

Competences of Teachers: Differentiated Learning, Solutions in Diversity

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ABSTRACT

Teachers are a central part of the education process. Without teachers, education would not run smoothly. It is the most important asset in human resource development. Therefore, teachers' competencies need to be further improved to support their professional skills. The purpose of this study is to review and describe the research results on differentiated learning in Indonesia, especially in the context of primary education, to find new ways for education. This research uses a qualitative approach with a content analysis technique. Data analysis is carried out with the stages of concept examination and examination of critical matters. Teachers as one of the main actors in the implementation of education must certainly equip themselves with different skills and competencies in accordance with the times. In the learning process, teachers must use the right learning strategy, one of which is differentiated learning. There is a new way that teachers can improve teacher competence in accordance with what is regulated in the Teacher and Teacher Law, namely the fulfillment of four components in differentiated learning, namely content, process, product, and learning environment, to facilitate student learning activities according to their uniqueness and diversity.

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1. INTRODUCTION

The teacher plays a major role in the educational process. Education cannot function effectively without teachers. This is the most crucial resource for the advancement of human capital. Thus, teachers must enhance their competences to bolster their professional skills (Sutaga, 2022). According to Law No 14 of 2005, teachers and lecturers must possess four key competencies: educational, social, personality, and professional competence. Teachers must have pedagogical understanding as education is a serious matter. Parenting is not considered "malpractice" because parenting is a specialised educational activity that requires certain skills and knowledge, not suitable for random individuals. Hence, education should adhere to educational principles to prevent any mistakes or misconduct. As a prominent figure in advancing national education, a teacher must recognise the

uniqueness of each child. They possess varying aspirations, cognitive abilities, aptitudes, and competencies (Faiz et al., 2019).

In order to ensure that all students' learning requirements are satisfied, it is essential that educators possess the knowledge and abilities necessary to promote successful learning that leads to the desired outcomes. Since education cannot level an inherently diverse population, according to Ki Hajar Dewantara, "good learning" must respect individual differences (Handiyani & Muhtar, 2022). In such a situation, educators in the classroom should seek out ways to teach and learn that cater to the unique requirements of their students. According to Singh (2014), one prominent educational paradigm is the Differentiation Instruction. Good learning, according to this view, is learning that takes into account each student's individuality and the fact that they have different learning styles.

Conversely, appropriate facilities and infrastructure are essential to assist the learning process in the classroom. The teacher's approach and learning model should be tailored to match the individual needs of each student. Teachers help facilitate the attainment of educational objectives. Teachers should have the chance to create and execute learning experiences tailored to their students' qualities. Education for students' advancement should commence promptly to prepare for the introduction of a self-sufficient curriculum. To expedite student learning, teachers must enhance their competency to become more professional educators. Enhancing instructors' skills in creating and delivering training is expected to positively influence learning outcomes (Sutaga, 2022). Learning is more enjoyable and helps pupils reach their full potential. The National Education System Law No. 20 of 2003 states that the aim of national education is to cultivate students' potential to become individuals with faith and devotion to Almighty God, possessing noble character, good health, knowledge, creativity, independence, and the ability to be democratic and responsible citizens.

Many teachers are not used to imagining how to implement a differentiation learning approach. Because they are used to and have been carrying out a one-way learning process for a long time and are only focused on teachers (teacher-oriented). Teachers generally do not want to teach on the basis of a new paradigm that is in line with the requirements of the current curriculum (Herwina, 2021). Strengthening and improving competence, in particular pedagogical and technical competence, is considered a heavy burden. The results showed that education is still monotonous. Teachers are still the center of education. Teachers still use the education system that all children are the same, regardless of the range of skills. The teacher seems to teach one student in one class, while in one class it is estimated that about 28 students are for an ideal class condition that has the uniqueness, ability, and diversity of learning experiences, so it is not uncommon for students to feel full and finally not a few have a good learning motivation (Iskandar, 2021).

