

**DIFFERENTIATED INSTRUCTION IN INDEPENDENT
CURRICULUM (KURIKULUM MERDEKA): THE PERSPECTIVES
OF ENGLISH TRANSFORMATIVE TEACHERS**

A THESIS

by:

Yara Fitriani

Student Number: 06012682226025

Magister Program in Language Education



**MAGISTER PROGRAM IN LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION**

SRIWIJAYA UNIVERSITY

PALEMBANG

2025

**DIFFERENTIATED INSTRUCTION IN INDEPENDENT
CURRICULUM (*KURIKULUM MERDEKA*): THE
PERSPECTIVES OF ENGLISH TRANSFORMATIVE
TEACHERS**

A THESIS

by:

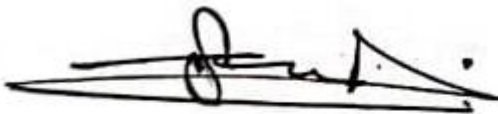
Yara Fitriani

Student Number: 06012682226025

Magister Program in Language Education

Approved by:

Advisor 1,



**Prof. Sofendi, M.A., Ph.D.
NIP. 196009071987031002**

Advisor 2,



**Machdalena Vianty, M.Ed. M.Pd., Ed.D.
NIP. 197411242000122001**

Certified by:

Head of Magister Program in Language Education

Sriwijaya University



**Sary Silvhianny, M.Pd., M.A., Ph.D.
NIP. 197708112002122003**

**DIFFERENTIATED INSTRUCTION IN INDEPENDENT
CURRICULUM (*KURIKULUM MERDEKA*): THE
PERSPECTIVES OF ENGLISH TRANSFORMATIVE
TEACHERS**

A THESIS

by:


Yara Fitriani

Student Number: 06012682226025

Magister Program in Language Education

Approved by:

Advisor 1,



**Prof. Sofendi, M.A., Ph.D
NIP. 196009071987031002**

Advisor 2,



**Machdalena Vianty, M.Ed. M.Pd., Ed.D.
NIP. 197411242000122001**



**Dr. Hartono, M.A.
NIP. 196710171993011001**

**Head of Magister Program in
Language Education,**



**Sary Silvhianny, M.Pd., M.A., Ph.D.
NIP. 197708112002122003**

**DIFFERENTIATED INSTRUCTION IN INDEPENDENT
CURRICULUM (*KURIKULUM MERDEKA*): THE
PERSPECTIVES OF ENGLISH TRANSFORMATIVE
TEACHERS**

A THESIS

by:

Yara Fitriani

Student Number: 06012682226025

Magister Program in Language Education

had been examined and passed on:

Day : Saturday

Date : June 26th, 2025

EXAMINATION COMMITTEE

- | | |
|-----------------------|---|
| 1. Chairperson | : Prof. Sofendi, M.A., Ph.D. |
| 2. Secretary | : Machdalena Vianty, M.Pd., M.Ed., Ed.D. |
| 3. Member | : Prof Soni Mirizon, M.A., Ph.D. |
| 4. Member | : Dr. Rita Inderawati, M.Pd. |

Palembang, June 26th, 2025

**Approved by,
Head of Magister Program in Language Education**



**Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003**

DECLARATION

I, the undersigned,

Name : Yara Fitriani

Student's Number : 06012682226025

Study Program : Magister Program of Language Education

Certify that thesis entitled “Differentiated Instruction in Independent Curriculum (*Kurikulum Merdeka*): The Perspectives of English Transformative Teachers.” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, 25 Juli 2025

The Undersigned,



Yara Fitriani

NIM 06012682226025

ACKNOWLEDGEMENTS

With the blessings of Allah SWT, the author has successfully completed this thesis entitled "Differentiated Instruction in Independent Curriculum (*Kurikulum Merdeka*): The Perspectives of English Transformative Teachers." This thesis was submitted in fulfillment of the requirements for the Magister's Degree in English Language Education at the Magister Program of Language Education, Faculty of Teacher Training and Education, Sriwijaya University.

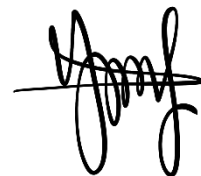
Throughout the journey of completing this thesis, the author received valuable support and guidance from many individuals. The author wishes to express her deepest gratitude to her supervisors, Prof. Sofendi, M.A., Ph.D., and Machdalena Vianty, M.Ed., M.Pd., Ed.D., for their insightful advice, encouragement, and unwavering patience, which have been vital in shaping and refining this work. Sincere appreciation is also extended to all lecturers, the Head of the Language and Arts Department, and the Dean of the Faculty of Teacher Training and Education, Sriwijaya University, for their continuous support and guidance.

The author is especially thankful to herself and her beloved family. This thesis is lovingly dedicated to her Father, Abdul Rahmat (Alm). Warmest thanks go to her Mother, Mujiati, and her younger sister, Selly Rahmayati. Through upside down, the author would not have reached this milestone without their love, support, and prayers.

Finally, the author hopes that this thesis will contribute positively and meaningfully to students pursuing studies in English language education, as well as in the broader fields of science, technology, and the arts.

