



Implementation of Differentiation Strategy in Teaching Procedure Texts in Grade VII at MTsS Thawalib Padang

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ABSTRACT

Purpose – This study aims to analyze the implementation of differentiated instruction strategies in teaching procedure texts in Grade VII at MTsS Thawalib Padang. The research focuses on the planning, implementation, and evaluation of this strategy in adapting learning to the diversity of students' learning styles, interests, and needs. **Methodology/approach** – This study employs a qualitative approach with a case study strategy. Data is collected through interviews, observations, and documentation from teachers and Grade VII students. Data analysis techniques include data reduction, data presentation, and validation using triangulation to ensure the accuracy of findings.

Findings – The research findings indicate that the differentiated instruction strategy is effective in enhancing students' understanding and motivation toward procedure texts. In the planning stage, this strategy adapts learning to student diversity while integrating Islamic values, fostering an inclusive learning environment. During implementation, teachers apply differentiation in content, methods, and learning products using active techniques such as discussions, demonstrations, and skill-based projects. In the evaluation stage, a reflective approach with formative and summative assessments allows teachers to adjust instructional strategies based on student feedback.

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INTRODUCTION

The Merdeka Curriculum aims to create a more dynamic, innovative, and contemporary educational ecosystem that prepares Indonesia's younger generation to face global challenges. One of the key strategies in the Merdeka Curriculum is differentiated instruction, which involves tailoring teaching methods and materials to suit individual students' needs, interests, and learning styles. This strategy seeks to foster a more inclusive and effective education (Halimah, 2023). According to Sarnoto (2024), differentiated instruction in the Merdeka Curriculum consists of several key aspects: adjusting learning materials, implementing varied teaching methods, providing students with choices in how they learn and demonstrate their understanding, and creating a supportive learning environment that enables students to learn optimally according to their learning styles (Ansori, 2021; Ardian et al., 2023; Zhakupova et al., 2024). In Indonesian language learning, differentiated instruction is used to meet the diverse needs and interests of students while enhancing their language skills. One topic in Indonesian language learning that requires a differentiated approach is procedural texts. According to Wijayanti et al. (2015), a procedural text is a type of text that contains instructions or steps to achieve a specific goal,

including an understanding of objectives, materials or tools, steps, and conclusions.

This research was conducted at MTsS Thawalib Padang, as the school recently implemented the Merdeka Curriculum. Based on observations and interviews with Indonesian language teachers, differentiated instruction has proven beneficial in facilitating student learning. Teachers apply student learning needs mapping based on three main aspects: learning readiness, learning interests, and student learning profiles. With this strategy, students are grouped according to their characteristics, allowing teachers to tailor instructional strategies more effectively.

In implementing differentiated instruction, teachers at MTsS Thawalib Padang also integrate the Pelajar Pancasila profile, such as maintaining classroom cleanliness, praying before studying, and respecting student differences. Additionally, teachers use various learning media, including textbooks, teaching aids, videos, audio recordings, and student worksheets (LKPD) to support differentiated instruction strategies.

The objectives of this study are to describe the planning of differentiated instruction strategies in teaching procedural texts in Grade VII at MTsS Thawalib Padang, observe the implementation of differentiated instruction strategies, and assess the evaluation of these strategies. Theoretically, this study provides new insights into differentiated teaching strategies that align with students' needs. Practically, it benefits teachers by serving as a reference for more effective teaching strategies and classroom management, helps students increase motivation and enthusiasm for learning by aligning lessons with their interests and talents, and enables researchers to gain deeper insights into student learning style variations, which can guide future teaching practices. Additionally, this research serves as a reference for further studies related to differentiated instruction in Indonesian language learning. To clarify the key concepts in this study, the following terms are defined: implementation refers to the process of applying concepts or strategies into real educational practices, including classroom teaching methods, differentiated instruction is an effort to tailor teaching methods to students' individual differences to create an inclusive learning environment, and procedural text strategy involves the learning process that focuses on understanding the structure, objectives, and steps in composing and comprehending procedural texts.

