Differentiated Learning Practices in Teaching Sirah: A Study in Selangor and Negeri Sembilan Trust Schools

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Abstract
This study outlines the objective to explore teachers' understanding and practice of differentiated learning in Sirah teaching in the classroom. The study design was a case study using a qualitative approach. Data were collected through observations, interviews and document analysis involving five teachers and 25 students in group focused interviews from five Trust Schools in Selangor and Negeri Sembilan. The findings of the audio -recorded interviews were transcribed, compiled, systematically categorized, analyzed, and triangulated with the interview data of the study participants to develop and refine the interpretation of the data. The collected data were categorized into specific themes and coded based on the purpose of the study. The findings of the study indicate that teachers have a clear and deep understanding of different learning concepts in the teaching of Sirah in the classroom. All Sirah IET's practice differentiated learning in the teaching of Sirah through the approach of identifying the level of students in a class, determining groups and implementing appropriate activities. Meanwhile, students must also play their part to the best of their ability. Students must provide cooperation and input throughout the teaching session.
Keywords: Differentiated Learning, Sirah Teaching, Trust School, Active Learning, Teaching and Learning

Introduction
The active involvement of students in the classroom is greatly influenced by the creativity of teachers who conduct a teaching session. Teachers play a big role in shaping the learning environment to be interesting or vice versa. Teachers must be sensitive to the environment, creatively plan activities and innovate at each teaching session and lesson delivery (Abdul Aziz et al., 2016). Such an approach will attract students to participate, be active and respond during the teaching sessions. It has been the teaching practice of teachers for a long time.

Interesting sessions in teaching and learning should be planned carefully and varied with activities involving students. The variety of activities arranged in addition to the teaching methods applied by the teachers are the best recipes to liven up the learning atmosphere to be more fun (Sekolah, 2004). The practice is applied to all subject teachers, including Sirah part of Islamic Education subjects. Various approaches and practices adapted to the teaching of Sirah do not lag the practice of Differentiated learning.

Differentiated Learning Concepts
One of the importance of active learning is to celebrate the diversity of students' intelligence. Students in a classroom consist of various cognitive and reasoning abilities that exist due to individual differences such as physical form, behavior, way of thinking, level of intelligence, way of interacting and the way the student learns (Misropi & Zain, 2016; Kasim & Husain, 2008). This causes their needs in learning to also differ from each other. Thus, teachers are encouraged to celebrate the diversity of these differences to meet the needs of students and maximize their potential by practicing differentiated learning in teaching.

Differentiated learning or also called differentiation in teaching refers to an approach used by teachers to meet the learning needs of students who are diverse in terms of cognitive levels and backgrounds (Mahamod et al., 2016). In other words, through this approach, teachers act to adapt the curriculum, teaching methods, resources, teaching activities and student outcomes to meet the learning objectives and needs of students (Tomlinson, 1999).

This is based on the words of Allah SWT in Surah al-Imran 3:11, Al-Am 6:165, Al-rum 30:22 that human beings are created with various levels of mind, spirit, and body (Basmeh, 2010). Imitating the Sirah of Rasulullah SAW, this different learning has been practiced by the Prophet in conveying the teachings of Islam. Arifin and Arifin (2007) has listed examples that show that Rasulullah SAW was an educator who considered individual differences in delivering his teachings. Among them are: (i) giving appropriate advice according to the differences of each individual seeking advice, (ii) giving different answers to the same question tailored to the individual asking, (iii) behaving and behaving differently according to the suitability of the person associating with him , (iv) delivering orders and laws of taqleed adapted to the ability of the person receiving it, (v) executing the sentence and accepting a person's character but not accepting it from another person due to differences in situation.

