

ACTUALIZATION OF DIFFERENTIATED LEARNING APPROACHES IN ENGLISH SUBJECTS IN THE MERDEKA CURRICULUM PARADIGM AT CENTRAL BENGKULU SENIOR HIGH SCHOOL

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Abstract

Differentiated learning approach is important to facilitates students to create a conducive learning environment that caters to the unique abilities and requirements of each student. The objective of the research is to investigate the implementation of a differentiated learning approach in the independent learning curriculum paradigm in English language subjects at senior high schools Bengkulu Tengah as well as to analyze the challenges faced by teachers in implementing differentiated learning in the context of the Merdeka Curriculum and their recommendation in implementing differentiated learning approaches in English subjects. This research method is descriptive qualitative by conducting interviews with guru penggerak (change agent teachers) who teach English classes with a differentiated approach. semi-structured interviews were conducted in this research. The result showed in implementing differentiated learning, SMAN 03 Bengkulu Tengah conducts initial diagnostics assessment to determine students' abilities, interests, and learning styles. This finding is slightly different from some previous researchers who implemented differentiated learning by using ability categories, namely low, medium and high. There were some challenged faced by teachers in implementing differentiated learning were inappropriate diagnostic assessment results, time management, limited research because only a small number of teachers have participated in differentiated learning training as driving teachers. Teacher recommended to accommodate a variety of learning styles and it is crucial to receive collaboration and support from the institution. Teachers are required to collaborate with their counterparts in order to develop cross-curricular activities that incorporate a variety of learning styles. Therefore, investigating the implementation of differentiated learning approach is essential in giving contribution to teaching English especially for foreign language.

Keywords: English Subject, Differentiated learning, Merdeka Curriculum

INTRODUCTION

In the world of education, the curriculum occupies a very central position. Jannah (2023) stated that the Curriculum is a series of plans and arrangements that include objectives, content, materials, and learning methods used to direct the implementation of learning activities to achieve national education goals. Setiawan et al (2020) added that the scope of the curriculum is policy making, development, evaluation, change, decision-making, activities or fields of study, It shows that the curriculum is one of the important factors in the learning process. because the educational achievement of the institution is influenced by the Curriculum. A good curriculum can have a positive impact on student learning outcomes. Throughout its evolution, the curriculum in Indonesia has experienced multifaceted modifications. As part of its preparation to address future difficulties, the government has introduced a new curriculum known as Merdeka curriculum.

The Merdeka curriculum concept presents a novel methodology for curriculum development in the field of Indonesian education. Through prioritising learner-centred instruction, this curriculum seeks to cultivate 21st-century competencies including critical thinking, creativity, teamwork, and digital literacy. Furthermore, the Merdeka Curriculum emphasises the need of learning that is applicable to real-life scenarios and enables learners to fully exploit their capabilities. student-centred learning is a pedagogical approach that prioritises the individual needs, interests, and talents of each learner during the design and implementation of instruction (Saa, 2024). The primary objective of the Merdeka Curriculum is to enhance the educational standards in Indonesia by incorporating ongoing worldwide advancements and transformations. The implementation of this innovation was undertaken to address many deficiencies found in the previous curriculum and enhance the national identity of Indonesia through the principles of Pancasila (Supianto et al., 2024). Ruaya et al (2022) Asserted that educators play a vital role in the construction of the Independent Curriculum as the primary leaders in the educational process, accountable for education, guidance, instruction, and the cultivation of many aspects in pupils. It is anticipated that the adoption of this curriculum will create a conducive learning atmosphere, where factors such as enthusiasm, security, and curiosity can thrive, while motivating students to be engaged, imaginative, and inventive in maximising their capacity to attain the intended educational results. Educators are regarded as reputable experts who have the duty to fulfil their responsibilities efficiently and play a crucial role in implementing innovations that will enhance comprehensive development.

Within the framework of the new curriculum known as Merdeka, the Ministry of Education and Culture of Indonesia has introduced the 'Pancasila Student Profile' as one of their policy initiatives. This profile is designed to portray Indonesia students in practice the values contained in Pancasila and in mastery of globally recognized skills (Laila et al., 2022). The 2022 Merdeka Curriculum seeks to enhance instruction quality and equip pupils for the future by prioritising character development through initiatives like as the Pancasila Student Profile (Wardani et al., 2023). The Pancasila Learner Profile is designed to address significant enquiries regarding the targeted competency outcomes of our education system.

