

The Role of Axiology in Differentiated Language Learning

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Abstract

Differentiated language learning is expected to meet the diverse learning needs of students in terms of abilities, interests, learning styles and backgrounds. In this approach, teachers adjust teaching methods, teaching materials, and learning activities to maximize the potential of each student individually, rather than using one method that is the same for all students. The study of axiology towards differentiated language learning starts from the understanding of axiology as a branch of philosophy that studies values and evaluation. This research reveals the role of axiology towards differentiated language learning so that it can appreciate the diversity of students' learning styles, encourage ethical values and social responsibility, foster the value of independence and creativity, encourage self-reflection and value-based learning and humanizing learning. This research uses the literature study method and then examines all the phenomena that appear in this study. Differentiated learning is expected to accommodate students' learning needs in the Merdeka Curriculum. Therefore, educators, researchers, and educational policymakers are urged to pay attention to and consider the philosophical basis in every language learning policy and practice so that differentiated language learning can maximize the potential of each student, accommodate individual differences, increase student involvement and improve overall learning outcomes.

Keywords: axiology, learning, differentiation, language

Introduction

The word Axiology comes from the word Axios which means value and logos means theory (science). So, axiology is the theory of value. Scientific value is related to usefulness or usefulness. The use of science for human life will lead to a person's life being more meaningful because the process of life requires rules. It is the rules that assess the process in life so that it is under expectations. This is in line with Suriasurnantri idea (1985: 234) which says that axiology is a theory of value related to the usefulness of the knowledge gained. Through this theory of value, the usefulness of this knowledge can be sorted out in the future. As the foundation of science, axiology questions the science used. Can this knowledge be used? How is the relationship and how to use it with moral rules? How is the determination of objects examined based on moral choices?

Value becomes a measure of scientific acceptability because it is related to its usefulness or function in society. With this value, the acceptability of science in society or heterogeneity in life can be known. The positive and negative value of something can be studied if it can be justified or refuted

based on speculation in front of an audience. On the other hand, the value is unacceptable because it contradicts existing norms and rules. This is the point of issue that will be revealed in this literature research.

In the Axiology study conducted by Suryono Ryan, (2019) the axiological perspective on the Fintech problem is more towards problems regarding ethics and aesthetics. Ethical studies focus more on human behaviour, norms, and customs. Ethical links to the application of Fintech can be in the form of how people use Fintech patterns, whether there are irregularities when making online loans, and whether Fintech encourages irregularities due to the culture and mentality of “digging holes closing holes”. This can be minimized by providing education about the importance of financial literacy and technological literacy to the public which can increase public awareness of technology users. Furthermore, aesthetics is a matter of the value of beauty which means that in everything there are elements that are arranged in an orderly and harmonious manner in a whole and comprehensive relationship.

In line with that, Sarie (2022), said that the Merdeka Curriculum carries the idea of forming character values under Pancasila. The government seems serious about efforts to mobilize literacy with the presence of text as a character reinforcement and can also attract students to read. The character values of never giving up, helping each other, being grateful, nationalism and other values are good. The next generation should be taught the values that must be possessed by the nation's children as a milestone in the life of our country in the future. School is not only a place to learn cognitive knowledge but also a place to build skills and character.

Juldial & Haryadi (2024), said that progress in the field of life, in the 21st century requires the use of critical thinking and other complex thinking skills. Decisive reasoning ability is an interaction that allows a person to decide based on information between conflicting claims, involving skills and dispositions (e.g. attitudes and motivations) to evaluate the reliability and relevance of evidence, to identify arguments, to analyze, interpret and synthesize data from various sources, to draw valid conclusions and overcome opposing points of view. Based on the literature review of reasoning skills on the axiological review, it shows that when utilizing critical thinking skills that are trained continuously, it can make decisions quickly, accurately, and effectively when students face problems. Critical thinking skills are crucial because they want to be used in everyday life and help students compete in the globalization period.

While the difference between the previous study and this study lies in the differentiated language learning applied, differentiated language learning, there are three steps taken, namely content, content and product differentiation. The three types of differentiation are associated with the role of axiology in learning carried out in heterogeneous classes. The extent to which axiological values influence differentiated language learning carried out on students because ideally, these values become a good reference even though learning is carried out on students with different learning styles and in heterogeneous classes.

