Muhammad Qorib

Analysis the Impact of Diff erentiated Instruction on Critical Diversity Literacy in Inclusive Education

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Analysis the Impact of Differentiated Instruction on Critical Diversity Literacy in Inclusive Education

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Abstract

The goal of this study is to examine the influence of critical diversity literacy on differentiation learning for students at Muhammadiyah University of North Sumatra, a sample of 30 students in two classes for one semester using different teaching approaches. The mix-method research method combines quantitative and qualitative mixed methodologies as well as explanatory sequential design strategies. Inferential t-test statistics, SEM, NVIVO, or WORDCLOUD are among the techniques employed. The results revealed that the diversified instruction learning model had a beneficial influence on learning critical reading of diversity literacy in inclusive education. The differentiated instruction learning model allows students to gain an in-depth understanding of their own diversity, learn to see and hone thinking and communication skills, increase self-confidence, and use critical thinking in viewing diversity in order to have a moderate attitude toward religion. Most students, it is considered, perceive Differentiated Instruction as an effective method of facilitating communication and comprehension in inclusive education courses.

Keywords: Differentiated Learning, Critical Diversity Literacy, Inclusive Education

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1. INTRODUCTION

In the realm of education, experience and progress will always take place. According to Saputra et al. (2021), education is a location where humans are fostered and developed in order to realize every potential possessed by a person or to facilitate the transformation process from generation to generation. In accordance with National Education Law No. 20 of 2003. Education is a deliberate and organized attempt to provide a learning environment and learning process in which students may actively develop their potential, particularly in educational institutions.

Differentiated learning is one strategy for overcoming the challenge of student variety in order to learn according to preparedness, interests, and learning styles in order to achieve the best learning results. (Yul Ifda Tanjung, 2023) Many instructors still do not utilize differentiated learning in practice. Critical Diversity Literacy is particularly important in inclusive education.

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The essential issue is diversity since individuals from all backgrounds coexist. Personality, education, culture, and sociopolitical issues are all variables that contribute to variety. Mulyadi and Andriantoni (Psychology of Religion). Critical Diversity Literacy (CDL) is an educational paradigm for sophisticated thinking about diversity that is required by varied and evolving communities in the twenty-first century. Sleeter (2014) expresses it thus way.

The dilemma for teachers in an increasingly varied society is how to equip their pupils to be citizens who can engage in complicated issues in ways that reflect equality and justice (Melissa Steyn and Kudzaiishe Peter Vanyoro:86).

Educational institutions and the general public must recognize the necessity of training future citizens with the skills, knowledge, and attitudes required to flourish in a varied and complex world. According to the World Economic Forum (2016), in order to exist in the twenty-first century, the following abilities must be developed: first, fundamental literacy such as literacy, numeracy, science literacy, and digital literacy. Second, talents such as critical thinking or problem solving, creativity, communication, and cooperation. Third, character traits such as initiative, persistence, leadership, and sensitivity (Ministry of Education's School Literacy Movement Task Force, 2019).

Learners require literacy skills in the rapidly evolving field of information and communication technologies (Balkis et al. 2023). Implementing critical thinking skills and encouraging social inclusion in various educational settings is a continuous process that necessitates the dedication and work of educators, administrators, and the whole school community. It is crucial to provide a climate in which all students feel valued, respected, and empowered to engage in critical thinking about the complicated challenges of diversity and inclusion. This, in turn, will lead to students living in harmony in their environs, from local to global, because they are constantly confronted with a dynamic life. The dynamics of life in community, country, and state continue to evolve as they manifest as numerous phenomena that may be considered to be genuine yet clichéd, such as intolerance, radicalism, and identity politics (Willfridus et al., 2023).

