

Differentiated Learning in Islamic Religious Education: A Literature Review of Concepts, Principles, and Implementation

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Abstract

PAI learning in schools still tends to be uniform and teacher-centered, so it is not fully able to accommodate individual differences of students. In the context of the Independent Curriculum, differentiated learning is a relevant approach because it is in line with the spirit of "independent learning" and Islamic values such as justice ('adl), compassion (rahmah), and responsibility (amanah). The purpose of this study is to examine the concepts, principles, and implementation of differentiated learning in PAI based on theoretical reviews and scientific literature, as well as analyze the relevance of this approach to the development of students' Islamic character and values. This research uses a qualitative method with a library research approach. Data was obtained from various written sources such as books, scientific articles, academic journals, and the results of previous research that discussed the concept of differentiation in the context of Islamic education. The results of the study show that differentiated learning in PAI can be applied through three main strategies, namely content, process, and product differentiation. This strategy allows teachers to adjust the material, methods, and forms of evaluation according to students' abilities and interests. Islamic principles such as justice, compassion, and responsibility become the theological foundation in its implementation, so that learning not only improves academic results, but also shapes the spiritual and moral character of students. The main obstacles to the implementation of this approach include the limitations of teacher competence, infrastructure, and the learning paradigm that is still teacher-centered. Therefore, continuous training, collaboration between educators, and learning innovations are needed to support optimal implementation. Differentiated learning in Islamic Religious Education makes a significant contribution to the creation of an adaptive, humanist, and learning process based on Islamic values. This approach not only increases the effectiveness of learning, but also strengthens the purpose of Islamic education in forming a generation of faithful, knowledgeable, and noble character.

Keyword : *Differentiated Learning, Islamic Religious Education, Independent Curriculum*

Introduction Section

Education is a process that aims to develop all human potentials as a whole, both cognitive, affective, and psychomotor. In the context of Islamic education, the purpose of education is not only focused on the achievement of knowledge, but also on the formation of personality and morals in accordance with Islamic values (Haidar, 2020). Islamic Religious Education (PAI) plays an important role in shaping the religious, moral, and spiritual character of students so that they are able to become kamil, namely human beings who are balanced between intellectual, emotional, social, and spiritual aspects. However, the implementation of religious education in schools often faces various challenges, especially related to the diversity of students that is a characteristic of the modern world of education (Briliant & Mustofa, 2025)

In one class, PAI teachers deal with students who have different social, cultural, ability levels, learning interests, and learning styles (Gani & Nasri, 2023). Some students have a strong understanding of religion due to their religious family backgrounds, while others may only be formally acquainted with the basics of Islamic teachings in school. There are also students who understand theological and fiqh concepts more quickly, while others are more interested in the spiritual and moral aspects of religious learning. This condition creates a gap in the learning process if teachers use a uniform learning approach or are oriented towards only one learning style (Shalihah et al., 2023).

This diversity challenge shows the need for a paradigm shift from teacher-centered learning to student-centered learning (Nisa, 2024). One of the most relevant approaches in this context is differentiated instruction. The concept of differentiated learning, popularized by Carol Ann Tomlinson, emphasizes the importance of adjusting learning strategies based on individual differences in learners in terms of learning readiness, interests, and learning profiles. This means that teachers need to design learning experiences that vary, both in terms of content (what is taught), process (how learning takes place), and products (results or forms of tasks produced by students) (Fitriyah, 2023).

In the context of Islamic Religious Education, the application of differentiated learning is becoming increasingly important. PAI not only teaches religious knowledge material, but also shapes students' religious attitudes and behaviors. Therefore, uniform learning is not always able to foster deep understanding and strong faith for all students. Through a differentiated approach, PAI teachers can adjust learning methods, media, and activities to be in harmony with the spiritual, emotional, and intellectual needs of each student. For example, for students with reflective tendencies, teachers can assign

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assignments in the form of religious reflection journals, while for students who are more active and social, teachers can provide collaborative projects such as school da'wah activities or moral values campaigns (Lestari et al., 2024).

The urgency of implementing differentiated learning is also in line with the policy direction of the Independent Curriculum launched by the Ministry of Education, Culture, Research, and Technology. This curriculum emphasizes the importance of providing space for students to develop according to their respective potentials, needs, and interests. Differentiated learning is one of the key strategies to realize the spirit of "independent learning" in practice in the classroom (Azmy & Fanny, 2023). In this case, PAI teachers are expected not only to be the deliverers of religious materials, but also to act as facilitators, guides, and inspirers who are able to create a fair, inclusive, and meaningful learning environment for all students (Haidar, 2020).

