

DEVELOPING DIFFERENTIATED TIERED NARRATIVE TEXTS IN ELEMENTARY INDONESIAN LANGUAGE LEARNING

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Abstract

The diverse levels of reading comprehension skills often become an obstacle in the learning process at the elementary school level. Learning cannot be standardized but must accommodate student diversity, in line with the Merdeka Belajar concept in the Merdeka Curriculum. In this curriculum, differentiated instruction is promoted as an effective solution to address such challenges. This study aims to examine the feasibility and effectiveness of leveled narrative texts in differentiated instruction based on learning readiness. The research was conducted with 27 fourth-grade students at a public elementary school in Majalengka Regency, West Java, employing a Design and Development (D&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Differentiation was applied to the learning content by developing leveled narrative texts for low, medium, and high groups, determined through a diagnostic test of narrative text comprehension. Expert validation confirmed that the developed teaching materials were feasible to use. The implementation results showed that 93% of students achieved the learning objectives, with an average score of 81.3 in the final evaluation. These findings highlight that leveled narrative texts integrated into differentiated instruction are effective in supporting students' reading comprehension skills and can serve as a strategic alternative for literacy learning in elementary schools.

Keywords: differentiation; tiered narrative texts; learning models.

Abstract

Keterampilan membaca pemahaman yang beragam seringkali menjadi hambatan dalam proses pembelajaran di sekolah dasar. Proses pembelajaran tidak bisa disama ratakan karena harus memperhatikan keragaman peserta didik, sejalan dengan konsep merdeka belajar dalam Kurikulum Merdeka. Pada Kurikulum Merdeka, pembelajaran diferensiasi digadag-gadag menjadi solusi jitu dalam menyelesaikan permasalahan tersebut. Penelitian ini bertujuan untuk menguji kelayakan dan efektivitas teks narasi berjenjang dalam pembelajaran diferensiasi berbasis kesiapan belajar. Penelitian dilaksanakan pada 27 peserta didik kelas IV di salah satu sekolah dasar negeri di Kabupaten Majalengka, Jawa Barat, dengan menggunakan pendekatan Design and Development (D&D) melalui model ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*). Diferensiasi diterapkan pada konten pembelajaran dengan mengembangkan teks narasi berjenjang untuk kelompok rendah, sedang, dan tinggi, yang ditentukan melalui tes diagnostik pemahaman teks narasi. Hasil validasi ahli menunjukkan bahwa bahan ajar yang dikembangkan layak digunakan. Hasil implementasi memperlihatkan bahwa 93% peserta didik mencapai tujuan pembelajaran, dengan rata-rata skor 81,3 pada evaluasi akhir. Temuan ini menegaskan bahwa teks narasi berjenjang yang terintegrasi dalam pembelajaran berdiferensiasi efektif mendukung kemampuan membaca pemahaman siswa dan dapat menjadi alternatif strategis dalam pembelajaran literasi di sekolah dasar.

Kata Kunci: diferensiasi; teks narasi berjenjang; model pembelajaran.

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Introduction

The ability to read and comprehend is a very important skill in learning Indonesian, especially for elementary school high class students. Reading in high school is not only about recognizing letters and words, but also understanding the content of reading in depth. Somadayo (in Ayuningrum & Herzamzam, 2022) states that reading comprehension is the process of acquiring meaning that actively involves the knowledge and experience that the reader already has and is associated with the content of the reading. Reading ability is also an important foundation for mastering other sciences. Almost all fields of study require skills to absorb, analyze, and apply information obtained from texts. In fact, according to Susanti *et. al.* (2022), literacy is a skill that must be developed in elementary school in the early grade. In the context of Indonesian learning, teachers need to develop strategies that encourage students to be actively involved during reading learning such as providing spark questions, discussions, or reflection activities. In fact, not a few students have difficulty understanding the content of the reading.