The difficulty that this country has is not just a high illiteracy rate, but also a lack of enthusiasm in reading among individuals at all levels (Jose Segitya Hutabarat, 2019). Illiteracy remains high, according to statistics from the Central Statistics Agency from 2004 to 2017. Meanwhile, data from the National Library research in 2017 suggest that Indonesians only read 3-4 times each week, with a reading duration per day of just 30-59 minutes, or less than an hour. Far below the UNESCO reading time requirement of 4-6 hours each day. The average number of books read by Indonesians every year is 5-9 (Kompas Daily, 2018). The triennial Program for International Student Assessment (PISA) exam for students aged 15 or in the subjects of science, reading, and mathematics revealed that Indonesian students scored 403 in 2015, much lower than the worldwide average of 493. The low PISA result demonstrates that Indonesian students' reasoning and oral and written argumentation skills are lacking. This skill, however, is far from adequate in the industrial era 4.0, which promotes the use of science and technology to foster innovation (Arika, 2018). Education in the twenty-first century should be able to develop young people who are conscientious, analytical, and ethical, capable of recognizing and analyzing issues, providing solutions for problem solving, and making sound judgments (Abidin, 2015).

Today's students (of all ages) confront enormous demographic, population (both expanding and declining), global health, literacy, poverty, unemployment, and other

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difficulties. Educational reform has been gradual and insufficient thus far, although some are attempting to adapt. Education has usually seen relatively tiny incremental advances in recent decades, such as the addition of improved classrooms, altering curricula, and the addition of libraries and other infrastructure (Gleason, 2018). Meanwhile, in order to acquire abilities, students must not only accept knowledge but also think critically more actively.

Critical thinking is a notion used to reply to a person's thought. According to Michael Scriven, a professor of behavioral and organizational science at Claremont Graduate University, critical thinking is an intellectually disciplined process that actively and successfully conceptualizes, applies, analyzes, and/or evaluates knowledge.

Critical thinking is the development of abilities or techniques for identifying goals. The process is followed after establishing the objective, and referring directly to the aim is a type of thinking that has to be developed in order to solve a problem or create a conclusion.

Literacy can help improve critical thinking skills by (1) increasing vocabulary knowledge; (2) optimizing brain performance; (3) improving verbal abilities; (4) improving one's analytical and thinking skills; and (5) helping to improve one's focus and concentration. Literacy will bring various advantages for a person, such as having a better understanding, as a result of these good effects. Of course, the more comprehensive the understanding, the more open it is to dealing with issues, disputes, or responding to real situations. Adeyanti (2021). We argue in this paper's framework that there is a need to stress student-centered pedagogy while constructing varied learning activities. Students will be able to transmit their diverse critical viewpoints to others through this strategy, allowing them to constantly be valuable to their surroundings.

Differentiated Instruction (DI) is a learning strategy that is intended to accommodate individual variations in the classroom. The goal is to satisfy the requirements of varied learners in an efficient manner. Here are some indications and sub-indicators that can be used to assess the performance of the Differentiated Instruction approach:

1. Understanding learners refers to instructors' capacity to understand individual students' needs, interests, and learning styles. Educators can identify learners' strengths and limits, as well as their learning interests.
2. Use a number of learning tools: To accommodate different learning styles, teachers use a number of learning tools. This includes the use of textbooks, videos, visuals, and online learning tools to impart content.
3. Different evaluations, instructors employ several assessment methods to test learners' comprehension. This involves the use of suitable examinations, projects, assignments, and formative evaluations for the learners' level of comprehension.
4. Flexibility in Teaching, educators have the ability to construct and present lesson plans in a variety of ways. Educators may modify the pace of instruction, level of difficulty, and instructional approaches to meet their own needs.
5. Differentiated Feedback occurs when teachers offer feedback that is personalized and suited to the individual progress of their students. Educators give detailed feedback on changes and activities students may take to improve their comprehension.
6. Effective Classroom Management, despite individual variances, instructors may effectively control the classroom. Classroom management solutions are used by educators to accommodate varied learning demands and styles.

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7. Students feel empowered and accountable for their learning when they are empowered. Students can select projects or subjects that are of personal interest to them.
8. Collaboration with learners, parents, and colleagues to promote diversified learning, educators collaborate with learners, parents, and colleagues. Educators connect with parents on a frequent basis in order to understand their students' needs and growth.

Implementing Differentiated Instruction necessitates a thorough understanding of learners' requirements and learning styles, as well as teachers' ability to customize their teaching techniques to meet the needs of individual students.

