

**Differentiated instruction: a quran-based literacy learning model in inclusive classrooms**

**Kemil Wachidah<sup>1\*</sup>, M. Solehuudin<sup>2</sup>, Syihabuddin<sup>2</sup>**

<sup>1</sup>Universitas Muhammadiyah Sidoarjo, Jl. Mojopahit 666B, Sidoarjo, East Java, 61215, Indonesia

<sup>2</sup>Universitas Pendidikan Indonesia, Jl. Dr. Setiabudi No.229, Bandung, West Java, 40154, Indonesia  
[kemilwachidah@umsida.ac.id](mailto:kemilwachidah@umsida.ac.id)\*

**Abstract:** Primary school teachers' understanding of literacy learning is often limited to reading and writing skills, whereas 21st century literacy skills include comprehension, analysis of information, and expression of emotions and thoughts. This study developed a model of Qur'an-based Differentiated Literacy Learning using the ADDIE development method, which involved observations, interviews and questionnaires. The model goes through five stages: analyzing learners' needs and characteristics, designing Qur'an-integrated learning, developing strategies and materials, implementing in trials, and evaluating learning outcomes and socio-emotional intelligence. The results showed that the model not only significantly improved students' literacy, but also strengthened their social-emotional intelligence, as seen from increased participation and positive interactions inside and outside the classroom. The model was rated as highly feasible and practical by experts. The results of this study make an important contribution to literacy learning that is holistic and based on the moral and spiritual values of the Qur'an.

**Keywords:** *Differentiated Instruction; Literacy; Al Qur'an; Inclusive*

**Introduction**

Reading and writing are skills that help people succeed in many areas of life, including the cognitive, emotional, and social domains, as we have built. According to what is said of man in the Qur'an and by Muslim scholars such as Fahrudin Ar-Razi, quoted by Adnin Atmas, there are some unique characteristics for mankind. Because of the unique combination of reason, intelligence, character, and desire, man stands apart from all other living creatures, including angels, demons, and animals (Othman et al., 2018). Ibnul Jauzi argues that a person's spiritual transformation is more important than his physical transformation because, according to the Hadith of Abi Hurairah, self-proclaimed by Muslims, God does not judge a person by his appearance but by his inner character and actions (Azmi & Zulkifli, 2018).

Three essential words that define man as a whole appear in the Quran: (1) In the Quran, Basyar is mentioned 27 times and mentions man as a biological creature, among others, in the letter of Ali Imran (3): 7. (2) Al-Insan is mentioned 65 times in the Qur'an. (Hakim & Mubarrak, 2000). There are three different connotations attached to the term "human." The first is the idea of the caliph, or the bearer of trust; the second is the negative tendency of man; and the third is the act of the creation of man. The third, of all human ideas, offends spiritual or psychological attributes; and the fourth, Al-Nas, is the most mentioned (240 times) in the Qur'an. Humans, according to al-Nas, are social creatures.

The ability to read and write shapes a person's awareness of their surroundings and critical thinking abilities. Literate individuals can evaluate information objectively, avoiding impulsive emotional responses and fostering a mature mindset. In today's digital era, where

information is abundant and easily accessible, literacy plays a crucial role in shaping individuals' ability to discern credible sources and process information responsibly. Moreover, emotional intelligence, as emphasized by Goleman, plays a greater role in life success than IQ, as it governs self-regulation, empathy, and social adaptability.(Adhikari & Joshi, 2024)

Children's literacy development significantly impacts their emotional and social intelligence. According to a 2020 survey by the Indonesian Psychological Association, students at the primary school level experience various emotional and mental challenges, including bullying and social isolation(COSKUN & OKSUZ, 2019). These issues underline the importance of embedding emotional intelligence within literacy education to help children navigate interpersonal relationships effectively. Studies indicate that social and emotional intelligence can be cultivated through structured literacy programs, reducing emotional distress and fostering inclusivity in learning environments.(SAFARLI, 2021)

Given these challenges, Differentiated Instruction (DI) emerges as a powerful pedagogical approach to address diverse student needs. (Tomlinson et al., 2005)defines DI as an instructional method that tailors learning experiences to students' strengths, interests, and learning preferences. Rooted in Vygotsky's *Zone of Proximal Development* (ZPD), DI supports scaffolding and peer interaction, facilitating deeper cognitive engagement. By differentiating content, process, and assessment methods, DI ensures that students receive personalized learning experiences, making education more inclusive and equitable (Rossi, 2023).

