

EXPLORING ENGLISH TEACHER EXPERIENCE USING DIFFERENTIATED INSTRUCTION IN TEACHING ENGLISH

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Abstract. Differentiated learning is an important approach to addressing the diversity of students' learning needs in English language learning. This study aims to explore teachers' experiences in implementing differentiated learning and identify various challenges faced during the implementation process. The study used a qualitative approach with a case study design. Data were collected through in-depth interviews and classroom observations of English teachers implementing differentiated learning. Data were then analyzed using descriptive analysis through the stages of data reduction, data presentation, and conclusion drawing. The results show that teachers implement differentiated learning through three main stages: planning, implementation, and assessment, which are manifested in the differentiation of content, process, and product according to students' needs, interests, and learning readiness. The research findings reveal that the successful implementation of differentiated learning is largely determined by teachers' ability to map student characteristics and adapt learning strategies flexibly. However, teachers still face various obstacles, such as limited time, lack of learning resources, high variation in student abilities, and limited competency in designing differentiated learning. These findings imply the need for ongoing training and institutional support to improve the effectiveness of the implementation of differentiated learning in schools.

Keywords: Differentiated Instruction, English Teacher Experience, English Language Learning

Abstrak. Pembelajaran berdiferensiasi menjadi salah satu pendekatan yang penting dalam menjawab keragaman kebutuhan belajar siswa pada pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk mengeksplorasi pengalaman guru dalam menerapkan pembelajaran berdiferensiasi serta mengidentifikasi berbagai tantangan yang dihadapi selama proses implementasinya. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam dan observasi kelas terhadap guru bahasa Inggris yang menerapkan pembelajaran berdiferensiasi, kemudian dianalisis menggunakan analisis deskriptif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menerapkan pembelajaran berdiferensiasi melalui tiga tahapan utama, yaitu perencanaan, pelaksanaan, dan penilaian yang diwujudkan dalam diferensiasi konten, proses, dan produk sesuai dengan kebutuhan, minat, serta kesiapan belajar siswa. Temuan penelitian mengungkapkan bahwa keberhasilan implementasi pembelajaran berdiferensiasi sangat ditentukan oleh kemampuan guru dalam memetakan karakteristik siswa dan menyesuaikan strategi pembelajaran secara fleksibel. Namun, guru masih menghadapi berbagai kendala, seperti keterbatasan waktu, kurangnya sumber belajar, variasi kemampuan siswa yang tinggi, serta keterbatasan kompetensi dalam merancang pembelajaran berdiferensiasi. Temuan ini mengimplikasikan perlunya pelatihan berkelanjutan dan dukungan institusional untuk meningkatkan efektivitas penerapan pembelajaran berdiferensiasi di sekolah.

Kata Kunci: Pembelajaran Diferensiasi, Pengalaman Guru Bahasa Inggris, Pembelajaran Bahasa Inggris

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INTRODUCTION

Diversity is an inherent characteristic of contemporary classrooms, where students differ in their learning readiness, interests, abilities, learning styles, and prior experiences. These differences require teachers to adopt instructional approaches that can accommodate individual learning needs rather than relying on uniform teaching practices. One approach that has gained increasing attention is differentiated instruction (DI), which enables teachers to modify content, learning processes, and assessment products to ensure that all students have equitable opportunities to achieve learning objectives (Talain & Mercado, 2023; Azzahra, 2024).

The relevance of differentiated instruction has become increasingly significant following the implementation of Indonesia's Merdeka Curriculum, which emphasizes student-centered learning and the recognition of learner diversity. Through this curriculum, teachers are expected to design flexible learning experiences that respond to students' varying needs and learning characteristics (Jasiah et al., 2024; Sianturi, 2025). Consequently, differentiated instruction is no longer merely an instructional alternative but has become an essential component of effective classroom practice within the current educational framework.