Inclusive Education and Critical difference Literacy are educational methods that emphasize the recognition, respect, and acceptance of difference in the context of learning. The following are some indicators and sub-indicators that may be used to assess the performance of Critical Diversity Literacy and Inclusive Education implementation:

Critical Diversity Literacy:

1. Awareness of Diversity, educators have a thorough awareness of the diversity of cultures, races, genders, and other backgrounds. In the classroom, educators grasp the complexities and dynamics of student diversity.
2. Critical Perspectives Integration, educators include critical perspectives on diversity into the curriculum. Critical consideration of diversity problems is included in the learning materials.
3. Inclusive Communication, educators employ inclusive language and communication while avoiding stereotypes and disparaging words. Language use that considers learners' identities and preferences.
4. Ability to Modify Learning Materials, instructors may modify learning materials to meet the requirements and backgrounds of their students. All learners, without distinction, have access to and relevance to learning resources.
5. Social Awareness Promotion: Educators enhance students' social awareness of diversity and inclusiveness. Discussions and activities that promote equality and justice awareness.

The following are some perspectives on inclusive education:

1. Physical Accessibility and an Inclusion-Friendly atmosphere, in which educational institutions, whether campuses or schools, provide physical accessibility as well as a supportive atmosphere for all learners. Learners with diverse physical and sensory demands can use the facilities.
2. Curriculum Adaptation, in which the curriculum is modified to match the demands of a varied group of students. Use of accessible instructional materials and learning strategies for all students. Differentiated approach, an approach based on a differentiated curriculum that considers students' interests, abilities, needs, learning profiles and readiness (Tomlinson, 2001; Tomlinson & McTighe, 2006; Gregory & Chapman, 2007; Anderson, 2007; Chapman & King, 2009; Murawski & Hughes, 2009; Regan, 2009; Landrum & McDuffie, 2010; Joseph, Thomas, Simonette, & Ramsook, 2013; Tomlinson & Moon, 2013).
3. Learner participation and involvement, learners from all backgrounds and capacities actively participate in the activities of the educational institution. There are initiatives underway to include students in decision-making and extracurricular activities.

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4. Training for inclusive educators, educators have received training to promote inclusive methods. Educators are equipped to educate and help students with exceptional needs.
5. Partnership with parents and communities to establish an inclusive atmosphere, educational institutions collaborate with parents and communities. In terms of diversity, there is free communication between the institution, parents, and the community.

Individual variations are an essential factor that must be recognized in the context of education. Gender and physical disparities are obvious, but when examined further, pupils have differences in socioeconomic level, family type, special needs, hobbies and talents, cultural background, language, learning profile/style, and attitude (Carter, 2011). In further detail, the individuality and variety inherent in pupils are personality, self-control (self-efficacy), academic ability, quickness in absorbing lessons, motivation and learning orientation, hobbies and learning styles (auditory, visual, kinesthetic, reading). Educators will encounter these disparities in the classroom, thus it is vital to revisit learning approaches that generalize student requirements. Education must be able to accommodate all of these variances and direct learning according to student requirements (Tanjung et al., 2023).

Education has a role in controlling the growth and development of pupils' natural powers, with the goal of improving their conduct rather than their nature. The learning process is used in education to enhance self-awareness and self-control so that students may recognize and identify patterns of their self-quality in order to reach self-actualization (Anggraini & Wiryanto, 2022).

Implementing Critical Diversity Literacy and Inclusive Education so requires a commitment to create a learning environment that supports all learners, regardless of differences. These indicators can be used in implementation assessments to assess how well schools or instructors have accomplished the aims of inclusive and critical diversity literacy.

In a manner similar to the study of humanistic philosophy, educators serve as facilitators, while learners serve as protagonists who interpret the process of their own learning experiences. That the process of learning, not the end of learning, is the goal of learning.

By establishing explicit learning objectives and promoting active student engagement through open, honest, and positive learning contracts, it encourages the development of students' self-motivated learning capacities, as well as their ability to be sensitive, think critically, and interpret the learning process autonomously (Emilda Silasmi, 2020). Students are encouraged to express themselves freely, make their own judgments, do what they want, and take risks with their behaviors. To that aim, educators accept students as they are, attempt to comprehend what they are thinking, refrain from making prescriptive judgments, and encourage students to assume responsibility for their actions and risks in the learning process. It allows pupils to go at their own speed. Academic attainment is used to determine evaluation. Differentiated learning based on humanistic philosophy can be applied to teaching topics relating to character development, conscience, attitude transformation, and study of social phenomena.