Furthermore, differentiated learning has strong philosophical and theological relevance to the fundamental values in Islamic teachings. Islam emphasizes the importance of justice ('adl), which in the context of education does not mean giving equal treatment to all students, but rather providing what is in accordance with their respective needs and abilities. Allah SWT says in QS. An-Nahl [16]:90 that "Indeed, Allah has commanded (you) to be fair and to do good," which can be interpreted as justice in education is to provide proportional opportunities for each individual to develop according to his or her potential (Ahmad, 2018).

In addition, the value of compassion (rahmah) is an important foundation in the interaction between teachers and students. Teachers who teach with empathy and understanding the diversity of students reflect the spirit of compassion taught by the Prophet PBUH. Al-Hujurat [49]:13). Thus, differentiated learning is not only a modern pedagogical approach, but also an embodiment of the noble values of Islam in the context of education (Ilyas, 2025).

Therefore, the application of differentiated learning in Islamic religious education is an urgent need in the modern era. PAI teachers need to have conceptual understanding and practical skills in applying this approach in order to be able to foster a more fair, meaningful, and effective learning process. Literature review on the concepts, principles, and implementation of differentiated learning in Islamic Religious Education is important to strengthen the theoretical foundation and provide direction for the development of learning practices that are in accordance with Islamic values and the demands of the times.

The purpose of this research is to examine in depth the concepts, principles, and implementation of differentiated learning in Islamic Religious Education (PAI), as well as analyze its relevance to Islamic values and the Independent Curriculum policy. This research also aims to provide theoretical and practical understanding for PAI teachers in applying adaptive learning to individual differences of students, so that it can realize a fair, inclusive, and oriented educational process towards the formation of religious character and noble morals.

Method

This research uses a qualitative research method with a library research approach. This method was chosen because the focus of the research does not lie in the collection of field data directly, but in the collection, study, and analysis of written sources relevant to the theme of differentiated learning in Islamic Religious Education (PAI). According to (Sari, 2020), literature research is a scientific activity that utilizes various library sources to obtain data and information needed to answer research problems. Through this approach, the researcher searches various literature such as educational textbooks, scientific articles, academic journals, dissertations, research reports, and credible online sources to understand in depth the concepts, principles, and implementation of differentiated learning, especially in the context of Islamic Religious Education. This approach is considered relevant because differentiated learning is a pedagogical concept that is theoretical and conceptual, so the study can be carried out through analysis of written documents and the results of previous research. Through this literature research, the researcher seeks to identify various views of Islamic education experts and modern education practitioners regarding the application of the principle of differentiation in PAI learning, both in terms of theory, curriculum approach, and implementation practice in schools. Thus, the results of the research are expected to provide a comprehensive overview of how the concept and principles of differentiated learning are applied in Islamic Religious Education, as well as contribute to the development of a PAI learning model that is adaptive to the needs of diverse students.

Result and Discussion

1. Differentiated Learning Concept

Differentiated learning is one of the pedagogic approaches that arises from the awareness that each student has differences in abilities, interests, learning styles, and learning needs (Rahmat, 2025). This concept was first developed and popularized by Carol Ann Tomlinson, an education expert from the University of Virginia, who emphasized that learning must be designed flexibly to accommodate the diversity of student characteristics in the

classroom. According to Tomlinson (2001), differentiated learning is the teacher's effort to adjust the learning process to the readiness of students (readiness), interest, and learning profile so that each student has the same opportunity to achieve optimal learning outcomes (Tomlinson et al., 2003).

In Tomlinson's view, differentiation does not mean creating different lessons for each student, but rather designing learning that is varied and responsive to different needs in a classroom. Teachers in this context are not only the transmitters of knowledge, but also the designers of a meaningful and equitable learning experience for all learners. The main principle of this approach is to provide equal but not equal treatment, because justice in education does not mean providing the same thing to every student, but providing what each student needs to develop optimally (Fitriyah, 2023).

