

Implementing Differentiated Learning Strategies to Address Individual Learning Needs in Indonesian Vocational High School

Asip Efendi¹

Hamidah²

Azet Sampurna³

Ahmad syafak khoirut tobib⁴

Siti Zulaikhah⁵

Ratu Vina Rahmatika⁶

asepefendi0206@gmail.com

hamidahpai3@gmail.com

azetsampurna17@gmail.com

Achsyafak18@gmail.com

siti.zulaikhah@radenintan.ac.id

ratuvinarohmatika@metrouniv.ac.id

Abstract: Differentiated learning was an innovative educational approach aimed at meeting the learning needs of each student according to their characteristics, potential, and learning styles. In modern education, students had varying levels of readiness, interests, and cognitive profiles, which required teaching strategies to be flexible and adaptive. The purpose of this study was to examine the effectiveness of differentiated learning strategies in improving student learning outcomes and engagement. This research employed a qualitative method with a case study approach conducted in several schools that had implemented differentiated learning. Data were collected through observations, interviews with teachers and students, and analysis of instructional documents. Thematic analysis was used to explore how differentiation strategies were applied and their impact on the learning process. The results showed that well-implemented differentiated learning strategies enhanced students' motivation, conceptual understanding, and active participation in the classroom. Teachers who applied these strategies were better able to adapt learning content, processes, and products to accommodate students' unique needs, leading to a more inclusive and effective learning environment. In conclusion, differentiated learning proved to be an effective method for addressing individual learning needs and improving educational quality. Therefore, educators required ongoing training and support to design and implement differentiation strategies effectively across diverse educational contexts.

Keywords: differentiated learning, individual learning needs, teaching strategies, inclusive education, learning innovation

Abstrak: Pembelajaran diferensiasi merupakan pendekatan pendidikan inovatif yang bertujuan untuk memenuhi kebutuhan belajar setiap siswa sesuai dengan

¹ Universitas Islam Negeri Raden Intan Lampung

² Universitas Islam Negeri Raden Intan Lampung

³ Universitas Islam Negeri Raden Intan Lampung

⁴ Universitas Islam Negeri Raden Intan Lampung

⁵ Universitas Islam Negeri Raden Intan Lampung

⁶ IAIN Metro Lampung

karakteristik, potensi, dan gaya belajar mereka. Dalam pendidikan modern, siswa memiliki tingkat kesiapan, minat, dan profil kognitif yang bervariasi, yang mengharuskan strategi pengajaran menjadi fleksibel dan adaptif. Tujuan penelitian ini adalah untuk mengkaji efektivitas strategi pembelajaran diferensiasi dalam meningkatkan hasil belajar dan keterlibatan siswa. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus yang dilakukan di beberapa sekolah yang telah menerapkan pembelajaran diferensiasi. Data dikumpulkan melalui observasi, wawancara dengan guru dan siswa, serta analisis dokumen instruksional. Analisis tematik digunakan untuk mengeksplorasi bagaimana strategi diferensiasi diterapkan dan dampaknya terhadap proses pembelajaran. Hasil menunjukkan bahwa strategi pembelajaran diferensiasi yang diterapkan dengan baik meningkatkan motivasi siswa, pemahaman konseptual, dan partisipasi aktif di kelas. Guru yang menerapkan strategi ini lebih mampu menyesuaikan konten, proses, dan hasil pembelajaran untuk mengakomodasi kebutuhan unik siswa, sehingga menciptakan lingkungan pembelajaran yang lebih inklusif dan efektif. Kesimpulannya, pembelajaran diferensiasi terbukti sebagai metode efektif untuk memenuhi kebutuhan belajar individu dan meningkatkan kualitas pendidikan. Oleh karena itu, pendidik memerlukan pelatihan dan dukungan berkelanjutan untuk merancang dan menerapkan strategi diferensiasi secara efektif di berbagai konteks pendidikan.

Kata Kunci: *Pembelajaran diferensiasi, kebutuhan belajar individu, strategi pengajaran, pendidikan inklusif, inovasi pembelajaran*

Introduction

Education is the main foundation in forming quality human resources. Each person has specific features that affect the way they receive and process information (Puspitaningrum, Abdulkarim, Komalasari, & Fitriyanti, 2024). This diversity includes students' differences in learning readiness, interests, and learning styles. Unfortunately, traditional education systems typically use a uniform approach, which means they cannot optimally meet the needs of individuals.