According to Alpian & Yatri (2022), reading problems can be influenced by low skills, for example in terms of understanding paragraph ideas, reading graphs, understanding relationships between facts, linguistic logic relationships, and finding reading ideas. Research Saputri & Sukartiningih (2024), analyzing that student's reading comprehension skills in the classroom are very diverse due to several factors, such as lack of reading materials, lack of motivation, and environmental and circumstantial factors. Based on the results of interviews with grade IV elementary school teachers, there are at least two main causes of this problem. First, internal factors related to the diverse initial abilities of students. There are students who are able to read and understand the content of the text well, there are students who can read but cannot catch the implicit messages in the text, and there are even students who still have difficulty in finding explicit information in simple reading texts. Second, external factors related to the learning environment, such as learning methods that are less varied so that they are not able to meet the diversity of students.

One of the learning approaches that pays attention to the diversity of student's initial abilities is the concept *TaRL*. Fitriani (2022), explained that *Teaching at the Right Level* It is an approach that is not based on the grade level but on the ability of students, so that students can really learn or learn material according to their abilities. Approach theory *TaRL* This is in line with the concept of differentiated learning in the Independent Curriculum. Suwartiningsih revealed that the essence of differentiated learning has meaning in a series of reasonable decisions made by teachers and student-oriented (Faiz *et. al.*, 2022).

This learning concept is based on the understanding that each student has their own uniqueness and characteristics. In line with Wahyunisari *et. al.*, (2022), that differentiated learning prioritizes the concept that each individual has different interests, potentials and talents. According to Sari *et. al.*, (2022), differentiated learning has a commitment and has learning objectives that must be in accordance with needs, interests, and aspirations. The principles of differentiated learning according to Marlina (2020), including: (1) learning acknowledging the existence of all students, (2) flexible grouping of students, (3) collaboration and coordination between teachers, (4) students knowing learning objectives and trying to realize them together with teachers, (5) responsive learning, (6) varied learning strategies, and (7) diverse assessments.

The development of differentiated learning models must be based on clear strategies and principles. Differentiated learning strategies begin by mapping the needs of students. According to Tomlinson, students' needs for differentiated learning can be grouped into three aspects,

namely student's learning readiness, student's interests, and student's learning profiles such as language, learning style, culture, and so on (Suwartiningsih, 2021). There are several characteristics that need to be considered in the development of differentiated learning, namely: (1) a supportive learning environment, (2) flexible curriculum development, (3) continuous assessment, (4) responsive teaching, and (5) effective classroom management (Maryam in Suwartiningsih *et. al.*, 2024). These five characteristics are integrated in an integrated manner in the differentiated learning model developed in this study. In addition, differentiated learning indicators according to Tomlinson (in Kurniasari *et. al.*, 2024) It is divided into four, namely content, processes, products, and learning environments.

Starting from the problem of reading comprehension skills which is still a challenge at the elementary school level, it encourages various studies to find more adaptive learning strategies, one of which is through differentiated learning. Afrilian *et. al.*, (2024), shows that differentiated learning plays a role in strengthening students' literacy, while Sari *et. al.*, (2024) proves that the LKPD-assisted differentiation approach is able to increase student's participation and understanding of the material, as well as flexibility for them to learn according to their own rhythm. On the other hand, Ginanjar (2020) highlighting the low readability of texts in Indonesian textbooks that are not in accordance with the level of students, so that the teaching materials used are often not on target. Sholeh (2024) Apply Differentiated Instruction in the classroom, inclusion can improve learning outcomes by providing a more meaningful and relevant learning experience.

However, these studies still have limitations. Most focus on the application of learning models, the use of LKPD, or supporting media, but have not touched on substantial aspects of the reading text itself as a differentiated object of development. In fact, the quality and level of readability of the text are core elements in learning to read comprehension. To date, there has been no research that explicitly develops and tests tiered narrative texts designed based on differentiated learning principles to improve reading comprehension skills, especially in grade IV of elementary school.

