

Implementation of Differentiated Learning in The Independent Curriculum in The History Subject in Grade X-A of SMA Negeri 4 Palu

Muliani, Idrus Rore, Hasan, Priyatna Prasetyawati
Universitas Tadulako

ABSTRACT

Implementation of Differentiated Learning of the Independent Curriculum in History Subjects in Class X-A of SMA Negeri 4 Palu. Thesis. History Education Study Program, Department of Social Science Education, Faculty of Teacher Training and Education, Tadulako University. Supervisor Idrus A Rore. This study aims to analyze the implementation of differentiated learning in the Independent Curriculum in History subjects in class X-A of SMA Negeri 4 Palu. This study uses a qualitative descriptive research method. Data collection techniques used in this study are observation, interviews, and documentation. Based on the results of this study, the implementation of differentiated learning in the independent curriculum in history subjects in class X shows that the understanding of history teachers at SMA Negeri 4 Palu regarding the concept of differentiated learning in the Independent Curriculum is quite good but still needs to be improved. Teachers understand that differentiation aims to adapt learning to the needs, interests, and readiness of students, and implement it through varied assignments, student grouping, and the use of different media. However, the implementation still faces obstacles such as limited time, facilities, and a large number of students, as well as some teachers who do not fully understand this concept. Nevertheless, support in the form of training and teacher discussions has helped increase student motivation and engagement in history learning.

Keywords: *Implementation, Differentiated Learning, Independent Curriculum and History Learning*

Corresponding author

Nama : Muliani

Email : mulianibahasa@gmail.com

INTRODUCTION

The curriculum serves as a guideline for all forms of educational programs, both nationally and internationally. The curriculum serves as a reference for organizing the teaching and learning process and is used at all levels of education. The curriculum is crucial because it encompasses values, attitudes, beliefs, abilities, knowledge, and all elements of education (Mulenga, 2018: 1–23). The definition of the curriculum is regulated in Law Number 20 of 2003 concerning the National Education System, namely a set of plans and regulations regarding the objectives, content, and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve specific educational goals.

The Independent Curriculum is the latest curriculum established in 2022 by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). The Independent Curriculum strives to create lessons that place

students at the center of the learning process, a concept known as new paradigm learning. This new paradigm learning is implemented through simpler, more holistic learning outcomes and the application of a differentiated learning approach and Teaching at the Right Level (TaRL). (Sufyadi, 2021:11)

The Independent Curriculum (Curriculum Merdeka) is the latest educational innovation in Indonesia designed to address the challenges of modern education. This curriculum emphasizes flexibility and school autonomy in determining learning processes that align with students' needs and potential. Its core principle is "independent learning," which aims to reduce the administrative burden on teachers and provide greater freedom to develop creative and effective teaching methods. The Independent Curriculum also focuses on developing core competencies such as critical thinking, creativity, communication, and collaboration, which are considered essential for facing 21st-century challenges. Despite bringing significant changes to the learning approach, the implementation of the Independent Curriculum also faces various challenges, particularly in terms of teacher and school readiness to adopt this new paradigm.

Differentiated learning strives to create an education where the entire learning process responds to students' learning needs. Student learning needs encompass learning readiness, interests, and learning profiles. Learning readiness is based on students' prior knowledge and skills. Learning interests are the motivation for students in the learning process. Learning profiles provide students with opportunities to learn naturally and efficiently, tailored to their learning styles.

Teachers need to understand their students' learning needs so that the methods they use will be appropriate to their goals, conditions, types, functions, and various levels of maturity. The Independent Curriculum outlines differentiated learning across content, process, and product. Therefore, in implementing the Independent Curriculum, teachers must develop their capacity to map students' learning needs and translate them into lesson plans. The essence of implementing the Independent Curriculum in the classroom is that educators are able to create active learning through a differentiated approach to content, process, and product.

METHOD

This study uses qualitative research methods. Qualitative methods produce descriptive data in the form of written or spoken words from people and observed behavior. In qualitative research, data collection is not guided by theory, but rather by facts found in the field. According to Adhi, Kusumastuti, and Ahmad Mustamil Khoiro (2019: 9), they state that:

In this research, the information obtained is analyzed qualitatively (non-quantitatively). The information can be in the form of interview transcripts, field notes, documents, and/or visual materials such as photos, videos, internet materials, and other documents about human life as individuals or groups.

