

Differentiated Instruction in Madrasah Ibtidaiyah: A Literature Review on Inclusive Learning for Student Diversity

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ABSTRAK

Penelitian ini mengkaji peran *Differentiated Instruction* (DI) dalam mendukung pembelajaran inklusif di Madrasah Ibtidaiyah melalui sintesis literatur ilmiah terkini yang membahas keberagaman peserta didik dalam pendidikan dasar Islam. Kajian ini menyoroti bagaimana DI mengakomodasi perbedaan kesiapan belajar, minat, profil belajar, serta latar belakang sosial dan budaya siswa di tingkat sekolah dasar. Metode yang digunakan adalah kajian pustaka dengan menganalisis artikel jurnal, buku, dan laporan penelitian yang dipublikasikan pada rentang tahun 2019–2025 dan diperoleh melalui basis data akademik seperti Google Scholar dan repositori institusi. Hasil kajian menunjukkan bahwa penerapan *Differentiated Instruction* secara konsisten dikaitkan dengan peningkatan keterlibatan belajar siswa, perbaikan capaian akademik, serta pengurangan kesenjangan hasil belajar melalui penyesuaian konten, proses, dan produk pembelajaran sesuai kebutuhan individu. Dalam konteks Madrasah Ibtidaiyah, DI juga sejalan dengan prinsip inklusivitas dan keadilan yang melekat dalam nilai-nilai pendidikan Islam. Meskipun demikian, literatur mengidentifikasi sejumlah tantangan implementasi, terutama terkait kesiapan pedagogis guru, keterbatasan pelatihan profesional, dan ketersediaan sumber daya. Penelitian ini menyimpulkan bahwa *Differentiated Instruction* merupakan pendekatan pedagogis yang relevan dan berbasis bukti untuk memperkuat pembelajaran inklusif di Madrasah Ibtidaiyah, serta memberikan implikasi konseptual dan praktis bagi guru, pengembang kurikulum, dan pembuat kebijakan pendidikan Islam.

ABSTRACT

This study examines the role of *Differentiated Instruction* (DI) in fostering inclusive learning in Madrasah Ibtidaiyah by synthesizing recent scholarly literature on student diversity in Islamic elementary education. The review focuses on how DI addresses variations in students' readiness, interests, learning profiles, and socio-cultural backgrounds within primary-level classrooms. Employing a literature review approach, this study analyzes peer-reviewed journal articles, books, and research reports published between 2019 and 2025, accessed through academic databases such as Google Scholar and institutional repositories. The analysis indicates that *Differentiated Instruction* is consistently associated with increased student engagement, improved academic outcomes, and reduced learning gaps when instructional content, learning processes, and assessment products are adapted to individual student needs. In the context of Madrasah Ibtidaiyah, DI also aligns with the principles of inclusivity and equity embedded in Islamic educational values. However, the literature highlights persistent challenges in implementation, particularly related to teachers' pedagogical readiness, limited professional training, and resource constraints. This study concludes that *Differentiated Instruction* represents a relevant and evidence-informed pedagogical approach for inclusive learning in Madrasah Ibtidaiyah. The findings offer conceptual and practical insights for teachers, curriculum developers, and policymakers in strengthening inclusive instructional practices in Islamic elementary education.

1. INTRODUCTION

Madrasah Ibtidaiyah (MI) holds a strategic position in Indonesia's education system, particularly in shaping students' foundational knowledge, character, and religious values within the framework of Islamic education. As an Islamic elementary institution, MI is expected not only to develop students' cognitive abilities but also to cultivate moral values, social responsibility, and inclusive attitudes in line with national educational goals and Islamic principles (Ghofur et al., 2024; Murzal, 2023). However, one of the persistent challenges faced by MI is the increasing diversity of students in terms of academic ability, learning readiness, socio-economic background, learning styles, motivation, and cultural context (Zagoto et al., 2019).

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Student diversity has become a critical issue in elementary education, as uniform instructional approaches often fail to accommodate individual learning needs. In many MI classrooms, teaching practices tend to rely on standardized methods and materials, resulting in unequal learning opportunities and widening achievement gaps among students (Herwina, 2021). Students with lower academic readiness or different learning profiles frequently experience difficulties in following instruction, which may lead to decreased engagement and learning motivation. Conversely, students with higher abilities may not receive sufficient academic stimulation, limiting their potential development (Himmah & Nugraheni, 2023).