Based on these examples, Rasulullah SAW showed us the role of teachers in imparting knowledge in accordance with the level of development of students. Muslim scholars Ibnu Khaldun (Ibn Khaldun, 2009) also highlighted this with his opinion that the ability of each student to receive the content of the lesson varies, depending on the talents he has. Thus, an understanding of the actual level and situation of students is very important to help teachers prepare materials and select appropriate methods to be used in the learning process. The failure of teachers to identify the level and needs of students can result in worse outcomes not only on achievement in learning but also in terms of motivation and development of students (Mustafa & Abd. Wahid, 2015; Othman & Yaakub, 2010).

Therefore, differentiated learning should be applied to enable students to benefit from it. Among the different benefits of learning is that teachers will act more fairly in providing teaching materials and activities that will be carried out in the classroom. Fathani (2014)

states that it is the teacher's responsibility to recognize the uniqueness of each student and accept all students to be taught as best they can. This means that teachers cannot select specific students or specific methods only in teaching but make the well -being of each student a priority.

In addition, students' achievement will also be assessed based on their differences. When this happens, students will have the same learning opportunities in a classroom setting. As a result, learning objectives will be achieved and prevent students from dropping out and falling behind in a subject or skill. They will also be able to follow teaching and facilitating (TnF) together and will not need to be segregated by level. This is in line with the current scenario that the practice of classroom streaming is no longer used in the education system in Malaysia (Abdul Muttalip, 2020).

Differentiated learning can be done through three aspects, namely the content aspect, the process aspect, and the outcome aspect. Abdul Muttalip (2020) has given an example of such implementation in the teaching of Malay. In terms of content, talented or clever students are given more and more challenging learning content compared to weaker students who are given the same task but a low level of difficulty. While from the aspect of process, smart and talented students make a more complex task related to learning content. Weaker students, on the other hand, do the same task, but are simplified with different aids. From the aspect of results, it requires students with different intelligences to produce different results, students are good at producing an essay based on pictures, weak students produce sentences based on pictures. Through this study, researchers can see the different learning methods implemented by selected Islamic Education Teachers (IET) indirectly through active learning of the field of Sirah. This is also based in the belief that the cognitive abilities and tendencies of students so that faith, customs, and true values can be sown in their life (Mahamod et al., 2016). In order to implement this form of teaching, Morgan (2014) has given examples such as peer tutoring, flexible grouping, and student choice to meet the needs of diverse learners and emphasizes student responsibility.

In addition, Hassan and Kiflee (2018) have conducted a related study "Method Teaching Differences in Smart and Talented Education". Their study showed that PPBs have different learning potentials and require special attention. The purpose is to look at differentiated learning methods in PPB. This study was conducted at PERMATA college, UKM. The findings of the study show that the appropriate different methods that can be applied in the learning so that teachers can meet the needs of students and the learning process will not be boring.

Research Objective
This study aims to explore teachers' understanding of differentiated learning in the teaching of Sirah in the classroom. Secondly, this study is conducted to explore the practice of teachers applying differentiated learning in the teaching of Sirah in the classroom.

Research Methodology
This research uses a qualitative method of case study design. Data were collected through observations, interviews, and document analysis (Bogdan & Biklen, 2007; Merriam, 1998; Yin, 1994). This case study allows the researcher to maintain a holistic and meaningful feature for real-life teaching and learning (Yin, 1994). This method is used to explore teachers'

understanding and practice of differentiated learning in the teaching of Sirah in the classroom. Furthermore, according to Merriam (1998); Yin (1994), qualitative case study research design is suitable for use when the study involves individuals or units, program events, groups, communities, or cultures. The study involved teachers and teaching and learning in the classroom. Creswell (2008) has also stated that "for qualitative research, problems need to be explored to gain a deeper understanding".

Sampling
In this study, the selection of participants was based on sequential sampling to collect 'rich' data. (Creswell, 2008). Creswell (2008) explains that "maximum variation sampling is strategically aimed sampling, in which case researchers or individual's samples differ on some characteristic or trait. This procedure requires the researcher to identify features, and then, find sites or individuals that display different dimensions of those features". These participants were also selected based on the recommendation that in -depth qualitative research could be achieved through appropriate and easily accessible means of participants and research locations (Creswell, 2008).