This technique is used to apply four areas of learning: content, process, product, and learning environment. These four aspects become a differentiated curriculum based on students' readiness levels, interests and learning profiles (Avcı & Yüksel, 2014; Dee, 2011; Fattig & Taylor, 2008; Levy, 2008; Muthomy & Mbugua, 2014; Tomlinson, 2001; Tomlinson, Brimijoin, & Narvaez, 2008; Tomlinson & McTighe, 2006; Tomlinson & Moon, 2013). Differentiated learning in terms of content, method, product, and learning environment is an

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integration of learning activities that cater to three primary characteristics of learners: preparedness, interest, and learning profile. Differentiated learning is a technique for improving learning outcomes by adjusting preparedness, interest, and learning profile. It is critical for educators to deliver learning that is appropriate for their students' skills and traits (Manurung, 2023) (Yufiarti & Supena, 2022).

Educators who strive to understand their students are always conscious of their own strengths and flaws. Educators can use any method to motivate students to display their learning efforts. Learning is not personalized, but rather learning that fits students' learning abilities and requirements through an autonomous learning paradigm (Marlina, 2020). Differentiated learning aims to help all students learn, accommodate student diversity, improve learning outcomes because students learn according to their abilities and needs, center students, and contribute to the improvement and self-realization of each student's individual characteristics. Individual requirements of each student are accommodated, allowing them to learn and develop beyond expected norms (Taylor, 2017).

Based on the goal and advantages of differentiated learning, researchers began to undertake studies that examined the efficacy and efficiency of differentiated learning, either through a literature review or field research. The findings revealed that differentiated learning increases students' academic progress (Aliakbaria & Haghighi, 2014; Boges, 2014; Durrett, 2010; Etienne, 2011; Gilbert, 2011; Joseph et al., 2013; Mulder, 2014; Osuafor & Okigbo, 2013). Other studies have revealed its benefits, practices, and effects on achievement and motivation in a variety of academic areas (Ann & Sizemore, 2015; Brulles et al., 2010; Caldwell, 2012; Launder, 2011; Martin & Pickett, 2013; Ruggiero, 2012; White, 2013), Altintas & zdemir, 2015; Brulles & Winebrenner, 2012). Differentiated learning encourages pupils to appreciate the learning process (Alavinia & Farhady, 2012).

Many studies on differentiated learning in many domains of inclusive education have been undertaken in multiple countries (Rizka Harfiani and Hasrian Rudi, 2019). Differentiated learning is under the limelight in the field of education since it has an influence on increasing the quality of the process and students' learning results. This is reinforced by a search for research that has a similar discussion to this study (Ade Sintia Wulandari, 2022). Differentiated learning is learning that accommodates, serves, and recognizes the diversity of students in learning based on students' readiness, interests, and learning preferences. The study of 17 journal papers yielded a more developed form of PTK and literature review than other sorts of research. The tools employed then tend to examine learning outcomes, learning styles, and student interests while ignoring other dimensions. There aren't many publications that discuss the four types of differentiated learning. The researcher presents various issues of concern for researchers employing qualitative, quantitative, or developmental methods of research, by identifying factors that must be used appropriately in higher education institutions.

The study questions are as follows: a) What are the features of Inclusive Education in Indonesia? b). How prevalent is Critical Diversity Literacy in the chosen class subject c). How is Differentiated Instruction used to improve learning in the chosen class subject d). How is to Assess Differentiated Instruction's Impact on Critical Diversity Literacy in Inclusive Education?

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2. METHODOLOGY

The research approach employs a mix-method, which is a hybrid of qualitative and quantitative methodologies, specifically mixed methods with explanatory sequential design

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strategies. While the methods utilized are inferential t-test statistics, sem, nvivo, or wordcloud, they are used to investigate the complexities of educational dynamics, particularly those connected to quality management (Dawadi et al., 2021; Piicioli, 2019; Sammons & Davis, 2017). In other words, this study employs a variety of methodologies that may be summarized for improved outcomes (Sugiono, 2019; Cresswell, 2018; Mertens, 2010).