The primary focus of efforts to enhance the Pancasila Learner Profile is on cultivating character and fostering the acquisition of individual skills that are anticipated to be integrated into students' everyday practice. This phenomenon is manifested through an educational process that encompasses elements of intracurricular, co-curricular, and extracurricular activities, all of which are interconnected in establishing a school culture. Academic content and learning experiences are encompassed by intracurricular learning, while project-based learning that is pertinent to the context is referred to as co-curricular. Extracurricular learning is centred on the acquisition of students' skills and interests (Nahdiyah et al., 2022).

An essential strategic element in optimising the Pancasila Learner Profile, which aims to enhance individual character and competency through Intracurricular, Co-curricular, and Extracurricular Learning in School Culture, is the use of Differentiated Learning. Marlina et al. (2024) stated that differentiated learning refers to the process of aligning learning requirements, such as learning preparedness, interest in learning, and student learning profiles, in order to successfully implement an autonomous curriculum. The practice of differentiating instruction might involve adjusting the content (what students learn), the process (how they learn), and the product (how they demonstrate their learning) in order to better meet the needs of each individual student (Inman & Roberts, 2022). Saa (2024) defined differentiated learning as activities that are intended to meet the requirements of all learners by modifying and altering the content, assessment methods, and learning and teaching strategies in the classroom. The objective is to ensure that the integration of a variety of needs

is perceived as a challenge rather than a burden in education by both learners and instructors, thereby enriching the learning environment.

A Differentiated learning approach is a strategy that facilitates the use of Merdeka Curriculum by creating a conducive learning environment that caters to the unique abilities and requirements of each student. By employing this method, students are enabled to reach their maximum learning capacity and attain elevated levels of comprehension. Furthermore, this method caters to a range of capabilities and preferences in the process of acquiring knowledge, so aligning with the multiplicity of their attributes and learning modalities (Wahyuningsari, D., et al, 2022). In order to create optimal learning conditions for students the use of a differentiated approach to the educational process is important (Arzhanik et al., 2015).

In the context of meeting the needs, readiness, and interests of talented learners, differentiated learning is conceptualised as a method that is learner-centred. The notions of differentiated education are built upon by this construct, which expands on those concepts (Chandra Handa, 2019). This pedagogy can also be tailored to encourage students to cultivate their abilities in accordance with their inherent capacity. Differentiated Learning can cater to the varying needs of learners, taking into account their academic preparedness, interests, and learning profiles, in order to accomplish learning goals (Bal, 2016). In order to foster an environment that facilitates the comprehensive development of each student, differentiated learning in English is becoming more critical.

Differentiated learning in English learning is a teaching approach that adapts methods, materials, and assessments to meet the diverse learning needs of each student in the classroom. This approach is based on the understanding that students have different learning styles, speed of understanding, interests, and needs (Rijal & Waluyo, 2024). By implementing differentiated learning strategies, teachers can create an inclusive, supportive, and relevant environment for all students. The current differentiation encompasses the variation of content, process, product, and learning environment according to students' preparedness (Şaban & Atay, 2023). Differentiated learning is an effective educational approach that acknowledges individual student differences to enhance their potential based on readiness, interests, and learning profiles (Dalila et al., 2022).

Based on this background, this study aims to examine the actualization of a differentiated learning approach in the Merdeka curriculum paradigm in English subjects at Central Bengkulu State Senior High School. This research was expected to provide information on how differentiated learning is applied in English language learning in secondary schools, as well as its contribution to students' English language learning outcomes so that it can be adopted and contribute and insight into the development of learning systems at SMAN 03 Central Bengkulu itself and in other schools more broadly. Based on this background, this study aims to examine the actualization of differentiated learning approaches in the Merdeka curriculum paradigm in the English subject at SMAN Bengkulu Tengah. This research is expected to provide information on how differentiated learning is applied in English language learning in secondary schools, as well as its contribution to students' English learning outcomes so that it can be adopted and contribute and provide insight into the development of learning systems, both in SMAN 03 Central Bengkulu itself and in other schools more broadly. Therefore, this research investigated the way how the implementation of a differentiated learning approach in the independent learning curriculum paradigm in English language subjects at senior high schools Negeri 03 Bengkulu Tengah and then to find out the challenges faced by teachers in implementing differentiated learning in the context of the Merdeka Curriculum and What are the recommendations from English teachers at State Senior High Schools 03 Bengkulu Tengah so that learning process can be

more optimal in implementing a differentiated learning approach in accordance with the paradigm of the Merdeka curriculum in order to enhance the quality of EFL teaching class

