



Strengthening Islamic religious education reading literacy through differentiated learning

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Abstract

The purpose of this research is to discuss the use of various learning strategies to enhance students reading literacy skills in Islamic Religious Education (PAI) at SDN 12 Talang Kelapa. A case study design and a qualitative methodology were employed. Data were collected through interviews, observations, and document reviews with the principal, PAI teacher, and fourth grade students. The findings show that in the preparation phase, teachers determine their students' learning needs, develop individual lesson plans and create a supportive learning environment. In implementation teachers employ process differentiation through a variety of teaching approaches and environmental changes. In the evaluation stage, formative and summative tests are adjusted according to the level of student proficiency. The reading literacy of the students is still in an acceptable level with an average score of 2.7 from 5 although the teachers excellent in the implementation of differentiated learning (100% of indicators met). Half the pupils have reading comprehension difficulties, the other half reading delays. Besides the quality of instruction, internal student factors such as motivation, reading habits at home and parental engagement are found to have a major impact on the success of differentiated learning in this study.

Keywords: *differentiated learning, reading literacy, Islamic religious education, elementary school, case study*

Abstrak

Penelitian ini bertujuan untuk membahas penggunaan berbagai strategi pembelajaran berdiferensiasi guna meningkatkan keterampilan literasi membaca siswa dalam mata pelajaran Pendidikan Agama Islam (PAI) di SDN 12 Talang Kelapa. Menggunakan metodologi kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara, observasi, dan tinjauan dokumen dengan kepala sekolah, guru PAI, dan siswa kelas empat. Temuan menunjukkan bahwa pada fase persiapan, guru menentukan kebutuhan belajar siswa, mengembangkan rencana pelajaran individu, dan menciptakan lingkungan belajar yang mendukung. Dalam tahap implementasi, guru menerapkan diferensiasi proses melalui berbagai pendekatan pengajaran dan perubahan lingkungan. Pada tahap evaluasi, tes formatif dan sumatif disesuaikan dengan tingkat kemahiran siswa. Literasi membaca siswa masih dalam tingkat rata-rata yakni dengan skor 2.7 dari 5 meski guru sudah sangat baik melaksanakan pembelajaran yang berbeda (100% indikator terpenuhi). Setengah dari siswa mengalami kesulitan dalam pemahaman bahan bacaan, setengah lainnya mengalami keterlambatan membaca. Selain kualitas pengajar, faktor internal siswa seperti motivasi, kebiasaan membaca di rumah, dan keterlibatan orang tua memiliki dampak besar terhadap keberhasilan pembelajaran berdiferensiasi.

Kata kunci: pembelajaran berdiferensiasi, literasi membaca, pendidikan agama islam, sekolah dasar, studi kasus

Introduction

The ability to read is central to the skill processes of many fields of study. Good reading skills help students to receive, process and understand information from the text read more readily. Students with reading difficulties are vulnerable to lagging in the development of cognitive abilities and analytical reasoning skills (Pratama, 2022). The data of the Program for International Student Assessment (PISA) in 2022 published by the Organization for Economic Cooperation and Development (OECD) shows that while Indonesia's ranking in reading literacy has improved compared to 2018, the average literacy score of Indonesian students is still low compared to international standards (Kemendikbud, 2017). This fact shows that the problem of reading literacy is becoming a serious challenge in the world of primary education in the homeland.

The problem also occurs in SDN 12 Talang Kelapa from the initial observations conducted by the researcher. In the fourth grade of the school there are still quite a number of pupils not yet good readers, and some still spell out letters one by one. Interestingly, this school has been implementing the Merdeka Curriculum with differentiated learning for the last four years and has been appointed as one of the first batch of driving schools in Banyuasin Regency since 2021. This suggests that efforts have been made to improve the quality of learning but the realization of students reading literacy has not yet been fully optimal.