The researcher concentrates on three steps, beginning with data collection and analysis, then recognizing and integrating results, and finally drawing conclusions by applying two approaches concurrently in one study or research. This entails data gathering, data analysis, and the use of qualitative and quantitative methods (Mills & Gay, 2019; Tashakkori &Cresswell, 2007).

The research subjects were up to 30 students from the Faculty of Islamic Religion at Muhammadiyah University of North Sumatra. The individuals who were determined to answer the questions were the lecturers and students. Researchers used various students and instructors as test subjects. (Ridwan, 2015: 65) Because the sample is essentially a subset of the population, the researcher determines how it will be used. Thus, the research sample is a subset of students who are used as data sources, particularly in quantitative research, and might represent the complete population. While qualitative researchers use lecturers as samples, sampling procedures are used. With specific considerations, aims, and uses to create sample units with the necessary features (Satori & Komariah, 2020: 60; Yusuf, 2014: 369)

3. RESULT

The study was carried out at the Faculty of Islamic Religion, Muhammadiyah University of North Sumatra, with the goal of analyzing the influence of differentiation learning on critical diversity literacy in inclusive education. Data were gathered using a variety of methods, including observation, interviews, questionnaires, and documentation. Observation was followed by interviews with PAI lecturers. The pupils then completed the questionnaire form provided by the researcher. Then, during observation interviews and surveys, all activities were documented and other information were gathered from the professor.

4. DISCUSSION

A. Observation

Researchers gathered information by watching the actions of Islamic Study Education instructors at the UMSU Faculty of Islamic Study during the learning process. The following guideline sheet was used to monitor the learning process:

Table 1. Observation Result Data

No	Observed Features	Note	
		Seen	**Unseen**

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1	**Preliminary Activities**	
	- Lecturers observe the readiness of the room, learning tools, and learning media.	√
	- Lecturers brief students to start the lecture	√
	- Lecturers start learning by saying greetings and continued with prayer	√
	- Lecturers check attendance / student attendance	√
	- Lecturers conduct apperception activities.	√
	- Lecturers convey lecture plans, as well as lecture objectives	√
	- Lecturers divide study groups according to the interests and student needs.	√
2	**Core Activities**	
	- Lecturers present some material textually and contextually including with media images related to the material provided.	√
	- Students explain the argument presented (Content Differentiation).	√
	- Lecturers provide opportunities for students to identify as many questions as possible related to the images presented (Process differentiation).	√
	- Students discuss and work together in presenting the results of group discussions and presentations both in discussion forums, papers, or arguments submitted (Process Differentiation).	√
	- Students present the final results of what has been obtained in learning both in presentations, papers, and presenters according to the division of student interests divided by groups (Product Differentiation).	√
3	**Closure**	
	- Lecturers invite students to make conclusions together and then provide reinforcement of the material that has been presented.	

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	- Lecturers convey the learning material that will be studied in the future. - Lecturers close the lesson with prayer and then say greetings.

Source: Data analysis, 2023

Based on the observations in the table above, it can be shown that the lecturers' actions in learning apply successfully. Several picture medias relating to the offered information are shown by the teacher during the learning process. Students observe the images presented (content differentiation), the teacher provides opportunities for students to identify as many questions as possible related to the images presented (content differentiation), students discuss and collaborate in presenting the results of the discussion in the form of pictures / posters, writing, and orally (process differentiation), and finally students present the final results in the form of products for market day projects (process differentiation). Based on the interpretation of the data above, it is clear that the learning process of lecturers' activities is effective.