In response to these challenges, *Differentiated Instruction* (DI) has emerged as a pedagogical approach designed to address learner diversity by adjusting instructional content, learning processes, and learning products according to students' readiness, interests, and learning profiles (Tomlinson, 2014). DI emphasizes the role of teachers in designing flexible learning environments that enable all students to access meaningful learning experiences without lowering academic standards. Previous studies have demonstrated that differentiated learning practices contribute to improved student engagement, learning motivation, and academic outcomes in elementary education contexts (Nareswari et al., 2021; Erdiana, 2024).

In the Indonesian context, the relevance of Differentiated Instruction has gained increasing attention following the implementation of the *Kurikulum Merdeka*, which encourages flexible, student-centered, and inclusive learning practices. The *Guru Penggerak* program has further introduced DI as a core instructional strategy aimed at responding to students' individual learning needs (Hanif Evendi et al., 2023). Several recent studies indicate that differentiated learning approaches are effective in supporting active learning and reducing disparities in student achievement when integrated with appropriate instructional models such as problem-based learning and contextual learning strategies (Faizatun & Sasomo, 2024; Paryanti et al., 2023).

Despite the growing body of literature on Differentiated Instruction, its implementation in Madrasah Ibtidaiyah remains limited and uneven. Many teachers continue to face challenges related to pedagogical readiness, limited professional training, and insufficient instructional resources, which hinder the effective application of DI in classroom practice (Zagoto et al., 2019). Moreover, while international and national studies have explored DI in general elementary education settings, systematic discussions that specifically situate Differentiated Instruction within the context of Islamic elementary education are still relatively scarce. This gap is particularly significant given that MI operates within a unique educational framework that integrates national curriculum objectives with Islamic values and religious instruction (Widayanti, 2019; Suryadi, 2023).

From an Islamic educational perspective, the principles underlying Differentiated Instruction resonate strongly with the values of justice (*'adl*), equity, and respect for individual differences, which are central to Islamic teachings. Islamic education emphasizes the recognition of individual potential and the responsibility of educators to guide students according to their abilities and needs (Murzal, 2023). Therefore, examining DI within the context of Madrasah Ibtidaiyah is not only pedagogically relevant but also conceptually aligned with the philosophical foundations of Islamic education.

Based on these considerations, this study aims to review and synthesize recent scholarly literature on the implementation of Differentiated Instruction in elementary education, with a particular focus on its relevance for inclusive learning in Madrasah Ibtidaiyah. By employing a literature review approach, this study seeks to analyze how DI supports student diversity, identify key benefits and challenges reported in previous studies, and provide conceptual insights that may inform instructional practices, curriculum development, and teacher professional development in Islamic elementary education.

2. METHOD

This study employed a literature review approach to examine the implementation of *Differentiated Instruction* in elementary education, with a particular focus on inclusive learning in Madrasah Ibtidaiyah. A literature review was selected as the research design because the study aims to synthesize and critically interpret existing theoretical and empirical findings rather than to collect primary data from the field. This approach allows for a comprehensive understanding of differentiated learning as a pedagogical framework that responds to student diversity in elementary classrooms (Tomlinson, 2014; Herwina, 2021).

The sources of data consisted of peer-reviewed journal articles, academic books, and research reports related to Differentiated Instruction, inclusive learning, and student diversity in elementary education. Literature was obtained through academic databases and institutional digital libraries, particularly Google Scholar and university repositories. To ensure the relevance and timeliness of the analysis, this review focused on publications published between 2019 and 2025, a period that reflects recent developments in curriculum reform, including the implementation of the *Kurikulum Merdeka* and the increasing emphasis on differentiated learning practices in Indonesia (Hanif Evendi et al., 2023; Zulhuda et al., 2024).

