



## Fulfillment of Learnes' Learning Need Through Differentiation in Indonesian Language Learning in SDN Sondakan Surakarta

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### Abstract

Classroom learning is mostly still beating students' abilities, while students' abilities vary, so that learning methods are needed that are in accordance with the abilities of each student. Education in Indonesia requires an increase that is able to provide enlightenment, with yesterday's covid 19 making student learning disrupted. Differentiated learning is a new learning system following the times that is expected to provide rapid change for education in Indonesia. This study aims to describe differentiated Indonesian language learning for students in grade IV elementary school. This research uses descriptive qualitative. Data collection techniques in this research are observation, interview, and documentation. The results of this study are the application of differentiated learning at SDN 11sondakan Surakarta, in grade IV Indonesian language learning, and the impact of the application of differentiated learning at SDN 11 Sondakan Surakarta on grade IV Indonesian language learning. The conclusion of this research is that differentiated learning refers to an approach that considers the individual needs, interests, and abilities of students. The most important component is understanding the ability of individual students. The results of differentiated learning are more improved than before.

**Keyword:** Learning, Differentiation, Indonesian Language

### Abstrak

*Pembelajaran dikelas sebagian besar masih memukul rata kemampuan siswa, sedangkan kemampuan siswa berbeda-beda, sehingga diperlukan metode pembelajaran yang sesuai dengan kemampuan Masing-masing siswa. Pendidikan di Indonesia memerlukan peningkatan yang mampu memberikan pencerahan, dengan adanya covid 19 kemarin membuat pembelajaran siswa terganggu. Pembelajaran diferensiasi merupakan sebuah sistem pembelajaran yang baru mengikuti perkembangan zaman yang diharapkan dapat memberikan perubahan yang pesat bagi pendidikan di Indonesia. Penelitian ini bertujuan untuk mendeskripsikan pembelajaran bahasa Indonesia berdiferensiasi pada peserta didik di SD kelas IV. Penelitian ini menggunakan deskriptif kualitatif. Tehnik pengumpulan data dalam penelitian ini yakni observasi, wawancara, dan dokumentasi. Hasil penelitian ini yaitu penerapan pembelajaran diferensiasi di SDN 11sondakan Surakarta, pada pembelajaran bahasa Indonesia kelas IV, dan dampak penerapan pembelajaran diferensiasi di sdn 11 sondakan Surakarta pada pembelajaran bahasa Indonesia kelas IV. Kesimpulan dari penelitian ini, dalam pembelajaran dieferensiasi mengacu dalam pedekatan yang mempertimbangkan, kebutuhan, minat, dan kemampuan individual peserta didik. Komponen yang paling penting adalah pemahaman kemampuan siswa secara individu. Hasil pembelajaran diferensiasi lebih meningkat daripada sebelumnya.*

**Kata Kunci:** Pendidikan, Diferensiasi, Bahasa Indonesia..

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## INTRODUCTION

According to the general provisions of the Indonesian law No. 20 of 2003 concerning the National Education System, students are members of society who seek to develop their potential through the learning process available on certain paths, levels and types of education. In each learner has a different character where these differences affect the quality of learning outcomes between individuals. The differences that occur become a problem for students, the problem is the difficulty in understanding the learning material taught by the teacher in the classroom. With the different abilities of each learner, this is where the teacher's role is not only to provide the material taught. However, the teacher is also responsible for the material he has given, the teacher as the designer of the implementation of student learning in the classroom must also pay attention to the ability of each student, so that the learning process that takes place can enter into students. Teachers can pay attention to the character of each student, the design of the implementation of learning will run well, therefore basing the character of children on learning activities is very influential on the success of education. One of the learning techniques that can maximize such learning efficiently through differentiated learning methods.

Learning methods in the classroom are mostly still beating the ability of students who excel usually become a reference for the ability of students in the class. Meanwhile, there are some students who are not able to catch up with the material like smart students. Therefore, a learning method is needed that can maximize the learning of students who are left behind. Differentiated learning is considered capable of overcoming such a problem. According to (Santos, et al 2021) states that the differentiated learning strategy seems to be used as an approach in the learning process. The goal, among others, is to increase creative learner behavior. This learning method is intended to maximize the backlog of material that has been taught by the teacher with classmates.

