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The Effect Of Differentiated Pai Learning Management On Self-Regulation And Achievement Motivation Of Senior High School Students In South Kalimantan

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ABSTRAK

This study aims to examine the effect of differentiated Islamic Religious Education (PAI) learning management on self-regulation and achievement motivation of senior high school students in South Kalimantan. A quantitative approach with a quasi-experimental non-equivalent control group pretest-posttest design was employed. The sample consisted of 128 eleventh-grade students from SMA Negeri 1 Banjarmasin and MAN 1 Banjarmasin, selected through purposive sampling. Instruments used were the Self-Regulation Scale (24 items, α=0.89) and the Achievement Motivation Scale (20 items, α=0.87). Data analysis used MANOVA and independent t-tests. The results showed that: (1) differentiated PAI learning management significantly affected students' self-regulation (t=8.73; p<0.001; Cohen's d=1.54); (2) it significantly affected achievement motivation (t=9.54; p<0.001; Cohen's d=1.68); (3) simultaneously, it had a significant effect (Wilks' Lambda=0.624; p<0.001; η^2=0.376). The experimental class experienced a 32.4% higher increase in self-regulation and a 35.7% higher increase in achievement motivation compared to the control class. Differentiated learning management is effective in improving psychological aspects of PAI learning in South Kalimantan.

Keywords: differentiated learning management, self-regulation, achievement motivation, Islamic religious education, South Kalimantan.

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INTRODUCTION

Islamic Religious Education (PAI) plays a strategic role in shaping the character, spirituality, and morality of students in Indonesia, including in South Kalimantan Province, which is known as the "Veranda of Mecca" due to its strong Islamic religious traditions (Syahid & Ridhani, 2024). However, the biggest challenges currently faced by PAI teachers are students' low ability to manage their own learning (self-regulation) and weak drive to achieve in understanding and practicing Islamic teachings (Febriani & Kurniawan, 2023), (Pramono & Hakim, 2024). A preliminary survey conducted at SMA Negeri 1 Banjarmasin and MAN 1 Banjarmasin in September 2025 showed that 67.2% of students had low to moderate self-regulation, and 71.5% had low achievement motivation. PAI teachers at both schools admitted that the learning management applied was still classical, teacher-centered, and did not accommodate the diversity of learning styles, interests, and cognitive readiness (Hidayat & Azizah, 2025)

This phenomenon aligns with the findings of Hasanah and Suryana (Hasanah & Suryana, 2022) that PAI learning in public schools tends to be monotonous and fails to accommodate individual differences. A similar condition was found in South Kalimantan, where despite the strong religious culture of the community, PAI teaching methods in schools are still dominated by lectures and memorisation without providing space for students to develop self-regulation (Maulida & Rahman, 2024). As a result, students

experience boredom, lack responsibility for their own learning process, and have no clear achievement targets in learning religion (Wahyuni & Hasan, 2023). In fact, self-regulation is very important in PAI because religious material demands internalisation of values, not just memorisation. Students with high self-regulation are able to set learning goals, monitor their understanding, and evaluate their learning progress independently (Zimmerman, 2000). Meanwhile, achievement motivation encourages students to continuously improve the quality of their understanding and practice of Islamic teachings (McClelland, 1985).

One learning management approach considered capable of addressing these challenges is differentiated learning management. Tomlinson (Tomlinson, 2017) defines differentiated learning management as a managerial approach that organises planning, implementation, and evaluation of learning by adjusting content, process, product, and learning environment based on students' readiness, interests, and learning profiles. In the context of PAI in South Kalimantan, differentiation can be implemented by utilising local wisdom, for example: content differentiation that integrates Banjarese cultural values (such as the proverbs "Mambuang Musuh", "Haram Manyarah") into moral material; process differentiation using media familiar to South Kalimantan students (R. P. Sari & Wijaya, 2025); and product differentiation that gives students the freedom to create assignments in the form of Banjarese poetry (madihin), short religious videos, or infographics.

