



Indonesian Journal of Elementary Education
p-ISSN: 2715-5161; e-ISSN: 2716-5116
Homepage: <http://syekhnurjati.ac.id/jurnal/index.php/ijee>



Application Of Differentiated Learning In The Independent Curriculum In Elementary School

Lulu Huril Ain¹

¹UIN Syarif Hidayatullah Jakarta

*Corresponding author: Lulu Huril Ain, Email: lulu.hurilain21@mhs.uinjkt.ac.id

article info	abstract
<p>Article history: Received: 21 06 2024 Accepted: 21 06 2024 Published: 30 10 2024</p> <p>Keywords: differentiated learning, independent curriculum, application, elementary.</p>	<p>The implementation of differentiated learning in the Independent Curriculum in elementary schools highlights efforts to meet the diverse learning needs of students. The Merdeka Curriculum prioritizes flexibility in teaching with the aim of empowering schools to adapt learning strategies to the individual characteristics of each student. This article reviews the basic concepts of differentiated learning, highlighting the importance of adapting the curriculum to accommodate students' learning styles, comprehension speeds, and interests. The method used in the research is the SLR (Systematic Literature Review) method by processing articles that are in accordance with the discussion. According to the results of systematic reviews of various published studies, it is possible that materials, processes, products, and learning environments can change with differentiated learning. This learning can boost students' enthusiasm to develop their own potential and during learning activities. Through literature analysis, this approach has been shown to increase students' active participation, learning motivation, and overall academic achievement. However, implementation challenges and training needs for educators are also discussed to ensure the effectiveness of differentiated learning in the context of the Independent Curriculum in Primary Schools. Further research is recommended to measure the long-term impact of this approach on student development and educational equity in Indonesia.</p>

How to cite this article:

Ain, LH (2024). Application Of Differentiated Learning In The Independent Curriculum In Elementary School. Indonesian Journal of Elementary Education (IJEE), 6 (2), 70-79-.
<http://dx.doi.org/10.24235/ijee.v6i2.17877>



Copyright to the author. All content in this journal is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

i n f o a r t i k e l	a b s t r a k
<p>Riwayat artikel: Diterima untuk direview: 21 06 2024 Diterima: 21 06 2024 Diterbitkan: 30 10 2024</p> <p>Keywords: Media Film Animasi Minat Membaca</p>	<p>Penerapan pembelajaran yang berbeda dalam Kurikulum Merdeka di sekolah dasar menyoroti upaya untuk memenuhi beragam kebutuhan belajar siswa. Kurikulum Merdeka mengedepankan fleksibilitas dalam mengajar dengan tujuan memberdayakan sekolah untuk menyesuaikan strategi pembelajaran dengan karakteristik individu masing-masing siswa. Artikel ini mengulas konsep dasar pembelajaran yang berbeda, menyoroti pentingnya mengadaptasi kurikulum untuk mengakomodasi gaya belajar, kecepatan pemahaman, dan minat siswa. Metode yang digunakan dalam penelitian adalah metode SLR (Systematic Literature Review) dengan mengolah artikel yang sesuai dengan pembahasan. Menurut hasil tinjauan sistematis dari berbagai penelitian yang diterbitkan, ada kemungkinan bahan, proses, produk, dan lingkungan belajar dapat berubah dengan pembelajaran yang berbeda. Pembelajaran ini dapat meningkatkan semangat siswa untuk mengembangkan potensi diri sendiri dan selama kegiatan pembelajaran. Melalui analisis literatur, pendekatan ini telah terbukti meningkatkan partisipasi aktif, motivasi belajar, dan prestasi akademik siswa secara keseluruhan. Namun, tantangan implementasi dan kebutuhan pelatihan bagi pendidik juga dibahas untuk memastikan efektivitas pembelajaran yang berbeda dalam konteks Kurikulum Merdeka di Sekolah Dasar. Penelitian lebih lanjut direkomendasikan untuk mengukur dampak jangka panjang dari pendekatan ini terhadap pengembangan siswa dan kesetaraan pendidikan di Indonesia.</p>