Differentiated learning requires teachers to go deeper into the learning abilities of each student, educators must be better able to identify factors that become obstacles in the learning process of students. One way to identify students is to conduct an observation aimed at seeing students' abilities in learning interests, good and efficient student learning styles as well as kinesthetic, auditory, and visual. According to (Morissan 2017) observation or observation is a daily human activity using the five senses as its main tool. Observation can be done during learning, this is where educators observe students who are lacking in learning and pay more attention and often provide motivation. Sadirman A.M, (2015), Motivation to learn is a student activity in a particular subject, it will make students who do not want to want to learn and reduce dislike. And motivation is also needed from outside the body or where it lives (Aini 2016).

Differentiated learning is divided into three parts, namely content differentiation, process differentiation, and product differentiation. Content differentiation is a form of learning implementation by applying material to learners based on skills, Pancasila learner profiles and knowledge. Process differentiation, namely the process by which students process information, ideas of thought, from the material obtained. While product differentiation, which is where students can show what has been obtained before.

Basically, this differentiation focuses on students' love of learning, passion is a sense of liking or interest in something, without coercion by others, while learning is an effort to be able to expand knowledge, both in academics and non-academics accompanied by parents or teachers. Basically, learning will be better if there is a willingness from within and there is no encouragement or coercion from the teacher. According to (Slameto 2010) several indicators of interest in learning, namely: feelings of pleasure, interest, acceptance, and student involvement. If some of these indicators have been met, the material taught is easily understood by students. In addition, it can increase students' enthusiasm for learning, and students will be actively involved during the learning process. Knowing students' interest in learning makes it easier for educators to make learning designs that are in accordance with these conditions.

Differentiated learning does not mean grouping students who are good or students who are less good, but these students are made into one class that is given different assignments according to student abilities. Teachers do not only have one learning tool but must have many learning tools that will be given to each student, teachers can also often assist each student in turn. In essence, this differentiated learning, each student has a different learning ability in receiving learning from the teacher and the teacher must adjust learning to the student's learning ability. Humans as social creatures communicate with each other both orally and in writing. Communication also requires a tool so that each individual can interact, using language, language can also be the identity of an area. According to (Adyana 2018) language as a social function is important for humans to signify social interaction with each other. Language in general has been taught since childhood or since birth children have been introduced to everyday language. Indonesian is the national language of our country and also as a state identity. Indonesian language subjects are student interaction techniques with the origin of practicing with the surrounding environment that leads to knowledge that can foster four language skills, (Rosya 2014). In Indonesian language learning, reading and writing are very important activities because, according to (Rahman 2018) reading and writing are the mother of literacy. UNESCO says that Indonesia ranks quite bottom regarding world literacy. In other words, Indonesian people's interest in reading is said to be very low (Nugroho 2017). This is getting worse with the covid 19 pandemic, Indonesian students' interest in reading has decreased due to learning limitations due to the pandemic. During the panic, students carry out online learning so that there is no supervision from the teacher, the library also does not open book borrowing services, motivated by this, the implementation of reading interest literacy is constrained (Qibtiyah 2021).

