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JOURNAL OF INDONESIAN ISLAMIC STUDIES

<https://ejournal.iainpalopo.ac.id/index.php/jiis/index>

Integrating Islamic Literacy Values through the BAHRAIN Reading Method: A Differentiated Learning Approach in Folklore Instruction at an Islamic Elementary School

Fadhilatul Amalia Bahraini^{1✉}, Muhammad Guntur²

¹⁻³Universitas Islam Negeri Palopo, Indonesia

Articles

Information

History:

Received: Juny

Approved: September

Publish: October

Keywords: Islamic literacy values; differentiated learning; folklore instruction; reading literacy; BAHRAIN Method; Islamic elementary school.

Abstract

Reading literacy plays a crucial role in elementary education, yet literacy instruction often faces challenges related to learner diversity and limited opportunities for meaningful value-oriented learning. In Islamic elementary schools, literacy education is expected not only to develop reading comprehension but also to facilitate the internalization of values that support students' character formation. This study aimed to develop and evaluate the BAHRAIN Method, a differentiated reading instruction model designed for folklore learning in an Islamic elementary school context. The study employed a Research and Development (R&D) approach using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The research was conducted at SDIT Al-Bashirah Palopo and involved 15 fifth-grade students. Data were collected through interviews, questionnaires, validation sheets, and achievement tests, and were analyzed using descriptive qualitative and quantitative techniques. The development process resulted in the BAHRAIN Method, which consists of seven instructional stages: Baca (Read), Analisis (Analyze), Hubungkan (Connect), Refleksi (Reflect), Aktualisasi (Actualize), Interaksi (Interact), and Nilai (Value). The validation results indicated that the developed method was valid, with an overall score of 78.73%. Practicality testing demonstrated highly positive responses from teachers (100%) and students (83.5%). The effectiveness test yielded an overall score of 80.53%, categorized as effective. These findings indicate that the BAHRAIN Method is a feasible instructional model for folklore learning and has the potential to support reading comprehension, reflective learning, and the integration of Islamic literacy values within elementary literacy education. The study contributes to the development of differentiated literacy instruction by integrating cognitive, social, and value-oriented dimensions within a single instructional framework.

✉ Email Correspondent:

fadhilahbahraini2004@gmail.com

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Introduction

Reading literacy constitutes one of the most fundamental competencies in elementary education because it serves as the foundation for students' academic achievement and lifelong learning. Through reading, learners acquire information, construct knowledge, develop critical thinking skills, and engage with broader social and cultural realities. However, improving reading comprehension remains a significant challenge in many educational contexts, including Indonesia. Various studies have reported that elementary school students frequently encounter difficulties in identifying main ideas, interpreting textual meanings, connecting information with prior knowledge, and extracting values embedded within reading materials. These challenges indicate that literacy instruction requires innovative pedagogical approaches capable of accommodating diverse learner characteristics while simultaneously fostering meaningful engagement with texts.

From an Islamic perspective, literacy extends beyond the technical ability to read written symbols. The concept of literacy in Islam is rooted in the first divine revelation received by Prophet Muhammad (peace be upon him), namely the command *Iqra'* (Read), which emphasizes the pursuit of knowledge, intellectual reflection, and moral awareness. Reading in the Islamic tradition involves not only understanding textual information but also contemplating meanings, deriving wisdom, and translating knowledge into ethical action. Consequently, literacy education in Islamic schools should integrate cognitive, affective, and moral dimensions, enabling students to develop both reading competence and character formation. Such an understanding positions literacy as an educational process that nurtures intellectual growth while strengthening values that guide learners' interactions with themselves, others, and society.

One instructional medium that offers considerable potential for integrating literacy development and value education is folklore. Folklore represents a form of cultural heritage that contains collective wisdom, moral teachings, social norms, and local values transmitted across generations. Within elementary education, folklore provides opportunities for students to enhance reading comprehension while simultaneously engaging with ethical and cultural messages embedded in narrative texts. Through reading folklore, students can explore themes such as responsibility, respect for parents, honesty, gratitude, perseverance, and social responsibility. These values are closely aligned with the objectives of character education and Islamic moral development. Therefore, folklore instruction can function not merely as a vehicle for literacy learning but also as a means of cultivating reflective and value-oriented learners.

Despite its educational potential, folklore instruction frequently faces challenges associated with learner diversity. Students possess different levels of reading readiness, learning interests, prior experiences, motivation, and learning preferences. Such diversity often creates disparities in learning outcomes when uniform instructional approaches are employed. Learners with higher reading abilities may require more complex analytical tasks, whereas those experiencing reading difficulties need additional support and scaffolding. Consequently, literacy instruction demands pedagogical approaches capable of responding to these differences in a systematic and meaningful manner.