The research location was conducted at SMA Negeri 4 Palu, located on Jl. Mokolembake No. 10, Lere, District, West Palu, Palu City, Central Sulawesi, 94111. The reason for conducting this research at SMA Negeri 4 Palu was because it was in accordance with the main problem of the research. This school also supports the

research being conducted. The research location is a senior high school in Central Sulawesi province. SMA Negeri 4 Palu is one of the schools accredited A, with a total of 1183 students.

FINDING AND DISCUSSION

RESEARCH RESULT

This research was conducted for three months, starting from February to April 2025, to collect data. involving a total of 15 informants, consisting of 1 Vice Principal for Curriculum/Academic, 4 History Teachers, 10 Grade X Students. The purpose of this study is to analyze the obstacles that hinder teachers in implementing differentiated learning according to the Independent Curriculum in History subjects at SMA Negeri 4 Palu, to find out the level of understanding of History teachers at SMA Negeri 4 Palu regarding the concept of differentiated learning in the context of the Independent Curriculum, to find out what inhibiting factors teachers face in implementing differentiated learning according to the Independent Curriculum in History subjects at SMA Negeri 4 Palu.

A. History Teachers' Understanding at SMA Negeri 4 Palu of the Concept of Differentiated Learning in the Merdeka Curriculum

On Wednesday, February 26, 2025, the writer had the opportunity to interview Mrs. Adsul, a history teacher at SMA Negeri 4 Palu. The purpose of this interview was to explore history teachers' understanding of the concept of differentiated learning within the Merdeka Curriculum.

Mrs. Adsul, S.Pd explained that differentiated learning is an approach that adjusts the learning process to students' needs, interests, and readiness levels. In the Merdeka Curriculum, this approach is expected to create a more inclusive and responsive learning environment that accommodates student diversity.

From the interview with Mrs. Adsul, S.Pd, she stated: "Of course, differentiated learning is very important in the teaching and learning process," she explained. "This approach adjusts learning to the needs, interests, and readiness of each student, so that they can learn in the way that suits them best. In the Merdeka Curriculum, this concept is further emphasized to ensure that the learning environment becomes more inclusive and responsive to student diversity. That way, every child has an equal opportunity to develop according to their potential." (Interview, Wednesday, February 26, 2025, at SMA Negeri 4 Palu).

According to her, this concept is not something entirely new in the field of education. However, the Merdeka Curriculum places greater emphasis on the importance of differentiation in learning so that each student can have a more optimal learning experience according to their characteristics.

In its implementation, Mrs. Hartati, S.Pd, mentioned that teachers first need to understand their students' profiles. This includes academic abilities, learning styles, and other factors that may influence the learning process. With good understanding, teachers can design learning strategies that match each student's needs.

From the interview with Mrs. Hartati, S.Pd, she explained: *“Before applying differentiated learning, teachers must first understand their students’ profiles,”* she said. *“This includes not only academic ability, but also learning styles and other factors that may affect how they absorb material. With good understanding, teachers can design more targeted learning strategies so that every student can learn according to their needs and achieve optimal results.”* (Interview, Wednesday, February 26, 2025, at SMA Negeri 4 Palu).

At SMA Negeri 4 Palu, the implementation of differentiated learning still faces several challenges. One of the main obstacles highlighted by Mrs. Hartati is the limitation of resources and time in designing learning strategies that can accommodate all students optimally. In addition, some teachers still do not fully understand the concept of differentiated learning in depth. This makes its implementation in classrooms vary, depending on each teacher’s readiness and level of understanding.

From the interview with Mr. Sofyan, S.Pd, he explained: *“Currently, the implementation of differentiated learning at SMA Negeri 4 Palu still faces several challenges,”* he said. *“One of the main obstacles is the limitation of resources and time that we have in designing learning strategies that can truly accommodate all students optimally. In addition, there are still some colleagues who do not fully understand the concept of differentiated learning in depth, so its application in class also varies, depending on each teacher’s readiness and understanding. This is certainly a challenge for us to continue learning and adjusting our teaching methods to be more effective.”* (Interview, Wednesday, February 26, 2025, at SMA Negeri 4 Palu).

In an effort to improve the quality of education and teacher readiness in implementing the Merdeka Curriculum, the school has taken several strategic steps. One of the efforts made is providing training for teachers so that they are better prepared to apply learning approaches suited to students’ needs.

Mrs. Dra. Hj. Hayati Munde, M.Pd.I explained that the school has provided various training sessions for teachers so they can be better prepared to implement the Merdeka Curriculum, including differentiated learning. However, she acknowledged that this adaptation process requires time and continuous support. (Interview, Wednesday, February 26, 2025, at SMA Negeri 4 Palu).