This research offers novelty by presenting a tiered narrative text as a teaching material that is not only arranged according to the level of readability and level of education, but also integrated with differentiated learning principles based on the level of students' learning readiness obtained through initial assessment. Thus, this study fills an important gap that has not been worked on in previous studies, namely the integration between the development of adaptive reading materials (differentiated content) and the implementation strategy of differentiated learning comprehensively. The contribution of this research is expected to be twofold: practically, providing alternative teaching materials that are more responsive to the learning needs of students; and theoretically, expanding the understanding of how differentiation can be applied directly to the substance of the reading text to improve reading comprehension skills. The findings of this research can be a reference for teachers, curriculum developers, and policy makers in developing literacy strategies that are inclusive, adaptive, and in accordance with the demands of the Independent Curriculum

Research Methods

This study uses the Richey and Klein model, namely Design and Development (D&D). Richey and Klein's research and development includes three main stages: design, production, and evaluation (Febrista & Efrizon, 2021). On the other hand, Ellis (2019), explaining that development research is not only developing practical products or solutions such as tools or

media, but also new theories, development models, implementation methods, and the application of models that have never been tested in certain contexts. Type *Design and Development* (D&D) as described by Richey and Klein, and expanded upon by Eilish and Levy, is a systematic approach to designing and developing effective products. The essence of this model is a two-stage process, design and development. Interestingly, this approach has a lot in common with ADDIE's research design. Both focus on creating learning solutions that are based on real needs and tested directly in the field. According to Ariani *et. al.*, (2023), ADDIE as a development model stands for five stages of development, namely Analysis, Design, Development, Implementation, and Evaluation. Meanwhile, the Analysis and Evaluation ADDIE complements D&D by strengthening an understanding of user needs as well as ongoing feedback.

This research involves several parties, namely validators from lecturers from the University of Education Indonesia to assess the feasibility of the product, teachers and grade IV elementary school students as subjects involved in the trial stage in the field. This research will be tested at SDN Salawangi II, Bantarujeg District, Majalengka Regency in April 2025. It coincides with the 2nd semester of the 2024/2025 school year learning in elementary schools. There are four types of instruments needed during this study, including: (1) Diagnostic instruments in the form of diagnostic tests of students' initial ability to understand narrative texts. This diagnostic test refers to the Literacy Guidelines issued by the Puspendik 2022-2024. This instrument is indispensable as a reference in the creation of tiered narrative texts that will be used in differentiation learning. (2) Expert validation sheet that assesses the suitability of the product with the principle of differentiation and Indonesian subject matter in grade IV of elementary school. (3) Student learning outcome instruments used after the trial of tiered narrative texts in differentiated learning. This instrument is used to prove the effectiveness of the product in the differentiation learning model of Indonesian subjects. (4) Questionnaire sheet of teacher and student responses to differentiated learning.

This research uses the Design and Development (D&D) method with ADDIE design. The subjects of the study were 27 grade IV students in one of the State Elementary Schools in Majalengka Regency, West Java. At the analysis stage, students are given a diagnostic test to read the comprehension of narrative texts consisting of question items with a tiered level of difficulty, covering literal, inferential, and evaluative aspects of comprehension. The test results were analyzed to group students into three categories of learning readiness: low, medium, and high. This grouping is the basis for providing tiered narrative texts at the design and development stages. Thus, the grouping is carried out objectively based on the quantitative data of the results of the initial diagnostic test without considering other non-cognitive factors. Expert validation is carried out to ensure the feasibility of the product, while implementation in the form of classroom trials is used to assess effectiveness. Evaluation is carried out continuously at each stage to improve the model.

The research data analysis technique uses the calculation of the normal distribution formula, the formula Graphic Fry, Guttman Scale, Likert Scale, and Descriptive Statistics. Calculations of normal distribution formulas are used to determine learning groups based on initial ability. In measuring the readability of the tiered narrative text, calculations are used Graphic Fry by measuring the first 100 words in the narrative text. In this study, in addition to using the formula Graphic Fry, the design of instruments and narrative texts is also based on the Literacy Guidelines issued by the Puspendik 2022-2024. It is hoped that the resulting narrative text will not only be appropriate for students based on the short length of sentences, but also meet the level of readability. Then in the student questionnaire, the guttman scale is

used to make it easier for students to determine the choice of answer, namely "yes" or "no". In the expert validation sheet, the guttman scale is also used to obtain a firm answer to the formulation of the problem proposed (Khan, 2019). Meanwhile, in the teacher's questionnaire, a likert scale is used because it is able to quantitatively measure the level of perception, attitude, or preference of respondents by providing a choice of graded answers (Sugiyono in Sari *et. al.*, 2020). In the context of this study, the likert scale used is an interval of 1-4 with the criteria of strongly disagree (1), disagree (2), agree (3), and strongly agree (4). Descriptive statistics are applied to analyze data on student's learning outcomes so that the percentage of completeness/achievement of learning objectives is obtained.