The main goal of differentiated learning in the modern pedagogic context is to create student-centered learning. This approach helps ensure that each student is actively involved in the learning process according to their potential and learning style. By implementing differentiated learning, teachers can avoid one-way and uniform learning practices, which often leave students with different abilities left behind or less motivated. In addition, differentiation also aims to develop learning autonomy, encourage confidence, and increase students' emotional involvement in the learning process. In practice, differentiated learning is carried out through three main components, namely the differentiation of content, processes, and products.

First, content differentiation has to do with what the teacher teaches. In this case, teachers can adjust teaching materials or learning resources based on the student's ability level. For example, for students with high abilities, teachers can provide more complex materials or exploratory activities, while for students who still need assistance, teachers can provide teaching materials with a simpler and easier to understand context.

Second, process differentiation is related to how students learn. Teachers can design various learning strategies so that each student can process information according to their own learning style. For example, some students may find it easier to understand through discussions and group work, while others are more effective at learning through reflection activities or individual practice. Teachers can use a variety of methods such as group discussions, problem-based projects, experiments, or inquiry-based learning to cater to this diversity.

Third, product differentiation is related to how students show their learning outcomes. In this approach, teachers give students the freedom to express their understanding in different forms according to their abilities and interests. One student may prefer to create a written report, while another may demonstrate understanding through presentations, videos, artwork, or other creative projects. Product differentiation not only measures learning outcomes cognitively, but also respects students' creativity and individual expression styles (Fitriyah, 2023).

Through these three components, differentiated learning allows for the creation of an inclusive, dynamic learning environment and fosters students' sense of responsibility for their own learning process. This concept emphasizes the importance of the role of teachers as facilitators who understand the diversity of students and are able to adjust learning strategies so that each student can learn optimally according to their potential. In the context of Islamic religious education, this concept is very relevant because it is in line with Islamic values that emphasize justice ('adl), compassion (rahmah), and respect for individual differences. Through differentiated learning, Islamic Religious Education teachers can present a learning process that is not only academically effective, but also spiritually and morally meaningful. Thus, the application of differentiated learning is not only a modern pedagogical need, but also a tangible manifestation of Islamic values in educational practices that respect the diversity of Allah SWT's creation.

2. Islamic Religious Education (PAI) in the Context of the Independent Curriculum

Islamic Religious Education (PAI) is one of the subjects that has a fundamental role in shaping the personality, character, and morals of students to become humans, pious, and noble people. PAI not only functions as a means of transferring religious knowledge, but also as a medium for internalizing spiritual and moral values that are the foundation of daily life. In the context of national education, PAI has the main mission to foster a complete religious awareness, namely a balance between the aspects of knowledge (cognitive), appreciation (affective), and practice (psychomotor) of Islamic teachings. Thus, PAI plays an important role in shaping the character of students who have good morals, integrity, and social responsibility (Salisah et al., 2024).

The Independent Curriculum enforced by the Ministry of Education, Culture, Research, and Technology emphasizes a new paradigm in the learning process, namely student-centered learning. This curriculum gives teachers and schools the flexibility to design a learning process that suits students' potential, needs, and interests. The main principle in the Independent Curriculum is to provide freedom of learning, encourage creativity, and pay attention to individual diversity. Within this framework, PAI has a strategic position because the Islamic values taught actually support the spirit of the Independent Curriculum, especially in terms of the development of the whole human being and respect for differences (Syafriani et al., 2025).

PAI learning in the context of the Independent Curriculum is directed to cultivate characters that are in line with the profile of Pancasila Students, namely students who have faith, fear God Almighty, and have noble character. The PAI learning process is expected not to stop at the aspect of memorization or mastery of religious materials, but rather to emphasize the formation of attitudes, behaviors, and moral awareness. PAI teachers play the role of facilitators and spiritual guides who help students internalize Islamic values in real life, through a contextual, reflective, and inspirational learning process (Ningsih et al., 2025).

3. Relevance and effectiveness of the Differentiation approach

Differentiated Paradigm Learning refers to a learning approach that adjusts the teaching process and learning experience to individual differences among students (Junaidin, 2023). The differentiation paradigm focuses on recognizing that students have different learning styles, needs, and learning speeds (Hadi et al., 2022). Therefore, teachers who implement differentiated learning paradigms will create a learning environment that is responsive to this diversity.

