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IMPLEMENTATION OF PAI EVALUATION IN THE CONTEXT OF INCLUSIVE LEARNING

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Abstract

Inclusive education requires a paradigm shift in the evaluation of Islamic Education (*Pendidikan Agama Islam*, PAI) learning so that it accommodates diverse student characteristics without discrimination. This study aims to analyse the concepts and principles underpinning PAI evaluation in inclusive learning, identify the challenges encountered, formulate adaptive evaluation strategies, and examine the integration of authentic assessment and differentiated instruction in PAI evaluation within inclusive classrooms. Employing a qualitative literature review, the research analyses scientific publications published between 2020 and 2025 using content analysis techniques to identify patterns, themes, and key concepts. The findings show that inclusive PAI evaluation rests on principles of fairness, flexibility, and responsiveness by integrating formative and summative assessments across cognitive, affective, and psychomotor domains through quizzes, observations, discussions, projects, and authentic evaluations that are tailored to individual student needs. Differentiated instruction emerges as a key strategy, involving adjustments to content, process, product, and learning environment, and is supported by the CIPP evaluation model. However, implementation is constrained by limited teacher competence in handling students with special needs, inadequate facilities, scarce contextual learning resources, and systemic coordination issues within institutions. The study concludes that successful inclusive PAI evaluation requires synergy in developing adaptive instruments, multi-stakeholder collaboration, and the

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systematic application of authentic assessments grounded in contextual learning. It recommends that the government revise the Core and Basic Competencies of PAI to integrate inclusive learning indicators, provide adequate facilities, strengthen continuous teacher training, and optimise collaboration among IRE teachers, assistant teachers, parents, and the community to realise inclusive, high-quality, and meaningful Islamic Education.

Keywords: Authentic Assessment; Differentiated Instruction; Inclusive Learning; Islamic Education (PAI); Learning Evaluation

INTRODUCTION

The dynamics of contemporary education demand a transformation of the learning paradigm, oriented not only toward knowledge transfer but also toward comprehensive character development that reaches all students without discrimination. Inclusive education has become a central issue in global discourse as an effort to realise equal access to education for all children, including those with special needs. In the Indonesian context, the implementation of inclusive education is regulated in Government Regulation Number 13 of 2020 concerning Appropriate Accommodations for Students with Disabilities, which emphasises the importance of adjusting the curriculum, learning methods, and evaluation systems to accommodate the diverse characteristics of students (Peraturan Pemerintah, 2020). However, the implementation of this policy faces complex challenges, especially in the realm of Islamic Education (*Pendidikan Agama Islam*/PAI), which has a spiritual-transcendental dimension and is multi-faceted, encompassing the cognitive, affective and psychomotor domains.

Empirical findings show that the practice of evaluating Islamic Education learning in inclusive schools still faces various substantive obstacles. Nicmanis (2024). In his research, he revealed that the implementation of PAI learning evaluation for inclusive students is still hampered by teachers' limited understanding of the characteristics of students with special needs and the lack of adaptive evaluation instruments. This condition is exacerbated by the fact that the majority of PAI teachers have not received adequate training regarding evaluation strategies in the context of inclusive learning, so they tend to apply conventional, one-size-fits-all evaluation patterns. Furthermore, the implementation of PAI learning in inclusive schools requires fundamental adjustments in the planning, implementation, and evaluation aspects that take into account the individual needs of each student (Ni'mah &

Mustofa, 2023). The research identified that evaluation of PAI learning in inclusive classes is often unable to accommodate the diversity of student abilities, especially in measuring the achievement of spiritual and social competencies, which are essential characteristics of PAI subjects.

The complexity of PAI evaluation in inclusive learning becomes increasingly apparent when linked to the demands of holistic, authentic assessment. Annisa Firaudhatil Jannah and Istikomah (2024) stated that evaluation of PAI learning should encompass three main, mutually supportive domains: cognitive, affective, and psychomotor, aligned with the values of the Qur'an as a guide for character building for students. However, the reality in the field shows that PAI teachers experience significant difficulties in implementing comprehensive, authentic assessments, especially for students with special needs who require modifications to evaluation instruments and procedures. The finding emphasises this problem that evaluations of inclusive education in elementary schools are still not optimal in measuring learning outcomes comprehensively, especially in the aspect of adjusting success criteria and developing assessment rubrics that are adaptive to the diversity of student abilities (Andini et al., 2020).