METHOD

This research uses descriptive qualitative research methods. Qualitative research is exploratory because the goal is to find new ideas and insights or even generate new theories Creswell (2004). The instrument employed by researchers for data gathering via observation and interviews. The primary data will carry out by depth interview to informants and observation While the secondary data will be taken from other sources such as notes or reports at school or outside school. The informants in this study was comprised of teachers and students at the Senior High School SMAN 03 in Bengkulu Tengah during the academic year 2023-2024. The teacher who teach English and the students who study English are the subjects of this research. Because only two of the five English teachers at SMAN 03 Bengkulu Tengah were the driving teachers who had implemented differentiated learning,. In the meantime, two English teachers were recruited as research subjects at SMAN 03 Bengkulu. The objective of this study was to establish a visual or descriptive representation of the actualisation of differentiated learning approaches in the Merdeka Curriculum Paradigm in English subjects at SMAN 03 Bengkulu Tengah during the academic year 2023-2024. The researcher will employ technical triangulation, which is the process of re-evaluating data by utilising the same data source in a unique manner, in accordance with the aforementioned opinion. For instance, researchers may acquire data through interviews, which are subsequently verified through documentation or observation(Christyawan & Hapsari, 2021).

FINDINGS

- A. The implementation of a differentiated learning approach in the independent learning curriculum paradigm in English language subjects at senior high schools Negeri 03 Bengkulu Tengah

In implementing differentiated learning, SMAN 03 Bengkulu Tengah conducts initial diagnostics assessment to determine students' abilities, interests, and learning styles. diagnostic results to design the right learning strategy. From the results of diagnostic tests and questionnaires conducted at the beginning of the study, it was found that students' learning styles were divided into three main categories: auditory, visual, and kinesthetic. Based on the test and questionnaire results, students were divided into three groups:

- a. Auditory group: 30%
- b. Visual Group: 50%
- c. Kinesthetic Group: 20%

Observations were made to observe student interaction and performance during teaching and learning activities. Differentiated learning, customized to students' learning preferences, encompasses three primary components: content, method, and product difference. Content differentiation involves tailoring materials to accommodate diverse student learning preferences, such as offering films or images for visual learners and textual resources for those who favor reading. In process differentiation, the method by which students acquire knowledge is tailored to align with their preferences. Students with a kinesthetic learning style engage more effectively in physical exercises or hands-on practice, whereas those with an auditory learning style derive greater value from conversations or

verbal elucidations. Ultimately, product differentiation enables students to exhibit their comprehension through many methods. For instance, visual learners might produce posters or diagrams, whereas those inclined towards writing may compose articles or deliver oral presentations. This strategy fosters inclusivity in learning, enabling each student to attain optimal outcomes aligned with their own learning styles and capabilities.

The observation results show that students with different learning styles require different teaching approaches to achieve optimal learning outcomes. Auditory Group Assessed based on active involvement in the discussion, understanding of the material presented orally, and ability to re-explain the information discussed. Activity used Listening to Recordings, Assessed based on the accuracy of answers to questions related to the recording, understanding of the content of the recording, and the ability to retell the information heard. Then Visual Group asked to Watch Videos assessed on the ability to summarize the content of the video, accuracy in answering questions, and oral presentation of the video summary and Poster Making, it Judged based on creativity in poster design, clarity of information presented, and poster presentation in front of the class. Next kinaesthetic Group conducted Role-Playing, it assessed based on the ability to act out the scenario appropriately, appropriate use of English, and interaction with other students. It was also integrate Educational Games, Assessed based on active participation in the game, use of English during the game, and reflection after the game.

