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## **Differentiation of Content, Process, and Product in Islamic Religious Education Learning at SD Baitul Amien 1 Jember**

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### **Abstract**

This study aims to analyze the implementation of differentiated instruction encompassing content, process, and product differentiation in Islamic Religious Education (IRE) learning at SD Baitul Amien 1 Jember. The study employed a qualitative approach with a case study design. Data were collected through classroom observations, semi-structured interviews with IRE teachers, students, and school administrators, as well as document analysis. The data were analyzed using thematic analysis involving data reduction, data display, and conclusion drawing, with trustworthiness ensured through source and technique triangulation. The findings reveal that content differentiation was implemented relatively systematically by adjusting the depth of learning materials based on students' learning readiness. Process differentiation was reflected in the use of varied instructional strategies, flexible grouping, and diverse learning activities, although its implementation was constrained by time limitations and class size. Product differentiation was implemented through providing task options; however, it remained less optimal due to the dominance of written assessments. The study concludes that differentiated instruction has significant potential to enhance student engagement and understanding in Islamic Religious Education at the elementary level. Strengthening assessment flexibility and institutional support is essential to optimize the implementation of differentiated instruction in IRE learning.

**Keywords:** Differentiated Instruction; Islamic Religious Education; Elementary School; Content Differentiation; Process Differentiation; Product Differentiation.

### **Abstrak**

*Penelitian ini bertujuan untuk menganalisis penerapan pembelajaran berdiferensiasi yang mencakup diferensiasi konten, proses, dan produk dalam pembelajaran Pendidikan Agama Islam (PAI) di SD Baitul Amien 1 Jember. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi pembelajaran, wawancara semi-terstruktur dengan guru PAI, siswa, dan pihak sekolah, serta analisis dokumen pembelajaran. Analisis data dilakukan menggunakan analisis tematik melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan, serta diuji keabsahannya melalui*

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*triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa diferensiasi konten telah diterapkan secara cukup sistematis dengan penyesuaian kedalaman materi sesuai kesiapan belajar siswa. Diferensiasi proses diwujudkan melalui variasi strategi pembelajaran, pengelompokan fleksibel, dan aktivitas belajar yang beragam, meskipun masih terkendala keterbatasan waktu dan jumlah siswa. Sementara itu, diferensiasi produk telah diterapkan dalam bentuk pilihan tugas, namun belum optimal karena dominasi penilaian tertulis. Penelitian ini menyimpulkan bahwa pembelajaran berdiferensiasi berpotensi meningkatkan keterlibatan dan pemahaman siswa dalam pembelajaran PAI, namun memerlukan penguatan pada aspek asesmen dan dukungan institusional agar implementasinya lebih optimal.*

**Kata kunci:** Pembelajaran Berdiferensiasi; Pendidikan Agama Islam; Sekolah Dasar; Diferensiasi Konten; Diferensiasi Proses; Diferensiasi Produk.

## INTRODUCTION

In recent decades, the global education landscape has undergone significant transformation driven by increasing awareness of student diversity, inclusive education, and personalized learning. International organizations such as UNESCO and OECD emphasize that effective learning should accommodate differences in students' abilities, interests, learning styles, and socio-cultural backgrounds to ensure equitable educational outcomes (Ayu et al., 2024). Differentiated instruction has emerged as a key pedagogical approach to address this challenge, allowing teachers to modify content, learning processes, and learning products according to students' readiness and needs (Farida Nur Kumala et al., 2024). In the context of religious education, differentiation becomes even more crucial, as students not only differ cognitively but also in their spiritual maturity, moral understanding, and lived religious experiences. Globally, Islamic Religious Education (IRE) is expected to promote not only cognitive mastery of religious knowledge but also character formation, values internalization, and spiritual development in a diverse classroom environment.

Indonesia's education system has responded to this global discourse through policy reforms, most notably the introduction of the Merdeka Curriculum. This curriculum explicitly encourages teachers to implement differentiated learning as a strategy to respect student diversity and to ensure meaningful learning experiences for all learners (Senduk, 2024). The Ministry of Education, Culture, Research, and Technology highlights differentiation as a core instructional principle, particularly at the elementary school level, where students' developmental differences are highly visible (Juhari, 2025). In Islamic

Religious Education, differentiation is expected to help teachers balance doctrinal teaching with character education, moral reasoning, and contextual understanding of Islamic values in students' daily lives (Muslimin, 2023). However, despite strong policy endorsement, the practical implementation of differentiated instruction in Islamic Religious Education classrooms remains uneven and under-researched, particularly in elementary schools.