Palembang, 25 Juni 2025

The Author



Yara Fitriani

NIM 06012682226025

Table of Contents

APPROVAL.....	ii
COMMITTEE APPROVAL.....	iii
EXAMINATION COMMITTEE.....	iv
DECLARATION.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENT.....	vii
LIST OF PICTURE.....	ix
LIST OF TABLE.....	ix
LIST OF APPENDICES.....	x
ABSTRACT.....	xi

CHAPTER I : INTRODUCTION

1.1. Background of the Study	1
1.2. Problems of the Study	4
1.3. Objectives of the Study	4
1.4. The Significance of the Study	5
1.5. Limitation of the study	5

CHAPTER II : LITERATURE REVIEW

2.1 Differentiated Instruction	Error! Bookmark not defined.
2.2 Differentiated Instruction Elements	Error! Bookmark not defined.
2.3 Student Mapping in Differentiated Instruction	Error! Bookmark not defined.
2.4 The Outcomes of differentiated Instruction	Error! Bookmark not defined.
2.5 DI Challenges	Error! Bookmark not defined.
2.6 Differentiated Instruction within the Context of Indonesian Educational System	Error! Bookmark not defined.
2.7 Differentiated Instruction and <i>transformational english teacher</i>	Error! Bookmark not defined.
2.8 Previous Related Studies on <i>DI</i> within the Context of Indonesian Educational Setting.....	Error! Bookmark not defined.
2.9 Theoretical Framework	Error! Bookmark not defined.

CHAPTER III : METHODOLOGY

3.1	Research Method.....	37
3.2	Research Site and Participant.....	37
3.3	Data Collection.....	39
3.4	Data Analysis.....	40
3.5	Validity and Trustworthiness.....	40

CHAPTER IV : FINDINGS AND DISCUSSION

4.1	Findings.....	43
4.1.1	RQ : How well do Junior High School Transformational English teacher understand the concept of DI?.....	43
4.1.1.1	Teacher understanding of Diferentiated Instruction.....	43
4.1.1.1.1	Differentiated instruction Concept.....	44
4.1.1.1.2	Indonesian Education Philosophy.....	46
4.1.1.1.3	Diferentiated Instruction Purpose.....	47
4.1.1.1.4	The Transformative Teacher Program.....	50
4.1.2	RQ 2 : What challeges do Junior High School Transformational English teacher have in implementing DI?.....	51
4.1.2.1	Challenges in Implementing Differentiated Instruction.....	51
4.1.2.1.1	Student Diversity.....	52
4.1.2.1.2	Tiime Preparation.....	53
4.1.2.1.3	Teacher's workload.....	54
4.1.2.1.4	Student's Readiness.....	55
4.1.2.1.5	Copping Strategies.....	56
4.2	Discussion.....	57

CHAPTER V : CONCLUSION AND SUGESSTIONS

5.1	Conclusion.....	62
5.2	Sugesstion.....	62

REFERENCES.....	64
------------------------	-----------

List of Picture

Picture 1	The Transformative Teacher Training Program30
------------------	--

List of Table

Table 1	Participnat of Study.....38
Table 2	Teachers' Understanding of DI.....44
Table 3	Teachers' Challenges in DI Implementation.....52

LIST OF APPENDICES

- Appendix A : Interview Questionnaire
- Appendix B : *Transkrip Hasil Interview*
- Appendix C : Initial Tematik Mapping Format
- Appendix D : Template Coding Manual for Qualitative Analysis
- Appendix E : Thesis Consultation Card (Advisor 1)
- Appendix F : Thesis Consultation Card (Advisor 2)
- Appendix G : *Surat Keputusan Dosen Pembimbing*
- Appendix H : *Surat Keputusan Izin Penelitian*
- Appendix I : *Surat Izin Penelitian Kota Palembang*
- Appendix J : *Surat Izin Penelitian Dinas Pendidikan*

**DIFFERENTIATED INSTRUCTION IN INDEPENDENT CURRICULUM
(KURIKULUM MERDEKA): THE PERSPECTIVES OF ENGLISH
TRANSFORMATIVE TEACHERS**

ABSTRACT

This study focuses on English Transformative teachers (*Guru Penggerak*) understanding in differentiated instruction approach, as well as the challenges they face while implementing differentiated learning in the independent curriculum. The participants of this study were three English *Guru Penggerak*. The data were collected through semi-structured interviews and analyzed using thematic analysis. The findings revealed that the teachers have a solid understanding of the concept, philosophy, and purpose of differentiated instruction. Although the *Guru Penggerak* English teachers demonstrated a strong theoretical grasp, they continue to face real-world challenges in implementation. These include managing student diversity, time constraints in lesson preparation, increased teacher workload, and students' varying levels of physical and mental readiness. To address these issues, the teachers have shown proactive efforts in seeking effective solutions, such as implementing better time management strategies and adapting instructional planning to suit diverse learners' needs. Therefore, greater attention must be given to the actual conditions and limitations they face in the school environment. Moreover, smooth and two-way communication with parents is considered essential to support the success of differentiated instruction and to ensure students' learning needs are fully met both at school and at home.

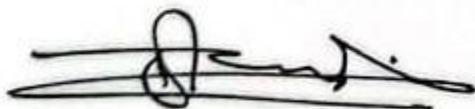
Keywords: *Differentiated Instruction, DI understanding, DI Challenges, English Guru Penggerak*

A thesis by A Magister Program of Language Education, Faculty of Teacher Training and Education, Sriwijaya University

Name : Yara Fitriani

Student Number : 06012682226025

Approved to have a seminar of thesis examination



Prof. Sofendi, M.A., Ph.D.

Advisor I



Machdalena Vianty, M.Ed., M.Pd., Ed.D.

Advisor II

Certified

Sary Silvhiany, M.Pd., M.A., Ph.D



Head of Magister Program of Language Education

CHAPTER I

INTRODUCTION

This chapter describes the background, problems, objectives, significance of the study, and the limitation of the study.

1.1. Background of the Study

Albert Einstein once stated his argument concerning the unique talents and interests of individuals, "Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." This highlights that each individual student possesses his or her own potential and talents, shaped by his or her experiences and intellectual maturity. Therefore, teachers must recognize this diversity and refrain from equating their students' abilities. This sentiment aligns with remarks made by the former Indonesian Minister of Education and Culture, Mr. Muhadjir Effendi (2018), who emphasized that a child who struggles in Mathematics does not imply a lack of skills in other areas; It is the teacher's role to guide students in uncovering their potential and talents because each student is unique, teachers should not judge them solely on areas where they may struggle.

