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## Developing a Differentiated Learning Module for Islamic Religious Education to Support the Implementation of the Merdeka Curriculum

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### Abstract

This study addresses the limited availability of teaching modules that accommodate the diverse learning needs of students in Islamic Religious Education (PAI), particularly within the framework of the Merdeka Curriculum. These differences—ranging from learning styles and comprehension levels to student motivation—often go unaddressed in conventional instructional materials, leading to suboptimal learning outcomes. The objective of this research is to develop a PAI teaching module based on differentiated learning that is valid, practical, and effective for implementing the Merdeka Curriculum. The study employs the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) as its methodological framework. Observation and needs analysis were conducted to identify variations in students' learning styles, which informed the module's design. The results of the validation process indicate that the module achieves a high level of feasibility across content, presentation, language, and graphical aspects. Validators awarded very high average scores for the module's alignment with the Merdeka Curriculum, conceptual depth, and contextual relevance. Moreover, the module is deemed effective in enhancing student engagement through interactive and contextual learning strategies. Nevertheless, minor areas for improvement remain, particularly in content depth and spelling accuracy. The implications of this study underscore the necessity of targeted teacher training in differentiated instruction to ensure the sustainability of inclusive and adaptive educational practices. By providing a ready-to-use, evidence-based PAI module, this research supports the successful implementation of the Merdeka Curriculum and promotes equitable learning opportunities for all students.

**Keywords:** *Differentiated learning, PAI, Teaching Module.*

### A. Introduction

Teaching modules play a crucial role in the context of differentiated learning. Differentiated learning is an instructional approach that acknowledges individual differences among students, and teaching modules serve as essential tools for implementing this concept. By utilizing teaching modules, educators can effectively design instructional materials that are adaptable to each student's skill level, interests, and unique learning styles. The flexibility of teaching modules allows teachers to make adjustments and modifications based on students' responses and progress.

Differentiated teaching modules also enable teachers to provide appropriate challenges for high-achieving students while simultaneously offering additional support for those who require extra assistance. With an emphasis on individual assessment, teachers can gain a deeper understanding of each student's comprehension level and learning progress, facilitating better

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instructional adjustments. Through this approach, teaching modules contribute to creating a conducive learning environment, accommodating students' specific needs, and fostering active engagement, ultimately enhancing learning effectiveness and student satisfaction.

Accommodating students' specific needs through the use of teaching modules is a critical aspect of fostering meaningful learning in the era of the Merdeka Curriculum (Aryanti & Saputra, 2023). Teaching modules can be designed to provide additional resources or instructional approaches that support students with special needs. These modules may include materials tailored to different levels of comprehension and learning pace, specifically catering to students with disabilities or other special educational needs.

Furthermore, teaching modules can offer various learning formats, such as alternative texts, audio recordings, or interactive elements, to align with students' preferences and needs. This approach enhances accessibility for all learners, including those who face physical or sensory challenges. Differentiation entails the personalization of learning through the deliberate design of instruction, assessment, and learning materials, enabling each student to engage with content at a level aligned with their individual needs (Adelia et al., 2023; Herwina, 2021). In this approach, teachers are required to possess the capacity to adapt their instructional strategies in response to the diverse needs of learners (Mumpuniarti, 2020; Wulandari, 2022).

Teachers encounter several significant challenges in designing teaching modules for differentiated learning. One of the primary challenges is the need to thoroughly understand each student's individual needs and comprehension level within the classroom. Identifying differences in skills, interests, and learning styles requires additional time and effort from teachers to create modules that are truly responsive to student diversity (Mulyati, Hariastuti, & Effendi, 2023). Researchers have successfully developed differentiated instructional modules across a variety of subject contexts (Nasution et al., 2023; Eka, 2023; Saefu, 2023; Rouf, 2023).

Another challenge is preparing instructional materials suitable for various skill levels, which is a complex task. Teachers must design teaching modules that not only cover fundamental concepts for students with lower comprehension levels but also provide stimulating and challenging content for students who grasp concepts more quickly (Kartimi et al., 2019). Striking the right balance between these two aspects requires a deep understanding of the curriculum and strong instructional differentiation skills.

Additionally, technological capabilities and infrastructure pose challenges to the development of teaching modules. Teachers often face technical limitations, especially when integrating technology into instructional materials (Saluky et al., 2022). Mastery of digital tools and technological resources, as well as ensuring equal access for all students, remains a considerable hurdle. Differentiated teaching modules can also be developed using technology. Numerous studies have explored the creation of electronic-based teaching modules (Oktavinora, 2022; Utami, 2023).

