



Optimization of Kurikulum Merdeka through differentiated learning: Effectiveness and implementation strategy

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ABSTRACT

The implementation of Kurikulum Merdeka presents differentiated learning. Some challenges in implementing differentiated learning are teachers' expertise and insufficient resources. Moreover, the execution of Kurikulum Merdeka at all education levels often perplexes many teachers. Meanwhile, the literature findings indicate that there is still minimal research related to differentiated learning, emphasizing the need for studies on the impact of differentiated approaches. This study aims to explain the implementation strategy of differentiated learning and review its effectiveness in learning Kurikulum Merdeka. This research uses a qualitative descriptive approach with a literature review method. Data is obtained from articles and publications that align with the writing topic. The finding of this study is that differentiation learning is implemented through the differentiation of content, processes, products, and environments. Differentiated teaching, assessment, and learning activities should accommodate diverse student learning styles, interests, and readiness levels. Differentiated learning can be effectively applied to learning. Differentiated learning has a positive effect on learning in terms of learning outcomes and learning processes. Differentiated learning can improve student academic achievement, positively affecting student motivation, participation, independence, learning concentration, self-confidence, and understanding of the material.

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ABSTRAK

Implementasi kurikulum merdeka menghadirkan pembelajaran berdiferensiasi. Beberapa tantangan dalam penerapan pembelajaran berdiferensiasi adalah keahlian guru dan keterbatasan sumber daya. Terlebih lagi, penerapan Kurikulum Merdeka di semua jenjang pendidikan seringkali membingungkan banyak guru. Sementara itu, temuan literatur menunjukkan masih minimnya penelitian terkait pembelajaran berdiferensiasi, sehingga menekankan perlunya kajian mengenai dampak pendekatan berdiferensiasi. Tujuan penelitian ini ialah menjelaskan bagaimana strategi implementasi pembelajaran berdiferensiasi dan meninjau efektivitasnya dalam pembelajaran Kurikulum Merdeka. Penelitian ini memakai pendekatan deskriptif kualitatif dengan metode literatur review. Data diperoleh dari artikel maupun publikasi lain yang selaras dengan topik tulisan. Temuan penelitian ini ialah pembelajaran diferensiasi diimplementasikan melalui diferensiasi konten, proses, produk, dan lingkungan. Pengajaran, penilaian, dan aktivitas pembelajaran berdiferensiasi harus mengakomodasi keragaman gaya belajar, minat, dan tingkat kesiapan siswa. Pembelajaran berdiferensiasi efektif untuk diterapkan dalam pembelajaran. Pembelajaran berdiferensiasi berpengaruh positif dalam pembelajaran dari segi hasil belajar maupun proses belajar. Pembelajaran berdiferensiasi dapat meningkatkan prestasi akademik siswa, memberikan pengaruh positif terhadap motivasi, partisipasi, kemandirian, konsentrasi belajar, rasa percaya diri, dan pemahaman materi siswa.

Kata Kunci: Efektivitas; Kurikulum Merdeka; pembelajaran berdiferensiasi; strategi

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INTRODUCTION

Kurikulum Merdeka is an innovative initiative in the field of education in Indonesia that aims to provide flexibility for teachers in planning learning experiences according to the needs and characteristics of students. Kurikulum Merdeka will be implemented nationally in 2024 (Adnyana, 2023). Implementing Kurikulum Merdeka expects teachers to focus on academic learning and pay sufficient attention to the development of student's social and emotional aspects. So, it is expected to accustom students to fun learning and foster high motivation to acquire knowledge (Nafisa & Fitri, 2023). Kurikulum Merdeka allows teachers to apply differentiated teaching methods. This method accommodates individual differences in the classroom, such as learning styles, abilities, interests, and speed.

The importance of differentiated learning lies in providing an inclusive learning environment and optimizing the potential of each student. In differentiated learning, teachers can give material by focusing on student preferences, interests, and learning (Gusteti & Neviyarni, 2022). Through a differentiated approach, teachers can plan learning strategies that align with the needs of each student.

