

## The Problem of Integrating Pancasila Student Profile with Islamic Religious Education Material Through the Implementation of Content Differentiation Learning in Elementary School

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### Abstract

This study aims to describe the problem of integrating Pancasila student profile with Islamic Religious Education materials through the implementation of content differentiation learning in elementary school. This research employs a qualitative approach with a case study design. The subjects include teachers, principals, and students from several elementary schools in the research area, while the object of study is the implementation of content differentiation in PAI learning. Data were collected through in-depth interviews, observations, and document analysis. Data analysis was conducted interactively through data reduction, data presentation, and conclusion drawing. Data validity was ensured using source and method triangulation. This study found that integrating the Pancasila Student Profile with Islamic Religious Education (PAI) materials through content differentiation is hindered by limited teacher understanding, lack of planning time, and insufficient resources. The causes include low teacher competence, an unsupportive curriculum, and weak collaboration. Recommended solutions include teacher training, curriculum development, and strengthening stakeholder collaboration. The conclusion highlights the importance of improving teacher competence through continuous professional development, creating practical guidelines for content differentiation, and fostering collaboration among stakeholders to provide adequate resources. The study recommends intensive training for teachers and the development of a curriculum that supports the implementation of content differentiation, aiming to shape students' character in alignment with the values of the Profile of Pancasila Student.

**Keywords:** Content differentiation problematic, Islamic Religious Education, Profile of Pancasila Student

### Abstrak

*Penelitian ini bertujuan untuk mendeskripsikan permasalahan integrasi Profil Pelajar Pancasila dengan materi Pendidikan Agama Islam melalui penerapan pembelajaran diferensiasi konten di sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian meliputi guru, kepala sekolah, dan siswa dari beberapa sekolah dasar di wilayah penelitian, sedangkan objek penelitian adalah implementasi diferensiasi konten dalam pembelajaran PAI. Pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan analisis dokumen. Analisis data dilakukan secara interaktif melalui reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dipastikan menggunakan triangulasi sumber dan metode. Penelitian ini menemukan bahwa integrasi Profil Pelajar Pancasila dengan materi Pendidikan Agama Islam (PAI) melalui diferensiasi konten terhambat oleh keterbatasan pemahaman guru, kurangnya waktu perencanaan, dan sumber daya yang tidak memadai.*

*Penyebabnya antara lain kompetensi guru yang rendah, kurikulum yang tidak mendukung, dan kolaborasi yang lemah. Solusi yang direkomendasikan meliputi pelatihan guru, pengembangan kurikulum, dan penguatan kolaborasi pemangku kepentingan. Kesimpulan menyoroti pentingnya peningkatan kompetensi guru melalui pengembangan profesional berkelanjutan, membuat pedoman praktis untuk diferensiasi konten, dan mendorong kolaborasi antar pemangku kepentingan untuk menyediakan sumber daya yang memadai. Penelitian ini merekomendasikan pelatihan intensif bagi guru dan pengembangan kurikulum yang mendukung penerapan diferensiasi konten, yang bertujuan untuk membentuk karakter siswa yang selaras dengan nilai-nilai Profil Pelajar Pancasila.*

**Kata Kunci:** *Problematika diferensiasi konten, Pendidikan Agama Islam, Profil Pelajar Pancasila*

## INTRODUCTION

The general issue underlying this research is the low effectiveness of learning in primary schools, particularly in Islamic Religious Education (PAI). Many students struggle to understand learning materials due to a generalized teaching approach that fails to consider individual differences, such as abilities, interests, and learning styles. This situation affects both student motivation and learning outcomes (Werth & Williams, 2021). In the context of PAI, this challenge becomes even more significant because the subject aims not only to provide knowledge of Islamic teachings but also to instill character values based on Pancasila (Hidayat & Bujuri, 2020). However, the integration of Pancasila values into PAI learning has not been optimal, limiting its potential to support the holistic character development of students.