In addressing these challenges, teachers must continually deepen their understanding and skills in differentiated instruction, remain open to innovation, and collaborate with fellow educators to share experiences and effective strategies. By doing so, teachers can develop effective PAI (Islamic Education) teaching modules, support student growth, and overcome the various challenges associated with differentiated learning.

## **B. Methods**

This study employs a Research and Development (R&D) approach, which refers to a methodological framework aimed at producing a specific product and systematically

evaluating its effectiveness (Sugiyono, 2009). The development process is guided by the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The selection of the ADDIE model aligns with the research objective, namely the development of an instructional module for Islamic Religious Education (PAI) based on differentiated learning. In addition, the researcher outlines structured development procedures that are adjusted to the time constraints of the study. The ADDIE model provides a systematic and appropriate framework for educational product development (Branch, 2009).

Data sources are derived from multiple stakeholders serving as validators with expertise in curriculum studies, PAI, and differentiated instruction. Data are also obtained from field observations conducted during the implementation and trial of the instructional module. Specifically, two main techniques are employed. First, expert validation uses a Likert-scale questionnaire to assess module feasibility in terms of content, presentation, language, and graphical aspects. Second, classroom observation is carried out during the implementation phase to document the practicality of the module, student engagement, and any emerging challenges.

The collected data are analyzed using both quantitative and qualitative descriptive approaches. Quantitative data from expert validation sheets are analyzed by calculating the mean score for each assessment aspect. These means are then converted into feasibility categories (very feasible, feasible, moderately feasible, and less feasible). Qualitative data, including written comments from validators and field observation notes, are analyzed using thematic analysis to identify recurring themes and suggestions for module improvement—such as content depth and spelling accuracy. Findings from both analyses serve as the basis for module revisions before broader implementation.

### **C. Results and Discussion**

#### ***Analysis***

Needs analysis is a crucial initial step in designing effective teaching modules, particularly in differentiated learning, where students' needs, abilities, and learning styles are carefully considered (Haqq & Riyanto, 2020). The observation method, as a tool for needs analysis, has the advantage of allowing teachers to obtain direct data on students' behavior, responses, and engagement during the learning process. In the development of differentiated teaching modules, observational findings help researchers and module developers understand various dimensions of student learning, including differences in learning styles, levels of content comprehension, as well as students' motivation and participation in the learning process.

In the context of Islamic Religious Education (Pendidikan Agama Islam or PAI), observations on students' learning needs are conducted to understand how they interact with learning materials that encompass cognitive, affective, and psychomotor dimensions. Through these observations, researchers can identify individual differences, such as students who have a visual learning style benefiting more from images or graphics, whereas auditory learners respond better to verbal explanations.

The observation results categorize students based on their learning styles and levels of comprehension in PAI subjects. For instance, visually oriented students respond well to visual aids such as posters or diagrams when understanding PAI concepts, especially abstract

topics like akhlaq (ethics) or tauhid (monotheism). They tend to focus on images and illustrations that help them connect the material to real-world applications. Conversely, auditory learners thrive in discussions and question-and-answer sessions, demonstrating deeper comprehension when the material is conveyed through storytelling or verbal explanations. These observations guide researchers in tailoring instructional methods by incorporating a variety of learning aids in the module, ensuring that students with different learning styles can effectively access and understand the material.

Observations also reveal differences in academic abilities within the classroom. Some students grasp concepts quickly and demonstrate in-depth understanding, while others require additional time and support to fully comprehend the material. High-achieving students often experience boredom when presented with repetitive content without additional challenges. They tend to complete tasks quickly and require more stimulating activities or deeper enrichment to maintain their interest in learning. On the other hand, students with lower academic abilities struggle to keep up with the learning pace, especially when dealing with abstract concepts, and they frequently require more detailed explanations and additional support from teachers or peers.

These observations highlight the importance of providing differentiated learning activities in PAI modules. In other words, the module must be designed to include a variety of activities and exercises that cater to different skill levels. For instance, for students with higher comprehension levels, the module can include project-based activities or small-scale research assignments as enrichment tasks. Meanwhile, for students needing additional assistance, the module can provide simpler exercises and more detailed explanations. In this way, the teaching module functions as an adaptive learning tool, accommodating students of varying comprehension levels.