In an international perspective, research by Fitriana et al. (2022) identified that the main challenges lie in developing an inclusive curriculum, differentiated learning strategies, and assessment systems that are responsive to the needs of diverse learners. The study emphasised that the context of Islamic education has unique characteristics that require a specific approach to implementing inclusion, particularly regarding the internalisation of spiritual values and the formation of Islamic character, which must remain measurable and objectively evaluated in learners with diverse abilities. In line with this, Ernawati et al. (2021) revealed that the inclusive education curriculum model in Indonesian Islamic educational institutions still requires further development, particularly in the aspects of assessment and evaluation that are able to accommodate the principles of universal design for learning while maintaining the essence of the goals of Islamic education.

The research gap identified from the literature review indicates that although numerous studies exist on inclusive education and Islamic Education (PAI) learning evaluation separately, research specifically integrating these two aspects remains very limited. Most previous studies focus on the implementation of inclusive learning in general or on PAI evaluation in regular classroom contexts, without in-depth exploration of the

complexities and strategies for implementing adaptive PAI evaluation in inclusive learning settings. Furthermore, few studies integrate theoretical perspectives on authentic assessment, differentiated learning, and Islamic education principles into a comprehensive framework for evaluating PAI learning in inclusive schools. It creates a knowledge gap that needs to be bridged through systematic and thorough research.

The novelty of this research lies in its attempt to integrate the concept of PAI learning evaluation with the principles of inclusive learning through an authentic assessment approach and differentiation strategies. This research seeks to develop a conceptual framework that integrates the spiritual-transcendental dimension of PAI with the principles of accessibility and adaptability in inclusive learning. Furthermore, this study also explores how evaluation instruments and strategies can be designed to maintain PAI competency standards while accommodating the diverse characteristics and abilities of learners in inclusive settings. Thus, this research is expected to provide theoretical and practical contributions to the development of an inclusive, adaptive PAI evaluation model that remains rooted in Islamic educational values.

Based on the background that has been described, this study aims to analyze the concept and principles of implementing PAI evaluation in the context of inclusive learning based on the latest literature review, identify the challenges and obstacles faced in implementing PAI evaluation in inclusive education, formulate adaptive and effective PAI evaluation strategies and models to be applied in inclusive learning, and examine the integration of authentic assessment and differentiated learning in PAI evaluation in inclusive classes.

METHODS

The researchers used a qualitative approach with a library research method that focused on an in-depth analysis of scientific literature related to the implementation of Islamic Education (PAI) evaluation in the context of inclusive learning. The library research method was chosen because of its ability to systematically and comprehensively collect, analyse, and synthesise information from various library sources to build a deep theoretical understanding of the phenomenon under study (Ernawati et al., 2021). Library research is a series of activities related to collecting library data, reading and recording, and processing research materials without the need for field research, where researchers are directly confronted with texts or numerical data that have characteristics and require a separate

analytical approach. Data sources in this study consist of two main categories: primary sources and secondary sources. Primary data sources include articles from reputable national and international scientific journals that specifically discuss PAI learning evaluation, inclusive education, authentic assessment, and differentiated learning published between 2020 and 2025. The selection of this time period is intended to obtain the most recent data and information relevant to contemporary developments in the field of inclusive education and PAI evaluation. Meanwhile, secondary data sources include textbooks, education policy documents, research reports, and other supporting literature that provide theoretical and practical context related to the research topic. The selection criteria for data sources are based on the relevance of the substance, the credibility of the authors and publishers, and the methodological quality of the research referred to.