Uniformity in classroom activities hinders effective learning. Teachers are unable to address the diverse requirements of children if all students are just expected to carry out and finish the identical assignment. Students want knowledge, but it is not the sole essential possession (Saleh, 2021). Thus, teachers must excel as facilitators in educational settings, adept at addressing the individual requirements of students. The autonomous curriculum, used since 2021, was introduced by the Indonesian Education Minister to incorporate the notion of individual learning pioneered by the Indonesian education figure Ki Hajar Dewantara. When adopting an independent curriculum, the goal is to provide students with opportunity to develop their knowledge, potential, interests, and talents. The teacher serves as both a transmitter of knowledge and a facilitator for pupils to explore and develop their potential. The learning system has been modified to shorten subjects in schools, allowing for a more balanced schedule that integrates extracurricular and project activities. This approach aims to enhance students' learning experience by providing opportunities to apply their attitudes, critical thinking, and skills.

The condition of teacher-centered learning is also in line with the results of research by the PISA (Programme for International Student Assessment) in 2018, which stated that: in the reading, science, and mathematics skills category, Indonesia's score is relatively low because ranks 74th out of 79 countries. According to data published by the OECD from the 2009-2015 survey period, Indonesia

consistently ranks in the bottom 10. Of the three competency categories, Indonesia's score is always below average. The main reason why Indonesia has always been ranked low is the educational curriculum that has not been able to meet students' needs in the reasoning (Kemendikbud, 2019). Therefore, a teacher must be able to understand students with all their uniqueness in the learning process. In keeping with the diversity and uniqueness of students' needs, one of the ways a teacher can deal with the increasing heterogeneity and diverse educational needs of children. Meeting the challenges of diversity and plurality in class composition seems inevitable. According to Coubergs et al. (2017), differentiated education and practical multi-stage education are seen as measures to meet the needs of students with different educational needs (Lindner et al., 2019).

One way to implement student-centered learning in accordance with their respective diversity and uniqueness is to apply differentiated learning. Differentiated learning is a way or effort that teachers make to meet students' needs and expectations. However, differentiated learning does not mean that teachers have to teach in a different way to teach all students. It also doesn't mean that teachers should increase the number of questions for students who work faster than others. In differentiation, teachers must innovate in choosing learning methods, models, and strategies so that students are more motivated in following the learning process in an effort to improve the quality of learning in the classroom, the role of the teacher is very important in determining the success of a learning process (Ade Sintia Wulandari, 2022). In differentiated learning, mixing all the differences to obtain information, create ideas, and express what they learn. In other words, differentiated learning is creating a diverse classroom by providing opportunities to achieve content, process an idea, and improve each student's outcomes so that students can learn more effectively (Andini, 2022).

Three approaches to learning differentiation are content, methodology, and product. 1) Content difference refers to the specific knowledge and skills that students acquire in connection with the curriculum and educational resources. The process of differentiation refers to how students process ideas and information to establish their preferred learning method. Product differentiation refers to a pupil demonstrating their acquired knowledge (Aprima & Sari, 2022). Marlina (2019) outlined in her book "Guide to the Implementation of Differentiated Learning Models in Inclusive Schools" that there are four components or methods to differentiated learning. The four components are as follows: 1) Content refers to the material students learn, 2) Processes involve how students engage with and understand ideas and information, 3) Products are the ways in which students demonstrate their learning, and 4) Learning environment encompasses the conditions under which students study and their emotional experience while learning. Teachers in differentiated classes focus on three key elements in differentiated learning: Content (input), which pertains to what students learn; Process, which involves how students acquire information and develop ideas about what they learn; and Product (output), which concerns how students demonstrate their acquired knowledge. The three aspects will be modified based on evaluations aligned with student readiness, interests, and learning profile.