Kurikulum Merdeka allows educators the flexibility to develop educational experiences of high quality and relevance, tailored to meet the unique needs and learning context of their students. Implementing a Kurikulum Merdeka is essential for post-COVID-19 learning recovery, where teaching and learning are student-centered (Aprima & Sari, 2022). However, in its implementation, many teachers are confused by the implementation of Kurikulum Merdeka at all levels of education (Purani & Putra, 2022).

One of the aspects carried out in Kurikulum Merdeka is differentiated learning. Although differentiated learning is not new, teaching and learning activities are rarely implemented (Aprima & Sari, 2022). At the implementation level, facilitators still need guidance regarding implementing Kurikulum Merdeka in differentiated learning practices (Nafisa & Fitri, 2023). Teachers are still confused about implementing the supposed process differentiation (Sulistiyosari et al., 2022). This aligns with what Elviya & Sukartiningsih (2023) revealed, that all teachers do not understand differentiation learning because curriculum changes are still new.

One of the obstacles to the implementation of differentiated learning is teacher skills and lack of resources. Meanwhile, the literature results show that research related to differentiated learning is still minimal, and it is necessary to conduct studies on the influence of differentiated approaches (Anwar & Sukiman, 2023). From these problems, studies need to be related to the implementation strategy of differentiated learning in Kurikulum Merdeka and its effectiveness in education. This literature review aims to explain the implementation strategy of differentiated learning in Kurikulum Merdeka and the effectiveness of differentiated learning implemented in schools.

LITERATURE REVIEW

Differentiated Learning

Differentiated learning allows students to harmonize their potential with an individual's readiness, interests, and learning profile. According to Siagian et al. (2022), the implementation of differentiated learning includes a learning environment that motivates students to learn, a curriculum with clearly defined learning goals, continuous assessment, teachers responsive to student learning needs, and effective classroom management. Differentiated learning emphasizes that each student has interests, potential, and talents. Teachers must be able to coordinate and combine differences through appropriate strategies (Faiz et al., 2022). Differentiation learning is applied through content or content differentiation, process differentiation, product differentiation, and learning environment differentiation. Content differentiation means that content adjusts a student's level of readiness, interests, and learning profile.

Process differentiation means students' learning activities are differentiated based on their readiness, interests, and learning profiles. Product differentiation means assigning student products based on student readiness, interests, and learning profiles. Environmental differentiation means a learning environment that adapts to a student's readiness, interests, and learning profile. According to [Marlina et al. \(2023\)](#), findings from their study indicate that utilizing problem-based models for differentiated learning can enhance student engagement and academic achievements (learning outcomes). Thus, differentiated learning positively influences social science learning at the elementary school level. The implementation of differentiated learning conducted by [Hanum & Saputra \(2023\)](#) also shows that differentiated learning effectively improves PPKN learning outcomes of the unique material of Indonesian social-cultural diversity in grade V elementary school students. Differences in student characteristics and learning needs are highly considered in differentiated learning practices.

Kurikulum Merdeka

Kurikulum Merdeka is an improved curriculum from Kurikulum 2013. The curriculum can be defined as a structured set of plans and guidelines that offer guidance for learning within educational institutions ([Aulia et al., 2023](#)). Kurikulum Merdeka is an intracurricular learning curriculum that offers a variety of content to ensure optimal learning, allowing students enough time to learn concepts and strengthen competencies (See <https://ditsmp.kemdikbud.go.id/mengenal-tiga-keunggulan-kurikulum-merdeka/> retrieved on December 2023). The implementation of Kurikulum Merdeka focuses on learning that is comfortable, independent, active, character, meaningful, independent, and so on ([Inayati, 2022](#)). The concept of independence in Kurikulum Merdeka aligns with the ideals of Ki Hajar Dewantara, which focuses on independent learning so that students can learn independently and creatively ([Ardianti & Amalia, 2022](#); [Nugraha, 2022](#)).

Kurikulum Merdeka is focused and flexible and aims to develop student's character and competence. It also allows students to explore their interests and abilities ([Azzahra & Muhajir, 2022](#)). Educators can select from various instructional resources, allowing them to customize teaching methods to accommodate each student's individual needs and learning interests. Kurikulum Merdeka has several advantages and disadvantages. One of the advantages of using Kurikulum Merdeka in education is that it allows educational institutions to maximize the cultivation of student character by fostering creativity, innovation, and responsiveness ([Nisa et al., 2023](#)).