Data collection techniques were carried out through systematic searches of electronic journal databases, institutional repositories, and digital libraries that provide access to quality scientific publications. The data collection process began with the identification of relevant keywords, such as "PAI evaluation," "inclusive learning," "inclusive education," "authentic assessment," "authentic assessment," "differentiated instruction," and other keyword combinations relevant to the research focus. After the literature was collected, a selection and verification process was carried out to ensure that the sources used met academic quality criteria and were relevant to the research problem formulation. Source documentation was carried out systematically by recording complete bibliographic information, abstracts, main findings, and theoretical arguments presented in each source.

Data analysis in this study used qualitative content analysis techniques to identify patterns, themes, and key concepts that emerged from the literature reviewed. Ernawati et al. (2021) explain that qualitative content analysis is a careful, detailed, and systematic examination and interpretation of specific material in an effort to identify patterns, themes, biases, and meanings contained therein. The analysis process is carried out through several stages, namely: first, decontextualization or the process of separating relevant data from the entire source text; second, recontextualization, namely grouping the identified data into coherent units of meaning; third, categorization of data based on themes and subthemes that emerge from the analysis process; and fourth, compilation or arrangement of findings in a systematic and logical narrative format (Kusumastuti & Khoiron, 2021). In each stage of the analysis, researchers apply the principle of reflexivity to ensure that the interpretations remain objective and unbiased, as well as to maintain the credibility and trustworthiness of the

analysis results. Source triangulation is also carried out by comparing findings from various literature to validate the conclusions drawn and ensure the depth and sharpness of the analysis in answering the research problem formulation.

RESULTS

Concepts and Principles of Implementing PAI Evaluation in the Context of Inclusive Learning

1. Conceptual Basis for PAI Evaluation in Inclusive Learning

Evaluation of Islamic Education (*Pendidikan Agama Islam*/PAI) in the context of inclusive learning is a systematic process designed to measure the achievement of student competencies while considering the diverse characteristics and learning needs of each individual. Based on the findings from Syukur et al. (2021), PAI evaluation must be implemented in an integrated and continuous manner by combining formative and summative approaches tailored to student characteristics. The implementation of this evaluation includes the use of various techniques such as quizzes, questions and answers, discussions, practical observations, and daily tests that can provide a comprehensive picture of student development. This concept explains that PAI evaluation in inclusive schools covers cognitive, affective, and psychomotor aspects using examination methods, daily assessments, projects or products, and other evaluations accompanied by remedial actions as needed. Fahmy et al. (2021) added that evaluating PAI learning for children with special needs requires adapting methods to suit the characteristics of the students, using test and non-test techniques to assess all aspects of learning with adjustments to the level of difficulty of the questions. This conceptual basis emphasises that inclusive PAI evaluation must be holistic, not only measuring academic achievement alone, but also paying attention to the development of religious values and character of students in the context of diversity.

The implementation of inclusive education is carried out through three main stages: planning, which includes preparation for teaching and learning activities, developing teacher work plans, internal coordination, and scheduling learning. The implementation stage uses lecture and question-and-answer methods supported by assistive media such as books and Braille, while the evaluation stage is carried out orally by reading questions until students understand them and in writing using Braille questions. The importance of evaluation in PAI learning is crucial at various levels of education, from elementary school, secondary school,

to university, to improve the quality of education and shape the character of the younger generation who have a good understanding of Islamic teachings. Hasanah et al. (2024) explained that optimising the PAI curriculum in inclusive classes is a priority, with modifications ensuring the curriculum can accommodate the needs of all students, both regular and those with special needs, by adapting materials and methods to their abilities. The individualised approach implemented includes a gradual introduction of materials, adaptive assignments, and tailored guidance to create a safe learning environment and support the optimal development of each student.

2. Fundamental Principles of Inclusive PAI Evaluation

The fundamental principles in evaluating inclusive Islamic Education are based on the values of fairness, flexibility, and responsiveness to the diversity of students. Hasanah et al. (2024) revealed that differentiated learning in Islamic Education (PAI) emphasises adapting teaching approaches to students' abilities, interests, and learning styles with the aim of increasing engagement, in-depth understanding, and internalisation of Islamic values in everyday life. The importance of effective curriculum design, continuous assessment methods, and classroom management is key to achieving meaningful learning outcomes in diverse learning contexts. PAI teachers play a strategic role as facilitators, motivators, and evaluators in creating inclusive learning where teachers who are able to adapt content, processes, and learning products to students' needs can increase engagement, improve learning quality, and optimise students' potential. Irfiana & Hilaliati (2024) emphasise that the PAI curriculum must include multicultural values such as tolerance and respect for differences, although this remains conceptual and requires reinforcement through clearer and more applicable achievement indicators. This inclusive evaluation principle involves a revision of core competencies and basic competencies to explicitly integrate multicultural principles, along with increased teacher training and the development of contextual and inclusive learning resources.