Although this differentiated learning term is not new, the reality in the application of teaching and learning activities is still rarely implemented. In the application of differentiated learning, there are challenges that a teacher faces, these challenges are (1) time, (2) resources, (3) knowledge, (4) class size (number of students, (5) stakeholder support, and (6) workload. With these challenges, teachers often feel reluctant to apply differentiated learning (Shareefa et al., 2019). Teachers still consider students' needs when performing learning to be the same without paying attention to their uniqueness and diversity (Iskandar, 2021). In the differentiated learning method, it is shown that the learning activities increase the interest and willingness of learning of learners, of the interest and willingness to learn of these learners, it will increase the creative thinking ability of students in learning activities (Pane et al., 2022). A teacher who applies differentiated learning will be an expert in leading the classroom and quickly overcome problems due to diversity in the classroom, compared to a teacher who uses a teacher center approach (teacher becomes a learning center) (Husni, 2018). In addition, practicing differentiated learning can help teachers effectively operate the classroom (Partami et al., 2019).

This research will explore the new pathways instructors must pursue to enhance their competency. How teachers can enhance their skills in diversified learning to address the diverse and distinct needs of pupils. For teachers to implement it during classroom instruction.

2. METHODS

This study employs a qualitative methodology utilising content analysis tools. Content analysis focuses on examining the enduring nature and significance of communication content, interpreting symbols, and understanding the meaning of symbolic exchanges in communication (Şekerci & Yörük, 2020). The data sources were obtained from 12 papers found on Google Scholar using the keywords "differentiated learning" and "teacher competence." Data analysis involves examining the concept and implementation of differentiated learning, evaluating the key points made by the article's author, and analysing how these points relate to the use of differentiated learning in Indonesia.

3. FINDINGS AND DISCUSSION

3.1 Finding

Tabel 1. Findings

| No | Writer | Head | Year | Concept and practice | Research results | New path |
|----|-----------------------------|--|------|---|--|--|
| 1 | Ade Sintia Wulandari | Literature Review: <i>Pendekatan Berdiferensiasi Solusi Pembelajaran dalam Keberagaman</i> | 2022 | Differentiated learning is learning that houses serve and recognizes student diversity in learning based on students' willingness, interests, and learning preferences. | The results of the research presented in the article are still few that reveal four component in differentiation learning. The components in question are the content, the process, the product and the learning environment. In short, the four components of differentiated learning are interconnected. | Fulfillment of four components in differentiated learning to facilitate student learning activities. |
| 2 | Desy Aprima en Sasmita Sari | <i>Analisis Penerapan Pembelajaran Berdiferensiasi Dalam Implementasi Kurikulum Merdeka Pada Pelajaran Matematika SD</i> | 2022 | One way of learning on the student is by applying other learning. Differentiated learning is a form of effort in a series of learning that pays attention to the needs of students in terms of learning readiness, student learning | The application of differentiated learning in elementary mathematics subjects is considered very effective, this is evidenced by the improvement of understanding in each indicator that has been tested, differentiated learning is also considered more interesting compared | There must be continuity in the application of differentiated learning in learning activities. |

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| | | | | profiles, interests and talents. | to other learning because in the process of differentiated learning the process is presented a lot of learning media that are in line with the needs of each student's learning style, so that students are more interested in following learning process. | |
| 3 | Ik Wayan Sutaga | <i>Tingkatkan Kompetensi Guru Melalui Pembelajaran Berdiferensiasi</i> | 2022 | In Law No 14 of the year The 2015 article on teachers and lecturers clearly stated that teachers are in fact professional educators with the main task of educating, teaching, guiding, leading, training, assessing and evaluating pupils about the education of children of this age on the path of formal education, primary and secondary education. The definition of teacher competence as stated in Law N0.14 of 2005 Article 1 paragraph 10 states that competence is a set of knowledge, skills and behaviours that must be lived and mastered by teachers when performing | Learning a new paradigm is student-centered learning that must be carried out as a way to improve the competence of teachers. Learning that should be done to improve pedagogic competence in accordance with the application of an independent curriculum, one of which is to apply student-centered learning, including carried out by performing differentiated learning. The teacher as the main actor gives information, then in instruction the teacher acts more as a facilitator, managing various resources and facilities for students to learn. | Improvement of the competences of teachers is expected in accordance with the law, including pedagogical competence. The form of pedagogical competence is that the teacher has the ability to manage the classroom by applying differentiated learning. |

