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Evaluation Of Differentiated Learning In Islamic Religious Education Subjects At SDN 03 Danger

Zohdi Halil[1]
[1]Master Of Islamic Religious Education Postgraduate Study Program State Islamic University Of Mataram
Suhirman[2]
[2]Master Of Islamic Religious Education Postgraduate Study Program State Islamic University Of Mataram
Saparudin[3]
[3]Master Of Islamic Religious Education Postgraduate Study Program State Islamic University Of Mataram
Abdul Fattah[4]
[4]Master Of Islamic Religious Education Postgraduate Study Program State Islamic University Of Mataram
Emawati[5]
[5]Master Of Islamic Religious Education Postgraduate Study Program State Islamic University Of Mataram

Email : 250401024.mhs@uinmataram.ac.id , suhirman@uinmataram.ac.id , saparudin@uinmataram.ac.id , abdulfattah@uinmataram.ac.id , Emawati@uinmataram.ac.id .

Abstract

This study aims to evaluate the implementation of differentiated learning in Islamic Religious Education (PAI) at SDN 03 Danger. Differentiated learning is understood as a teaching approach that adapts learning content, processes, and products to students' readiness, interests, and learning styles. This concept was developed by Carol Ann Tomlinson (2001) and is a core strategy in the Independent Curriculum, which emphasizes student-centered learning. This study used descriptive qualitative methods with observation, interview, and documentation techniques to obtain contextual data. The results showed that PAI teachers had conducted an initial diagnosis to map students' learning profiles (visual, auditory, kinesthetic) and grouped them based on their

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level of learning readiness. The implementation of differentiated learning was carried out through content differentiation with graded worksheets, process differentiation with group discussions and peer tutoring, and product differentiation through visual works, oral tests, and worship practices. Evaluation was carried out comprehensively with diagnostic, formative, and summative assessments tailored to students' learning styles. This evaluation covered the cognitive, affective, and psychomotor domains, providing a comprehensive picture of student development. Supporting factors for the implementation of differentiation include teacher competence, principal support, and student enthusiasm. Inhibiting factors include limited infrastructure, lengthy preparation times, and a limited number of Islamic Religious Education (PAI) teachers. Overall, differentiated learning in Islamic Religious Education (PAI) at SDN 03 Danger has proven effective in increasing student motivation, participation, and understanding, despite still facing technical and resource challenges.

Keywords: Evaluation, Differentiated Learning, Islamic Religious Education, SDN 03 Danger.

INTRODUCTION

Differentiated learning is a teaching approach that consciously and systematically adapts learning elements to the diverse characteristics of students (Hikmah et al. 2025) . This approach was developed by Carol Ann Tomlinson (2001), who defined it as a teacher's effort to modify content (what is learned), process (how students learn it), product (how students demonstrate understanding), and learning environment to suit each student's readiness, interests, learning style, and individual profile. Tomlinson emphasized that differentiation is not simply random variation, but rather a philosophical response to the principle that effective learning occurs when instruction is designed to be flexible and inclusive, so that each child can reach their maximum potential without feeling left behind or bored (Kurniawan 2025) .

In the context of contemporary Indonesian education, differentiated learning is a core strategy in the implementation of the Independent Curriculum. This curriculum, launched in stages since 2022 by the Ministry of Education, Culture, Research, and Technology, places students at the center of learning (student-centered learning) (Syafei 2025) . One of its main characteristics is teacher flexibility in designing learning that accommodates individual differences, including through initial diagnostic assessments to map student needs, the development of teaching modules, and diverse formative assessments (Hartina, Mania 2026) . Differentiated learning in the Independent Curriculum is no longer an optional choice, but rather

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a necessity to achieve in-depth, meaningful, and equitable learning for all students (Sitorus 2025)