An effective multicultural Islamic Education (PAI) learning strategy involves recognising and respecting religious and cultural diversity. Teachers need to be competent in integrating multicultural values into their learning and using interactive and participatory methods. It explains that PAI teachers collaborate with their assistant teachers, apply diverse methods and media, and involve parents in an inclusive approach to significantly contribute to the learning experiences of inclusive students at school. Mainah and Wahyuni (2025) identified critical components in evaluating inclusive education programs using the CIPP

model, which include the context of the school profile, student input received, a modified curriculum tailored to student characteristics, teaching materials in the form of adapted lesson plans (RPP) and lesson plans (RPI), teacher training by experts, and adequate learning facilities. These principles serve as an important foundation in building a PAI evaluation system that not only measures learning outcomes but also facilitates an inclusive and meaningful learning process for all students without exception.

Challenges and Obstacles in Implementing PAI Evaluation in Inclusive Learning

1. Technical Challenges and Educator Competencies

The implementation of PAI evaluation in inclusive learning faces various technical challenges that are closely related to the competence and capacity of educators. Mainah (2025) identified that the main difficulties in curriculum implementation are limited teacher capacity and learning resources that support multicultural values, where improving teacher training and developing contextual and inclusive learning resources are urgently needed. This finding explains that the main challenges in implementing PAI are limited infrastructure and the lack of special competencies possessed by teachers in handling students with special needs, which affects the quality of learning and its impact on students' religious understanding. Although the effects of PAI are seen in increasing students' moral awareness and religiosity, there is still variation in religious knowledge among students with diverse needs, indicating the need for further adjustments in learning methods. Mainah and Wahyuni (2025) added that challenges such as limited resources and teacher preparedness require strategic solutions in the form of continuous teacher training, resource development, and collaboration between educators, parents, and the community to create an inclusive and adaptive learning environment.

Despite collaborative efforts between PAI teachers and accompanying teachers and the application of various methods and media, there are still obstacles such as differences in students' intelligence levels, a lack of understanding of inclusion theory, and a lack of parental monitoring of books that affect the effectiveness of learning. Zamzama et al. (2025) explained that the evaluation planning, which includes the preparation of the implementation schedule, the creation of questions based on the grid, and the adjustment of indicators, has not fully taken into account the needs of children with intellectual disabilities, while the evaluation of the implementation of the review has never been carried out officially. There

are still challenges in the consistency of methods and the recording of scores, which is not well organised. Widyanti and Hasanah (2025) added that the lack of attention to children with special needs, the imbalance of inclusive students in getting special accompanying teachers in the learning process, and the lack of availability of facilities and infrastructure for children with special needs are problems that need to be studied more deeply to improve the quality of inclusive education.

2. Systemic and Structural Constraints

Systemic and structural obstacles in the implementation of inclusive PAI evaluation include aspects of policy, infrastructure, and institutional support systems that are not yet optimal. Suharjo and Zakir (2021) emphasised that the government's recommendations for revising Core Competencies and Basic Competencies will be more optimal if they are based on comprehensive policy research methods. If their application is limited to the context of one learning material, the recommendations should be focused on developing or enriching teaching materials that accommodate multicultural values. Learning in inclusive schools is similar to regular classes but is adapted to meet the needs of students with special needs, where, if necessary, they can be temporarily removed from regular classes to receive special guidance, but this approach requires a flexible and well-coordinated system (Rosaliana & Nursalim, 2025).