It is clear that effective solutions are crucial for optimizing the teaching system. The curriculum serves as a critical tool for defining the goals and methods of the teaching and learning process. In essence, it provides guidelines for designing lesson plans and establishing rules for assessing learning outcomes (Gunahardi, 2019). Therefore, the curriculum and the learning process are interconnected and cannot be separated. In Indonesia, curriculum has become a prominent issue among educators, particularly with the introduction of the newest curriculum, Independent curriculum, which is initiated by the Indonesian Ministry of Education and Culture in February 2022.

Now, in Indonesia, Schools can choose the curriculum that best fits their needs to aid learning recovery. Even the Independent curriculum started in the 2022/2023 academic year, schools can also still select the full *Kurikulum 2013*, the Emergency Curriculum (a simplified *Kurikulum 2013* used during the pandemic), or the Independent curriculum (*Kerikulum Merdeka*). In implementing Independent curriculum, there are steps that school must follow, such as registered on the *Merdeka Belajar* platform, be under the supervision of the Ministry of Education, Culture, Research, and Technology and additionally, the principal and teachers must have an active *belajar.id* account.

The Independent curriculum has three approaches: *Mandiri Belajar* (Independent Learning), *Mandiri Berubah* (Independent Transformation), and *Mandiri Berbagi* (Independent Sharing). *Mandiri Belajar* lets schools continue using the 2013 Curriculum while gradually adding Independent curriculum principles. *Mandiri Berubah* involves using the *Merdeka Mengajar* platform for resources and tools provided by the Ministry of Education. *Mandiri Berbagi* allows well-prepared schools to share their teaching materials and practices with others across Indonesia, with all shared content reviewed for quality (the Ministry of Education, Culture, Research, and Technology, 2023)

A central feature of the Independent curriculum is its differentiated learning approach, which emphasizes student-centered education. However, not all registered schools are able to implement this approach. Differentiated learning can be effectively applied only when a school has reached the *Mandiri Berubah* level, indicating an active implementation of the Independent curriculum. This curriculum emphasizes differentiated instruction as a key method for achieving teaching and learning goals, focusing on meeting the individual needs of students.

As Nadiem Makarim, the Minister of Education, Culture, Research, and Technology in Indonesia, said Independent curriculum emphasizes differentiated instruction (*pembelajaran berdiferensiasi*) as a key approach to achieve teaching and learning goals, focusing on meeting students' individual needs. However, implementing student-oriented learning based on their interests and talents requires effective solutions. This can be achieved through the development of differentiated learning strategies, which emphasize that each individual possesses unique interests, potentials, and talents. Therefore, teachers play a crucial role in coordinating and integrating these differences using appropriate strategies. Differentiated instruction involves aligning students' learning methods with suitable pedagogical approaches, curriculum objectives, and opportunities for demonstrating acquired knowledge (Spencer-Waterman, 2014). It is widely recognized as an effective method to meet the diverse learning needs of students (George, 2005).

Differentiated instruction is currently a highly engaging and relevant topic. It serves as a teaching process or philosophy that provides diverse ways for all students in a classroom community to grasp new information effectively. This approach is implemented to cater to the individual needs, learning styles, and interests of each student (Hasanah, Jabu, & Nur, 2023) According to Tucker (2011), differentiation involves adjusting instruction, materials, content, projects, and assessments to meet the diverse learning needs of students. Tomlinson and Imbeau (2010) expand on this by highlighting that differentiated instruction provides

students with multiple pathways to acquire information, allowing teachers to customize their instructional delivery and assignments accordingly. Successful implementation of differentiated instruction depends on factors such as teachers' willingness, commitment, readiness, and the support they provide as facilitators to their students.

In the context of differentiated instruction, teachers hold an important role in the classroom. Recognizing that every student learns uniquely, teachers are tasked with meeting the diverse needs and preferences of all learners. This presents challenges in addressing students' varied learning needs (Villegas & Lucas, 2007). Specifically, in inclusive classrooms, Differentiated instruction may pose challenges that hinder its effective use (Onyishi & Sefotho, 2020). Lunsford (2017) highlights the importance of professional development for teachers prior to full implementation of differentiated instruction. This includes understanding the concept of differentiated instruction, learning effective implementation strategies, gaining insights into students' needs, and observing how other teachers successfully apply differentiated instruction in real classroom settings. Such preparation is essential for teachers to effectively implement differentiated instruction and meet the educational needs of all students.

In Indonesia, currently there is a program for teachers called the Transformative teacher as "*Guru Penggerak*". The Transformative teachers are educators who lead and motivate their peers in adopting the *Merdeka Belajar* approach to foster students' holistic development. These teachers act as learning leaders within the *Merdeka Belajar* framework, equipped to influence the educational ecosystem to focus on student-centered education. To achieve this, teachers need to creatively design their lessons, employing a variety of teaching methods and resources. Additionally, teachers must be able to adapt to changing educational policies (Sibagariang et al., 2021). In line with Nadiem Makariem, the Minister of Education and Culture of Indonesia, emphasizes that the cornerstone of the *Merdeka Belajar* educational transformation is the Transformative teacher.

The Transformative teacher program spans nine months training and encompasses three primary areas: differentiated instruction, communities of practice, and social and emotional learning (the Ministry of Education, Culture, Research, and Technology, 2020). The Transformative teacher program, initiated by the Ministry of Education and Culture and the Ministry of Research and Technology, aims to implement a new paradigm curriculum known as the prototype curriculum (Faiz et al., 2022). Differentiated instruction is highlighted as a key strategy to enhance the differentiated instruction within The

Transformative teacher program, aiming to tailor learning experiences that are centered among students and to enhance teachers' understanding of the teaching process.