INTRODUCTION

The application of differentiated learning at this time plays a crucial role in improving the quality of education. In the midst of the diversity of students, both in terms of learning styles, levels of understanding, and interests, this approach is becoming increasingly important (Sofiah & Hikmawati, 2023). Differentiated learning creates a comprehensive learning environment because students have the opportunity to develop optimally. Because this free curriculum focuses on student character, differentiated learning is used by considering the character and conditions of students in learning (Fauzia & Hadikusuma Ramadan, 2023).

Teachers are still lacking in understanding the independent curriculum, especially about differential learning. Socialization has only been carried out through the digital world since the independent curriculum began. Technical guidance and face-to-face seminars were carried out only a few times. Schools must be able to conduct internal socialization of the school environment with teachers (Gusteti & Neviyarni, 2022). To be able to adapt to the changing times is a big task for teachers. Many primary school teachers, especially those who have received socialization and training, still do not understand differentiated learning (Azizah et al., 2023).

The curriculum is always updated, but many things affect curriculum improvement. Expanding students' knowledge of science and technology as well as understanding of education is the main thing (Aprima & Sari, 2022). Covering the elementary school to college levels, they must follow these changes. Differentiated learning requires teachers who are able to manage the classroom well, have extensive material knowledge, and are able to use information technology to make learning materials attractive to students (Ningrum et al.,

2023). Teachers must have the ability to keep up with developments that occur in the modern era that is highly digital. The teacher's job is to adjust materials, procedures, goods, and learning environments that match the student's learning style.

Therefore, the learning environment must be designed to support flexible interaction and learning, involving areas where students learn, such as classrooms and schools. Then "learning climate" is a term that refers to the environment and situations that students experience during the learning process, which includes their interactions and relationships with teachers and fellow students (Amalia et al., 2023). The space setting allows for different forms of learning (individual, small group, class discussions). Teachers create a safe and supportive environment so that students feel comfortable in learning from their abilities and learning styles.

Differentiated learning will facilitate the learning process of students by providing a variety of learning activities that suit their abilities (LATIFAH, 2023). While the disadvantage of this solution is that teachers must know what students need to create an enjoyable learning process and realize students' needs through differentiated learning (Sarie, 2022). Not only do teachers strive to encourage optimal student growth, they also pay attention to and assist students who are experiencing learning delays by using scaffolding (Hasanah et al., 2023). This method is used to improve the teaching and learning process. In the end, students will have the ability to understand problems, have a positive attitude, and be independent in learning.

The application of differentiated learning can help students dig deeper or proactive, and give students the opportunity to become peer tutors (Khulisoh, 2022). So that teachers supervise how the teaching and learning process can be aligned with students and how changes are implemented. This is in line with 21st century learning through elements that differentiate materials, processes, and products to teach creative, communication, collaboration, and critical thinking skills.

Using a qualitative approach, this study aims to find out the extent of the application of differentiated learning in the independent curriculum in elementary schools. The results of this research are expected to provide useful knowledge for teachers in planning learning and paying attention to the diversity of student learning needs in elementary schools.

METHODS

The researcher uses the SLR (System Literature Review) method, which is a research strategy or method that involves the stages of collecting and analyzing previous research based on the theme of discussion (Astria & Kusuma, 2023). By filtering articles from the relevance or connection between variables, then journal references from the last 5 years and research methods, namely using qualitative descriptions. To conduct this study, the researcher collected articles from Sinta and Google Scholar-accredited journals.

RESULTS AND DISCUSSION

In the context of the Independent Curriculum in Elementary Schools (SD), the implementation of differentiated learning is important to support the goals of a more flexible and student-centered curriculum. Conform to the opinion (Barlian et al., 2023) that Among the strategies is the implementation of the Independent Curriculum, in order to develop the quality of education. The learning process can be effective and meaningful for students by considering each student's unique potential, interests, and talents, and is expected to provide student-centered learning.