The application of differentiated learning is highly relevant to Islamic Religious Education (PAI) subjects at the elementary school level. PAI materials are holistic and multidimensional: encompassing cognitive aspects (understanding concepts such as the pillars of faith, the pillars of Islam, the jurisprudence of zakat, or memorizing short surahs), affective (instilling noble moral values, tolerance, and empathy), and psychomotor (practice of worship such as ablution, prayer, or hajj simulations) (Ma'rifatunnisa' 2025) . The diversity of students in elementary school classes, ranging from differences in Qur'an reading ability, interest in prophetic stories, learning styles (visual through pictures, auditory through lectures, kinesthetic through practice), to family backgrounds that influence understanding of religious values, makes a uniform approach less effective. Without differentiation, high-achieving students may feel less challenged, while students with learning difficulties risk losing motivation and basic understanding (Syauky and Jannah 2025) .

Differentiated learning evaluation in Islamic Religious Education (ISE) at SDN 03 Danger was implemented with a comprehensive approach, encompassing the cognitive, affective, and psychomotor domains. Islamic Religious Education (ISE) teachers adapted assessment instruments to students' learning styles, ensuring fairer and more representative evaluation results. Visual learners were assessed through image-based products and illustrated written tests, auditory learners through oral tests, discussion participation, and prayer recitation assessments, and kinesthetic learners through worship practices and social simulations (Chamidah et al. 2025) . In this way, the evaluation not only measured mastery of the material but also religious attitudes and worship skills. This approach aligns with the principles of the Independent Curriculum, which emphasizes assessment as an integral part of learning. Therefore, the results of differentiated evaluations provide a comprehensive picture of student development and serve as a basis for teachers in designing follow-up learning activities tailored to individual needs (Syarief and Muzakki 2026) .

Initial observations indicate that SD 03 Danger has implemented differentiated learning in some subjects. Teachers at the school consistently use a method of grouping students based on their readiness to learn (readiness), interests, and learning profiles, both in face-to-face activities and during independent assignments.

Several previous studies conducted by (Setyo et al.), (Dinayu Dwi Elvina), and (Reza Widyawati) have shown that differentiated learning within the independent curriculum is highly effective for implementation at the elementary school level. This approach accommodates

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student diversity and makes the learning process more enjoyable and meaningful, although it requires more thorough preparation.

Numerous studies have been conducted on differentiated learning in elementary schools. However, most of these studies focus solely on general subjects such as science, Indonesian, mathematics, and other general subjects. However, studies focused on differentiated learning in Islamic Religious Education (PAI) are still relatively few. Islamic religious education has distinct characteristics because it emphasizes spirituality, morality, and religious values, which are strongly influenced by the diversity of students' backgrounds.

Therefore, this research was conducted to find out how to implement differentiated learning in Islamic Education lessons? How is the evaluation of differentiated learning in Islamic Religious Education subjects at SDN 03 Danger?, and what are the supporting and inhibiting factors in the implementation of differentiated learning in Islamic Religious Education subjects at SDN 03 Danger?

RESEARCH METHODS

In this study, the researchers used a qualitative approach. According to Denzin & Lincoln, qualitative research is contextual and aims to understand and interpret phenomena according to their actual conditions, utilizing various methods available in qualitative research, such as observation, interviews, and documentation. This study adopted a qualitative descriptive type, which presents data as it is without manipulation or fabrication. The goal is to provide a clear picture of an event or seek explanations for ongoing phenomena (Juita et al. 2025) .

DISCUSSION

Implementation of Differentiated Learning in Islamic Religious Education Subjects at SDN 03 Danger

Differentiated learning is a teaching approach that is responsive to the diversity of students (Mariyatul et al. 2024) . According to Carol Ann Tomlinson and Moon (2014), differentiated learning is an effort to adjust the learning process in the classroom to meet the individual learning needs of each student "with the basic principle of one size doesn't fit all (one size does not fit all) (Trisnani et al. 2024) . This approach views students individually even though they are in the same class based on age, because they have differences in learning readiness, interests, and learning profiles/styles (Rizqianna 2024) .

