

Independent Curriculum Differentiated Learning in Indonesian Explanatory Texts in Grade VII SMPSN 4 Pallangga

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Abstract: Differentiated learning is a strategy that allows teachers to meet individual student needs by tailoring instruction based on their abilities, interests, and needs, reducing frustration and failure. Teachers must organize materials, activities, assignments, and assessments according to students' readiness, interests, and learning profiles. Four aspects under the teacher's control in differentiated learning are content, process, product, and classroom environment. Teachers can adjust these elements to suit the current student profile. This writing aims to explore the implementation of differentiated learning to enhance learning success in the independent learning curriculum. The research is descriptive, utilizing literature studies relevant to differentiated learning. To implement differentiated learning effectively, teachers should first understand the diverse characteristics of their students. This knowledge forms the basis for designing appropriate learning experiences. Second, teachers should prepare diagnostic and formative assessments at the beginning of the learning process. Diagnostic assessments help identify student diversity, while formative assessments determine students' achievement levels. Third, teachers should employ multiple methods, media, and resources to cater to different learning styles, including visual, auditory, and kinesthetic learners. By doing so, teachers can create a more inclusive and effective learning environment that supports all students' success.

Keywords: Differentiated Learning, Independent Curriculum, Explanation Text.

INTRODUCTION

The Independent Curriculum is here to overcome the learning crisis in Indonesia (Simarmata & Mayuni, 2023). The implementation of the Independent Curriculum is expected to have an impact on the creation of an adaptive generation that is able to survive the changing times with their own 'strength'.

The independent curriculum and independent learning program is expected to be an effort to recover and transform the world of Indonesian education that is more proactive in improving the quality and resources of education (Oktari et al., 2015). The independent curriculum is expected to change and transform the education system for the better because each episode of independent learning moves synergistically according to their respective focuses (Savandha et al., 2024). In addition, the independent curriculum is also expected to be able to develop the profile of Pancasila students, including: moral character, creative, able to work together, have tolerance in diversity (global diversity), critical, and independent.

The implementation of the independent curriculum is expected to change learning that is considered less effective (Hakim & Nabila, 2022). One of the learning concepts that is considered effective is differentiated learning. The implementation of the Independent Curriculum has made a big change to educators and students. By prioritizing the essential learning process and talent interests, the implementation of the independent curriculum makes the learning process in the classroom feel more independent. The independent curriculum creates an open learning space that makes characteristics and competencies diagnosed so that the learning process is not an average time (Collins & Halverson, 2018). Children are not part of the Education industry. The concept of learning that accommodates the diversity of student conditions (differentiated learning) has actually also been a pedagogical concern for a long time.

The concept states that each student is unique, because no one is exactly the same in all conditions. All students are different both in physical and psychological condition (Spitzer & Endicott, 2018). Likewise, in pedagogical it is also always emphasized that students have individual characteristics that distinguish students from one another.

The concept of differentiated learning is a good and ideal concept, but it is a challenge for educators to be creative (Suprayogi et al., 2017). With this learning, students' potential is developed according to their needs, characteristics, and level of achievement. However, to achieve learning that is in accordance with that concept, educators must strive to become reliable facilitators, it takes the struggle and hard work of educators.

Differentiated learning with all its challenges and problems causes many concerns in the world of education (Boelens et al., 2017). The achievement of educational outcomes in the curriculum and character education and differentiated learning is an ideal achievement, which is the question of educators whether this may be realized and how to realize it? From these various statements, the author wants to study "How to understand, measure, and apply differentiated learning in Indonesian learning in the text of exceptionalism?"

Based on the results of research that has been conducted by, Kusuma & Aprinawati (2023) that "*Development of a Differentiated Learning Model Based on Character Values in Local Wisdom on the Perspective of Global Education in Elementary Schools.*" It is a research by using the development of a differentiated model which is learning to mix differences to get information or ideas obtained by elementary school students, the role of teachers is very important in differentiated learning so that it affects motivation in providing student needs, and is able to build harmony for students and teachers.