In practice, Mrs. Dra. Hj. Hayati Munde, M.Pd.I has tried to implement differentiated learning through various strategies, such as assigning different tasks according to students’ abilities, grouping students based on their interests, and giving them the freedom to choose learning methods that suit them. She gave an example that in history learning, some students understand material better by reading texts, while others grasp it more easily through discussion or audiovisual media. Therefore, a variety of teaching methods becomes the key in differentiated learning

B. The Implementation of Differentiated Learning in the Merdeka Curriculum

On Wednesday, March 5, 2025, the writer had the opportunity to interview Mrs. Rohmala, Vice Principal for Curriculum Affairs at SMA Negeri 4 Palu. In the interview, she shared many insights regarding the implementation of differentiated learning in the Merdeka Curriculum. According to her, this approach is one of the key strategies to increase learning effectiveness so that it becomes more inclusive and aligned with the needs of every student.

Mrs. Rohmala, S.Pd., M.Pkim, explained during the interview: *“Differentiated learning is a method that adjusts the learning process to students’ characteristics. In the Merdeka Curriculum, this approach is strongly emphasized so that every student can have a learning experience suited to their learning style, interests, and readiness. Thus, students are no longer treated uniformly, but are given opportunities to grow according to their individual potential.”* (Interview, Wednesday, March 5, 2025, at SMA Negeri 4 Palu).

She stated that in practice, differentiated learning can be applied in three main aspects: differentiation of content, process, and product. Differentiation of content relates to the learning materials provided to students based on their level of understanding. Differentiation of process focuses on how students learn, whether they prefer discussions, independent exploration, or project-based approaches. Meanwhile, differentiation of product allows students to demonstrate their learning outcomes in various forms, such as presentations, essays, or other creative media.

As Vice Principal for Curriculum Affairs, Mrs. Rohmala, S.Pd., M.Pkim emphasized that the teacher’s role in differentiated learning is crucial. Teachers must be able to recognize students’ characteristics, conduct diagnostic assessments, and design flexible learning strategies. According to her, teachers are not only conveyors of material but also facilitators who help students discover the most effective ways to learn.

In the implementation of the Merdeka Curriculum at SMA Negeri 4 Palu, the school has provided various training programs for teachers to ensure they gain a deep understanding of differentiation. The training includes how to design diagnostic assessments, identify students’ learning styles, and develop more adaptive teaching tools. Mrs. Rohmala, S.Pd., M.Pkim stressed that without a solid understanding from teachers, it would be difficult to apply differentiated learning optimally.

From the interview with Mrs. Rohmala, S.Pd., M.Pkim, she explained: *“In implementing the Merdeka Curriculum at SMA 4 Palu, we have conducted various training programs for teachers so that they can truly understand the concept of differentiation in depth,”* said Mrs. Rohmala, Vice Principal for Curriculum Affairs, during the interview. She explained that these training sessions cover various essential aspects, ranging from designing diagnostic assessments to help identify each student’s needs and abilities, recognizing and identifying diverse learning styles within the classroom, to developing more adaptive teaching tools suited to students’ characteristics. According to her,

differentiation in learning is not just about giving different tasks but about how teachers can adjust their teaching strategies so that all students, whether they learn quickly or need more time, still gain optimal learning experiences. *“Without a good understanding of this concept, it will certainly be difficult for teachers to apply differentiated learning optimally in the classroom,”* she emphasized, highlighting that continuous training and school support are essential for teachers to keep improving their competence in managing more inclusive and effective learning. (Interview, Wednesday, March 5, 2025, at SMA Negeri 4 Palu).

Furthermore, she explained that one of the main challenges in implementing differentiated learning is the large number of students in each class. At SMA 4 Palu, class sizes are relatively big, so teachers must work harder to adjust their teaching strategies. However, the school has sought solutions, such as dividing students into smaller groups and utilizing technology in learning to support more personalized interactions.

Mrs. Rohmala, S.Pd., M.Pkim also pointed out that differentiated learning requires active student involvement. Therefore, this approach encourages students to become more independent in learning, explore their own interests, and be willing to try various ways to understand the subject matter. In some subjects, students are given the freedom to choose projects they want to work on based on their interests.