Islamic Religious Education learning is characterized by student-centered instruction that acknowledges individual differences in learning readiness, interests, and learning profiles (Amelia et al., 2019). Teachers are expected to design differentiated content by adjusting the depth and complexity of Islamic materials, differentiated processes by employing varied instructional strategies and learning activities, and differentiated products by allowing students to demonstrate learning outcomes in diverse forms (Ramadhani, 2021). Such practices are intended to foster meaningful engagement, deeper understanding of Islamic teachings, and the development of religious character aligned with national education goals. In this ideal framework, Islamic Religious Education functions not merely as a subject of rote learning but as a transformative learning experience that nurtures faith, morality, and social responsibility.

In contrast, the empirical reality in many elementary Islamic Religious Education classrooms reveals persistent challenges. Learning activities are often dominated by uniform instructional methods, such as lectures and textbook-based assignments, with limited variation in learning tasks or assessment products (Sutisna et al., 2020). Students with higher learning readiness tend to dominate classroom interactions, while those with lower readiness struggle to keep pace, resulting in disengagement and superficial understanding of religious concepts. Assessment practices frequently emphasize written tests and memorization, leaving little room for creative or reflective demonstrations of learning (Shinta & Ain, 2021). These conditions indicate a gap between the normative expectations of differentiated instruction and its actual implementation in daily classroom practice, including in schools that are institutionally committed to quality education.

Several previous studies have examined differentiated instruction in general education contexts and have reported positive effects on student engagement, learning motivation, and academic achievement. Research by (Pitaloka & Arsanti, 2022) emphasizes that differentiation of content, process, and product can significantly improve learning outcomes when teachers systematically respond to student diversity. Studies in the Indonesian context also suggest that differentiated learning aligns well with the Merdeka

Curriculum and supports inclusive education goals (Arhinza, 2023). In the field of religious education, international research indicates that differentiated approaches can enhance students' understanding of moral and spiritual concepts by connecting religious content with students' lived experiences (Gulden et al., 2020).

However, empirical studies focusing specifically on differentiated instruction in Islamic Religious Education at the elementary school level remain limited. Existing research tends to concentrate on secondary education or integrates Islamic education within broader pedagogical discussions without detailed analysis of instructional differentiation. For example, a study by (Dewi et al., 2024) explored differentiated learning in Islamic studies but focused primarily on instructional strategies without examining differentiation across content, process, and product dimensions. Another study by (Baharuddin & Burhan, 2025) investigated teachers' perceptions of differentiated instruction in religious education but did not analyze classroom practices in depth. These studies provide valuable insights but leave unanswered questions regarding how differentiated instruction is practically designed and implemented in elementary Islamic Religious Education classrooms.

This limitation points to a clear research gap. While differentiated instruction is widely promoted at the policy level and supported by general educational research, there is a lack of empirical evidence documenting how differentiation of content, process, and product is implemented in Islamic Religious Education at the elementary school level, particularly within specific institutional contexts. Moreover, few studies have examined how teachers negotiate curriculum demands, student diversity, and religious learning objectives simultaneously. As a result, there is insufficient understanding of the practical strategies, challenges, and contextual adaptations involved in implementing differentiated instruction in Islamic Religious Education.

SD Baitul Amien 1 Jember presents a relevant and strategic research setting to address this gap. As an elementary school that integrates general education with strong Islamic values, the school reflects the broader challenges faced by Islamic Religious Education teachers in implementing differentiated instruction within a diverse student population. Preliminary observations indicate variations in students' learning readiness and engagement in Islamic Religious Education classes, highlighting the need for instructional approaches that accommodate these differences. Investigating how teachers at SD Baitul Amien 1 Jember differentiate content, process, and product in Islamic Religious Education learning can provide empirical insights into effective practices and existing constraints.

This study aims to analyze the differentiation of content, process, and product in Islamic Religious Education learning at SD Baitul Amien 1 Jember. Specifically, the study seeks to examine how teachers design differentiated learning materials, implement varied instructional processes, and assess student learning through diverse products. By addressing this objective, the study is expected to contribute theoretically to the discourse on differentiated instruction in religious education and practically to the improvement of Islamic Religious Education learning in elementary schools. Furthermore, the findings are anticipated to support teachers, school leaders, and policymakers in developing more inclusive, meaningful, and student-centered Islamic Religious Education practices aligned with contemporary educational demands.

