

ABSTRACT

Reading proficiency is a fundamental skill that plays a crucial role in learning success. However, some students still struggle with reading, which affects their comprehension of Pancasila Education material. This study aims to describe the factors causing students' reading difficulties and the implementation of a differentiated approach to assist students facing these challenges during Pancasila Education lessons in the third grade at SD Negeri 3 Blang Mangat. The study employs a qualitative approach with a descriptive design. The subjects consisted of the third-grade teacher and six students experiencing reading difficulties. Data were collected through observation, interviews, and documentation, and subsequently analyzed using data reduction, data presentation, and conclusion-drawing techniques. The results indicate that the students' reading difficulties included challenges in recognizing letters, reading syllables, reading fluency, comprehending the content of texts, and answering questions based on the reading material. Contributing factors included low interest in reading, insufficient reading practice, and low student self-confidence. The differentiated approach was implemented through the differentiation of content, process, product, and learning environment by adapting materials, utilizing varied instructional media, providing individual guidance, and creating a supportive learning environment. Implementing this approach helped students keep pace with the lessons according to their reading abilities, although constraints regarding the time available for guidance remained.

Keywords: reading difficulties, differentiated learning, Pancasila Education, elementary school.



UNIVERSITAS ISLAM NEGERI
SULTANAH NAHRASIYAH
LHOKSEUMAWE