Differentiated learning is learning that accommodates, serves, and recognizes the diversity

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of students according to their readiness, interests, and learning preferences (Safitri et al. 2023) . It is not merely individual learning, but rather systematic adjustments so that each student can explore their maximum potential without feeling burdened or bored (Naibaho 2023) . The goal is to create learning equality, bridge the achievement gap, and build student motivation and independence. At the school, Islamic Religious Education teachers have attempted to implement differentiated learning, although it is still in the development stage. Implementation is carried out in three main dimensions: content differentiation, process differentiation, and product differentiation, in accordance with Carol Ann Tomlinson's theoretical framework. The implementation of differentiated learning is carried out through several stages, including:

1. Differentiated Learning Planning

   Before implementing differentiated learning, Islamic Religious Education teachers first conduct an initial diagnosis of all students (FD Lestari and Isdaryanti 2025) . The initial step taken by Islamic Religious Education teachers is to conduct a diagnosis by observing students' learning style profiles. After conducting an initial diagnosis, the teacher groups students into several groups according to their respective learning styles. Next, the teacher develops a teaching module that incorporates elements of differentiation. The teacher also prepares various media such as Islamic animation videos, graded worksheets, and simple practice materials (Hartina et al. 2026) . This is consistent with an interview with Mr. Taufikurrahman S. Pd. I, who stated that:

   > "As a teacher of Islamic Religious Education (PAI), I always conduct an initial diagnosis before starting the learning process to determine the students' learning styles. We assess whether they are more visual, auditory, or kinesthetic, ensuring the learning process is more effective. Furthermore, we group students based on their readiness and learning styles. However, implementing differentiated learning presents a challenge, particularly in preparing the learning materials, which takes almost two weeks before the classroom session. However, after that, the classroom process becomes easier because students are no longer bored."

   From this explanation, it can be understood that implementing differentiated learning requires more effort from Islamic Religious Education (PAI) teachers at the school to develop materials that are appropriate for students' varying learning styles. The purpose of this initial diagnosis is to facilitate teachers in grouping students based on their learning styles and to facilitate teachers in developing the learning sequences to be implemented (Syaifuddin 2024) .

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2. Implementation of Differentiated Learning

The application of learning in the learning process has created a more inclusive, enjoyable, and tailored Islamic Religious Education (PAI) learning environment that is tailored to the needs of each student (UF Lestari et al. 2024) . This approach not only improves students' understanding of the material but also helps develop Islamic morals and character more optimally. Thus, the Independent Curriculum can be realized through truly student-centered learning (Apriyanto 2024) . An interview with an Islamic Religious Education (PAI) teacher regarding the implementation of the differentiated learning process revealed:

> "During the teaching and learning process, I divide students in one class into several small groups based on their learning readiness (low, medium, high). Then I distribute worksheets according to each student's learning readiness. This is where the teacher's job is to accompany students with medium and low abilities to understand the ongoing learning. As for students with high readiness, if they experience difficulties, they can ask me and if students with high readiness have finished, they can help other friends, this is where peer tutoring is implemented.

From the interview results, we can understand that Islamic Religious Education teachers have attempted to meet students' learning needs according to their readiness and learning styles. Furthermore, Islamic Religious Education teachers have attempted to implement content differentiation based on the diversity of worksheets given to each group according to ability, process differentiation seen from learning readiness, and product differentiation seen from student learning outcomes (Istiqomah et al. 2023) .

Based on the results of the analysis of documentation data in the form of teaching modules, the teaching and learning process in class begins with greetings and prayers, then the teacher conducts apperception using a mindful approach that becomes a stimulus for students. The teacher then conveys the learning objectives about alms and gifts. Then the teacher conducts exploration (meaningful), namely the teacher explains that alms are given voluntarily because they expect rewards, whether it is alms through wealth or actions (smiles). After that, the teacher provides a simple case study related to the learning material, making it easier for students to understand which is alms and which is a gift. Then the teacher invites students to reflect so that students realize that doing good has many ways. Finally, the teacher summarizes and emphasizes the differences between alms and gifts. As a follow-up, the teacher assigns students to do one alms at home to share their experience of giving alms at the next meeting.