For example, in History class, differentiated learning is implemented by giving students options to study a historical event through different sources and media. Some students prefer to create a documentary video, while others choose to write an analytical essay or design an infographic. With this approach, students not only learn history but also develop critical thinking, creativity, and communication skills

C. Inhibiting Factors Faced by Teachers in Implementing Differentiated Learning According to the Merdeka Curriculum in History Subjects at SMA Negeri 4 Palu

On Wednesday, March 12, 2025, the writer had the opportunity to interview Mrs. Adsul, S.Pd, a history teacher at SMA Negeri 4 Palu. In this interview, she explained various inhibiting factors faced by teachers in implementing differentiated learning in accordance with the Merdeka Curriculum, particularly in history subjects.

Mrs. Adsul, S.Pd began the discussion by explaining that conceptually, differentiated learning is very ideal to implement because it provides space for every student to learn according to their needs, interests, and individual profiles. However, in practice, many challenges are still faced by teachers, especially in understanding the concept of differentiation itself. According to her, many teachers still do not fully understand how to effectively implement this strategy in the classroom. (Interview, Wednesday, March 12, 2025, at SMA Negeri 4 Palu).

One of the main inhibiting factors is the limited understanding of teachers regarding the concept of differentiated learning. Although there have been training programs and socializations regarding the Merdeka Curriculum, many teachers still find it difficult to translate theory into classroom practice. This is because the differentiation approach requires more thorough planning as well as a deeper understanding of students' characteristics.

From the interview, Mrs. Adsul, S.Pd explained: *“One of the main factors that remains an obstacle in implementing differentiated learning is the limited understanding of teachers regarding this concept,”* said Mrs. Adsul during the interview. She explained that although there have been various training programs and socializations regarding the Merdeka Curriculum, many teachers still find it difficult to translate theory into classroom practice. *“Differentiation is not merely about giving different assignments to students, but it requires more thorough planning and a deeper understanding of student characteristics, including their learning styles, special needs, and readiness levels in receiving material,”* she added. According to her, this challenge must be addressed immediately so that the implementation of the Merdeka Curriculum can run more optimally, one of which is by providing more intensive mentoring for teachers so that they feel more confident in applying differentiated learning strategies according to classroom conditions. (Interview, Wednesday, March 12, 2025, at SMA Negeri 4 Palu).

In addition, the limitation of resources and facilities is also one of the inhibiting factors in the implementation of differentiated learning. Mrs. Adsul, S.Pd explained that at SMA Negeri 4 Palu, although the school has tried to provide various learning support facilities, there are still challenges regarding technology and access to learning materials that support the principles of differentiated learning. These limitations make it difficult for teachers to present materials that can be adjusted effectively to different learning styles and student needs.

One of the challenges faced is that not every class has adequate access to digital devices. This makes it difficult for teachers to implement learning methods that rely on technology to provide variety in delivering materials. Without sufficient devices, the learning process becomes limited and less optimal, making it difficult for teachers to apply strategies that should help students better understand the material in diverse ways according to their needs.

Furthermore, Mrs. Adsul, S.Pd also highlighted the relatively large number of students in each class. At SMA Negeri 4 Palu, the average number of students per class can reach 35 to 40. In such conditions, implementing differentiated learning becomes a particular challenge because teachers must be able to accommodate the individual learning needs of all students. With a large number of students, it is difficult for teachers to provide sufficient attention to each individual, especially in adjusting teaching methods and strategies that suit each learning group.

Another factor that also becomes an obstacle is the high administrative workload of teachers. According to Mrs. Adsul, besides teaching, teachers also have

many administrative responsibilities to complete, ranging from preparing lesson plans (RPP), conducting formative and summative assessments, to preparing student learning outcome reports. With such a heavy workload, many teachers feel it is difficult to design and implement differentiated learning optimally.

From the interview, Mrs. Adsul, S.Pd explained: *“Apart from understanding the concept, another factor that becomes an obstacle in implementing differentiated learning is the high administrative workload of teachers,”* she said during the interview. She explained that aside from their main task of teaching, teachers also have many administrative responsibilities to complete, from preparing lesson plans (RPP), conducting formative and summative assessments, to making student learning outcome reports. *“With so much work to complete, many teachers feel overwhelmed and find it difficult to truly focus on designing and implementing differentiated learning optimally,”* she added. According to her, a more effective strategy in managing teachers’ workload is needed so that they have enough time and energy to develop more adaptive learning suited to students’ needs. (Interview, Wednesday, March 12, 2025, at SMA Negeri 4 Palu).

Students’ readiness in participating in differentiated learning also becomes a challenge. Mrs. Adsul, S.Pd explained that many students are still not accustomed to this more flexible learning model. Some students still tend to be passive in learning and are more used to the conventional one-way learning pattern. Therefore, time and more intensive approaches are needed to familiarize students with more active and participatory learning methods.