Based on this, research on the application of differentiated learning in the independent curriculum in elementary schools is interesting to be researched, to see the diversity of findings in each type of research theme. Researchers then categorize according to research themes/topics, methods, and research findings.

Table 1. Research Theme/Topic

Yes	Researcher and Year	Research Theme/Topic	Method	Findings
1	(Sofiah & Hikmawati, 2023)	Differentiated Learning in Indonesian Language Subjects (Analysis of the Implementation of the Independent Curriculum in Elementary School)	The study uses a qualitative approach	Differentiated learning can have a positive impact, with student enthusiasm for learning as well as assessments showing that overall grades have improved.
2	(Elviya & Sukartiningsih, 2023)	The Application of Differentiated Learning in the Independent Curriculum in Indonesian Language Learning in Grade IV Elementary School at SDN Lakarsantri I/472 Surabaya	The study uses a qualitative approach	Students see a positive impact when they have a happy response to the learning that is already underway. They also find it easy and can understand what is being learned.
3	(Barlian et al., 2023)	Implementation of Differentiated Learning in the Independent Curriculum in English Subjects	The study uses a qualitative approach	Three stages of learning: 1. Initial stage (curriculum analysis and diagnostic assessment) 2. Implementation stage (considering four components, namely materials, processes, products and learning environment) 3. Evaluation stage (teacher assesses the products produced by students)
4	(Gusteti & Neviyarni, 2022)	Learning Differentiated On Learning Mathematics in the Curriculum Independent	The study uses a qualitative approach	Differentiated learning can be integrated into a learning model according to the student's learning style.
5	(Fauzia & Hadikusuma Ramadan, 2023)	Implementation of Differentiated Learning in the Independent Curriculum	The study uses a qualitative approach	Differentiated learning is the right approach to be used in the independent curriculum because it looks at how the character and condition of students are in the learning process.
6	(MEHA & LAROSA, 2024)	ANALYSIS OF THE IMPLEMENTATION OF DIFFERENTIATED LEARNING IN MATHEMATICS LEARNING AT SDN 104193 TANDAM HILIR II	The study uses a qualitative approach	Differentiated learning can be successful if teachers pay attention to student needs, actively engage students, and create a good learning environment.
7	(Azizah et al., 2023)	Analysis of Difficulties of	The study	To begin learning, teachers

		Elementary School Teachers in the Implementation of Differentiated Learning in the Independent Curriculum	uses a qualitative approach	must conduct diagnostic assessments to determine students' learning needs. Furthermore, they must prepare different materials and media to meet students' interests and learning styles.
8	(Febrianti & Dafit, 2023)	Learning Implementation Differentiating the Independent Learning Curriculum in Class IV UPT SD NEGERI 005 Hangtuh Regency Kampar	The study uses a qualitative approach	The Ministry of Education and Culture suggests four components: materials, processes, products, and learning environments. These four components are used by teachers to carry out differentiated learning.
9	(Nurjanah & Syamsudin, 2023)	Analysis of the Application of Differentiated Learning Deep Implementation of the Independent Curriculum On Mathematics Learning At SDN 1 Imbanagara Raya	The study uses a qualitative approach	Differentiated learning offers many learning media to suit each student's learning style, making it more engaging for students to take lessons.
10	(Nisa et al., 2023)	Implementation of Teachers Implementing the Independent Curriculum in Mathematics Learning in Elementary Schools	The study uses a qualitative approach	The general overview of the use of the Independent Curriculum in mathematics learning in elementary schools is not perfect. There are many shortcomings in the administration of the learning process, including the creation of lesson plans, the application of scientific learning, and the evaluation of learning.
11	(Hermansyah, 2023)	Challenge Learning Implementation Differentiated Lesson Indonesian Language In Public Elementary Schools Unter District Clerk Iwes Sumbawa Regency	The study uses a qualitative approach	The implementation of differentiated learning requires relatively high costs, access to a wide range of relevant resources and providing adequate learning media.
12	(Nurma Eka Safitri, Vivania Esa Putri, Akhmad, 2023)	Implementation of Differentiated Learning Strategies in Strengthening Creative Thinking and Literacy Skills	The study uses a qualitative approach	Differentiated learning can meet the learning needs of students in one class about Pancasila Education lessons. Because it suits their interests and learning