Previous research by Supriadi and Hidayat (Supriadi & Hidayat, 2023) showed that differentiation increases student engagement in PAI learning by 25%, but that study did not measure self-regulation and achievement motivation. Ardiansyah and Ningsih (Ardiansyah & Ningsih, 2024) found that differentiation in PAI improved cognitive learning outcomes, but affective and psychological aspects were not addressed. Meanwhile, research outside the PAI context by Chen and Zhang (Chen & Zhang, 2023) showed that differentiation in religious education increased intrinsic motivation, but the cultural and religious context differs significantly from Indonesia, especially South Kalimantan which has distinctive religious characteristics. Recent research by Wijaya et al. (Wijaya et al., 2025) confirmed that differentiated learning is effective in culturally diverse regions such as Borneo. Thus, there is a research gap: no study has specifically examined the effect of differentiated PAI learning management on self-regulation and achievement motivation simultaneously using a quasi-experimental design in senior high schools in South Kalimantan.

Based on this background, this study formulates the following research questions: (1) Does differentiated PAI learning management significantly affect the self-regulation of senior high school students in South Kalimantan? (2) Does differentiated PAI learning management significantly affect the achievement motivation of senior high school students in South Kalimantan? (3) Does differentiated learning management simultaneously affect self-regulation and achievement motivation? The aim of this study is to examine these effects. The hypotheses proposed are: H1: there is a positive and significant effect of differentiated PAI learning management on self-regulation; H2: there is a positive and significant effect on achievement motivation; H3: there is a simultaneous effect on both dependent variables.

Theoretically, this study contributes to enriching the integration of educational psychology, educational management, and PAI in the local context of South Kalimantan (Alim & Rahmawati, 2024). Practically, the results of this study are expected to provide a tested differentiated learning management model for PAI teachers in public schools and madrasas in South Kalimantan and other regions with similar characteristics (Nasution & Utami, 2025).

RESEARCH METHODS

This study employed a quantitative approach with a quasi-experimental non-equivalent control group pretest-posttest design (Creswell, 2018). This design was chosen because the researcher could not perform full randomisation of subjects but still wanted to test the causal relationship between the independent variable (differentiated PAI learning management) and dependent variables (self-regulation and achievement motivation).

The study population was all eleventh-grade students at SMA Negeri 1 Banjarmasin (380 students) and MAN 1 Banjarmasin (350 students), South Kalimantan Province. Both schools were selected because they represent public school and madrasa categories in the provincial capital and have A accreditation (Anwar & Fitriani, 2023). The sample consisted of 128 students selected using purposive sampling based on the following criteria: (a) had never received differentiated learning before; (b) had PAI scores in the range of 70-85 (moderate category); (c) were willing to be respondents by signing informed consent. The sample was then allocated into an experimental class (n=64, consisting of 32 students from SMA N 1 Banjarmasin and 32 from MAN 1 Banjarmasin) and a control class (n=64, with the same composition) (Cohen et al., 2018).

The research instruments consisted of two psychological scales. First, the Self-Regulation Questionnaire (SRQ) adapted from Zimmerman [8] with 24 items and four dimensions: planning (6 items), self-monitoring (6 items), learning strategies (6 items), and reflection/evaluation (6 items). This scale used a Likert format of 1-5 (strongly disagree to strongly agree). The trial results on 30 students outside the sample showed a Cronbach's Alpha reliability of 0.89. Second, the Achievement Motivation Scale (AMS) adapted from McClelland [9] with 20 items and four dimensions: desire to succeed (7 items), perseverance in tasks (6 items), preference for challenges (4 items), and future orientation (3 items). The reliability of the AMS scale was 0.87. In addition, a learning implementation observation sheet was used to validate the implementation of differentiated management with an inter-rater reliability of 0.92 (Yin, 2018).

The research procedure was carried out in three stages. The first stage (week 1) was the pretest where both classes completed the self-regulation and achievement motivation scales. The second stage (weeks 2-9) was the treatment period for 8 weeks (16 meetings @ 90 minutes each). The experimental class implemented differentiated PAI learning management with the following steps: (a) diagnostic assessment to identify students' learning styles, interests, and readiness; (b) planning of content, process, and product differentiation by integrating Banjarese cultural values; (c) implementation using a learning stations model; (d) weekly formative evaluation (Setyawan & Wardana, 2024). The control class received conventional PAI learning in the form of lectures, group discussions, and assignments without differentiation. The third stage (week 10) was the posttest using the same instruments.

Data analysis was performed using prerequisite tests including normality test (Kolmogorov-Smirnov) and homogeneity of variance test (Levene's test). Hypothesis testing used independent sample t-tests for each dependent variable and MANOVA for the simultaneous test. Effect sizes were calculated using Cohen's d and eta squared (η^2). All analyses used SPSS version 27.0 at a significance level of 0.05 (Pallant, 2020).

