and teachers' concern in accompanying hyperactive students during the learning process.

### **Conclusion**

Based on the results of the research, the differentiation strategy of teachers in learning Islamic Religious Education to hyperactive students at SDN Sumedangan 2 Pademawu Pamekasan is carried out through adjustments to learning content, processes, and products in accordance with the characteristics and learning needs of

students. Teachers apply varied learning through hands-on practice, the use of songs, individual approaches, repetition, and learning that actively involves students so that hyperactive students can understand the material more easily. The application of content differentiation is carried out by presenting material in a concrete manner and close to students' lives, while process differentiation is carried out through adjustments to learning activities according to the characteristics of hyperactive students. The product differentiation is carried out by paying attention to the development of students' abilities and understanding, not only based on the final learning score. In its application, teachers face several obstacles such as hyperactive students who have difficulty focusing, need more attention, and the emergence of responses from other students who feel that the teacher pays too much attention to certain students. In addition, teachers also feel that they need special companion teachers to help the learning process of hyperactive students. To overcome these obstacles, teachers try to apply a patient approach to providing personal attention, as well as instilling a sense of empathy for other students so that they can understand the condition of their friends. Thus, the differentiation strategy helps to create Islamic Religious Education learning that is more inclusive, conducive, and in accordance with the needs of hyperactive students.

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