Therefore, the researcher selected five teachers from five Trust Schools, with the aim of gathering rich and in -depth information (Creswell, 2008; Patton, 1990). To ensure the validity and reliability of the data, participants were limited to five Islamic education teachers who met the following criteria of the Trust School, with the aim of gathering rich and in -depth information:
1. Experienced in teaching KBSM Islamic education for more than ten years.
2. Have a minimum qualification of bachelor's degree in Islamic Education or Islamic Studies and Diploma in Education.
3. Participate voluntarily and agree to be observed, interviewed, and recorded.
4. Teaching Islamic Education in Selangor and Negeri Sembilan State Trust Schools.
5. In addition, 25 students were also selected as participants in the group focused interviews. These students are students from IET who participants in the study are and get approval from the school.

Research Location
The schools involved in this study consisted of Trust Schools (National Secondary Schools). All these Trust Schools are located in Selangor and Negeri Sembilan. The study was conducted in five classrooms in the Trust School. According to Creswell (2008); Jorgensen (1989), qualitative studies take a long time to conduct; thus, this study gives more freedom to the researcher to decide the location of the study based on the research questions. The phenomenon also needs to be studied because there is no perfect or ideal location. They also argue that the study area depends on the problem statement. In this study, the researchers wanted to explore the different learning practices in the teaching of Sirah of Islamic education, so several, different schools were selected for a wider and diverse range of information for data saturation.

Data Collection
This study only focuses on the approach of teaching Sirah in a different way that is practiced by IET during the teaching and learning of Sirah of Islamic education. Therefore, all data collection methods are related to Sirah teaching and learning sessions in the classroom. Data

were collected through observations, interviews, and document analysis. This method is used to document the practice of Islamic education teachers in applying differentiated learning for the purpose of teaching and learning Sirah of Islamic Education, Integrated Secondary School Curriculum (KBSM) and Secondary School Standard Curriculum (KSSM). Non -participant observations were conducted for each teacher who taught in a period of 2 hours i.e., 40 minutes of classroom sessions, i.e., a total of 80 minutes of classroom observations for each teacher. Teachers were also formally interviewed and were completed before and after the observation. Researchers also interviewed informally while teachers were on their way to the classroom or during break time. Semi-structured interviews were conducted with the aim of answering the following questions:

1. What is the teacher's understanding in applying differentiated learning in the teaching of Sirah in the classroom?
2. How do teachers apply differentiated learning in the teaching of Sirah in the classroom?

Document analysis was performed for data triangulation. Researchers review and examine IET documents such as Syllabus Descriptions, teachers 'personal files, program papers, textbooks, teachers' teaching record books, notebooks, exercise books, student test and examination records and related maps.

In addition, group -focused interviews were also conducted on 25 students, namely five students representing each IET who were participants in the study. The purpose of this focus group interview was to obtain data on the teaching of Sirah IET based on active learning. The results of the analyzed interviews will be triangulated with the IET interview data of the study participants.

Data Analysis

All audio recordings in this study were transcribed manually. Creswell (2008) stressed that "data organization is critical in qualitative research because of the large amount of information collected during the study." Thus, all transcribed data is systematically organized and categorized. In qualitative research, coding is a systematic way to develop and refine data interpretation (Taylor et al., 2015). According to Lebar (2005), "Through repeated reading and monitored transcription, researchers can identify how many units of data are meaningful and then mark them with specific codes." Although data filtering is performed during data collection, a final review needs to be performed. In the early stages screening involves the selection of important items, while coding takes place in the final process (Mahadi, 1998). Creswell (2008) states that "the further process of analyzing text (or images) in qualitative research begins when you encode the data''. Coding is a process that aims to divide and mark text in the form of descriptions and define themes. In this study the data were coded based on the purpose of the study. The encoded data are presented below.

Findings and Discussion

The findings of this study answer two research questions, namely:

1. What is the teacher's understanding of different learning in the teaching of Sirah in the classroom?
2. How do teachers apply differentiated learning in the teaching of Sirah in the classroom?