LITERATURE REVIEW

Differentiated Strategy

Differentiated instruction is a teaching method that adjusts the learning process in the classroom to meet the individual needs of each student (Tomlinson, 2017). This concept is based on the reality that every student has different abilities, interests, and learning needs; thus, this strategy aims to create an inclusive and responsive learning environment. According to Tomlinson (2017), differentiated instruction consists of three main aspects: content, process, and product. This strategy allows teachers to accommodate individual differences in the classroom, ensuring that each student has an optimal learning experience (Febrianty et al., 2023; Firdani & Al, 2023; Herman, 2022).

Differentiated instruction consists of several key components that must be considered during its implementation. The first component is content, which refers to the material taught by the teacher and must align with the applicable curriculum (Tomlinson, 2017). The material should be systematically structured and connected to students' daily experiences to facilitate understanding. The second component is the learning process, which refers to how teachers deliver the material using various approaches, such as grouping students based on their talents, interests, or abilities. This approach allows students to learn according to their preferences, such as by reading texts, watching videos, or conducting practical experiments (Tomlinson, 2017). The final component is product, which represents the students' learning outcomes after the learning process. These outcomes may vary depending on students' abilities and learning styles, so teachers need to provide appreciation and constructive feedback (Tomlinson, 2017).

According to Tomlinson (2001), implementing differentiated instruction involves several key steps. First, defining specific and measurable learning objectives. Second, identifying students' learning

needs based on their readiness, interests, and learning styles. Third, adjusting instructional strategies and assessment methods to fit students' needs. Fourth, designing learning activities that accommodate individual differences. Finally, evaluating and reflecting on the learning process for future improvements.

Differentiated instruction has both advantages and disadvantages. According to Wardani (2023), its advantages include its ability to meet the needs of every student, improve student learning outcomes, accommodate individual differences in the classroom, and maximize learning quality. Additionally, this strategy is student-centered, which can increase students' motivation and engagement. However, it also has some drawbacks, such as requiring diverse resources, a longer implementation time, and challenges in managing a diverse classroom. Moreover, teachers must possess strong classroom management skills, and preparing this strategy requires considerable time. Other challenges include the lack of adequate teaching materials and minimal training for educators on differentiated instruction strategies (Wardani, 2023).

The implementation of differentiated instruction offers various benefits to learning. According to Idamayanti (2022), this strategy helps make the teaching and learning process more effective, increases student motivation and learning outcomes, and creates a comfortable and conducive classroom environment. Additionally, it encourages students to become more independent learners and helps teachers become more enthusiastic and creative in their teaching. Other benefits include allowing students to determine learning methods that best suit them and increasing teachers' awareness in managing classrooms more effectively.

Procedural Text Learning

According to the Kamus Besar Bahasa Indonesia (KBBI), a procedure is a series of steps undertaken to complete an activity or a method for solving a problem. Thus, a procedural text is a type of text that contains systematic steps to carry out an action correctly and in a structured manner. Kosasih & Kurniawan (2019) state that the purpose of procedural texts is to provide instructions or guidelines so that a task can be performed accurately. The distinguishing features of procedural texts include the use of imperative sentences, action verbs, and a systematic structure.

The structure of a procedural text consists of three main parts. First, the goal, which explains the purpose of the procedure being carried out. Second, the materials, which list the items or tools needed in the process. Third, the steps, which outline the sequence of actions required to achieve the intended goal (Iskamto et al., 2021, 2022).

Additionally, procedural texts follow specific linguistic conventions. Some common linguistic features in procedural texts include the use of imperative sentences, which provide commands or instructions, action verbs, which indicate the actions that must be performed, and temporal conjunctions, which show the order of steps. Procedural texts also include adverbs of manner, time, and place to provide additional information related to the execution of the procedure.

According to Hidayat (2020), procedural texts can be classified into several forms: simple procedural texts, complex procedural texts, and protocol-based procedural texts. Simple procedural texts contain easy-to-follow and non-complex steps. Complex procedural texts include more detailed and technical instructions. Meanwhile, protocol-based procedural texts consist of steps that do not need to be followed in a strict sequence but still lead to the same outcome.