		Citizenship in Pancasila Education Learning		profiles, students have the opportunity to learn naturally and effectively.
13	(Aprima & Sari, 2022)	Learning Application Analysis Differentiated in Implementation of the Independent Curriculum in Lessons Elementary Mathematics	The study uses a qualitative approach	Differentiated learning is considered to be very effective because it improves the understanding of each of the indicators studied and is more engaging compared to other learning.
14	(Ningrum et al., 2023)	Implementation of Differentiated Learning in Theme 7 Sub Theme 2 Pb2 in Class III SD Negeri Sambirejo 02 Semarang	The study uses a qualitative approach	Differentiating material is an effective method to meet the needs of students with different levels of understanding. By providing a variety of learning materials, students can access the materials according to their abilities, allowing each student to develop optimally.
15.	(Firmansyah Hanif Miftafurohim, Ana Fitrotun Nisa, Berliana Henu Cahyani, 2023)	Analysis of the application of differentiated learning in the implementation of the independent curriculum at Pleret Lor elementary school	The study uses a qualitative approach	Differentiated learning can be applied using learning media. Learning media can make learning more varied. The use of learning media has been proven to make students' interest in learning.
16.	(Thian Vizar Putra Yuono & Nurpratiwiningsih, 2023)	Implementation of differentiated learning in Indonesian language subjects grade II sdn klampok 1	The study uses a qualitative approach	The results of formative and summative evaluations show that students are very enthusiastic and involved in the learning process both inside and outside the classroom.
17.	(Kusumaningpuri, 2024)	Implementation of Differentiated Learning in Social Science Learning Phase B Grade IV Elementary School	The study uses a qualitative approach	Based on background, socioeconomic conditions, culture, and other factors, different student conditions affect their learning readiness, interests, and learning styles.
18.	(Pitaloka & Arsanti, 2022)	Differentiated Learning in the Independent Curriculum	The study uses a qualitative approach	Differentiated learning allows for flexible group formation in the classroom. Students who excel in a particular area can work together and join their peers.
19.	(Rosiyani et al., 2024)	Application of Differentiated Learning in the Independent Curriculum in Elementary School	The study uses a qualitative approach	Differentiated learning is learning that is tailored to the characteristics, ability level, talents, and interests of students. It involves using

		Science Learning		a variety of methods, media, and a variety of assessments to meet the needs of students.
20.	(Seran & Puling, 2023)	Implementation of the Differentiated Learning Model in the Independent Curriculum at Bakateu Elementary School, Malacca Regency, East Nusa Tenggara	The study uses a qualitative approach	Differentiated learning in social studies subjects used has a positive impact on students. Because they learn according to their readiness, students become more enthusiastic and enthusiastic about learning. The learning outcomes of students after the learning process are quite satisfactory, as shown by the acquisition of scores in the LKPD and formative assessments.

Based on the table above, the references analyzed have a variety of themes/research topics. Differentiated learning aims to provide a learning experience that is tailored to each student's individual uniqueness, involving adjustments to materials, processes, products, and learning environments.

Material

The Merdeka Curriculum only focuses on the core material, therefore some of the material is deliberately not discussed, so that students' insights are lacking and not complete (Elviya & Sukartiningsih, 2023). When it comes to the material specifically chosen to be taught to students, there are several factors that affect the differences in the material. Includes student profiles and learning plans, as well as student interests. (Meha & Larosa, 2024). Teachers align the material according to the students' learning abilities by conducting observations during teaching and learning activities. Teachers divide students based on their potential, for example students who think concretely, abstractly, and slowly. This is because it is undeniable that some students think fast, while others take longer to understand the material. So, teachers need to adjust the material to the level of student readiness.