From the input component, students with special needs who are accepted are included in the mild and moderate categories with a modified curriculum according to the characteristics of the students, but learning facilities need to be added, such as special rooms for inclusive children, which indicates the limitations of supporting infrastructure. In the context of inclusive education, the development of PAI teaching materials must adopt a flexible and creative approach to meet the various needs of students, including those with special needs. In the preparation of PAI teaching materials, there are several important principles that must be considered, including the suitability of the material, continuity, and completeness of the content. The inclusive education system brings together children with special needs with children without special needs in one class so that they interact, communicate and learn together, but this implementation requires strong internal coordination and appropriate learning scheduling (Nihayah, 2024). Improving training for teachers, providing more adequate facilities, and strengthening collaboration between schools, families, and communities to optimise the implementation of PAI in special schools,

which demonstrates the need for a systemic approach involving various stakeholders in the inclusive education ecosystem (Ni'mah Izzatun Nur Ulya et al., 2024).

DISCUSSION

Adaptive and Effective PAI Evaluation Strategies and Models in Inclusive Learning

1. Adaptive Evaluation Instrument Development Strategy

Developing adaptive evaluation instruments is key to the successful implementation of PAI evaluation in inclusive learning. Teachers implement formative and summative evaluation in an integrated and continuous manner, adapting to student characteristics through quizzes, Q&A sessions, discussions, practical observations, and daily tests, which provide a comprehensive picture of student development and achievement (Zetra & Utami, 2025). This evaluation strategy supports inclusive learning and is oriented towards cognitive, affective, and psychomotor aspects, which can serve as a reference in developing effective and responsive PAI learning evaluation strategies. The evaluation implementation uses test and non-test techniques to assess cognitive, affective, and psychomotor aspects, with adjustments to the method and level of difficulty of the questions. Evaluation of PAI learning for children with intellectual disabilities requires the development of more adaptive and systematic instruments to provide new contributions in developing appropriate learning evaluations for children with special needs. Evaluation of PAI covers cognitive, affective, and psychomotor aspects of children with special needs using exam methods, daily assessments, projects or products, and other evaluations with remedial actions taken as needed during the evaluation process (Muzakki & Toifur, 2025).

The Differentiated Instruction method is used to develop an innovative and inclusive PAI curriculum where this model not only focuses on academics but also on the development of independence, social skills, and individual potential. The personal approach includes the gradual introduction of materials, adaptive tasks, and tailored guidance with strategies such as one-on-one support, psychological reinforcement, and method flexibility that create a safe and supportive learning environment. This strategy explains that the use of audiovisual-based PAI teaching materials in contextual learning in inclusive classes is combined with contextual learning methods that include a constructivist approach, discussion, independent exploration, learning communities, modeling, reflection, and authentic evaluation that enable all students, including those with special needs, to participate

more actively in learning with appropriate support (Zamzama et al., 2025b). PAI teachers must develop varied learning strategies in planning, implementation, and evaluation so that learning is not only relevant but also meaningful for each student by adjusting the content, process, and learning products according to the needs of students.

2. Comprehensive and Collaborative Evaluation Model

A comprehensive and collaborative evaluation model is an effective approach to implementing Islamic Education (PAI) evaluation in inclusive classrooms. The CIPP (Context, Input, Process, Product) evaluation model encompasses the context component of a school profile that is categorized as good, the input component encompassing students with mild and moderate special needs with a curriculum modified to suit student characteristics, teaching materials in the form of lesson plans (RPP) and lesson plans (RPI) tailored to student characteristics, educators who have received training from experts, and adequate learning facilities (Muhammad Tang, Dewi Rahmawati, 2020). The process component includes implementation and learning activities that are appropriate to the stages of the learning process, as well as good communication with students. The learning method used combines interactive lectures and educational diagnostic meetings, supported by facilities such as a dedicated room for inclusive students and an adequate library. In addition, individual and group assignments are available to train students with special needs in completing tasks and interacting with normal children (Bryant et al., 2019), as well as complete teacher administration with lesson plans (RPP) and lesson plans (RPI) developed in collaboration with special education teachers.