In evaluating procedural texts, several indicators are used. These include the clarity of the text's purpose and instructions, the completeness of information regarding materials and tools used, the appropriateness of the step sequence according to the correct procedure, and adherence to the linguistic rules of procedural texts.

By understanding differentiated instruction strategies and their application in teaching procedural texts, teachers are expected to create a more effective learning environment that meets the needs of every student.

Based on the existing theories, the conceptual framework is structured as follows:

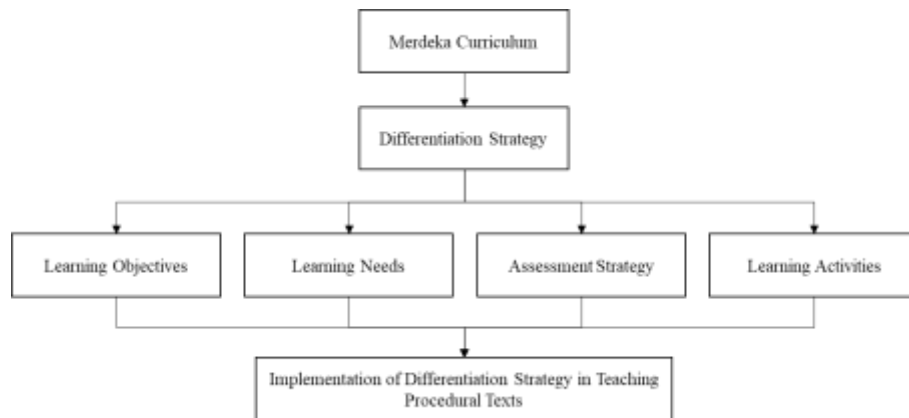


Figure 1. Conceptual Framework of the Research

METHOD

This study employs a qualitative research method, aiming to understand social or human phenomena by describing them comprehensively using words from reliable sources in a natural setting (Fadli, 2021). The research focuses on analyzing whether the use of a differentiated approach can enhance the comprehension of seventh-grade students at MTsS Thawalib Padang in learning procedural texts. Based on the applied strategy, qualitative research can be categorized into two types: field research and naturalistic research (Nugrahani, 2014). In this case, the researcher adopts a field research strategy in the form of a case study, which is open-ended, unstructured, and flexible in its implementation.

This study is conducted at MTsS Thawalib Padang, selected because the school has recently implemented the Merdeka Curriculum, and seventh-grade teachers have started experimenting with differentiated learning methods. The data sources include teachers and students involved in the learning process. Data collection methods involve interviews with Leni Yulanda, S.Pd., a seventh-grade Bahasa Indonesia teacher, and observations of teachers and students to directly examine the implementation of differentiated strategies and student responses to the learning process.

Several techniques are used for data collection, including teacher interviews about the implementation and impact of differentiated strategies, classroom observations to assess how these strategies are applied, student observations to evaluate their interactions with the learning process, and student interviews to understand their experiences and perceptions of differentiated instruction. To support this research, the study employs various instruments, such as teacher interview guidelines covering planning, implementation, and evaluation aspects, teacher observation guidelines focusing on content delivery, teaching methods, student interactions, and learning outcomes, and student observation guidelines assessing material comprehension, discussion participation, and the impact of differentiation on their learning outcomes.

Data analysis is conducted in three stages: data collection through interviews and observations, data reduction to systematically organize relevant findings, and data presentation in the form of tables and narratives describing the results of observations and interviews. To ensure the validity of the data, the study employs triangulation techniques, comparing interview results with classroom observations, correlating teacher observations with student observations, and aligning theoretical concepts with the actual implementation of differentiated strategies in the classroom. Through this approach, the study aims to generate valid and in-depth findings on the effectiveness of differentiated strategies in improving students' comprehension of procedural texts.

RESULT AND DISCUSSION

Result

This study discusses differentiated learning strategies in teaching procedural texts in the seventh-grade class at MTsS Thawalib Padang, covering planning, implementation, and evaluation. Data were collected through interviews and observations of teachers and students, focusing on these three main aspects.