According to teachers, basically using an integrated assessment rubric ensures that assessment is fair and consistent for all students, regardless of their learning style. This approach not only improves learning outcomes, but also helps students to develop important skills needed for their future. Differentiated learning within the *Merdeka Belajar* Curriculum paradigm, which is supported by holistic and inclusive assessment. Here is English learning outcomes in Phase E Class X Phase E, Generally for Grade X (SMA/MA/Package C Program) At the end of Phase E, students utilize their English language skills both verbally and in writing, as well as through visual media, to interact in ways that are appropriate to the context, purpose of communication, and intended audience. They draw on a variety of text forms such as stories, descriptions, instructions, analyses, re-narratives, reports, as well as authentic text sources as the main foundation in the English learning process at this stage. In using English, learners express their desires and emotions and engage in discussions on topics relevant to their daily lives or actual issues appropriate to their maturity level (Kemendikbudristek., 2022)

B. Analyse the challenges faced by the teachers in implementing differentiated learning.

Examine the obstacles that teachers encounter when implementing varied learning. Restricted Timeframe for Planning and Execution. The interview findings of teachers indicated that the process of designing successful diversified learning necessitates a greater amount of time due to the need of creating diverse learning strategies and media that cater to the varied learning styles of pupils (visual, auditory, kinaesthetic). In the context of an English lesson, teachers are required to create instructional video, audio recordings, and role-play situations pertaining to the same subject matter. Furthermore, teachers must create assignments and assessments tailored to individual learning styles, resulting in a significant increase in preparation time. Consequently, the quality of lesson preparation may be compromised due to time constraints. Teachers may feel hurried and pressured when implementing lesson plans, which can further diminish the effectiveness of differentiated learning. The findings align with those reported by Osae & Papadopoulou (2024) who indicated that a major difficulty found in implementing differentiated learning was insufficient training and time limitations.

Managing heterogeneous classes poses a significant challenge. Effective management of a class including students with diverse learning styles necessitates exceptional classroom management abilities. Teachers are responsible for ensuring that all students Obtain suitable attention and direction. Throughout the class, the teacher should direct their focus towards the visual group engaged in watching the video, the auditory group attentively listening to the recording, and the kinaesthetic group actively participating in the role-play. The teacher should circulate among each group, offer direction, and ensure that all groups maintain concentration on their given duties. Consequently, some students may perceive a lack of sufficient attention, particularly if the teacher fails to distribute the time equitably. This can undermine the maintenance of a favourable classroom atmosphere and lead to a decline in students' involvement if they believe they are not receiving adequate support.

Scarce Resources and Media Differentiated learning necessitates a range of distinct learning mediums and resources to cater to the requirements of disparate learning types. Insufficient availability of these resources poses a barrier. Educators prioritise the utilisation of top-notch instructional videos for visual learning groups, expert audio recordings for auditory groups, and teaching aids for kinaesthetic groups. Nevertheless, the scarcity of multimedia equipment in the school and the insufficient funds to acquire these educational materials impede the execution of this strategy. Consequently, the restricted utilisation of media and learning resources can diminish the efficacy of learning, resulting in a dearth of comprehensive and varied learning experiences for students.

Additionally, the limited resources can diminish the creativity of teachers in designing learning experiences. Furthermore, teachers are burdened with a substantial administrative effort, which further amplifies the time constraints on designing and executing differentiated instruction. Teaching staff are required to provide monthly reports, participate in teacher meetings, and manage classroom management. Furthermore, the available time for designing differentiated learning is somewhat restricted. Consequently, teachers need to allocate their attention between administrative duties and class planning. Optimal differentiation of learning can be influenced by the association between adequate time and attention. Educators may experience fatigue and reduced drive to devise innovative instructional approaches.

In contrast to traditional evaluation, assessing student performance in differentiated learning necessitates a distinct and more intricate methodology. Teachers must devise several types of evaluation, including written examinations for pupils who prefer visual learning, audio presentations for students who prefer auditory learning, and laboratory projects for students who prefer kinaesthetic learning. Developing equitable and uniform evaluation criteria for all types of evaluation in this particular setting is a formidable task. Consequently, educators encounter challenges in formulating and executing equitable and suitable evaluations for every student. Insufficient evaluation can impact students' levels of motivation and progress in learning, whereas challenges in grading might result in insufficient evaluation.