DI operates on several key principles: (1) content differentiation, where material is adapted based on student readiness and background knowledge; (2) process differentiation, where instructional methods vary to suit different learning styles, including visual, auditory, and kinesthetic approaches; (3) product differentiation, which allows students to demonstrate their understanding in diverse ways; and (4) learning environment differentiation, where the physical and psychological classroom setting is adapted to foster comfort and engagement. These principles ensure that instruction remains flexible and responsive to individual student needs(Rahman & Budivanto, 2019).

Tomlinson quoted (Tomlinson et al., 2006) as stating that in the educational model of DI, both instructors and students have equal responsibility for the end product of their education. Educators act as skilled experts who guide and teach students. In addition, educators have a responsibility to help students reach their full potential by leveraging personalized learning strategies. The responsibility lies with the student to respond actively to the learning activities led by the teacher. While studying, it is important for students to become aware of their knowledge, competence, and ideas. Tomlinson claims that there are a number of benefits to using the learning paradigm in DI. As a start, learning paradigms can potentially arouse students' curiosity about what they are learning. This is because the students are able to create a more meaningful association between the two sets of information because the information they obtain during learning is adapted to existing knowledge. Secondly, all students can have access to high-quality education due to the emphasis of the DI learning model on inclusive classrooms. To ensure that all student needs are met, this learning model adapts its approach to the unique needs of each student (Jenkins, 2015).

Given the above, DI is a worthy choice to use in inclusive primary schools as a teaching strategy because it promotes the presence of inclusive classrooms and ensures that all students get the same level of teaching. The use of different learning styles in mathematics classes in primary schools has been successful, according to the prima and Sari study (Black-Hawkins & Grinham-Smith, 2022), entitled Analysis of Different Applications of Learning in the Application of the Self Curriculum to Mathematics Lessons. Increased student performance on all indicators shows this. Also, when compared to other forms of education, different teaching is considered more attractive. To make learning more attractive and effective, different teaching takes into account the unique learning style of each student and adapts the presentation of the learning material accordingly. The results of Widyawati's analysis (2023) "different learning absorption of IPS material in primary schools" reinforced the positive influence of different teaching on student performance. Before developing effective learning tactics, teachers perform diagnostic tests as an initial step in preparation. By using a student needs map as a foundation, educators not only distinguish content but also processes and end products. After applying diversified learning, everyone involved (teachers and students) felt better (Yuan, 2017). When students respond positively to the lesson, it gives the impression that the teacher meets their requirements as pupils. On the other hand, there are challenges that educators face when trying to use different teachings. Learning is the same for everyone, but changing the perspective of students trapped in a consistent approach is a challenge.

SD Muhammadiyah 1 Candi, an inclusive school, faces significant challenges in integrating Quranic values into literacy instruction. Observations reveal that teachers struggle with developing teaching materials suitable for all students, fostering emotional intelligence among non-disabled and disabled students, and implementing pedagogical models that align with inclusive education principles. Additionally, there is a lack of systematic integration of Islamic values from the Qur'an and Hadith in literacy lessons, mainly due to difficulties in finding effective instructional strategies.

This study aims to develop an inclusive literacy framework that incorporates Quranic principles through Differentiated Instruction. By aligning literacy education with Islamic values and adapting teaching methods to diverse student needs, this research seeks to enhance students' social and emotional intelligence while fostering a more holistic and inclusive learning environment.

## **Method**

### **Research Design**

Because the aim of this research is to improve student reading competence and social and emotional intelligence through the creation of legitimate, practical, and successful products, we classify this kind of research as R&D. This research is based on the Qur'an. Learning tools, diagnostic and sumative evaluations, formative and formative assessments, assessments of social and emotional intelligence, observation sheets of student activities, student response questionnaires, and observations of learning implementation with related

models were also developed as operational forms of literacy learning distinguished based on the Qur'an in this study.