Education in Indonesia needs an improvement that can enlighten educators and students, education is now more open and freer. With the covid pandemic outbreak yesterday, the government issued an emergency curriculum policy which is an update of the 2013 curriculum, which is now renamed the Merdeka Curriculum. With this new curriculum, it can change the reorganization of the education system in Indonesia. (Yamin & Syahrir 2020) state that in welcoming the renewal and progress of the nation in order to keep up with the times. With this curriculum update, it is hoped that it can provide more rapid changes, as what our education minister, Nadiem Makarim, said "education reform cannot be carried out solely using an administrative approach but must carry out a culture transformation (Satriawan et al., 2021). The curriculum is the heart of education, the good and bad of education depends on the curriculum, (Asri 2017). This study aims to describe the application of differentiated learning at SDN 11 Sondakan in grade IV Indonesian language learning, sSand to describe the impact of the implementation of differentiated learning on grade IV Indonesian language learning at SDN 11 Sondakan. Researchers chose SDN 11 Sondakan to conduct research because the school has implemented differentiated learning, the implementation of the independent curriculum in the school is only grades I and IV, and researchers chose grade IV because according to the author grade IV is a transition phase from low to high grades so that student learning needs are very different. The author chose Indonesian language subjects, because students can also learn Indonesian with the people around them so that this will increase students' knowledge in good and correct Indonesian. Therefore, the researcher was inspired to conduct research with the title. "Fulfilling the Learning Needs of Elementary Students Through Differentiation of Indonesian Language Learning"

Research that is relevant to this research is research conducted. Farid (2022) entitled "differentiated learning strategies in meeting the learning needs of students in elementary schools". Eliviya (2023) which contains the results of the application of differentiated learning in the independent curriculum in Indonesian language learning class IV elementary school at sdn lakarsantri 1/472 Surabaya. Ridwan (2023) contains how to implement differentiated learning, namely carrying out cognitive and non-cognitive diagnostic assessments to determine student learning needs. Reni Kharismawati (2023) that there was an increase of about 60%

after applying differentiated learning in Indonesian Language on Pantun Material Class V SDN Oro-Oro Ombo. Hanaunnadiya (2023) on differentiated learning planning which obtained data related to learning style results of 45% visual, 21% auditory, and 33% kinesthetic. These studies have relevance to the study conducted in this research, and help the author in gaining a better understanding. Although there has been previous research, research on Indonesian language differentiation learning needs to be carried out to complete a broader picture of the application and impact of Indonesian language differentiation learning in grade IV sd, and can make it a reference for further research.

## RESEARCH METHODS

Researchers conducted research related to meeting the learning needs of students in elementary schools through differentiated Indonesian language learning. This research uses descriptive qualitative research. The data collection techniques used in this research are observation, interview, and documentation. Qualitative descriptive analysis technique. According to Mohajan, Rahadan (2018) states that qualitative description has a meaning as research that discusses social matters in a natural way that focuses on describing, and understanding experiences to find out social facts so that each individual can solve their own problems. This technique begins with collecting data using research instruments. Data collection techniques used in this study are by collecting the results of observations, interviews and documentation which are then analyzed. After analyzing the researcher can understand about differentiated learning. Cope 2015 (in Yin 2002) The case study approach can be described as a flexible, challenging and widely used method in social science research, the least support and attention to case studies due to the absence of definite rules. The researcher goes directly to the area to be studied to conduct a search for the object of research seeking information through the class teacher using observation, interviews, and reviewing with other studies. Research can be carried out anywhere and anytime. Data in qualitative research is data that doubles almost the same as all non-numerical. This data uses words to describe the phenomena being observed. In carrying out research on fulfilling the learning needs of elementary school students through differentiation of Indonesian language learning, this research was carried out at SDN 11 Sondakan Surakarta, which is located in one of the Laweyan sub-districts of Surakarta city.

## RESULT AND DISCUSSION

The research conducted in January 2024 focused on two problem formulations, namely how the implementation of differentiation in grade IV Indonesian language learning, and how the impact of the implementation of differentiation learning on grade IV Indonesian language learning at SDN 11 Sondakan.

### Result

Gray (2020) The differentiated learning approach is aimed at improving self-organizing. Since there are differences in students' abilities when learning Indonesian, in the context of grade IV, differentiation in Indonesian learning must be carefully designed to ensure that all students can develop their Indonesian language skills to the fullest.