DISCUSSION

The process of implementing differentiated learning in History subjects in class XA of Sma Negeri 4 Palu includes three important stages, namely Understanding of History Teachers, Implementation of History Learning, and Inhibiting Factors Faced by Teachers in Implementing Differentiated Learning.

A. Understanding of History Teachers at State Senior High School 4 Palu Regarding the Concept of Differentiated Learning in the Independent Curriculum

Differentiated learning is an approach that adapts the learning process to students’ needs, interests, and readiness levels. In the Independent Curriculum, this approach is increasingly emphasized to create an inclusive learning environment that is responsive to student diversity. With differentiated learning, every student has an equal opportunity to develop according to their potential, without feeling left behind or burdened by uniform standards.

The concept of differentiated learning is not new in education. Teachers have long implemented different strategies to help students understand material according to their abilities. However, in the Independent Curriculum, the application of this concept is more systematic and focused. Teachers are encouraged to better understand student profiles to develop more effective learning strategies tailored to individual needs.

To optimally implement differentiated learning, teachers first need to understand student profiles. This includes academic abilities, learning styles, and other factors that influence the learning process. With a good understanding of student diversity, teachers can adapt learning methods to be more effective and engaging for them. For example, students who are more comfortable learning visually will be presented with materials in the form of images or videos, while students who prefer learning through discussion will be given the opportunity to participate in group discussions.

Implementing differentiated learning isn't always easy. One of the main challenges is limited resources and time to design strategies that accommodate all students. Teachers are required to prepare a variety of assignments, assessments, and teaching methods to suit individual students' needs. Furthermore, some teachers still don't fully understand the concept of differentiated learning, resulting in variable implementation in the classroom.

To address these challenges, schools need to take strategic steps to improve teacher readiness for implementing the Independent Curriculum. One such effort is providing training and workshops to help teachers better understand differentiated learning. Through this training, teachers can learn about various effective learning methods and strategies to accommodate student diversity in the classroom.

Differentiated learning can be implemented through various strategies. One strategy is to assign different assignments based on student ability. Students who grasp the material more quickly can be given more complex assignments, while those who need more time can be given simpler assignments that still align with the learning objectives. This way, each student can learn at their own pace without feeling left behind or overwhelmed.

B. Implementing Differentiated Learning in the Independent Curriculum

Differentiated learning is one of the main strategies in the Independent Curriculum, which aims to adapt the learning process to students' needs, interests, and readiness. This approach is designed to enable each student to develop their full potential without being forced to follow a uniform learning method. With differentiated learning, each student has the opportunity to understand the material in a way that suits their individual characteristics.

In practice, differentiated learning can be implemented through three main aspects: content, process, and product. Content differentiation relates to the variety of materials provided to students according to their level of understanding. Process differentiation refers to learning methods that can be tailored to students' learning styles, such as group discussions, independent exploration, or project-based approaches. Meanwhile, product differentiation provides opportunities for students to demonstrate their learning outcomes in various forms, such as essays, presentations, videos, or infographics.

The successful implementation of differentiated learning depends heavily on teachers' readiness to recognize student characteristics. Therefore, it is crucial for teachers to conduct diagnostic assessments at the beginning of the lesson to understand students' abilities, interests, and needs. Using the data obtained from

these assessments, teachers can design more flexible learning strategies tailored to each student's individual needs.

One of the challenges in implementing differentiated learning is the large number of students in a class. Given the diverse characteristics of students, teachers are required to effectively manage the class to ensure optimal learning. Some strategies that can be implemented to overcome this challenge include dividing students into small groups based on their level of understanding, using technology in learning, and providing more flexible assignments tailored to students' abilities.

Implementing differentiated learning also requires a shift in mindset from both teachers and students. Teachers must be more open to trying various teaching methods and willing to adapt their approaches to students' needs. Meanwhile, students also need to be more active in their learning, exploring their interests, and daring to try various methods to understand the material being taught. In some subjects, differentiated learning can be implemented by giving students the freedom to choose how they learn a topic. For example, in history, some students may be more interested in reading books and summarizing, while others may be more comfortable understanding the material through discussions or watching historical documentaries. By providing this flexibility, students can enjoy the learning process more and improve their understanding of the material.

Collaboration between teachers is a crucial factor in the success of differentiated learning. Through this collaboration, teachers can share experiences, ideas, and strategies they have implemented in the classroom to find the most effective methods for accommodating students' differing learning styles. Discussions between teachers also allow for the identification of challenges faced in the learning process and the search for joint solutions, thus optimizing differentiated learning.