At the research site, variations in students' comprehension of PAI material are evident. While some students show good understanding, others require additional attention. Teachers at this school face challenges in adapting their teaching approaches to meet the diverse needs of their students (Idyan et al., 2023). Furthermore, the limited training and resources available to support differentiated learning exacerbate the situation (Ellen, 2023). As a result, the teaching process tends to remain uniform, and the internalization of Pancasila values, which should be a central part of PAI learning, has not been fully realized (Ismail & Bay, 2024). This research setting is particularly compelling because that school emphasizes faith-based education that prioritizes the character development of students. The diversity of students' backgrounds presents both challenges and opportunities for implementing more innovative teaching strategies (Noetel et al., 2023), (Nugraha et al., 2024), such as content differentiation. Additionally, the integration of Pancasila values into PAI learning at a faith-based school offers a unique perspective relevant to national educational goals namely, to foster a generation with both strong character and intellectual and spiritual competence.

The content differentiation program aims to accommodate individual differences among students, such as abilities, interests, and learning styles, to enhance learning effectiveness and outcomes (Mappiasse & Hayadin, 2022). Meanwhile, the Pancasila Student Profile program focuses on shaping students' character in alignment with Pancasila values, encompassing religiosity, independence, collaboration, global diversity, critical thinking, and creativity (Ellen, 2023). However, in practice, schools and teachers face various problematics in implementing these programs, including limited training and resources, a lack of understanding of differentiated

learning strategies, and difficulties in measuring the success of internalizing Pancasila values. At the research site, these issues are further compounded by the context of a faith-based school that prioritizes character education and accommodates a diverse student background. Teachers in this school struggle to adapt teaching methods to meet the diverse needs of students, while limited training and resources for supporting differentiated learning exacerbate the situation. Additionally, the internalization of Pancasila values within Islamic Religious Education (PAI) lessons remains suboptimal, limiting the potential to fully support the holistic character development of students.

This study contributes to addressing gaps in previous research. Most studies on differentiated learning focus only on its implementation and outcomes (Cai et al., 2023), without deeply examining the challenges faced by teachers in applying such strategies (Thoyib et al., 2024). Research on content differentiation within PAI at the primary school level, particularly in faith-based schools, remains limited. Moreover, studies connecting differentiated learning to the internalization of Pancasila values are rare, leaving a multidimensional approach to teaching underexplored. This research also provides an analysis of factors such as limited teacher training, lack of resources, and challenges in measuring the success of internalizing Pancasila values.

This study shares similarities with previous research showing that differentiated learning can improve students' motivation and outcomes (Dewey et al., 2022), (Ibrahim et al., 2022). (Johannessen, 2022), (Werth & Williams, 2021). However, it differs in its specific focus on applying content differentiation (Van Geel et al., 2019) in PAI and integrating it with efforts to internalize Pancasila values (Mappiasse & Hayadin, 2022) as well as commitment to these values (Sumardjo et al., 2023). Furthermore, this study highlights the challenges faced by teachers in a faith-based school context, offering new dimensions that have yet to be widely investigated. The novelty of this research lies in its innovative approach, combining content differentiation in PAI learning with the cultivation of Pancasila values, and its identification of implementation barriers, which provide a foundation for developing more effective teacher training programs and educational policies.

## **METHOD**

This study uses a qualitative method with a case study design. The case study design in qualitative research allows for an in-depth exploration of complex phenomena, emphasizing context and interpersonal relationships (Fleming et al., 2022). This study uses a qualitative approach with a case study design to explore the problematic in implementing content differentiation in Islamic Religious Education (PAI) learning at Al-Khoiriyah Islamic Elementary School. The research subjects include teachers, principals, and students from several elementary schools in the study area, selected purposively based on their relevance and involvement in PAI learning. The object of the study is the implementation of content differentiation in PAI learning, particularly concerning the reinforcement of the values in the Profile of Pancasila Students.

Data were collected through in-depth interviews with 4th, 5th, and 6th grade teachers and students at SD Islam Al Khoiriyah about the issues related to content differentiation and the Pancasila Student Profile in Islamic Religious Education (PAI) material. Observations were conducted on the differentiated learning activities of Islamic Religious Education (PAI) in the 4th, 5th, and 6th grade classes at SD Islam Al-Khoiriyah, as well as on the issues arising related to the Pancasila Student Profile. Documentation related to the planning, implementation, and evaluation of Islamic Religious Education (PAI), particularly regarding content differentiation and the

### Pancasila Student Profile.

Data analysis in this study was conducted interactively in three stages: data reduction, data presentation, and conclusion drawing (Richard et al., 2023). In the first stage, the data collected from interviews, observations, and documents were filtered and selected based on their relevance to the research focus, which is the issues of content differentiation in Islamic Religious Education (PAI) material and the Pancasila Student Profile. The data was then systematically organized to facilitate understanding, and conclusions were drawn based on the findings. To ensure validity, this study employed source and method triangulation by comparing the results of interviews, observations, and document analysis to obtain a more comprehensive and accurate understanding of the phenomenon being studied. This approach is expected to provide insights into the problematic faced by teachers in implementing content differentiation (Amin & Mahabeer, 2021) and its connection to the internalization of Pancasila values in Islamic Religious Education (Sumardjo et al., 2023) at the primary school level.