Furthermore, observations reveal differences in students' motivation toward learning PAI. Some students exhibit high motivation, as evidenced by their active participation in class discussions and eagerness to ask questions or respond to their peers' opinions. However, there are also students who remain passive and show little enthusiasm for learning. Highly motivated students are generally more engaged in challenging learning activities, whereas less motivated students require specific strategies to maintain their engagement. Based on these findings, the PAI module should incorporate motivational strategies, such as integrating inspirational stories, case studies, or relatable real-life examples that resonate with students' everyday experiences.

Observations also provide insight into students' affective and psychomotor aspects. In religious education, students' attitudes and behaviors during lessons serve as important indicators of their comprehension and internalization of the material. Teachers have observed that some students spontaneously exhibit positive behaviors such as respecting their peers' opinions, demonstrating empathy, or practicing the values taught in class. However, there are also students who require additional guidance to apply these values in daily life. Based on these findings, a differentiated PAI module should be designed not only to impart knowledge but also to cultivate students' attitudes and skills in implementing religious values in their daily interactions.

Observation as a tool for analyzing students' learning needs in the development of differentiated PAI teaching modules provides empirical data for research. Through direct observation, teachers can understand individual differences in cognitive, affective, and psychomotor aspects. These data serve as the foundation for developing modules that

accommodate diverse learning styles, academic abilities, and student motivation levels, thereby making the learning process more inclusive and effective. Teaching modules designed based on these observational findings are expected to function as adaptive tools, allowing students to learn in a manner and at a pace that suits them best. Additionally, these modules will assist teachers in formulating more structured instructional strategies, ensuring that every student reaches their full learning potential.

### ***Design***

Based on the needs analysis conducted through observation, the next step in the ADDIE model is designing the content of a differentiated Pendidikan Agama Islam (PAI) teaching module. The module design process begins with formulating flexible learning objectives, which are tailored to accommodate the differences in students' abilities and learning styles identified during the analysis. The learning objectives are structured in a tiered format, ensuring that both high-achieving and lower-achieving students can reach a level of understanding that aligns with their potential. The instructional content is designed in a varied format to accommodate different learning styles. For instance, visual learners benefit from infographics or diagrams, auditory learners engage more effectively with audio recordings, and kinesthetic learners grasp concepts better through hands-on activities and practical tasks.

The learning activities are structured to be adaptive, offering alternative activity choices. These include group discussions for students with a social learning preference, creative projects for students who seek challenges, and targeted exercises for students who require reinforcement of fundamental concepts. The module also incorporates diverse assessment tools, including formative assessments such as quizzes and discussions, as well as summative assessments, which allow students to demonstrate their understanding through multiple formats, including presentations, written reports, or project-based assessments. Each section of the module is equipped with teacher guidelines, ensuring that educators can effectively utilize the module according to the classroom dynamics and the individual learning profiles of their students.

The outcome of this module content design is expected to support the successful implementation of differentiated PAI instruction, ensuring that every student feels accommodated and encouraged to achieve a meaningful understanding and application of the religious values being taught.

### ***Development***

In the development phase of the ADDIE model, the primary focus lies in designing and producing Islamic Religious Education (PAI) instructional materials that align with the previously conducted needs analysis and design framework. Based on observational findings, the module content is developed by taking into account variations in students' learning styles and levels of ability in order to support more inclusive and adaptive learning. Each unit of content is structured using a range of instructional supports, including visual aids such as infographics, diagrams, and illustrations for visual learners; audio recordings and well-structured reading materials for auditory learners; and hands-on activities, simulations, or project-based tasks for kinesthetic learners. At this stage, the researcher also develops interactive content and provides a selection of activities within the module, enabling students to choose tasks that correspond to their abilities and learning preferences.

In addition to the core materials, the module is complemented by activity sheets that offer options with varying levels of difficulty. This structure allows high-achieving students to engage with more complex tasks, while those requiring conceptual reinforcement can access more fundamental activities. Each activity is accompanied by clear instructions and transparent assessment rubrics, ensuring that students understand the expected learning outcomes.

In the final section of the module, a range of assessment instruments is developed to evaluate students' understanding comprehensively. These include practice questions in multiple formats, such as multiple-choice items, essay questions, and project-based assessments for students who prefer deeper exploration. Formative assessment is presented through interactive quizzes, daily reflections, and group tasks, while summative assessment is designed to enable students to demonstrate their understanding through diverse formats, including presentations, written reports, or creative outputs.