Furthermore, the role of axiology towards differentiated language learning is very important to see the values contained in the learning. The independent curriculum which today has been established as a national curriculum provides space for educators and students to be free in learning. With this provision, it provides the widest possible space for educators to determine teaching methods according to the learning style of their students. Because in an independent curriculum, before the teaching and learning process, it is necessary to assess the learning styles of students and diagnostic assessments. Through this assessment, it is possible to know the learning styles of students and the suitable methods given according to these learning styles. With the relevance of learning methods to the learning style, differentiated learning is created.

Axiology is a branch of philosophy that studies values, both ethical and aesthetic. In the context of education, axiology has an important role in determining the goals, values and principles that form the basis of the learning process. When associated with differentiated language learning, axiology helps formulate how the language learning process can be adapted to the needs and potential of each learner and directs educators to integrate ethical values in their approach. Thus, it is expected that the learning provided by teachers is relevant to today's conditions so that it can produce learners who are creative, innovative and think critically.

Differentiated language learning aims to accommodate the diversity of abilities, learning styles, interests and needs of learners in the classroom. In this case, the role of axiology becomes very relevant.

First, the value of humanity. Axiology emphasizes the importance of valuing each individual as a unique person. In language learning, this means respecting the different abilities of learners and providing equal opportunities for all students to develop, whether in speaking, writing, reading or listening skills. Second, meaningful learning objectives. Axiology helps in formulating language learning goals that not only focus on cognitive aspects but also the development of social and emotional values. Differentiated language learning focuses not only on language acquisition, but also on the development of effective communication, empathy, and respect for different cultures and perspectives.

Third, ethics in learning. Axiology helps educators make ethical decisions regarding teaching methods and interactions with learners. In differentiated language learning, educators are expected to facilitate an inclusive and fair learning atmosphere, where every learner is treated according to their needs without discrimination. Fourth, character development and social values. Differentiated language learning provides space for learners to develop character, such as cooperation, responsibility and tolerance. Axiology ensures that language learning also includes aspects that support the formation of these social values, making learning not only a tool to master the language but also a means of overall self-development. Thus, axiology provides a strong philosophical and moral basis in the implementation of differentiated language learning. It ensures that every decision and action in the learning process is based on values that support the development of learners as whole individuals, both in terms of cognitive, affective, and social.

Methods

This research is qualitative research with the type of literature (research library). The method of analysis in this research is content analysis which analyzes the role of axiology in differentiated language learning. A literature study is conducted to review and analyze the role of axiology in differentiated language learning, starting from the methods and learning models carried out by teachers in secondary schools. The author quotes several journals and text reference books that contain values in differentiated language learning that are relevant to this study.

Result and Discussion

Axiology is also known as the theory of value (Jalaluddin, 2014: 120). According to Suriasumantri (2009: 152), the study of Axiology refers to the aspect of the usefulness or benefits of science. Axiology, in the context of the philosophy of science, discusses how science is used for the benefit of humans, both individually and socially. The axiological foundation emphasizes the values that must be considered when applying science. Viewed from a philosophical point of view. The Encyclopedia of Philosophy explains that axiology is equated with value and valuation (Saebani, 2009: 191). There are three forms of value and valuation. First, value is used as an abstract noun. While in a broad sense, it includes in addition to all forms of obligation, truth and holiness. Value theory or axiology is part of ethics. Second, value as a concrete noun. For example, when we say a value or value, it is often used to refer to something of value, such as her value or his value. Third, value is also used as a verb in the expressions of assessing, giving value and being assessed (Bahtiar, 2011: 164).

Differentiated Learning

Differentiated learning is learning that adapts to learners' learning styles. According to Carol Ann Tomlinson (2001), differentiated learning is a strategy where educators customize content, processes, products and learning environments based on learners' readiness, interests and learning profiles. This learning is done to ensure that all learners, with all their differences, can learn optimally. Furthermore, Gregory and Chapman (2002) explain that differentiated learning involves teaching planning that considers the diversity of learning styles, abilities, and interests of learners. This requires educators to make variations in instruction to meet the individual needs of learners. Similarly, Diane Heacox (2002) emphasizes that differentiated learning is a proactive approach to planning and delivering lessons that adapt to the needs, abilities and learning styles of learners in a heterogeneous classroom.

Differentiated learning shows effective efforts made by teachers in implementing the current Independent Curriculum (Redhatul Fauzia, 2024). In differentiated learning, teachers present material by emphasizing students' willingness, interests, and learning ((Meria Ultra Gusteti, dkk 2022). It should be addressed by every teacher by presenting differentiated content, process and product approaches that

can ensure that all learning materials are tailored to the needs of differently-abled learners. There are some best practices in implementing differentiated learning. First, recognize students individually. Teachers need to know students individually, including their learning styles, interests, abilities and learning needs. This can be done through observation, observation, or formative assessment. By understanding the characteristics of each student, teachers can devise different strategies and actions to support them in the learning process.