C. Suggestions for English instructors at SMAN 03 Bengkulu Tengah to optimise the implementation of differentiated learning approaches in accordance with the Merdeka curriculum paradigm

In order to enhance the efficacy of differentiated learning in class X in accordance with the Merdeka Curriculum paradigm, English teachers at SMAN 03 Bengkulu Tengah suggest that they should take into account a number of critical recommendations, namely it is important to get valid results from the diagnostic assessment so as not to make mistakes in providing learning methods to students because several times the results of the diagnostic assessment were found to be inconsistent with the facts in the field so that learning for

students did not run optimally. Furthermore, it is important to hold ongoing training for teachers to improve their understanding of variations in learning and learning methods, for example by holding workshops or TOT. The teacher believes that TOT can increase their insight, can give them inspiration in implementing differentiated learning. The quota for driving teachers is also increased so that they can get more in-depth training on differentiated learning so that they can share and provide input to other teachers or colleagues

In addition, it is crucial to implement a comprehensive and diverse methodology for assessment and evaluation. Assessment should encompass a variety of methods, including written examinations, project-based assessments, oral discussions, and practical activities. This will offer a more thorough understanding of the abilities and comprehension of students with varying learning styles. Additionally, constructive feedback should be explicit and focused, addressing students' strengths and areas for development in accordance with their learning styles, in order to facilitate their growth. In order to enhance students' comprehension and provide valuable feedback prior to the final assessment, it is recommended that formative assessments, including brief evaluations and feedback from class discussions, be implemented on a consistent basis. Conversely, summative assessments, such as final exams or substantial assignments, can offer a comprehensive evaluation of student performance.

Kinaesthetic students may be evaluated through practical activity-based assessments, such as simulations and role-playing, while visual students may be evaluated through the development of posters, infographics, or other pictures and oral presentations and discussions are effective assessment methods for auditory students. Furthermore, students are able to implement their abilities in both real and simulated environments through performance-based assessments, including projects and case studies. In order to incorporate a variety of learning styles into a single assessment, English teachers can implement a multifaceted and adaptable assessment approach. Initially, students are able to select the format that is most conducive to their learning style by creating a variety of assessments that include a variety of components, including written examinations, oral presentations, and practical projects. For instance, students may be required to compose an essay, generate a visual flow chart, or perform a live demonstration as part of a project assessment on "Describing a Process." Furthermore, offering students the option to select from a variety of assessment formats, including orally presenting information, composing a report, or creating a video, enables them to customise their learning strategy to the most appropriate learning style. Within the realm of technology, it is imperative to incorporate digital tools into the process of learning. Employing e-learning platforms, learning software, and multimedia technologies can enhance student involvement and offer resources that cater to diverse learning preferences. As an illustration, instructional films, interactive quizzes, and online discussion forums can facilitate auditory and visual learning, while educational simulations and games can cater to the requirements of students who learnt via physical movement. Utilising technology can enhance the incorporation of various learning styles in assessment strategies. Utilizing e-learning platforms such as Google Classroom or Moodle allows students to upload various types of output, including text documents, videos, and presentations.

Learning preparation must also be done carefully. Teachers need to design lesson plans that are flexible and responsive to student needs. This includes preparing materials in a variety of formats and ensuring that planned activities can accommodate a variety of learning styles. In addition, it is important to provide adequate resources, such as books, teaching aids, and digital materials, to support varied learning activities.

Finally, it is crucial to receive collaboration and support from the institution. Teachers are required to collaborate with their counterparts in order to develop cross-curricular

activities that incorporate a variety of learning styles. It is also necessary to obtain the principal's and administration's support to guarantee that there are adequate resources and time to plan and effectively implement differentiated learning. Teachers can foster a more inclusive and effective learning environment that supports students' optimal attainment of English language competency by adhering to these recommendations.

DISCUSSION

Differentiated learning of SMAN 03 groups students based on learning styles, namely auditory, visual and kinesthetic. Auditory students are involved in group discussions and use audio media, visual students are supported with visual materials such as diagrams and videos, while kinesthetic students are given assignments that involve physical activity. These two approaches show how learning differentiation can be actualized in the context of the *Merdeka Curriculum*. This research was supported by the research conducted by Marlina et al (2024), another research also found that the implementation of differentiated teaching based on an independent curriculum is seen from the student's learning styles which included visual, auditory and kinesthetic learning styles. Differentiated learning often classifies students according to their learning styles to more effectively address their unique requirements. This encompasses visual, auditory, and kinesthetic learners (Hati et al., 2024). Both research supported the finding of the research with some differences of course, namely the way of applying learning methods based on the three learning styles and on the obstacles found because the challenges at sman 03 bengkulu look a little more that the previous one.