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| | | | | professional duties. | | |
| 4 | Mila Handiyani, Tatang Muhtar | <i>Mengembangkan Motivasi Belajar Peserta didik melalui Strategi Pembelajaran Berdiferensiasi: Sebuah Kajian Pembelajaran dalam Perspektif Pedagogik-Filosofis Tahun 2022</i> | 2022 | One way to maintain consistency in the spirit of student learning with a variety of characteristics of each different student can be done by applying differentiated learning strategies. | Teachers must be able to understand their role and function philosophically to facilitate all the diversity of opportunities that each student has so that they all have the same learning opportunities with different characteristics but whose learning needs can be met. | It is necessary to be consistent in the initial diagnostic assessment of students, to check the readiness of students not only in terms of cognitive, but also in terms of the mental readiness of students. |
| 5 | Iskandar (Dedi) | <i>Peningkatan Hasil Belajar Peserta didik Pada Materi Report Text Melalui Pembelajaran Berdiferensiasi di Kelas IX.A SMP Negeri 1 Sape Tahun Pelajaran 2020/2021</i> | 2021 | Differentiated learning is able to present fun learning for students, starting with differentiation in material content, processes and products being researched, can build students' creativity based on their interests, willingness and learning profile, which is ultimately able to improve students' learning outcomes. In addition, various internal and external factors that support the implementation of differentiation are able to minimize obstacles in the implementation of learning. | Based on the findings in this study, it was obtained that the learning outcomes Students use a differentiated learning model in the report text material, the completeness of learning has increased. | It is necessary to consistently apply differentiated learning. |
| 6 | Wiwin Herwina | <i>Optimalisasi Kebutuhan Peserta didik Dan Hasil Belajar Dengan</i> | 2021 | Differentiated learning is a way to or the efforts teachers make to | A teacher also has a duty to ensure that each student has the same opportunity to learn in the way that | The need to increase the competence of teachers, understanding |

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| | | <i>Pembelajaran Berdiferensiasi</i> | | meet students' needs and expectations. | best suits their interests. This is in line with the values and role of teachers who side with students. Choosing students means that a teacher always moves by prioritizing the interests of student development as his main reference. All decisions made by a teacher are based on the student's learning first, not on its own. Everything that is done should be aimed at the development of students, not at the self-gratification of the teacher or other interested parties. | of the diversity and uniqueness of students that are useful in the learning process. One of the competencies that can be improved by teachers to understand the uniqueness and diversity of students is an understanding of the concept of differentiated learning. |
| 7 | Aiman Faiz, Anis Pratama, Imas Kurniawaty | <i>Pembelajaran Berdiferensiasi dalam Program Guru Penggerak pada Modul 2.1</i> | 2019 | It can be concluded that differentiated learning provides opportunities for students to learn in a natural and efficient way with teachers who are able to collaborate on the methods and approaches that are needed. | The role of teachers who are able to collaborate on the models, approaches and methods needed in designing material is very important to increase the motivation and effect of learning for students by basing themselves on students' interpersonal relationship with teachers in harmony so that students can be more enthusiastic in learning. Of course, the role of creative teachers is needed in differentiated learning to guide students to success and learning happiness. | It is necessary to improve the competence of teachers in terms of personality competence, pedagogical competence, professional competence and social competence, so that learning can be carried out more heavily and more fun for students. |
| 8 | Dinar Westri Andini | <i>Differentiated Instruction: Solusi Pembelajaran Dalam Keberagaman</i> | 2022 | Using differentiated strategies and offering activities tailored to the | The implementation of a differentiated learning model requires an understanding of adult learning theory, | There should be training on differentiated learning to improve the |