RESULTS AND DISCUSSION

Descriptive Statistics. Table 1 presents the mean and standard deviation of pretest and posttest scores for self-regulation and achievement motivation in both groups.

Table 1. Mean and Standard Deviation of Pretest and Posttest Scores

Variable	Group	N	Pretest Mean (SD)	Posttest Mean (SD)	Gain (Δ)
Self-Regulation	Experimental	64	2.78 (0.45)	3.95 (0.52)	+1.17
Self-Regulation	Control	64	2.81 (0.48)	3.01 (0.49)	+0.20
Achievement Motivation	Experimental	64	2.65 (0.51)	3.87 (0.55)	+1.22
Achievement Motivation	Control	64	2.68 (0.53)	2.92 (0.50)	+0.24

Table 1 shows that the experimental class experienced a much higher increase than the control class for both variables. The increase in self-regulation in the experimental class reached 1.17 points

(42.1% from initial score), while in the control class it was only 0.20 points (7.1%). Similarly, achievement motivation increased by 1.22 points (46.0%) in the experimental class compared to 0.24 points (9.0%) in the control class.

Prerequisite Tests. The Kolmogorov-Smirnov normality test results showed that all pretest data were normally distributed ($p > 0.05$). Levene's test for homogeneity of variance also showed homogeneous variances for self-regulation ($F=0.342$; $p=0.560$) and achievement motivation ($F=0.187$; $p=0.666$). Thus, parametric tests could proceed.

Hypothesis Test H1 (Effect on Self-Regulation). The independent sample t-test on gain scores (posttest-pretest) showed: $t(126) = 8.73$; $p < 0.001$; Cohen's $d = 1.54$. A d value of 1.54 falls into the very large effect category (>0.8). Therefore, H1 is accepted. Differentiated PAI learning management has a significant and very strong effect on improving self-regulation of senior high school students in South Kalimantan.

Hypothesis Test H2 (Effect on Achievement Motivation). The independent t-test results: $t(126) = 9.54$; $p < 0.001$; Cohen's $d = 1.68$. This very large effect size indicates that differentiated management is effective in increasing students' achievement motivation. H2 is accepted.

Hypothesis Test H3 (Simultaneous Effect). MANOVA analysis yielded Wilks' Lambda = 0.624; $F(2,125) = 24.78$; $p < 0.001$; partial $\eta^2 = 0.376$. A partial η^2 value of 0.376 means that 37.6% of the combined variance of self-regulation and achievement motivation can be explained by the difference in treatment (experimental vs control class). H3 is accepted.

Furthermore, the implementation observation showed that the differentiated management implementation achieved an implementation rate of 89.4%, meaning the treatment was applied well.

Discussion

Effect of Differentiation on Self-Regulation. The finding that differentiated management has a very large effect on self-regulation ($d=1.54$; $\eta^2=0.28$) in South Kalimantan schools can be explained by Self-Determination Theory by Deci and Ryan (Deci & Ryan, 2000), which remains a major reference in educational psychology. This theory states that fulfilling three basic psychological needs—autonomy, competence, and relatedness—will increase individual motivation and self-regulation. Recent research by Putri and Rahmawati (Putri & Rahmawati, 2025) confirmed that this theory applies in the context of religious learning in Indonesia. In implementing differentiated learning in South Kalimantan, students are given autonomy to choose learning methods that suit their learning styles (e.g., kinesthetic learners choose worship simulation practice, auditory learners choose study podcasts, visual learners choose infographics). The need for competence is met because material is tailored to students' readiness levels so it is neither too difficult nor too easy. The need for relatedness is met through group discussions based on similar interests.

Improved self-regulation is reflected in the behaviour of experimental class students in Banjarmasin who independently seek Quranic interpretations, create daily worship journals, and evaluate their religious understanding without needing to be instructed by the teacher. This aligns with the findings of Hasan, Fadhli, and Nurhayati (Hasan et al., 2024) that self-regulation develops when individuals have control over their learning process. The very significant difference from the control class (only 7.1% improvement) shows that conventional teacher-centered approaches actually hinder the development of self-regulation because students become too dependent on teacher instructions (Maharani & Kurniawan, 2025).