## **RESEARCH METHOD**

This study employed a qualitative research approach with a descriptive case study design. Qualitative research is appropriate for exploring complex educational phenomena and understanding participants' perspectives in their natural context (Creswell & Poth, 2018). A case study design allows researchers to investigate contemporary phenomena within real-life settings and to obtain rich descriptions of instructional practices (Yin, 2018). A case study design allows researchers to explore complex instructional practices holistically, taking into account contextual factors such as school culture, teacher beliefs, and student diversity. This design is particularly suitable for investigating differentiated instruction, as it emphasizes naturalistic inquiry and rich description of pedagogical phenomena as they occur in practice.

The research was conducted at SD Baitul Amien 1 Jember, The research focused on Grade V students, consisting of 28 learners taught by one Islamic Religious Education teacher. The school was selected purposively due to its commitment to implementing student-centered learning and its diverse student population in terms of academic ability, learning readiness, and religious understanding. These characteristics make the school a relevant setting for examining differentiated instruction in Islamic Religious Education. The study focused on Islamic Religious Education classes at the upper elementary level, where students' cognitive, affective, and behavioral differences are more apparent.

The research participants consisted of Islamic Religious Education teachers, students, and school administrators. Teachers were selected as the primary participants because they play a central role in designing and implementing differentiated instruction. Students were involved as supporting participants to provide insights into their learning experiences and

responses to differentiated learning practices. School administrators, particularly the principal or curriculum coordinator, were included to provide contextual information related to school policies and instructional support. Participants were selected using purposive sampling, based on their relevance to the research focus and their direct involvement in Islamic Religious Education learning.

Data were collected using multiple techniques to ensure data richness and credibility, including classroom observations, semi-structured interviews, and document analysis.

Classroom observations were conducted to capture real-time instructional practices related to differentiation of content, process, and product. The researcher observed how teachers adapted learning materials, instructional strategies, learning activities, and assessment tasks to accommodate students' diverse learning needs. Observations were carried out during regular Islamic Religious Education lessons using an observation guide aligned with the principles of differentiated instruction.

Semi-structured interviews were conducted with Islamic Religious Education teachers, selected students, and school administrators. Teacher interviews focused on instructional planning, strategies for differentiation, challenges encountered, and perceptions of student responses. Student interviews explored their learning experiences, engagement, and perceived benefits of differentiated learning activities. Interviews with administrators addressed school-level support, curriculum implementation, and professional development related to differentiated instruction. Semi-structured interviews allowed flexibility while ensuring that key research themes were systematically explored.

Document analysis was used to examine lesson plans, teaching materials, assessment instruments, and curriculum documents. This technique helped to identify how differentiation was planned and documented by teachers, as well as how Islamic Religious Education learning objectives were aligned with differentiated instructional practices.

The primary research instrument was the researcher, supported by observation sheets, interview guides, and document analysis checklists. Observation sheets were designed to identify indicators of differentiated content, process, and product. Interview guides consisted of open-ended questions to encourage participants to share detailed experiences and perspectives. Document analysis checklists were used to systematically review instructional documents and identify elements of differentiation.

**Table 1. Indicators of differentiation**

<b>Aspect</b>	<b>Indicators</b>
<b>Content differentiation</b>	adjustment of learning material depth, varied learning resources
<b>Process differentiation</b>	flexible grouping, varied learning activities, instructional strategies
<b>Product differentiation</b>	different task options, varied forms of assessment

Data analysis was conducted using thematic analysis following an interactive model consisting of data reduction, data display, and conclusion drawing. First, data from observations, interviews, and documents were transcribed and organized. Second, the data were coded to identify recurring patterns related to differentiation of content, process, and product. Codes were then grouped into broader themes that represented instructional practices, challenges, and contextual factors. Data displays in the form of matrices and narrative descriptions were used to facilitate interpretation. Finally, conclusions were drawn by interpreting the themes in relation to the research objectives and existing literature on differentiated instruction in religious education.

To ensure the trustworthiness of the findings, several strategies were employed, including triangulation, member checking, and prolonged engagement. Triangulation was achieved by comparing data from observations, interviews, and documents. Member checking was conducted by sharing preliminary findings with teacher participants to confirm the accuracy of interpretations. Prolonged engagement in the research setting allowed the researcher to build rapport with participants and gain a deeper understanding of the instructional context.