This findings from observations, interviews and document analysis revealed that all five study participants had a clear understanding of differential learning.

Teachers' Understanding of Learning Differs in the Teaching of Sirah in the Classroom
Different learning in the opinion of Ustazah Wahida aims to provide opportunities for all students to learn according to their respective levels. According to her, teachers are responsible for providing such opportunities so that every student can be taught fairly. She adheres to the principle that teachers cannot choose to teach only certain students but accept all students; "That's why we do an activity that is suitable for the student, ". This was also agreed by Ustazah Zura who stated that, "Yes, actually when we teach, we must do an activity that is appropriate."

Efforts to diversify teaching activities in response to Wahida and Zura are in line with Tomlinson's (1999) view of the concept of differentiated teaching i.e., lesson plans for differentiated individual needs of lesson content, product process or environment. Vygotsy (1978) said students need appropriate challenges to learn that are not too far from their current understanding to make connections.

This differentiated learning is included in active learning strategies that emphasize the involvement of all students. Ustazah Wahida added; "… I want to teach, I don't want any children to be left behind, right? So, this difference, for all students, he is involved in TnF." and there are activities by level. Ustazah Azlin also explained that different learning is very necessary especially when teaching 'back class'. "… If this student is in the back of the class, when we don't ask him to move, he moves, but if we ask him to move again, he moves too much, right?"

This finding is in line with the view of Tomlinson and Strickland (2005) who stated that teachers should be able to distinguish between instruction by adapting learning needs such as content, process, or product. It aims to avoid misinterpretation and lack of student involvement with the activities carried out.

This is a constraint for teachers to teach the class as stated by Ustazah Azlin; "This is the back class, sometimes there are a few problems. In any case, even if it's an observation, the teacher will choose a class that is easy, right? The next class ... Because what is the next class, it looks like 21st century TnF because children can do everything themselves. If the lower class is possible, but it's for the easy ones." This was agreed by Ustazah Zalifah who was of the opinion; "There are students who like to listen to us talk, there are student who can't hear, can't… If they listen for 5 minutes, he's bored, right? So that's why I try to diversify the delivery methods as well. That means, as much as possible, I want to run away from chalk and talk."

Aspects of intelligence in individuals are often discussed by social experts such as multiple intelligences (Gardner, 1983) emotional intelligence (Goleman, 1996) and creativity (Lubis et al., 2010). This stream of social psychology sees intelligence as the social ability of individuals to adapt within their society as can produce something valuable, useful, accepted and appreciated in the context of the culture and society around them (Zakaria et al., 2015).

Thus, differentiation became a response to teachers 'concerns in the implementation of their TnF; "... If you want to do teacher activities, you have to work hard because you want to control students. So sometimes when this student moves, he doesn't focus on the classes in the back. That means we must think of activities that suit his level."

Differential learning does not specify a particular model because this learning depends on the student's existing knowledge, interests, and abilities (SISC+Officials, 2019). Thus, teachers have a role to select and adapt content based on students' interests, abilities and learning styles.

Ustazah Zura explained that different levels of students need to be adapted to different activities in line with the abilities of the students. "... we do different activities but in the end the effect is the same even though the process is different, but the products produced are the same. The weak can, the simple can, the excellent can go through a different process."

Differential learning pedagogy refers to efforts to diversify teaching methodologies based on content, processes, and outcomes (Abd Aziz and Arshad, 2022; Othman, 2020) the needs of students and their environment (Bakhary, 2021). It is flexible, according to the level, situation and potential of the student that will be applied optimally by the student.

Teachers' Practice in Applying Differentiated Learning in Sirah Teaching in the Classroom
Differential learning occurs throughout the teaching and learning process. Researchers found that all participants practiced learning in their TnF.