Despite its importance, the implementation of differentiated instruction remains challenging in many educational settings. Previous studies have reported that teachers often struggle to identify students' learning profiles, design appropriate differentiated activities, develop suitable assessment strategies, and manage diverse classrooms effectively (Ramadhan et al., 2023; Rifqi, 2024). These challenges are further compounded by limited teaching resources, insufficient professional development opportunities, inadequate technological support, and varying levels of teachers' pedagogical and digital competencies (Barlian et al., 2023; Maulana & Oktavia, 2023).

These issues are particularly relevant in English language teaching, where learners commonly demonstrate substantial differences in language proficiency, motivation, communication skills, and learning preferences. Effective English instruction therefore requires teachers to employ flexible and adaptive teaching strategies that support diverse learners while maintaining instructional objectives. Although previous studies have examined differentiated instruction within the context of the Merdeka Curriculum, most have focused on general implementation issues. Research specifically exploring teachers' experiences and challenges in applying differentiated instruction in English language classrooms remains relatively limited.

Given these conditions, a deeper understanding of teachers' experiences is needed to bridge the gap between curriculum expectations and classroom realities. Investigating how teachers plan, implement, and assess differentiated instruction can provide valuable insights into the practical challenges and support needed for effective implementation. Therefore, this study aims to explore teachers' experiences in implementing differentiated instruction in English language classrooms and to identify the challenges they encounter throughout the teaching and learning process. The findings are expected to contribute to the improvement of teacher professional development programs and support the successful implementation of differentiated instruction within the Merdeka Curriculum.

METHOD

This research adopts a qualitative approach, using a case study design to explore in detail various phenomena such as behavior, perceptions, motivation, and actions. A case study is a qualitative strategy aimed at examining a current issue within its real-life setting by drawing information from several sources, including interviews and observations (Creswell & Creswell, 2017). The qualitative design especially within the framework of the independent curriculum was chosen to obtain comprehensive insights into how differentiated instruction is practiced in English language classrooms and to understand the challenges teachers encounter while applying it. The case study approach was employed to describe the implementation of differentiated learning in one of the participating schools, with this research focusing specifically on the teachers at MA Miftahul Ulum 1. In this research, the researcher collected data through interviews. Ary et al. (2010) state that gathering public opinions, beliefs, or sentiments about a subject is a common practice in interviews and one of the basic techniques for collecting qualitative data. To find out how to apply DI in the teaching and learning process and to discover its benefits in training students, the researcher conducted structured interviews with an English teacher at MA Miftahul Ulum 1.

In the data analysis process, researchers organize and categorize data patterns to determine which data aligns with the research objectives. After that, compiling the context of the information collected from the organized data. Finally, extracting essential understanding from the facts while conveying the participants' words and actions. According to Ary et al. (2010), data analysis involves three phases: (1) Data organization and familiarization: To obtain well-organized and identifiable data, researchers first classify the data, look for patterns, and determine which data to analyze based on the research objectives; (2) Coding and reduction: categorizing codes to summarize, highlight important points, focus on essential matters, and

eliminate irrelevant information; (3) Interpreting and describing involves taking the words and actions of research participants and abstracting the key ideas that have been expressed

RESULTS

The Implementation of Differentiated Instruction in English Teaching

Differentiated instruction refers to a teaching strategy that adjusts learning to accommodate the varying needs, interests, and abilities of students. This approach requires teachers to design and deliver materials and learning tasks that can be modified according to students' levels of understanding, preferred ways of learning, and individual inclinations. Through these adjustments, teachers can personalize the learning experience and better address the diversity that exists within the classroom. A crucial component of differentiated instruction is identifying what learners need. As noted by Heningjakti & Surono (2023), selecting appropriate learning materials begins with recognizing students' learning needs before instruction takes place. This identification can be achieved through surveys, direct questioning, or the use of psychometric instruments. Psychometric assessments, in particular, offer valuable initial information about students' learning characteristics.