According to the Class IV Teacher, *first, teachers need to understand the diversity of learners in terms of reading, writing, listening and speaking skills. After that, it can be done through direct observation, through open communication with students and parents, and diagnostic assessments.* In this case, during class learning, the teacher invites students to chat together and asks a few questions to gather information, with the opinions of children if they cannot express orally, they can be written down because sometimes students do not dare to speak. With this, you can find out the needs of students, so that teachers can adjust their learning, and also by taking an approach. *The grade IV teacher explained "This approach is applied by selecting*

*material. The material used is in accordance with students' abilities, presented factually, and easy to understand. After selecting the document, the teacher displays the document as PowerPoint and explains the document in full. After the teacher explains the material thoroughly, the teacher will ask questions to the students to improve their understanding of the material. After the question and answer session ends, the teacher groups the students according to their learning needs. Students are grouped together and provided with learning facilities in each group to arouse student interest and help students understand the learning material more easily."*

One of the most important components of differentiated learning planning is an in-depth understanding of each student's individual abilities. Teachers need to observe and gather information about each student's stage of cognitive development, interests and learning styles to design appropriate learning. Classroom teachers make learning plans in accordance with students' learning needs and utilize classroom facilities, so that learning is as optimal as possible. And teachers must also look at last year's learning records, so that these shortcomings can be resolved here. The results of my observations when learning takes place in accordance with the lesson plan, starting with a learning prayer until the closing prayer, when the teacher gives a lighter question students scramble to answer it, this shows that students are very eager to carry out Indonesian language differentiation learning. When dividing groups to work on lkpd the teacher helps adjust group members because considering this differentiated learning the characters and abilities of students are different, with the help of teachers students can enthusiastically work together in group work. When students work on lkpd, the teacher always rotates to monitor students who are having difficulty, the teacher guides students who are having difficulty until the student understands the material.

This learning is in accordance with the initial plan but there is a slight difference, namely that some students have presented their work and some are still working, this makes the class atmosphere a little crowded because they feel they are losing quickly to other friends, here the class teacher tries to calm down by providing some ice breaking. And during the reflection of learning, only a few students answered it, and the teacher gave opportunities to students who were less active, so that all students could express their opinions. This is where the role of the teacher is very important because it must create a pleasant learning atmosphere.

### **Discussion**

Improving learning at SDN 11 Sondakan Surakarta by meeting students' learning needs is supported by research from the American Psychological Association (APA). According to the APA, successful learning depends on teachers' understanding of students' individual needs and their ability to adapt teaching methods according to different learning styles. Thus, paying attention to the recommendations of the American Psychological Association (APA) can be a strong foundation for improving the quality of learning at the primary level. The Ministry of Education and Culture (2022) says that, diagnostic assessment is an assessment used to find out in detail both in, strengths and weaknesses of students. Thus, learning can be carried out in accordance with the abilities and conditions of students.

A suitable approach is to provide different levels of reading material, ranging from simple to complex, according to each student's reading ability. In addition, writing tasks can be adapted to the students' ability level, both in terms of text length and sentence structure complexity. For listening activities, teachers can use a variety of audio or video materials with different levels of difficulty. This is in line with previous research, namely, research conducted by Hanaunnadiya (2023) on differentiated learning planning which obtained data related to learning style results of 45% visual, 21% auditory, and 33% kinesthetic. Students who need additional assistance can be given further instruction or repetition of material individually or in small groups. When speaking, teachers can provide opportunities for each student to be able to participate in class discussions, but also note that some students may need more support to express their ideas clearly.

Through a careful differentiation approach, grade IV Indonesian language learning at SDN 11 Sondakan Surakarta can meet the learning needs of all students more effectively, ensuring that every student has an equal opportunity to succeed in acquiring essential Indonesian language skills. Differentiated learning is an approach that considers students' individual needs, interests and abilities in the teaching-learning process. Tomlinson (2018) says that a student's learning profile is the student's preferred approach to learning, influenced by their thinking style, ability, culture, etc. In grade IV Indonesian language learning, the application of differentiation is important to ensure that each student can develop language skills to the fullest. There are three models that can be done to implement differentiated learning, namely content differentiation, process differentiation, and product differentiation.