Furthermore, based on the results of, that "The Effect of TPACK-Based Differentiated Learning on Learning Outcomes Identifying and Summarizing Explanatory Texts for Grade VIII Students of SMPN 42 Surabaya". The implementation of TPACK-based differentiated learning in the experimental classroom is adjusted to auditory and visual learning styles by using various methods, including lectures, FGDs, and window shopping. From this implementation, the percentage of student activity observation sheets in the experimental class had better results compared to the control class (Lai & Hwang, 2016). In the experimental class with the application of TPACK-based differentiated learning, student participation was included in the very good category of 86%, while in the conventional class student participation was only included in the good category of 76%.

Based on the results of research that has been carried out by previous researchers. So, Aya as a researcher tries to apply a differentiated learning model to the expansion texts of grade VII students, because (1) (Kreuder et al., 2024). Seeing uneven growth in all students. Therefore, differentiated learning can support equal growth and development for all students. Therefore, every teacher is expected to be able to motivate and support students to achieve maximum learning potential individually (2) (Andriani et al., 2018). By seeing learning that during the learning process students look saturated and focused on only one content with differentiated learning that is fun and adopts a variety of learning strategies or methods that suit the student's learning style, then the learning will certainly feel more fun and easier for students to accept. Furthermore, (3). By creating personalized learning, learning will be centered and focused on the needs of each student where teachers develop subject matter based on students' knowledge, learning preferences and interests.

RESEARCH METHODS

This research is descriptive with a data collection technique in the form of a literature study from various references that are relevant to the observed symptoms, namely differentiated learning. The purpose of this writing is to describe and explore the application of differentiated learning as one of the efforts to increase the success of independent learning.

This paper uses a thematic data analysis approach. The thematic approach is a process used in processing qualitative information that generally aims to understand social phenomena or phenomena by focusing more on a complete picture of the phenomenon being studied rather than detailing it into interrelated variables and implemented systematically (Vanover et al., 2021).

Differentiated learning is one of the strategies that educators can use to meet the needs of each student. Differentiation is a teaching and learning process in which learners learn subject matter based on their abilities, what they like, and their individual needs so that they do not get frustrated and feel like failures during the learning process (Tomlinson, 2017). Educators must understand and realize that there is more than one way, method, or strategy for learning a subject matter when using differentiated learning. Educators must organize the subject matter, activities, daily tasks that are completed in the classroom and at home, and the final assessment based on the readiness of students to learn the subject matter, what interests or things students like in learning, and how to deliver lessons that are in accordance with the learning profile of the students they teach.

The following is also stated, by Mahfudz (2023) Differentiated learning is learning that accommodates the learning needs of students. Educators facilitate students according to their needs, because each student has different characteristics, so they cannot be given the same treatment. In implementing differentiated learning, educators need to think about reasonable actions that will be taken later, because differentiated learning does not mean learning by providing different treatment or actions for each student, nor learning that distinguishes between smart and less intelligent students.

The objectives of differentiated learning are:

1. Meet the individual needs of learners: Differentiated learning aims to meet the different learning needs of each learner. By accommodating different preferences, learning styles, levels of understanding, and learning paces, all learners can feel supported and motivated in the learning process.
2. Improving student achievement: By presenting learning materials that are in accordance with the level of understanding and ability of students, differentiated learning can increase students' academic achievement. Students will feel more able to master the learning content and feel actively involved in the learning process.
3. Increase students' motivation and interest in learning: In differentiated learning, students have the opportunity to choose assignments and materials that are relevant to their interests. This can increase students' motivation and interest in learning, as they feel more engaged in the material they are learning.
4. Developing social and collaborative skills: In differentiated learning, learners often work in different groups to complete assignments or projects. It can promote social skills, collaboration, and diversity within a group, which are essential skills for future life.
5. Improving learners' self-esteem: In differentiated learning, every learner has the opportunity to excel according to their own level of ability and needs. This can increase students' *self-esteem*, as they feel recognized and valued for their achievements, without being directly compared to other students.
6. Increases learner engagement: In differentiated learning, learners feel more involved in the learning process because they have choice and control over how they learn. This can increase student involvement in learning and strengthen the relationship between students and teachers.

By achieving this goal, differentiated learning can create an inclusive learning environment, where every learner is given the opportunity to grow and develop according to their potential. The benefits of differentiated learning for students are:

1. Equal growth for all learners. In principle, differentiated learning is adopted to support each learner in their learning journey. This method is a way to reach and influence every learner at all

levels. Therefore, individually, an educator must be able to increase students' interest in the learning process and direct them to realize their learning potential optimally.