Secondly, making differentiated learning plans. Teachers need to plan lessons that accommodate differences in students' understanding, ability levels, learning styles and interests. This involves developing diverse tasks, materials and teaching methods. Teachers also need to set clear learning objectives that are relevant to students' learning needs. Third, using diverse teaching methods. Using diverse teaching methods and strategies helps accommodate differences in students' learning styles and preferences. For example, teachers can use group discussions, simulations, problem-based projects, live demonstrations, or individual assignments. Using a variety of teaching methods helps students actively engage in learning and achieve learning objectives. Fourth, using educational technology. Educational technology can be an effective tool in differentiated learning. Teachers can use computer programs, learning apps or online platforms to provide different learning experiences for each student. Technology also allows students to learn independently, access additional content and receive specific feedback.

Fifth, is collaborative support. Collaboration between teachers, students and parents is essential in differentiated learning. Teachers need to communicate with students and parents to understand their needs and expectations. Collaboration also involves sharing ideas and strategies between teachers and school staff. Collaborative support ensures that every student is successful in their learning. Sixth, formative evaluation. Formative evaluation, for example by teachers or classmates, provides students with relevant and specific feedback on their learning progress. This feedback can help students identify areas for improvement and provide strategies to improve their understanding. Formative evaluations also allow teachers to understand student progress and adjust instruction if needed. Seventh, developing an inclusive classroom. Differentiated learning aims to create an inclusive classroom, where every student feels accepted, valued and supported. Teachers need to promote respect for differences, mutual understanding and appreciation of diversity in the classroom. Organizing collaborative activities and providing opportunities for each student to actively participate in learning can improve the inclusive climate in the classroom.

Eighth, reflection and continuous improvement. Teachers need to regularly reflect on their differentiated learning practices and improve as needed. Involving students in this reflection is also useful, as they can provide feedback on effective or ineffective learning methods. With continuous reflection and improvement, teachers can optimize each student's learning experience. Through the implementation of these best practices, differentiated learning can become more effective and efficient in meeting the individual learning needs of each student.

Differentiated language learning aims to meet the individual learning needs of each learner. The concept of learning that accommodates the diversity of learners' conditions (differentiated learning) has also been a pedagogical concern for a long time (Purnawanto, 2024). This approach recognizes that each learner has differences in terms of abilities, interests, learning styles, and backgrounds, so educators need to design learning that is flexible and responsive to these variations. The main objectives of differentiated learning include. First, maximizing the potential of each learner. By customizing learning, learners can learn at a level that suits their abilities and styles, thus reaching their full potential. Second, accommodating individual differences. Each student has a different way of absorbing information, so learning strategies are adjusted so that all students can learn effectively.

Third, it increases learner engagement. By providing choices in learning activities based on student's interests and preferences, they tend to be more engaged and motivated. Fourth, it encourages independent learning. Differentiated learning helps learners become more independent by allowing them to explore their learning styles and take responsibility for learning. Fifth, it improves overall learning outcomes. When learning is tailored to student's needs, they tend to understand the material better, which in turn improves academic performance.

Next, related to the Axiology value in differentiated learning, it refers to the ethical, moral, and value aspects that underlie the implementation of learning that is under the needs, characteristics, and potential of each learner. In this context, axiology emphasizes how language learning not only pays

attention to aspects of knowledge and skills but also how certain values are applied to support the holistic development of learners. Some axiology values in differentiated language learning. First, is equity. Differentiated language learning emphasizes the importance of fairness; learners are given equal opportunities to learn according to their abilities. Educators are responsible for ensuring that learning strategies and materials delivered are adjusted to the different abilities, interests, and learning styles of students. The principle of fairness here is related to the heterogeneity of students due to differences in learning styles. Second, freedom and respect for individual uniqueness. Learners with various learning styles and abilities need to be given appreciation. Differentiated language learning respects the freedom of learners to explore their own learning styles and provides space for creativity and uniqueness. This creates an inclusive learning environment and fosters self-confidence. With the appreciation from the educators, it provides a level of self-confidence to the students. Third, social responsibility. Language learning does not only focus on individual abilities, but also on the development of social responsibility, such as cooperation, empathy, and tolerance. Language becomes a tool to communicate effectively and ethically with others from various backgrounds. Fourth, appreciation of cultural and moral values. In language learning, it is important to integrate moral and cultural values, especially in understanding the context of the language being learned. This helps students understand and appreciate cultural differences and build tolerance in language. Fifth, character development. With differentiated language learning, students not only learn language as a means of communication, but also as a way to develop positive character, such as patience, perseverance, and openness to the opinions of others. These axiological values encourage holistic language learning and are oriented towards the development of individuals who are responsible, empathetic, and ready to interact in diverse environments.

