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The Development of Differentiated English Learning Material Based on Emancipated Curriculum for 11th Grade of Senior High School in Buleleng Regency

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Abstrak

Penelitian ini membahas tentang pengembangan materi pembelajaran berbasis kurikulum kelas XI SMA di daerah Buleleng Tujuan dari penelitian ini adalah untuk menganalisis pengembangan materi pembelajaran gaya VARK dengan menggunakan metode kuisiner kepada perwakilan siswa di dua sekolah (Sekolah A) dan (Sekolah B) kuisiner disebar melalui google form didapatkan hasil bahwa sekolah A kelas menunjukkan adanya distribusi preferensi belajar yang beragam dikalangan siswa. Data menunjukkan bahwa 30% siswa merupakan pembelajar auditori, 25% pembelajar membaca/menulis, 23% pembelajar kinestetik, dan 22% pembelajar visual. Distribusi yang seimbang ini menggarisbawahi kebutuhan penting untuk mengembangkan materi pembelajaran bahasa Inggris yang memenuhi semua gaya belajar VARK. Pendekatan universal terhadap bahan ajar yang ada saat ini mungkin tidak dapat memenuhi kebutuhan semua siswa secara efektif, sehingga berpotensi menyebabkan 75% siswa kesulitan untuk sepenuhnya terlibat dengan konten jika konten tersebut tidak sesuai dengan gaya belajar utama mereka.

Kata Kunci: *Kurikulum, Siswa, Pengembangan Materi Pembelajaran, VARK*

Abstract

This research discusses the development of learning materials based on the curriculum of class XI SMA in Buleleng area. The purpose of this research is to analyze the development of VARK style learning materials by using the questionnaire method to student representatives in two schools (School A) and (School B). The questionnaires were distributed through Google Form. The results showed that School A class showed a diverse distribution of learning preferences among students. The data shows that 30% of students are auditory learners, 25% are reading/writing learners, 23% are kinesthetic learners, and 22% are visual learners. This balanced distribution underscores the critical need to develop English learning materials that cater to all VARK learning styles. The current universal approach to teaching materials may not effectively meet the needs of all students, potentially causing 75% of students to struggle to fully engage with content if it does not suit their primary learning style.

Keywords: Curriculum, Students, Learning Materials Development, Varks

INTRODUCTION

Emancipated Curriculum is one of the new policies introduced by the Ministry of Education and Culture of the Republic of Indonesia designed by *Kabinet Indonesia Maju* (Azmi & Iswanto, 2021). This program is developed to respond to the transformation of learning (Sintiawati dkk., 2022), aiming for students to have learning motivation aligned with their desires without pressure from any entity. According to Sanusi, (2022) the hallmark of the Emancipated Curriculum is the presence of critical, creative, innovative, transformative, relevant, effective, and efficient learning processes. In this context, the Ministry of Education and Culture of the Republic of Indonesia provides the freedom for students to think freely and determine their own destiny (Sanusi, 2022). Nadiem suggests that teachers should understand the concepts of the Emancipated Curriculum before imparting the concepts to students.

Students possess diverse intelligences aligned with their individual interests, providing students with the freedom to explore various fields with different learning styles is the appropriate choice to create a positive learning environment (Azmi & Iswanto, 2021). Emancipated curriculum provides students with the opportunity to gain a broader learning experience according to their competencies through various learning activities with teaching materials tailored to students' learning styles (Martanti et al., 2021 as cited in Gusteti & Neviyarni, 2022). According to (Ocampo *et al.*, 2023) learning styles refer to the preferred methods by individuals in processing and retaining information. Teachers emphasize students' willingness, interests, and learning when presenting material. Additionally, teachers have the ability to modify learning objectives, processes, outcomes,

or products, and the student learning environment as expected by Kemendikbud RI (Martanti et al., 2021 as cited in Gusteti & Neviyarni, 2022).

Learning styles influence how individuals choose to organize information and their approaches to thinking, retaining knowledge, and solving problems (Abante *et al.*, 2014). Learning styles relate to the unique and preferred methods a person employs to comprehend and work with information. They encompass the diverse ways individuals assimilate, understand, and retain knowledge, shaped by factors such as cognitive abilities, sensory tendencies, and overall preferences for learning. Gaining insight into one's learning style enables adjustments to teaching techniques and materials to better align with individual needs, thereby enhancing the learning experience and improving comprehension and retention of information. Additionally, it is important to note that students exhibit their own unique learning style preferences in terms of learning style (Aisyah M.S, 2017).