Ethical considerations were carefully addressed throughout the research process. Participants were informed about the purpose of the study and provided consent prior to data collection. Anonymity and confidentiality were maintained by using pseudonyms for participants and institutions where necessary. The research was conducted with respect for participants' rights and in accordance with ethical standards for educational research.

## RESULT AND DISCUSSION

### RESULT

This chapter presents the findings of the study concerning the implementation of differentiated instruction in Islamic Religious Education (IRE) learning at SD Baitul Amien 1 Jember. The findings are organized according to the research objectives, namely to analyze the differentiation of content, process, and product in IRE learning. The data were obtained through classroom observations, semi-structured interviews with teachers and students, and document analysis of lesson plans and assessment instruments.

#### 1. Differentiation of Content in Islamic Religious Education Learning

The findings indicate that teachers at SD Baitul Amien 1 Jember have implemented differentiated content by adjusting learning materials based on students' learning readiness and prior knowledge. Differentiation of content was primarily reflected in the variation of learning materials, levels of task complexity, and the use of supplementary resources to support students with different learning needs.

Based on classroom observations, teachers presented core Islamic Religious Education materials aligned with the curriculum but provided different levels of depth and explanation. For example, when teaching topics related to Islamic morals (akhlaq), students with higher learning readiness were encouraged to analyze real-life cases and relate Islamic values to social phenomena, while students with lower readiness focused on understanding basic concepts through guided explanations and concrete examples.

The following table summarizes the findings related to differentiation of content.

**Table 2. Findings on Differentiation of Content in IRE Learning in V Grade**

<b>Aspect of Differentiation</b>	<b>Observational Findings</b>	<b>Interview Evidence</b>	<b>Document Evidence</b>
<b>Learning materials</b>	Core material supplemented with simplified texts and enrichment materials	Teacher explained with adapting depth based on student readiness	Lesson plans show varied material descriptions

<b>Level of complexity</b>	Tasks ranged from basic comprehension to analytical activities	Teachers reported grouping students based on understanding levels	Worksheets with different difficulty levels
<b>Use of learning resources</b>	Use of textbooks, stories, and contextual examples	Teachers emphasized contextualization of Islamic values	Teaching modules include additional references

The table 1 illustrates that differentiated content was implemented through both planned and spontaneous instructional decisions. Teachers intentionally adjusted the depth of material to ensure that all students could access the learning content. Interview data revealed that teachers perceived differentiation of content as essential to prevent learning gaps and to maintain student engagement. However, differentiation was still largely focused on academic readiness, with limited consideration of students' interests and learning profiles.

## 2. Differentiation of Process in Islamic Religious Education Learning

Differentiation of process refers to variations in learning activities, instructional strategies, and classroom interactions that allow students to make sense of the content in different ways. The findings show that teachers at SD Baitul Amien 1 Jember implemented differentiated processes by employing diverse instructional methods, flexible grouping, and varied learning activities.

Classroom observations revealed that teachers frequently combined whole-class instruction with small group discussions and individual tasks. During IRE lessons, students were grouped based on their learning pace and participation levels. Some groups engaged in guided discussions with teacher support, while others worked independently on reflective or problem-solving activities related to Islamic teachings.

The findings related to differentiation of process are summarized in the following table.

**Table 3. Findings on Differentiation of Process in IRE Learning**

<b>Aspect of Differentiation</b>	<b>Observational Findings</b>	<b>Interview Evidence</b>	<b>Document Evidence</b>
<b>Instructional strategies</b>	Combination of lectures, discussions, and reflective activities	Teachers emphasized flexible teaching approaches	Lesson plans include varied learning methods
<b>Learning activities</b>	Different tasks assigned to groups based on learning pace	Students reported enjoying group-based learning	Activity descriptions in teaching documents
<b>Classroom interaction</b>	Teacher provided intensive guidance to certain groups	Teachers noted increased student participation	Observation notes indicate varied interaction patterns

The table 2 shows that differentiated processes were implemented to support students' understanding through varied learning experiences. Interview data from students indicated that group-based activities helped them feel more confident in expressing ideas, particularly for students who were less active in whole-class discussions. Nevertheless, the differentiation of process was often constrained by time limitations and class size, which affected the consistency of implementation.