### **Research Participants**

In this study, the students of SD Muhammadiyah 1 Candi) were tested in an attempt to measure the usefulness of the model of learning literacy reading based on Al-Qur'an in developing the socio-emotional intelligence of students in SD Muhammadiyah 1 Candi. As an inclusive school with a diverse number of students, the choice of test schools has been carefully considered to ensure that they help their goals in creating a model of reading literacy based on the Qur'an. A total of 27 fifth-grade students from Ibn Khaldun and 26 fifty-grade students from Ibn Al Farabi participated in the pilot project. It's done according to the instructor's judgment and can be seen on the student's final paper.

### **Research Procedure**

The research procedures and development of reading literacy learning models for pupils in inclusive primary school classes are carried out following the following procedures:

#### **1) Necessity Analysis**

This phase represents research and information collection activities, consisting of reviewing literature, class observation, and report planning. This stage represents an initial step taken to identify the current reading literacy learning process at the primary school level as consideration material in developing a differential learning model based on the Qur'an. This activity is carried out by conducting investigations through the collection of information problems and learning literacy reading as an initial need to develop a learning model through theoretical and practical studies in the field of the content of literature reading given to the students in the learning of Indonesian language in the 5th grade.

#### **2) Planning and Planning Phase II (Desain)**

In this phase, a systematic process is carried out to define a goal, plan a strategy, and explain how efforts are made toward the goal, including the sequence of activities. This phase allows researchers to prepare a blueprint or framework for the model reference applied. This phase becomes an input to the development phase. (development).

#### **3) Development Phase III (Development)**

In this phase, researchers create a product based on the design results that have been arranged at the design stage and perform expert validation tests. In this step, the researchers will create a tentative model based on a theoretical framework that will be validated by the learning design expert. At this stage of this expert test, the aim is to find out the feasibility of developing a differential reading literacy model based on the Qur'an as well as supporting learning module products that will be used by teachers and pupils. The experts concerned are basic education experts and Islamic religious experts to study the integration of the Qur'an into learning for this learning model. Then we analyze the results of expert validation.

#### **4) Implementation Phase IV (Implementation)**

Implement the model that has been developed by conducting a model test to determine the practicality and effectiveness of the model. Conduct a large-scale test by conducting a pretest and posttest to find out the effectiveness of a differential literacy learning model based on the Qur'an on the subjects of Indonesian language in grade 5 SD. Effectiveness tests

are conducted to see the state “before and after” based on the implementation of the learning model with the students in grade 5. At this stage of implementation, researchers jump directly into the field to observe the implementation of this model.

#### 5) Phase V Evaluation (Evaluation)

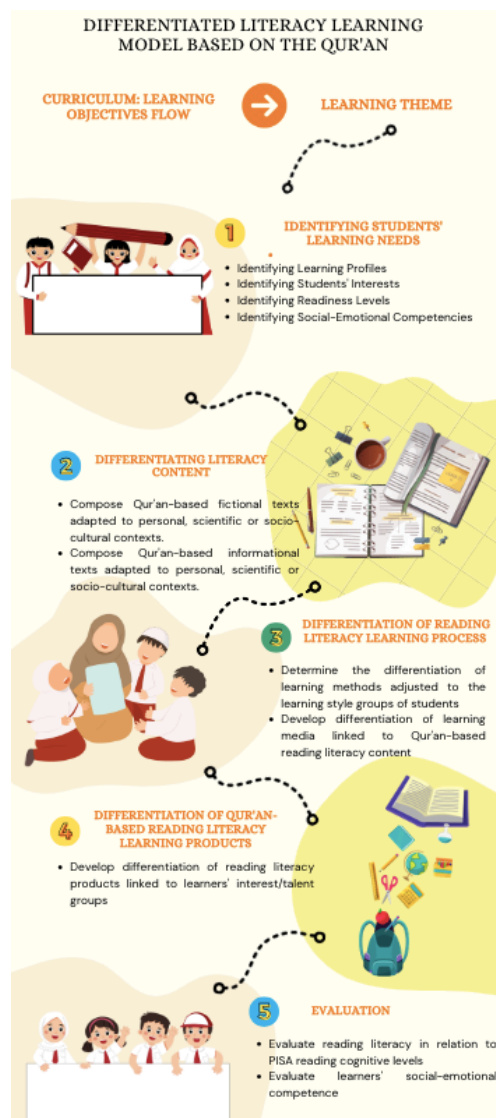
The final stage in the development process of this research is the evaluation of the product, which is the medium of mathematical learning. Robert Maribe Branch stated that "the purpose of the evaluation phase is to assess the quality of the instructional products and processes, both before and after implementation." According to Robert Maribe Branch (Jacquelin et al., 2009) at this stage of evaluation, the quality of the product can be determined by three aspects: 1) response; 2) learning (result); 3) performance.

