



Developing a Differentiated Islamic Religious Education Teaching Module for Madrasah Ibtidaiyah

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Abstract:

This study aims to develop and implement a teaching module for Islamic Religious Education (PAI) at the Madrasah Ibtidaiyah level that supports differentiated, contextual, and interactive learning. The study employed a research and development approach using the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. Data were obtained through interviews with PAI teachers, curriculum-document analysis, classroom observation, questionnaires, and implementation of the module at Madrasah Ibtidaiyah. The implementation involved five PAI teachers who used the module for four weeks. The findings show that the module integrates learning objectives, PAI materials, varied learning methods, learning media, and assessment activities, while encouraging contextual, problem-based, project-based, and differentiated learning. The reported evaluation indicates that 80% of the identified module elements were fulfilled, while the language component reached an average of 85% and the curriculum-characteristic component reached 79%. Teachers reported greater confidence and wider use of discussion, case study, practice, and educational games, while students responded positively to more interactive learning activities. The study contributes a practical ADDIE-based module framework for PAI teachers and highlights the need for continued teacher support in digital learning implementation.

INTRODUCTION

Islamic Religious Education (PAI) at the elementary level is important for society because religious learning contributes not only to students' knowledge but also to moral development, religious attitudes, practical skills, and responsible behavior in everyday life. The reason is that early educational experiences can shape how children understand and practice religious values in family, school, and community contexts. Mulyono and Purnomo (2025) emphasize that the quality of PAI learning depends on instructional content and the teacher's ability to design experiences suited to students' developmental characteristics and diverse learning needs. Therefore, PAI instruction should provide direct and meaningful opportunities for students to connect Islamic teachings with real situations rather than merely memorize concepts (Adzimah & Jasri, 2025; Fikri & Aminullah, 2026; Najiburohman et al., 2025). Within the Merdeka Curriculum, differentiated learning becomes increasingly relevant because students have different readiness levels, interests, learning preferences, and learning needs (AP et al., 2025).

Thus, developing high-quality PAI learning resources is essential for strengthening inclusive, relevant, contextual, and meaningful religious education.

Despite these expectations, many settings face difficulties in translating curriculum principles into effective classroom practice (Adzimah, 2024; Kamil & Jasri, 2025; Ma'arif & Rahman, 2025). The general problem concerns teachers' capacity to design learning that simultaneously addresses curriculum demands, student diversity, meaningful activities, and appropriate assessment. Differentiated learning requires deliberate adjustments to content, process, products, and assessment, rather than simply assigning students different activities (Baharun, 2026; Hikmah, 2026; Mohlas, 2025; Zen, 2026). However, teachers may experience limited competence, resources, time, and guidance when developing teaching materials that operationalize these principles. Aliyah et al. (2024) report challenges related to teachers' understanding of instructional planning and preparation of teaching modules during implementation of the Merdeka Curriculum. Similar concerns indicate that curriculum reform alone cannot guarantee changes in classroom practice. Without practical resources, teachers may continue relying on conventional approaches that emphasize lecture, memorization, and uniform learning tasks. Consequently, there is a broader need for accessible teaching modules that help PAI teachers translate curriculum expectations into structured, interactive, differentiated, and contextually relevant classroom experiences.

This problem is also visible in the field, particularly in the implementation of PAI at Madrasah Ibtidaiyah. A field study at MI Al-Jihad 02 Kebonrejo Salaman found that PAI syllabus implementation was generally aligned with curriculum standards, but optimization of the learning-objective flow still required improvement, especially regarding methods and resources. The study highlights several planning needs, including reviewing competencies, identifying learning materials, developing learning activities, formulating achievement indicators, determining assessment, allocating time, and selecting learning resources or media (Ponomariovienè et al., 2025). These findings suggest that teachers may understand curriculum requirements but still need practical support to organize them into coherent classroom instruction. The situation becomes more complex when teachers are expected to accommodate different student characteristics while making learning interactive and relevant. Therefore, the field phenomenon demonstrates a gap between curriculum expectations and instructional implementation, strengthening the need for a practical PAI teaching module that integrates planning, activities, media, differentiation, and assessment coherently.

Previous studies have explored differentiated instruction, teacher competence, curriculum implementation, and the development of teaching modules. Tomlinson (2014) provides a foundational framework in which differentiation responds systematically to learner diversity through purposeful adjustments in content, process, products, and assessment. More recent research has examined teachers' readiness to implement the Merdeka Curriculum and identified challenges in instructional planning and teaching-module preparation (Aliyah et al., 2024). Other studies have demonstrated that structured module development can support more systematic and contextual learning and provide guidance for innovative instruction (Desyandri et al., 2024). However, these studies generally address differentiated learning, teacher readiness, or instructional module development as largely separate concerns. They provide valuable theoretical foundations but offer limited evidence on how an integrated PAI module can operationalize differentiated and interactive learning specifically at the Madrasah

Ibtidaiyah level. This limitation is important because PAI requires coherence between religious content, student experience, learning activities, media, and assessment. Therefore, an integrated development study is needed to address this gap effectively.