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| | | <i>Peserta didik Di Kelas Inklusif</i> | | needs of students in terms of students' willingness, interests and learning styles, students' needs will be met, students will be able to learn according to their respective skills. | creativity of teachers in designing activities that can accommodate the diversity of students in the classroom As well as for children with special needs, never give up, as well as the teacher's example of attitude and how to communicate with students in the classroom. The implementation of differentiated learning requires practice first. | competence of teachers. |
| 9 | Muhamad Husni | <i>Diferensiasi Peserta Didik dalam Kebersamaan di Kelas Inklusif (Sekolah Garasi Turen Malang)</i> | 2018 | Teachers who apply differentiated learning will be experts in leading class and quickly address issues related to student diversity. | Many teachers are afraid of a repeat of events at the beginning of the year a new doctrine that could not handle the behavior of her students in the classroom. This should not happen if the teacher does good classroom management. A teacher who applies differentiation theory will be an expert in leading the class and quickly addressing this issue. | It is necessary to understand the teacher about the diversity of students with all their uniqueness. |
| 10 | Mariyam Shareefa, Rohani Hj Awg Mat Zin, Nor Zaiham Midawati Abdullah, Rosmawijah Jawawi | Differentiated Instruction: Definition and Challenging Factors Perceived by Teachers | 2019 | Challenging teachers in carrying out differentiated learning, namely (1) time, (2) resources, (3) knowledge, (4) class size (number of pupils, (5) stakeholder support and (6) workload. | Many teachers feel reluctant to carry out differentiated learning with regard to the challenges they face, so teachers consider differentiated learning only to be limited to central government policies, without any desire to apply it in the learning process. | Improve teachers' competence and understanding of differentiated learning. |
| 11 | Ini Komang Arie Suwastini, Ini Kadek | Differentiated Instruction Across EFL Classrooms: A | 2021 | Teachers need to establish good communication with parents | There are still teachers who are bad at communicating with parents about | Teachers collaborate with parents in differentiated |

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| | Ayu Rinawati, I Gusti Agung Sri Rwa Jayantini, Gede Rasben Dantes | Conceptual Review | | about what their children are doing and why one child may do things differently from another. | the learning process carried out by teachers to students, resulting in misunderstandings with what teachers do at school and parents at home. | learning to maintain students' motivation in learning |
| 12 | Marcela Gerardina Pozas Guajardo | Personalised and Differentiated Learning: A System Literature review | 2020 | Differentiation is a promising approach to supporting students and improving learning, especially for students who are struggling. | Many students are still struggling to learn but have yet to find a solution, so differentiated learning is a promising approach to improving learning for students who have difficulties. | Teachers must modify learning content, processes and products according to students' readiness, interests and learning profiles to meet students' diverse learning needs. |

3.2 Discussion

In light of these results, a number of issues merit further consideration and debate. These include the following: the importance of consistent and continuous implementation of differentiated learning; the necessity of addressing the four tenets of differentiated learning in order to support student learning activities; the necessity of providing teachers with training relevant to differentiated learning in order to enhance their competence; and the necessity of enhancing teachers' competence in relation to the diversity and uniqueness of learners, which is beneficial to the learning process. In regards to the importance of being consistent and continuous when using differentiated learning, it has been shown that using it in elementary mathematics classes significantly improves students' understanding across all indicators (Aprima & Sari, 2022). Students are more invested in the learning process when they are given a variety of learning media to choose from, according to their individual learning styles, which is why differentiated learning is thought of as more engaging than other forms of education. Students' skills in differentiated learning are becoming more critical of learning, empathy, and collaboration (Kurniawaty & Faiz, 2022). Furthermore, students can acquire more comprehensive knowledge, especially when working with text report content, through the use of differentiated learning strategies in literacy instruction (Iskandar, 2021). Students' reading ability and comprehension of read texts are both enhanced through the use of varied learning strategies in the context of literacy instruction (Pratama, 2022).

In order for varied learning to be successful in piquing students' interest in learning, teachers need to have a firm grasp of all four components. The learning environment, method, product, and content are the four (4) pillars upon which differentiated learning rests. 1) Lesson plans include all of the material covered. Curriculum and learning materials are relevant to the content. Within this domain, educators modify course materials and curricula according to each student's unique learning style and disability status. The curriculum is modified based on the kids' needs and ability. The curriculum's exact content is out of instructors' hands because not all students have the same learning patterns, and they can't modify lessons to accommodate kids with different types of disabilities. 2) The procedure, namely the way in which the pupils absorb and employ knowledge. The extent to which students' engagement with the content influences their decision-making over how to study it. In order to meet

the needs of children with widely varying learning styles and preferences, classrooms must be designed with flexibility in mind. "Product," or the way in which students demonstrate their knowledge. Teachers can use learning tools to check if their pupils have learned the content and then give them the next set of materials. Teachers are shown different types of learning outcomes based on students' learning styles. 4) The classroom setting, including the way students engage with and process information (Marlina, 2019).