Researcher successfully found the benefits of differentiated instruction based on data collected from interviews with English language teachers. According to teachers' perceptions, the benefits of differentiated instruction are that DI accommodates students' needs. The classroom process involves greater student engagement and increased confidence for both students and teachers. Then, the teacher makes personalized adjustments to accommodate each student's individual preferences and needs. This personalized approach ensures that our teaching methods align with what is most effective for each student. In using differentiated instruction, students receive different approaches from the teacher based on their learning comprehension skills. In the context of differentiated learning, students receive different teaching approaches tailored to their competency levels. Underperforming students are given less complex tasks to support their basic learning, while simultaneously, teachers introduce more advanced material to average and high-achieving students during their exercises. In differentiated instruction activities, teachers sometimes also create groups where students are mixed, regardless of their level (high or low). The purpose is for students to interact and help each other within a group, while the teacher observes and provides guidance. According to the teacher, using differentiated instruction in group form is easier to implement because it saves time and allows the teacher to control the learning process more efficiently.

Teachers are expected to possess a solid grasp of differentiated instruction and how to apply it effectively in practice. The initial phase of implementation involves acknowledging students' differences in readiness, interests, and learning profiles. Commonly, this starts with psychological assessments administered during student admission, which help map out their baseline abilities. To gain more precise insights, teachers may prepare diagnostic forms that include aspects such as self-identity, learning preferences, and personal interests. These non-cognitive assessments are useful in identifying students' learning tendencies early in the process. In differentiated instruction, content must be adjusted using diverse learning resources. Tomlinson (2001) states that differentiating content based on learning profiles involves offering materials and concepts that correspond to each learner's preferred style. Adapting the learning process means allowing students to participate in activities in ways that are most compatible with how they learn. As a result, teachers provide varied activities and modify tasks or instructions according to students' readiness and preferences. In this research, the English teacher at MA Miftahul Ulum 1 applies differentiated instruction based on Tomlinson's (2014) model, which includes three central components: content, process, and product. Content refers to the subject matter students engage with, process involves the ways in which students learn it, and product represents the means through which students demonstrate their understanding. The subsequent sections elaborate on the findings related to each of these components.

Content

For this indicator, the researchers examined the teachers' lesson plans and how they delivered learning materials using differentiated instruction (DI). According to the interview results, teachers presented the material in accordance with the curriculum standards, adapting it to the students' abilities while also referencing content from the previous curriculum. In classroom practice, delivering material through DI involves adjusting the difficulty level of the content based on students' skills and competencies.

Before starting the lessons, the teacher administers a pre-test to assess students' ability levels. Based on these results, students are then grouped into six groups. Low-achieving students receive simpler content to match their level, high-achieving students are given more challenging tasks, and students with moderate achievement receive content of medium difficulty. The teacher's primary goal is to ensure that all students whether low, moderate, or high achievers can reach their maximum potential according to their individual abilities.

Process

This indicator focuses on the approach used to deliver material, taking into account the different learning styles of students. At the beginning of the lesson, the teacher administered a non-cognitive test to gather information about students' learning styles, the social media platforms they use, their readiness to learn, and their prior knowledge of the topics. For instance, if the results show that students have visual and auditory learning preferences, the teacher can incorporate audio-visual tools, such as videos, to support the lesson.

In addition, students' competencies, interests, and learning styles are evaluated through initial assessments. Based on these results, the teacher divided the class into six learning groups, consisting of low, average, and high achievers. During learning activities, project assignments are given both individually and in groups. Each group includes students from different achievement levels, allowing low- and average-achieving students to receive support from high-achieving peers. In this setup, the teacher acts as a facilitator, while students can also assist one another, promoting collaborative learning in the classroom.

Product

In differentiated instruction, the term product refers to the final results students create to show what they have learned, such as projects, written reports, tests, or other performance tasks. In this study, the teacher assessed students' learning by giving tests and by observing their behavior and overall engagement. At the end of each lesson, the teacher carried out written and oral assessments while also paying attention to students' character development. The results show that although some students initially scored poorly, their positive attitude toward the subject matter helped them perform better on later tests and reflective tasks. Typically, the teacher provides a test after each lesson, although formative assessments may also be given after a few lessons. Once several units have been completed, a summative test is administered. These assessments are designed to track students' understanding over time and evaluate their overall achievement throughout the learning process.