This condition poses the main problem, namely how to make a learning approach that can meet the learning needs of each student. An approach that ignores individual differences has the potential to cause students to be less motivated to learn and less engaged in the learning process (Gulo, Karyani Zega, Lase, & Waruwu, 2023). Therefore, a flexible and responsive learning strategy is required.

Differentiated learning is one of the strategies that is considered effective to overcome this problem. Learning is tailored to students' learning profiles, interests, and needs (Susilo, Cipwati, Cahyaningrum, & Sari, 2024). Teachers can improve

academic motivation and achievement by adapting content, procedures, and learning products to the characteristics of students. According to (Farid, 2022), this approach can help students meet all of their learning needs. According to previous research, differentiated learning can be applied to various levels of education. According to (Fitriyah & Bisri, 2023), this approach is effective in meeting students' readiness and their preferences for learning. Moreover (Agusta, Hardianti, Komalasari, & Dewi, 2024), found that the application of differentiation had a significant influence on students' intrinsic motivation and their learning achievement in elementary school.

Despite this, research is still limited on the application of differentiated learning in education. Most research has concentrated on basic education, but little research has been done on the application of differentiation strategies at the middle and upper levels. This suggests that further research is needed to investigate the application of differentiation strategies in broader contexts, especially in highly diverse classroom contexts.

The focus of this research is: (1) How do teachers distinguish the application of learning strategies in heterogeneous classroom contexts? and (2) To what extent can this method improve students' desire and learning outcomes? These questions were used to start this study. This research also aims to provide practical guidance for teachers in designing and implementing differentiated learning strategies. Another goal of this study was to analyze how teachers apply these strategies and evaluate their influence on students' motivation and learning outcomes.

This study uses classroom action research (PTK), which involves teachers and students in a number of schools. With PTK, researchers can see first-hand learning, find problems in the field, and evaluate how effective the differentiation strategies used are. Analysis of learning documents, interviews, and observations is a method of data collection (Sugiarti, 2023).

This research is expected to strengthen teachers' understanding of the importance of implementing differentiated learning in diverse classroom contexts. In addition, by using a learning approach that is more in line with the needs of students, this research is also expected to increase student motivation and the achievement of their learning outcomes. Therefore, it is hoped that this research can make a real contribution to improving the quality of education in Indonesia. Differentiated learning can be a way

to create an education system that is inclusive, adaptive, and centered on the individual needs of students.

Research Method

This study uses a qualitative approach with the classroom action research method (PTK) (Halik, Sultan, & Asri, 2023). The qualitative approach was chosen because it allows researchers to deeply understand the process of applying differentiated learning strategies in a real classroom context. The PTK method is used to identify problems in learning, design corrective actions, implement these actions, and evaluate the results systematically (Siregar, Satria, & Dianur, 2024). This approach is in accordance with the research objectives that aim to improve the quality of learning through direct intervention in the classroom.

This study uses the Classroom Action Research (PTK) method because it is suitable for answering the formulation of problems related to the implementation of differentiated learning strategies that focus on improving student activities and learning outcomes. PTK also provides researchers and teachers with the flexibility to directly identify, design, implement, and reflect on real-world learning practices in the classroom. In other words, PTK allows researchers and teachers to actively work together to solve learning problems systematically and sustainably (Pebriyandi & Sari Mardian, 2024).

This research was carried out at SMKN 2 Bandar Lampung, for two months in the even semester of the 2025 school year. The subjects in this study were 30 students of grade XI and 1 teacher of Indonesian subjects. This PTK is carried out in two cycles, where each cycle consists of four stages: planning, implementation, observation, and reflection. Each cycle is compiled based on the findings of the previous cycle to improve the learning process gradually and continuously.

The selection of PTK as the primary method is based on the need to observe firsthand how differentiated learning strategies are applied in heterogeneous classrooms and how these strategies impact student engagement and learning outcomes. In addition, PTK allows for a process of repetitive reflection which is important in improving teachers' competence in designing and implementing adaptive learning according to student characteristics. (Setiawan, Andani, Prawanti, & Destiana, 2024).