Designing differentiated learning in Indonesian involves selecting reading materials, writing tasks and listening activities that are appropriate to students' ability levels. Teachers need to provide different levels of difficulty and a variety of activities to meet the learning needs of each student. It is also important to ensure that school and classroom facilities and infrastructure support differentiated learning. This could involve providing learning materials that are appropriate to students' needs. This is also in accordance with research conducted by Farid (2022) entitled "differentiated learning strategies in meeting the learning needs of students in primary schools". This study aims to collect various reference sources related to the application of differentiated learning strategies, especially in elementary schools. The equation of the research conducted by Farid with the researcher lies in the strategy studied, namely the application of differentiated learning strategies, especially in elementary schools, while the researcher fulfills the learning needs of elementary school students through differentiation of Indonesian language learning.

Differentiated learning is learning that considers, provides and recognizes the diversity of students in the learning process according to their motivation, interests and learning preferences. Teachers view learning from different perspectives, and differentiated learners view students differently and dynamically. Differentiated learning does not mean personalized learning. But the focus is on learning that meets students' needs and maximizes students' learning opportunities through independent learning (Marlina, 2019).

The use of technology can be a very effective tool in differentiation. For example, the use of adaptive learning software can help students to learn independently according to their needs and abilities. Setyaningsih (2019) currently teaching materials and learning activities have turned digital due to technological developments. During the differentiation process, open communication between teachers, students and parents is essential. Teachers need to involve parents in planning learning strategies that suit students' individual needs. Nida & Kuntari (2021) said that parents are people who are very close to children, and also students often meet at home, then parents play an important role in student learning motivation.

Differentiated learning in Indonesian language subjects is strongly influenced by the learning environment. A learning environment that supports differentiated learning is characterized by the need for everyone to feel welcomed, valued, safe, and to receive real justice. Everyone also has the expectation to achieve growth and success. With differentiated learning teachers and students collaborate to achieve success. Educators should improve learning based on the results of the learning completeness level in the pre-cycle activities. The improvement is achieved by introducing differentiated learning in the next lesson. Differentiated learning is a solution that can be applied by educators to meet the diverse learning needs of students (2023). This opinion is also in line with Tomlinson's (2000) opinion. Differentiation is a teaching and learning process where students learn content based on their abilities, interests, and needs so that students do not feel discouraged or fail in the learning process. However, before implementing differentiated learning, educators must conduct a diagnostic assessment. Differentiated learning methods have the potential to bring innovation to the teaching and learning process in the classroom. Differentiated learning has the potential to bring innovation in the teaching and learning process in the classroom. Differentiated

learning is proven to help teachers to increase learners' access to learning, because learning can have a variety of impacts in addition to increasing learning effectiveness and efficiency, differentiated learning also has an impact on improving learning outcomes.

In previous research related to differentiated learning in Indonesian language learning at SD Negeri 01 Suak Tapeh, it was proven that the school already uses the Merdeka curriculum. However, differentiated learning at SD Negeri 01 Suak Tapeh is quite good, but students have diversity ranging from backgrounds, learning styles, interests, talents, and also abilities in understanding material, especially in Indonesian language subjects. The efforts that have been made by teachers are that teachers begin to group according to the learning style of students in explaining learning materials. By utilizing the school environment as a tool in making it easier for students to understand learning material.

Differentiated learning means bringing together all the differences that exist in the classroom to be able to gather information, generate ideas, and express what students learn (Herwina, 2021). This will create a diverse classroom by giving students the opportunity to process an idea. Grouping students according to learning readiness levels and learning needs is based on a range of learning profile indicators so that students have the opportunity to learn naturally and effectively. Thus, the role of teachers to collaboratively build the models, approaches and methods needed to design learning materials is very important.

The results of data analysis that has been carried out by researchers about differentiated learning in Indonesian language subjects, especially regarding student learning styles, are included in the good category. This is evidenced by the diversity of student learning styles. Furthermore, it is evidenced by the mutual cooperation indicator, students always work together in one group. Next, the indicator of global diversity, students always respect friends who do not understand the lesson. Furthermore, the independent indicator, students take tests independently according to their abilities. Next is the critical reasoning indicator, students are able to answer questions asked by the teacher. And finally the creative indicator, students are able to turn worthless items into valuable items.