Differentiated learning has emerged as a promising framework for addressing learner diversity. Tomlinson argues that effective instruction should accommodate students' varying readiness levels, interests, and learning profiles through adjustments in

content, learning processes, products, and learning environments. Within literacy education, differentiated learning enables teachers to design flexible reading experiences that support diverse learners in constructing meaning from texts. By acknowledging individual differences, differentiated instruction promotes equitable learning opportunities and encourages active participation among all students. Consequently, differentiated learning has become increasingly relevant within contemporary literacy instruction, particularly in elementary school settings characterized by heterogeneous student populations.

Recent studies have investigated various aspects of reading instruction, differentiated learning, and folklore-based literacy education. Previous research has demonstrated that differentiated instruction contributes positively to students' engagement, participation, and reading achievement. Other studies have highlighted the effectiveness of folklore as a medium for literacy development and character education. Research on reading methods has further shown that structured instructional procedures can improve students' comprehension skills through active learning, discussion, and reflective activities. Nevertheless, existing studies generally examine reading comprehension, differentiated learning, and folklore instruction as separate educational concerns. Limited attention has been given to the development of a reading instruction model that systematically integrates these dimensions within a single pedagogical framework.

More importantly, previous studies have rarely explored how literacy instruction can facilitate the integration of Islamic literacy values in elementary school learning. Although literacy, character education, and differentiated learning have received substantial scholarly attention, the incorporation of Islamic literacy values into structured reading instruction remains underexplored. Existing studies seldom address how reading activities can guide students beyond textual comprehension toward reflection, value internalization, and ethical actualization grounded in Islamic educational principles. Likewise, limited research has been conducted in Islamic elementary school contexts where literacy instruction is expected to support both academic development and moral formation.

In response to these gaps, this study develops a new differentiated reading instruction model called the BAHRAIN Method, specifically designed for folklore instruction in an Islamic elementary school context. The acronym BAHRAIN represents seven instructional stages: Baca (Read), Analisis (Analyze), Hubungkan (Connect), Refleksi (Reflect), Aktualisasi (Actualize), Interaksi (Interact), and Nilai (Value). Developed through a systematic Research and Development process, the method is intended to guide students from initial text engagement toward deeper comprehension, personal reflection, social interaction, value internalization, and practical application of lessons derived from reading activities. Rather than viewing reading as a purely cognitive activity, the BAHRAIN Method positions literacy as a holistic process involving intellectual understanding, reflective awareness, and character development.

The novelty of this study lies in two significant contributions. First, it develops the BAHRAIN Method as a new differentiated reading instruction model designed specifically for folklore learning in elementary education. Second, it integrates Islamic literacy values into the instructional process through a structured sequence of reading, analysis, reflection, interaction, and value actualization activities. Unlike previous studies that

primarily focus on reading achievement or differentiated pedagogy, this study proposes a comprehensive framework that connects literacy development, character education, differentiated learning, and Islamic educational values within a single instructional model.

Method

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The model was selected because it provides a systematic framework for developing and evaluating educational products. The research focused on developing the BAHRAIN Method, a differentiated reading instruction model designed for folklore learning in an Islamic elementary school context.

The study was conducted at SDIT Al-Bashirah Palopo, Indonesia. The participants consisted of 15 fifth-grade students who served as the target users of the developed instructional method. The research setting was selected based on the identified need for a literacy learning approach that accommodates learner diversity while supporting meaningful reading experiences.

Data were collected through interviews, questionnaires, validation sheets, and achievement tests. Interviews were conducted with classroom teachers during the needs analysis stage to identify challenges in folklore instruction and reading comprehension learning. Questionnaires were administered to students and teachers to evaluate the practicality of the developed method. Validation sheets were used by experts in instructional materials, learning design, language, and instructional methods to assess product validity. In addition, an achievement test was administered following implementation to examine the effectiveness of the developed method.

The development process resulted in the BAHRAIN Method, which consists of seven instructional stages: Baca (Read), Analisis (Analyze), Hubungkan (Connect), Refleksi (Reflect), Aktualisasi (Actualize), Interaksi (Interact), and Nilai (Value). The method was designed to facilitate reading comprehension, reflection, interaction, and value internalization through differentiated learning activities.