Some characteristics of differentiated paradigm learning include:

a. Material Customization

Teachers design and present learning materials with varying levels of complexity and depth, according to students' level of understanding and learning speed

b. Teaching Strategies

Varied Teachers use a variety of teaching strategies to match students' learning styles. This can include the use of pictures, stories, group discussions, and practical activities to reach a wide range of learning preferences

c. Differential Assessment

The assessment approach focuses on the individual understanding of the student. Teachers use various forms of assessment, such as projects, oral exams, or portfolios, to measure student understanding in a way that matches the uniqueness, flexibility in the classroom (Gani & Nasri, 2023). Teachers create flexibility in the classroom structure, allowing students to work in groups, independently, or in the form of teaching tailored to their learning style

d. Additional support

Students who need additional support receive further attention and assistance. Teachers can provide extra guidance, customized reading materials, or supportive learning tools (Naibaho, 2023).

Differentiated paradigm learning aims to create an inclusive environment where every student can succeed regardless of their individual differences. This approach reflects an awareness of diversity within the classroom and places a focus on students' individual understanding and progress. The differentiation approach is relevant in accommodating the diversity of students in PAI learning. Diversity can include differences in cultural

backgrounds, levels of understanding, learning ability, and interests. By applying a differentiation approach, teachers can design teaching strategies that take these differences into account. For example, providing materials with varying levels of complexity, using a variety of learning resources, or providing a choice of activities that suit each student's learning style. This approach should be able to increase student engagement by providing a more relevant and meaningful learning experience according to their needs and level of understanding (Anwar, 2023).

The effectiveness of differentiation strategies can be measured through increased students' understanding and participation in PAI learning. Differentiation strategies involve the use of a variety of teaching methods, formative assessments, and content adjustments that can be adapted to the needs of students. Evaluation can be done by comparing the achievement of comprehension between students who may have different learning speeds, learning styles, or levels of understanding. In addition, the level of student participation in learning activities can also be an indicator of differentiation effectiveness. If students feel engaged and motivated, this can reflect that differentiation strategies have succeeded in creating an inclusive learning environment that is responsive to the diversity of learners.

4. Principles of Differentiated Learning in Islamic Religious Education

Differentiated learning in Islamic Religious Education (PAI) is not only a modern pedagogic approach that is student-oriented, but also has a strong philosophical and theological foundation in Islamic teachings. The values contained in the Qur'an and hadith provide moral and ethical guidance for teachers in managing the diversity of students in the classroom. Islamic principles such as 'adl (justice), rahmah (compassion), and amanah and taklif (responsibility) are very relevant to be used as a basis for the application of differentiated learning. Through these principles, the learning process not only focuses on academic achievement, but also on the formation of students' spiritual and social character to become people of faith, knowledge, and noble character.

a. Principles of Justice and Inclusivity

The principle of justice ('adl) is a basic value in Islamic teachings that emphasizes the importance of giving rights to each individual in proportion to their needs. Allah SWT says in QS. An-Nahl [16]:90, "Indeed, Allah has commanded (you) to be just and to do good..." This verse is the moral basis for teachers to apply the principle of justice in the learning process. In the context of differentiated learning, fairness does not mean giving equal treatment to all students, but providing learning opportunities that are in accordance with the abilities, interests, and characteristics of each student. Teachers who apply the principle of fairness in learning will try to understand individual student differences and adjust teaching strategies so that each student has a chance to succeed. For example, students with high academic ability may be given more complex challenges, while students with learning difficulties are given additional guidance as needed. This is in line with the concept of inclusivity, which is to provide space for all students without exception to be actively involved in the learning process. Thus, the application of the principle of justice in differentiated learning creates a harmonious, fair, and respectful learning atmosphere as *sunnatullah* that needs to be accepted and managed wisely (Nurlaili, 2023).

b. The Principle of Love and Care (Rahmah)

In addition to justice, the principle of compassion or rahmah is also an important foundation in differentiated learning. Islam views rahmah as a universal value that must color all aspects of life, including education. The Prophet PBUH was known as a teacher who was full of affection and concern for his students. In the context of learning, the principle of rahmah means that teachers must have empathy, understand students' feelings, and care about their learning needs. Differentiated learning is basically a tangible manifestation of teachers' affection and concern for the diversity of students. Teachers who are based on the value of rahmah will not impose one way of learning for all students, but will instead adjust approaches, methods, and learning media to accommodate differences in abilities and interests. For example, teachers can provide more intensive guidance to students who have difficulty understanding religious teachings, or provide a space for expression for students who have high creativity to channel their ideas through religious activities. By applying the principle of grace, teachers not only play the role of teachers, but also as spiritual guides who foster the spirit of learning with tenderness and appreciation. The

principle of affection also encourages the creation of positive relationships between teachers and students, so that the learning process becomes warmer, more fun, and meaningful. In this atmosphere, students will feel appreciated and more motivated to learn and practice Islamic values in their lives (Suryaningtyas, 2024).