To enhance the quality of English Language Education in Senior High Schools, it is imperative for researchers to design English learning materials tailored to the specific needs of both students and teachers. This development should align with the characteristics outlined in the Emancipated Curriculum and cater to the unique requirements of English language education for 11th grade students at Senior High School in Singaraja, Bali. The anticipated product will take the form of a book, focusing on English learning materials for 11th grade students during the first semester. This book aims to introduce innovative content by offering diverse learning materials based on individual student proficiency levels. It will also include references to learning activities that accommodate varying learning styles and incorporate other necessary variations for students during different phases of the English learning process. Ultimately, the researcher's creation will support a differentiated learning approach in line with the latest curriculum, the Emancipated Curriculum.

Based on the background information provided, some key issues that can be identified include:

- a. Teacher are still struggling to fully understand and implement the concepts of the emancipated curriculum, which emphasizes student- directed learning and the teacher's role as a facilitator. There is a need for more teacher training and support.
- b. In practice, differentiated learning based on students' diverse interests and abilities is not being implemented effectively. Teachers are still using single materials for all students despite differences in learning styles.

- c. The lack of differentiated materials limits students' ability to learn in ways best suited to their abilities and interests. This goes against the aims of the emancipated curriculum.

Differentiated English learning materials have not been developed to align with the emancipated curriculum. There is a need for differentiated English authentic materials that concerning cultural sensitivity for 11th grade students in Buleleng Regency high schools based on their learning style.

RESEARCH METHOD

Restu Rahayu, (2022) mentioned that there are four principle of Independent learning, 1) Students Condition: The learning approach is centered around addressing the specific requirements of each student. This involves designing various stages of the learning process to align with the student's developmental stage and current level of achievement, ultimately making the learning experience meaningful and enjoyable. 2) Lifelong Learners, principle editor. The second independent curriculum learning is as follows: The design and execution of learning aim to develop the ability to continue learning throughout life. 3) A comprehensive learning process fosters the all-around development of students, and 4) Relevant: Relevant education is tailored to align with the circumstances, surroundings, and cultural backgrounds of the students. It also includes parents and the community as collaborative partners in the educational process.

Implementing the Independent Curriculum comes with its set of challenges. To ensure its effective implementation, it is crucial to have teaching materials tailored to meet the specific requirements of the students (Ineu Sumarsih, 2022). When implementing the Merdeka Curriculum, the primary textbook remains a valuable resource, but its role shifts to serving as a reference for both educators and students. Consequently, textbooks are no longer the sole source of learning materials. Teachers must maintain their capacity for innovation when creating educational materials. The development of these materials holds significant importance because when teachers have suitable teaching materials at their disposal, they can deliver content that aligns with the requirements of their students. To identify these needs, educators can gather valuable insights through direct field observations.

1. Research Questions

Based on the background of study, the research question will be formulated as follows:

- a. What are the student's and teacher's needs in English learning based on Emancipated Curriculum?
- b. How is the development of English learning materials tailored for 11th students in Senior High Schools first-semester curriculum accomplished, following the Emancipated Curriculum framework?
- c. What is the quality of the English learning materials developed for first semester of 11th grade students in Senior High School, developed in accordance with the Emancipated Curriculum?

2. Research Objectives

This research also has the following objectives :

- a. To understand students' needs regarding the development of learning materials that are in accordance with the emancipated curriculum.
- b. To create learning materials that incorporate emancipated curriculum principles in their methods.
- c. To evaluate the quality of learning by using learning materials specifically designed for 11th grade of Senior High School Students.

3. Literature Review

a. Theoretical Reviews

1) The Emancipated Curriculum (Kemendikbud RI)

Emancipated curriculum is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) launched by the Minister of Education and Culture of the Indonesia Maju Cabinet. According to Nadiem, the essence of independent thinking must be initiated by teachers before they teach it to students (Sanusi, 2022) In this context, independent is synonymous with the freedom to think independently and determine one's own fate. Meanwhile, *belajar* (learning) is a relatively permanent change in behavior, lifestyle obtained as a result of observation or practice. According to Moh. Surya, learning is an effort made for the change of each individual to obtain comprehensive changes derived from the process of experience and responses from interactions with the environment for each individual.