Data analysis employed both qualitative and quantitative techniques. Qualitative data obtained from interviews and expert feedback were analyzed descriptively to support product development and revision. Quantitative data from validation, practicality, and effectiveness assessments were analyzed using descriptive percentage statistics. The resulting scores were interpreted according to predetermined criteria to determine the validity, practicality, and effectiveness of the developed instructional method.

Results

Needs Analysis for Developing the BAHRAIN Method

The analysis stage was conducted to identify instructional needs related to folklore learning and reading comprehension among fifth-grade students at SDIT Al-Bashirah Palopo. Data were collected through teacher interviews, student questionnaires, and classroom observations. The findings revealed several challenges in literacy instruction, particularly variations in students' reading readiness, participation, and comprehension abilities. Teachers reported that students often experienced difficulties identifying main

ideas, understanding moral messages, and connecting story content with real-life experiences.

Furthermore, classroom learning was generally implemented using uniform instructional approaches that did not fully accommodate students' diverse learning characteristics. The findings indicated the need for a differentiated instructional model capable of supporting reading comprehension while promoting active participation and value-oriented learning.

Table 1. Summary of Needs Analysis Findings

Aspect	Findings
Reading comprehension	Students experienced difficulties identifying main ideas and moral messages in folklore texts
Student participation	Participation levels varied among learners
Learning preferences	Students preferred interactive and collaborative learning activities
Teacher needs	Teachers required a structured and differentiated reading method
Instructional challenge	Existing approaches did not adequately accommodate learner diversity

The needs analysis findings became the basis for developing a differentiated reading instruction model that could address both literacy development and value-oriented learning in an Islamic elementary school context.

Development of the BAHRAIN Method

Based on the results of the needs assessment, a new instructional model called the BAHRAIN Method was developed. The method was designed specifically for folklore instruction and integrates differentiated learning principles into reading activities. The development process followed the ADDIE model and resulted in a guidebook containing instructional procedures, learning activities, implementation guidelines, and assessment recommendations.

The BAHRAIN Method consists of seven sequential instructional stages that guide students from reading comprehension toward reflection and value internalization.



Figure 1. Structure of the BAHRAIN Method

To facilitate classroom implementation, each stage was designed with specific learning objectives and activities.

Table 2. Instructional Stages of the BAHRAIN Method

Stage	Main Activity	Expected Outcome
Baca (Read)	Reading folklore texts	Initial text comprehension
Analisis (Analyze)	Identifying ideas, characters, and messages	Critical understanding
Hubungkan (Connect)	Relating stories to personal experiences	Meaning construction
Refleksi (Reflect)	Reflecting on lessons learned	Self-awareness
Aktualisasi (Actualize)	Applying lessons in daily life	Value application
Interaksi (Interact)	Discussion and collaboration	Social learning
Nilai (Value)	Identifying moral and character values	Character development

The developed method was intended not only to improve reading comprehension but also to encourage reflective learning and value internalization through structured learning experiences.

Product Validity and Practicality

Following product development, the BAHRAIN Method was evaluated by experts in instructional materials, learning design, language, and instructional methods. The validation process aimed to determine the appropriateness of the product before classroom implementation.

The overall validation result reached 78.73%, indicating that the developed method met the criteria of a valid instructional product.

Table 3. Product Validation Results

Assessment Aspect	Percentage (%)	Category
Overall Validation	78.73	Valid

The validators generally agreed that the BAHRAIN Method possessed clear instructional procedures, appropriate learning content, understandable language, and suitable alignment with literacy learning objectives. Recommendations provided by validators were incorporated into product revisions prior to implementation.

Practicality testing was subsequently conducted through classroom implementation involving both teachers and students.

Table 4. Practicality Results

Respondent	Percentage (%)	Category
Teacher	100.00	Very Practical
Students	83.50	Very Practical

The teacher practicality score of 100% indicates that the instructional stages were considered clear, systematic, and easy to implement. Student responses also demonstrated positive perceptions of the learning activities, suggesting that the developed method was engaging and user-friendly within elementary literacy instruction.

Product Effectiveness

The effectiveness of the BAHRAIN Method was evaluated through a reading comprehension achievement test administered after implementation. Fifteen students participated in the assessment, with a maximum possible score of 25 points per student.

The effectiveness test produced a total score of 302 out of 375, resulting in an overall effectiveness percentage of 80.53%, which falls within the effective category.

Table 5. Distribution of Effectiveness Results

Category	Frequency	Percentage (%)
Very Effective	8	53.3
Effective	6	40.0
Fair	1	6.7
Less Effective	0	0
Ineffective	0	0
Total	15	100

More than half of the students achieved the very effective category, while 40.0% were categorized as effective. Only one student was classified within the fair category, and no students were categorized as less effective or ineffective.