Differentiated instruction involves a series of thoughtful decisions made by teachers, focusing on: 1) Creating a learning environment that motivates students to achieve high learning goals; 2) Addressing students' diverse learning needs through customized lesson plans, learning resources, teaching media, strategies, assignments, and assessments; and 3) Effectively managing the classroom with clear structures that allow flexibility, ensuring smooth operation despite varying activities (Suwartiningsih, 2021). This approach aims to optimize learning outcomes by adapting teaching practices to meet the individual needs and abilities of students within the educational setting.

Since it takes a lot of effort from the school and teacher to implement differentiated instruction within their teaching, this present study is aimed at exploring the perspectives of Transformative teachers in junior high school who have successfully integrated differentiated instruction into their classrooms. It involves three teachers from different schools that are registered and qualified in implementing differentiated instruction, meeting the criteria of being categorized under *Mandiri Berubah* (Independent Transformation) and *Mandiri Berbagi* (Independent Sharing). This study specifically seeks to understand how English teachers, serving as Transformative teacher, conceptualize differentiation learning and the challenges they encounter during its implementation. This study investigates into their experiences, strategies employed, and the impact of differentiated instruction on students' learning outcomes.

1.2. The Problems of the Study

The research problems of the study are formulated in the following research questions:

- 1) How well do English Transformative junior high school teachers understand the concept of differentiated instruction?
- 2) What challenges do English Transformative junior high school teachers have in implementing differentiated learning?

1.3. The Objectives of the Study

Based on the research questions, the objectives of this study are to find out:

- 1) How well English Transformative junior high school teachers understand the concept of differentiated learning and

- 2) Challenges that English Transformative junior high school teachers have in implementing differentiated learning.

1.4. The Significance of the Study

The research is important to help teachers, lecturers, and other education institutions find out the teacher's understanding of differentiated learning. This research also helps bring the effective approach in teaching and learning English as a foreign language to meet students' need and interest in the classroom based on the investigated problems above. This research is also aimed at encouraging further study concerning differentiated learning in the classroom. The study will offer insights into the current state of their understanding and implementation of differentiated instruction. This can inform professional development programs to address gaps in knowledge and practice. By identifying challenges faced by teachers, this study assists them in avoiding the repetition of similar problems in the implementation of differentiated instruction. Understanding how English Transformative teachers perceive and implement differentiated instruction can empower other teachers to adopt and refine their teaching methodologies to better meet the diverse needs of their students. By ensuring that it can lead to better engagement, understanding, and academic outcomes from student.

1.5. Limitation of the study

This study has several limitations. Firstly, the sample is limited to three Transformative teachers in a specific region, especially in Palembang, which may not fully represent the diversity of experiences and practices of teachers in other areas. Secondly, the study focuses only on Transformative teachers at the junior high school level, within the same phase, Phase D. This study does not cover Transformative teachers at the elementary (SD) and high school (SMA) levels. Additionally the study focuses exclusively on English Transformative teachers who have implemented differentiated instruction, potentially overlooking valuable insights from other Transformative teachers who have not yet adopted differentiated instruction. Furthermore, the research is based on self-reported data, which may be subject to bias. Lastly, the study does not include perspectives from students or other stakeholders, which could provide a more comprehensive understanding of the impact and challenges of differentiated instruction.

REFERENCES

- Alfares, N. (2017). Benefits and difficulties of learning in group work in EFL classes in Saudi Arabia. *English Language Teaching*, 10(7), pp. 247–256.
- Anggreini, D., & Priyoadmiko, E. (2022). Peran guru dalam menghadapi tantangan implementasi Merdeka Belajar untuk meningkatkan pembelajaran matematika pada era Omicron dan era Society 5.0. *Prosiding Seminar Nasional Pendidikan Guru Sekolah Dasar*, 2022, 13.
- Aldossari, A. T. (2018). The challenges of using the differentiated instruction strategy: A case study in the general education stages in Saudi Arabia. *International Education Studies*, 11(4), pp. 74–83. <https://doi.org/10.5539/ies.v11n4p74>
- Aprima, D., & Sari, S. (2022). Analisis penerapan pembelajaran berdiferensiasi dalam implementasi Independent curriculum pada pelajaran matematika SD. *Cendikia: Media Jurnal Ilmiah Pendidikan*, 13(1), pp. 95–101.
- Bailey, J. P., & Williams-Black, T. H. (2008). Differentiated instruction: Three teachers' perspectives. *College Reading Association Yearbook*, 29, pp. 133–151.
- Barriball, K. L., & While, A. (1994). Collecting data using a semi-structured interview: A discussion paper. *Journal of Advanced Nursing*, 19(2), pp. 328–335.
- Barlian, U. C., Yuni, A. S., Ramadhanty, R. R., & Suhaeni, Y. (2023). Implementasi pembelajaran berdiferensiasi dalam Kurikulum Merdeka pada mata pelajaran Bahasa Inggris. *ARMADA: Jurnal Penelitian Multidisiplin*, 1(8), 815–822. <https://doi.org/10.55681/armada.v1i8.742>
- Bayoumi, M., & Al-Jundi, S. (2018). Differentiated instruction in the classroom: A review of literature. *Journal of Education and Practice*, 9(21), pp. 1–10.
- Bayoumi, Y., & Al-Jundi, H. (2018). The impact of the use of a differentiated education strategy based on multiple intelligences on the development of educational attainment, retention of learning, and motivation for achievement among primary school students. *Journal of Mathematics Education*, 11(21), pp. 135–212.
- Bearne, E. (Ed.). (1996). *Differentiation and diversity in the primary school*. Routledge. <https://doi.org/10.4324/9780203137833>
- Beecher, M., & Sweeny, S. M. (2008). Closing the achievement gap with curriculum enrichment and differentiation: One school's story. *Gifted Child Today*, 31(2), pp. 44–50.
- Bender, W. N. (2012). *Differentiating instruction for students with learning disabilities: New best practices for general and special educators* (3rd ed.). Corwin. <https://us.corwin.com/en-us/nam/differentiating-instruction-for-students-with-learning-disabilities/book236805>