c. Principles of Independence and Responsibility (Amanah and Taklif)

The next principle that is very relevant in differentiated learning is independence and responsibility, which in Islam is known as the concept of trust and taklif. Islam teaches that every human being bears responsibility according to his capacity and ability, as Allah says in QS. Al-Baqarah [2]:286, "Allah does not burden a person except according to his ability." This principle shows that in education, teachers need to help students to learn according to their own abilities and gradually foster an awareness of responsibility for their own learning process. In differentiated learning, the principle of independence means providing opportunities for students to manage and make decisions in the learning process, such as choosing a learning method, form of assignment, or activity that suits their interests and learning style. Teachers act as facilitators who provide direction, while students are given space to take the initiative and take responsibility for their progress. This approach not only increases learning motivation, but also fosters students' confidence, discipline, and reflective abilities.

The principle of trust in this case means that teachers have a moral responsibility to ensure that every student gets a fair and meaningful learning opportunity, while the students themselves have a mandate to take advantage of that opportunity seriously. Thus, differentiated learning is a means to instill the value of individual and social responsibility in students, in accordance with Islamic teachings that emphasize the importance of a balance between rights and obligations (Munawir, 2025).

Through the application of these three principles, justice, compassion, and differentiated learning responsibility in Islamic Religious Education can be an approach that is not only pedagogically effective, but also spiritually valuable. This kind of learning places students as unique and valuable individuals, and encourages them to develop according to the nature and potential bestowed by Allah SWT. Thus, the process of Islamic religious education not only forms religious knowledge, but also builds human beings with character, empathy, and noble character.

5. Implementation of Differentiated Learning in Islamic Religious Education (PAI)

The implementation of differentiated learning in Islamic Religious Education (PAI) is a real effort to realize learning that is on the side of students and respects their diversity. Each student has a different background, potential, and way of learning. Therefore, PAI teachers are required to be able to adjust learning strategies so that all students can learn optimally according to their abilities and needs. In the context of the Independent Curriculum, the application of differentiated learning is increasingly relevant because it provides a space of freedom for teachers to develop learning activities that are flexible, adaptive, and contextual with Islamic values.

a. Content Differentiation Strategy

Content differentiation strategies focus on adjusting teaching materials or learning materials to suit students' ability levels, experiences, and backgrounds. In PAI learning, teachers can group students based on their level of understanding of religious material, then adjust the depth or form of presentation. For example, when discussing material on morals, students with high abilities can be given case studies or analysis of moral values in the context of modern life, while students with basic abilities can be facilitated with Islamic stories or simpler verses of the Qur'an. Content adjustments can also be made by paying attention to the social and cultural background of students. Teachers can relate religious materials to the real experiences of students in their environment, so that learning becomes more relevant and meaningful. This approach helps students to understand Islamic values not only as a theory, but as a guideline for life that can be applied in their daily lives. Thus, content differentiation in PAI fosters a more contextual understanding and strengthens the internalization of Islamic values in students.

b. Process Differentiation Strategy

Process differentiation is related to the way or approach used in delivering learning. PAI teachers can use various methods that suit students' learning styles, such as group discussions, collaborative projects, problem-based learning, simulations, or spiritual reflection. For example, in learning about faith, teachers can invite students to discuss the meaning of faith in the lives of today's adolescents, or hold social project activities as a form of implementing the value of faith in real actions. Teachers can also use learning technology to enrich the learning process, such as using da'wah videos, digital Qur'an applications, or interactive media that are interesting to students. In this context, the role of teachers is not just a conveyor of information, but a facilitator who directs students to learn actively, independently, and collaboratively. Process differentiation emphasizes the importance of providing a variety of learning activities so that each student can understand the material according to their learning style—both visual, auditory, and kinesthetic—so that learning becomes more effective and enjoyable.