Three main methods were used to collect data in this study: participatory observation, semi-structured interviews, and document analysis. Participatory observation is carried out during the learning process to record student activities, their participation in assignments, and interactions between teachers and students in the application of differentiated learning. Semi-structured interviews were conducted with teachers and five students who were selected purposively. The purpose of this interview is to explore the experiences, perceptions, and issues that students face during the learning process.

Document analysis is also used to evaluate teaching materials, Learning Implementation Plans (RPPs), and student work outcomes such as worksheets, study notes, and formative assessments. This technique is important to evaluate how effective the application of differentiation strategies is to student planning and learning outcomes.

The collected data were analyzed by thematic analysis method. Identification of key themes, encoding the data, transcription and interpretation of emerging patterns are all part of this process. Thematic analysis is a good choice because it can organize qualitative data systematically and in-depth. It can also demonstrate how well the differentiation strategy meets the unique learning needs of students.

By comparing the results of observations, interviews, and document analysis, triangulation of methods and data sources is used to ensure that the data is valid and reliable. In addition, discussions with peers (peer debriefing) are carried out to increase the objectivity of research results and researchers' interpretations (Setiawan, Andani, Prawanti, & Destiana, 2024). The goal of this action is to provide a more comprehensive picture of how effective differentiated learning is in the classroom and improve the reliability of research results.

Results and Discussion

Implementation of Differentiated Learning

Differentiated learning is a method that aims to meet the unique learning needs of students by customizing materials, procedures, and learning outcomes. By taking into account differences in students' learning profiles, interests, and learning readiness, this strategy allows students to reach their full academic potential (Sumilat & Tunas, 2024). (Almujab, 2023), differentiation also allows students to create learning materials

that match their interests and preferences, which can improve their engagement and learning outcomes.

Grade XI teachers of SMKN 2 Bandar Lampung implement differentiated learning by changing the subject matter using various media, such as interactive readings, illustrative pictures, and learning videos. For example, when teachers provide material on the theme "Indonesian Cultural Diversity" in the form of documentary videos, short reading texts, and visual maps. The results of the observation showed that students with visual learning styles understood the material faster by using the medium of images and maps. Students who are particularly interested in reading prefer to get information through narrative reading.

According to the results of the initial diagnosis of learning abilities and interests, the teacher divides the students into groups to carry out the process. Students who have high social interests are given the task of speaking and creating role simulations. Students who prefer to work independently are given the task of making summaries or mind mapping. In an interview, one student stated, "I prefer to work on my own because I can focus, and I enjoy drawing from what I read." Students feel valued and more active in the learning process because of this strategy.

Teachers allow students to demonstrate their knowledge of the product by creating posters, poems, or oral presentations. The results of the students' work showed variations in conveying understanding and improvement from cycle I to cycle II. For example, only 40% of students in cycle I can complete the assignment completely according to the criteria, while 80% of students in cycle II can do so.

These findings are supported by observations of teachers and researchers during classroom implementation. Observational records show an increase in student participation rates, especially in students who were previously passive. In an interview, the teacher said, "Children who are usually silent start to be active when their tasks are tailored to their interests, for example those who like to draw are given the task of making cultural posters."

The implementation of differentiation faces several problems, although the results are positive. The limited time to design appropriate learning for each group is one of them. In addition, teachers stated that they faced problems in managing the classroom while doing various tasks simultaneously (Jihan Rahma Indah Puspa Sari & Wijastuti, 2015). This is in line with the results (Karomi, Cheap, Syahidallah, &

Junayanti, 2024), which emphasizes that teacher training and facility support are necessary for this strategy to work well, especially for students with special needs.

(Zubair, 2023), showing that differentiated learning at the level of early childhood education can encourage creativity by grouping students based on their interests and using a variety of learning mediums. However, obstacles such as infrastructure and time limits are still barriers.

(Dawn, 2023), emphasizing that careful planning is required to tailor content, processes, and products to the student profile in the Independent Curriculum. During the practice in the field, SMKN 2 Bandar Lampung teachers reflect after each cycle to improve the differentiation approach. This reflection was carried out with the researchers, which resulted in adjustments to the RPP for cycle II based on the evaluation of challenges and successes in cycle I.