### **3. Differentiation of Product in Islamic Religious Education Learning**

Differentiation of product refers to variations in how students demonstrate their learning outcomes. The findings suggest that teachers at SD Baitul Amien 1 Jember allowed students to express their understanding through different forms of learning products, although this aspect of differentiation was less developed compared to content and process differentiation.

Observations and document analysis showed that teachers provided students with several options to demonstrate learning, such as written reflections, oral presentations, and simple creative projects related to Islamic values. For example, students could choose to write a short reflection, present a moral story, or create a poster illustrating Islamic moral teachings.

The following table presents the findings related to differentiation of product.

**Table 4. Findings on Differentiation of Product in IRE Learning**

<b>Aspect of Differentiation</b>	<b>Observational Findings</b>	<b>Interview Evidence</b>	<b>Document Evidence</b>
<b>Types of learning products</b>	Written tasks, presentations, and visual projects	oral Teachers encouraged students to choose task formats	Assessment rubrics show varied product options
<b>Assessment criteria</b>	Focus on understanding and value internalization	Teachers emphasized qualitative feedback	Rubrics emphasize process and reflection
<b>Student engagement</b>	High engagement during creative tasks	Students reported enjoying choice-based tasks	Project descriptions in lesson plans

The table indicates that differentiation of product contributed positively to student motivation and engagement. Teachers reported that allowing students to choose how they demonstrate learning helped reduce anxiety and increased confidence, especially among students with different learning strengths. However, assessment practices still tended to prioritize written products due to administrative demands, suggesting that differentiation of product had not yet been fully optimized.

The findings demonstrate that differentiated instruction in Islamic Religious Education at SD Baitul Amien 1 Jember has been implemented across the dimensions of content, process, and product, although with varying degrees of depth and consistency. Differentiation of content and process was more systematically applied compared to differentiation of product. Teachers showed strong awareness of student learning

readiness but faced challenges in addressing interests and learning profiles comprehensively.

These findings align with the research objective of analyzing how differentiation of content, process, and product is practiced in Islamic Religious Education learning. The results highlight both effective practices and existing limitations, providing a nuanced understanding of differentiated instruction in a real classroom context. The findings also serve as a foundation for further discussion regarding the implications of differentiated instruction for improving inclusive and meaningful Islamic Religious Education learning at the elementary school level.

## **DISCUSSION**

The findings of this study indicate that the implementation of differentiated instruction in Islamic Religious Education (IRE) learning at SD Baitul Amien 1 Jember has been carried out through the differentiation of content, process, and product, although with varying levels of depth and consistency. These findings support the theoretical framework of differentiated instruction, which emphasizes teachers' responsiveness to students' learning readiness, interests, and learning profiles as a foundation for effective and inclusive learning (Hamzar, 2023). In the context of IRE, differentiation plays a strategic role not only in improving cognitive understanding but also in facilitating the internalization of Islamic values and character development among elementary school students.

The differentiation of content observed in this study demonstrates that teachers have made deliberate efforts to adjust the depth and complexity of Islamic learning materials according to students' levels of understanding. This finding aligns with previous research suggesting that content differentiation is often the most accessible entry point for teachers implementing differentiated instruction, particularly in subjects that involve abstract concepts such as religious values and moral reasoning (Senduk, 2024). By providing simplified explanations and enrichment materials, teachers at SD Baitul Amien 1 Jember were able to reduce learning barriers and ensure that all students could engage meaningfully with core Islamic concepts. Similar findings were reported by Karam and Abouchedid (2019), who found that differentiated content in religious education enhanced students'

comprehension and encouraged deeper reflection when materials were contextualized to students' lived experiences.

However, the results also show that content differentiation was predominantly based on learning readiness, with limited attention to students' interests and learning profiles. This pattern is consistent with findings from previous studies indicating that teachers often prioritize academic readiness due to curriculum demands and assessment pressures (Muvid, 2024). While readiness-based differentiation is effective in addressing immediate learning gaps, the lack of interest-based differentiation may limit students' intrinsic motivation, particularly in Islamic Religious Education, where relevance to daily life is essential for value internalization. Therefore, this study reinforces the argument that comprehensive differentiation should integrate readiness, interest, and learning profile dimensions to maximize learning impact (Azizi & Shafrizal, 2022).