c. Product Differentiation Strategy

Product differentiation is related to the form or learning outcomes expected from students. In differentiated learning, teachers give students the freedom to show their understanding through various forms of learning products according to their abilities and interests. For example, after studying material on interfaith tolerance, some students can create reflective essays, others can create a tolerance campaign poster, while other students can prepare a presentation or short video on the application of tolerance values in the school environment. This approach fosters creativity and provides a wide space of expression for students to display their learning results in a way that is most appropriate for them. In addition, product differentiation helps teachers assess students' abilities more holistically, not only from cognitive aspects, but also affective and psychomotor aspects. Thus, PAI learning becomes more inclusive and centered on the individual development of students (Gani & Nasri, 2023).

d. The Role of PAI Teachers

PAI teachers play a central role in the successful implementation of differentiated learning. In this approach, the teacher not only functions as a material presenter, but also as a facilitator, motivator, and spiritual guide for students. Teachers must be able to understand the character, potential, and learning needs of each student through observation, reflection, and empathetic communication. As facilitators, teachers help students find ways of learning that suit them. As a motivator, teachers foster the spirit of learning by providing positive encouragement and appreciation for students' efforts, not just the end result. As a supervisor, teachers provide examples in terms of morals and spirituality, so that the learning process is not only oriented to knowledge, but also to the formation of Islamic attitudes and values. PAI teachers also play an important role in creating a learning environment that is adaptive, open, and respectful of differences. This can be done by building good two-way communication, creating an inclusive classroom atmosphere, and actively engaging students in the learning process. Through this role, teachers help students to grow into faithful, independent, and responsible individuals (Mansyur, 2023).

e. Implementation Barriers and Solutions

In practice, the application of differentiated learning in PAI is inseparable from various obstacles. One of the main obstacles is the competence of teachers who do not fully understand the concept and strategy of implementing differentiated learning. Many teachers still use traditional and uniform approaches in teaching, so they are less able to adapt learning to individual student needs. In addition, limited facilities and infrastructure, such as learning media and access to technology, are also a challenge, especially in schools with limited resources. Another obstacle is the old paradigm in learning, where teachers still position themselves as the main center of learning activities (teacher-centered), not as facilitators. As a result, the learning process becomes less flexible and does not provide space for students to express themselves and develop their potential to the fullest.

To overcome these obstacles, several strategic steps are needed. First, teacher training and professional development needs to be carried out on an ongoing basis so that teachers have the understanding and skills

to implement differentiated learning. Second, collaboration between teachers and education staff must be strengthened, so that they can share experiences and effective learning strategies with each other. Third, innovation in learning design needs to be continuously developed, both in the form of the use of creative media, digital technology, and contextual approaches that are relevant to students' lives. By overcoming these barriers, differentiated learning in PAI can be applied optimally. This approach not only increases the effectiveness of learning, but also fosters a spirit of justice, compassion, and responsibility in students in accordance with Islamic values. Through consistent implementation, PAI learning will become a forum that fosters religious, empathetic, and noble character in the young generation of Muslims (Manan, 2024).

Conclusion

Differentiated learning in Islamic Religious Education (PAI) is a pedagogical approach that is oriented to students by adapting the learning process to different abilities, interests, and learning styles of students. This approach is not only in line with the concept of student-centered learning in the Merdeka Curriculum, but also in line with Islamic values such as justice ('adl), compassion (rahmah), and responsibility (amanah). Through the differentiation of content, processes, and products, teachers can create a fair, inclusive, and meaningful learning environment so that every student has the same opportunity to develop according to their potential.

In the context of PAI, differentiated learning not only aims to improve cognitive understanding of Islamic teachings, but also to shape the spiritual, moral, and social character of students. Teachers play an important role as spiritual facilitators and guides who help students internalize Islamic values through learning experiences that are contextual and relevant to their lives. The application of this strategy makes the learning process more adaptive, creative, and able to connect religious theory with daily life practices.

However, the implementation of differentiated learning still faces several challenges, such as limited teacher competence, infrastructure, and a teacher-centered learning paradigm. Therefore, increasing the professional capacity of teachers, strengthening collaboration between educators, and learning design innovation are strategic steps that must be taken. With consistent application and based on Islamic values, differentiated learning can be an effective means to produce a generation of Muslims who are knowledgeable, faithful, and noble.

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