Numerous prior research has examined differential learning across diverse situations. Amalia, Mujianto, Fitrianti, and Widiati (2023) examined the incorporation of Islamic literacy education within diversified English language instruction for primary school pupils, highlighting the adaptation to the diversity of student's skills. Anggraini (2019) examined the evolution of Islamic Religious Education within a multicultural society, necessitating the diversification of pedagogical techniques. Lestari, Yusrie, and Srihartini (2024) investigated the application of varied learning strategies to enhance reading and numeracy skills among primary school students in Islamic Religious Education. Anshori (2025) assessed the influence of the differentiated learning model on improving Islamic religious education outcomes in primary schools. Komara and Sukandar (2025) examined the application of differentiated learning in Islamic Religious Education within the Merdeka Curriculum through an inclusive framework.

This research has several important differences when compared to previous studies. First, this research particularly discusses the implementation of differentiated learning in Islamic Religious Education subjects which has still rarely been discussed in the context of improving reading literacy. Previous studies have focused more on the subjects of Indonesian, science and English. Secondly, this research deeply explores the gap between the excellent quality of differentiated learning implementation by the teachers and the students reading literacy achievement which is still in the sufficient category. This gap is a novel finding that has not been widely reported in previous studies. Thirdly, this study examines the external factors beyond the teacher's control that affect the effectiveness of differentiated learning, such as student motivation, reading habits at home and parental involvement. Fourth, the research location is at SDN 12 Talang Kelapa, a driving school that has applied the Merdeka Curriculum from the beginning so that it has a specific context that is relevant to current national education policies. Fifthly,

this study not only looks into the cognitive aspects of reading literacy, but also looks into the affective aspects such as students' self-confidence, activeness in learning, and courage to express views. This is in agreement with the humanistic approach which is concerned with the holistic development of the student's potential. Sixth, this research uses a case study approach in depth with data triangulation from various sources (principal, PAI teacher and students) so that a comprehensive picture of the reality of differentiated learning implementation in the field can be presented.

Based on the description above, this study aims to describe the planning, implementation, and evaluation of differentiated learning and to analyze the factors that influence the effectiveness of differentiated learning in improving students reading literacy in Islamic Religious Education subjects in SDN 12 Talang Kelapa. This research is expected to contribute scientifically in the form of a deeper understanding of the implementation of differentiated learning in the context of Islamic Religious Education and the factors that influence it, so that it can be used as a reference for educators and policymakers in designing more effective reading literacy improvement strategies.

Research Methods

The research uses a qualitative approach with case study method. The qualitative approach is chosen because the research is intended to understand in depth the phenomenon of the implementation of differentiated learning in its natural context. The case study method provided the researchers with the opportunity to explore in depth and detail how differentiated learning is planned, implemented, and evaluated at SDN 12 Talang Kelapa. The location of the research is at SDN 12 Talang Kelapa, Banyuasin Regency, South Sumatra. The selection of the place is by considering that this school is a driving school in the first batch that has implemented the Merdeka Curriculum with a differentiated learning approach for four years. The research was conducted in the even semester of the academic year 2025/2026.

Research informants are school principals, Islamic Religious Education (PAI) teachers and fourth-grade students selected according to literacy ability criteria (high, medium, low). The informants were selected purposively to get the rich and in-depth data that were in line with the research focus. The principal was selected as an informant because the principal has authority in policy and supervision of curriculum implementation. The PAI teacher was selected because they are the direct implementer of differentiated learning in the classroom. Students were selected on the basis of differences in their literacy ability to get different perspectives.

The data collection techniques used were observation, semi-structured interviews, and documentation study. Observation is done through observation sheets in terms of the implementation of differentiation by the teacher (9 indicators), the availability of learning environment (6 indicators), student reading literacy ability (scale 1-5), student participation in learning (scale 1-5). In-depth exploration of information from informants was conducted through semi-structured interviews with flexible interview guidelines. The study of documentation consisted of teaching modules, photos of activities and other supporting documents. The validity of data was tested through source triangulation and technique triangulation. Source triangulation was achieved by cross-

referencing data from the main, PAI teacher, and students. Techniques were triangulated by comparing data from observations, interviews and documentation studies. Data analysis was performed with Miles and Huberman model, including data reduction, data display and conclusion drawing/verification.