- Chamberlin, M. T., & Powers, R. A. (2010). Differentiated instruction in higher education: A study of its implementation and impact on student learning outcomes. *Learning and Teaching in Higher Education*, 14(2), pp. 181–200.
- Chamberlin, M., & Power, R. (2010). The promise of differentiated instruction for enhancing the mathematical understandings of college students. *Teaching Mathematics and Its Applications*, 29(3), pp. 113–139. <https://doi.org/10.1093/teamat/hrq006>
- Christenson, L. S., Reschly, L. A., & Wylie, C. (Eds.). (2012). *Handbook of research on student engagement*. Springer. <https://doi.org/10.1007/978-1-4614-2018-7>
- Cook, T. (1992). Documentation strategy: Appraisal and the organization of archives. *Archivaria*, 34, pp. 181–191.
- Cox, S. G. (2008). Differentiated instruction in the elementary classroom. *Education Digest: Essential Readings Condensed for Quick Review*, 73(9), pp. 52–54.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Daga, A. T. (2020). Kebijakan pengembangan kurikulum di sekolah dasar (sebuah tinjauan kurikulum 2006 hingga kebijakan Merdeka Belajar). *Jurnal Edukasi Sumba (JES)*, 4(2), pp. 103–110. <https://doi.org/10.53395/jes.v4i2.179>
- Davis, B. (1997). Listening for differences: An evolving conception of mathematics teaching. *Journal for Research in Mathematics Education*, 28(3), pp. 355–376.
- Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Wieman, C. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences*, 116(39), 19251–19257. <https://doi.org/10.1073/pnas.1821936116>
- Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018). Effective differentiation practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. *Educational Research Review*, 24, pp. 31–54. <https://doi.org/10.1016/j.edurev.2018.02.002>
- Dixon, F. A., Yssel, N., McConnell, J. M., & Hardin, T. (2014). Differentiated instruction, professional development, and teacher efficacy. *Journal for the Education of the Gifted*, 37(2), pp. 111–127.
- Dunn, R., & Dunn, K. (1993). *Teaching young children through their individual learning styles: Practical approaches for grades K–2*. Allyn & Bacon.

- Ernst, J. V., & Ernst, L. (2005). Using differentiated instruction in an undergraduate political science classroom. *International Journal of Teaching and Learning in Higher Education*, 17(1), pp. 54–62.
- Faiz, A., & Purwati, P. (2021). Koherensi program pertukaran pelajar kurikulum merdeka Belajar Kampus Merdeka dan General Education. *Edukatif: Jurnal Ilmu Pendidikan*, 3(3), pp. 649–655.
- Farid, I., Yulianti, R., Hasan, A., & Hilaiyah, T. (2022). Strategi pembelajaran diferensiasi dalam memenuhi kebutuhan belajar peserta didik di sekolah dasar. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(6), pp. 77–82.
- Fauzia, R., & Ramadan, Z. H. (2023). Implementasi pembelajaran berdiferensiasi dalam Kurikulum merdeka. *Jurnal Educatio*, 9(3), pp. 1608–1617.
- Gardner, H. (1989). Multiple intelligences go to school: Educational implications of the theory of multiple intelligences. *Educational Researcher*, 18(8), pp. 4–10.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences* (1st ed., xiii, 440 pp.). Basic Books.
- Gasvoda, T. (2023). Differentiated instruction: Promoting student engagement and success. *Journal of Educational Research*, 25(4), pp. 213–229.
- Gerring, J. (2007). *Case study research: Principles and practices* (1st ed., x, 265 pp.). Cambridge University Press.
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus groups. *British Dental Journal*, 204(6), pp. 291–295.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation* (1st ed., 296 pp.). SAGE Publications.
- Ham, G. (1981). Archival strategies for the post-custodial era. *American Archivist*, 44(3), pp. 207–216.
- Hamalik, O. (2008). *Kurikulum dan pembelajaran* (edisi revisi). Bumi Aksara. <https://staff.universitaspahlawan.ac.id/web/upload/materials/10390-materials.pdf>
- Hart, P. (2002). Narrative, knowing, and emerging methodologies in environmental education research. *Canadian Journal of Environmental Education*, 7(2), pp. 140–165.
- Hartoyo, D. R., & Hartoyo, A. (2022). Potret kurikulum merdeka, wujud Merdeka Belajar di sekolah dasar. *Jurnal Basicedu*, 5(4), pp. 2247–2255. <https://jbasic.org/index.php/basicedu>
- Hasanah, E., Suyatno, S., Maryani, I., Badar, M. I. A., Fitria, Y., & Patmasari, L. (2022). Conceptual model of differentiated-instruction (DI) based on teachers' experiences in

Indonesia. *Education Sciences*, 12(10), pp. 650.
<https://doi.org/10.3390/educsci12100650>