2. Fun learning. When educators adopt a series of learning strategies that are in harmony with the learning type of students, then students will feel how muddy and fun learning feels.
3. Personalized learning. This differentiated learning is student-centered learning. Educators only develop their Lessons based on the learner's level of knowledge, learning preferences, and interests. Therefore, the learning environment in schools must be able to support students to learn in groups or individually. In addition, the content or teaching materials prepared by educators can include formats such as: audio, video, and practice, in an effort to ensure that personalized learning is appropriate for each learner.

Based on the characteristics or characteristics of differentiated learning (Graham et al., 2021), there are four aspects of differentiated learning that are under the control of teachers: content, processes, products, and the learning environment or climate in the classroom. Educators can decide how these four elements will be incorporated into classroom learning, educators have the ability and opportunity to change the learning environment and climate, as well as the content, processes, and products of each class based on the profile of the learner currently on its journey. These four aspects are summarized below.



Figure 1. Four Aspects of Learning

Content

Materials that will be taught by educators in class or learned by students in class. There are two ways to create different Lesson content in different learning: (a). Tailor what educators will teach or what learners will learn based on their level of readiness and interest. (b). Tailor how the content will be taught or learned. This is conveyed by educators or obtained by students based on the preferred learning profile (style) owned by each student.

Process

The term "process" refers to the activities carried out by students in the classroom. What is meant by activity is an activity that is meaningful for participants as a learning experience in the classroom, not an activity that has nothing to do with what is being learned. The activities carried out by the students are not assessed numerically, but qualitatively in the form of feedback records about what attitudes, knowledge, and skills are still lacking and need to be improved by the students. Meaningful activities for students in the classroom must also be differentiated based on their readiness, interests, and learning profiles (styles).

Product

A product is the result of work or a performance that students must show us, whether it is in the form (essay, speech, recording, diagram) or something that has a form. The products provided include 2 things: (a). Providing challenges and diversity or variety, (b). Giving students the choice of how they can express their desired learning.

Product differentiation includes the two things mentioned above, namely providing challenges or diversity and giving students choice in how they can express their desired learning. It is very important for educators to determine expectations of students, including determining: (1) what quality of work is desired; (2) what content should be on the product; (3) how to do it; (4) the nature of what the final product is expected.

Learning Environment

The learning environment in question includes personal, social, and physical structure of the classroom (Asiyai, 2014). The learning environment must also be adjusted to the readiness of students to learn, their interests, and learning profiles so that they have high motivation to learn. For example, educators can set up multiple student seats on class bulletin boards based on their learning readiness, interests, and learning styles. Learners can sit in large groups or small groups, and they can also work individually or in pairs. In essence, educators must create a pleasant learning atmosphere and environment for students so that they feel safe, comfortable, and calm when learning because their needs are met (De Nobile et al., 2017).

Differentiated Learning Methods or Strategies

According to (Patras et al., 2023) this learning method is a learning method that pays attention to three aspects of students' learning needs, namely learning readiness, interest, and learning profile. Learning readiness is related to the skills and knowledge that students already have. Interest is a desire or desire that exists in oneself, while a learning profile concerns everything that allows students to learn in a way they like. Learning profiles are influenced by language, culture, health, family circumstances, learning styles, and other specificities (Djarmika & Astutik, 2023).

Differentiated learning begins with the process of identifying students' learning needs. Technically, students' learning needs can be revealed through questionnaires, direct interviews, or through information obtained from other educators who taught in the previous year. After the process of identifying learning needs, the next stage is the design and implementation of differentiated learning in the learning process in the classroom.

There are several differentiated learning methods that can be used in the implementation of differentiated learning. Some of these methods include:

1. **Flexibility in assignments:** Educators provide learners with multiple task options with different levels of difficulty and formats, so learners can choose tasks that suit their needs and interests. For example, stronger learners may be given more complex and challenging tasks, while learners who need more help may be assigned easier tasks.
2. **Collaborative Working Groups:** Learners are divided into heterogeneous groups, which are made up of learners with different levels of skill and understanding. In the group, students work together and support each other to achieve learning goals. Educators can provide guidance for these groups to ensure that all learners contribute and benefit from group work.
3. **Differentiated learning materials:** Educators provide learning materials that are appropriate to the level of understanding and needs of students. For example, educators can provide learning modules with different levels of understanding, provide additional or additional materials for stronger learners, or hold small groups for learners who need additional assistance.
4. **Differentiated feedback:** Educators provide specific and relevant feedback to different learners. Feedback can be adjusted to the needs and level of understanding of each student. This feedback should provide clear direction on what can be improved and help learners to thrive in their learning.
5. **Learning time adjustment:** Educators provide additional time for learners who need longer to understand concepts or complete assignments. Learners who are faster or more advanced are given the opportunity to move on to more complex or in-depth material.