Results and Discussion

A. Research findings

The following is a recapitulation of the observation results based on the results of observations conducted on the implementation of differentiated learning:

Table 1. Summary of Differentiated Learning Observation Results

No.	Observed Aspect	Result	Category
1.	Teacher implementation of differentiation	9 of 9 indicators met (100%)	Excellent
2.	Learning environment availability	5 of 6 indicators (83.3%) met	Good
3.	Students' competence in reading literacy	Average score: 2.7/5	Sufficient
4.	Students' participation in learning	Average score: 3.9/5	Sufficient

Source: Primary data of the study

The detailed results of each observed aspect are given in the following tables.

Table 2. Students Reading Literacy Ability

No.	Student Code	Name (Initials)	Recognizing Letters		Reading Without Spelling		Fluent Reading		Understanding Reading Content		Retelling		Score
			Y	N	Y	N	Y	N	Y	N	Y	N	
1.	S-01	N	√		√		√		√		√		2
2.	S-02	S	√		√		√		√		√		2
3.	S-03	W	√		√		√		√		√		2
4.	S-04	G	√		√		√		√		√		2
5.	S-05	F	√		√		√		√		√		3
6.	S-06	D	√		√		√		√		√		3
7.	S-07	R	√		√		√		√		√		3
8.	S-08	A	√		√		√		√		√		4
9.	S-09	A	√		√		√		√		√		4
10.	S-10	F	√		√		√		√		√		2
Average													2.7

Source: Primary data of the study

Besides literacy skills, student engagement and participation in the classroom were also assessed presented in Table 3.

Table 3. Student Participation and Behavior in Learning

No.	Student Code	Name (Initial)	Focus on Reading		Following Instructions		Asking If Difficult		Group Participation		Completing Tasks		Score
			Y	N	Y	N	Y	N	Y	N	Y	N	
1.	S-01	N	√		√		√		√		√		3
2.	S-02	S	√		√		√		√		√		3
3.	S-03	W	√		√		√		√		√		4
4.	S-04	G	√		√		√		√		√		3
5.	S-05	F	√		√		√		√		√		4
6.	S-06	D	√		√		√		√		√		3
7.	S-07	R	√		√		√		√		√		5
8.	S-08	A	√		√		√		√		√		4
9.	S-09	A	√		√		√		√		√		5
10.	S-10	F	√		√		√		√		√		5
Average													3.9

Source: Primary data of the study

In addition to the student participation, the teacher's application of differentiated learning was also observed, as shown in Table 4.

Table 4. Implementation of Differentiation by the Teacher

No	Observed Aspect	Yes	No
1.	Teacher provides different reading texts for each group	✓	
2.	Teacher provides reading texts with varying difficulty levels	✓	
3.	Teacher uses learning media (pictures, videos, etc)	✓	
4.	Teacher gives different instructions for each group	✓	
5.	Teacher provides special assistance to students who have difficulties	✓	
6.	Teacher arranges different learning time for each group	✓	
7.	Teacher divides students into group based on reading ability	✓	
8.	Teacher provides choices of assignment forms (oral, written, drawing)	✓	
9.	Teacher provides different feedback according to student ability	✓	
Total		9	0
Percentage		100%	0%

Source: Primary data of the study

Besides the teacher's implementation, the learning environment that supports literacy activities were also observed as presented in Table 5.