## Results and Discussion

### Results

The characteristics of the Al Quran-based reading literacy learning model emphasize the Differentiated Instruction (DI) approach. This is due to the Al Qur'an-based differentiated literature learning model being developed as one of the alternative solutions in the learning of reading literature in facilitating pupils in inclusive primary schools aimed at developing 21st century literacy competences and socio-emotional competences. The special features of the differentiated literacy learning model based on the Qur'an are: 1) proactive; 2) emphasizing quality rather than quantity; 3) focusing on assessment; 4) providing a variety of approaches in the process, and learning products; 5) oriented to the student; and 6) is a mixture of individual and classical learning.

Based on the outcome of the need to develop a differential literacy learning model based on the Qur'an, the syntax of the hypothetical model of learning differentiated literacy based upon the Quran is designed as shown in the chart below.



**Figure 1.** Differentiated Literacy Learning Model based on The Qur'an

Syntax is the list of steps that should be listed in the RPP and the steps to be implemented when teachers implement related models. But the detailed phase syntax of the differential literacy learning model based on the Qur'an is as follows:

**(1) Mapping student learning needs**

The development of children according to fitrah is the provision of God who becomes one of the potential to be a caliph. These human qualities, when examined from an educational point of view, will be the direction, form, and method in terms of raising a child. This is done so that the child can maximize the power that is in him. Don't let a child undergo education but not maximize his potential, but rather lose his potential. So God created man with a variety of potential, and then parents and educators should strive to help grow their flowers so that he is able to maximize the development of talent and potential according to each individual.

The development of children according to their respective potentials is also adopted by the current philosophy of perennialism. Perennialism emphasizes the basis of thought, and freedom must be the primary objective of education. The thought authority must be perfected as perfectly as possible.

The meaning of freedom in education is to help man be himself, to become the essential self that distinguishes himself from other beings. The rational nature of human beings gives rise to the basic concept of freedom. By reasoning, man can attain freedom from the snares of stupidity. It is on the basis of that that the view of the matter can be concluded that learning on the subject is learning to think, to sharpen the ability that the child has according to the fitrah of their respective potential.

## (2) Differentiation of reading literacy content based on the Qur'an

Content can be differentiated by providing a variety of resources and materials, in addition to standard text, adapted to the abilities of learners that vary in one class (Tomlinson et al., 2006). When a teacher differentiates content, he may adjust what he wants his pupils to learn and/or how the pupils will gain access to the knowledge or skills to be learned while still guiding all pupils towards the same goals and standards (Anderson et al., 2017). For example, on literacy material, reading can use reading material that gives the student an understanding of different levels of complexity, i.e., differentiated by varying the level of difficulty to meet the needs of the student.

The characteristics of literary material taught using a differential learning model based on the Qur'an are materials consisting of text content, i.e., 1) fictional text and 2) information text. It also requires a close understanding of information related to all aspects of life as well as local, national, cultural, scientific, technological, and global wisdom integrated with the Qur'an. Therefore, the content of literature encompasses three contexts, namely (1) the personal context, (2) the social and cultural context, and (3) the scientific context, by integrating the Quran against a concept in the subject matter of the text so that it becomes a coherent and indivisible unity or a process of blending into one integral and complete unity.

The integration of Islamic values from the source of the Qur'an or Hadith in the composition of the material for reading can be done in the form of Bukhari, Burhani, and 'irfani. Integration in the context of bukhari seeks to clarify, reveal, and pour out the meaning of speech based on lafadz. Its main feature is to use the text as a reference to the source of knowledge. In this case, the text is the verses of the Qur'an. As for the burhani, it is a strong and clear argument. The Burhani pattern starts from perception, and perceptions start from the process of abstraction that is 'aqly' toward a reality so that meaning appears, and meaning needs to be actualized to be understood. Integration in the context of irfani is to associate a science with the benefits of that science. In the context of literacy, fictional texts and information are integrated with the benefits that exist in everyday life.