## RESULT AND DISCUSSION

This study shows that the integration of the Pancasila Student Profile with Islamic Religious Education (PAI) materials through content differentiation learning in schools faces several main issues, such as the lack of teacher understanding of the content differentiation concept, limited time to design personalized instruction, and insufficient supporting resources. The factors causing these issues include low teacher competence due to a lack of training, an PAI curriculum that is not optimally integrated with the values of the Pancasila Student Profile, and a lack of collaboration between teachers, school principals, and parents. This study identifies several key facts in the field regarding the implementation of content differentiation in Islamic Religious Education (PAI) learning at the elementary school level, as follows:

### Limitations in Teachers' Understanding

Teachers' limited understanding of content differentiation in Islamic Religious Education (PAI) learning at the elementary school level lies in their focus, which remains confined to the academic aspects of students. Teachers tend to perceive differentiation as an effort to adjust the level of material difficulty according to students' academic abilities, such as providing simpler materials for lower-achieving students and more challenging materials for higher-achieving ones. However, they have not fully understood that content differentiation also involves adjustments based on students' interests and learning styles. This is evident from teachers' statements suggesting that all students should learn the same material without considering individual interests and the belief that learning styles pertain more to the delivery method of materials rather than the substance or content itself. This lack of understanding indicates that the differentiation approach implemented by teachers is still partial and has not yet fully supported the comprehensive learning needs of students.

Teachers' understanding remains confined to academic aspects:

*"I think differentiation is just about giving easier materials to less capable students and more difficult ones to smarter students. So, it's more about academic ability only. As for interests or learning styles, I don't really understand how to apply them."* (Interview with a Grade 3 teacher)

Teachers have not yet fully understood the importance of considering students' interests in

differentiation. Many teachers still focus primarily on academic aspects and students' abilities, such as providing easier or more difficult materials based on their skill levels. However, they tend to overlook the fact that students' interests play a significant role in increasing engagement and motivation. By considering students' interests, teachers can design more relevant and engaging learning materials, which in turn can enhance understanding and learning outcomes. Without considering students' interests, learning may feel monotonous and less motivating, even if it is academically appropriate for their ability level. Therefore, it is crucial for teachers to recognize that differentiation should not only be about academic abilities but also about incorporating students' interests and desires.

*"Usually, I prepare two types of questions: easy ones and hard ones. I give the hard questions to the capable students, while the others work on the easy ones. Regarding interests, I think all children need to learn the same things, so I rarely modify lessons based on their interests."* (Interview with a Grade 4 teacher)

Although teachers understand the concept of learning styles, such as visual, auditory, and kinesthetic, they often do not see its connection to content differentiation in teaching. Many teachers perceive learning styles as focusing more on how the material is delivered rather than on adjusting the content itself. As a result, they tend to overlook how the content can be tailored to meet the diverse learning styles of students. In fact, effective content differentiation involves not only varying teaching methods but also adjusting the material to align with individual learning preferences and needs. This lack of understanding hinders efforts to create more personalized and effective learning experiences, which should enhance student comprehension and engagement.

*"Honestly, I have never differentiated materials based on students' learning styles. If it's about visual, auditory, or kinesthetic learning styles, I think that's more about the way the material is delivered, not its content. So, I focus more on delivery rather than the content itself."* (Interview with a Grade 5 teacher)

Based on interviews with three teachers, it is evident that the majority have a limited understanding of content differentiation. They perceive differentiation merely as modifying materials based on students' academic abilities without considering their interests or learning styles.

