

DIFFERENTIATED TEACHING CONTENT VIEWED FROM THE STUDENTS' LEARNING STYLES IN TEACHING WRITING

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Abstract

This research aims to find out the effect of differentiated teaching content viewed from students' learning style for students' writing skill in the senior high school. Quantitative approach using experimental research with one-group-pre-test-post-test design was used. The data were collected using questionnaire to know students' learning style and writing test to know students' writing ability. The data analyzed using SPSS. The result of data analysis showed that there are visual, auditory, and kinesthetic learning styles and the most common learning style is visual learners. Students' writing skills after being taught using differentiated content improved, it is showed from the results of the pre-test and post-test, pre-test was 59 and post-test was 85,6. The results of the T-Test analysis show that the calculated t-test is higher than the t-table value ($42,461 > 2,039$) with a significant of 0.000, which means there is significant effect in students' writing abilities after using differentiated teaching content. It can be concluded that teaching methods that adjust learning styles have an effect on students' writing skills, so teacher are suggested to pay attention to students' learning style when teaching writing.

Keywords: Differentiated Teaching Content, Learning Styles, Teaching Writing

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh konten diferensiasi konten pengajaran berdasarkan gaya belajar siswa terhadap keterampilan menulis siswa di sekolah menengah atas. Pendekatan kuantitatif dengan menggunakan penelitian eksperimental dengan desain one-group-pre-test-post-test digunakan dalam penelitian ini. Data dikumpulkan menggunakan kuesioner untuk mengetahui gaya belajar siswa dan tes menulis untuk mengetahui kemampuan menulis siswa. Data dianalisis menggunakan SPSS. Hasil analisis data menunjukkan bahwa terdapat gaya belajar visual, auditori, dan kinestetik, dengan gaya belajar yang paling umum adalah visual. Keterampilan menulis siswa setelah diajar menggunakan diferensiasi konten pengajaran meningkat, seperti yang ditunjukkan dari hasil pre-test dan post-test, yaitu pre-test 59 dan post-test 85,6. Hasil analisis T-Test menunjukkan bahwa nilai t-hitung lebih tinggi daripada nilai t-tabel ($42,461 > 2,039$) dengan signifikansi 0,000, yang berarti ada pengaruh signifikan pada kemampuan menulis siswa setelah menggunakan diferensiasi konten pengajaran. Dapat disimpulkan bahwa metode pengajaran yang menyesuaikan dengan gaya belajar siswa berpengaruh pada keterampilan menulis siswa, sehingga disarankan agar guru memperhatikan gaya belajar siswa saat mengajar menulis.

Kata Kunci: Diferensiasi Konten Pengajaran, Gaya Belajar, Mengajar Menulis

BACKGROUND

Indonesia has used *Merdeka Curriculum* (Independent Curriculum) since the 2021/2022 academic year (Priantini et al., 2022). According to decree of the head of BSKAP No.008/H/KR/2022 of 2022, one of the characteristics of Independent Curriculum is student-centered. This curriculum also provides flexibility for teachers to design teaching objective flow according to the learning needs and interests of students. Based on these, teacher can create learning that can accommodate student differences. Student differences can be facilitated using teaching method. Teaching methods are principles, procedures, or strategies used by teachers to convey material to students (Westwood, 2008). It is important for teachers to use the method because it facilitates

the learning process and student learning outcomes (Ilyas et al., 2018). So, teachers can use methods to provide learning that can accommodate student differences.

There is a method that can provide different teaching content in one class, namely differentiated instruction. In general, differentiation is an activity of modifying processes and designing various activities with a specific purpose (Puspitasari & Walujo, 2020). This concept of differentiation utilized into learning and is called differentiated instruction. Differentiated instruction is teaching that incorporates the differences of each student in the class so that students can learn effectively (Tomlinson, 2001). In differentiated instruction the teacher must know the differences of each student. Differentiated instruction divides student differences based on readiness, interest, and learning profile (Tomlinson, 2001; Khristiani et al., 2021). Readiness is the starting point of students' abilities in learning. Interests are what students like, for example seen based on hobbies. The learning profile is the learning style of students in understanding what they learn. From these three differences, the teacher can determine the group of students in the class.