- Hayati, R., Prima, W., & Jumiarti, D. (2024). Optimizing differentiated instruction in Sekolah Penggerak: A case study at the elementary school level. *EDU HUMANIORA: Jurnal Pendidikan Dasar*, 16(2), pp. 165–176.
<https://doi.org/10.17509/eh.v16i2.69344>
- Heacox, D. (2012). *Differentiating Instruction in the Regular Classroom: How to reach and teach all learners* (Updated Anniversary ed.). Free Spirit Publishing.
<https://www.teachercreatedmaterials.com/free-spirit-publishing/p/differentiating-instruction-in-the-regular-classroom-how-to-reach-and-teach-all-learners-updated-anniversary-edition/899144/>
- Herwina, W. (2021). Optimalisasi kebutuhan siswa dan hasil belajar dengan pembelajaran berdiferensiasi. *Perspektif Ilmu Pendidikan*, 35(2), pp. 175–182.
- Imbeau, M. B. (2015). *Differentiated instruction: Best practices for building community and engaging students*. Metro Nashville Public Schools.
- Indonesian Ministry of Education and Culture. (2021). *Independent curriculum: A pathway to Indonesian superior human resources*. Ministry of Education and Culture.
- Ismajli, H., & Imami-Morina, I. (2018). Differentiated instruction: Understanding and applying interactive strategies to meet the needs of all the students. *International Journal of Instruction*, 11(3), pp. 207–218. <https://doi.org/10.12973/iji.2018.11315a>
- Joseph, S., Thomas, M., Simonette, G., & Ramsook, L. (2013). The impact of differentiated instruction in a teacher education setting: Successes and challenges. *International Journal of Higher Education*, 2(3), pp. 28–40.
- Kabir, S. M. S. (2016). *Methods of data collection* (Chapter 9, pp. 201–275). In *Basic guidelines for research: An introductory approach for all disciplines*. Book Zone Publication. <https://www.scirp.org/reference/referencespapers?referenceid=2789552>
- Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), pp. 2954–2965.
- Kanevsky, L. (2011). Deferential differentiation: What types of differentiation do students want? *Gifted Child Quarterly*, 55(4), pp. 279–299.
<https://doi.org/10.1177/0016986211422098>
- Kementerian Pendidikan dan Kebudayaan (2020). *Buku saku asesmen diagnosis kognitif berkala*. Pusat Asesmen dan Pembelajaran, Kementerian Pendidikan dan Kebudayaan.
https://pusmenjar.kemdikbud.go.id/assets/file/Buku_Saku_Asesmen_Diagnostik_Kognitif_Berkala.pdf
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (n.d.). *Kurikulum merdeka sebagai opsi pemulihan pembelajaran*. Retrieved August 29, 2022, from https://kurikulum.kemdikbud.go.id/wp-content/unduhan/Kajian_Pemulihan.pdf

- Khotimah, S. (2012). *Pengaruh kesiapan belajar terhadap hasil belajar siswa pada pembelajaran matematika di MTs Kapetakan Cirebon* [Undergraduate thesis, IAIN Cirebon]. E-Skripsi Tadris Matematika Fakultas Tarbiyah. <https://repository.syekhnujati.ac.id/974/>
- Kojak, K. (2008). *Diversification of teaching in the classroom: Teacher's guide to improving teaching and learning methods in schools in the Arab world* (1st ed.). UNESCO Regional Office.
- Kojak, M. (2008). The application of Bloom's taxonomy in educational settings. *Journal of Educational Psychology*.
- Komalasari, M. D. (2012). *Meningkatkan pemahaman konsep penjumlahan dan pengurangan pada pecahan melalui kesiapan belajar pada siswa kelas IV SD Negeri Kaputran A Yogyakarta* [Undergraduate thesis, Universitas Negeri Yogyakarta]. E-Skripsi. <https://eprints.uny.ac.id/10063/>
- Konstantinou-Katzi, P., Tsolaki, E., Meletiou-Mavrotheris, M., & Koutselini, M. (2013). Differentiation of teaching and learning mathematics: An action research study in tertiary education. *International Journal of Mathematical Education in Science and Technology*, 44(3), pp. 332–349.
- Lamadang, K. P. (2022, July 12). *Analisis Kurikulum Merdeka Belajar*. Kompasiana. <https://www.kompasiana.com/karmilamila5520/628ecee053e2c33ffa57aa62/analisis-kurikulum-merdeka-belajar>
- Lestari, D., Asbari, M., & Yani, E. E. (2023). Kurikulum Merdeka: Hakikat kurikulum dalam pendidikan. *Journal of Information Systems and Management*, 2(5), pp. 85–95.
- Levy, H. M. (2008). Meeting the needs of all students through differentiated instruction: Helping every child reach and exceed standards. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 81(4), pp. 161–164.
- Linn-Cohen, R., & Hertzog, N. B. (2007). Unlocking the GATE to differentiation: A qualitative study of two self-contained gifted classes. *Journal of Education of the Gifted*, 31(2), pp. 227–259. <https://doi.org/10.4219/jeg-2007-624>
- Lombardi, P. (2019). *Instructional methods, strategies, and technologies to meet the needs of all learners* (1st ed.). Granite State College. <https://granite.pressbooks.pub/teachingdiverselearners/>
- Lunsford, K. J. (2017). *Challenges to implementing differentiated instruction in middle school classrooms with mixed skill levels* (Doctoral dissertation). Walden University. <https://scholarworks.waldenu.edu/dissertations/5021>
- Lunsford, L. (2017). Differentiated instruction in inclusive classrooms: Preservice teacher training. *Journal of Special Education Apprenticeship*, 6(1), Article 4. <https://scholarworks.lib.csusb.edu/josea/vol6/iss1/4/>
- Magdalena, I., Septina, Y., Az-zahra, R., & Pratiwi, A. D. (2020). Cara mengembangkan bakat peserta didik. *Bintang: Jurnal Pendidikan dan Sains*, 2, pp. 278–287.

