



The Role of Organizer Teachers (*Guru Penggerak*) in Planning Differentiated Instruction in English Learning

Andi Nur Hasanah¹, Baso Jabu², Sahril Nur³

^{1,2,3} (*Universitas Negeri Makassar, Indonesia*).

* Corresponding Author. E-mail: ¹ umbhaa.maddusila@gmail.com

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Abstract

Differentiated instruction is the latest topic widely discussed in many articles. However, articles discussing differentiated instruction and its relationship with how organizer teachers (guru penggerak) plan the learning activities are rarely found. The research aims to describe the planning of differentiated instruction by Guru Penggerak in English learning. This research was conducted at a Senior High School in South Sulawesi, where the English teachers attended the guru penggerak program. The method used in this study is a case study of qualitative design. A purposive sampling technique was used to gain the sample. The subject of this research were two English teachers who had attended the education of Guru Penggerak batch 1. The research instruments were interview guidelines and documentation guidelines. The data was collected through interviews and documentation. The data analysis techniques used thematic analysis. The result shows that the English teacher who attended guru penggerak education planned differentiated instruction through diagnostic assessment and curriculum analysis.

Keywords: *guru penggerak, planning of differentiated instruction, English learning*

Abstrak

Pembelajaran berdiferensiasi merupakan topik terkini yang telah banyak dibahas dalam berbagai artikel, namun artikel yang membahas tentang pembelajaran berdiferensiasi dan hubungannya dengan perencanaan pembelajaran oleh Guru Penggerak masih jarang ditemukan. Penelitian ini bertujuan untuk mendeskripsikan perencanaan pengajaran berdiferensiasi yang dilakukan oleh Guru Penggerak dalam pembelajaran bahasa Inggris. Penelitian ini dilakukan di salah satu Sekolah Menengah Atas di Sulawesi Selatan yang guru-guru bahasa Inggrisnya telah mengikuti program Guru Penggerak. Metode yang digunakan dalam penelitian ini adalah studi kasus dengan desain kualitatif. Teknik purposive sampling digunakan untuk mendapatkan sampel. Subjek penelitian ini adalah dua orang guru bahasa Inggris yang telah mengikuti pendidikan Guru Penggerak angkatan 1. Instrumen penelitian berupa pedoman wawancara dan pedoman dokumentasi. Data dikumpulkan melalui wawancara dan dokumentasi. Teknik analisis data menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa guru bahasa Inggris yang telah mengikuti pendidikan Guru Penggerak merencanakan pembelajaran berdiferensiasi melalui asesmen diagnostik dan analisis kurikulum.

Kata kunci: *guru penggerak, perencanaan pengajaran berdiferensiasi, pembelajaran bahasa Inggris*

Introduction

Merdeka Belajar is a policy of the Ministry of Education and Culture of the Republic of Indonesia. This policy is a response to the needs of the education system in the era of the industrial revolution 4.0 to realise excellent Indonesian human resources who have the profile of Pancasila students. The most critical program in *Merdeka Belajar* policy is *Guru Penggerak*. Organizer teachers are leaders in student-centred learning, role models to bring good change in the educational ecosystem, and agents of transformation in the world of education to realize the student profile of Pancasila (Kemdikbud, 2020; Sibagariang, Sihotang, & Murniati, 2021). It means that the teacher has an essential role in achieving the vision of educational transformation as the Profile of Pancasila Students.

The education of the *guru penggerak* aims to generate teacher profiles. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 26 of 2022 concerning Organizer Teacher Education. The *Guru Penggerak* program is a professional development program for teachers. It can develop teachers' social competence and professional abilities (Safrizal, Resti, Nurhafizah, & Husnani, 2022). It is related to the Zone of Proximal Development (ZPD) by Vygotsky (1978). Blanton et al. (2005) explained that a teacher's zone of proximal development is a learning space between her current level of teaching knowledge and the next level of knowledge to be achieved with the support of others.

The *Guru Penggerak* program is conducted over nine months. This program covers three main topics: differentiated instruction, communities of practice, and social and emotional learning (Kemdikbud, 2020). Differentiated instruction is the most exciting topic to discuss at the moment. It is a process or philosophy for effective teaching that provides a variety of ways to understand new information for all students in its diverse classroom community. It is implemented to answer each student's needs, styles, or learning interests.