Different groups of students need different treatment. Tomlinson (2001) divides differentiation instruction into four namely content, process, product, and learning environment. These four aspects are within the control of teachers because they are the one who implement them in class (Khristiani et al., 2021). Content is what the teacher teaches or what students learn in learning. Processes are meaningful activities carried out by students during learning. Products are what students produce at the end of learning. The learning environment is the environment around students both personally, socially, and physically. So, this aspect of differentiation will make students receive different treatment according to their needs.

Learning that considers differences in learning style will encourage students to learn more quickly and enjoy what they learn more. Based on that, this research focus on content differentiation viewed from students' learning profiles or student learning styles. De Porter & Hernacki (2002) said that there are three learning styles of a person, namely visual, auditory, and kinesthetic. Visual learning style is a learning style that uses the senses of sight, namely the eyes. Students with this learning style easily receive information through pictures or writing. On the other hand, auditory is more about learn through listening. Auditory students enjoy learning using music, sound, or audio that they can listen to. Then kinesthetic is a learning style through movements, touching, or doing. Students with this learning style like to learn by moving, touching objects directly, or doing something. So, the content provided to students is adapted to these three learning styles.

In the Academic Paper of Principles of Differentiated Learning Development by Purba, et al. (2021) it is explained that content differentiation can be done in two ways, namely adjusting the material based on student readiness and interest or adjusting how the material will be delivered based on student learning profiles. Based on that, this research is included in the second way, namely delivering material according to student learning styles. Researchers provided material according to learning styles, namely (1) visual students are given material through picture, (2) auditory students are given material through audio, and (3) kinesthetic students are given material through games; picture-composing and scramble word.

Differentiated instruction can be done with several materials in one class or one material in a class with different treatment (Purba et al., 2021). In this study, Researchers chose one material with different treatment. Researchers focus on writing skills. Writing skill is the ability to make products that are written through knowledge, learning, creativity, honesty, and intelligence (Gautam, 2019). To write, Researchers chooses narrative text material. Narrative text is a story about an event or that happened in the past and has moral values that can be learned by the reader (Pardiyono, 2007). In

writing, students still experience difficulties. Koilara et al. (2020) found that students still had difficulties in writing narrative texts, especially in distinguishing generic structures. So the use of the differentiated content method is expected to overcome students' difficulties in writing.

Besides the advantages of differentiated instruction, it also has disadvantages. This method requires a lot of time which means that the learning stages have not been conveyed well (Febrianti, 2023; Made, 2022). Researchers overcome this problem by mapping the time from the diagnostic assessment to the material for each meeting.

Iskandar (2021) in his research said that differentiated learning is able to present fun learning for students starting from differentiation in material content, processes and products that are expected to be able to build student creativity according to their interests, readiness, and learning profiles which can ultimately improve student learning outcomes. Different from that previous research, this research only focus on differentiated content viewed from student learning styles. This study carried out on XI grade students while the previous research was in grade IX. Also the previous research used K13 while this study used the Independent Curriculum.

This study is important to do. Since students have different learning styles so they need to learn with a method that does not only focus in one student. Students also still have difficulties in writing narrative texts (Koilara et al., 2020). Based on this fact, a learning method is needed to overcome this problem. The differentiation method is expected to be a solution, especially differentiated teaching content. Researchers investigate whether this method is able to improve students' writing skills or not. This research is useful for teachers in Indonesia, especially in teaching writing. Knowing the fact, researchers interested to conduct a study entitled "Differentiated Teaching Content Viewed from the Students' Learning Styles in Teaching Writing for the XI Grade Students of SMAN 1 Kediri".