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Based on the results of these observations, differentiated learning is structured, meaningful, and enjoyable, making it easier for students to understand the material on zakat, infaq, alms, and gifts according to their readiness and learning style.

Evaluation of Differentiated Learning in Islamic Religious Education Subjects at SDN 03 Danger

Based on the data obtained by researchers, learning assessments are conducted in various ways, depending on the objectives. The learning assessments implemented at SDN 3 Danger include:

a. Diagnostic Assessment is conducted to determine students' initial understanding.
b. Formative assessment aims to assess student engagement during discussions, assess student understanding of the differences in material (Zakat, Infaq, Sedekah, and Gifts), and assess student learning outcomes.
c. Summative assessment is carried out with the aim of assessing students' work (Product), assessing students' understanding when playing a role in simulations of learning materials (Practice), and assessing students' ability to differentiate the material being studied (Written Test), for example zakat, infaq, alms and gifts.

Assessment is necessary because it is a crucial part of the learning process (Arta 2024) . Through assessment, teachers can determine students' level of understanding, skills, and attitudes toward the material being taught. Without assessment, teachers will have difficulty assessing whether learning objectives have been achieved (Wijayama et al. 2024) . Overall, these three stages of assessment aim to measure student learning achievement, help teachers adapt learning strategies, and develop students' overall abilities.

Differentiated learning evaluation in Islamic Religious Education (PAI) at SDN 03 Danger was conducted by adapting assessment instruments to students' learning styles. The evaluation included the following methods:

1. For students with a visual learning style, teachers emphasize evaluation through image-based products, mind maps, or posters depicting the concepts of zakat, infaq, sedekah, and gifts. Written tests with illustrations are also used to measure their ability to connect visual symbols with religious meaning. This assessment emphasizes interpretation skills and visual representation as indicators of understanding (Hutagalung 2025) .
2. Students with an auditory learning style are evaluated more through oral tests, discussion participation, and the ability to convey material verbally (Sahudra et al.

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2023) . Islamic Religious Education teachers assess students' activeness in asking, answering, and responding to friends' opinions, as well as assessing short surah recitations or prayers through audio recordings. This auditory evaluation emphasizes the ability to absorb, process, and convey information verbally with accurate intonation and meaning.

3. Kinesthetic learning styles are evaluated through hands-on practice and simulations. Teachers assess students' psychomotor skills by demonstrating ablution, prayer movements, or role-playing about charity and gift-giving practices (Rahman 2025) . Additionally, simple projects such as creating a "Classroom Charity Box" or carrying out concrete actions at home are part of the assessment, emphasizing the application of religious values in real-life situations. This evaluation focuses on students' ability to internalize religious teachings through physical activity and direct experience.

This is in line with the results of an interview with an Islamic Religious Education teacher, he said that:

"In evaluating Islamic Religious Education (PAI) learning, I try to adapt assessment instruments to students' learning styles to ensure fairer and more comprehensive results. For example, for visual learners, I assess them through products like posters or mind maps, while for auditory learners, I use oral tests and discussions. I evaluate kinesthetic learners through prayer practices and simulations. This way, I can see students' abilities not only from a cognitive perspective, but also from an affective and psychomotor perspective. I see that this approach makes students more enthusiastic about learning. Children who are usually passive become more active when the assessment aligns with their learning style. For example, kinesthetic learners are very enthusiastic when demonstrating ablution or prayer, while auditory learners are more confident when reciting prayers aloud. However, I also face challenges, especially in terms of preparation time and limited facilities. Even so, I feel this differentiated evaluation is important because it helps me understand each student's potential more comprehensively."