Teacher's Role
The role of teachers is very important in carrying out different learning techniques. The first thing a teacher needs to do is:

i. Identify the Level of Students in a Class
Based on that level, then the teacher can plan Lesson Plan and activities that are appropriate to the level of the student. This was explained by Ustazah Wahida by saying; "We have differentiation that needs to be implemented, so in our teaching, teachers should identify the students. So, the TnF plan is if our activities follow the differentiation of students. That's the emphasis we need to make in class, right? Because if we look first, there are sometimes teachers for the same task, right? (U3S3TB1.rtf - 449: 108 (50:50).

These findings are in line with the assertion of Tomlinson and Strickland (2005) who recommend that teachers be able to differentiate between instructions by adapting the learning needs in the classroom. The process of content modification and adaptation should be tailored to the interests, abilities and learning styles of students (SISC+Officials, 2019).

ii. Group Determination
Teachers will gather students in groups with different intelligences. Ustazah Zura explained that she will select students based on several aspects, namely: "we look at the level of the student in terms of communication and then we look at it in terms of discipline. Look in terms of level, results in exams, when we have studied everything, we will segregate students. In one group there are students who are more dominant, some are weak, some are silent, some

are more vocal so that all of them can help each other so indirectly, the weak can be helped, the silent can talk together," (U1S1TB2.rtf - 446:88(46:46). Therefore, the members in a group are not necessarily the same person from the beginning of the year to the end of the year but will vary according to the development of performance set by the teacher. This is based on the statement of Ustazah Zura; "… So we can't keep the same group at the beginning of the year until the end of the year. Later, many of them will be like passengers, we don't want to, we all want to be active" (U1S1TB2.rtf - 446:88(46:46).

These findings are in line with the assertion of SISC+ Officers (2019) in the Differential Learning Manual, the process of content modification and adaptation should be tailored to students 'interests, abilities, learning styles and intelligences (Manning, 2006). Sometimes teachers need to modify the content of the curriculum (compacting curriculum) to meet the learning needs of groups with these different intelligences (Elliot et al., 2013).

Ustazah Wahida and Ustazah Zalifah also agreed with Ustazah Zura's opinion. In fact, they limited the number of one group to five students only. This is so that the smart student can help the weak student (U3S3TB2.rtf - 450: 98 (56:56) and so that the weak student does not feel left behind. "I'm not very good at it?" When other students help him, so he will feel like "Oh! I can too." (U2S2TB2.rtf - 448:112(62:62).

iii. Implementation of Activities
Because each class has students of various levels of intelligence and interest, teachers need to tailor the activities they want to carry out to the needs of each student. According to Ustazah Zura, she implements different learning according to the level of the students. Techniques for smart students are different from techniques for weak students. In fact, she also admitted; "… If we look at our weak class, it is easier to attract them, it is easier for them to understand through teaching like this. Because they don't like to just sit. So, they like to have activities that they can easily remember." (U1S1TB1.rtf - 445: 82 (106: 106). Teachers can also choose students to do learning activities for example students who are silent will be appointed as their group spokesperson (U1S1TB2.rtf - 446:89(50:50).

These findings coincide with the findings of Davis and Rimm's (2004) study through the assertion that the main challenge of educators is to identify the needs of each student as each of them has the same opportunity to learn, show improvement and succeed. Even a number of intelligent and talented students have extraordinary learning potential as well as distinctive needs that require special attention (Davis & Rimm, 2004).

Ustazah Zura and Ustazah Wahida use one of the techniques in different learning that is different by process (process differentiation) that is different activities but the produced the same products. "For example, if we want to discuss about the contribution of a figure. Excellent students, we don't need help anymore. They already know how to elaborate about these contributions. But a weak student, he needs aid. For example, we provided for him a piece of paper, help him with the beginning of the answer and then we leave some in blank for him to answer. So, in the end, he had the same product effect. Although the process to achieve the product is different, according to the group level." (U1S1TB2.rtf - 446:26(60:60).