This differentiated learning method can be adjusted to the needs and conditions of each class. By using this method, learning can be tailored to each student's abilities, interests, and learning styles, thereby increasing their learning effectiveness and satisfaction.

Differentiated Learning Models

There are several differentiated learning models that can be used in the classroom. Some of these models include:

1. **Jigsaw Model:** The Jigsaw model involves dividing small learning groups consisting of learners with different learning abilities and needs. Each group member becomes an expert in a particular part of the learning material, and then they share their knowledge with the other group members. In this model, each learner is responsible for ensuring that other learners understand and master the material being shared. The Jigsaw model promotes cooperation, interdependence, and social responsibility.
2. **Learning-based competencies:** In this model, learners work to achieve established competencies or predetermined learning standards. Each learner works towards the achievement of competencies at a level that suits their abilities. Educators provide additional instruction and assistance to learners in need, while learners who have achieved the specified competencies are given more complex or in-depth tasks or projects. This model encourages each learner to develop individually.
3. **Flipped Classroom:** In this model, students get first 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 tailored to the learning needs of students. This model allows learners to learn at their own pace and use the time in class to overcome difficulties or dig deeper into the material.
4. **Interest-based assignment:** In this model, learners have the freedom to choose tasks or projects that are relevant to their interests. Educators provide different task options with different criteria and difficulty levels. Learners can choose the tasks 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.
5. **Station rotation:** In this model, learners divide their time into different learning stations. Each station has different activities or tasks, according to the learning needs of students. Educators can provide different stations to accommodate students' ability levels, learning styles, or interests. Learners rotate between these stations, allowing them to experience variety in learning and get support or challenges that suit their learning needs.

These differentiated learning models can be adjusted according to the needs and characteristics of each class. By using these models, educators can create a learning environment that is inclusive and in accordance with the learning needs of each student.

In the world of education, Indonesian is one of the mandatory subjects that must be taken from elementary to middle to upper levels (2018). In fact, the realization of Indonesian language learning is also applied much more deeply to the University level. In terms of goals, Indonesian language learning is very closely related to the function of language in daily life, especially for students. Students will be directed to understand the various roles of conjunctions, spelling, and good and correct writing procedures. Not only that, students will be directed to pour ideas and thoughts into writing so that products or works are created. Supporting the above statement, Resmini et al. (2006) revealed that Indonesian language learning aims to improve the ability to understand, analyze, and recognize information both orally and in writing.

In terms of subject matter, the application of Indonesian learning often uses various types of texts, one of which is explanatory texts. An explanatory text is a text that aims to explain in detail the causal process of the occurrence of a phenomenon or event (Umiyati & Mofu, 2023). Just like other types of texts, explanatory texts have many characteristics related to the role of conjunctions and technical terms. In addition, the complex structure of the text is also a differentiator. Along with this, learning explanatory texts has opportunities and obstacles that will certainly be felt by educators and students in realizing it. Kosasih (2018) stated that the essence of learning explanatory texts is to explain in detail the process of something happening around us. This will certainly be in harmony if the explanatory text can be used as a stepping stone for students to be more sensitive to phenomena or even problems that occur around their

environment. On the other hand, the obstacles are also focused on the implementation of the structure and linguistic rules of the text that need to be studied periodically so that the main output of learning outcomes in accordance with the learning objectives and learning outcomes in the Independent Curriculum of the Minister of Education and Culture Number 37 of 2020 will be considered by educators in providing appropriate learning simulations.

Regarding learning outcomes, Dalyono (2024) continued that in achieving learning outcomes, it needs to be supported by two factors, namely, internal and external factors of students. Internal factors come from within students while external factors come from the readiness of educators to become learning facilitators.