- Makarim, N. (2022). Shifting to student-centered learning in the Independent curriculum. *Indonesian Education Journal*, 34(2), pp. 45–52.
- McCarty, R., & Deslauriers, L. (2019). The impact of active learning on student retention and learning outcomes: A study of differentiated instruction. Caduceus International Publishing.
- McHatton, P. A., Boyer, N. R., Shaunessy, E., & Terry, P. M. (2010). Principals' perceptions of preparation and practice in gifted and special education content: Are we doing enough? *Journal of Research on Leadership Education*, 5(1), pp. 1–22.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass. <https://www.manaraa.com/upload/84d1e854-89fd-40e9-a9bf-7d245cc9dcf3.pdf>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications. <https://study.sagepub.com/miles3e>
- Muadz, M. (2023). Optimizing the use of the Platform Merdeka Mengajar in 21st century learning. *Journal of Modern Education*, 12(3), pp. 150–160.
- Nadler, D. A. (1988). Conceptual models for organizational training and development. In L. Nadler & Z. Nadler (Eds.), *Designing training programs: The critical events model* (pp. 35–52). Addison-Wesley.
- Nasution, S. (2006). *Kurikulum dan pengajaran*. Bumi Aksara.
- Nedellec, B. (2015). Understanding differentiated instruction through professional learning. *Australian Educational Leader*, 37(4), pp. 26–29.
- Ngaisah, N. C., & Aulia, R. (2023). Pembelajaran berdiferensiasi untuk anak usia dini. *Jurnal Pendidikan Anak Bunayya*. 9(1), pp. 1–25. <https://jurnal.ar-raniry.ac.id/index.php/bunayya/article/view/16890/7786>
- Njagi, M. W. (2014). Teachers' perspective towards differentiated instruction approach in teaching and learning of mathematics in Kenya. *International Journal of Humanities and Social Science*, 4(13), pp. 236–241. https://www.ijhssnet.com/journals/Vol_4_No_13_November_2014/28.pdf
- Nurrita, T. (2018). Pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa. *Misykat: Jurnal Ilmu-Ilmu Al-Qur'an, Hadith, Syari'ah dan Tarbiyah*, 3(1), 171–210. <https://doi.org/10.33511/misykat.v3n1.171>
- Onyishi, C. N., & Sefotho, M. M. (2020). Teachers' perspectives on differentiated instruction in inclusive classrooms: Implications for practice. *International Journal of Inclusive Education*, 1, pp. 1–16. <https://doi.org/10.1080/13603116.2020.1762124>
- Percival, F., & Ellington, H. (2021). *Curriculum design for effective learning*. Routledge.

- Pham, H. L. (2012). Differentiated instruction and the need to integrate teaching and practice. *Journal of College Teaching & Learning*, 9(1), pp. 13–20. <https://doi.org/10.19030/tlc.v9i1.6710>
- Prain, V., Cox, P., Deed, C., Dorman, J., Edwards, D., Farrelly, C., Keeffe, M., Lovejoy, V., Mow, L., Sellings, P., Waldrip, B., & Yager, Z. (2013). Personalised learning: Lessons to be learnt. *British Educational Research Journal*, 39(4), pp. 654–676.
- Renninger, K. A., & Hidi, S. (2015). *The power of interest for motivation and engagement*. Routledge. <https://doi.org/10.4324/9781315771045>
- Ricardo, R., & Meilani, R. I. (2017). Impak minat dan motivasi belajar terhadap hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 2(2), pp. 79–89.
- Richards, J. C., & Schmidt, R. (1992). *Longman dictionary of language teaching and applied linguistics*. Cambridge University Press.
- Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. ASCD.
- Roy, A., Guay, F., & Valois, P. (2013). Teaching to address diverse learning needs: Development and validation of a differentiated instruction scale. *International Journal of Inclusive Education*, 17(11), pp. 1186–1204. <https://doi.org/10.1080/13603116.2012.743604>
- Sakdah, M. S., Prastowo, A., & Anas, N. (2021). Implementasi Kahoot sebagai media pembelajaran berbasis game-based learning terhadap hasil belajar dalam menghadapi era revolusi industri 4.0. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), pp. 487–497.
- Santangelo, T., & Tomlinson, C. A. (2009). The application of differentiated instruction in postsecondary environments: Benefits, challenges, and future directions. *International Journal of Teaching and Learning in Higher Education*, 20(3), pp. 307–323.
- Siagian, B. A., Situmorang, S. N., & Siburian, R. (2022). Sosialisasi pembelajaran berdiferensiasi dalam program merdeka belajar di SMP Gajah Mada Medan. *Indonesia Berdaya*, 3(2), pp. 339–344.
- Sili, F. (2021). Merdeka belajar dalam perspektif humanisme Carl R. Rogers. *Jurnal Pendidikan Dasar Perkhasa*, 7(2), pp. 47–67. <https://doi.org/10.31932/jpdp.v7i1.1144>
- Simons, H. (2009). *Case study research in practice*. Sage Publications.
- Simonson, M., Zvacek, S. M., & Smaldino, S. (2022). *Teaching and learning at a distance: Foundations of distance education* (7th ed.). IAP Information Age Publishing.
- Smit, R., & Humpert, W. (2012). Differentiated instruction in small schools. *Teaching and Teacher Education*, 28(8), pp. 1152–1162. <https://doi.org/10.1016/j.tate.2012.07.003>
- Specia, A., Akello, G., & Osman, A. A. (2015). Education as a practice of freedom: Reflections on bell hooks. *Journal of Education and Practice*, 6(17), pp. 195–199.