If applied consistently and adjusted to classroom conditions, a field-based approach involving observation, interviews, and analysis of student work results can be concluded that differentiated learning improves student activities and learning outcomes. The increase in grade point averages from 72 in cycle I to 83 in cycle II and the increase in student active involvement, shown by student activity observation sheets, are evidence of this success.

Benefits of Differentiated Learning

One of the main benefits of differentiated learning is increased student motivation in learning. Students feel more valued and more eager to follow the learning process when there is a variation in learning materials that can be tailored to individual interests and needs (Herwina, 2021). Differentiation-based learning increases students' learning motivation by 25% compared to conventional learning. This is due to a higher sense of engagement as the material is presented in a format that is relevant to the student's preferences.

Differentiated learning also helps students to be more involved in the learning process. Students tend to be more active in classroom activities if they are allowed to choose the learning method that best suits their learning style. Research by (Wiyono, Rahayuningtyas, & Anggoro, 2024), found that differentiated learning methods can increase student participation by up to 30% compared to conventional educational models. Students interact more with each other in collaborative activities and group discussions, as well as between teachers and each other as a result of this engagement.

Improved student academic achievement is an added benefit of differentiated learning (Swandevi, 2021). When the material is presented in a way that is appropriate to the student's level of readiness and their learning style, it is easier for students to understand and remember. Students who studied with differentiation strategies showed an increase in average academic scores of 18% compared to the control group who studied with the uniform method.

Differentiated learning not only has an academic effect, but it also improves students' social and emotional skills (Hidayat, Fajriyah, & Warsiti, 2024). By having the opportunity to learn in an environment that respects differences and encourages cooperation, students are better prepared to face the challenges that arise in their social lives. A study by (Yani & Susanti, 2023), found that students who learned with a differentiated approach had greater confidence and were better at working together compared to students who learned with a conventional approach.

Finally, differentiated learning strategies support diversity in the classroom, especially in terms of academic inclusion. By adjusting the learning methods and content, students with special needs or different learning abilities can stay on track. (Lisnawati & Dewi Nirmala, 2024), found that differentiated learning can help students with special needs achieve better learning outcomes and increase student participation by up to 40% compared to conventional methods. Therefore, this method not only benefits every student, but also supports the idea of inclusive education.

Challenges in the Implementation of Differentiated Learning

Although differentiated learning has many benefits, there are many difficulties when applied in the classroom. Compared to conventional learning approaches, the complexity of planning is a major problem. Teachers must create a variety of strategies to meet the unique needs of students, which requires additional time to prepare for learning. Time constraints and a lot of administrative responsibilities cause 78% of teachers in secondary schools to have difficulty adapting their lesson plans to individual student differences. Therefore, better administrative assistance is needed so that teachers can use differentiated learning strategies well.

In addition, understanding the needs and characteristics of each student is a challenge for teachers. Differentiated learning requires continuous evaluation so that teachers can optimize their learning. A study by (Nandini & Montessori, 2024), found that teachers were not trained to conduct diagnostic assessments, making it difficult for

them to find students' specific needs. As a result, the strategies used are ineffective. Regular training is required to address this problem. This training will help teachers understand assessment techniques more effectively and accurately.

Another challenge in implementing differentiated learning is the limited resources, both in the form of learning materials and learning aids (Umayrah & Wahyudin, 2024). Many educational institutions, especially in remote areas, do not have the ability to gain access to the wide range of resources necessary to support differentiation strategies. A study by (Salsabila, Wasino, & Sutopo, 2024), found that 65% of schools in rural areas face problems in providing learning materials that are tailored to students' needs. This is due to a lack of budget and limited access to educational technology. Therefore, more funding should be given to the government and educational institutions to support the implementation of differentiated learning.

Differentiated learning also faces problems with large class sizes. Teachers often have trouble providing enough guidance and attention to every student in a class with many students. A study by (Triningsih, Yarmi, & Nurhasanah, 2025), found that teachers who taught in classrooms with more than 35 students had difficulty creating effective learning approaches, which led to students being less engaged. Small group-based learning and the use of technology can be an effective solution to this problem.

Finally, differentiated learning relies heavily on strong education policies. This strategy will be difficult for teachers to implement if there are no clear regulations and support from the government and educational institutions. Research by (Anisa Permata Sari, 2024), found that education policies that support curriculum flexibility and provide regular teacher training contribute greatly to the successful implementation of differentiated learning in various schools. Therefore, a more inclusive and responsive education policy to differentiated learning needs is needed to ensure that all students get the best possible learning experience.