Creating a comfortable and enjoyable learning environment when implementing Indonesian language differentiation learning involves giving students the freedom to determine how they learn. Niswati (2015) students are able to get effective learning directly or indirectly which is affected by the social environment as well as the learning environment. Teachers need to facilitate students' various ways of learning and give recognition to the diversity of these ways of learning. Before implementing differentiated learning in Indonesian, it is important for teachers to conduct reflection notes to evaluate their preparation, understand students' needs, and plan appropriate learning strategies.

Prior to differentiated learning, Indonesian language learning tended to be less responsive to students' individual needs. Teachers more often used a one-size-fits-all approach, which could leave out students with special learning needs.

## **The impact of differentiated learning implementation at SDN 11 Sondakan on grade IV Indonesian language learning.**

### **Results**

The learning outcomes of Indonesian language differentiation can increase students' participation rate, improve material understanding, and increase students' confidence in expressing their opinions. Evaluation of differentiated learning is done through various methods, including teacher observation, daily tests, and projects. *The grade IV teacher said For the results of this differentiated learning of Indonesian language, it increased by about 80% compared to before differentiation. Because when learning differentiation, when we divide into groups, there are smart and ordinary students, so that automatically these students will get the material provided to the maximum, but before that we must really understand the character of each student individually.* This is in accordance with when I carried out observations of differentiated learning in Indonesian, students when in groups interacted with each other to

help students who were having difficulty and students did not feel embarrassed or inferior if they had not mastered the material. And it can also be proven by looking at student learning outcomes before and after implementing differentiation.

Differentiated learning in Indonesian is helpful in meeting the learning needs of each individual student. With a responsive and inclusive approach, students feel recognized and supported in their learning process. This is in line with the opinion, Marlina (2019) The difference between old learning and differentiated learning is that in differentiated learning teachers value diverse intelligence more because learning is according to students' readiness, interests and learning profiles. But this differentiated learning is not only the students but the teacher must also learn, as said by the fourth grade teacher. *This Indonesian language differentiation learning is very helpful in improving the needs of students with a note that the teacher must be creative, which must be honed not only the students but also the teacher.*

### **Discussion**

The results of learning differentiation in Indonesian language class IV at SDN 11 SONDAKAN can be said to be successful because it can improve student learning outcomes by 80%, this figure is classified as high as an index of learning success. This is in line with previous research, namely, research by Kharismawati (2023) conducted at SDN Oro-Oro Ombo, there was an increase of around 60% after the application of Indonesian language differentiation learning in Class V Pantun material, so this research can also be a reference for further research.

Teachers' feelings after implementing differentiated learning in Indonesian can be mixed between the joy of seeing students' progress and the challenge of meeting diverse learning needs. However, the awareness of the positive impact on students is a source of motivation for teachers. Students' responses after implementing differentiated learning are more positive, with increased participation, learning motivation and confidence in expressing opinions. Students feel valued and supported in their learning process.

Students' learning outcomes after implementing differentiated learning in Indonesian improved compared to undifferentiated learning. This is due to the more responsive approach to students' individual learning needs, as well as the recognition of the diversity of students' ways of learning.

### **CONCLUSION AND SUGGESTION**

Based on the research results of "fulfilling the learning needs of elementary school students through differentiation in grade IV Indonesian language learning". So it can be concluded that, in differentiated learning refers to an approach that considers the individual needs, interests, and abilities of students, there are several processes carried out by teachers to be able to maximize differentiated learning. One of the most important components in planning differentiated learning is a deep understanding of each student's individual abilities. Teachers must also create a comfortable and enjoyable learning atmosphere.

The impact of differentiating Indonesian language in grade IV at SDN 11 Sondakan increases the level of student participation, increases understanding of the material, and increases students' confidence in expressing their opinions. With a responsive and inclusive approach, students are considered and supported in their learning process. Student responses after implementing differentiated learning are more positive, with increased participation, learning motivation, and a sense of trust. It can be said that the learning outcomes of differentiated learning are more improved than before.

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