The selection of literature was conducted using purposive sampling based on predetermined inclusion criteria. Sources were included if they explicitly discussed Differentiated Instruction or differentiated learning approaches, were situated within elementary education or equivalent contexts, and addressed issues related to student diversity, inclusive learning, or learner-centered pedagogy. Studies that lacked academic rigor, were non-scholarly in nature, or focused exclusively on secondary or higher education without relevance to elementary learning contexts were excluded from the analysis. This selection process ensured that the reviewed literature was conceptually and contextually aligned with the objectives of the study (Zagoto et al., 2019; Himmah & Nugraheni, 2023).

Data collection was carried out through a systematic search process using key terms such as “Differentiated Instruction,” “differentiated learning,” “Madrasah Ibtidaiyah,” “inclusive learning,” and “student diversity.” The initial search results were screened based on titles and abstracts to identify potentially relevant sources, followed by a full-text review to confirm their suitability for inclusion. All selected sources were carefully documented and organized to maintain transparency and consistency throughout the review process, as recommended in previous differentiated learning studies (Nareswari et al., 2021; Erdiana, 2024).

The analysis of the selected literature employed a descriptive-analytical approach. Key findings from each source were extracted and categorized into thematic areas, including the conceptual foundations of Differentiated Instruction, its contribution to student engagement and academic outcomes, implementation challenges, and its relevance to inclusive learning in Islamic elementary education. Thematic synthesis was used to identify recurring patterns and relationships across studies, allowing for an integrated interpretation of how Differentiated Instruction supports inclusive learning environments in Madrasah Ibtidaiyah (Faizatun & Sasomo, 2024; Paryanti et al., 2023). Although this study does not involve empirical validation through classroom observation or experimental design, the systematic selection and synthesis of credible literature provide a reliable conceptual basis for discussing the potential and limitations of Differentiated Instruction in Islamic elementary education.

3. RESULT AND DISCUSSION

a. Differentiated Instruction and Student Engagement in Madrasah Ibtidaiyah

Differentiated Instruction (DI) is consistently discussed in the literature as an instructional approach that enhances student engagement by recognizing and responding to individual differences among learners. In elementary education contexts, including Madrasah Ibtidaiyah, student engagement is a critical factor influencing learning effectiveness, as students demonstrate varying levels of readiness, motivation, and learning preferences. Studies indicate that learning environments that provide flexibility in instructional strategies allow students to participate more actively in learning activities, reducing passive learning behaviors commonly found in uniform teaching approaches (Tomlinson, 2014; Herwina, 2021).

The literature highlights that student engagement increases when instructional content and learning activities are aligned with students' interests and learning profiles. Differentiated tasks enable students to interact with learning materials through multiple modalities, such as visual, auditory, and kinesthetic activities, which supports sustained attention and meaningful participation in the classroom (Himmah & Nugraheni, 2023). In Madrasah Ibtidaiyah, where students often come from diverse socio-cultural and educational backgrounds, such flexibility is essential to ensure that all learners feel included and capable of engaging with instructional content (Zagoto et al., 2019).

Several reviewed studies further emphasize that differentiated learning strategies contribute to higher levels of motivation and active participation among elementary school students. When students perceive learning tasks as relevant to their abilities and interests, they are more likely to demonstrate curiosity, persistence, and willingness to participate in classroom discussions and collaborative activities (Nareswari et al., 2021; Erdiana, 2024). This finding suggests that Differentiated Instruction not only supports cognitive engagement but also fosters emotional and behavioral engagement, which are essential components of effective learning in primary education.

From the perspective of Islamic elementary education, increased student engagement through Differentiated Instruction aligns with the broader educational mission of Madrasah Ibtidaiyah to nurture students holistically. Islamic education emphasizes the responsibility of educators to guide learners according to their individual capacities and potentials, promoting fairness and respect for differences (Murzal, 2023). By facilitating active and inclusive participation, Differentiated Instruction supports these values and contributes to the creation of a learning environment in which students are encouraged to engage meaningfully with both academic content and moral development.

b. Differentiated Instruction and Academic Learning Outcomes

The reviewed literature indicates that Differentiated Instruction plays an important role in supporting academic learning outcomes in elementary education. By adjusting instructional content, learning processes, and assessment strategies, DI allows students with varying levels of academic readiness to access learning materials in ways that are appropriate to their abilities (Tomlinson, 2014). This flexibility helps prevent learning stagnation among high-achieving students while simultaneously providing scaffolding for learners who require additional support (Herwina, 2021).