Differentiated Strategy in Planning the Teaching of Procedural Texts for Seventh-Grade Students at MTsS Thawalib Padang

The implementation of differentiated learning planning at MTsS Thawalib Padang is carried out through collaboration between the school and teachers to accommodate student diversity. Observations indicate that the teaching of procedural texts in the seventh grade emphasizes relevance to daily life and Islamic values. According to Ibu Leni Yulanda, S.Pd., the material is not only based on the curriculum but is also adapted to students' experiences. "I choose themes that are relevant to students' lives and have Islamic values, such as the procedure for performing ablution (wudu), the steps for performing voluntary prayers (sunnah salah), and the preparation of halal and thayyib food."

To align the material with students' abilities, Ibu Leni applies a flexible approach. "I still refer to the basic competencies, but I adjust my delivery to match students' learning styles. Some understand better through direct practice, while others prefer reading and analyzing texts." Observations show that this method helps students grasp the material according to their preferences. Regarding learning resources, Ibu Leni utilizes textbooks, Islamic articles, and educational videos. "I also encourage students to explore sources from classical Islamic texts or the advice of scholars regarding purification rituals and etiquette in interactions." Observations confirm that the use of diverse resources enriches students' understanding.

The teaching strategies employed include projects, group discussions, and practical demonstrations. "For visual learners, I provide infographics and videos. For auditory learners, I use short lectures and discussions. Meanwhile, for kinesthetic learners, I engage them in direct practice." Observations show that this variety enhances student engagement.

Table 1. Observation Results on Students' Learning Styles

No	Name	Students' Learning Styles
1	Adhwa Meitahira	Kinesthetic
2	Adzkia Dzikrah	Audiovisual
3	Afika Widi	Kinesthetic
4	Aisyah Arianto	Kinesthetic
5	Aldina Riska Putri	Kinesthetic
6	Alsya Zhulia Putri	Auditory
7	Anjely Jalsilia	Auditory
8	Asani Putri Risfani	Audiovisual
9	Aulia Maheswari	Audiovisual
10	Filia Yunita	Audiovisual
11	Mutia Maulana	Auditory
12	Ratu Adelia Citra Hayi	Auditory
13	Restu Putri Khairur	Kinesthetic
14	Zahra Aprilia	Auditory
15	Zaskia Ramadhani Rossy	Audiovisual

In media usage, Ibu Leni integrates technology such as interactive videos and digital presentations. "I also encourage students to create simple projects, such as videos demonstrating ablution (wudu) practices or cooking halal food." Observations indicate that this approach enhances students' practical understanding. Learning activities are designed to be engaging, including reflection sessions after lessons. "I hold reflection sessions so students can share their experiences in applying procedural texts, especially in worship and Islamic etiquette." Observations support that reflection helps students internalize the values learned.

Final assignments are tailored to students' interests. "I provide several assignment options, such as writing a text, creating an infographic, or making a demonstration video." Observations show that this approach increases students' motivation and engagement.

For assessment, Ibu Leni develops a rubric that includes text structure, procedural clarity, creativity, and alignment with Islamic values. "This rubric helps me provide objective and constructive feedback." Observations indicate that most students can compose procedural texts well, although some still require additional guidance.

Differentiated Strategy in the Implementation of Teaching Procedural Texts for Seventh-Grade Students at MTsS Thawalib Padang

The teaching of procedural texts at MTsS Thawalib Padang has adopted the principles of differentiated learning to accommodate the diverse characteristics and needs of students. In an interview with Ibu Leni Yulanda, S.Pd., it was revealed that the strategies used include differentiation in content delivery, learning processes, and assigned tasks.

Ibu Leni ensures that the delivery of material is adjusted to students' comprehension levels. "I frequently assess students' understanding during lessons and adjust my teaching approach accordingly. If most students grasp the concept, I move on to more complex levels. However, if some struggle, I provide additional examples to make the material easier to understand."



Figure 2. Discussion Activities as an Implementation of Differentiated Learning

For students with special needs, she provides materials in various formats, such as simplified texts, interactive videos, and personalized guidance. "I ensure they receive adequate support to fully comprehend the material." Observations indicate that the materials provided are relevant to students' daily lives, particularly for those with audiovisual learning preferences.