PAI teachers collaborate with their assistant teachers, applying diverse methods and media, and involving parents in an inclusive approach that significantly contributes to the learning experience of inclusive students in schools. This collaborative approach is an important strategy in overcoming obstacles such as differences in student intelligence levels and a lack of understanding of inclusion theory to improve the quality of PAI learning in inclusive classes. This collaborative model explains that the implementation of inclusive education is carried out through three stages: planning which includes preparation of teaching and learning activities, development of teacher work plans, internal coordination, and learning scheduling; implementation using lecture and question and answer methods with assistive media such as books and Braille; and evaluation which is carried out orally by reading questions until students understand them and in writing using Braille questions (Djayadin & Nurhikmah, 2025). Practical recommendations include ongoing teacher

training, resource development, and collaboration between educators, parents, and communities to create inclusive and adaptive learning environments that can improve the quality of education through the creation of inclusive and adaptive learning environments, especially in religious education (Nufus et al., 2024).

Table 1. Components of the CIPP Evaluation Model in Inclusive PAI Learning

Component	Aspects Evaluated	Success Indicators
Context	School profile and inclusive policies	The school's vision and mission support inclusive education, and it has a clear policy on accepting children with special needs.
Input	Curriculum, teaching materials, teacher competencies, and facilities	Modified curriculum, adaptive RPP and RPI, trained teachers, adequate facilities
Process	Implementation of learning and methods	Diverse methods, teacher collaboration, active student participation, and individual support
Product	Student learning outcomes and development	Achievement of cognitive, affective, psychomotor and social integration competencies of children with special needs

Integration of Authentic Assessment and Differentiated Learning in PAI Evaluation in Inclusive Classrooms

1. Concept and Implementation of Authentic Assessment in PAI Evaluation

Authentic assessment in PAI evaluation in inclusive classes is an approach that measures students' abilities in real and meaningful contexts. The application of contextual learning-based audiovisual teaching materials in inclusive courses is combined with contextual learning methods that include a constructivist approach, discussion, independent exploration, learning communities, modelling, reflection, and authentic evaluation that enable all students, including those with special needs, to participate more actively in learning with appropriate support (Hidayati et al., 2022). This concept explains that evaluation is carried out through quizzes, questions and answers, discussions, and observations of daily practices and tests that are able to provide a comprehensive picture of student development and achievement and support inclusive learning that is oriented towards cognitive, affective, and psychomotor aspects (Danny Kurniadi, 2023). PAI evaluation covers the cognitive, affective, and psychomotor aspects of children with special needs using examination methods, daily assessments, projects or products, and other evaluations that reflect students' abilities in applying Islamic religious understanding in everyday life (Yunianto, 2020).

The implementation of the evaluation uses test and non-test techniques to assess cognitive, affective, and psychomotor aspects, with adjustments to the methods and difficulty levels of the questions that are adjusted to the characteristics of children with intellectual disabilities to ensure valid and reliable assessments. Authentic assessment by explaining that the evaluation is carried out orally by reading the questions until they are understood by students and in writing using Braille questions that show the adaptation of the evaluation instrument according to the specific needs of students with special needs (Hidayah, 2017). Effective multicultural-based PAI learning involves recognising and respecting religious and cultural diversity, where teachers need to use interactive and participatory methods that allow for authentic assessment of students' abilities to apply multicultural values in everyday life.

2. Synergy of Differentiated Learning with Inclusive Evaluation

The synergy between differentiated learning and inclusive evaluation creates a learning ecosystem that is responsive to student diversity. Differentiated learning in Islamic Education (*Pendidikan Agama Islam*/PAI) emphasises principles and implementation strategies to meet the diverse needs of students by adapting teaching approaches to students' abilities, interests, and learning styles, aiming to increase engagement, in-depth understanding, and internalisation of Islamic values in everyday life. The importance of effective curriculum design, continuous assessment methods, and classroom management is a key factor in achieving meaningful learning outcomes in differentiated learning (Trisnani et al., 2024). This concept explains that differentiated learning in the Independent Curriculum aims to create an inclusive, flexible, and adaptive learning process to the individual needs of students, where PAI teachers who can adjust the content, process, and learning products according to students' needs can increase student engagement, learning quality, and optimise students' potential optimally.