Results and Discussion

This research produced a product in the form of a tiered narrative text with a differentiated learning model based on student readiness developed in Indonesian subjects in Grade IV of elementary school. This development product includes narrative texts for low, medium, and high learning groups. This research develops learning that is in line with the principles of the Independent Curriculum. The differentiated learning model consists of five main stages, namely:

1. Pre-assessment: Identify learners' learning readiness through diagnostic tests. The results were used to group students based on initial ability. In line with (Insani *et. al.*, 2023), which states that cognitive diagnostic assessments on students' learning readiness can be used as a basis for content differentiated learning and mapping students in learning groups. In addition, the use of a diagnostic test for learning readiness is also supported by Maryam's opinion (in Kurniasari *et. al.*, 2024) which emphasizes the importance of early assessments as a tool for designing responsive learning strategies. This study groups students based on learning readiness which is in line with Tomlinson's opinion (in Suwartiningsih, 2021) that students are grouped through three aspects, namely student learning readiness, student interests, and student learning profiles.
2. Differentiation Planning: Develop a learning scenario with a content differentiation strategy, i.e. narrative texts are adjusted to the level of complexity based on the study group. The focus of learning is on reading comprehension skills of narrative texts. The following is a mapping of student learning groups resulting from the diagnostic test:

Table 1. Results of Student Study Group Mapping

Study Groups	Score Range	Number of Students	Student Initials
Low	25-42	9	HS, IHN, MRE, ZA, ALF, DSN, AR, VSM, NR, RWR, MAK,
Medium	43-64	9	RA, MA, MRP, NPAP, MRM, RAM, QFAA
High	65-91	9	MNH, MMI, NI, SA, AHI, SMNI, WW, AA, MRA

This differentiated learning model based on learning readiness is designed to strengthen students' reading comprehension skills through activities that encourage exploration of

meaning, content analysis, and active involvement in discussion and reflection on reading.

3. **Learning Implementation:** Learning is carried out according to the readiness group, namely the discussion method, game-based learning, as well as paragraph card media and LKPD. The goal is to increase participation, social interaction, and reading comprehension. Tiered narrative texts are used as media and teaching materials to help group learning activities. The grouping of students has been designed before implementation, adjusted to the results of the learning readiness diagnostic test. Aspects classified as readiness include maturity and physical growth, Intelligences, background experience, learning achievement of students, motivation, views/perceptions and a number of other possibilities for individuals to learn (Juari & Nugraheni, 2024). Teachers who implement differentiated learning tend to be able to create a more conducive and responsive learning environment (Afifah & Ulia, 2025).
4. **Monitoring and Support:** Teachers monitor and provide individual guidance and adjust strategies throughout the learning process, so that learning remains adaptive and inclusive. Teachers need to constantly adjust approaches, content, and learning supports based on student responses and readiness (Suwartiningsih, 2021).
5. **Evaluation and Reflection:** Assessment of learning outcomes and reflection was carried out to determine the effectiveness of the model. Evaluation is carried out on an ongoing basis so that learning remains in accordance with the development and needs of students. This research also produces various learning tools, such as: teaching modules, teaching materials, LKPD, media, diagnostic assessment instruments, learning evaluation instruments, student response questionnaires, and teacher response questionnaires. The feasibility of this differentiated learning model was assessed by the validator in terms of the suitability of the model with the material/content and the suitability of the model with the principle of differentiated learning. The validation results show that this learning model is suitable for Indonesian learning in grade IV of elementary school.