Teachers face significant challenges in planning and adapting learning materials for each student due to limited time, both in the planning stage and during classroom implementation. This limitation is often caused by a heavy workload, including administrative demands and tight teaching schedules. As a result, teachers do not have enough time to thoroughly understand the individual needs of students, such as their interests, learning styles, and levels of understanding. In this situation, the process of adapting materials often becomes less optimal, and the learning experience does not fully meet the specific needs of students. This barrier highlights the importance of providing sufficient time for teachers to design more focused learning strategies based on differentiation so that students' learning outcomes can be maximized.

*"...There are several factors. First, the number of students in the class is often too large, making it difficult to identify each student's individual needs. Second, the time available to design lessons is very limited. For instance, we have to create materials for students with high, medium, and low academic abilities, while the teaching schedule is very tight."* (Interview with Elementary PAI Teacher, 2024)

Based on interviews with elementary PAI teachers, the main challenges in implementing

content differentiation are large class sizes and limited teaching time. These factors make it difficult for teachers to identify and meet individual students' needs, such as interests, learning styles, and levels of academic understanding. Limited time also hampers the planning of materials tailored to various ability levels, resulting in less optimal implementation of content differentiation and incomplete fulfillment of students' learning needs.

### **Problematic in Integrating the Values of the Pancasila Student Profile**

Values such as religiosity, collaboration, and independence have not been fully integrated into Islamic Religious Education (PAI) learning. Teachers have expressed the need for more specific guidance and strategies to connect these values with the content being taught, in order to create more meaningful and holistic learning experiences for students. Therefore, it is important for teachers to deeply understand students' interests and talents so they can design learning that is more relevant and tailored to their needs. With an approach more focused on developing these values, it is hoped that students will not only master the subject matter but also internalize values that will shape their character in everyday life. Therefore, it is crucial for teachers to recognize students' interests and talents to design more relevant learning experiences, as noted:

*"...The relationship between content differentiation in PAI and the Pancasila Student Profile is very close. Content differentiation allows us to adjust materials to each student's needs and potential, which in turn supports character development in line with the Pancasila Student Profile values. However, in fostering religiosity and tolerance, we face difficulties integrating the Pancasila Student Profile values and aligning teaching approaches with students' diverse backgrounds and understandings."* (Observation and Teacher Interview, 2024)

Based on observations and interviews, it was found that teachers face difficulties in implementing content differentiation in Islamic Religious Education (PAI), particularly in integrating the Pancasila Student Profile values into the material taught at the elementary level. Many teachers struggle to connect the values of Pancasila, such as religiosity, collaboration, and independence, with the content of PAI they teach. This is due to a lack of understanding and guidance on how to align these values with the lesson material in a way that meets the needs and characteristics of the students. Therefore, further training and support for teachers are necessary to help them effectively integrate these values into the learning process, so that they not only develop students' cognitive skills but also shape their character and morals in accordance with the Pancasila values.

### **Limitations of Training and Mentoring for Teachers**

Teachers to inform a lack of specific training or mentoring related to the effective implementation of content differentiation. Most of the available training focuses more on general curriculum introductions, without providing specific guidance on how to apply differentiation in teaching. This has led to difficulties for many teachers, especially in PAI, in adapting materials to meet the diverse needs of students. Furthermore, the lack of quality professional development opportunities presents an additional challenge, as many PAI teachers have limited access to training programs that could enhance their skills in implementing content differentiation. Therefore, there is a need for focused training and broader professional development opportunities to better equip teachers to face the challenges of diverse learning needs.

*"To address this challenge, first, there needs to be specific training on differentiation, including examples of its implementation. Second, providing diverse learning resources tailored to students' needs is also essential. Finally, teachers require additional preparation time, such as through reduced administrative workloads."* (Observation and Teacher Interview, 2024)



Based on interviews and observations, it is recommended to provide training that can enhance teachers' competencies in implementing content differentiation, as well as provide adequate learning resources to support the learning process. Additionally, reducing excessive administrative demands is important so that teachers can focus on planning and implementing more effective lessons. Without sufficient training, teachers will struggle to adapt learning materials to the diverse characteristics of students, such as interests, learning styles, and academic abilities. Therefore, to achieve more inclusive and effective learning, there needs to be greater attention to teachers' professional development, the provision of relevant resources, and the reduction of administrative burdens that can hinder the learning process.