Differentiated instruction means mixing all differences to get information, create ideas, and express what they learn (Tomlinson, 2003). Differentiated instruction is a learning practice that provides multiple strategies and approaches to guide students to demonstrate the learning objective in various forms (Tomlinson, 2017; Naka, 2017, Shihab, 2021). In differentiated instruction, teachers must believe that there is not only one method, strategy, and approach that can be used in learning. It is expected to fulfil the needs of the diverse characteristics of students and encourage teachers to apply varied learning strategies and more meaningful learning activities (Suprayogi & Martin, 2016). Students' readiness, interest, and learning profile are three aspects of teachers' design of differentiated instruction in the classroom (Tomlinson, 2017). In addition, Interaction is becoming more and more important in English learning. It is with the need for the ability of the students to communicate in English. (Kurnia, 2020)

Differentiated instruction must be formed through thinking by teachers who believe students can grow and develop according to their potential capacities. Differentiated instruction has five general principles: learning environment, quality curriculum, ongoing assessment, instruction that responds to student variance, and leading students and managing routines (Tomlinson, 2014). A classroom consists of several students who have different characteristics and potentials from each other. Teachers' primary focus should be when they want to conduct effective learning.

Differentiated instruction is based on two pillars: students' characteristics (readiness, interest, and learning profile) and curriculum analysis, which refers to content, process, and product (Tomlinson, 2017). Students' readiness, interest, and learning profile can be determined through a pre-assessment before instruction or learning (Gregory & Chapman, 2013; Cash & Heacox, 2014; Heacox, 2017). While curriculum analysis is conducted in several steps a) analyzing the curriculum and competencies

achieved; b) determining the learning objectives used for planning; c) designing assessments and assessment evidence; and d) Sequencing learning strategies from the start to finish assessment (Purba et al., 2021).

Several studies have been conducted on differentiated instruction with the teacher as the subject or sample. Chien (2015) researched to analyze Taiwanese elementary school English teachers' perceptions of, design on, and knowledge constructed about differentiated instruction in content in an intensive summer course. A case study revealed that only three teachers differentiated teaching during the intensive summer course by integrating jigsaws and supplementary materials. Their knowledge built on differentiated teaching mainly came from the intensive summer course instructor and online resources. So, the study recommended implementing differentiated instruction in terms of integrating differentiated instruction into teachers' professional development, elements of differentiated instruction, and collaborative planning.

Kamarulzaman, Azman, and Zahidi (2017), in their study *Differentiated Instruction Strategies in English Language Teaching for Gifted Students*, focused on a qualitative research design on differentiated instruction strategies teachers use in English language teaching among gifted students. The thematic network analysis revealed nine differentiated instructional strategies used by teachers that were considered beneficial for gifted students in English language teaching and learning found that teachers used nine differentiated instructional strategies in English learning for gifted students.

Pidrawan, Rasna, and Putrayasa (2022) conducted a study to describe the results of the analysis of strategies, activities, and student learning outcomes in learning writing taught by Indonesian language activist teachers in Denpasar City. The study found that differentiated instruction was the strategy used by the teacher who attended the *guru penggerak* program for teaching writing.

Furthermore, Mirawati et al. (2022) conducted library research to explore the implementation of differentiated instruction in terms of its advantages and the challenges teachers and students encounter in implementing it. The result of the study indicated that proper planning should be organized before implementing differentiated instruction in English learning.

The relevant research still focuses on teachers implementing differentiated learning. Chien (2015) found that only three teachers conducted differentiated instruction and suggested that teacher professional development and collaborative planning are essential for teachers in differentiated instruction. Kamarulzaman, Azman, and Zahidi (2017) found that teachers used nine differentiated instruction strategies in English learning for gifted students. Meanwhile, Pidrawan, Rasna, and Putrayasa (2022) found that differentiated instruction was the strategy used by the teacher who attended the teacher activator program for teaching writing. Furthermore, Mirawati et al. (2021) emphasized that good planning must be done before implementing it in the classroom. However, no research describes how teachers plan differentiated instruction.

The *Guru Penggerak* program, training for teacher professional development, make differentiated instruction a comprehensively covered topic. So this can be a reinforcement for previous research.