This differentiated learning model develops four types of reading comprehension according to Smith in Alpian & Yatri (2022) Among them is reading literal understanding, which is the understanding of what the author writes in a reading (Agatha & Shinta, 2023), reading interpretive comprehension i.e. the ability to capture the meaning conveyed implicitly in the text Rukayah *et. al.*, (2023), critical reading comprehension that involves the ability to analyze, synthesize, and evaluate in interpreting reading comprehensively (Pardede 2024), and reading creative comprehension, allowing readers to generate new ideas, alternative solutions, or different perspectives based on information obtained from the text (Saputro *et.al.*, 2024). These reading comprehension skills are outlined in a tiered narrative text and will be evaluated in the details of the students' learning evaluation questions.

From the results of the trial, the results of the student's learning were obtained, the results of the student response questionnaire, and the results of the teacher's response questionnaire.

The learning achievement of students after the differentiated learning model trial activities is shown in the following diagram:

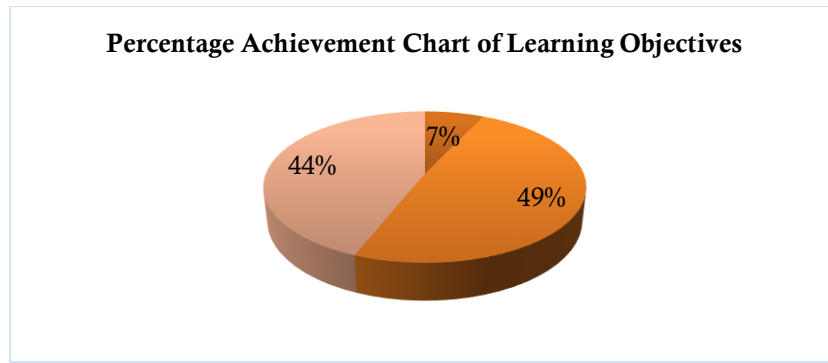


Figure 1. Percentage Achievement Chart of Learning Objectives

Based on the results of the learning evaluation, it can be seen that students' achievements towards learning objectives vary. There are 2 students who have not been able to achieve learning goals well so they need to be remedial in certain parts. This group may face difficulties in understanding certain material such as lack of concentration, etc. Remedial learning should be designed with a more individualized approach, for example through re-explanations with different methods, structured exercises, or the use of other media. The goal is to help students master basic competencies before moving on to the next material. There are 13 students who have achieved learning goals and do not need remedial. This indicates that the learning strategies applied so far are quite effective for half of the class. However, this success needs to be maintained by ensuring that the material continues to be relevant and delivered consistently. Teachers can also use this group as *peer tutors* to support friends who need remedials, thus creating a collaborative learning environment. There are 12 students who are not only complete, but also ready to accept more challenges through enrichment. This group needs more complex material, creative projects, or self-exploration to optimize their potential. Enrichment can be an analytical task (e.g. case studies), experiments, or cross-disciplinary integration. It is important to ensure that enrichment does not simply add to the burden, but rather broadens the students' horizons and skills.

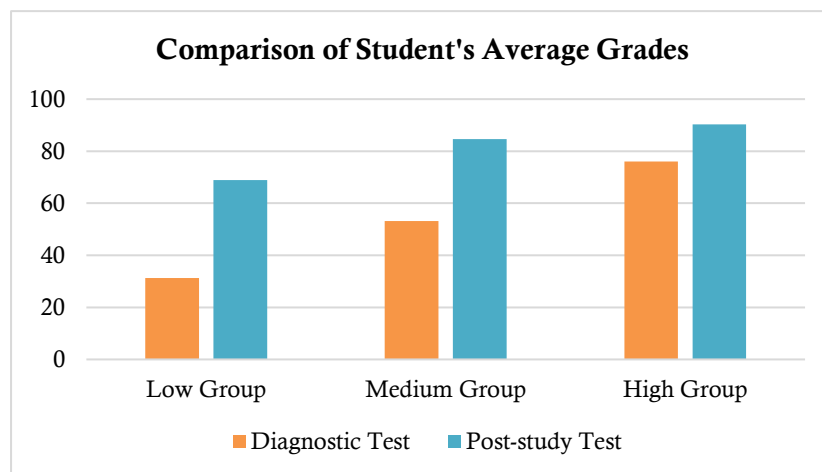


Figure 2. Comparison Chart of Student Average Scores

In addition, a comparison was made between diagnostic scores and learning outcome scores to determine the improvement of students' reading comprehension

skills. From the three learning groups, almost all students experienced an increase in scores, including:

Students in the low learning group experienced a significant increase, where students such as HS experienced a spike in scores from 25 to 53, and ALF from 32 to 73. This also indicates that with the right support, students in this group are able to adapt and improve their understanding of the material being taught.