According to [Dwipratama \(2023\)](#), the advantages of Kurikulum Merdeka are:

1. Simpler and more in-depth, focused content focusing on important material and developing student competencies at each stage;
2. More independence. In the high school phase, students choose their subjects based on their interests, talents, and aspirations. Teachers adjust their teaching methods based on the achievements and developments of students; schools have the authority to design and oversee curriculum and learning activities tailored to their specific attributes;
3. More relevant and interactive, project-based learning encourages students to actively explore current issues in support of character education competencies based on the principles of Pancasila.

According to [Samiha \(2023\)](#), the shortcomings of Kurikulum Merdeka include:

1. Suboptimal readiness: Kurikulum Merdeka, which was only launched in 2021, still needs further evaluation and review so that its implementation can be effective and appropriate;
2. Due to a lack of systematic planning, the implementation procedure for Kurikulum Merdeka has not fully addressed efforts to improve the quality of education in Indonesia as a whole, even though it has

been implemented since the 2022/2023 school year. Therefore, this curriculum requires systematic planning in the context of good education and teaching,

3. Insufficient human resources, the newly launched Kurikulum Merdeka requires careful socialization and preparation to have a well-structured system. In addition, this curriculum also requires competent human resources, especially proficient teachers, for its smooth implementation. However, human resources are still inadequate (Samiha et al., 2023).

METHODS

The method used in this paper is a literature review. The literature review method addresses information published in a particular field of study in a given period. A literature review can be a simple summary of sources but is generally organized and combines summary and synthesis, with the summary being a recapitulation of important information from the source (Irawati et al., 2022). Data collection techniques through scientific article review studies related to the variables raised. The approach used is a qualitative research approach. The sources used in this study were obtained from searches on Google Scholar, with mandatory research criteria. The keyword used is "differentiated learning". Then, each article is identified according to predetermined criteria. These criteria are (1) research on differentiated learning; (2) articles must be indexed by Sinta 1-4 or international journals; (3) the research reviewed is published from 2018-2023; (4) The study includes a variety of approaches, both qualitative and quantitative. The search is carried out through the software Publish and Perish. A total of 990 articles were found, 15 related articles were selected, and content analysis was carried out on these articles. The research questions are:

- RQ1. What is the strategy for implementing differentiated learning in Kurikulum Merdeka?
- RQ2. How does the effectiveness of differentiated learning?

Data analysis shows differentiated learning strategies that have been implemented in education units (leading to RQ1), as well as the effectiveness of implementing differentiated learning that has been implemented in education units (leading to RQ2).

RESULTS AND DISCUSSION

Content analysis was carried out on 15 articles. The following results were obtained based on the content analysis results regarding the implementation strategy and effectiveness of differentiated learning.

Differentiated Learning Implementation Strategy

Implementing differentiated learning involves focusing on three distinct forms of variation: differentiation of content, differentiation of processes, and differentiation in products. Content or material differentiation adjusts learning content to student abilities and achievements (Susanto et al., 2022). For example, material modification or provision of reading materials, assignments, or resources refers to student's readiness, interests, learning styles, and learning abilities. Process differentiation includes using varied learning methods, models, approaches, and assessments to facilitate differences in learning preferences and styles. For example, the application of group work or technology-based tools (Restu et al., 2023). Product differentiation is when students can produce the final product in the learning process on the same theme according to their potential and interests. For example, according to Sa'ida (2023), Students can choose projects or presentations according to their preferences and abilities. In addition to these three points of differentiation, there is also learning environment differentiation, which considers whether

the learning environment supports the learning process by considering each student's content, process, and characteristics.

Differentiated learning strategies can be implemented through various stages. According to [Pudjiati et al. \(2023\)](#), these stages include the basic-transformative stage, the concrete-abstract stage, and the simple-complex stage. In the basic-transformative stage, information is given clearly, and students can practice and implement new material for their understanding. The concrete-abstract stage assesses students' readiness to learn abstractly, and concrete learning tools and materials are facilitated if needed. The simple-complex stage is where complex learning materials are tailored to individual needs through more straightforward material work, while others are more complex materials. Furthermore, the structured-open stage balances structured assignments, allowing students to explore their creativity.