Process

An independent curriculum allows teachers to teach students individually. Thus, teachers can utilize a variety of learning media according to students' learning styles during the differentiated learning process (Febrianti & Dafit, 2023). For example, if students can easily capture the material with visuals/images, teachers can prepare media such as posters, flash cards, and picture books to use. If students easily grasp the material by auditory/hearing, teachers can prepare the material through interactive animated videos, *Storytelling* and lectures. In an independent curriculum, the way students adapt to the material influences their learning decisions. Classes must be tailored to meet different learning needs according to the comfort and learning style of students. In this case, students' efforts are assessed qualitatively by identifying attitudes, knowledge, and skills that have not been achieved and need to be improved.

Product

Learning based on a variety of approaches to the tasks assigned to students is called product differentiation (Nurma Eka Safitri, Vivania Esa Putri, Akhmad, 2023). Therefore, students are free to expand and deepen their desired knowledge and skills. Some products such as posters, scientific papers, learning videos, and recordings/podcasts. In the product

phase, teachers are not allowed to give restrictions, they must give direction and free students to work according to their respective creative levels.

The focus of product differentiation is to hone innovation and creation, which is the completion of the learning process that students expect (Firmansyah Hanif Miftafurohim, Ana Fitrotun Nisa & Cahyani, 2024). The presence of teachers is very influential in the success of student products. This includes setting the index to be achieved, planning the work process, and compiling the results of the desired process from the product. Even though students can design goods according to their desires and learning needs, teachers must set standards that must be met for the quality of goods created by students.

Learning Environment

In the independent curriculum, the learning environment is not just a room that is used as a place to learn. Teachers must also check whether the facilities and infrastructure of the student learning environment are sufficient before starting the learning process (Febrianti & Dafit, 2023). When learning is differentiated, teachers carry out the teaching and learning process indoors, and can use the school area for a place to learn. The purpose of differentiated learning is to have an impact on the teaching and learning process that is fun for students. To prevent students from being bored, teachers can arrange a different learning atmosphere or accompany students to learn in the school environment.

Among the examples of changes in the learning environment in elementary schools are preparing content or materials that contain elements of cultural diversity and spatial planning; ensure that there is a place in the room where students can learn in a conducive, relaxed and supportive environment that can attract students to work together; provide appropriate instruction in individual tasks; and make habits that condition students to get help when teachers are busy with other students (Prasetyo et al., 2022).

Changes in students' perspectives and behaviors are influenced by differentiated learning. This is shown by the great desire of students to maximize their potential (Seran & Puling, 2023). Students are enthusiastic about learning so that they can do their assignments.

CONCLUSION

Differentiated learning in elementary school, in the context of the Independent Curriculum, offers a flexible and student-centered approach, aiming to meet individual learning needs. By tailoring materials, processes, products, and learning environments, this approach increases student engagement, reduces academic achievement gaps, and develops critical and social thinking skills. Despite challenges such as limited resources and teacher training needs, and the availability of differentiated learning infrastructure provide effective solutions to create inclusive and adaptive learning experiences, so that every student can reach their full potential.

REFERENCES

- Amalia, K., Rasyad, I., & Gunawan, A. (2023). Pembelajaran Berdiferensiasi sebagai Inovasi pembelajaran. *Journal Of Education And Teaching Learning (JETL)*, 5(2), 185–193. <https://doi.org/10.51178/jetl.v5i2.1351>
- Aprima, D., & Sari, S. (2022). Analisis Penerapan Pembelajaran Berdiferensiasi Dalam Implementasi Kurikulum Merdeka Pada Pelajaran Matematika SD. *Cendikia : Media Jurnal Ilmiah Pendidikan*, 13 (1)(1), 95–101.
- Astria, R., & Kusuma, A. B. (2023). Analisis Pembelajaran Berdiferensiasi Untuk Meningkatkan Kemampuan Berpikir Kreatif Matematis. *Proximal: Jurnal Penelitian Matematika Dan Pendidikan Matematika*, 6(2), 112–119. <https://doi.org/10.30605/proximal.v6i2.2647>