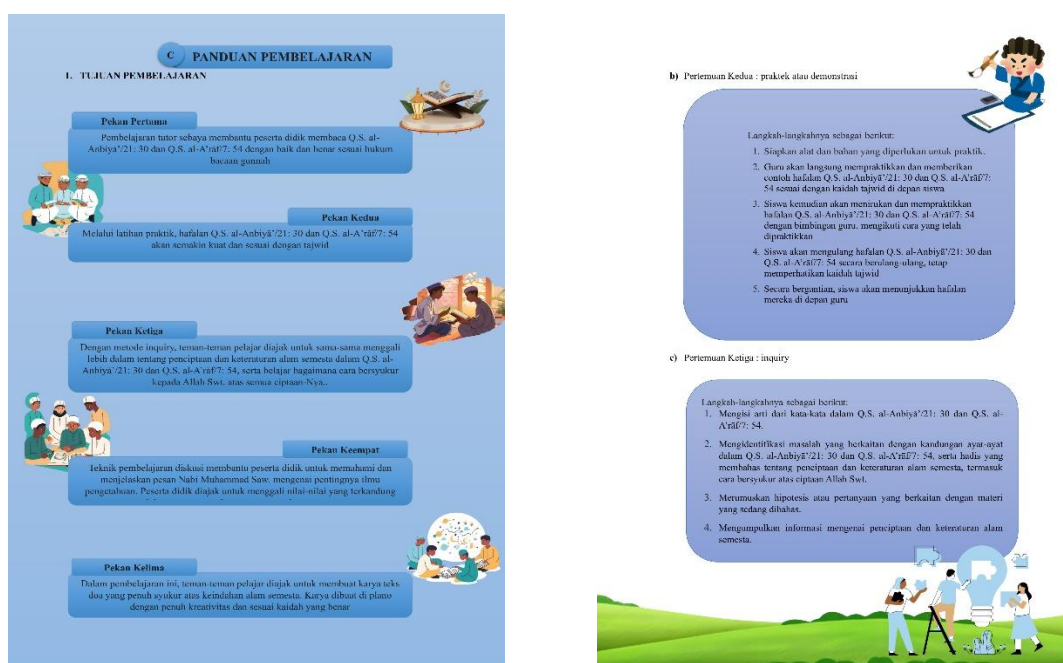


Figure 1. Islamic Education Teaching Module

The module is also supported by a user guide for educators, which outlines adaptive strategies and implementation methods tailored to classroom contexts and student profiles. This guide provides direction on how teachers can utilize the module flexibly, adjust the pace of instruction, and support students who require additional assistance. Accordingly, the outcome of this development phase is a PAI instructional module that not only addresses differentiated learning needs but also promotes active engagement and the optimal attainment of student competencies.

### Implementation

The implementation stage of the differentiated Pendidikan Agama Islam (PAI) teaching module within the ADDIE model is a crucial process in which the designed and developed module is applied directly in a classroom setting. Based on the results of observation, design, and development, implementation is carried out through a gradual approach to ensure the module's effectiveness and active student engagement in learning.

At this stage, the developed module undergoes validation and assessment by appointed subject matter experts and media specialists. Several evaluation aspects are considered, and the assessments from the four validators are presented in the tables below.

**Table 1.** Content Feasibility Aspects

Aspect	Indicators	Scoring scale of validators				Average
		1	2	3	4	
Presentation Technique	Consistency, coherence, and balance in presentation	4	4	4	4	4
Learning Presentation	Oriented towards differentiated learning	4	4	4	4	4
	Encouraging critical thinking	4	5	5	4	4,75
Presentation Feasibility	Completeness of the introduction section	4	4	5	5	4,5
	Completeness of the content section	5	5	5	5	5
	Completeness of the closing section	5	5	4	5	4,75
	Illustration materials	4	4	4	4	4

The module received a favorable evaluation in terms of alignment with the curriculum, depth of material, conceptual accuracy, and supporting learning resources. Validators assigned high average scores, particularly in curriculum alignment and content completeness, both of which received a perfect score (5). However, in material depth and conceptual accuracy, there were minor discrepancies (average score of 4.25), indicating room for improvement in providing more in-depth explanations or revising certain content areas.