Table 5. Availability of Learning Environment that Supports Literacy

No	Observed Aspect	Yes	No
1.	Classroom is neat and comfortable for reading	✓	
2.	Reading corner or reading area is available in the classroom	✓	
3.	Various reading books are available (Prophet stories, fairy tales, children's story book)	✓	
4.	Classroom lighting is sufficient for reading activities	✓	
5.	Classroom atmosphere is conducive (not noisy) during learning		✓
6.	Seating arrangement supports reading activities	✓	
Total		5	1
Percentage		83.8%	16.7%

Source: Primary data of the study

From the table above, it can be seen that in the aspect of the implementation of differentiation by the teacher in the observed indicators, all of the indicators were fully met or reached one hundred percent (100%), so it was categorized as the excellent category. On the availability of the learning environment, five of six indicators were met or around eighty-three-point three percent (83.3%) is included in the good category. In reading literacy skills, students scored an average of 2.7 out of five (2.7/5), which is within the sufficient category. Likewise, students' involvement in learning received an average score of three point nine out of five (3.9/5) which also fell into the sufficient category.

Results of interviews with the PAI teacher showed that in the planning stage the teacher carried out the identification of students learning needs through diagnostic assessment at the beginning of the semester. The teacher charted students reading skills across three levels: high, medium and low. From the mapping, the teacher developed the differentiated teaching modules by adjusting the content, process, and learning product according to the ability level of each student.

In the implementation stage, the teacher applied process differentiation through various teaching strategies including group discussion, interactive questioning, hands-on practice, project-based learning, and problem-based learning. The teacher also changed the learning environment by changing the classroom layout to support different learning activities. Students with low reading abilities were seated near the teacher and given special assistance. For the evaluation stage, the teacher used formative and summative assessments tailored to each student's ability level. Students with lower

ability were assessed verbally or with simpler questions. Students with high abilities were given analytical questions and more complex project tasks. The literacy difficulty identification results indicated that 50% of students had reading delays and the other 50% had trouble understanding reading content.

B. Discussion

The findings of the research presented above point to a number of important findings that need to be explored more fully. The discussion will focus on three main aspects, namely planning, implementation and evaluation of differentiated learning.

1. Planning for differentiated learning

The research results prove that the teachers have done planning by identifying the students' learning needs before preparing the teaching modules. This step is in line with the theory proposed by Tomlinson and Moon (2014) that differentiated learning should be based on three main pillars, the actions implemented by the PAI teacher at SDN 12 Talang Kelapa to ascertain students' readiness, interests, and learning profiles aligned with the tenets of diagnostic assessment in individualized instruction (Tomlinson and Moon, 2024). The teacher employed a multifaceted approach, utilizing tests, questionnaires, observations, and informal conversations to acquire a holistic understanding of each student's attributes.

The readiness assessment conducted at the beginning of the semester enabled the teacher to map students' initial abilities so that the content, process, and product could be tailored to their level of understanding. The interest evaluation the teacher to select pertinent topics and educational resource, so enhancing student motivation to study. Concurrently, the learning profile evaluation enabled the educator to diversify the methodologies and media employed facilitating each student learning in accordance with their preferred style. This thorough identification approach established the basis for the teacher to create effective differentiated learning. In the absence of a comprehensive grasp of each student's preparation, interests, and learning profiles differentiated learning would merely be a surface strategy and would fail to substantially enhance kids' reading proficiency. The teacher at SDN 12 Talang Kelapa does not immediately prepare teaching modules without knowing the actual conditions of the students, but first maps their reading abilities, learning styles, and initial levels of understanding.

In addition, the teacher differentiates in the content by modifying the reading materials based on the ability level of each student. This is in line with Marlina's (2020) opinion that content differentiation is the adjustment of curriculum and learning material based on the learning styles and conditions of students. In practice, students with low reading ability get easier texts with short sentences and illustrations. Students with high reading ability get more complex readings and analysis tasks in order to promote a deep understanding.

A detailed plan is the important basis for successful implementation of classroom learning. Dalman (2014) stresses that a good learning planning must consider students characteristics as learning subjects. In this research context, the teacher plans not only what to teach, but also how to teach in the most effective way for each group of students. In this research context, the teacher plans not only what to teach, but how to teach most

effectively for each group of students. This is consistent with the teacher's awareness that each student has different needs and should be treated differently.