To accommodate various learning styles, Ibu Leni employs different methods. "For visual learners, I provide infographics or videos; for auditory learners, I engage them in discussions; and for kinesthetic learners, I guide them through hands-on practice, such as performing ablution (wudu) or cooking."

She also differentiates the material based on difficulty levels, offering more complex challenges for students who grasp concepts quickly while providing intensive guidance for those who need additional support. "I allow students to choose the level of difficulty that matches their understanding."

Observations indicate that students are more active in group discussions aligned with their learning styles, while the reflection approach helps them better comprehend procedural texts.

Ibu Leni provides flexibility in assignments, allowing students to choose formats that match their interests. "Students can create written pieces, illustrations, or videos. This gives them the freedom to express their understanding." She values students' creativity and adjusts assessment criteria based on the difficulty level of their chosen tasks. "If students opt for more complex tasks, I expect more in-depth results. However, I still appreciate every effort they make." Observations show that most students feel recognized for their work, which enhances their motivation and confidence in learning.

Differentiated Strategy in Evaluating the Teaching of Procedural Texts for Seventh-Grade Students at MTsS Thawalib Padang

The evaluation of learning at MTsS Thawalib Padang is conducted through a reflective and feedback-based approach, which is an integral part of the differentiated learning strategy. Ibu Leni Yulanda, S.Pd., as the instructor, employs various evaluation methods to assess the effectiveness of the materials, teaching methods, and learning media. The evaluation is carried out not only formally but also through direct feedback from students. She emphasizes the importance of reflection after each lesson to gauge the effectiveness of the teaching approach. "I always conduct reflections after each lesson and ask students for feedback on the methods they find most engaging and helpful in understanding the material. Based on this evaluation, I can make adjustments for the next lesson," she explained.



Figure 3. Kegiatan Presentasi Sebagai Bentuk Evaluasi Pembelajaran Berdiferensiasi

To ensure students' understanding, Ibu Leni applies various assessment methods, including short quizzes, group discussions, and personal reflections. Additionally, she provides mentoring sessions for students who struggle with the material to prevent them from falling behind. "I use different evaluation methods, such as short quizzes, group discussions, and personal reflections. I also offer additional guidance for students who need extra support so they can keep up with the lessons," she said. Observations confirm this approach, showing that students actively participate in group presentations and provide constructive feedback to each other when composing procedural texts.

If the evaluation results indicate difficulties in understanding certain concepts, Ibu Leni adjusts her teaching approach by providing more detailed explanations or using different methods. "Based on previous evaluations, I modify the material while considering students' challenges. If many students struggle, I offer more detailed explanations or change my approach," she added. Observations show that this strategy is effective, as most students can grasp procedural texts well, especially those with audiovisual and kinesthetic learning styles.

In addition to assessing teaching methods, the effectiveness of learning media is also evaluated based on student feedback and teacher observations. "After each session, I ask students for feedback on the methods and media used. I also observe how well students understand and apply the material," she said. Observations confirm this statement, with students expressing that visual media significantly help them understand the structure of procedural texts more effectively.

When assessing student work, Ibu Leni does not solely focus on correct or incorrect answers but also considers creativity, quality, and effort. "I evaluate each project based on creativity, quality, and effort. I also appreciate the diversity of ideas and formats they choose," she explained. As a result, students feel more confident when their work is valued, which is evident in their enthusiasm during presentations and their appreciation of peer feedback.

To boost motivation, Ibu Leni consistently provides positive feedback, ensuring that students feel recognized and encouraged to improve. "I always give positive feedback so that students feel appreciated and more motivated," she stated. Classroom observations reinforce this, showing that students are increasingly active in discussions and more confident in writing procedural texts.

The evaluation results serve as the foundation for refining future teaching strategies. "I use the evaluation outcomes as a reference to improve my teaching approach and materials, making them more effective for the next lessons," she concluded. Observations support this, indicating that students find it easier to understand the material after instructional adjustments have been made.