The Role of Teachers in Differentiated Learning

Teachers have an important role in differentiated learning because they are responsible for discovering and understanding the different learning needs for each student. Before creating a proper learning strategy, teachers must be able to conduct diagnostic assessments to identify students' interests, learning readiness, and learning profiles (Rahmadini & Dafit, 2024). According to research conducted by (Kristiani et al., 2021), effective diagnostic evaluations can increase the effectiveness of

differentiated learning by up to 35%. This is because it allows teachers to customize their teaching methods to meet the specific needs of students. Therefore, being able to conduct this evaluation is a very important skill for every educator.

Teachers must also be creative and flexible in compiling and presenting diverse learning materials. In learning, there are differences in content, procedures, products, and learning environments. This variation must be tailored to the unique needs of the student. According to research conducted by (Nugraha, Supriadi, & Firmansyah, 2023), teachers who use flexible learning approaches, such as project-based learning and interactive discussions, can increase student active participation by 40% compared to conventional learning models. Therefore, the ability of teachers to use various methods to deliver material is the key to the success of different learning.

Differentiation learning strategies also rely heavily on the cooperation of teachers, parents, and communities. Teachers cannot work together to create a learning environment that meets the needs of all students. A study by (And Put Nanda Narayana Subrata, 2023), found that parental involvement in the learning process can improve learning outcomes by up to 30%. This is because support from the family environment helps students understand the material better. Therefore, establishing a good relationship between teachers and parents is essential to implement this strategy.

Further, continuous professional development is essential to ensure that teachers have the necessary abilities to implement differentiated learning. Teachers can gain a better understanding of the best learning techniques through training and seminars that focus on differentiation approaches. According to (Pramudianti, Huda, Kusumaningsih, & Wati, 2023) The training on differentiated learning increased teachers' ability to adapt teaching strategies by 45%, which improved student learning outcomes. Therefore, the success of the implementation of differentiated learning will be greatly influenced by investment in teacher professional development.

Finally, the role of teachers in differentiated learning includes the development of students' social and emotional skills in addition to the academic focus. Teachers must create an inclusive and supportive learning environment where every student feels valued and motivated to learn further. Research by (Aminah, Ervina, & Sari, 2023), found that teaching tailored to students' social and emotional needs can improve students' psychological well-being by as much as fifty percent, which in turn improves

academic achievement (jurnal.ui.ac.id). Therefore, teachers not only help students learn, but also help them develop overall in a variety of learning environments.

The Impact of Differentiated Learning on Learning Outcomes

Studies have shown that differentiated learning has a positive impact on student learning outcomes. By tailoring learning to individual needs, students are better able to understand the material, which is reflected in improved grades and academic achievement. (Jumrawasi, 2024), found that students who studied with differentiation strategies obtained 20% higher academic scores than students who studied with conventional methods.

The differentiation method increases academic grades and improves critical thinking skills. Students can explore ideas more deeply and develop a better understanding by giving them the opportunity to learn in a way that best suits their learning style. Differentiation-based learning improves students' analytical thinking and problem-solving (Diarera & Budiarti, 2016).

Students' affective aspects, such as their motivation and confidence in learning, are also influenced by differentiation in learning. Students feel more valued and accommodated during learning, which increases their confidence in learning the material. Research by (Ernawati, Raharjo, & Rudiansyah, 2024), showing that differentiated learning increases students' desire to learn by thirty percent compared to conventional methods. In addition, differentiated learning helps students with diverse academic backgrounds become inclusive. Students with special needs, such as students with academic excellence or learning difficulties, can choose their own learning style and pace. As shown by (Sumilat & Tunas, 2024), students with special needs who learn in a differentiation-based environment show increased engagement and participation in the classroom. Thus, it can be concluded that differentiated learning strategies are essential for improving academic outcomes, critical thinking skills, motivation, and inclusion in the classroom. Therefore, the implementation of this strategy must be supported by adequate teacher education and training policies.