- Azizah, M., Arief Budiman, M., & Widyaningrum, A. (2023). Analisis Kesulitan Guru Sekolah Dasar dalam Implementasi Pembelajaran Berdiferensiasi pada Kurikulum Merdeka. *Prosiding Seminar Nasional Hasil Penelitian Dan Pengabdian Kepada Masyarakat (Snhp)*, 4, 199–208.
- Barlian, U. C., Yuni, A. S., Ramadhanty, R. R., & Suhaeni, Y. (2023). Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Pada Mata Pelajaran Bahasa Inggris. *ARMADA: Jurnal Penelitian Multidisiplin*, 1(8), 815–822. <https://doi.org/10.55681/armada.v1i8.742>
- Elviya, D. D., & Sukartiningsih, W. (2023). Penerapan Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Pada Pembelajaran Bahasa Indonesia Kelas Iv Sekolah Dasar Di Sdn Lakarsantri I/472 Surabaya. <https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/54127>, 11(8), 1–14.
- Fauzia, R., & Hadikusuma Ramadan, Z. (2023). Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka. *Jurnal Educatio FKIP UNMA*, 9(3), 1608–1617. <https://doi.org/10.31949/educatio.v9i3.5323>
- Febrianti, M., & Dafit, F. (2023). Pelaksanaan Pembelajaran Berdiferensiasi Kurikulum Merdeka Belajar Di Kelas Iv Upt Sd Negeri 005 Hangtuh Kabupaten Kampar. *Social Science Academic*, 1(2), 99–116. <https://doi.org/10.37680/ssa.v1i2.3434>
- Firmansyah Hanif Miftafurohim, Ana Fitrotun Nisa, Berliana Henu Cahyani, B. H. C. K. (2023). ANALISIS PENERAPAN PEMBELAJARAN BERDIFERENSIASI DALAM IMPLEMENTASI KURIKULUM MERDEKA DI SDN PLERET LOR. 08(September), 2433–2442.
- Firmansyah Hanif Miftafurohim, Ana Fitrotun Nisa, B. H., & Cahyani 3 c, B. H. C. K. 4 d. (2024). Pembelajaran Berdiferensiasi dalam Kurikulum Merdeka. *Journal on Education*, 1(3), 15928–15939.
- Gusteti, M. U., & Neviyarni, N. (2022). Pembelajaran Berdiferensiasi Pada Pembelajaran Matematika Di Kurikulum Merdeka. *Jurnal Lebesgue : Jurnal Ilmiah Pendidikan Matematika, Matematika Dan Statistika*, 3(3), 636–646. <https://doi.org/10.46306/lb.v3i3.180>
- Hasanah, L. W., Silalahi, H., & Utama, N. B. P. (2023). Strategi Pembelajaran Berdiferensiasi pada Pembelajaran Matematika Materi Keliling Bangun Datar Kelas IV Sekolah Dasar. *Jurnal Didaktika Pendidikan Dasar*, 7(1), 237–258. <https://doi.org/10.26811/didaktika.v7i1.1064>
- Hermansyah, W. (2023). Pelajaran Bahasa Indonesia di Sekolah. *Pendidikan Network*, 2, 494–499.
- Khulisoh. (2022). Penerapan Pembelajaran Berdiferensiasi Pada Kurikulum Merdeka Di SD. 5(5), 1150–1158.
- Kusumaningpuri, A. R. (2024). Implementasi Pembelajaran Berdiferensiasi pada Pembelajaran IPAS Fase B Kelas IV Sekolah Dasar. *Jurnal Didaktika Pendidikan Dasar*, 8(1), 199–220. <https://doi.org/10.26811/didaktika.v8i1.1321>
- LATIFAH, D. N. (2023). Analisis Gaya Belajar Siswa Untuk Pembelajaran Berdiferensiasi Di Sekolah Dasar. *LEARNING : Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran*, 3(1), 68–75. <https://doi.org/10.51878/learning.v3i1.2067>
- Meha, N. M., & Larosa, F. S. (2024). Analisis Implementasi Pembelajaran Berdiferensiasi pada Pembelajaran Matematika di SDN 104193 Tandam Hilir II. *Prosiding Seminar Nasional ...*, 295–304.
- Ningrum, L. W., Fajriyah, K., A, F. P., & Mujilah. (2023). Implementasi Pembelajaran Berdiferensiasi pada Tema 7 Sub Tema 2 Pb2 Dikelas III SD Negeri Sambirejo 02 Semarang. *Jurnal Pendidikan Tambusai*, 7(3), 21085–21093.
- Nisa, S., Lena, M. S., Safitri, S., & Anas, H. (2023). Implementasi Guru Melaksanakan Kurikulum Merdeka dalam Pembelajaran Matematika di SD. *Science and Education Journal (SICEDU)*, 2(2), 266–272.