Challenges in Implementing Differentiated Instruction

According to the teacher, the main challenge in implementing differentiated instruction (DI) is adapting educational materials to the diverse conditions of the classroom. When teaching large classes, the teacher must carefully plan and modify materials to match each student's abilities. Based on observations and interviews, the researchers identified several key challenges in applying DI:

- Mapping student learning needs; identifying students' learning needs is a fundamental step in differentiated instruction. By understanding these needs, teachers can take appropriate steps to support students' learning. However, mapping learning needs is challenging because each student has unique characteristics, traits, interests, and requirements. This diversity makes it difficult for teachers to determine an effective strategy for assessing and addressing students' learning needs.
- Classroom management; classroom management is crucial for the successful implementation of differentiated instruction. The teacher must manage the learning flow to ensure that the process runs smoothly and effectively. In this role, the teacher acts as both a leader and a controller, creating a comfortable and supportive classroom environment that allows students to engage fully in learning activities.
- Time constraints; differentiated instruction requires adjusting the learning process to meet each student's individual needs. Because students have different abilities and learning preferences, managing time effectively becomes a major challenge. Teachers often face limited instructional time, which makes it difficult to ensure that all students' needs are addressed while maintaining an effective learning process.
- Resources and materials; adequate and varied learning resources are essential for implementing differentiated instruction. Teachers need diverse media and instructional materials to address students' different learning needs. However, not all schools provide sufficient resources, which creates difficulties for teachers in fully implementing differentiated instruction and delivering effective learning experiences.
- Teacher understanding and skills; a teacher's knowledge and skills are critical for the successful application of diff. Many teachers, however, still lack a comprehensive understanding of differentiated instruction, including how to adapt teaching strategies and assessment tools to meet the diverse needs of students. This limitation can hinder the effective implementation of differentiated instruction in the classroom, this happens because each region and school has its own limitations, which poses a challenge for teachers in implementing differentiated instruction in the teaching process

DISCUSSION

Based on teachers' perceptions, differentiated instruction accommodates students' needs. Tomlinson (2014) stated that differentiated instruction (DI) is essentially student-centered. Meaning, it focuses on the needs of the students. The classroom process includes greater student engagement and higher confidence for both students and teachers. In line with this,

Djatkika & Astutik (2023) state that the learning practice in differentiated instruction classrooms prioritizes the learning process carried out by adjusting to students' characteristics and needs to improve the quality of learning outcomes. In addition, they also state that directing learning according to students' different characteristics will create a positive environment and improve academic achievement; students will become more active and be able to form their own study groups.

Differentiated learning enriches students' learning experiences by presenting material through various formats and offering choices that spark their curiosity. This approach also supports a sense of comfort and equity, as it enables teachers to respond to learners based on their individual levels of ability. By adjusting instruction to meet students' specific strengths and needs, differentiated learning leads to more meaningful learning outcomes. In this model, teachers play a central role by guiding learning, fostering a positive environment, encouraging peer collaboration, and enhancing students' motivation factors that ultimately contribute to academic success (Djatkika & Astutik, 2023). Differentiated instruction also gives educators flexibility in delivering content while allowing students some control over how they participate in learning.

The findings of this study show that teachers begin their planning by reviewing the curriculum, reflecting Tomlinson's (2001) argument that differentiated instruction must align with established learning standards. In this case, the standards follow the school's current curriculum. Teachers are responsible for giving students access to curriculum goals through content, adaptable tasks, collaborative learning tools, and reflective opportunities elements that help learners succeed (Brimijoin, 2010). Before beginning instruction, teachers administer non-cognitive assessments to determine students' learning styles, abilities, and interests, ensuring that instructional methods fit their characteristics and learning objectives. Even when teaching the same topic, teachers modify their delivery to accommodate student diversity (Huebner, 2010). Understanding students' learning profiles early on is essential for choosing appropriate methods and ensuring that the intended outcomes are achieved.

In preparing lessons, teachers consider readiness levels, interests, and preferred learning styles to design engaging and effective strategies (Kamarulzaman et al., 2017). They gather information on students' preferences, prior knowledge, and social media habits, and they use pre-tests to group learners based on ability. Readiness and interest are key criteria for forming these groups to maintain an effective learning process. In principle, teachers function as facilitators while students actively build their understanding through classroom activities.