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2) Differentiated Learning

Differentiated instruction refers to teaching methods that accommodate students' learning needs. The teacher facilitates each student according to their individual needs, as every learner possesses distinct characteristics which preclude a singular approach. In implementing differentiated instruction, educators must consider rationale actions to be undertaken, as differentiation does not equate to disparate treatment or response for all learners, nor disproportion distinguishing academic ability. Characteristics of differentiated instruction include promoting an inviting learning environment and incorporating inclusive pedagogical objectives within the curriculum. Carol A. Tomlinson, an educator since 1995, wrote about her ideas in a book titled "How to Differentiate Instruction in Mixed Ability Classrooms" regarding teaching that takes into account the differences of individual students. Her ideas then became known as differentiated instruction or differentiated learning. In differentiated instruction, teachers teach content by considering students' readiness levels, interests, and learning styles. Teachers can also modify lesson content, learning processes, products or outcomes of learning taught, and the learning environment. The process of differentiated learning is applied by schools to empower students in learning because students are not required to be the same in everything with others (Berlian dkk., 2023). Needs analysis serves as a fundamental step toward determining subsequent steps. inaccurate requirements mapping may yield suboptimal instructional planning and implementation inconsistent with learners' true needs. Each student possesses unique characteristics, precluding a singular response applicable to all learners.

3) English Learning Material

English learning material refers to any resources or tools specifically designed to aid individuals in acquiring, improving, or mastering the English language (Kusuma & Apriyanto, 2018). These materials can include textbooks, workbooks, online courses, audio and video recordings, language apps, flashcards, grammar guides, vocabulary lists, exercises, and a variety of other educational resources. According to Arsyad, (2019) learning resourced can be categorized into more defined groups. They encompass materials that are human- based, such as those involving teachers, instructors, tutors, role-playing games, or activities that engage human interaction. Additionally, there are tools-based materials, comprising charts, graphs, maps, pictures, or slides. Finally, there are print media materials, which come in the form of books, guides, or written texts. This research aims to develop English learning materials in the format of printed books, specifically targeting English content designed for the first semester of class 10 at the Senior High School level.

4. Research Method

This chapter will discuss the research method included in data collection and other instruments used in this research.

a. Research Design

The focus of D&D research includes analysis, planning, production, and evaluation. D&D research is also known as a method for creating procedures, techniques, and devices based on a systematic analysis of specific situations (Richey & Klein, 2007). D&D research, innovative activities are developed to produce possible solutions to practical problems. This ADDE model has been used in designing learning systems, and one of its aims is as a guide for creating learning program infrastructure that is more efficient, dynamic, and supports improvements in the learning process. One of the reasons why researchers choose to use the ADDE development model is because of its advantages in its structured and systematic work process. Each phase involves careful revision and evaluation, so the ADDE model is the right choice for developing media and learning materials with the aim of producing valid and effective products. In addition, ADDE is a learning design model that provides an organized framework for developing teaching materials that can be used in both face-to-face and online learning.

b. Research Procedure

Based on the research design that has been explained, there are four stages that researchers must carry out in compiling learning materials. These four stages constitute the learning materials development design, better known as the ADDE method, which is explained as follows:

1) Analysis

Identifying problems and determining appropriate solutions for developing learning materials is carried out through needs analysis. In this stage, researchers observed two state schools in Buleleng Regency. Observations include evaluation of the Syllabus/Learning Objectives (ATP) as well as teaching materials used in the learning process. In addition, the researcher interacted with the English teacher who was responsible for understanding the learning process and additional resources used in the teaching process.

2) Design

Develop and create learning guides to suit various grade levels within the Emancipated Curriculum Framework. At this initial stage, researchers will start designing learning materials after conducting a needs analysis as the first step in data collection. The blueprint prepared by researchers is the result of analysis of the development of learning materials, and the preparation of learning materials is based on the Syllabus/Learning Objectives (ATP) and teaching modules that are in accordance with the Emancipated Curriculum.