The problem formulation of this research are (1) How is the students' writing skill before being taught differentiated teaching content at XI grade of SMAN 1 Kediri?, (2) How is the students' writing skill after being taught differentiated teaching content at XI grade of SMAN 1 Kediri?, and (3) Is there any significant effect of differentiated teaching content to the students' writing ability at XI grade of SMAN 1 Kediri?. The aims of this research are (1) To find out students' writing ability before using differentiated teaching content at XI grade of SMAN 1 Kediri, (2) To find out students' writing ability after using differentiated teaching content at XI grade of SMAN 1 Kediri, and (3) To find out whether there is a significant effect of differentiated teaching content to the students' writing ability at XI grade of SMAN 1 Kediri.

METHODOLOGY OF RESEARCH

Researchers used a quantitative approach using experimental research with one-group-pre-test-post-test design. The population was XI grade students of SMAN 1 Kediri with total 442 students. With clustering sample, the sample was the XI-K class with total 37 students. Researchers collected data through questionnaire to get to know students learning style and writing test to get to know students writing ability. The questionnaire is analyzed using Excel version 2010 and writing test using scoring rubric adapted from Brown (2004). For the treatment, researchers conducted differentiated teaching content based on the students' learning style. After that, the data analyzed using T-Test with SPSS version 20.

RESULT AND DISCUSSION

This research aims to know the students' learning styles, the students' writing skill before and after differentiated teaching content viewed from students' learning styles were used in teaching writing, and whether there is any significant effect of differentiated teaching content viewed from students' learning styles to the students'

writing skill. The data got from questionnaire and from the pre-test and post-test were presented in this part.

1. Students' Learning Style

Researchers conducted a questionnaire to determine students' learning styles. The questionnaire was carried out at the beginning of the meeting using Google Form. There were 15 questions that students must answer. Researchers gave instructions to answer questions honestly based on what they each experienced. The following is a description of the student learning styles obtained from the results of the questionnaire:

Table 1 Students' Learning Style

Learning Style	Total (N)	Percentage (%)
Visual	23	62%
Auditory	6	16%
Kinesthetic	8	22%

Based on the table 1, it was found that there are three learning styles among students, namely visual, auditory and kinesthetic. The number of students is 37 students. There are 24 students with visual learning style, 6 students with auditory learning style, and 8 students with kinesthetic learning style. The visual learning style has a percentage of 62%, the auditory learning style has a percentage of 16%, and the kinesthetic learning style has a percentage of 22%. It can be concluded that in the class, the most common learning style is visual which is consist more than half students in the class. This result is contra with Sukmayani et al. (2023) who is only found two learning style in the class, but is in line with Aprilia et al. (2023) who found three learning style in the class.

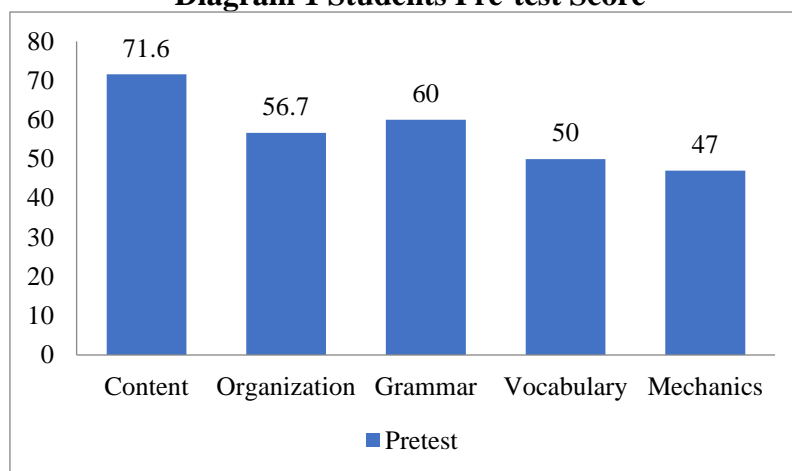
2. The Students' Writing Skill Before Being Taught Differentiated Teaching Content Viewed From Students' Learning Style

Researchers conducted a pre-test in the form of a written test to determine students' writing abilities before being taught using differentiated teaching content. Researchers conducted a direct test in the form of writing narrative text. Legend was a type of narrative text chosen by researchers because legends are appropriate to class XI teaching material. Students were given instructions to write legend text on a piece of paper consist of 150 word. The table below shows the result of students' pre-test score:

Table 2 Students' Pre-test Score

Aspects					Average Score
Content	Organization	Grammar	Vocabulary	Mechanics	
71,6	56,7	60	50	47	59

Diagram 1 Students Pre-test Score



From the table and diagram above, it can be seen that the average score for all students is 59. The aspect with the highest score is content (71,6). It followed by the grammar (60), the organization (56,7), the vocabulary (50), and the aspect with the lowest score, mechanics (47). It means mechanics became the most difficult aspect for students in writing. Researchers found many mechanical errors such as capitalization, punctuation, and spelling. Students' common mistake was when punctuating dialogue within paragraphs. This finding is in line with Herdiyanti (2014) who said that at the stage before treatment there were many students making mistakes in mechanics both sentences and punctuation. In the organization aspect, researchers also found errors in the narrative text structure. This supports Koilara et al. (2020), who stated that students still had difficulties in writing narrative texts, especially in distinguishing generic structures. Students always combine one structure to another and they do not explain clearly according to the right structure. However, students showed a good understanding of content, as indicated by the content aspect receiving the highest score of 71,6. Most of students already understand quite well what legend text is, but there are also some students who write other kind of text, not narrative text. Based on the pre-test results, it can be concluded that the students' scores are still poor, with an average score of 59.

3. The Students' Writing Skill After Being Taught Differentiated Teaching Content Viewed From Students' Learning Style

Before researchers gave post-test, they conducted treatment. Treatment was carried out twice. The first treatment was carried out in groups and the second treatment was individually. Researchers provided treatment in the form of applying differentiated teaching content viewed from student learning style. The content taught to the students was writing a legend text with a focus on content, organization, grammar, vocabulary, and mechanics. The content was delivered differently based on the students' learning styles. Visual learners received content through pictures and writing. Auditory learners received content through audio and teacher lectures. Kinesthetic learners received content through games such as composing pictures and arranging words.

The following is the step of differentiated content based on the learning styles carried out by researchers:

a. Visual Group

- 1) Researchers explained the visual group to study the material through the picture series provided.
- 2) Students observed the pictures and looked for action verbs from each picture and then made them into sentences.
- 3) Students wrote text structures based on pictures

- 4) Researchers provide examples of sentences with spelling, punctuation and capitalization errors. Students are asked to write the sentence correctly.
 - 5) Students connected sentences using word sequences to form a complete legend text.
- b. Auditory Group
- 1) Researchers explained that the auditory group was to study the material through the audio provided.
 - 2) Students listened and noted down the action verbs they heard. Then changed them to past form and made sentences from the action verb.
 - 3) Researchers provide examples of sentences with spelling, punctuation and capitalization errors. Students are asked to write the sentence correctly.
 - 4) Students connected sentences using the sequence of words provided in the worksheet to create a complete legend text.
- c. Kinesthetic Group
- 1) Researchers explained that the kinesthetic group was to study the material through the composing-picture-game provided.
 - 2) One group member was given an example of an action verb and demonstrated it, the other members guessed the word.
 - 3) Students arranged the pictures in order based on the clues in the picture. Then grouped them based on their structure.
 - 4) Then determined the action verb and made a sentence.
 - 5) Researchers provide examples of sentences with spelling, punctuation and capitalization errors. Students are asked to write the sentence correctly.
 - 6) Students connected sentences using sequence words to create a complete legend text.