Conclusion

Differentiated learning has proven to be an effective method for improving student motivation, engagement, and learning outcomes. This is because these methods can cater to individual differences in terms of readiness, interests, and learning styles. Modifying content, procedures, and learning outcomes allows students

to learn according to their needs and potential. This helps them improve their academic achievement and strengthen their social and emotional skills. However, there are some problems that still occur when implementing this strategy. These include difficult planning, time constraints, lack of teacher instruction, and lack of support resources. Nonetheless, differentiated learning has many benefits that make it a relevant approach to creating inclusive and adaptive learning environments at various levels of education. Therefore, more concrete support from various parties is needed, such as providing teacher training modules based on local contexts, creating unique teaching tools, and supporting technical assistance and educational policies that encourage differentiated learning.

REFERENCES

- Agusta, Ratu Meri, Hardianti, Asti, Komalasari, Rena, & Dewi, Ratna Sari. (2024). *Dampak Pembelajaran Berdiferensiasi Terhadap Motivasi Dan Hasil Belajar Siswa Sekolah Dasar*. 09.
- Almujab, Saiful. (2023). Pembelajaran Berdiferensiasi: Pendekatan Efektif Dalam Menjawab Kebutuhan Diversitas Siswa. *Oikos: Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, 8, 1-17. Retrieved from [http://repo.iain-tulungagung.ac.id/5510/5/BAB 2.pdf](http://repo.iain-tulungagung.ac.id/5510/5/BAB%202.pdf)
- Aminah, Aminah, Ervina, Iin, & Sari, Anggraeni Swastika. (2023). Pengaruh Keterlibatan Orang Tua terhadap Kesiapan Belajar pada Anak di TK Al-Amien Jember. *Jurnal Parenting Dan Anak*, 1(1), 12. <https://doi.org/10.47134/jpa.v1i1.42>
- Diarrera, Dafid, & Budiarti, Wahyu Nuning. (2016). *Optimalisasi Kurikulum Merdeka Melalui Pembelajaran Diferensiasi: Menggali Konsep, Implementasi, Dan Dampaknya*. 4(1), 1-23.
- Ernawati, Ernawati, Raharjo, Makmum, & Rudiansyah, Rudiansyah. (2024). Upaya Peningkatan Minat Belajar Peserta Didik dengan Pembelajaran Berdiferensiasi Berbantuan Paper Mode Quiziz IPAS Kelas IV Sekolah Dasar. *Indonesian Research Journal on Education*, 4(3), 864-872. <https://doi.org/10.31004/irje.v4i3.908>
- Farid, Ilham. (2022). Strategi Pembelajaran Diferensiasi Dalam Memenuhi Kebutuhan Belajar Peserta Didik di Sekolah Dasar. *Jurnal Pendidikan Dan Konseling*, 4, 1707-1715.
- Fitriyah, & Bisri, Moh. (2023). Pembelajaran Berdiferensiasi Berdasarkan

Keragaman Dan Keunikan Siswa Sekolah Dasar. *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 9(2), 67–73.
<https://doi.org/10.26740/jrpd.v9n2.p67-73>

Gulo, Megawati, Karyani Zega, Indah, Lase, Nika Tri Warna, & Waruwu, Lestari. (2023). Peran Interaksi Guru dalam Meningkatkan Motivasi Belajar Siswa. *Journal on Education*, 06(01), 6079–6087.

Halik, Abdul, Sultan, Muhammad Asrul, & Asri, Husnul Khatimah. (2023). Penerapan Model PQRSST Untuk Meningkatkan Hasil Belajar Membaca Pemahaman Siswa Kelas V SDN 176 Barru. *JUARA SD : Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar Volume*, 2(2), 197–201.

Herwina, Wiwin. (2021). Optimalisasi Kebutuhan Murid Dan Hasil Belajar Dengan Pembelajaran Berdiferensiasi. *Perspektif Ilmu Pendidikan*, 35(2), 175–182.
<https://doi.org/10.21009/pip.352.10>

Hidayat, Danny Lutvi, Fajriyah, Khusnul, & Warsiti, Bernadeta. (2024). Pengembangan Keterampilan Kolaboratif Siswa Melalui Pembelajaran Berdiferensiasi di Kelas 6 SD Bukit Aksara. *Alacrity: Journal Of Education*, 4(3), 159–168.