Differentiated Learning Models

Several differentiated learning models can be used in the classroom. First, is the Jigsaw Model. This model involves dividing small learning groups consisting of students with different abilities and learning needs. Each group member becomes an expert in a particular part of the learning material, and then they share their knowledge with other group members. In this model, each student is responsible for ensuring that other students understand and master the material shared. The Jigsaw Model involves cooperation, interdependence, and social responsibility.

Second, competency-based learning. In this model, students work to achieve established competencies or predetermined learning standards. Each student works towards achieving competencies at a level that is appropriate to their abilities. Educators provide additional instruction and assistance to students who need it, while students who have achieved the specified competencies are given more complex or in-depth assignments or projects. This model encourages each student to develop individually. Third, flipped introduction (Flipped Classroom). In this model, students first get access to learning materials independently at home, through learning videos or other online learning resources. In class, time is used for discussion, collaboration, and practical application of the material that has been learned. Educators can provide additional guidance or assignments that are tailored to students' learning needs. This model allows students to learn at their own pace and use class time to overcome difficulties or dig deeper into the material. Fourth, interest-based assignments. In this model, students have the freedom to choose assignments or projects that are relevant to their interests. Educators provide different assignment options with different criteria and levels of difficulty. Students can choose the assignments that are most interesting or relevant to their interests and motivate them. This model allows students to learn with high interest and be actively involved in learning. Fifth, station rotation. In this model, students divide their time into different learning stations. Each station has different activities or assignments, according to the learning needs of the students. Educators can provide different stations to accommodate ability levels, learning styles, or interests. Students rotate between these stations, allowing them to experience variety in learning and receive support or challenges that are appropriate to their learning needs. By implementing these learning models, educators can create an inclusive learning environment that suits the learning needs of each student.

The main role of axiology in differentiated language learning. First, respecting student diversity. Differentiated learning aims to meet the different learning needs of students, in terms of ability, interest, and learning style. Axiology emphasizes the importance of the value of fairness and respect for differences. In language learning, this can be applied by providing equal opportunities for every student to succeed, regardless of their social background, culture, or ability. For example, in language learning,

a teacher may give different tasks to students with different levels of ability, giving more in-depth material to more advanced students and simpler materials to those who need more guidance. The value of fairness in axiology encourages teachers to do this without judging students based on their abilities, but by understanding that each student has the potential to develop. Second, encouraging ethical values and social responsibility. Axiology helps instil ethical values in learning, especially social responsibility and awareness of linguistic and cultural diversity. In language learning, students not only learn about language as a means of communication but also about the culture and perspectives inherent in the language. Teachers can use learning materials that emphasize the importance of tolerance, empathy, and respect for other cultures. For example, when learning English, students can be introduced to texts that feature cultures from different parts of the world, so that they understand cultural diversity and different values. This also emphasizes human values that can help students better appreciate and respect differences, both in local and global contexts.

Third, fostering the values of independence and creativity in differentiated language learning also emphasizes the importance of providing opportunities for students to develop their independence and creativity. Axiology in this case plays a role by providing a foundation of values that students need to be given space to explore and develop themselves according to their respective abilities and learning styles. In language learning, this can be applied by allowing students to choose their way or express themselves in the target language, whether through writing, speaking, or other media. The value of creativity emphasized in axiology supports this approach, where each student is valued for their unique way of learning and communicating. Fourth, encouraging self-reflection and value-based assessment. Axiology also plays a role in encouraging students to reflect on their own values and how those values influence learning. In language learning, teachers can ask students to reflect on how the language they are learning influences their understanding of the world, as well as how they can use the language to create positive change. Teachers can also assess language learning not only based on academic results, but also on the development of attitudes, such as how students show respect, empathy, or openness to new ideas in language interactions. This approach places axiological values as an integral part of the assessment process in differentiated language learning. Fifth, humanizing learning. Axiological values emphasize the humanization of education, namely how the language learning process must humanize students, treat them as unique individuals and respect the dignity of others. In differentiated learning, teachers need to treat each student with respect, not considering differences as shortcomings, but as strengths that need to be supported. Thus, axiology acts as a philosophical foundation that guides teachers in designing and implementing more inclusive, personalized, and meaningful language learning, so that each student can develop according to their potential and the values they embrace.