In this way, students are given the same questions, but the instructions and materials provided are different. This can prevent weak students from becoming bored as explained by Ustazah Wahida; "If we provided the same questions which are difficult questions, weak students are not interested in learning. It is because he can't answer that question, right? He can't do that activity. So, he ends up getting bored in class." (U3S3TB1.rtf - 449: 20 (52:52). She gave an example to adjust the level of students answering wisdom questions, intermediate level students were given key answers while high level students were given questions with illustrations only (U3S3TB1.rtf - 449:108(50:50).

She gave another example that in the assessment using the I-think map, weaker students were also given the same technique. "… We also want him to make an I-think map, he can make an I-think map but what does he want to include in the I-think map. So maybe we can share the keywords, so he builds the sentence." (U3S3TB2.rtf - 450: 99 (58:58). Meanwhile, Ustazah Azlin is of the view that activities such as Look Think Comment are more suitable for smart students, compared to weak students who are given activities that are easier and more interesting. (U4S4TB1.rtf - 451:189(164:164).

Ustazah Azlin also explained that different learning activities can be carried out in the Gallery Walk technique. Students will be divided into two large groups, the first group of high-level students while the second group of intermediate or weak level students. In these two large groups, students are divided into several small groups to carry out activities. These students will move within their level only to complete assignments or questions given by the teacher. "... He will master the title but maybe this one we will give for assignments, for High Order Thinking (HOT) questions, but the other group we will give medium level questions only." (U4S4TB1.rtf - 451:195(196:196).

Ustazah Wahida, on the other hand, carried out station activities. Through this activity, students are divided according to their level and each student labeled according to the numbers in the group, namely number one, two, three and four. For example, the weakest students in each group were labeled as number four. "So, when doing the station activity, the teacher will tell student number 4 to move to station number 4 for example. So, we already know that in that group, they are weak students. So, when we share worksheets or group activities, we do not share the same worksheets with group 1 who are excellent students. The question is similar but the way to complete the task is different. "(U3S3TB2.rtf - 450: 97 (56:56)." Okay, another example, weak student will be given choice of answers." (U3S3TB2.rtf - 450: 97 (56:56). In this way, students will answer the same question but different tasks.

Different learning can also be done in groups according to interest, differentiation according to gender or according to the appropriateness of the title (Ustazah Wahida 2018: U3S3TB2.rtf - 450: 100 (60:60). This was also voiced by Ustazah Azlin who gave an example with the use of Combo Mats students can choose to do the Mine and Combine or One Two Group (U4S4TB1.rtf - 451: 191 (200: 200) activity.

Meanwhile, Ustazah Hidayah thinks that teachers do not need to give different activities to students of different levels. This is based on her experience in handling intermediate and excellent students in Sekolah Lima (U5S5TB1.rtf - 452: 67 (171: 171). She suggested that the

individual approach be used in a way of helping each other; in other words, a teacher can "push him to join the activity." (U5S5TB2.rtf - 453: 176 (148: 148).

Ustazah Zalifah also uses an individual approach by giving assignments to groups of students. She will then provide individualized guidance to the students who have been identified. "… Using the method in the new group, we will help students follow their respective levels. I mean the fact that everyone needs to know that I have unpacked, shared first with all students. Then I went from table to table, from student to student to help fill in what they could not or did not understand." (U2S2TB2.rtf - 448: 112 (62:62). Therefore, she gave various exercise according to low level, medium level and high level; "… So everyone feels and does not feel like… It is the lower level that says: "I have no chance to do it." (U2S2TB2.rtf - 448: 113. (64:64).

Moreover, Tomlinson and Imbeau (2010) in their study stated that student readiness, interest and learning profile are the main factors of consideration of teachers in the implementation of differentiated teaching. Teachers need to learn to develop routines (differentiate curriculum from teaching) in the classroom without neglecting the diversity of students in terms of profile, interest, and willingness to follow learning (Bajrami, 2013; Joli et al., 2017; Tomlinson et al., 2003).