The state of the art of this study lies in developing an ADDIE-based PAI teaching module that integrates curriculum planning, differentiated instruction, contextual learning, interactive strategies, learning media, and assessment within one coherent and practical instructional framework. A teaching module should not merely reproduce subject matter; it should connect learning objectives, content, activities, media, differentiation, and assessment in a coherent instructional sequence. Desyandri et al. (2024) show that module development can support structured and contextual learning while providing teachers with practical guidance for innovative instruction. The contextual findings from MI Al-Jihad 02 also indicate the importance of strengthening methods, resources, assessment, and achievement planning (Ponomariovieni^é et al., 2025). Nevertheless, a specific and systematic ADDIE-based teaching module for PAI at the Madrasah Ibtidaiyah level that explicitly combines these elements remains insufficiently documented. This novelty is important to resolve the practical gap between curriculum expectations and classroom implementation. This study contributes an applicable instructional model for responsive, interactive, contextual, and differentiated PAI learning in classroom practice.

Based on this gap, the research problem concerns how an ADDIE-based PAI teaching module can be developed and implemented to support differentiated, contextual, and interactive learning at the Madrasah Ibtidaiyah level. The study asks: (1) How is the ADDIE-based PAI teaching module developed for learning at Madrasah Ibtidaiyah? and (2) How is the module implemented and perceived by teachers and students in classroom practice? The central argument is that a systematically developed module can provide teachers with a coherent instructional structure while creating opportunities to respond to differences in students' readiness, interests, learning preferences, and needs. This argument is consistent with the principles of differentiated instruction described by Tomlinson (2014) and the need for practical curriculum implementation identified by Aliyah et al. (2024). The study contributes theoretically by linking ADDIE development with differentiated PAI instruction and practically by providing teachers with an adaptable instructional module framework. Its evidence may inform further improvements in PAI resources and teacher support.

RESEARCH METHODS

The study used two field loci with different functions. MI Al Islam Banjarharjo served as the primary implementation locus, where the developed module was implemented with five PAI teachers for four weeks. MI Al-Jihad 02 Kebonrejo Salaman served as a supporting contextual locus for examining curriculum implementation, learning-method needs, and learning-resource constraints relevant to PAI planning. Evidence from MI Al-Jihad 02 was obtained from the qualitative study, which used interviews, observations, and documentation involving PAI teachers and the madrasah principal. The two loci are therefore not treated as equivalent experimental sites: the first provides implementation evidence, while the second provides contextual evidence for needs and curriculum alignment (Salmona & Kaczynski, 2024; Takona, 2024).

The Analysis stage focused on identifying teachers' instructional needs and examining the curriculum used at the school. Interviews with PAI teachers were used to

identify difficulties in teaching PAI, especially the limited variation of methods, media, and student-oriented activities. Curriculum documents were also examined to identify the learning objectives and content that needed to be represented in the module. The Design stage translated the identified needs into a module structure. The module was designed to include learning objectives, PAI materials, learning procedures, learning media, student activities, and assessment. The instructional design incorporated contextual learning, problem-based learning, project-based activities, discussion, case study, practice, and educational games. Attention was also given to the characteristics of elementary-age learners and the principles of differentiated learning.

The Development stage produced a draft module that could be used by PAI teachers. The Implementation stage involved teacher preparation followed by classroom use of the module for four weeks. Observation was used to examine how teachers applied the module and how students participated in learning activities. Questionnaires and interviews were used during the Evaluation stage to obtain teacher and student responses and to identify aspects requiring improvement.

Data analysis was descriptive. Evidence from interviews, observations, questionnaires, and curriculum-document analysis was organized according to the ADDIE stages and the main dimensions of the module (Moleong, 2007). The analysis focused on module completeness, curriculum characteristics, language quality, assessment, teacher responses, and student participation. Because the source data do not report a controlled pretest-posttest design or inferential statistical test, the study does not claim statistically significant causal effects on student achievement (Sugiyono, 2021).

Ethically, classroom data were used for the purpose of evaluating the instructional product, and the reporting focuses on the development process and aggregate findings. The source manuscript does not report a formal institutional ethics approval number; therefore, no such approval is claimed in this article.