In the moderate study group, the results showed that 8 out of 9 students managed to show progress, while only 1 student (MRM) was stagnant. This shows that the majority of students in this group have been able to understand and apply the material well. However, the stagnation experienced by MRM needs to be further analyzed to identify the causative factors, whether related to learning methods, motivation, or other external factors. A more individualized approach may be needed to help these learners not fall behind.

In the high learning group, the results were similar to that of the moderate group, where 8 out of 9 learners showed progress, and only 1 learner (WW) was stagnant. This shows that learners in this group are not only able to understand the material, but can also apply it in more complex contexts. However, WW stagnation is also worth considering, as it can indicate that despite being in a high learning group, it is possible that the challenges presented are not enough to encourage further growth.

Table 2. Results of the Student Response Questionnaire

No	Aspects assessed	Many students answered "Yes"	Many students answered "No"	Shoes	Percentage
1	The media that the teacher brings, makes me enthusiastic to learn.	27	0	27	100%
2	I feel happy learning Indonesian using card media.	25	2	25	93%
3	The group discussions helped me to understand the material.	25	2	25	93%
4	The narrative text given by the teacher is interesting.	27	0	27	100%
5	Paragraph composing games make learning more fun.	26	1	26	96%
6	I feel more active in this learning than usual.	23	4	23	85%
7	The stories in the text feel boring.	5	22	22	82%
8	I lack the confidence to express my opinion.	8	19	19	70%
9	I find it difficult to understand today's material.	4	23	23	85%
10	The classroom environment feels more boring these days.	4	23	23	85%
Total Score				240	89%

Table 3. Guttman Scale Survey Student Responses

Assessment Criteria	Positive statement score	Negative statement score
Yes	1	0
No	0	1

The results of the analysis of the student response questionnaire in the trial showed that 89% of students felt motivated, interested, and helped in the learning process. These findings reflect the success of the learning model applied, as well as the effectiveness of the media used in improving the learning experience.

As many as 100% of students stated that the media brought by teachers made them enthusiastic to learn (point 1). This shows that the use of narrative texts in the form of media not only attracts students' attention, but also contributes to their increased enthusiasm for learning. This increase in enthusiasm is in line with the theory of situational interest according to Utami *et.al.*, (2020), which is an interest that arises due to the influence of conditions or the environment, such as interest in the media or the teacher's teaching style. Thus, choosing the right media is the key to creating a positive and interesting learning atmosphere.

The majority of students also showed a positive response to the learning model applied. As many as 93% of students were happy, 85% felt active, 93% felt helped in understanding the material through group discussions, and 96% felt helped through paragraph composing games. These findings show that a variety of learning strategies applied in accordance with the principle of differentiation are able to create a collaborative and interactive learning environment. By engaging learners in discussions and games, they not only learn cognitively, but also develop important social and communication skills.

In points 8 and 9, it can be seen that some students still feel less confident (only 30% of students feel confident) and some of them find it difficult to understand the material (15% of students). This suggests that even if they don't have any difficulty understanding the material, there are still concerns or a lack of confidence that need to be addressed. Teachers need to provide additional support, such as constructive feedback and positive reinforcement, to help learners build their confidence in learning.

Most students stated that the stories in the text and classroom environment were not boring, with percentages of 82% and 85%, respectively. This shows that teachers have been able to create a meaningful and fun learning atmosphere that supports students to learn better. A positive and engaging environment can increase students' motivation and engagement, so they are better prepared to learn and actively participate in the learning process.