I Putu Nanda Narayana Subrata. (2023). Dukungan Orangtua dan Lingkungan Sosial Terhadap Motivasi Belajar dan Hasil Belajar Pendidikan Jasmani, Olahraga, dan Kesehatan. *Jurnal Ilmu Keolahragaan Undiksha*, 11(1), 7–15.
<https://doi.org/10.23887/jiku.v11i1.56214>

Jumrawasi. (2024). Analisis Pembelajaran Berdiferensiasi Pada Pelajaran Matematika Di Sekolah Penggerak SMK Kab.Pesisir Barat. *JRPP*, 7, 10875–10883.

Karomi, Murah, Syahidallah, & Junayanti, Maryana. (2024). An Analysis of the Implementation of the Merdeka Curriculum in Inclusive Schools in East Lombok Regency. *JoIEM*, 5(2).

Kristiani, Heny, Susanti, Elisabet Indah, Purnamasari, Nina, Purba, Mariati, Saad, M. Yusri, & Anggaeni. (2021). Model Pengembangan Pembelajaran Berdiferensiasi (Differentiated Instruction) pada Kurikulum Fleksibel sebagai Wujud Merdeka Belajar di SMPN 20 Tangerang Selatan. In ... *dan Pembelajaran, Badan ...*

Lisnawati, Lilis, & Dewi Nirmala, Sri. (2024). Pengaruh Strategi Pembelajaran Berdiferensiasi terhadap Minat Belajar Siswa SD pada Mata Pelajaran Matematika. *Jurnal Studi Guru Dan Pembelajaran*, 7(2), 548–561. Retrieved from <https://doi.org/10.30605/jsgp.7.2.2024.3731>

Nandini, Silvira, & Montessori, Maria. (2024). Hambatan Guru dalam Pelaksanaan Asesmen Diagnostik pada Pembelajaran PPKn Berdasarkan Kurikulum Merdeka. *Journal of Education, Cultural and Politics*, 4(2), 333–345.

Nugraha, Irfan Rizkiana Raja, Supriadi, Udin, & Firmansyah, Mokh. Iman. (2023). Efektivitas Strategi Pembelajaran Project Based Learning dalam meningkatkan Kreativitas Siswa. *Jurnal Penelitian Dan Pendidikan IPS*, 17(1), 39–47. Retrieved from <http://ejournal.unikama.ac.id/index.php/JPPi>

Pebriyandi, & Sari Mardian. (2024). Penggunaan Strategi Pembelajaran Berdiferensiasi pada Materi Puisi di Sekolah Menengah Atas. *Didaktika: Jurnal Kependidikan*, 13(1), 909–918. <https://doi.org/10.58230/27454312.532>

Pramudianti, Mia, Huda, Choirul, Kusumaningsih, Widya, & Wati, Christin Eni. (2023). Kefektifan Implementasi Pembelajaran Berdiferensiasi pada Muatan Pelajaran PPKn Siswa Sekolah Dasar. *Jurnal Basicedu*, 7(2), 1315–1312. <https://doi.org/10.31004/basicedu.v7i2.4978>

Puspitaningrum, Anggriani, Abdulkarim, Aim, Komalasari, Kokom, & Fitriasari, Susan. (2024). Bahan Ajar Pendidikan Kewarganegaraan dalam Membentuk Karakter Mandiri Peserta Didik Sekolah Mengah Atas. *Jurnal Moral Kemasyarakatan*, 9(1), 163–174. <https://doi.org/10.21067/jmk.v9i1.10316>

Rahmadini, Hanisa, & Dafit, Febrina. (2024). *Pembelajaran Diferensiasi Dalam Kurikulum Merdeka Di SD Negeri 07 Kampung Baru Kabupaten Pelalawan*. 7, 10714–10721.

Sa'ida, Naili. (2023). Implementasi Pembelajaran Berdiferensiasi untuk Meningkatkan Kreativitas Anak. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 4(2), 101–110. <https://doi.org/10.19105/kiddo.v4i2.9400>

Salsabila, Sahmanita Riqqah, Wasino, & Sutopo, Yeri. (2024). Penerapan Model Problem Based Learning Berbantuan Wordwall Tipe Matchup Untuk Meningkatkan Hasil Belajar Peserta Didik. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 09(02).