RESULTS AND DISCUSSION

Results

The development of the PAI teaching module was conducted using the ADDIE framework, beginning with the identification of curriculum requirements, teacher needs, student characteristics, and learning conditions. The supporting locus, MI Al-Jihad 02 Kebonrejo Salaman, provided contextual information indicating that curriculum implementation was generally aligned with established standards, although improvements were still needed in learning methods and learning resources. Based on these needs, the developed module was structured around learning objectives, PAI materials, instructional methods, learning media, student activities, and assessment. The module was designed to provide teachers with a systematic instructional guide while allowing adaptation to classroom conditions.

The developed module incorporated several types of learning activities to support varied classroom experiences. These included discussion, question-and-answer activities, case studies, practice, educational games, problem-based learning, and project-based learning. The module also provided supporting learning resources, including student worksheets, images, videos, and other educational media. The learning objectives were connected to curriculum outcomes, while the assessment component included formative and summative activities and non-test assessment. The overall structure was intended to connect learning objectives, materials, activities, media, and assessment within an integrated learning sequence.

Table 1. Main Components of the Developed PAI Teaching Module

Component	Content	Instructional Function
Learning objectives	Competencies and learning targets linked to curriculum outcomes	Provides direction for learning and assessment
PAI materials	Religious concepts presented in accessible and contextual language	Connects content with students' everyday experiences
Learning activities	Discussion, case study, practice, educational games, problem-based and project-based activities	Increases interaction and student participation
Learning media	Student worksheets, images, videos, and educational media	Supports varied ways of accessing and processing information
Assessment	Formative and summative activities, including non-test assessment	Provides evidence of learning and supports reflection

The implementation of the module involved five PAI teachers at MI Al Islam Banjarharjo. Before implementation, teachers received an orientation regarding the structure and use of the module. The module was subsequently applied in classroom learning for four weeks. During implementation, teachers used a broader range of instructional strategies, including discussion, case study, question-and-answer activities, practice, and educational games. The implementation therefore demonstrated the use of the module in authentic classroom conditions and showed that the module could be integrated into different learning activities.

Student responses during implementation indicated positive participation in the learning activities. Students were reported to become more actively involved in discussions and classroom activities and to respond positively to learning activities that were considered more interesting and easier to understand. The use of varied activities, learning media, and contextual tasks provided students with more opportunities to participate during the learning process.

The evaluation identified ten main module elements, of which 80% were reported as fulfilled. The language component achieved an average fulfillment of 85%, while the curriculum-characteristic component reached 79%. These results indicate that most of the identified module requirements were incorporated into the developed product, although several components still required refinement.

The module also contained several elements supporting differentiated learning. These included diagnostic assessment, curriculum-linked learning objectives, differentiated learning activities, and formative and summative assessment. The integration of these elements enabled the module to accommodate differences in student readiness and learning needs through variations in learning activities and assessment.

During implementation, teachers also reported differences in their ability to use digital learning media. Several teachers experienced difficulties operating or utilizing digital media included in the learning activities. Nevertheless, the teachers were able to implement the main learning activities provided in the module. This finding indicates that the implementation of the module was influenced not only by the quality of the instructional design but also by teachers' ability to utilize the available learning media.

Table 2. Reported Evaluation Indicators

Indicator	Reported Result	Interpretation
Module elements	80% fulfilled	Most identified components were present in the module
Language quality	85% average fulfillment	Language was generally appropriate for the target learners
Curriculum characteristics	79%	Most expected characteristics were represented, with room for refinement
Implementation	5 PAI teachers; 4 weeks	The module was tested in authentic classroom practice

Overall, the results demonstrate that the developed PAI teaching module incorporated curriculum objectives, religious content, varied learning activities, learning media, differentiated elements, and assessment into a structured instructional resource. Its four-week implementation with five PAI teachers showed that the module could be used to facilitate more varied classroom activities and student participation. However, the evaluation also identified areas requiring further improvement, particularly in the completeness of module components and teachers' ability to use digital learning media.

Discussion

The findings show that the development of the ADDIE-based PAI teaching module successfully integrated learning objectives, materials, instructional methods, media, student activities, and assessment into a systematic learning structure. This finding is consistent with Amiruddin (2025), who emphasizes the importance of a development process that connects needs analysis, instructional design, implementation, and evaluation to ensure that learning products are relevant to users' needs. The finding also supports Desyandri et al. (2024), who demonstrated that module development can facilitate more structured and contextual learning. However, the present study extends these findings by integrating differentiation, interactive learning, problem-based learning, and project-based learning within a single PAI module for the Madrasah Ibtidaiyah level. Theoretically, this finding reinforces the view that a teaching module should not function merely as a source of subject matter but as an instructional framework that systematically connects objectives, learning activities, media, and assessment. Practically, the module provides teachers with a structured resource for translating curriculum expectations into classroom activities that are more varied and responsive to students' learning needs.