Overall, the results of this questionnaire show that students respond positively to the learning process implemented, but there is still room for improvement in terms of building confidence and overcoming challenges faced by some students.

The response of grade IV teachers to the differentiation teaching module can be explained in the following table:

Table 4. Results of the Teacher Response Questionnaire

Aspects that are persecuted	Valuation				Score
	STS	S	TS	SS	
The learning objectives in the teaching module are clearly conveyed.				√	4
The teaching modules are structured systematically and easy to follow.				√	4
The teaching module provides a variety of teaching materials that suit the students' abilities.				√	4
The implementation instructions in the module are easy to understand and implement.				√	4
Learning media and methods reflect responsive teaching.			√		3
Assessments or assessments are carried out on an ongoing basis to understand the development of students.				√	4
This module can be a reference for me in designing future learning			√		3
Score obtained					26
Maximum score amount					28
Total rating					93%

The results of the questionnaire response to the differentiation teaching module received a very positive response from grade IV teachers. From a maximum total score of 28, the teaching module tested obtained a score of 26, which means that it achieved a percentage of achievement of 93%. This reflects that the learning objectives are clearly conveyed, and the teaching modules are structured systematically and easy to follow. In addition, a variety of teaching materials that are suitable for students' abilities and easy-to-understand implementation instructions contribute to learning effectiveness. The media and methods used also show a reflection of responsive teaching, while assessments conducted on an ongoing basis help in understanding the development of learners. With this achievement, the modules developed are not only effective as learning tools, but also used as a reference for teachers in designing future learning. This increase in learning outcomes shows that the learning approach applied has gone well and has a positive impact on students.

Based on findings in the field, the use of tiered narrative texts in Indonesian learning has been proven to have a positive effect on the achievement of learning objectives and the improvement of students' reading comprehension skills. This effectiveness mainly arises because tiered texts are able to adjust the level of reading difficulty to students' abilities, so that they can understand the content of the text more easily, are more motivated, and are more active in the learning process. However, there are still a small number of students who experience difficulties. This may be due to factors beyond the level of readability of the text, such as limited vocabulary or study concentration. These findings are in line with previous research by Afriliani *et al.* (2024) which proves that differentiated learning helps students in strengthening literacy both at the habituation, development, and learning stages which have an impact on increasing students' reading comprehension, especially grade IV elementary school students. However, tiered texts are not a single solution, as the success of this strategy is still influenced by the teacher's support in guiding reading strategies and providing appropriate feedback.

Practically, the implications of this research are important for teachers in large or diverse classrooms. Teachers can use tiered narrative texts as one of the routine tools in learning, for example by providing several text choices according to reading levels, then facilitating discussions together so that all students can achieve learning goals at their respective levels. In addition, teachers can also use the results of diagnostic mapping to design remedial interventions for students who are still struggling, as well as enrichment for students who have exceeded the target. Thus, the use of tiered narrative texts not only improves learning outcomes, but also supports learning practices that are more adaptive, inclusive, and centered on student needs.

Conclusion

This research succeeded in developing a tiered narrative text based on differentiation of learning readiness through the ADDIE stage. The resulting products have been proven to be expertly valid, effective in improving the reading comprehension skills of grade IV elementary school students, and received positive responses from teachers and students. Theoretically, this research contributes to the development of studies on differentiated learning by presenting innovations in the form of integration between the principle of differentiated instruction and the development of teaching materials based on the level of readiness. This enriches the literature on literacy strategies in elementary schools, especially in the context of narrative texts. Practically, this study provides an alternative teaching model that teachers can use to overcome the diversity of reading comprehension skills in the classroom, as well as a reference for curriculum developers and policy makers in developing teaching tools that are more inclusive and adaptive to the needs of students.

Based on the results of this study, several strategic steps can be taken in research and practice in further education: First, develop a digital version of the tiered narrative text to make it more interactive and accessible. Second, develop teacher training modules related to the implementation of tiered texts in differentiated learning. Third, integrate this model with school literacy programs and curriculum policies so that it is more widely applied. Fourth, conduct longitudinal studies to assess the long-term impact on students' literacy skills.

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