**Table 2.** Presentation Feasibility Aspects

Aspect	Indicator	Validator Assessment				Average
		1	2	3	4	
Presentation Techniques	Consistency, coherence, and balance in presentation	4	4	4	4	4
Instructional Presentation	Differentiated instruction	4	4	4	4	4
	Encouraging critical thinking	4	5	5	4	4,75
Presentation Quality	Completeness of the introduction	4	4	5	5	4,5
	Completeness of the main content	5	5	5	5	5
	Completeness of the conclusion	5	5	4	5	4,75
	Illustrations of the material	4	4	4	4	4

Regarding presentation techniques, the module demonstrated good consistency in material coherence and balance, with an average score of 4. In terms of its ability to promote critical thinking, the module received a high score of 4.75, suggesting that it has been effectively designed to foster students' analytical thinking skills. Presentation feasibility, such as content completeness and closure sections, also received very high ratings.

**Table 3.** Linguistic Feasibility Aspects

Aspect	Indicator	Validator Assessment				Average
		1	2	3	4	
Compliance with the rules of proper and correct Indonesian	Appropriate word choice	5	5	5	5	5
	Sentence effectiveness	5	5	5	5	5
	Correct spelling, punctuation, and formatting	5	4	4	4	4,25
Readability	Appropriate for the level of intellectual development	5	5	5	5	5
	Easy to understand	5	5	5	5	5
Language that is conversational and interactive	Conversational	5	5	4	5	4,75
	Interactive	5	4	4	5	4,5

In the linguistic aspect, the module received the highest possible rating (5) for adherence to proper Indonesian language rules and sentence effectiveness. However, in spelling and writing conventions, the average score was slightly lower (4.25), indicating some areas that could be improved in terms of grammar, spelling accuracy, and writing consistency.

**Table 4.** Graphic Feasibility Aspects

Aspect	Indicator	Validator Assessment				Average
		1	2	3	4	
Module size/format	Standard physical module size	5	5	5	5	5
Module design	Illustrations on the module cover	5	5	5	5	5
	Details and color scheme of the module cover	5	5	5	5	5
Module content design	Layout of the module content	5	5	5	5	5
	Typography of the module content	5	5	4	5	4,75
	Illustrations in the module content	5	4	4	5	4,5
	Font variations	5	5	5	5	5

The graphic aspect received high scores across all indicators, including module size, cover design, layout, and font variations, with an average rating of 5. This suggests that the module excels in visual and aesthetic quality, enhancing readability and appeal for students. Researchers may consider adding additional variations in illustrations or diagrams if relevant to reinforce the presented material.

## ***Evaluation***

Several evaluations were conducted based on discussions with peer review teams and validators. These evaluations placed greater emphasis on the implementation of instruction to ensure that the developed modules accommodate all learning styles.

The needs analysis constitutes the initial phase in the development of a differentiated instructional module. Observational findings indicate substantial variation in students' learning preferences, namely visual, auditory, and kinesthetic modalities as well as differences in their levels of conceptual understanding. These findings underscore the necessity of designing instructional materials that are flexible and responsive to individual learner needs. Within the context of Islamic Religious Education (PAI), such diversity presents both a challenge and an opportunity to foster inclusive learning environments, particularly in addressing students' cognitive, affective, and psychomotor domains (Tomlinson & Jarvis, 2023).

The observational data further reveal that visual learners demonstrate stronger comprehension when concepts are presented through visual aids such as diagrams and posters, whereas auditory learners respond more effectively to verbal explanations and dialogic interaction. Kinesthetic learners, in contrast, benefit most from experiential activities such as hands-on practice and simulations. In addition, disparities in academic ability were identified within the classroom setting. High-achieving students tend to require more advanced and challenging tasks, while lower-achieving students benefit from more detailed explanations and additional instructional support. Consequently, the module is systematically designed to address these diverse needs through the integration of varied instructional strategies and differentiated levels of task complexity (Sumartini, 2023).

In the design phase, priority is given to the formulation of learning objectives that are flexible, adaptive, and tiered, thereby enabling learners with varying levels of ability to engage with the content in accordance with their individual potential. The instructional content is structured to accommodate diverse learning styles, incorporating, for instance, infographics for visual learners, audio materials for auditory learners, and practice-based tasks for kinesthetic learners. Furthermore, the module provides alternative learning activities such as group discussions, creative projects, and structured exercises, to allow students to select approaches that align with their preferred modes of learning (Fanani & Kusmaharti, 2018).

During the development phase, the module is enriched with visual supports, project-based learning activities, and activity sheets with graduated levels of difficulty. This approach is intended to address the full spectrum of learners' academic needs, ranging from those requiring foundational reinforcement to those seeking additional intellectual challenge. The module also incorporates both formative and summative assessment components, including interactive quizzes, collaborative tasks, and individual projects. In addition, a comprehensive teacher's guide is provided to facilitate flexible and effective implementation of the module in diverse classroom contexts.