Differentiated teaching, assessment, and learning activities should accommodate different learning styles, interests, and student readiness levels ([Sutrisno et al., 2023](#)). First, Students explore their learning needs, interests, and styles ([Pudjiati et al., 2023](#)). Alternative assessments are implemented in learning. Diagnostic assessments are carried out initially to understand students' learning styles and interests. There are several steps and considerations in differentiated learning according to [Shalihah et al. \(2023\)](#), namely (1) identifying student learning needs (abilities, interests, and learning styles), (2) grouping students according to needs and based on differences and similarities, (3) making different learning designs for each group, (4) facilitating differentiated learning, (5) conducting assessments according to the learning needs of each group, (6) continuous monitoring and evaluation.

Differentiated learning strategies encourage teaching, facilitating a diversity of student characteristics and needs ([Nurlaili et al., 2023](#)). So, it involves a variety of teaching methods and approaches. Differentiated learning involves a variety of strategies, including flexible groupings, tiered assignments, and varied teaching materials and resources ([Sutrisno et al., 2023](#)). Differentiation learning strategies can be implemented by applying models, station rotation and strategy-tiered tasks or projects, presentations, written assignments, and the application of technology, especially multimedia. Type Station Rotation Allows students to take turns through different learning stations to achieve learning objectives. The Tiered Task Strategy involves assigning assignments to students at varying readiness levels, ensuring they are challenging and engaging ([Marlina et al., 2022](#)). Teachers can also take advantage of the model project-based learning (PBL), problem-based learning, contextual teaching and learning (CTL), concept-based learning, and inquiry-based learning ([Rukmi & Khosiyono, 2023](#)). Model deployment Problem Based Learning With the help of card media encourages students to be critically skilled and problem-solving ([Yusro et al., 2023](#)). The cards provide information, bridge discussions, and keep students active. In addition, the approach of Realistic Mathematics Education (RME) can also be implemented in mathematics learning. This approach is in line with mathematics education, which aims to develop students' ability to apply mathematics to solve everyday problems ([Jati et al., 2023](#)). Through the RME approach, students will get contextual learning.

Differentiated learning allows the curriculum to be modified according to each student's needs, characteristics, and abilities. Differentiated learning strategies can involve teacher and researcher collaboration in designing and implementing effective learning ([Rukmi & Khosiyono, 2023](#)). The curriculum needs to have clear learning objectives tailored to meet the needs of diverse students ([Bendriyanti et al., 2022](#)). Students' learning strengths and preferences must be accommodated in differentiated learning.

Effective classroom management is essential to be implemented in differentiated learning. A positive, supportive, and inclusive class culture must be created. Teachers provide ongoing feedback and support to students, addressing individual strengths and aspects that need improvement ([Saputra, 2021](#)). Technique scaffolding and small group teaching can be implemented to help students achieve learning objectives ([Waliyudin et al., 2022](#)). The scaffolding technique involves assisting students during the early

stages of their development and gradually reducing that assistance, allowing students to take on increased responsibility as soon as possible. Teachers can expand students' learning with more learning skills or provide additional resources for students with difficulty learning through small groups or individually.

Teachers can group based on students' needs, abilities, skill levels, interests, and learning styles. Collaborative, differentiated learning allows students to work in study groups, encouraging collaboration and teamwork (Setiyo, 2022). Teachers also receive training to implement differentiated learning effectively. Various differentiated learning strategies accommodate student diversity. The strategy aims to provide a student-centered learning environment, encourage active student participation, and enrich the learning experience.

The Effectiveness of Differentiated Learning

The results of content analysis show that differentiated learning is effective in learning. The implementation of differentiated learning has a positive influence on learning. Applying the differentiation model to language learning shows positive results in student motivation and learning outcomes (Bendriyanti et al., 2022). Research conducted by Pudjati et al. (2023) shows that differentiated learning strategies are proven effective in improving elementary school students' poetry writing skills. Students can be actively involved, better understand the material, and experience improved learning outcomes. This is in line with what was revealed by Sutrisno (2023), who said that through differentiated learning, students can express their interests and talents, thus resulting in better student learning outcomes. Susanto et al. (2022) state that differentiated learning effectively improves students' behavior and literacy skills in reading and writing. Differentiated learning has been shown to improve students' learning abilities and potential across various studies, including secondary reading (Waliyudin et al., 2022). Thus, differentiated learning can be effectively applied in language learning.