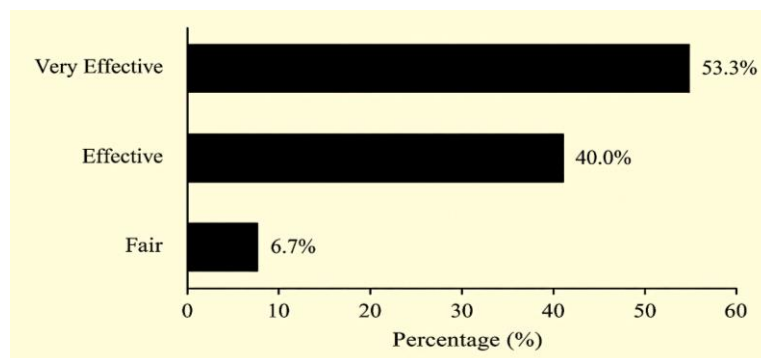


Figure 2. Distribution of Student Achievement

The highest achievement score reached 96%, whereas the lowest score was 56%. These findings demonstrate that students generally achieved satisfactory levels of reading comprehension performance following the implementation of the BAHRAIN Method.

Overall, the results indicate that the developed instructional method fulfilled the criteria of validity, practicality, and effectiveness. The findings further suggest that the BAHRAIN Method can serve as a feasible instructional alternative for folklore learning in Islamic elementary school settings.

Discussion

The BAHRAIN Method as a Differentiated Reading Instruction Model

The findings demonstrate that the BAHRAIN Method achieved satisfactory levels of validity, practicality, and effectiveness, indicating its feasibility as a differentiated reading instruction model for folklore learning in elementary education. The development of the method was motivated by the recognition that students possess diverse levels of reading readiness, learning interests, and participation patterns. Such diversity requires instructional approaches that move beyond uniform teaching strategies and provide learning experiences that accommodate individual differences.

The seven stages of the BAHRAIN Method provide a structured pathway through which students gradually construct meaning from texts. Beginning with reading activities and progressing through analysis, connection, reflection, actualization, interaction, and value identification, the method enables learners to engage with folklore texts according

to their individual capacities while remaining actively involved in the learning process. This finding supports the principles of differentiated learning, which emphasize the importance of adapting instructional processes to students' diverse learning profiles. Rather than positioning students as passive recipients of information, the BAHRAIN Method encourages active participation, collaborative learning, and personal meaning-making throughout the reading process.

The high practicality scores reported by both teachers and students further indicate that the method is capable of supporting classroom implementation. The structured sequence of activities allows teachers to organize literacy instruction systematically while maintaining flexibility in responding to learner diversity. Consequently, the BAHRAIN Method may serve as an alternative instructional model for elementary literacy education, particularly in classrooms characterized by heterogeneous student abilities.

Integrating Islamic Literacy Values through the BAHRAIN Method

A distinctive contribution of this study lies in the integration of Islamic literacy values into the instructional process. Within Islamic educational thought, literacy extends beyond the ability to decode written texts. Literacy is closely associated with the Qur'anic command of *Iqra'*, which encourages reading, understanding, reflection, and the pursuit of knowledge as pathways toward intellectual and moral development. Therefore, literacy in Islam encompasses both cognitive competence and ethical responsibility.

The instructional stages embedded within the BAHRAIN Method reflect this broader understanding of literacy. The stage of **Baca (Read)** introduces students to textual engagement, reflecting the foundational principle of reading as a means of acquiring knowledge. **Analisis (Analyze)** encourages students to examine story elements and identify meanings, supporting critical and reflective thinking. **Hubungkan (Connect)** enables learners to relate textual messages to their personal experiences, thereby transforming reading into a meaningful process of interpretation. These stages demonstrate that literacy is not limited to textual comprehension but involves the active construction of meaning.

The subsequent stages further strengthen the integration of Islamic literacy values. **Refleksi (Reflect)** encourages learners to contemplate lessons derived from stories, while **Aktualisasi (Actualize)** directs students to apply these lessons within everyday life. Such processes are closely related to the Islamic concepts of *tafakkur* (reflection) and *amal* (action), in which knowledge is expected to guide ethical behavior. Similarly, **Interaksi (Interact)** promotes collaborative learning and dialogue, reflecting the social dimensions of knowledge construction emphasized within Islamic educational traditions. Finally, **Nilai (Value)** encourages students to identify and internalize moral teachings embedded within folklore narratives.