The implementation phase involved validating the module through expert review by both subject-matter specialists and media experts. The module was evaluated as highly satisfactory across key dimensions, including content feasibility, presentation, language use, and graphical design. Validation results indicate that the module is well-aligned with the curriculum, incorporates contextually relevant supporting materials, and is purposefully designed to foster students' critical thinking. Nevertheless, minor areas for refinement were identified, particularly concerning the depth of content and conceptual accuracy, which can be addressed through targeted revisions.

In terms of presentation, the module demonstrates coherence and logical sequencing of content, effectively promoting students' critical engagement. The introductory, core, and concluding sections are systematically organized and comprehensively developed. From a linguistic perspective, the use of clear, effective, dialogic, and interactive language enhances readability, although minor improvements in spelling and technical writing conventions remain necessary. Overall, the module successfully conveys content in a manner appropriate to students' cognitive developmental levels.

The module also received strong evaluation in the graphical dimension, encompassing cover design, layout, typography, and internal illustrations. These visually appealing and proportionate elements contribute positively to readability and learner engagement, thereby enhancing students' motivation. However, further development may incorporate a wider variety of illustrative elements to reinforce conceptual understanding.

The evaluation findings suggest that the module effectively addresses the requirements of differentiated instruction and supports the implementation of the Merdeka Curriculum. However, optimal instructional delivery necessitates additional strategies to ensure that all learning styles are comprehensively accommodated. One key implication of this study is the need for systematic teacher training in the use of differentiation-based modules to enhance instructional effectiveness. Through the utilization of this module, Islamic Religious Education (PAI) is expected to become more inclusive, enabling students to maximize their potential in understanding and applying religious values.

Within the implementation process, teachers assume a pivotal role as facilitators who guide learning in accordance with students' individual needs. Their function extends beyond content delivery to include active observation of student development and the provision of timely instructional support. The module's user guidelines are designed to offer pedagogical flexibility, allowing teachers to adapt instructional strategies to diverse classroom contexts, thereby ensuring optimal learning experiences for all students. Consequently, the teacher's role becomes increasingly central in the successful enactment of differentiated instruction.

Despite these strengths, several challenges were identified. One constraint lies in teachers' varying levels of competence in applying differentiated strategies, which necessitates further professional development. Additionally, the time required to tailor instruction to diverse learner needs may present practical difficulties in classroom management. Addressing these challenges requires collaborative efforts among teachers, schools, and module developers to ensure that differentiated instruction can be implemented effectively without imposing excessive demands on educators. Differentiated learning promotes active student engagement by fostering a learning environment that is both meaningful and relevant (Alhafiz, 2022). Teachers who implement differentiation must also demonstrate effective classroom management skills in order to address and manage student diversity successfully (Lanos et al., 2023).

The overall evaluation indicates that the module meets most established quality criteria, including content, presentation, language, and graphical aspects. However, it also highlights areas for further enhancement, such as increasing content depth and refining orthographic accuracy. Future development may involve the inclusion of more advanced enrichment materials for high-achieving students, as well as additional instructional supports for learners requiring conceptual reinforcement. Furthermore, the integration of technological resources such as interactive videos and digital learning platforms should be considered to improve both accessibility and engagement.

#### **D. Conclusion**

The implementation of the ADDIE development model in designing a differentiated Islamic Religious Education (PAI) module has been carried out effectively through five systematic stages: analysis, design, development, implementation, and evaluation. The analysis phase facilitates the identification of learners' needs, including their learning styles, levels of ability, and motivation, which serve as the foundation for tailoring the module. Subsequently, the design phase formulates learning objectives and content that are both flexible and adaptive, enabling the accommodation of diverse student characteristics.

During the development phase, a variety of instructional materials and tiered learning activities are produced, accompanied by both formative and summative assessment tools aligned with students' learning profiles. In the implementation phase, the module is reviewed by experts to refine and validate its quality, resulting in a "good" level of feasibility. Finally, the evaluation phase is conducted to assess the module's effectiveness and to provide feedback for further improvement. Altogether, this comprehensive process ensures that the PAI module effectively supports students in understanding and applying religious values in an optimal manner.

For future development, it is recommended that mechanisms be established to obtain regular feedback from both students and teachers who utilize the module. Additionally, integrating multicultural perspectives into the instructional design is highly advisable. Differentiated PAI modules typically incorporate flexible teaching materials that can be adapted by teachers to meet the specific needs of their students.

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