Regarding differentiation of process, the findings reveal that teachers employed a variety of instructional strategies, including flexible grouping, guided discussions, and individual reflective activities. This approach aligns with constructivist learning theory, which emphasizes active student engagement and social interaction as key mechanisms for knowledge construction. Previous studies have shown that differentiated processes, such as flexible grouping and varied learning activities, significantly improve student participation and confidence, particularly among learners who are less active in whole-class settings (Andreani & Gunansyah, 2023). In this study, students reported positive learning experiences when participating in group-based activities, suggesting that process differentiation contributed to a more inclusive classroom climate.

Nevertheless, the implementation of process differentiation was constrained by practical factors such as time limitations and class size. These constraints echo findings from international and national studies indicating that teachers often struggle to sustain differentiated practices consistently due to workload, limited instructional time, and insufficient professional support (Aprima & Sari, 2022). In Islamic Religious Education, where teachers are expected to address cognitive, affective, and behavioral learning outcomes simultaneously, such constraints may further complicate the differentiation process. This highlights the need for institutional support and professional development to strengthen teachers' capacity to implement differentiated instruction effectively.

The differentiation of product emerged as the least developed dimension in this study, although it showed promising potential in enhancing student engagement. Allowing students

to choose how they demonstrate their learning through written reflections, oral presentations, or visual projects was found to increase motivation and reduce learning anxiety. These findings are consistent with previous research indicating that product differentiation empowers students by valuing diverse learning strengths and promoting autonomy (Gibson & Hasbrouck, 2009; Tomlinson, 2014). In the context of IRE, differentiated products provide opportunities for students to express their understanding of Islamic values creatively and reflectively, which is essential for meaningful religious learning.

However, the continued dominance of written assessments suggests that traditional evaluation practices remain deeply embedded in the instructional culture. This finding aligns with studies reporting that assessment requirements and administrative expectations often limit teachers' willingness to adopt alternative forms of assessment (Nurhayati et al., 2023). As a result, differentiation of product tends to be implemented sporadically rather than systematically. This study therefore reinforces the argument that assessment reform is a critical component of successful differentiated instruction, particularly in subjects aimed at character and value formation such as Islamic Religious Education.

This findings of this study confirm that differentiated instruction in Islamic Religious Education is both feasible and beneficial at the elementary school level, provided that teachers receive adequate support and guidance. The partial implementation observed at SD Baitul Amien 1 Jember reflects a broader trend identified in previous research, where differentiation is often understood conceptually but implemented selectively in practice (Van Geel et al., 2019). This study contributes to the existing literature by providing empirical evidence of how differentiation of content, process, and product is enacted in a real IRE classroom context, addressing a gap in research that has predominantly focused on general education or secondary-level religious instruction.

This study supports the applicability of differentiated instruction theory in the context of Islamic Religious Education and highlights the importance of contextual adaptation. Practically, the findings suggest that teachers should be encouraged to expand differentiation beyond content and process to include more varied and authentic learning products. Additionally, school leaders and policymakers should consider providing targeted professional development and flexible assessment frameworks to support the sustainable implementation of differentiated instruction in IRE.

This study underscores that differentiated instruction is a powerful pedagogical approach for addressing student diversity in Islamic Religious Education learning.

By aligning instructional practices with students' diverse needs and strengths, differentiation has the potential to enhance not only academic understanding but also the internalization of Islamic values and character formation. These findings provide a foundation for future research to explore the long-term impact of differentiated instruction on students' religious attitudes and behaviors, as well as its integration with broader educational reforms such as inclusive education and curriculum innovation.

## CONCLUSION

This study concludes that differentiated instruction in Islamic Religious Education (IRE) at SD Baitul Amien 1 Jember has been implemented through differentiation of content, process, and product, although with varying levels of consistency. Content differentiation was the most systematically applied by adjusting the depth and complexity of learning materials based on students' readiness, which helped improve understanding and reduce learning gaps. Process differentiation was implemented through varied instructional strategies, flexible grouping, and diverse learning activities that enhanced student engagement and interaction, although its sustainability was constrained by limited instructional time and class size. Meanwhile, product differentiation was the least developed, as assessment practices were still dominated by written tasks despite the availability of several product options. Overall, the findings indicate that differentiated instruction is feasible and beneficial for Islamic Religious Education at the elementary level, but its effectiveness requires stronger teacher capacity, institutional support, and more flexible assessment practices.

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