Differentiated Learning Methods

Differentiated learning is an adjustment to students' interests, learning preferences and readiness to achieve improved learning outcomes (Rezeki Noris Pane, dkk. 2022). Some differentiated learning methods can be used in implementing differentiated learning. First, flexibility in assignments. Teachers provide several choices of assignments to students with different levels of difficulty and formats so that students can choose assignments that suit their needs and interests. For example, stronger students can be given more complex and challenging assignments, while students who need more help can be given easier assignments. Second, collaborative work groups. Students are divided into heterogeneous groups, consisting of students with different levels of skill and understanding. In these groups, students work together and support each other to achieve learning goals. Teachers can provide guidance for these groups to ensure that all students contribute and benefit from group work.

Third, differentiated learning materials. Teachers provide learning materials that are appropriate to the level of understanding and needs of students. For example, teachers can provide learning modules with different levels of understanding, provide additional or supplementary materials for stronger students, or hold small groups for students who need additional help. Fourth, the use of educational technology. Educational technology such as computer programs, learning applications, or online platforms can be used to provide different learning experiences for each student. Teachers can provide programs that are tailored to the level of students' abilities or provide access to the materials to be taught so that students can learn on their own.

Furthermore, it is related to the learning environment that can improve learning and the learning environment that can damage learning. A quiet and conducive learning environment will be able to

improve learning outcomes, while a noisy learning environment will be able to reduce students' concentration and understanding of the subject matter. In addition, it is also important to understand that when considering contextual factors to improve this differentiated learning, the classroom design must be arranged in such a way and be flexible to support group work and collaboration, as well as to encourage and facilitate students who prefer to work individually and on their own. Meanwhile, environmental factors such as lighting, classroom atmosphere, classroom size, board arrangement, and others, all must contribute to the achievement of student learning achievement.

Conclusion

The implementation of differentiated learning is very much in line with independent learning that is in favour of students. Mapping student learning needs helps teachers in assessing and helping students find their identity, namely according to their learning desires and can provide independence in learning. Mapping learning needs is the main key to deciding the next steps. If the mapping results are not accurate, then the modules and activities created and implemented will be inaccurate. To map student learning needs also requires accurate data from the students themselves, parents/guardians, and their environment. The synergy of the roles of parents, teachers, and educators (learning community) is very important to support the achievement of independent learning, especially for the youngest generation. Learning that is in tune at home and school also cannot be ignored, because this also plays a role in optimizing the competence, skills, and development of student character as a whole.

Differentiated language learning is a requirement for the implementation of learning for all. This is the urgency of why every teacher must make this differentiated learning one of the strategies to meet the learning needs of each student in their class. Strategies that can be applied to implement differentiated learning. First, teachers must know the various characteristics of students. Teachers' knowledge of the conditions of student diversity is the basis for designing learning so that it is under the conditions of student diversity. Teachers need to spend enough time preparing learning designs. Second, teachers need to prepare diagnostic and formative assessments at the beginning of learning. Diagnostic assessments are carried out to determine the diversity of students.

Third, after the results of the diagnostic assessment, teachers can design learning modules and media that are under the abilities and learning styles of students. This is the key so that the learning carried out can accommodate the concept of independent learning under the demands of the independent curriculum. Fourth, with the existence of differences in learning styles that are adjusted to learning media, it can provide open space for students to learn according to their competencies and abilities, so that they can work together with each other in a diverse forum. In this concept, the role of differentiation of content, process and product can be carried out by teachers according to the prepared module. If these components have been implemented according to the existing sequence, then learning that accommodates student needs can be implemented properly.

In line with that, differentiated language learning is also full of axiological values and is also shown through learning that respects differences. The background of student characteristics, and differences in learning styles from visual, audio and kinesthetic are expected to enrich this diversity so that differences in content, processes and products become richer with the variety of displays produced. The values of togetherness, respect, collaboration, and cooperation become very enjoyable in learning that is well accommodated and prepared, so that the purpose of learning produces students who have character, respect differences, think critically and have a high spirit of collaboration and respect differences.

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