In addition to language learning, differentiated learning has also proven effective in improving the mathematical representation ability of fractional number subjects. Differentiated learning can overcome learning loss in students' understanding of concepts and mathematical representation ability (Jati et al., 2023). The realistic Mathematics Education (RME) approach is proven effective in improving students' numeracy skills. In the context of PAI (Islamic Religious Education), multimedia in differentiated learning increases student activity, pleasure, and understanding of the subject matter (Nurlaili et al., 2023). In science learning, differentiated learning strategies use problem-based Learning (PBL) models with card media, which has been proven to improve the learning outcomes of science subjects (Yusro & Ardania, 2023). In addition, student participation and motivation in science learning also increased.

In terms of the learning process, differentiated learning can increase learning independence, activeness, creativity, self-confidence, student motivation, and more profound mastery of the material. Differentiated teaching and assessment can address the diversity of students' abilities and learning styles, increasing their participation and motivation in learning. Differentiated learning encourages children to be involved and motivated in the learning process (Sa'ida, 2023). In line with what was revealed by Shalihah et al. (2023), differentiated learning effectively enhances early childhood religious values through increased understanding of concepts, active participation in learning, and high learning motivation. Using diverse media and materials can spur students' creativity, confidence, and critical thinking skills. Research conducted by Rukmi and Khosiyono (2023) shows that differentiated learning positively impacts student creativity, confidence, and learning outcomes.

Differentiated learning also has an impact on students' concentration levels. Research by Saputra (2021) shows that implementing differentiated learning increases students' learning concentration at SDN 17 Jawa Gadut, Padang. This is in harmony with what was revealed by Marlina et al. (2023), who found that differentiated learning effectively improves concentration and learning outcomes in students with diverse learning needs. More succinctly, the effectiveness of differentiation learning is described in the following Table 1.

Table 1. The Effectiveness of Differentiated Learning

No.	Author(s)	Journal (Year, Vol, No, p)	Article Title	Research Method	Research Results	Status
1.	Indri Pudjiati, Nidya Chandra Muji Utami, Fahrurrozi	Journal of Cakrawala Pendas (Year 2023 July, Vol. 9 No. 3, p. 420-429)	Effectiveness of Differentiated Learning Strategies in Improving The Writing Skills Poetry of Students in Elementary School	Quasi- experiment	Differentiated learning effectively enhances elementary school students' ability to write poetry.	Sinta 3 indexed
2.	Maifil Anggi Saputra, Marlina	Journal of Education Experts (Year 2020 July, Volume 18, Number 2, p. 94-104)	<i>Efektivitas Strategi Pembelajaran Berdiferensiasi untuk Meningkatkan Konsentrasi Belajar Anak Berkesulitan Belajar</i>	Single subject research with ABA design	Differentiated learning strategies are influential in increasing the learning concentration of children with learning difficulties at SDN 17 Jawa Gadut Padang.	Sinta 3 indexed
3.	Naila Kurnia Restu, Khotib Fathoni, Dian Indihadi	Journal of Elementaria Edukasia (2023 June, Volume 6, No. 2, p. 636- 649)	<i>Penerapan Pembelajaran Berdiferensiasi untuk Meningkatkan Kemampuan Representasi Matematis Bilangan Pecahan pada Siswa Kelas IV SD</i>	Class action research methods (PTK).	The implementation of differentiated learning has a noticeable impact on the mathematical representation skills of fourth-grade students, especially in fractions.	Sinta 3 indexed
4.	Nurlaili, Suhirman, Meri Lestari	Belajea: Journal of Islamic Education (Year 2023, Volume 8, Number 1, p. 19-34)	<i>Pembelajaran Berdiferensiasi dengan Memanfaatkan Multimedia pada Pembelajaran Pendidikan Agama Islam (PAI)</i>	Qualitative descriptive	Integrating multimedia into PAI education can assist educators in teaching and identifying individual student differences more effectively. As a result, students become more engaged, derive enjoyment from the learning process, and achieve a better understanding of the material.	Sinta 3 indexed
5.	Naili Sa'ida	Kiddo: Journal of Early Childhood Islamic Education (Year 2023, Vol. 4 No. 2, p. 101-110)	<i>Implementasi Pembelajaran Berdiferensiasi untuk Meningkatkan Kreativitas Anak</i>	Qualitative research	Differentiated learning enhances children's creative skills by offering them opportunities to learn based on their individual characteristics and providing a range of media options aligned with their interests.	Sinta 3 indexed