- Nurjanah, N., & Syamsudin. (2023). Analisis Penerapan Pembelajaran Berdiferensiasi dalam IKM pada mapel MTK. *Jurnal Manajemen Pendidikan*, 11(1), 053–057.
- Nurma Eka Safitri, Vivania Esa Putri, Akhmad, S. R. (2023). Implementasi Strategi Pembelajaran Berdiferensiasi Dalam Meningkatkan Kemampuan Berpikir Kreatif Dan Literasi Kewarganegaraan Pada Pembelajaran Pendidikan Pancasila. *Seminar Nasional Pendidikan Profesi Guru Tahun 2023*, 153–159.
- Pitaloka, H., & Arsanti, M. (2022). Pembelajaran Diferensiasi dalam Kurikulum Merdeka. *Seminar Nasional Pendidikan Sultan ...*, November, 2020–2023.
- Prasetyo, R., Suciptaningsih, O. A., Malang, U. N., & Article, H. (2022). PENERAPAN TEORI BELAJAR HUMANISTIK PADA PEMBELAJARAN BERDIFERENSIASI DI SEKOLAH DASAR. 3(2), 233–237.
- Rosiyani, A. I., Aqilah Salamah, Lestari, C. A., Anggraini, S., & Ab, W. (2024). Penerapan Pembelajaran Berdiferensiasi dalam Kurikulum Merdeka pada Pembelajaran Ips Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(3), 10. <https://doi.org/10.47134/pgsd.v1i3.271>
- Sarie, F. N. (2022). Implementasi Pembelajaran Berdiferensiasi dengan Model Problem Based Learning pada Siswa Sekolah Dasar Kelas VI. *Tunas Nusantara*, 4(2), 492–498. <https://doi.org/10.34001/jtn.v4i2.3782>
- Seran, Y. B., & Puling, D. (2023). Implementasi Model Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka di Sekolah Dasar Bakateu Kabupaten Malaka Nusa Tenggara Timur menciptakan generasi masa depan yang unggul . Merdeka Belajar merupakan kebijakan baru Matematika dan Literasi di Indones. *Jurnal Pendidikan Berkarakter*, 1(5), 430–440.
- Sofiah, H., & Hikmawati, N. (2023). Pembelajaran Berdiferensiasi Pada Mata Pelajaran Bahasa Indonesia (Analisis Implementasi Kurikulum Merdeka di SD). *ABUYA: Jurnal Pendidikan Dasar*, 1(2), 49–60.
- Thian Vizar Putra Yuono, A., & Nurpratiwiningsih, L. (2023). Implementasi Pembelajaran Berdiferensiasi Pada Mata Pelajaran Bahasa Indonesia Kelas II di SDN Klampok 01. *Jurnal Pendidikan : SEROJA*, 2(5), 282–288.