The Role of Students
Differential learning also requires students to play their roles to the best of their ability. Ustazah Zura made the rewards in her PdPc as a way of appointing students as young teachers who play a role in differentiation activities. "Okay, we usually give praise. Praise is also considered a reward. So, the rest of us simplify the example of a successful group, we reward him as a group that can help other students. That means the reward is that he can teach other groups. So, they also feel they are appreciated." (U1S1TB2.rtf - 446: 96 (40:40). She added, the students were happy to be appointed as young teachers as an honor for them to be able to help other friends (U1S1TB2.rtf - 446: 17 (42:42).

Ustazah Hidayah agrees with Ustazah Zura. She considers that this is one of the opportunities for smarter students to help peers (U5S5TB2.rtf-453: 151 (150: 150). This is because upper secondary students spend more time with friends than with teachers (U5S5TB2.rtf - 453: 152 (154: 154). Moreover, the students did not mind helping each other (U5S5TB2.rtf - 453: 153 (152: 152).

She explained that there are two situations for students who are weak in learning that can be helped or not. The first situation is when this weak student can be helped by a friend who is a peer tutor: "Maybe because sometimes the clever one will guide the weak one. There was a half that I pretended to be difficult for him to understand, but when he heard his friend tell his story, he understood more, than when he read it himself. So, he understands his friend's story." The second situation is when students cannot be helped by other friends. This is because the student is 'astray' or cannot follow the lesson and he himself is ashamed to admit (U5S5TB2.rtf - 453: 154 (136: 136).

The findings of these interviews are in line with the view of Tomlinson and Imbeau (2010) in their study that the main factors of consideration of teachers in the implementation of

teaching are student readiness, interest and learning profile. Knowing these three aspects helps the smooth teaching of teachers in the classroom.

According to Ustazah Hidayah, such students can be identified based on several criteria, namely, "For example, his face is blurry, he is worried, he looks at other things, then when we ask, he just silent." (U5S5TB2.rtf - 453: 155 (144: 144). Therefore, to solve this problem, she will ask the student to stand in front the class and explain the content of the lesson being discussed. If the student fails, then Ustazah Hidayah will ask other students to help (U5S5TB2.rtf - 453: 177 (140: 140).

Meanwhile, Ustazah Azlin thinks that the role of young teachers as teacher assistants needs time to be implemented. "Maybe in the beginning he wasn't used to mastering really, maybe because he's used to being a bright teacher, right? A bright friend is a little different, right? We have to get used to it too, but the teacher has to know how to guide." (U4S4TB1.rtf - 451: 186 (290: 290).

Triangulation with student interviews found that Ustazah Wahida students agreed that the role of young teachers could help other students better understand the content of the lesson; "There are some students who may not want to understand the way the teacher presents, but if the way their friends present, they will understand better." (FG3 S3TB1.rtf - 456: 15 (105: 105).

Conclusion

Researchers in the study made an exploration of teachers understanding and practice of differentiated learning in Sirah teaching in the classroom. This qualitative study used a case study approach. The respondents of the study consisted of five Islamic Education Teachers (IET) and 25 students from five Trust Schools in Selangor and Negeri Sembilan. Data were collected through observations, interviews (focused and group) as well as document analysis. The collected data were categorized into specific themes and coded based on the purpose of the study. Interview findings were transcribed, compiled, systematically categorized, analyzed, and triangulated to develop and refine their interpretation. This study shows that IET Sirah has a deep and clear understanding of the concept of differentiated learning in the classroom especially in the teaching of Sirah. The study responses all had adopted differentiated learning in their Sirah teaching. Three different teaching approaches are implemented by IET Sirah in the classroom namely, (i) identify the level of students in a class, (ii) determine the group and (iii) the implementation of appropriate activities. In addition, students are also urged to play their role to the best of their ability by participating, cooperating, and playing their role in the success of the teaching sessions implemented. It is hoped that different teaching approaches will be developed and implemented by other teachers to enliven and make the teaching sessions of other subjects that will be taught later.

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