Discussion

This discussion connects research findings with the theory of differentiated learning strategies and their relevance in the context of MTsS Thawalib Padang. The primary focus includes the planning, implementation, and evaluation of procedural text learning.

Differentiated Strategy in Planning Procedural Text Learning for Seventh-Grade Students at MTsS Thawalib Padang

The implemented planning strategy successfully accommodates the diverse characteristics of students while integrating Islamic values into the learning process (Alhafiz, 2022; Irveanty, 2023). Teachers use discussion, demonstration, and interest-based project methods to ensure the material is accessible to all students according to their learning styles. Additionally, materials such as the procedure for ablution (wudu) and the steps for performing sunnah prayers not only enrich academic aspects but also strengthen students' moral and spiritual understanding (Irveanty, 2023). The use of digital technology, such as interactive videos and presentations, also enhances learning effectiveness (Wahyuni & Haryanti, 2024). A well-structured Lesson Plan (RPP) that incorporates differentiated content, processes, and products contributes to the success of this strategy (Fadil et al., 2024).

Differentiated Strategy in Implementing Procedural Text Learning for Seventh-Grade Students at MTsS Thawalib Padang

In practice, the teacher applies a flexible learning strategy tailored to the characteristics of the students. The material is delivered through various methods, such as infographics, videos, and hands-on practice, aligned with students' learning styles (Riana et al., 2023). The integration of technology in differentiated learning provides students with opportunities to learn more independently and according to their needs (Saba, 2024; Purnawanto, 2023). Additionally, students are given the freedom to choose assignments based on their interests and abilities, which has been proven to increase motivation and engagement in learning (Tamrin & Masykuri, 2024). Teachers also encourage reflection on learning outcomes so that students can understand their strengths and areas for improvement, aligning with the research of Jatmiko & Putra (2022).

Differentiated Strategy in Evaluating Procedural Text Learning for Seventh-Grade Students at MTsS Thawalib Padang

Evaluation in differentiated learning is carried out through formative and summative assessments to monitor students' progress gradually (Naibaho, 2023; Banowati et al., 2024). Project-based and portfolio assessments are considered more effective in measuring student understanding compared to conventional assessments (Wibowo & Thaariq, 2023). However, time constraints and high administrative workload pose challenges in implementing more personalized and flexible evaluations (Tulak et al., 2024).

Overall, the differentiated learning strategy at MTsS Thawalib Padang positively impacts students' understanding of procedural texts, both academically and in character development. This approach enables students to learn according to their abilities and interests, creating a more inclusive and effective learning environment.

CONCLUSION

This study shows that the differentiated learning strategy in teaching procedural texts to seventh-grade students at MTsS Thawalib Padang successfully accommodates the diversity of learning styles, interests, and student needs while integrating Islamic values into the teaching materials. This creates an inclusive learning environment that supports both academic and character development. Additionally, this strategy has proven effective in enhancing students' understanding, engagement, and motivation by adjusting materials, methods, and assessments. Reflective and feedback-based evaluation helps students grasp the material better, boosts their confidence, and encourages them to participate more actively in learning. Although challenges remain, such as sentence composition and presentation skills, overall, this strategy fosters a more responsive and effective learning environment for all students.

Based on the research findings, several recommendations are proposed for further development. Theoretically, future research can explore the integration of technology in differentiated learning and its application at different educational levels. Furthermore, a more systematic model of differentiated learning should be developed to facilitate its implementation across various subjects. Reflective and feedback-based evaluation has been proven effective, making it necessary to develop more comprehensive evaluation instruments to assess the effectiveness of this strategy in different learning contexts.

Practically, teachers need ongoing training in planning, implementing, and evaluating differentiated learning to optimize its execution. The use of digital media and interactive technology should also be enhanced to align materials with student needs and improve learning effectiveness. Additionally, teachers should provide constructive and reflective feedback to help students understand their strengths and areas for improvement. Challenges faced by students in sentence composition and presentation skills can be addressed through additional exercises such as group discussions, simulations, and project-based learning to improve their communication skills. The implementation of differentiated learning strategies will also be more effective with collaboration among teachers, students, and parents. Therefore, regular communication between the school and parents is essential to support students' learning success.

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