Technology is also integrated according to students' learning profiles, creating a learning environment that accommodates varied needs and requires skillful classroom management.

Assessment is another essential component of differentiated instruction. Teachers measure student learning using both cognitive and non-cognitive approaches, which may include observations of behavior and character. Educators who understand differentiation conduct ongoing assessments connected to content, process, and product (Brimijoin, 2010). As noted by Huebner (2010), assessments may take the form of interviews, performance tasks, surveys, and both formal and informal tests. These methods provide a comprehensive picture of students' understanding and help teachers refine instruction to enhance learning outcomes.

Although differentiated instruction offers many benefits, its implementation is not without obstacles. Teachers often struggle with identifying students' learning needs, managing the classroom, dealing with limited time, accessing adequate resources, and mastering the skills required for effective differentiation. According to Umayrah & Wahyudin (2024), teachers may have difficulty preparing materials due to time constraints and limited knowledge of different learning styles. Jayanti et al. (2023) also highlight that teachers need deeper understanding of differentiated instruction to conduct accurate diagnostic assessments. These challenges vary based on teacher preparedness, school conditions, and the characteristics of the students.

Mapping student learning needs is a crucial element of differentiation (Azzahra, 2024), as it helps teachers select appropriate instructional strategies. Teaching English through a differentiated approach requires creativity to serve diverse learners and must be supported by suitable facilities and resources. In this study, teachers faced challenges related to identifying learning needs, insufficient materials, limited time, lack of expertise, and managing varied classroom conditions. Strengthening support for teachers and schools is essential to ensure that differentiated instruction is implemented effectively and that learning activities meet their intended goals

Overall, the findings of this study indicate that the successful implementation of differentiated instruction in English language learning is determined not only by teachers' conceptual understanding of the principle of differentiation, but also by their ability to map student learning needs, design flexible learning strategies, and conduct ongoing assessments. The differentiation process, implemented through adjustments to content, processes, and products, has been shown to provide students with broader opportunities to learn according to their characteristics and needs. These findings reinforce Tomlinson's (2014) view that differentiated instruction is a student-centered approach aimed at optimizing each individual's learning potential through diverse and meaningful learning experiences.

However, this study also revealed that the implementation of differentiated instruction still faces various pedagogical and structural barriers. Difficulty identifying student learning needs, time constraints, a lack of learning resources, and minimal training and institutional support are factors that hinder the optimal implementation of differentiation. Thus, it can be concluded that differentiated instruction has significant potential to improve the quality of English language learning, but its effectiveness is highly dependent on teacher readiness, school support, and the availability of adequate resources. Therefore, strengthening teacher competency through ongoing training and providing better support systems is an urgent need to ensure the consistent and sustainable implementation of differentiated instruction within the context of the Independent Curriculum.

CONCLUSION

Differentiated instruction focuses on teaching that is adjusted to suit each student's unique needs. To apply this approach well, teachers must first understand students' characteristics, interests, readiness levels, and preferred ways of learning. With this information, teachers can present the same material in formats that match students' learning pace, abilities, and academic objectives. Non-cognitive diagnostic assessments are therefore crucial for identifying these variations. After identifying student needs, teachers develop learning plans using differentiated instruction through three core phases: planning, implementation, and assessment—often described as content, process, and product. The findings of this study show that teachers are able to implement differentiated instruction effectively, as it helps them recognize students' strengths and learning preferences more clearly. Differentiation places learners' needs at the center of the instructional process, with teachers using early assessments to observe, document, and understand students' abilities and learning profiles.

In this research, the key difficulties teachers faced while applying differentiated instruction involved identifying students' learning needs, limited materials and resources, insufficient time, gaps in teacher expertise, and challenges in managing the classroom. Improving the implementation of differentiated instruction requires adequate support from both teachers and schools so that learning activities can be carried out effectively, efficiently, and in alignment with the expected educational goals

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