2. Implementation of differentiated learning

The implementation of differentiated learning at SDN 12 Talang Kelapa shows the implementation of differentiation in the aspects of process and learning environment. The results reveal that teachers do not treat and manage all students the same, but adjust their teaching strategies according to each student's level of ability. This aligns with the principle of fairness in learning articulated by Tomlinson and Moon (2014) that fairness is not treating everyone the same but giving each individual what they need to achieve equitable outcomes.

In its implementation, the teacher applies various different teaching methods such as group discussions, interactive Q&A, hands-on practices, project-based learning, and problem-based learning. The variety of such methods enables students with different learning preferences to be actively involved in the learning process. This will help students who prefer visual learning to use images and videos, while those who prefer learning through hearing will benefit from oral explanations and discussions.

Purnawanto (2023) in his research emphasized that differentiated learning is an effective way to accommodate the diversity of student. This allows teachers to give each student the individual attention they require. At SDN 12 Talang Kelapa, the teacher pays special attention to students who have difficulty reading by providing intensive assistance and additional time to practice reading. Suwartiningsih (2021) also found that the application of differentiated learning can significantly improve the student learning outcomes. The results of this research show that the implementation of the teacher is very good, but the improvement of students reading literacy still needs the support of various parties. This shows that differentiated learning in school is not sufficient to solve students' literacy problems, but should be supported by other external factors. This is in accordance with Marlina's (2020) theory of differentiated learning, especially the product aspect.

3. Evaluation of differentiated learning

The teacher's assessment in SDN 12 Talang Kelapa is flexible formative and summative assessment that is adjusted to the ability of the students. Product differentiation enables students to show their learning outcomes in a range of assessments. These can be oral tests, written tests, assignments, portfolios, or presentations. The teacher does not use one type of assessment instrument, but a variety of them: reading tests, observations, quizzes, performance assessments, analysis of student work, self-assessments.

The results of the literacy difficulty identification, which show that 50% of students have reading delays and the other 50% have difficulty in understanding reading are the basis for teachers to determine the appropriate follow-up actions. The teacher provides remedial lessons to students who have not reached minimal competency and enrichment to those who have exceeded the target. Komarayanti and Purwaningsih (2023) stated that the implementation of differentiated learning with PBL can improve students' science literacy skills. This is related to the situation of this research. The PAI teacher of

SDN 12 Talang Kelapa also uses various varied learning methods to increase students' reading literacy in PAI subjects.

4. Gap analysis & influencing factors

One important finding of this research is the gap between the excellent quality of differentiated learning implementation by the teacher (100%) and the good learning environment (83.3%) with students reading literacy achievement which is only in the sufficient category (average 2.7/5). This gap suggests that the success of differentiated learning depends not only on pedagogical factors at school, but also on external factors such as student motivation, reading habits at home, initial readiness, and parental support.

This finding supports the humanistic learning theory proposed by Prasetyo and Suciptaningsih (2022) and Rukmi and Mutiah (2023). This theory puts emphasis on the fact that every student is a unique person with different potentials, interests, and abilities. Therefore, the learning process should leave enough space for each student to develop according to his or her individual characteristics. This space has been provided by the differentiated learning that has been implemented at SDN 12 Talang Kelapa, but the results are not yet optimal due to external factors from outside the school.

Holisah (2022) in her research emphasized the importance of a humanistic approach to increase students' self-confidence in literacy abilities. The findings of this research show that students feel more confident, more active, and more courageous to express opinions after following differentiated learning. This shows that the approach is not only good for cognitive aspects or academic abilities, but also for affective aspects and also contributes to creating an environment rich in reading materials.