B. Interview

Data from interviews with instructors conducted at the UMSU Faculty of Islamic Religion. This interview focused on the role of lecturers in the differentiation of critical diversity literacy in inclusive education, as well as the process of producing teaching materials in line with the autonomous campus curriculum, particularly in PAI courses. The followings are the explanations of the outcomes of interviews with FAI UMSU Medan lecturers:

Table 2. Interview Questions and Answers

No	Questions	Answer
1	Are the teaching modules based on the independent campus curriculum reference?	Yes, the teaching modules utilized are in accordance with the autonomous campus curriculum reference, with the preparation of teaching modules focusing on various components adapted to the needs and courses

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2	How is to develop teaching modules in the independent campus curriculum of PAI courses?	Concerning how to build teaching modules in PAI courses, numerous measures must be taken, including examining the conditions of student needs, education units that include Pancasila learning profiles and have faith and noble character.
3	Do you communicate the learning objectives before beginning the learning process?	Yes, the objective of the lecture is not only to learn the concept, but also to apply the notion to the context.
4	Is learning goal delivery tied to the independent campus curriculum, specifically the P5 learning profile?	Of course, there is a link with the P5 learning profile, where I express the learning objectives, and the ultimate result is a project.
5	What approaches are utilized to describe diversified learning instructional activities in order to fulfill the requirements of students?	The lecture technique, group study, and question and answer sessions are employed. By dividing groups based on each student's interests, for example, those who are more interested in speaking will be asked to give a presentation of the material studied, and in the final activity, namely the group assignment project of paper presentation, students who are more interested in writing will be asked to produce articles based on the discussion of Islamic Study Education material.
6	Is the strategy utilized capable of molding pupils' personalities so that they can be disciplined and cooperative throughout learning process?	It is capable; the technique molds individuals to be disciplined and able to collaborate while studying.
7	What mediums are utilized for differential learning?	The media utilized modifies what is required in the form of visual media in the form of video displays or images via powerpoint.

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8	What facilities and infrastructure are suitable for educational purposes?	Books, PowerPoint presentations, and other resources are employed to fulfill learning objectives while infrastructure comprises classrooms, chairs, mosque fields, and practice rooms, among other things.
9	How do you assess student learning to determine whether or not they have grasped the lecture material?	Quizzes are good tools to assess learning. Then, inquire about the content that has been learned, and lastly, view the final outcomes of the journal producing project created in accordance with the material taught.
10	Is it textual and contextual in describing religious education?	Yes, of course, the explanation of religious instruction is textually founded on the Quran and Sunnah. However, in certain cases, the criteria are also explained.
11	What are the components that promote and impede differentiated learning teaching?	The supporting factor is more about interacting and being able to work together in the learning process, whereas the obstacle is a lack of tools for learning media, which causes less effective practicing and explaining to students the difficulty of providing examples of applying learning models to differentiated learning needs in terms of process.

Sources: Data analysis, 2023

According to the findings of interviews with Religious Education lecturers, learning distinction in critical diversity literacy are as follow:

1. According to the explanation of the PAI lecturers in semester 1, the RPS and teaching modules used in the teaching module indicator are in accordance with the independent campus curriculum reference, where the preparation process in the teaching module pays attention to various components tailored to the needs and subjects. According to the independent campus curriculum reference, the instructional modules created by PAI professors are good.

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2. According to the explanation of PAI lecturers, before beginning the learning process, first express the learning objectives to be reached and have a relationship with P5 (Project on improving the profile of Pancasila students) that will be carried out. Before beginning the learning process, the instructor clearly communicated the learning goals.
3. On the indicator of learning methods based on PAI lecturers' explanations of Aqidah Akhlak material to meet the needs of applying group learning methods by distributing groups according to each student's interests, for example, students whose interests are towards speakers are asked to explain their arguments in the final activity, namely discussion projects with questions and answers. As a result, instructors' learning techniques are appropriate for students' interests and requirements.
4. On the indicator of learning media, lecturers should be able to provide several other media in the midst of digital progress, according to the explanation of PAI lecturers in explaining Religious Education material to meet the needs, namely only using powerpoint media, so that the learning differentiation process is maximally applied (Akrim, 2018). As a result, the lecturer's media presentation is still inadequate in the learning process.
5. According to the explanation of PAI lecturers in evaluating the final process of learning, the lecturers ask students to give quizzes about the material or themes that have been studied and students can understand them, see the final results in the form of projects in the indicator of learning evaluation, so the lecturers' learning evaluation is appropriate in light of the final aim, which is a project in the form of an essay.

C. Questionnaire

In the first semester of FAI UMSU Medan, researchers handed questionnaires to Islamic Study Education students.