Studies focusing on differentiated learning in elementary classrooms report that students benefit academically when instruction is tailored to their learning needs. Differentiated Instruction enables teachers to design tasks that vary in complexity, pace, and mode of representation, allowing students to demonstrate understanding through diverse forms of expression (Erdiana, 2024; Asna Lutfi et al., 2024). Such practices reduce the risk of learning gaps by ensuring that instructional expectations remain attainable yet challenging for all learners.

Within the context of Madrasah Ibtidaiyah, the alignment of Differentiated Instruction with the principles of the *Kurikulum Merdeka* further strengthens its relevance for improving academic outcomes. The curriculum encourages learner-centered and flexible instructional practices that accommodate student diversity, making DI a suitable pedagogical framework for achieving curriculum objectives (Hanif Evendi et al., 2023; Zulhuda et al., 2024). Through differentiated learning pathways, students are provided with equitable opportunities to achieve academic competence.

From an Islamic educational perspective, supporting academic achievement through Differentiated Instruction reflects the principle of justice in learning, where each student is given appropriate support to reach their potential. Islamic education emphasizes that educational success should not be limited to a select group of learners but should be accessible to all students according to their abilities (Murzal, 2023). Therefore, Differentiated Instruction contributes not only to improved academic outcomes but also to the ethical foundation of educational practice in Madrasah Ibtidaiyah.

c. Differentiated Instruction and Inclusive Learning in Islamic Elementary Education

Inclusive learning is a central theme in the literature on Differentiated Instruction, as DI is inherently designed to address learner diversity within a single classroom environment. The reviewed studies consistently emphasize that inclusive education requires instructional approaches that recognize differences in ability, background, and learning needs as natural aspects of the learning process rather than as obstacles (Florian & Beaton, 2018). Differentiated Instruction responds to this need by offering multiple pathways for learning and participation.

In Madrasah Ibtidaiyah, inclusive learning carries both pedagogical and moral significance. Islamic elementary education aims to cultivate values of equity, compassion, and mutual respect alongside academic learning (Ghofur et al., 2024). Differentiated Instruction supports these aims by reducing exclusionary practices and ensuring that students with diverse learning profiles are actively involved in classroom activities (Zagoto et al., 2019). This approach helps create learning environments that are responsive to both individual needs and collective values.

The literature also highlights that inclusive learning through Differentiated Instruction contributes to positive classroom climates. When students experience learning environments that acknowledge and respect their differences, they are more likely to develop positive self-perceptions and collaborative attitudes toward peers (Himmah & Nugraheni, 2023). In Islamic elementary settings, such outcomes are particularly important, as social harmony and character development are integral components of educational goals.

Conceptually, the alignment between Differentiated Instruction and Islamic educational values strengthens the relevance of DI for Madrasah Ibtidaiyah. Islamic teachings emphasize fairness, responsibility, and respect for individual differences, which parallel the core principles of inclusive pedagogy (Murzal, 2023; Suryadi, 2023). By integrating Differentiated Instruction into classroom practice, Madrasah Ibtidaiyah can advance inclusive learning while remaining faithful to its religious and educational foundations.

d. Challenges and Constraints in Implementing Differentiated Instruction

Despite the potential benefits of Differentiated Instruction, the literature identifies several challenges that hinder its effective implementation in elementary education. One of the most frequently cited obstacles is teachers' limited pedagogical readiness to design and manage differentiated learning environments (Zagoto et al., 2019). Many teachers perceive DI as

complex and demanding, particularly in classrooms with large student populations and diverse learning needs.

Another significant challenge relates to limited professional development opportunities. Studies indicate that teachers often lack sufficient training in differentiated instructional strategies, assessment design, and classroom management techniques required to implement DI effectively (Herwina, 2021; Hanif Evendi et al., 2023). Without continuous professional support, teachers may revert to traditional, uniform teaching methods that are perceived as more manageable but less responsive to student diversity.

Resource constraints also pose barriers to the implementation of Differentiated Instruction, especially in Madrasah Ibtidaiyah located in under-resourced or rural areas. Limited access to instructional materials, learning media, and technological support restricts teachers' ability to design varied learning activities and assessments (Zulhuda et al., 2024). These constraints highlight the importance of institutional and policy-level support in promoting differentiated learning practices.