It differ from Research by A. Rahmawati (2018) which examined the implementation of a differentiated approach in several high schools in Jakarta found that grouping students based on level of academic ability significantly increased academic achievement. where differentiation based on ability is proven to be effective in improving student learning outcomes. Her research result found that different level of students (High, Middle, and Low level) need to have different treatment while this use difference learning method to cover different learning style (audio, visual and kinesthetic). Students are the primary focus of the rationale for differentiation; therefore, it is crucial to promote differentiation, as it results in improved academic performance. It is necessary to plan, preassessment, and design learning experiences that guarantee that each student is learning on a continuous basis in order to accommodate differences (Inman & Roberts, 2022).

The challenges faced by teachers in implementing differentiated learning also have differences and similarities with previous research conducted by de Jage (2017). The findings demonstrated several constraints, including insufficient teacher training, excessive class sizes, heavy workloads, unruly students, resource scarcity, limited parental engagement, second language instruction challenges, inadequate support services, and socio-economic obstacles. Educators face challenges in addressing the diverse needs of all learners, resulting in less successful students feeling overlooked and high-achieving students experiencing boredom(Çamlıbel-Acar, 2021). Educators frequently encounter difficulties in executing differentiated instruction, including the preparation of suitable resources and the modification of their pedagogical approaches (Nychkalo et al., 2020). The study's results indicated that the implementation of differentiation based on content, process, and product has been executed effectively, as demonstrated by teacher comprehension, classroom observations, and the presence of instructional documents. The evaluation method was conducted not just on students but also on the learning process and the lesson plans employed. The obstacles encountered by teachers included the time and effort required for preparing and structuring the learning process, as well as insufficient assistance from fellow educators(Suryati et al., 2023). The initial challenge pertains to insufficient understanding of Differentiated learning

and the lack media or tool (Komodromou & Koutsellini, 2022). It was also in line with the research conducted by researcher.

Recommendation from the finding show that Learning preparation must also be done carefully. Teachers need to design lesson plans that are flexible and responsive to student needs. This includes preparing materials in a variety of formats and ensuring that planned activities can accommodate a variety of learning styles. In addition, it is important to provide adequate resources, such as books, teaching aids, and digital materials, to support varied learning activities. It was different with the research conducted by Chandra (2019) Professional development and training are essential for educators to proficiently implement differentiated learning approach (Ismajli & Imami-Morina, 2018). The case studies by (Chandra Handa, 2019) illustrate that excellent principals consistently improve their comprehension of differentiated learning and augment their teachers' combined ability to educate talented learners but supported by (Yusviranty, 2024) her study posits that the challenges can be surmounted through several strategies: 1) allocating ample time for teachers to plan and design their instruction, 2) providing students with explicit instructions prior to learning activities, 3) implementing group differentiation to facilitate independent group work, and 4) developing a program to enhance teachers' pedagogical skills by facilitating knowledge exchange with experienced educators who have employed differentiated learning strategies. Developing a program to enhance teachers' pedagogical skills by disseminating activities from seasoned educators who have implemented varied learning methodologies.

CONCLUSION

In general, this research determines that differentiated learning offers a more enriching, meaningful, and motivating educational experience for SMAN 03 students. In implementing differentiated learning, SMAN 03 Bengkulu Tengah conducts initial diagnostics assessment to determine learning styles. Diagnostic results to design the right learning strategy. It was found that students' learning styles were divided into three main categories: auditory, visual, and kinesthetic. Some challenges teachers face in implementing differentiated learning were the process of designing successful diversified learning necessitates a greater amount of time due to the need of creating diverse learning strategies and media that cater to the varied learning styles of students. Managing heterogeneous classes poses a significant challenge, assessing student performance in differentiated learning necessitates a distinct and more intricate methodology. The limited resources can diminish the creativity of teachers in designing learning experiences. In order to enhance the efficacy of differentiated learning, the teachers recommend Teachers need to design lesson plans that are flexible and responsive to student needs. This includes preparing materials in a variety of formats and ensuring that planned activities can accommodate a variety of learning styles and it is crucial to receive collaboration and support from the institution. Teachers are required to collaborate with their counterparts in order to develop cross-curricular activities that incorporate a variety of learning styles. The school demonstrates that differentiated learning can be a highly effective instrument for enhancing the quality of education and the holistic development of students when implemented with dedication and innovation.

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