3) Development

Creating learning materials that are appropriate for different grade levels is the first step in developing this research. Researchers have started the process of developing learning materials by following plans that have been prepared and revised previously. Apart from that, the learning material will also go through a checking process by experts, and revisions will be carried out at this stage to ensure that the learning material being developed becomes a more perfect and useful learning tool in its implementation.

4) Evaluation

Evaluation of learning materials by experts and making improvements. This step represents the end of the ADDE process and is considered the concluding step in

development research. At this stage, the researcher will present material that is complete and has gone through several previous stages to the appointed English teacher.

c. Subject and Object of The Study

In this case, the research subjects consisted of second semester 11th grade high school students and English teachers from two state schools in Singaraja, Bali. The sampling method used in this research is convenience sampling, a non-probability sampling method where data is collected based on factors such as availability, time and location of participants who support the research. The object of this research is the textbook used in learning English in class 11, second semester.

d. Instrument Of Data Collection

The researcher will utilize the observation sheet to monitor the schools and gather responses from English language teachers. Prior to the observation, the researcher will initiate an assessment of the conditions in two specific public schools located in Buleleng Regency. The interview instructions will be given once the observation phase is finished. We will hold interviews with both English language teachers and 11th-grade students. The teacher interviews will be unstructured, while the student interviews will follow a structured format. The researcher will use note-taking as a means of gathering data during the interviews. The researcher will supply questionnaires to obtain data from relevant experts concerning the product under development. These questionnaires will be distributed to two English language teachers from different public schools and two supervising lecturers. The collected questionnaire responses will be used to obtain the necessary data. Document analysis encompasses the examination of information and responses supplied by participants throughout the course of observations and interviews. This form of analysis becomes available once the researcher has concluded all the intended phases of the study.

5. Method of Data Analysis

a. Qualitative

A mixed techniques strategy, as suggested by Miles, Huberman, and Saldaña (2014), will be used to examine the data. Analyzing the data that has been gathered is one of the phases involved in research. In qualitative research, data analysis can begin at

any point during the data collection process, without waiting for the procedure to be finished.

b. Quantitative

The data will undergo a comprehensive analysis, utilizing a mixed- method approach that encompasses qualitative techniques as outlined by Miles *et al.*, (2014) and quantitative methods based on the approach presented by Nurkancana and Sunartana (1992). Qualitative data will be gathered through interviews and observations involving EFL teachers and students, with a specific focus on the examination of syllabi and lesson plans. On the other hand, quantitative data, acquired through questionnaires, will be subject to analysis using the formula devised by Nurkancana and Sunartana (1992).

Table 1. Nurkancana and Sunartana's, (1992) Formula

No	Formula	Score	Qualification
1	$X \geq Mi + 1.5 Sdi$	$X \geq 121.5$	Excellent
2	$Mi + 0.5 Sdi \leq X < Mi + 1.5 Sdi$	$94.5 \leq X < 121.5$	Good
3	$Mi - 0.5 Sdi \leq X < Mi + 0.5 Sdi$	$67.5 \leq X < 94.5$	Average
4	$Mi - 1.5 Sdi \leq X < Mi - 0.5 Sdi$	$40.5 \leq X < 67.5$	Below Average
5	$X < Mi - 1.5 Sdi$	$X < 40.5$	Poor

Note:

$Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$

$Sdi = \frac{1}{3} (Mi)$

$Mi = \text{Ideal Mean}$

$Sdi = \text{Standard of Deviation}$

$X = \text{The score of the teacher.}$

The data will be thoroughly examined using a mixed-method approach that includes qualitative techniques described by Miles, Huberman, and Saldana (2014) and quantitative methods based on the methods presented by Nurkancana and Sunartana (1992). Qualitative data will be obtained through interviews and observations with EFL teachers and students, focusing on syllabuses and lesson plans. On the other hand, quantitative data collected through questionnaires will be analyzed using the formula developed by Nurkancana and Sunartana (1992).

c. Research Schedule

The researcher must conduct research for six working days. This time is divided into three days for each school. The researcher requires one day from each school during the observation and interview stage. The researcher will use the remaining four days in the expert evaluation stage. Each school is responsible for two days. However, this depends on the experts' schedules and allows the researcher to combine them. The researcher will distribute questionnaires to the experts simultaneously or on the same day, requiring only one working day. The experts use the remaining three working days to evaluate the quality of the researcher's product.