Nuranjani, Widiada, and Setiawan (2022) revealed that the profile of reading literacy abilities of third-grade students at SDN 2 Kuta was still in the low category. The present research reinforces the conclusion that the problem of reading literacy is complex and demands a comprehensive intervention. Differentiated learning in school alone is not enough but needs to be supported by other efforts outside of school.

Amalia, Mujianto, Fitriati, and Widiati. (2023). *The Integration of Islamic Literacy Education in Differentiated English Language Learning for Elementary School Students*. Their findings suggest that this approach can accommodate the heterogeneity of student capabilities and improve their literacy. But they also emphasize the value of support from different parties to achieve the best outcomes.

Pratama (2022) states that differentiated learning strategies are effective in improving students reading comprehension literacy skills. However, the research also recognizes that the effectiveness of this approach is largely dependent on different factors, such as student motivation and environmental support. This finding is in line with the result of this study that the internal factors of students play an important role in determining the success of learning.

Inayah (2021) integrated dimensions of Pancasila student profile in subject of Islamic Religious Education to face era 4.0. This research is relevant to the context of this research because it shows that Islamic Religious Education has great potential in

developing various student competencies including reading literacy if managed with the right approach and attention to student characteristics.

According to Anggraini (2019), the development of Islamic Religious Education in multicultural societies requires differentiation of learning approaches. This study has confirmed that a one-size-fits-all learning strategy will not work in the context of heterogeneous societies. Differentiated learning is the right answer to student diversity in multicultural societies.

5. Implications and recommendations

The findings of the research have some important implications that must be considered. First, the implementation of differentiated learning by teachers is already very good, but for the improvement of students reading literacy, it needs a more holistic approach and the cooperation of various parties. Teachers, schools, parents and the community must work together to provide an environment that supports the development of literacy. Second, internal factors of students such as motivation and reading habits at home play an important role in the literacy ability. Therefore, literacy improvement efforts should not only focus on pedagogical aspects at school, but also pay attention to the development of students' intrinsic motivation and sustainable reading habits.

Thirdly, the role of parents in accompanying children to read at home is very important. This research suggests that students with parent support tend to have better literacy skills. So, the schools need to involve parents in the literacy programs and teach them how to accompany children to read at home. Fourth, schools have to build a learning environment that is rich in reading materials and other supporting facilities. Even though the learning environment at SDN 12 Talang Kelapa has been considered good (83.3%), there is still a room for improvement, especially in the availability of varied reading materials that are appropriate to the students' ability levels.

Fifth, teachers need to constantly develop their professional abilities of designing and implementing differentiated learning. The teacher's implementation is already very good, but there is still room for improvement, especially in the development of more varied and adaptive assessment instruments. Therefore, it is crucial to sustain a continual synergy between teachers, schools, parents, and the community. Teachers need to improve the quality of learning, schools need to provide adequate facilities, parents need to actively accompany their children in reading, and the community needs to create a literate environment. These four elements can only be optimally achieved in collaboration with students' literacy improvement.

Conclusion

The implementation of differentiated learning in the subject of Islamic Religious Education (PAI) at SDN 12 Talang Kelapa has been carried out proficiently throughout the planning, implementation, and evaluation stages with educators exhibiting exceptional performance in content, process, product, and environmental differentiation. Teachers have used differentiation to the optimum in the areas of content, process, product and learning environment. During the planning stage, educators assessed students' readiness, interests, and learning profiles via diagnostic

exams, interest surveys, observations styles, which guided the creation of individualized instructional modules. During the implementation phase, educators employed diverse instructional tactics such as group discussions, project-based learning, and problem-based learning, while also modifying the learning environment to accommodate varying ability levels. During the evaluation phase, educators employed adaptable formative and summative evaluations customized to students' competence levels. Nonetheless, the excellent quality of teacher implementation, students reading literacy achievement remained in the sufficient category (average score 2.7/5), indicating that the effectiveness of differentiated learning is significantly influenced by external factors beyond the teacher's control, specifically student motivation, reading practices at home, and parental participation.

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