No.	Author(s)	Journal (Year, Vol, No, p)	Article Title	Research Method	Research Results	Status
6.	Rita Prima Bendriyanti, Citra Dewi, Ismi Nurhasanah	Journal of Education (Year 2021, Volume 6 Number 2, p. 70-74)	<i>Manajemen Pembelajaran Berdiferensiasi dalam Meningkatkan Kualitas Belajar Siswa</i>	Experiment	The implementation of diverse teaching methods in the Indonesian education system has the potential to enhance student engagement and foster greater creativity among students.	Sinta 3 indexed
7.	Marlina, Grahita Kusumastuti, Nur Aafa Makmur, Ihsa Nabilla	JPK (Journal of Special Education), (Year 2022, 18 (1), p. 31-42)	<i>Peningkatan Keterampilan Sosial Anak Berkebutuhan Khusus Melalui Strategi Pembelajaran Station Rotation Berbasis Tiered Task (Studi Eksperimen di Sekolah Inklusif Sumatera Barat)</i>	One-Group Pretest- Posttest Experiment Design	The use of a differentiated learning model, employing a Station Rotation strategy based on Tiered Task in inclusive classrooms, resulted in the enhancement of social skills for both students with special needs and those without.	Sinta 3 indexed
8.	Lucky Taufik Sutrisno, Tatang Muhtar, Yusuf Tri Herlambang	DWIJA SCHOLAR: Journal of Pedagogic Research (Year 2023, Volume 7 No. 2, p. 753-764)	<i>Efektivitas Pembelajaran Berdiferensiasi Sebagai Sebuah Pendekatan untuk Kemerdekaan</i>	Descriptive analysis	Through differentiated learning that promotes independence in learning, students can express their interests and talents.	Sinta 3 indexed
9.	Shalihah, Waharjani, Wantini Women	Journal of Obsession: Journal of Early Childhood Education (Year 2023, Volume 7 Issue 6, p. 6.579-6.590)	Differentiated Learning Strategies for Children's Religious-Moral Values in the Kurikulum Merdeka	Experimental research	Early childhood religious values are significantly increased through the implementation of differentiated learning, which leads to notable advancements in concept comprehension, active engagement in learning activities, and heightened motivation for learning. This approach proves to be effective in delivering an enriched and captivating educational experience by catering to the unique individual differences of learners.	Sinta 2 indexed
10.	Amazing Setiyo	BIOMA: Scientific Journal of Biology, (Year 2022, April, 11(1), p. 61-78)	<i>Penerapan Pembelajaran Diferensiasi Kolaboratif dengan Melibatkan Orang Tua dan Masyarakat untuk Mewujudkan Student's Well-Being di Masa Pandemi.</i>	Qualitative descriptive	Further research is required to investigate the efficacy of differentiated learning for students with both physical and non-physical obstacles.	Sinta 3 indexed