The Differentiated Instruction method is used to develop an innovative and inclusive PAI curriculum where this model not only focuses on academics but also on developing independence, social skills, and individual potential with a personal approach that includes gradual introduction of materials, adaptive tasks, and tailored guidance (Gadafi et al., 2025). PAI teachers collaborate with their assistant teachers, apply diverse methods and media, and involve parents in an inclusive approach that significantly contributes to the learning experience of inclusive students despite obstacles such as differences in student intelligence levels and a lack of understanding of inclusion theory. Core Competencies and Basic

Competencies have included multicultural values such as tolerance and respect for differences, but are still conceptual and require reinforcement through clearer and more applicable achievement indicators to support effective differentiated learning (Danny Kurniadi, 2023).

The learning process uses an experience-based approach and effective adaptive technology to attract students' interest, where the personal approach taken by teachers in teaching has proven successful in building closer relationships with students, thus facilitating the understanding of Islamic religious values. Although the impact of PAI is seen in increasing moral awareness and religiosity of students, there are still variations in religious knowledge among students with diverse needs, which indicates the need for further adjustments in learning and evaluation methods. The importance of evaluation in PAI learning is crucial at various levels of education to improve the quality of education and shape the character of the younger generation who have a good understanding of Islamic religious teachings in the future, which must be integrated with a differentiated learning approach to ensure that each student reaches their optimal potential (Ikhlas & Murniati, 2025).

Table 2. Differentiated Learning Strategies and Authentic Assessment in Inclusive Islamic Education Evaluation

Differentiation Aspects	**Implementation Strategies**	**Authentic Assessment Techniques**	**Adaptation for ABK**
Content	Modification of material, simplification of concepts, enrichment	Adaptive written, oral, and Braille tests	Gradual, visual, audiovisual materials
Process	Diverse methods, collaborative, individual, and adaptive technology	Observation, discussion, quiz, question and answer	One-on-one support, psychological strengthening
Product	Projects, portfolios, worship practices, artwork	Assessment of projects, products, practices, performance	Adaptive tasks, product alternatives
Environment	Flexibility of place, time, and support	Continuous, remedial, formative evaluation	Private space, mentoring, flexible hours

The integration of differentiated learning with inclusive evaluation in PAI demonstrates that PAI can be effectively implemented in inclusive classrooms through a holistic, adaptive, and collaborative approach. This implementation requires a sustained commitment from all education stakeholders to continuously develop teacher capacity,

provide adequate resources, and build a comprehensive support system for the success of inclusive learning that is responsive to social diversity in Indonesia (Somad et al., 2024).

CONCLUSION

The implementation of Islamic Education (*Pendidikan Agama Islam*/PAI) assessment in inclusive learning requires a holistic, adaptive, and collaborative approach that ensures fairness, flexibility, and responsiveness. It involves integrating formative and summative evaluations across cognitive, affective, and psychomotor domains with tailored techniques such as quizzes, discussions, observations, and authentic assessments. Differentiated instruction—adjusting content, process, product, and learning environment—is essential and supported by comprehensive models like CIPP. Challenges include limited teacher competence, inadequate facilities, and systemic barriers in coordination and curriculum development with inclusive and multicultural values. Success depends on adaptive instrument development, multi-stakeholder collaboration among teachers, parents, and communities, and authentic, context-based assessments enabling all learners to participate fully. Experiential strategies, adaptive technologies, and interactive methods enhance engagement and moral-religious understanding, though ongoing adjustments and improved documentation and facilities (e.g., inclusive classrooms, Braille media) are necessary. Recommendations include revising PAI Core and Basic Competencies to integrate multicultural and inclusive indicators, prioritising contextual audiovisual materials, improving infrastructure, and enhancing teachers' competencies through continuous training. Institutions should strengthen collaboration and implement consistent, systematic evaluation practices through CIPP. Further research should focus on developing adaptive assessments, evaluating differentiated instruction effectiveness, and identifying best collaborative practices to optimise inclusive Islamic Education.

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