C. Inhibiting Factors Faced by Teachers in Implementing Differentiated Learning According to the Independent Curriculum in History Subjects at SMA Negeri 4 Palu

Differentiated learning is a key component of the Independent Curriculum, designed to provide learning experiences tailored to the needs, interests, and readiness of each student. This concept is considered ideal because it allows each student to develop according to their individual potential and characteristics. With this approach, it is hoped that students can learn in a more personalized, effective, and enjoyable way, ultimately improving overall learning outcomes.

However, in practice, the implementation of differentiated learning still faces various obstacles, particularly in history at SMA Negeri 4 Palu. Teachers often face limitations in resources, time, and facilities to support this learning method. Another challenge is teachers' ability to design and implement strategies that suit students' diverse learning styles, so differentiated learning cannot always be implemented optimally in every class.

One of the main inhibiting factors is teachers' lack of understanding of the concept of differentiated learning. Despite training and outreach related to the Independent Curriculum, many teachers still struggle to translate theory into classroom practice. Differentiated learning involves more than just assigning different tasks to students; it also requires teachers to understand the characteristics of each

student, including their learning styles, special needs, and level of readiness to receive the material.

Limited resources and facilities also pose a challenge. While schools have attempted to provide supporting facilities, there are still limitations in terms of technology and access to teaching materials that align with the principles of differentiated learning. Not all classes have adequate digital devices, making it difficult for teachers to present material in a more varied and engaging way for students.

The relatively large number of students in a class also presents a barrier to implementing differentiated learning. At SMA Negeri 4 Palu, the number of students per class can reach 35 to 40. In such conditions, it is difficult for teachers to provide adequate attention to each individual, especially in adapting appropriate teaching methods and strategies to different learning groups.

CONCLUSION

Differentiated learning in the Independent Curriculum allows students to learn according to their needs, interests, and abilities, creating an inclusive and effective learning environment. While challenges such as limited teacher understanding, resources, and student readiness exist, improving teacher competency through training, utilizing technology, and collaboration between schools, teachers, and parents can optimize its implementation. With continued support, this strategy is expected to improve student learning outcomes and the overall quality of education.

Differentiated learning in the Independent Curriculum is tailored to students' needs, interests, and readiness, enabling them to develop their full potential. The main challenges in its implementation are student diversity and the large number of students, which require effective classroom management strategies. School support, collaboration between teachers, and parental involvement are crucial for its successful implementation. With ongoing evaluation, this approach can create a more inclusive and meaningful education for all students.

The implementation of differentiated learning in history at SMA Negeri 4 Palu faces obstacles such as a lack of teacher understanding, limited facilities, and a large student population. The high administrative burden also makes it difficult for teachers to design learning that meets student needs. Student readiness and parental support remain challenges, while school and government policies also influence the effectiveness of implementation. However, with collaboration between teachers, schools, students, and parents, along with government support, differentiated learning can be implemented more optimally to improve the quality of education.

BIBLIOGRAPHY

- Hall, Traccy, Strangman, Nicole, & Meyer, Anne (2020). Differentiated Instruction and Implications for UDL Implementation (*Journal of Learning Disabilities*, 53(4)
- Mulenga, 1. M. (2018). Conceptualization and Definition of a Curriculum. *Journal of Lexicography and Terminology*, 2(2), 1-23,
- Sufyadi, S., Lambas, Rosdiana, T., Rochim, F. A. N., Novrika, S., Iswoyo, S., Hartini, Y., Primadonna, M., & Mahardhika, R. L. (2021). *New Paradigm Learning*. Center

- for Assessment and Learning, Ministry of Education, Culture, Research, and Technology.
- Aprima, D., & Sari, S. (2022). Analysis of the Application of Differentiated Learning in the Implementation of the Independent Curriculum in Elementary School Mathematics Lessons. *Cendikia: Media Jurnal Ilmiah Pendidikan*, 13(1), 95-101.
- Martin, R., & Simanjorang, M. M. (2022). The Importance of an Appropriate Curriculum in Education in Indonesia. *Elementary Education Proceedings*, 1(1):125.
- Mulenga, 1. M. (2018). Conceptualization and Definition of a Curriculum. *Journal of Lexicography and Terminology*, 2(2), 1-23,
- Muslich, Masnur (2019). *Differentiated Learning: Theory and Application in Inclusive Classrooms*. Jakarta: Alfabeta