Sari, Anisa Permata. (2024). *Strategi Pembelajaran Berdiferensiasi Untuk Meningkatkan Kualitas Pembelajaran pada Mata Pelajaran Informatika*. 4(September), 887–894.

Sari, Jihan Rahma Indah Puspa, & Wijastuti, Asri. (2015). *Implementasi Pembelajaran Berdiferensiasi Bagi Peserta Didik Autis Pada Pembelajaran IPAS*. 6.

Setiawan, Ade, Andani, Chairiah, Prawanti, Diah Amalia, & Destiana, Fadya. (2024). Analisis assessment dalam strategi Pembelajaran Diferensiasi kelas XI di SMK

Negeri 51 Jakarta. *Prosiding Diskusi Panel Nasional Pendidikan Matematika*, (13), 643–650.

Siregar, Isropil, Satria, Muhammad Ade, & Dianur, Sultan Tri. (2024). *Strategi Penyelesaian Masalah Dalam Penelitian Tindakan Kelas*. 1, 14–29.

Sugiarti, Tutut. (2023). Menyelidiki Dampak Teknologi Kelas Terhadap Kemajuan Siswa Pada Penelitian Tindakan Kelas Berbasis Kolaborasi (Analisis Prosedur, Implementasi Dan Penulisan Laporan). *TEACHING : Jurnal Inovasi Keguruan Dan Ilmu Pendidikan*, 3(2), 108–120. <https://doi.org/10.51878/teaching.v3i2.2360>

Sumilat, Juliana Margareta, & Tunas, Koni Olive. (2024). *Pembelajaran Berdiferensiasi untuk Mengakomodasi Keberagaman Siswa di Sekolah Dasar*. 07(01), 8362–8369.

Susilo, Joko, Cipwati, Anggi, Cahyaningrum, Margareta Pramita, & Sari, Nurraetri Kurnia. (2024). Pengimplementasian Pembelajaran Berdiferensiasi Produk Berdasarkan Gaya Belajar. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 7(3), 12009–12016.

Swandewi, Ni Putu. (2021). Implementasi Strategi Pembelajaran Berdiferensiasi Dalam Pembelajaran Teks Fabel Pada Siswa Kelas VII H SMP Negeri 3 Denpasar. *Jurnal Pendidikan Deiksis*, 3(1), 53–62.

Triningsih, Renatalia, Yarmi, Gusti, & Nurhasanah, Nina. (2025). *Pengembangan Video Pembelajaran Animasi untuk Meningkatkan Keterampilan Menulis Teks Naratif di Kelas IV Sekolah Dasar*. 8, 277–285.

Umayrah, Anggi, & Wahyudin, Dinn. (2024). Analisis Kesulitan Guru Sekolah Dasar dalam Penerapan Pembelajaran Berdiferensiasi Berdasarkan Gaya Belajar Siswa pada Kurikulum Merdeka. *Edukatif: Jurnal Ilmu Pendidikan*, 6(3), 1956–1967. <https://doi.org/10.31004/edukatif.v6i3.6599>

Wati, Yana Dwi Kurniya, & Murtadlo. (2021). Strategi Diferensiasi dalam Pengembangan Lembaga Pendidikan Kejuruan (Studi Kasus di SMKN 5 Bojonegoro). *Jurnal Inspirasi Manajemen Pendidikan*, 9(4), 965–980.

Wiyono, Handi, Rahayuningtyas, Wida, & Anggoro, Bayu Koen. (2024). Tren Pembelajaran Diferensiasi dalam Kajian Guru di Indonesia: Analisis Jurnal Terindeks Sinta. *JoLLA Journal of Language Literature and Arts*, 4(5), 512–520. <https://doi.org/10.17977/um064v4i52024p512-520>

Yani, Dina Reski, & Susanti, Rahmi. (2023). Keberagaman Peserta Didik Dalam Pemenuhan Target Kurikulum Melalui Pembelajaran Berdiferensiasi. *Guruku: Jurnal Pendidikan Profesi Guru*, 2(1), 13–24. <https://doi.org/10.19109/guruku.v2i1.17576>

Zubair, Siti Nurain. (2023). *Pelaksanaan Pembelajaran Pada Mata Pelajaran Akidah Akhlak Fase E di Madrasah Aliyah Negeri I Kabupaten Gorontalo*. 5, 83–88.