## **Discussion**

### **Limitations in Teachers' Understanding**

The teachers at the research site still have a limited understanding of the concept of content differentiation. Many tend to associate differentiation solely with modifying materials based on students' academic abilities (Onyishi, 2024), overlooking aspects such as interests and learning styles (Salmerón Aroca et al., 2023). This indicates that the concept of differentiation has not yet been fully understood holistically (Chin et al., 2022), (Phantharakphong & Liyanage, 2022). The content differentiation must address students' readiness, interests, and learning styles, not just academic abilities (Hong et al., 2024). A deeper understanding of differentiation can enhance the quality of education (Kumah et al., 2022), particularly in the context of student diversity (Holzer et al., 2023). Therefore, enhancing teachers' capacity through training that focuses on these aspects is crucial (Lindell, 2020), (Tarabini et al., 2022). Without a comprehensive understanding, differentiated learning risks becoming a mere superficial adaptation that fails to meet students' individual needs effectively.

Differentiated materials not only enhance students' understanding of religious teachings but also help shape positive attitudes and behaviors. Thus, differentiated content becomes an effective strategy for fostering students with Pancasila values. However, problematic in its implementation still exist. The analysis of the problems related to differentiated content in Islamic Religious Education (PAI) materials in elementary schools for internalizing the Pancasila Student Profile reveals key problematics, including a lack of teacher understanding of content differentiation (Amin & Mahabeer, 2021), limited time (Doja et al., 2022), and resources that hinder the design of personalized instruction. Additionally, the PAI curriculum, which has yet to fully support the integration of Pancasila values, and the lack of collaboration between teachers, school principals, and parents are also contributing factors. Therefore, professional development for teachers through intensive training and strengthening collaboration among stakeholders is essential to support the effective implementation of differentiated content (Chin et al., 2022) in shaping students' character.

The content differentiation, creative students can be given the freedom to explore topics from various perspectives (Ulmanen et al., 2022). This approach approach plays a vital role in fostering students' character aligned (Krettenauer & Curren, 2020) with Pancasila values. By providing diverse learning materials, students not only learn religious teachings but also national values such as tolerance, cooperation, and mutual assistance. For example, in lessons about interfaith tolerance, teachers can use storytelling, videos, or group discussions to help students understand the importance of mutual respect. This strategy aligns with the character education goals outlined in the curriculum, which emphasizes integrating Pancasila values into the learning process (Mohd Yusoff et al., 2022). This highlights the need for specialized training on applying content differentiation in PAI instruction.

### **Proplematic in Integrating the Values of the Pancasila Student Profile**

The integration of values from the Pancasila Student Profile, such as religiosity, collaboration, and independence, into Islamic Education (PAI) lessons also presents a challenge. Teachers express the need for more concrete guidelines and strategies to align the values of the

Pancasila Student Profile with the learning material. The integrating character values into teaching requires an approach that is relevant to the students' experiences (Hidayat & Bujuri, 2020). The application of Pancasila Student Profile values in religious education can be more effective through a project-based or problem-solving approach.

The Pancasila Student Profile, including students' skills (Coffman et al., 2019) and interests (Solari et al., 2023), significantly affects the success of implementing content differentiation. Students who have a strong interest in a particular field tend to be more motivated to learn and participate in learning activities (Ishikawa et al., 2019). The Pancasila Student Profile can also strengthen students' character (Ismail & Bay, 2024) by instilling national values into their daily lives.

The Profile of Pancasila Students reflects the competencies and character expected of students (Krettenauer & Curren, 2020) based on the values of Pancasila. In the application of content differentiation, the six dimensions of the Profile of Pancasila Students provide adaptable guidelines to support students' learning needs. The dimension "Faith in God Almighty and Noble Character" (Kachoria et al., 2022) encourages content differentiation that considers the diversity of beliefs and moral values among students, such as providing materials relevant to each student's religious background to strengthen spiritual values. Furthermore, the "Global Diversity" dimension (Kim, 2021) allows learning content to be designed to encourage students to understand and appreciate cultural diversity and global perspectives by offering material choices that reflect various cultures or international issues. In the "Collaboration" dimension (Hovis et al., 2021), (Reano, 2020), content differentiation can be implemented through collaborative tasks where students with different strengths can complement each other (Narinasamy & Logeswaran, 2023), for instance, by working in groups to produce diverse learning outcomes.