RESULT AND DISCUSSION

To further investigate the need for tailored English learning materials, a VARK learning style questionnaire was administered to students in two schools. The results provide compelling evidence of the diverse learning preferences among students and reinforce the urgency for developing materials that cater to all learning styles.

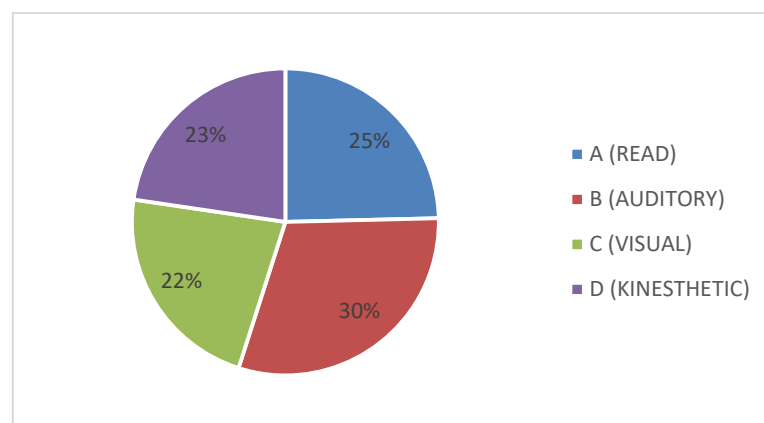


Figure 1. Percentage of Learning Style in School A

The VARK learning style questionnaire results from School A reveal a diverse distribution of learning preferences among students. The data shows that 30% of students are auditory learners, 25% are read/write learners, 23% are kinesthetic learners, and 22% are visual learners. This balanced distribution underscores the critical need for developing English learning materials that cater to all VARK learning styles. The current one-size-fits-all approach to teaching materials may not effectively address the needs of all students, potentially leaving up to 75% of the class struggling to fully engage with the content if it doesn't match their primary learning style.

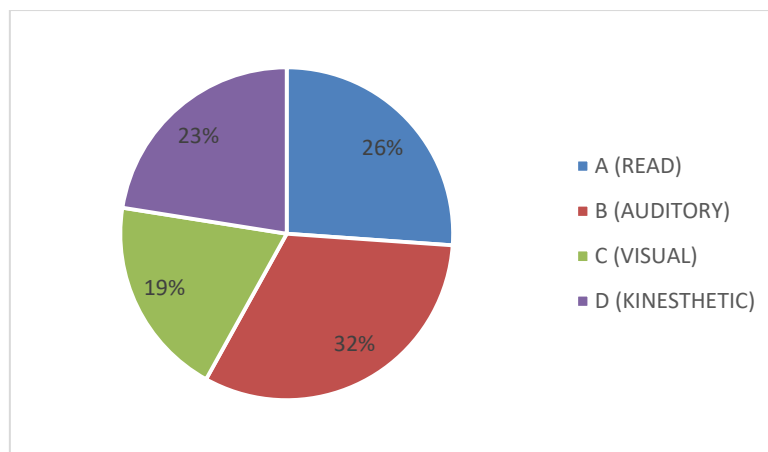


Figure 2. Percentage of Learning Style in School B

Similarly, the results from School B demonstrate a varied distribution of learning preferences, with 32% auditory learners, 26% read/write learners, 23% kinesthetic learners, and 19% visual learners. This data further reinforces the urgent need for tailored learning materials. With nearly a third of students being auditory learners and significant proportions falling into other categories, it's clear that a diverse range of teaching materials and methods is essential to ensure effective learning for all students.

The data from both schools consistently demonstrates a diverse distribution of learning styles among students, with no single style significantly dominating. This variety in learning preferences conclusively supports the urgent need for developing English learning materials tailored to students' VARK learning styles. By creating materials that incorporate elements catering to all four learning styles, educators can ensure more effective and inclusive learning experiences, potentially improving overall language acquisition and academic performance for all students.

At this stage, two expert judges are engaged to evaluate the quality of the differentiated English learning material. These experts assess the material based on both its content and media aspects. The expert judgment results highlight several areas for improvement. Regarding content evaluation, the experts suggest enhancing learning motivation by incorporating culturally sensitive elements and diverse activities. In terms of grammar, the experts emphasize the importance of using the present tense the general importance of these grammatical considerations in the learning material. These expert insights provide valuable guidance for refining and optimizing the material to better serve diverse learning needs in the English language. The expert judgments were analyzed using Nurkancana and Sunartana (1992).