Table 3. Student Questionnaire Questions and Answers

No	Statements	Recap of the number of students				Percentage of Questions				Total
		SL	**SR**	**KK**	**TP**	**L**	**SR**	**KK**	**TP**	
1	Does the instructor usually encourage students to pray before beginning	30	0	0	0	100%	0%	0%	0%	100%

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	the learning process?									
2	Are you courteous to your professors and friends?	18	10	2	0	60%	30%	10%	0	100%
3	Do you appreciate your friends who do not comprehend the topic?	13	14	3	0	43,3%	42%	14,7%	0	100%
4	Are you courteous when speaking with your lecturer?	25	3	2	0	85%	10%	6,6%	0	100%
5	Do you have the ability to collaborate in group learning?	12	16	2	0	40%	53,3%	6,6%	0	100%
6	Would you assist a friend who is having problems grasping the subject?	16	13	1	0	53,5%	43,5%	3,3%	0	100%
7	Will you be orderly in the group learning process?	22	7	1	0	73%	23,3%	3,3%	0	100%
8	Are you able to take the exam independently based on your aptitude abilities?	17	10	3	0	56%	30%	10%	0%	100%
9	Do you complete the quiz without the assistance of others?	15	12	2	1	50%	40%	6,6%	3,3%	100%

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10	Are you able to respond to your lecturers' questions?	13	14	3	0	43,3%	42%	14%	0	100%
11	Do your lecturers' delivery of information improve your interests and talents and abilities?	19	8	3	0	63,3%	26,6%	10%	0	100%
12	Do your lecturers involve methods/models in the learning process?	20	8	1	1	66,7%	3,3%	3,3%	3,3%	100%
13	Do your lecturers ever motivate you to engage well and actively in the learning process?	25	4	1	0	83%	3,3%	3,3%	0	100%
14	Do your lecturers encourage you to change your view of inclusive religious understanding according to the context?	15	11	4	0	40%	36,6%	3,3%	0	100%
15	Do your lecturers often teach with the project method?	10	11	9	0	33,3%	36,6%	30%	0	100%
	Amount	270	141	27	2	738,85	383,96	279,3	6,6	

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Percentage	270%	141%	27%	2%	
Total					1408,7

Source: Data Analysis, 2023

According to the questionnaire responses filled out by students in the table above, the percentage outcomes of differentiation learning in critical diversity literacy are characterized as good. According to the results of the study, 100% of students always pray before beginning the learning process. Furthermore, 43.3% of pupils in the global diversity indicator always appreciate peers who do not comprehend the course. Furthermore, 40% of students always work together in group projects, indicating reciprocal cooperation. Furthermore, 45.5% of students always answer examinations freely based on their ability, according to the independent indication. Furthermore, the critical reasoning indication suggests that 56% of students can answer the lecturer's queries. In addition to the final creative indication, 40% of students are able to change textual and contextual comprehension in Religious Education content. Based on the findings of the analysis, it is possible to infer that differentiated learning on critical diversity literacy in Religious Education learning for 1st semester PAI FAI UMSU students is rated as good. Although it is still bound by media, particularly electronic media, due to inadequate human resources in this instance instructors who are not experienced enough to utilize media to provide quizzes or apps customized to the content. It can enhance its students' academic grades and character by applying the autonomous campus curriculum in Religious Education classes.

5. CONCLUSION

In order to promote inclusive education, differentiated teaching in critical diversity literacy is essential. As a result, we may examine how varied teaching affects critical diversity literacy in inclusive education:

1. Adapting teaching approaches to suit varied learning styles, educators should ensure that all learners, regardless of ability or background, have access to the curriculum. The technique can aid in recognizing and respecting the variety of learning styles that lead to a more inclusive educational environment.
2. Because instructors may include resources and approaches that match each learner's unique background and experiences, customized learning promotes a greater knowledge of varied views.
3. Cultural sensitivity, educators can diversify their teaching by including multiple viewpoints, cultural allusions, and examples that represent learners' experiences into their classroom

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activities. It may therefore aid in the development of critical diversity literacy by exposing students to a wide range of cultural experiences and viewpoints, as well as encourage understanding.

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