Explanatory Text

According to Kosasih (2018) an explanatory text is a text that describes a process or event about the origin, process, or development of a phenomenon, perhaps in the form of natural, social, or cultural events. Meanwhile, Barwick (2021) also argues that explanatory texts are texts that explain the process and reasons why something in the world happens. From these two opinions, it can be concluded that explanatory text is a type of text that explains the process or reason why something can happen, it can be in the form of natural, social, or cultural events.

Explanatory texts have the function of explaining the phenomena that occur in our world (Salsadila et al., 2024). Meanwhile, (Aida & Widiyati, 2020) reveals that the purpose of an explanatory text is to inform each step of the process (how) and give a reason (why).

Characteristics of Explanatory Text

There are several characteristics of explanatory texts, including:

1. Information that is contained based on facts (factual).
2. The thing discussed is a phenomenon that is scientific or related to science.
3. It is informative and does not try to influence the reader to believe what is being discussed.
4. Focus on the common (generic), not human participants. Examples: tsunami, flood, earthquake, rain, and others.

Explanatory Text Structure

According to Wood & Stubbs (2000, p. 77), the structure of an explanatory text is as follows:

1. General statements, explaining the topic of discussion;
2. The order of explanations, explaining how or why something can happen;
3. Conclusion, where the author or speaker summarizes the explanation.

Similarly, it is explained that, according to Kosasih (2016:178), a text can be categorized as an explanatory text if it has a structure in the form of:

1. Phenomena identification, in this section, an explanatory text explains about the general description of the natural phenomena/events that will be discussed.
2. Series of Events, After knowing in general the phenomenon to be discussed, in this section it is explained about the causes and consequences caused by the phenomenon.
3. Interpretation, Interpretation in an explanatory text can be said to be a review or drawing conclusions. In this case, provide a response or statement related to the phenomenon raised in the text.

Steps to Draft Explanation Text:

The steps that can be taken to compose or write an explanatory text are as follows:

1. Gathering then determining a topic of events or interesting events that are mastered.
2. Prepare an explanatory framework in the form of main points of thought that are in accordance with the explanatory structure. Technically, each part of the structure can be filled with the main sentences first without a detailed explanation.
3. Collecting various materials or data in the form of facts or expert opinions obtained by means of literature study (reading source books) or observation (directly observing facts).

4. Develop the framework that has been compiled into a complete explanatory text (complementing the main sentence of the framework with its development). Follow the pattern of paragraph development that is appropriate to the type of explanatory text (causality or chronology?) complete with factual data or expert opinions that have been collected.
5. Editing and correcting the written text to ensure that no errors occur in the writing process. Pay attention: the content of the text, structure, linguistic rules, and spelling to punctuation.

Linguistic Rules of Explanatory Texts

Linguistic rules are rules or benchmarks in language as a characteristic or differentiator between one text and another. Like in other texts, explanatory texts also have their own linguistic rules. Mulyadi (2016: 240) stated that the linguistic rules of explanatory texts consist of three parts, namely, "The use of conjunctions or connecting words that mean chronological, the use of causality conjunctions, explanatory texts also use a lot of pronouns." In this regard, referring to the Ministry of Education and Culture (2017:144-145), it is identified that the linguistic rules of explanatory texts consist of four parts, namely:

1. Using causality conjunctions,
2. Using chronological conjunctions (time relations)
3. Using a noun that refers to a type of phenomenon, not to the narrator's pronoun,
4. In the text, technical words or terminology are often found in accordance with the topic discussed.

CONCLUSION

The implementation of differentiated learning aligns well with independent learning that prioritizes students' needs. By mapping these needs, we can assess and help students discover their learning identity, fostering independence. Accurate mapping is crucial; inaccuracies lead to ineffective teaching materials and activities. This process requires precise data from students, parents, and their environment. Collaboration between parents, teachers, and the learning community is essential for achieving independent learning, particularly for younger generations. Synchronized learning at home and school plays a significant role in optimizing children's competencies, skills, and character development. Recognizing that each child is unique, differentiated learning is necessary for inclusive education. Educators must adopt differentiated learning strategies by understanding diverse student characteristics, preparing early learning diagnostics to determine achievement levels, and utilizing varied methods, sources, and multimedia to accommodate different learning styles, including visual, auditory, and kinesthetic learners.

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