By adapting evaluation instruments to students' learning styles, the assessment process for Islamic Religious Education (PAI) at SDN 03 Danger is more comprehensive and reflects students' overall potential. Evaluation focuses not only on cognitive aspects through written tests but also on affective aspects through discussion participation and religious attitudes, as well as psychomotor aspects through worship practices and simulations (Uri and Saputra 2025) . This approach aligns with the principles of the Independent Curriculum, which emphasizes assessment

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as an integral part of learning, not simply a tool for measuring final results. Thus, differentiated evaluation results can provide a fairer picture of student abilities and serve as a basis for teachers to design follow-up learning tailored to each individual's needs (Ulfha et al. 2025) .

Thus, differentiated evaluation in Islamic Religious Education (PAI) at SDN 03 Danger not only measures cognitive aspects but also affective and psychomotor aspects, according to the subject's characteristics. Teachers combine diagnostic assessments to map learning styles, formative assessments to assess learning processes based on student characteristics, and a variety of summative assessments: written tests for visual learners, oral tests for auditory learners, and practical tests for kinesthetic learners. This approach aligns with the principles of the Independent Curriculum, which emphasizes assessment as an integral part of learning, ensuring more comprehensive evaluation results and reflecting students' overall potential.

Obstacles and Challenges in Implementing Differentiated Learning at SDN 03 Danger

The implementation of differentiated learning at SDN 03 Danger did not run without obstacles, namely:

1. Limited human resources and teachers' understanding of differentiated learning. There's only one Islamic Religious Education teacher for all classes, making the material preparation burden very heavy. Teachers often have to work late into the night to prepare differentiated materials.
2. Facilities and infrastructure are minimal. The school only has one projector and one smart TV, which must be shared between classes. Internet access is unstable, making learning less than optimal.

This is in accordance with an interview conducted with the principal at SDN 03 Danger, namely Mr. Badri S. Pd, who stated that:

> "This school has actually implemented differentiated learning for Islamic Religious Education (PAI) learning, because this learning can make it easier for students to understand the material presented by their teachers in class optimally, however, this differentiated learning process cannot run without obstacles or constraints such as a lack of human resources, a lack of facilities and infrastructure.

From the interviews above, we can see that differentiated learning can be implemented in rural elementary schools like SDN 03 Danger, despite various limitations. Teachers have successfully adapted content and processes to suit the diversity of students, creating a more inclusive and student-centered learning environment. This aligns with the spirit of the

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Independent Curriculum, which emphasizes differentiation as a key strategy. Overall, the results of this study provide an overview of the potential and challenges of implementing differentiated learning in Islamic Religious Education (PAI) at the elementary school level. This approach has been shown to increase students' motivation, participation, and understanding of religious values at SDN 03 Danger.

CONCLUSION

The implementation of differentiated learning in Islamic Religious Education (PAI) at SDN 03 Danger has been running in accordance with the basic principles of differentiation developed by Carol Ann Tomlinson. PAI teachers conduct an initial diagnosis to map students' learning profiles (visual, auditory, kinesthetic) and group them based on their level of learning readiness. Learning is implemented through content differentiation with graded worksheets, process differentiation with group discussions and peer tutoring, and product differentiation through visual works, oral tests, and worship practices. This creates a more inclusive, enjoyable, and meaningful learning environment.

Differentiated learning evaluation is implemented comprehensively using diagnostic, formative, and summative assessments. Teachers adapt assessment instruments to students' learning styles, ensuring that evaluations encompass cognitive, affective, and psychomotor domains. Visual learners are assessed through image-based products, auditory learners through oral tests and discussions, and kinesthetic learners through worship practices and simulations. This approach ensures fairer and more representative evaluation results, providing a comprehensive picture of student development.

Supporting factors for the implementation of differentiated learning include the competence of Islamic Religious Education teachers, the support of the principal, and the enthusiasm of students who feel they are being cared for according to their learning needs. Inhibiting factors include limited infrastructure, lengthy preparation times, and a limited number of Islamic Religious Education teachers. Despite facing technical and resource challenges, differentiated learning in Islamic Religious Education at SDN 03 Danger has proven effective in increasing student motivation, participation, and understanding of Islamic values.

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