Through these stages, the BAHRAIN Method transforms reading from a purely academic activity into a holistic educational process that integrates understanding, reflection, interaction, and value internalization. This finding suggests that literacy instruction can function as a medium for cultivating both intellectual competence and moral awareness within Islamic elementary school contexts.

Folklore Learning and Character Formation

The use of folklore as instructional material played a significant role in facilitating value-oriented literacy learning. Folklore contains cultural wisdom, moral lessons, and social norms that provide rich opportunities for reflection and character development. In the present study, folklore texts functioned not only as reading materials but also as sources of ethical learning experiences.

The BAHRAIN Method enabled students to engage with folklore beyond the level of narrative comprehension. Through analysis and reflection activities, students were encouraged to identify values contained within stories and consider their relevance to everyday life. The stages of connection, actualization, and value identification further supported the process of translating narrative messages into personal understanding and behavioral intentions.

This finding aligns with the view that literacy instruction should contribute to character education rather than focusing exclusively on academic achievement. By encouraging learners to reflect upon moral lessons and apply them within real-life situations, the BAHRAIN Method supports the broader educational objective of nurturing responsible, reflective, and ethically aware individuals. Such outcomes are particularly relevant in Islamic educational settings, where character formation constitutes an essential component of educational practice.

Theoretical and Practical Contributions to Islamic Education

This study contributes to Islamic education in both theoretical and practical dimensions. Theoretically, the study expands discussions on Islamic literacy by demonstrating that literacy instruction can integrate cognitive, reflective, social, and moral dimensions within a single instructional framework. The findings suggest that literacy should not be understood solely as a technical skill but as a process that enables learners to construct knowledge, develop critical awareness, and internalize values.

The study also contributes to differentiated learning scholarship by illustrating how learner diversity can be accommodated through structured literacy instruction without neglecting value-oriented educational goals. The integration of differentiated learning principles with Islamic literacy values represents an important contribution to contemporary discussions on elementary education in Islamic schools.

Practically, the BAHRAIN Method provides teachers with a systematic instructional model that can be implemented in folklore learning and potentially adapted to other literacy contexts. The positive validity, practicality, and effectiveness results indicate that the method offers a feasible alternative for literacy instruction that supports both reading comprehension and character development. Therefore, the method may serve as a valuable resource for educators seeking to integrate literacy learning with Islamic educational values in elementary school classrooms.

Conclusion

This study developed a new differentiated reading instruction model called the BAHRAIN Method for folklore learning in an Islamic elementary school context. Developed through the ADDIE model, the method consists of seven instructional stages: Baca (Read), Analisis (Analyze), Hubungkan (Connect), Refleksi (Reflect), Aktualisasi (Actualize),

Interaksi (Interact), and Nilai (Value). The findings indicate that the developed method met the criteria of validity, practicality, and effectiveness. Expert validation produced a score of 78.73%, indicating that the product was valid for instructional use. Practicality testing demonstrated highly positive responses from both teachers (100%) and students (83.5%), while the effectiveness test yielded an overall score of 80.53%, categorized as effective.

Beyond its instructional feasibility, the study demonstrates that literacy learning can be designed as a holistic process that integrates reading comprehension, reflective learning, social interaction, and value internalization. Through its structured stages, the BAHRAIN Method enables students not only to understand folklore texts but also to connect textual messages with personal experiences, reflect upon moral lessons, and identify values relevant to everyday life. In this regard, the method contributes to the integration of Islamic literacy values within elementary literacy instruction.

Theoretically, this study contributes to the growing discourse on Islamic literacy by illustrating how literacy education may incorporate cognitive, affective, social, and moral dimensions within a single instructional framework. The study also extends discussions on differentiated learning by demonstrating how learner diversity can be accommodated while simultaneously supporting character development and value-oriented education. Practically, the BAHRAIN Method offers teachers a systematic and adaptable instructional model that can be utilized in folklore learning and potentially applied to other literacy-related learning contexts.

This study has several limitations. The implementation involved a relatively small number of participants from a single Islamic elementary school, limiting the generalizability of the findings. In addition, effectiveness was evaluated through post-implementation achievement tests without employing pretest-posttest comparisons or experimental controls. Therefore, the findings should be interpreted as evidence of effective implementation rather than direct measurement of learning gains.

Future studies are encouraged to examine the implementation of the BAHRAIN Method in broader educational settings and with larger participant groups. Further research may also employ experimental or quasi-experimental designs to investigate its impact on reading comprehension improvement, character development, and the strengthening of Islamic literacy values among elementary school students.

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