The "Independence" dimension (Amemiya et al., 2023) emphasizes the importance of providing students with opportunities to learn according to their own styles and paces, fostering responsibility for their learning progress through self-paced learning. Meanwhile, the "Critical Thinking" dimension (Rahmawati et al., 2022) supports differentiation by offering learning materials at varying levels of difficulty, enabling students to develop analytical and evaluative thinking skills according to their abilities. Lastly, the "Creativity" dimension (Berglund & Gericke, 2022) creates space for students to express their understanding through various media, such as projects, videos, or artworks, allowing them to showcase their creativity based on their individual interests and talents. By integrating these six dimensions, the implementation of content differentiation not only meets the individual needs of students but also shapes them into learners with character aligned with the values of Pancasila.

A student's profile directly influences the effectiveness of content differentiation (Dieste et al., 2019). High-skilled students may feel less challenged by the material presented, while students who struggle may feel overwhelmed if they do not receive the necessary support. Therefore, it is important for teachers to conduct an initial assessment to understand their students' profiles. By understanding students' strengths and weaknesses, teachers can design more suitable learning experiences and encourage all students to actively participate in the learning process.

This approach allows students to internalize character values in a real-life context. It requires training and guidance to help teachers design differentiated learning that is relevant to students' lives (Werth & Williams, 2021). Project-based or collaborative approaches can be used to connect Pancasila student profile values with Islamic Education (PAI) material more effectively.

### **Limitations of Training and Mentoring for Teachers**

The lack of specialized training is one of the factors that hinder teachers from effectively implementing content differentiation (Weldearegay et al., 2022). Most available training focuses more on the technical aspects of the curriculum without providing practical strategies relevant to differentiation implementation (Olsen et al., 2022). Without adequate training, teachers struggle to



adapt instructional materials to meet the diverse characteristics of their students (Bennett et al., 2019), (Burgess et al., 2020), (Ryan et al., 2022). Student diversity in terms of social, economic, and cultural backgrounds presents a significant challenge in applying content differentiation in Islamic Education (PAI).

Students from families with higher educational backgrounds tend to have a better understanding of religious concepts compared to students from families with lower educational levels. There is a significant disparity in academic performance, with the average scores of students from highly educated families reaching high levels, while the average scores of students from less-educated families remain low (Raney et al., 2019). This gap affects the classroom learning process (Rohatgi & Scherer, 2020). Students with better prior understanding often grasp the material more quickly, while others fall behind and lose motivation. This situation can create a non-inclusive learning environment (Cheung et al., 2021), where some students feel marginalized. A lack of confidence in participating in PAI lessons negatively impacts their classroom engagement. To address these challenges, more inclusive teaching approaches are needed (Bufali et al., 2023), such as collaborative learning activities involving students from various backgrounds. Additionally, integrating technology into teaching can be a potential solution (Amelia, 2024), (Kaminskienė et al., 2022), enabling students to access tailored learning materials independently.

The sustained practice-based training could improve teachers' competence in implementing differentiated learning strategies (Hanifah, 2024), (Thoyib et al., 2024). The importance of guidance and mentoring as forms of on going support for teachers in addressing practical challenges in the field (Dumas et al., 2024). Developing specialized training programs on content differentiation has become an urgent priority. Furthermore, mentorship through teacher learning communities or individual mentoring can provide the practical support needed to overcome implementation challenges in the classroom.

## CONCLUSION

This study identified several key challenges in implementing content differentiation in Islamic Religious Education (PAI) learning at the elementary school level, particularly in relation to strengthening the Profile of Pancasila Students. The most significant finding is the lack of teacher understanding of the concept of content differentiation, which hinders the delivery of instruction tailored to individual student needs. Additionally, the limited time available for planning personalized instruction and the difficulties in integrating Pancasila values such as religiosity, collaboration, and independence into PAI content were significant obstacles. The novelty of this study lies in revealing that, despite the inclusive aims of content differentiation, gaps in teachers' pedagogical skills and practical implementation highlight a critical challenge in elementary education.

The limitations of this study include its focus on a small sample of elementary schools within a specific region, which may not fully represent the broader context of education in Indonesia. Furthermore, this study utilized a qualitative case study approach, making the findings less generalizable to other contexts or regions. Future research with a larger sample and a quantitative approach is recommended to provide a more comprehensive understanding of the implementation of content differentiation in PAI learning across diverse educational settings.

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