The use of discussions, case studies, practice activities, educational games, problem-based learning, and project-based learning indicates a shift from predominantly lecture- and memorization-oriented instruction toward more active and contextual learning. This finding is consistent with Surachman and Kusmawati (2025), who emphasize the importance of learning activities that enable students to connect instructional content with situations in their everyday lives. Positive student responses to more interactive activities also support Dewi and Primayana (2019), who found that engaging learning activities can encourage greater student participation. However, the present study differs in that it combines various interactive strategies within a structured teaching module rather than examining individual learning strategies separately. Theoretically, this finding suggests that PAI learning can be designed to bridge religious knowledge with students' concrete experiences and active participation. Practically, the module enables teachers to expand their instructional repertoire and reduce

dependence on conventional teaching methods. Nevertheless, because the present evaluation did not employ a control group or standardized learning achievement scores, the findings should be interpreted as evidence of increased observed engagement and positive responses rather than definitive evidence of improved learning outcomes.

The integration of differentiated learning elements also demonstrates consistency with the principle that instruction should respond to students' different readiness levels and learning needs. The inclusion of diagnostic assessment, curriculum-linked learning objectives, varied learning activities, and formative and summative assessment indicates that differentiation was incorporated into the instructional design rather than treated simply as the provision of different activities. This finding is consistent with Aminuriyah et al. (2023), who emphasize that differentiated instruction should be based on students' needs rather than implemented as a collection of unrelated activities. It also supports Huda et al. (2026), particularly regarding the importance of flexibility in adapting learning activities to classroom conditions and student characteristics. Theoretically, the findings strengthen the relationship between differentiated instruction and adaptive teaching-material design. Practically, the module can help teachers translate the relatively abstract concept of differentiation into concrete and manageable classroom activities. Its contribution therefore lies in demonstrating how differentiation can be embedded within a PAI teaching module while maintaining coherence between learning objectives, activities, media, and assessment.

The evaluation results, which showed that 80% of the identified module elements were fulfilled, while the language component reached 85% and the curriculum-characteristic component reached 79%, indicate that most planned components were incorporated into the developed module, although further refinement remains necessary. These findings demonstrate that the quality of a teaching module is determined not only by the completeness of its instructional structure but also by teachers' capacity to implement its components. Several teachers experienced difficulties in using digital learning media, which is consistent with Nyongesa and Westhuizen (2025), who highlight the importance of professional development and teacher support in implementing technology-supported learning. This finding has an important practical implication: the development of instructional materials should be accompanied by teacher orientation, technical assistance, and continuous professional development. Theoretically, it suggests that instructional innovation should be understood as an interaction between the quality of the instructional product and the capacity of teachers to use it effectively. Therefore, the module represents not only a learning resource but also a framework that requires appropriate teacher preparation for optimal implementation.

Overall, this study contributes to PAI instructional development by demonstrating an ADDIE-based pathway that connects needs analysis, design, development, implementation, and evaluation within the Madrasah Ibtidaiyah context. The findings reinforce Amiruddin (2025) regarding the importance of systematic instructional development while extending the application of contextual and differentiated learning principles within a PAI teaching module. The contribution of the study is particularly practical because it provides a structured framework that can assist teachers in integrating religious content, interactive activities, learning media, differentiation, and assessment. However, the implementation involving only five teachers at one Madrasah Ibtidaiyah, the descriptive nature of the evaluation, and the absence of a control group

limit the generalizability of the findings. Therefore, the study should not be interpreted as demonstrating universal effectiveness of the module. Future research should involve larger samples and multiple schools, provide more transparent expert-validation procedures, report detailed evaluation instruments, and employ quasi-experimental designs where appropriate to examine the module's effects on learning outcomes more rigorously.

CONCLUSION

The key finding of this study is that an ADDIE-based PAI teaching module can help teachers integrate curriculum objectives, varied instructional methods, contextual activities, learning media, and assessment into a more structured and interactive learning process. The main lesson is that effective PAI instruction requires not only curriculum alignment but also teacher readiness to apply differentiated and contextual approaches. Scientifically, this study contributes a practical development framework that connects curriculum requirements with interactive PAI learning at the Madrasah Ibtidaiyah level. However, the study is limited by its small sample, short implementation period, and limited evidence of learning outcomes. Future research should involve larger and more diverse samples, expert validation, transparent instruments, longer implementation periods, and comparative achievement data to strengthen the evidence of the module's effectiveness.

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