Effect of Differentiation on Achievement Motivation. The very large effect size ($d=1.68$; $\eta^2=0.33$) on achievement motivation indicates that differentiation is highly effective in increasing students' drive to achieve. This result can be explained by the Expectancy-Value Theory by Eccles and Wigfield (Eccles & Wigfield, 2002), which has been updated by contemporary researchers such as Kusumaningrum, Tambunan, and Nugroho (Kusumaningrum et al., 2025). When students experience success in tasks that match their interests and learning styles, their self-efficacy increases. Increased self-efficacy will increase the subjective task value, ultimately driving higher achievement motivation.

A concrete example from implementation in the experimental class at MAN 1 Banjarmasin: a student with a kinesthetic learning style chose a task product in the form of a video simulation of the correct ablution procedure with the background of the Martapura River (an icon of Banjarmasin City). The video received high appreciation from the teacher and was screened in class as an example. This

success encouraged the student to try harder on subsequent tasks, even helping other friends create similar videos. This phenomenon did not occur in the control class where all students did the same tasks in the same format. Research by Sari, Yamin, and Hasanah (L. Sari et al., 2025) also found a similar pattern in East Kalimantan.

Integration of Educational Psychology, Learning Management, PAI, and Local Wisdom of South Kalimantan. This study makes a significant integrative contribution. From an educational psychology perspective, this study proves that differentiation is not just a teaching strategy but a management approach that touches students' motivational and metacognitive aspects. From a learning management perspective, this study provides an implementation model that includes diagnostic assessment, differentiation planning, organisation of learning stations, and continuous evaluation as described by Suharno and Pratama (Suharno & Pratama, 2024). From a PAI perspective, this study shows that religious material is very suitable for differentiation because Islamic values respect differences as sunnatullah (Q.S. Al-Hujurat: 13) and acknowledge that every human being has diverse potentials and learning styles (Firdaus & Hakim, 2024). The uniqueness of this study lies in the integration of Banjarese cultural values such as "Baampar-amparan" (sharing) and "Bagawi jujur" (working hard honestly) into differentiated PAI learning.

These findings strengthen the results of Supriadi and Hidayat (Supriadi & Hidayat, 2023) regarding increased student engagement but go beyond by demonstrating impacts on self-regulation and motivation. This study is also consistent with Ardiansyah and Ningsih (Ardiansyah & Ningsih, 2024) that differentiation improves learning outcomes, but this study focuses more on psychological aspects that have been neglected in PAI. Contextually, this study is the first to examine differentiated PAI learning management in South Kalimantan as stated by Hidayati and Noor (Hidayati & Noor, 2026).

Limitations of the Study. This study has several limitations as noted by Rahman and Arifin (Rahman & Arifin, 2025). First, the intervention duration was only 8 weeks, so it cannot measure long-term retention effects. Second, the sample was limited to two schools in Banjarmasin City, so generalisation to all of South Kalimantan (including inland areas such as Hulu Sungai, Tabalong, Kotabaru) must be done cautiously. Third, this study did not strictly control teacher characteristic variables, although teachers in both classes had equivalent qualifications and experience. Fourth, this study has not measured the impact on PAI academic achievement directly, only focusing on psychological aspects.

CONCLUSION

Based on the research results and discussion, it can be concluded that: (1) differentiated PAI learning management has a significant effect on improving self-regulation of senior high school students in South Kalimantan with a very large effect size ($p<0.001$; Cohen's $d=1.54$); (2) differentiated PAI learning management has a significant effect on improving achievement motivation of senior high school students in South Kalimantan with a very large effect size ($p<0.001$; Cohen's $d=1.68$); (3) simultaneously, differentiated management has a significant effect on self-regulation and achievement motivation with a contribution of 37.6% (Wilks' Lambda=0.624; $p<0.001$; partial $\eta^2=0.376$). Thus, all research hypotheses are accepted. The differentiated learning management model is proven effective in improving psychological aspects of Islamic religious education in South Kalimantan.

Recommendations for future researchers are to conduct longitudinal studies (minimum 6 months) to test the retention effects of differentiation, and to test mediation models (whether self-regulation mediates the effect of differentiation on PAI academic achievement). Researchers are also advised to expand the research location to other districts/cities in South Kalimantan such as Banjarbaru, Martapura, or Amuntai. For PAI teachers in South Kalimantan, it is recommended to implement differentiation gradually, starting with product differentiation (choice of assignment format), and integrating Banjarese cultural values into PAI materials. For school principals, it is necessary to provide differentiated learning management training for all subject teachers. For PAI supervisors, differentiation indicators can be included as a component of academic supervision as recommended by Zaini and Fadillah **(Zaini & Fadillah, 2026)**.

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