## (3) Differentiation of the reading literacy learning process

A difference in the reading process means a variation in the learning activity or strategy to provide the appropriate path for the student to explore the concept of literacy material. Some of the different learning strategies recommended by Tomlinson (1999) are: (a) dividing learning activities into more manageable sections, as well as providing more structured instruction for each section; (b) using input points (Gardner, 2000) so that students can explore a topic in five ways: (1) narrative (presenting a story); (2) logical-quantitative (using numbers or deductions); (3) foundational (studying philosophy and vocabulary); (4) aesthetic (focusing on the traits of the senses); and/or (5) experiential. (langsung). (c) use flexible



timing to enable variation in the ability of learners to master key concepts within a given period of time; (d) arouse an interest in learning in a classroom where different learners can learn with pleasure; and (e) encourage independent learning for learners who wish to work on their own on topics of interest.

#### (4) Differentiation of reading literacy learning products based on the Qur'an

Product differentiation means that learners have variation and choice in the way they demonstrate what they have learned.(Tomlinson et al., 2006). Students must be given a choice of four or five different products that they can choose to demonstrate their mastery; besides, they must be allowed to choose to work alone or in groups (Tomlinson et al., 2005). According to Deci and Ryan, giving students a choice of different learning products to choose from will increase their motivation to complete a product (Fleeson et al., 2017). In differential learning, students are usually given product choices to demonstrate their mastery, including reports, oral presentations, group discussions, or drawing.(Tomlinson et al., 2006).

#### (5) Evaluation

Evaluation in the differential learning model is an authentic formative and sumative evaluation to evaluate the progress of the student's competence. In authentic assessment, the focus is not on evaluating pupils but rather on guiding them.(Beljan et al., 2006). The three formative variations of authentic assessment that can be used are dynamic assessment, performance assessment, and portfolio assessment(Fleeson et al., 2017). According to Wiggins (1993a), this type of authoritative assessment has the following characteristics: (a) skills measured in relation to long-term educational outcomes such as success in the workplace; (b) tasks to be completed that require extensive involvement and complex performance; (c) analysis to be constructed from the processes used to produce the end result.

### **Discussion**

Qur'an-based reading literacy plays an important role in shaping the social-emotional intelligence (SEL) of elementary school students. Literacy learning that integrates the values of the Qur'an not only focuses on the ability to read and understand texts but also on the formation of character, ethics, and the ability to interact socially in a healthy way.(Widiyami et al., 2023)

Al-Ghazali, a prominent Islamic philosopher and theologian, emphasized the importance of moral and spiritual education in the formation of noble character (Al-Ghazali, 2017). In the context of Qur'anic-based literacy, the moral and ethical teachings of the Qur'an play a crucial role in teaching values such as honesty, patience, and empathy (Fayzulloeva, 2022). Education based on the Qur'an aims to instill noble manners and morals in learners, which is the basis for the development of social-emotional intelligence (Rahman & Budivanto, 2019). Literacy based on Qur'anic values can help learners understand and apply ethical principles in everyday life, as taught by Al-Ghazali.

Immanuel Kant emphasized the importance of moral education that teaches empathy and understanding of other people's perspectives (Kant, 1785). The integration of Qur'anic-based literacy in education plays a role in teaching students to see the world from a broader perspective, including understanding and respecting other people's views ( et al., 2023). Thus,



education based on the universal values of the Qur'an can teach learners to act with empathy and respect diversity, which is an important aspect of social-emotional intelligence.

Research in the field of neurology shows that literacy activities involving moral and ethical reflection can activate areas of the brain such as the prefrontal cortex, which is responsible for emotion regulation and decision making (Harris & Sandhu, 2017). When learners engage in Qur'an-based literacy, they not only strengthen cognitive abilities but also develop the skills needed to manage emotions and make sound decisions. The activation of the prefrontal cortex during these literacy activities supports the development of social-emotional intelligence, enabling learners to become better at understanding themselves and interacting with others (Isoda, 2017).

### **Differentiated Learning and Its Relation to Qur'anic Literacy**

Differentiated learning is an approach that acknowledges the diverse needs, interests, and abilities of students in the learning process (Marlina et al., 2019). In the context of Qur'anic literacy, differentiated learning ensures that students receive instruction tailored to their individual needs while still fostering social-emotional intelligence (F.Y., 2020).