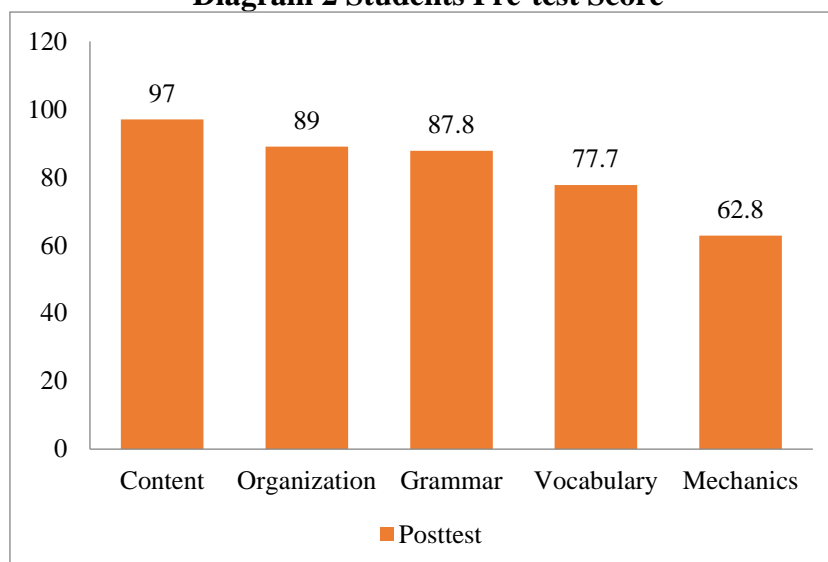
Researchers found that during treatment, students became more enjoy the class. This is similar with the state of Iskandar (2021) who said that differentiated learning is able to present fun learning for students. Febrianti (2023) and Made (2022) said that differentiated method requires a lot of time which means that the learning stages have not been conveyed well. However, in this research it was not time that was an obstacle but the teacher's difficulty in handling all the students. For example, when researchers provided treatment to visual students, on the other hand, auditory and kinesthetic students are not conducive, and vice versa. This made the class became less conducive.

After the treatment, researchers conducted post-test to measure students' writing ability after being taught using differentiated teaching content viewed from learning style. The post-test is in the form of a written test, namely writing narrative text. Students were asked to write a legend text. The table 4.2 below shows the result of students' pre-test score:

Table 3 Students Post-test Score

Aspects					Average Score
Content	Organization	Grammar	Vocabulary	Mechanics	
97	89	87,8	77,7	62,8	85,6

Diagram 2 Students Pre-test Score



From the table 3 and diagram 2, it can be seen that the total score for all students is 85,6. The aspect with the highest score is content (97). Followed by the organization aspect (89), the grammar aspect (87,8), the vocabulary aspect (77,7) and the aspect with the lowest score, namely mechanics (62,8). The minimum score from the post-test is 71,25 and the maximum score is 92,5. From this data, it can be concluded that the students' post-test scores are significantly higher compared to their pre-test scores. The most frequent scores among students are in the range of 87-90. With the assessment criteria according to Arikunto (2010) as follows: 90-100 = Very Good, 80-89 = Good, 70-79 = Fair, 60-69 = Poor, and 50-59 = Failed, it can be said that most of the students' post-test results were classified as good to very good. This indicates that students experienced improvement after being taught using differentiated teaching content.

From the students' post-test, researchers found that all aspects—content, organization, grammar, vocabulary, and mechanics—showed improvement students' work becomes more structured, the story develops well, and the writing is neat compared to the pre-test. It can be confirmed that all students showed improvement based on the test results. This result in line with Ismail (2019), who found that differentiated instruction, improved the quality of students' writing in terms of content, structure, and length. Researchers also found that students' understanding increased after the treatment. Students can apply what is taught during treatment into their work. For example, students are taught to use the past tense during treatment and they are able to use it during the post-test too. This is in line with the findings of Hussein (2021) and Iskandar (2021), who stated that differentiated instruction has been proven to improve student outcomes and provide various ways of teaching to enhance students' understanding.

In order to know whether there is significant effect using product differentiation technique viewed from the students' learning styles the data from the pre-test and post-test were measured using SPSS 2 by applying Paired Sample Statistic, Paired Samples Correlations, and Paired Samples Test.