Table 2. the quality product criteria

Score	Criteria
$X \geq Mi + 1.5 Sdi$	Excellent
$Mi + 0.5 Sdi \leq X < Mi + 1.5 Sdi$	Good
$Mi - 0.5 Sdi \leq X < Mi + 0.5 Sdi$	Average
$Mi - 1.5 Sdi \leq X < Mi - 0.5 Sdi$	Below Average
$X < Mi - 1.5 Sdi$	Poor

Description:

X : Mean

Mi (Mean Ideal) : $\frac{1}{2}$ (Maximum Score + Minimum Score)

Sdi (Standard Deviation Ideal): $\frac{1}{3}$ (Mi)

The Formula is explained in detail as follows.

Mi (Mean Ideal) = $\frac{1}{2}$ (Maximum Score + Minimum Score)

Mi and Sdi's result according to the formula would be:

$$\begin{aligned}
 \text{Mi (Mean Ideal)} &= \frac{1}{2} (\text{Maximum Score} + \text{Minimum Score}) \\
 &= \frac{1}{2} (295 + 59) \\
 &= \frac{1}{2} (354) \\
 &= 177
 \end{aligned}$$

$$\begin{aligned}
 \text{Sdi} &= \frac{1}{3} (\text{Mi}) \\
 &= \frac{1}{3} (177) \\
 &= 59
 \end{aligned}$$

The ranking score for each category is then determined. A formula table from Nurkancana and Sunartana (1992) was used to obtain the outcomes of the Mi and Sdi calculations.

Table 3. The accumulated score for expert judgment

Score	Criteria
$X \geq 265.5$	Excellent
$206.5 \leq X < 265.5$	Good
$147.5 \leq X < 206.5$	Average
$88.5 \leq X < 147.5$	Below Average
$X < 88.5$	Poor

The detailed results of the expert judgment, including specific evaluations and recommendations, can be found in Appendix A of this thesis.

This means that the product category assessed by users is categorized as "Excellent". Two stages of expert judgments were conducted. After the expert judgments stage 1, the material was revised based on the score and suggestion result obtained from the experts and teacher. After the material was revised based on the expert judgments stage 1 result, the expert judgments stage 2 was conducted. The result of the expert judgments stage 1 and 2 are shown below :

Tabel 4. Educational Expert Judgement Score

Expert Judgement	Score	Criteria
First Expert Judgement	295	Excellent
Second Expert Judgement	289	Excellent

Tabel 5. Teacher Users Judgement Score

Expert Judgement	Score	Criteria
Teacher School A	293	Excellent
Teacher School B	293	Excellent

Based on these results, it can be concluded that the overall assessment results of the two expert judgments resulted in scores of 295 and 289 and were categorized as excellent, because all scores exceeded 265,5. Meanwhile, the assessment of two English teachers in schools A and B assessed the teaching material product as an excellent book with the score 293 for each teacher judgement. Based on these assessments, it can be said that the development of English teaching materials can be used and implemented for grade XI semester 2 high school students.

This result is relevance with the theory of (H. G. Tarigan & Djago, 2016) that good material will at least perform a material that supports and stimulates student activity to use it. Other indicators are also in accordance with the objectives of the emancipation curriculum, namely equipping students with 21st century skills. The emancipated curriculum implemented today aims to refine and simplify the previous curriculum which is considered less effective and efficient in learning in the 21st century.

CONCLUSION

This research has yielded significant findings in response to the three research questions posed at the outset. Firstly, the comprehensive needs analysis revealed an

urgent requirement for the development of English learning materials tailored to students' learning styles within the framework of the Emancipated Curriculum. This conclusion was drawn from data collected through teacher interviews, document analysis, and student questionnaires at two schools. The analysis highlighted the importance of differentiated learning materials in supporting both teachers and students in the implementation of the new curriculum.

In conclusion, this research has successfully developed and validated high-quality, differentiated English learning materials that meet the needs of both students and teachers within the context of the Emancipated Curriculum. These materials not only address the immediate requirements of language learning but also contribute to the broader educational goals of fostering inclusive, engaging, and effective learning environments for 11th-grade students.

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