The literature suggests that addressing these challenges requires systemic efforts involving curriculum flexibility, teacher professional development, and institutional commitment. Programs such as *Guru Penggerak* provide a promising foundation for enhancing teachers' understanding of differentiated learning, yet sustained support remains essential to ensure long-term implementation (Hanif Evendi et al., 2023). By addressing pedagogical and structural constraints, Madrasah Ibtidaiyah can more effectively integrate Differentiated Instruction as a strategy for inclusive and equitable learning.

e. Limitations

Despite providing a comprehensive synthesis of the literature on Differentiated Instruction in Madrasah Ibtidaiyah, this study has several limitations that should be acknowledged. First, the research design is limited to a literature review approach and does not involve the collection of primary empirical data. As a result, the findings are based on the interpretation and synthesis of existing studies rather than direct classroom observations, interviews, or experimental evidence from Madrasah Ibtidaiyah settings. This limitation may affect the extent to which the findings reflect actual instructional practices in diverse MI contexts.

Second, although the reviewed literature spans publications from 2019 to 2025, the availability of studies that specifically examine Differentiated Instruction within Islamic elementary education remains limited. Many of the analyzed sources focus on general elementary education or secular school contexts, which may differ in curricular structure, institutional culture, and pedagogical priorities from Madrasah Ibtidaiyah. Consequently, the contextual specificity of Differentiated Instruction in Islamic elementary schools may not be fully captured in the reviewed studies.

Third, the implementation of Differentiated Instruction is highly influenced by contextual factors such as teacher competence, school resources, class size, and institutional support. These factors vary widely across Madrasah Ibtidaiyah in Indonesia, particularly between urban and rural areas. Since this study does not account for such contextual variations through empirical investigation, the generalizability of the findings to all MI settings should be interpreted with caution.

Finally, this literature review does not explicitly examine the impact of emerging digital technologies on the implementation of Differentiated Instruction in Madrasah Ibtidaiyah. Given the increasing role of digital learning platforms and blended learning models in elementary education, future research could explore how technology-enhanced differentiated learning supports inclusivity and student diversity in Islamic elementary education.

4. CONCLUSION

This literature review demonstrates that Differentiated Instruction represents a pedagogically sound and contextually relevant approach for supporting inclusive learning in Madrasah Ibtidaiyah. The synthesis of studies published between 2019 and 2025 indicates that Differentiated Instruction effectively addresses student diversity by accommodating differences in learning readiness, interests, and learning profiles through flexible instructional design. By adapting content, learning processes, and assessment products, Differentiated Instruction contributes to increased student engagement, improved academic learning outcomes, and more equitable learning opportunities in elementary education.

Within the context of Islamic elementary education, Differentiated Instruction aligns closely with the foundational values of justice, equity, and respect for individual differences emphasized in Islamic educational philosophy. The reviewed literature suggests that inclusive learning in Madrasah Ibtidaiyah is strengthened when instructional practices recognize learner diversity as an integral aspect of the educational process rather than as a challenge to be managed. In this regard, Differentiated Instruction offers a conceptual and practical framework that supports both academic development and moral–social formation of students.

Despite its potential, the effectiveness of Differentiated Instruction in Madrasah Ibtidaiyah is contingent upon several contextual factors, particularly teacher pedagogical competence, curriculum flexibility, and institutional support. The literature highlights persistent challenges related to limited professional training, instructional resources, and readiness to implement differentiated practices consistently. Addressing these challenges requires coordinated efforts among teachers, school leaders, and policymakers to ensure that Differentiated Instruction is implemented in a sustainable and meaningful manner.

Overall, this study concludes that Differentiated Instruction holds significant promise as an inclusive pedagogical approach for Madrasah Ibtidaiyah. By integrating differentiated learning principles into instructional practice, curriculum development, and teacher professional development, Islamic elementary education can more effectively respond to student diversity while remaining aligned with its educational and ethical foundations. Future research employing empirical and mixed-methods designs is recommended to further examine the practical implementation and long-term impact of Differentiated Instruction in diverse Madrasah Ibtidaiyah contexts.

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