Related to the need for training related to differentiated learning to improve teacher competence, teachers need to realize that competency improvement is an absolute thing that must be carried out in order to move with the times. Of course, this must also be balanced with synergy between relevant agencies that house teachers in the implementation of increasing teacher competence, separate from the awareness of the teacher himself. In Act No. 14 of 2005 on teachers and teachers who name teachers as learning agents, they must be facilitators, motivators, boosters, learning engineers, and learning inspirations for students. Based on the law, it is an indication that the role of teachers or educators is to stimulate learning so that students find their interests and talents, including mastering good pedagogical theory. In the theory of pedagogy, there are strategies that must be known to guide students to their interests and talents. Pedagogical competence also includes knowledge possessed by someone who works as a teacher who can know the characteristics of students and the psychology of students, which is expected that teachers with this competence can be more active and effective in maximizing all the potential that students have, including the motivation in each student (Handiyani & Muhtar, 2022). Teachers who play a vital role in education must continue to improve their professional quality or competence in an effort to meet challenges in the age of globalization (Sutaga, 2022). It should be noted that educational activities are not "malpractices", why is that, since educational activities are activities that cannot be done by random people, all activities related to education are not random actions because education relates to the life and fate of human children. Therefore, education should be based on the rules of education so that there are no errors or malpractices in it (Faiz et al., 2019).

Finally, related to the need to increase the competence of teachers and understand the diversity and uniqueness of students that are useful in the learning process, it is also necessary to realize that every student is different. The differences are very diverse, with different needs. When the teacher responds to the learning needs of students, this means that the teacher differentiates learning by adding up, extending, and adjusting the time to achieve maximum learning outcomes (Herwina, 2021). Through differentiated learning activities, all student needs are adapted to students' interests or learning styles (Ade Sintia Wulandari, 2022). Learning style is a way or path of how these students can learn well. Some have a learning style with visuals (looking at photos, reading), some are auditory (listening to lectures or discussions), and others have a learning style by moving (kinesthetic) (Andini, 2022). The statement is in line with the objectives of the differentiated learning (Marlina, 2019) which states that: 1) to help all learners; 2) to improve student motivation and learning outcomes. So that students achieve learning outcomes that are consistent with the difficulty of the material provided by the teacher. If students are taught based on their skills, the student's learning motivation increases; 3) establishing a harmonious relationship between teachers and learners. Differentiated learning increases the strong relationship between teachers and students so that students are enthusiastic about learning; 4) helps learners become independent learners. When students are taught independently, students are accustomed to and appreciate the diversity of their potential; and 5) to increase teacher satisfaction. When a teacher uses differentiated learning, the teacher feels challenged to develop his teaching skills in a way that allows the teacher to be creative.

4. CONCLUSION

Teachers as one of the main actors in the implementation of education must certainly equip themselves with different skills and competencies in accordance with the times. In the learning process, teachers must use the right learning strategy, one of which is differentiated learning. Differentiated

learning is an effort to address student variation in the classroom through different approaches that tailor education and curriculum to the individual needs of learners. Differentiation serves to address this variation by tailoring content, instruction and assessment to students' needs and interests. There are three things that need to be considered in the learning differentiation approach, namely content, process and product. Improving teacher competence is very important. In pedagogical competence, there is one learning strategy to deal with student diversity in the classroom. This diversity must certainly be addressed by teachers by implementing appropriate learning, in accordance with their knowledge, so that there is no "malpractice" in the process of learning activities. The implication of this finding is that teachers must continue to learn to improve their competence and understanding, especially pedagogical competence, which is one of the most important competencies that a professional teacher must have in accordance with what is required by law.

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