Vygotsky's Zone of Proximal Development (ZPD) theory (1978) supports the idea that learning should be scaffolded according to students' abilities. Qur'anic-based literacy can be adapted through differentiated instruction by providing reading materials and moral reflections appropriate to different skill levels, ensuring students are neither overwhelmed nor unchallenged (Claravall, 2021).

Howard Gardner's Multiple Intelligences Theory (1983) also provides a framework for implementing differentiated learning in Qur'anic literacy (Gardner, 1983). Some students may benefit more from linguistic intelligence (reading and discussing texts), while others might engage better through interpersonal intelligence (group discussions and reflections) or intrapersonal intelligence (personal journaling and self-reflection). By aligning Qur'anic literacy activities with students' strengths, educators can enhance both cognitive and social-emotional growth (Devis-Rozental, 2018).

Moreover, Bloom's Taxonomy (1956) emphasizes higher-order thinking skills, which can be integrated into Qur'anic literacy by encouraging students to analyze and evaluate ethical dilemmas in verses (Bloom, 1956). Through differentiated tasks, students can engage in discussions, role-playing, or creative projects to deepen their understanding and application of moral values (Hashim & Ahmed, 2021).

### **Qur'anic-Based Differentiated Literacy Model for Students with Disabilities**

In the context of inclusive education, Qur'anic-based differentiated literacy can also be adapted for students with disabilities to ensure equal access to meaningful learning experiences. Applying Universal Design for Learning (UDL) principles, educators can provide multiple means of representation, engagement, and expression to accommodate diverse learning needs.

For students with visual impairments, Qur'anic literacy can be enhanced using Braille Qur'ans, audio recitations, and tactile learning materials (F.Y., 2020). Digital literacy tools with screen readers can also support comprehension and engagement. For students with hearing impairments, visual storytelling, sign language interpretations, and text-based reflections on

Qur'anic values can help them engage with literacy in a meaningful way (Molitas, 2021). For students with cognitive or learning disabilities, simplified texts, guided discussions, and interactive activities can scaffold their understanding while reinforcing core moral and ethical lessons (F.Y., 2020).

Differentiated instruction also applies to students with emotional and behavioral challenges by incorporating mindfulness techniques, self-reflection activities, and structured social interactions to enhance their emotional regulation and social skills. By integrating differentiated learning strategies with Qur'anic literacy, including inclusive approaches for students with disabilities, educators can optimize student engagement and ensure the development of both academic and socio-emotional competencies, fostering a well-rounded character education approach (Karaki, 2024).

## Conclusion

Based on the results of development, implementation, and small (limited) and large (large) scales, a model of differentiated literacy learning based on the Qur'an was developed to improve the reading and social-emotional skills of students in 5th grade (SD Muhammadiyah 1 Candi). 1) A differentiated literacy learning model based on the Qur'an includes validity for content and construction. 2) This research produces a learning device that can be used to support the model of differentiated literacy learning based on the Quran. 3) In the category of practical criteria, include different literature learning models that are based on al-Qur'an. 1) A differential literacy learning model based on the Quran can be well used by teachers. 2) increased number of times students participate in activities; a) paying attention to the instructions of teachers; b) being willing to help a friend in difficulty; and c) boldly asking or asking for help from a friend when they face difficulties in group activities. This increase is due to teachers who are starting to maximize their roles as mediators and facilitators, so that the composition occurs. 4) These different Qur'an-based learning models have useful standards. Marked with: 1) Students showed significant improvements in their reading and socio-emotional skills in both small and large scale trial classes with  $\alpha = 5\%$  and n-gain average with fairly effective criteria; 2) Differentiated Literacy Learning Model based on the Qur'an and its devices showed positive responses to limited and extensive trials with percentages above 80 percent. 5) The differentiated literacy learning model, based on Al-Qur'an, is designed to enhance the students' ability to read and read socio-eemotional skills, and the research product consists of: (a) books that focus on the Quran as a Differential Learning Model (b) The teaching module "Love the Earth" was discussed in two meetings. (c) Student Books; (d) Big Books and interactive video learning resources (e) Instruments for the evaluation of literary and socio-emotional reading skills.

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