- Spencer-Waterman, S. (2014). *Handbook on differentiated instruction for middle & high school*. Routledge. <https://doi.org/10.4324/9781315856230>
- Stake, R. E. (1995). *The art of case study research* (1st ed., xv, 175 pp.). Sage Publications.
- Stanford, J. M. (2019). Collaborative teaching for differentiated instruction. *Educational Leadership*, 72(1), pp. 34–41.
- Strahan, D., Kronenberg, J., Burgner, R., Doherty, J., & Hedt, M. (2012). Differentiation in action: Developing a logic model for responsive teaching in an urban middle school. *RMLE Online*, 35(8), pp. 1–17. <https://doi.org/10.1080/19404476.2012.11462095>
- Sudaryanto, S., Widayati, W., & Amalia, R. (2020). Character education in Independent curriculum implementation. *Journal of Indonesian Education*, 15(1), pp. 78–85.
- Sultani, S., Alfitri, A., & Noorhaidi, N. (2023). Teori belajar humanistik dan penerapannya dalam pembelajaran pendidikan agama Islam. *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam*, 7(1), pp. 177–193.
- Sunengsih, N., Santoso, G., Supiati, A., & Jamil, M. R. (2023). Meningkatkan motivasi belajar siswa kelas VC dengan menggunakan pembelajaran berdiferensiasi pada tema 5 di SDN Periuk 1. *Jurnal Pendidikan Transformatif*, 2(4), pp. 183–189.
- Suprayogi, M. N., Valcke, M., & Mohamed, Z. (2021). Differentiated instruction in public and private schools in Indonesia. In *Proceedings of the 3rd International Conference on Social Sciences, Laws, Arts and Humanities (ICOSLAH)* (pp. 36–44).
- Suprayogi, M. N., & Valcke, M. (2022). *Teknologi dan differentiated instruction dalam pembelajaran*. Conference paper. BINUS University. <https://research.binus.ac.id/publication/7610CBDCC3D543A88CF936850AC12877/teknologi-dan-differentiated-instruction-dalam-pembelajaran/>
- Suryati, N., Ratih, I. P. A. A. P., & Maryadi, I. (2023). Implementing differentiated instruction in Indonesian classrooms: Teachers' creativity and collaboration. *Journal of Educational Research and Practice*, 13(2), pp. 112–124.
- Suwastini, N. K. A., Rinawati, N. K. A., Jayantini, I. G. A. S. R., & Dantes, G. R. (2021). Differentiated instruction across EFL classrooms: A conceptual review. *TELL-US Journal*, 7(1), pp. 14–41.
- Sweca, I. (2012). Pengaruh model pembelajaran inkuiri bebas terhadap penguasaan materi dan kinerja ilmiah siswa kelas X SMA Negeri 4 Denpasar. *Jurnal Pendidikan dan Pembelajaran IPA Indonesia*, 2(1), pp. 1–20. https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_ipa/article/view/409
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. ASCD. <https://rutamaestra.santillana.com.co/wp-content/uploads/2020/01/The-Differentiated-Classroom-Responding-to-the-Needs.pdf>

- Tomlinson, C. A. (2000). Differentiation of instruction in the elementary grades. *ERIC Digest*. <https://files.eric.ed.gov/fulltext/ED443572.pdf>
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). ASCD. <https://rutamaestra.santillana.com.co/wp-content/uploads/2020/01/Classrooms-2nd-Edition-By-Carol-Ann-Tomlinson.pdf>
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD. <https://www.ascd.org/books/the-differentiated-classroom-responding-to-the-needs-of-all-learners-2nd-edition?variant=108029>
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD. <https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/books/HowtoDifferentiateInstructioninAcademicallyDiverseClassrooms-3rdEd.pdf>
- Tomlinson, C. A. (2022). *Everybody's classroom: Differentiating for the shared and unique needs of diverse learners*. ASCD.
- Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for differentiating schools and classrooms*. ASCD.
- Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. ASCD.
- Tomlinson, C. A., & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. ASCD. <https://www.itpd.ac.ke/?mdocs-file=5555>
- Tucker, C. (2011). *Differentiated instruction: What is it, why is it important? How can technology help?* Dr. Catlin Tucker's Blog. <https://catlintucker.com/2011/01/differentiated-instruction-what-is-it-why-is-it-important-how-can-technology-help/>
- Usman, L., Lestari, Alfianisya, Octavia, Lathifa, Nisfiah, Aries, & Oktatira. (2022). Pemahaman salah satu guru di MAN 2 Tangerang mengenai sistem pembelajaran berdiferensiasi pada Kurikulum Merdeka. *Jurnal Review Pendidikan dan Pengajaran*, 5(1).
- Villegas, A. M., & Lucas, T. (2002). *Educating culturally responsive teachers: A conceptually coherent and structurally integrated approach*. State University of New York Press. https://digitalcommons.montclair.edu/all_books/305/
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. <https://home.fau.edu/musgrove/web/vygotsky1978.pdf>
- Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., & Sari, I. (2022). Pembelajaran berdiferensiasi dalam rangka mewujudkan Merdeka Belajar. *Jurnal Jendela Pendidikan*, 2(4), pp. 529–535.

- Wardani, S., & Firdaus, L. (2019). Pengaruh model inkuiri terbimbing berbasis blended learning terhadap kemampuan kognitif-psikomotor pada materi larutan penyangga. *JTK (Jurnal Tadris Kimiya)*, 4(2), pp. 189–201.
- Winarso, W. (2016). Assessing the readiness of student learning activity and learning outcome. *Jurnal Pencerahan*, 10(2), pp. 74–88.
- World Economic Forum. (2016). *New vision for education: Fostering social and emotional learning through technology*. Author. Retrieved from <https://www.weforum.org/publications/new-vision-for-education-fostering-social-and-emotional-learning-through-technology/>
- Wu, E. H. (2013). The path leading to differentiation: An interview with Carol Tomlinson. *Journal of Advanced Academics*, 24(2), pp. 125–133. <https://doi.org/10.1177/1932202X13476289>
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Sage Publications. https://www.researchgate.net/publication/308385754_Robert_K_Yin_2014_Case_Study_Research_Design_and_Methods_5th_ed_Thousand_Oaks_CA_Sage_282_page_s
- Zamjani, I., et al. (2021). *Naskah akademik program sekolah penggerak*. Pusat Penelitian Kebijakan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan dan Kebudayaan. <https://penggerak-simpkb.s3.ap-southeast-1.amazonaws.com/portalprogramsekolahpenggerak/wpcontent/uploads/2021/02/10114931/Naskah-Akademik-SP.pdf>