The following are the results of the t-test in the form of paired sample statistics, paired samples correlation, and paired sample test:

a. Paired Sample Statistic

Paired sample statistics show the results of summary descriptive statistics from both data, namely pre-test and post-test. The table 4 below is the result of paired sample statistics:

Table 4 Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	59,4595	37	5,36466	,88194
	Post-test	85,6757	37	4,81060	,79086

From the table.4, the mean of the pre-test data is 59,4595 with a total of 37 data. Meanwhile, the mean of the post-test data is 85,6757 with a total of 37. It can be concluded that the post-test data has a higher mean compared to the data pre-test.

b. Paired Sample Correlation

Paired sample correlation used to measure the strength and direction of the relationship between two related variables. The table 5 is the result of paired sample correlations:

Table 5 Paired Sample Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	37	,733	,000

Based on the table 5, the results of the paired samples correlation analysis between the pre-test and post-test scores indicate a significant and strong relationship between the two measurements. From the 37 participants involved, the obtained correlation of 0.733 indicates a strong positive correlation. This means that participants with high pre-test scores also tend to have high post-test scores. Additionally, the significance value (Sig.) of 0.000 shows that this correlation is statistically significant, meaning there is a very low probability that the observed correlation occurred by chance. Overall, these results indicate a close relationship between the pre-test and post-test scores.

c. Paired Sample Test

Paired sample test is used to see the difference in average values in data before and data after treatment. The basis for decision making is if the Sig value. (2-tailed) is smaller than 0.05, so there is a significant difference between the results of the pre-test and post-test data. Conversely, if the Sig. (2-tailed) is greater than 0.05, so there is no significant difference between the results of the pre-test and post-test data. The table 6 is the result of paired sample test:

Table 6 Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	- 26,21622	3,75563	,61742	- 27,46840	- 24,96403	- 42,461	36	,000

Based on the table 6, the t-test value obtained a value of -42,461 and t-table with degree of freedom (df) 36, namely 2.028 at the level of significance 0.05. This means the t-test was higher than t-table (-42,461 > 2.039). It can be concluded that H_0 is accepted and H_a is rejected. Apart from that, significant value of 0.000 is obtained. That means 0.000 is smaller than 0.05, so it can be concluded that there is a significant difference in results in the pre-test and post-test data.

Differentiated teaching content viewed from students' learning style have an effect to students' writing skill. There is an increase in all aspects of writing, indicating that students' writing skills have improved. Researchers saw changes in students' text results after being taught using content differentiation. From the students who initially write non-narrative texts, they understand how to write according to content. There are also the students who do not write indented paragraphs, and then in the end they can write good paragraphs. Such changes represent a significant improvement. This is also proven by the results of the paired sample test carried out by researchers. So based on this data, it can be interpreted that there is a significant effect of the treatment on students' writing skills. This result is in line with Sukmayani et al. (2023) who found that differentiated teaching methods based on students' learning styles in teaching writing has a significant influence on improving students' writing skills. Based on the result of this research and the result of previous research, it can be concluded that there is a significant effect of differentiated teaching content on the students' writing skill.

CONCLUSION

Based on the research findings, here are the conclusions of this study. First, the results of the learning styles questionnaire show that there were 23 visual learners, 6 auditory learners, and 8 kinesthetic learners in the class. Therefore, it can be said that the most common learning style is visual, and the least common is auditory. Second, in writing, students still have difficulty with mechanical aspects, such as spelling, punctuation, and capitalization. Additionally, differentiated teaching content made students enjoy the class and find the material easy to understand. However, researchers encountered a challenge in managing students with different learning styles at the same time. Furthermore, there was an increase in all aspects of writing after the use of differentiated teaching content, with the highest improvement seen in the aspect of organization. Finally, from the pre-test and post-test results, it can be concluded that there is a significant improvement in students' writing abilities when using differentiated teaching content. This is evidenced by the higher post-test scores compared to the pre-test scores.

SUGGESTION

Researchers suggest for teachers, to pay attention to mechanics aspect by providing material related to mechanics because students are still low in that aspect. For future researchers, to conduct research of differentiated teaching content viewed from students' readiness or interest because this research have not focused on that aspect and only focused on learning style. For school, to provide adequate resources, such as technology and teaching tools that support differentiated instruction.

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