No.	Author(s)	Journal (Year, Vol, No, p)	Article Title	Research Method	Research Results	Status
11.	Moh. Arif Susanto, Elita Arcelina Sandi, Arisni Kholifatu Amalia Shofiani	Ghâncaran: Journal of Indonesian Language and Literature Education; Special Edition Lalonget III (Year 2022, p. 181—190)	<i>Pembelajaran Berdiferensiasi dan Kreativitas Menulis Cerpén Peserta Didik Program Sekolah Penggerak Angkatan Pertama Jenjang SMP Kota Probolinggo</i>	Quantitative description	Differentiated learning supports and facilitates students in their learning journey.	Sinta 3 indexed
12.	Tuntun Asmara Setyaning Jati, Mujiyem Sapti, Riawan Yudi Purwoko	Pedagogy (Year 2023, Volume 8 Nomor 2, p. 387-396)	<i>Penerapan Pembelajaran Berdiferensiasi Berdasarkan RME untuk Meningkatkan Kemampuan Numerasi Siswa</i>	Class Action Research (PTK)	The implementation of RME-based differentiated learning has the potential to enhance students' numerical skills.	Sinta 4 indexed
13.	Waliyudin, Ahmadin, Annisah	JlIP (Scientific Journal of Education) (Year, 2022 October, Volume 5, Number 10)	<i>Peningkatan Kemampuan dan Potensi Belajar Mahasiswa pada Matakuliah Intermediate Reading dengan Penerapan Model Pembelajaran Berdiferensiasi (PB)</i>	Pre- experimental with one group pre and post-test design	The implementation of the differentiated learning model in the intermediate reading course has led to an enhanced student learning capacity and potential.	Sinta 4 indexed
14.	Dian Aprelia Rukmi, Banun Havifah Cahyo Khosiyono	Scientific Journal of Education Citra Bakti (Year 2023, Volume 10, Number 3, p. 624-635)	<i>Peningkatan Kreativitas dan Percaya Diri Melalui Pembelajaran Berdiferensiasi pada Pelajaran IPS SD</i>	Class Action Research (PTK)	Differentiated learning positively affects the creativity and confidence of learners. It is marked by a rise in the mean level of creativity, self- assurance, and educational achievements (learning outcomes) for students.	Sinta 4 indexed
15.	Riza Ardania, Andista Candra Yusro	Journal of Science Education Innovation (JIPS) (Year 2023 May, Volume 4, Nomor 1, pp: 1 - 9)	<i>Upaya Peningkatan Hasil Belajar IPA Melalui Implementasi Pembelajaran Berdiferensiasi Model PjBL dengan Media Kartu</i>	Class Action Research (PTK)	Implementing the PjBL model with card media can enhance the science learning achievements of 7th-grade students at SMPN A Jombang for the academic year 2022/2023.	Sinta 4 indexed

Source: Research, 2023

Differentiated learning strategies transform the learning environment from one-way teaching to a multi-directional approach, combining collaborative activities and individualized learning. These strategies in differentiated learning increase student engagement, motivation, and concentration, leading to improved learning outcomes. Overall, the effectiveness of differentiated learning lies in aspects of personalized teaching, meeting diverse learning needs, and increasing student engagement and understanding. Parent and community involvement will impact learning outcomes and learning experiences (Setiyo,

2022). By adapting content, processes, products, and learning environments, differentiated learning implementation strategies encourage a more personalized and inclusive educational approach to achieve learning goals effectively.

CONCLUSION

Based on the results and discussion, it can be concluded that differentiated learning is applied through the differentiation of content, processes, products, and environments. Differentiated teaching, assessment, and learning activities should accommodate diverse student learning styles, interests, and readiness levels. Teachers can implement various strategies, models, methods, and learning approaches that suit the characteristics and strengths of students. Classroom management must also be done effectively.

Overall, differentiated learning can be effectively applied in learning. Differentiated learning has a positive effect on learning in terms of learning outcomes and learning processes. In terms of the learning process, differentiated learning can increase motivation, level of learning concentration, independence, active participation of students, creativity, self-confidence, and understanding of the material. Teachers must implement various activities and assessments in differentiated learning and continue to develop self-competence to be more optimal in implementing differentiated learning.

Future research is expected to investigate more detailed aspects related to implementing differentiated learning in the context of English language learning and local content. The focus of research can include concrete strategies used in teaching English as well as local content with a differentiated approach, such as the use of learning materials tailored to students' ability levels, emphasis on speaking, writing, reading, and listening skills that can be adapted to individual learning styles, and the development of assessments that are appropriate to the differentiation approach. In addition, further research is also expected to explore the implementation of various learning media in the context of differentiated learning more deeply. This includes a review of the effectiveness of various types of media, such as online platforms, interactive learning applications, or the use of other supporting software that can be useful.

AUTHOR'S NOTE

The publication of this article does not involve any conflict of interest. Literature reviews are written originally, and are free from plagiarism.

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