Therefore, the researchers were interested in exploring how teachers plan differentiated instruction. The *guru penggerak* program, which has differentiated instruction as one of its central topics, requires teachers who have participated in the program to understand it. This study aims to investigate how teachers who have attended the *guru penggerak* program plan differentiated instruction.

Method

The method employed in this study is qualitative with a case study design. It was chosen to gain information about planning

differentiated instruction by English teachers who had attended the *Guru Penggerak* program. This research was conducted from January to March 2023. The researcher conducted this study at a senior high school in South Sulawesi, where the English teachers attended the *Guru Penggerak* program batch 1 taught.

The researcher applied the purposive sampling technique to get data. The consideration in selecting a qualitative research sample is based on theoretical and pragmatic influences, implemented flexibly in a way justifiable in the context of general research design (Braun & Clarke, 2013). Therefore, the research participants were two English teachers who attended the education of the *guru penggerak* in batch 1.

The technique of data collection applied interview and documentation. This research used a semi-structured interview (Wilson, 2014), so the researcher prepared a list of questions as a guide. The questions were related to the planning of differentiated instruction. The interview was conducted in Indonesia and recorded using the smartphone recorder with the agreement of each respondent.

Documentation is one of the ways to provide information for others as significant as data analysis to support the credibility of research findings and interpretations (Guest, Macquen, & Namey, 2012). In this research, documentation was applied to support the result of the interview. The documents needed were the result of the pre-assessment, the syllabus, the analysis of the learning objective, and the lesson plan. They were obtained from the English teachers' documents.

The data analysis used in this research is thematic analysis. Thematic analysis is one way to analyze data to identify patterns or to find themes through data collected by researchers (Braun & Clarke, 2006). Researchers will analyze data based on the following steps:

1. Familiarization, in this step, the researcher must explore the data collected, such as reading interview

transcripts and analyzing related articles or journals.

2. Coding, at this step, the researcher organizes the data systematically.
3. Generating themes, the researcher checks and matches the data that has been coded.
4. Reviewing themes, the researcher developed the big theme beforehand by collecting all relevant data for each theme (preliminary analysis).
5. Defining and naming themes, the researcher identifies the essence of each theme.
6. The researcher compiles reports covering various articles, journals, and analysis results.

Result and Discussion

A. Diagnostic assessment

Diagnostic assessment is a theme used to indicate that teachers conduct a diagnostic assessment in planning differentiated learning to identify the students before learning begins. The diagnostic assessment includes students' readiness, learning interest, and learning profile. The data for this theme is explored in the following.

1. Identifying students' readiness, learning interest, and learning profile

The first teacher explained why the diagnostic assessment was used before learning. He reported that diagnostic assessment results were used to identify the students' readiness. Students' readiness was the preliminary understanding related to the material learned in English learning. The collaboration of curriculum and student affairs division conducted the diagnostic.

To identify students' readiness to learn, first at the beginning, I generally take the results of diagnostic tests and diagnostics conducted by the curriculum in collaboration with student affairs.
(Translation of teacher interviews)

The diagnostic assessment conducted by the teacher can be in questions or surveys form. The questions or surveys can identify students' learning interests, learning profiles,

and learning styles, which will help teachers determine the learning model or method appropriate for the students' needs.

Yes, it is included. All of that is actually in the questions or surveys that we have conducted. Learning interests, including family background and learning styles, are included. **(Translation of teacher interview)**

The second teacher informed that the application could organise diagnostic tests. A quizizz application assisted the diagnostic assessment. It was used to identify the students' readiness. Students' readiness was the students' preliminary understanding related to the material that will be discussed in the learning process.

Actually, for learning readiness, a few things really help me. First, I usually use the quizizz application as I did earlier. This is to determine the students' preliminary understanding of the material to be taught. **(Translation of teacher interview)**

Besides students' readiness, using applications can also determine learning interests and learning profiles. The second teacher used the application to obtain diagnostic assessment results related to students' learning interests and profiles. The expert developed the application. It was *Aku Pintar's* application.

Because it is related to interests, talents or student profiles, the term, in this case, requires experts, so I tried to use the *Aku Pintar* application to identify related interests, talents or student profiles. **(Translation of teacher interview)**

Therefore, the interview with the teachers showed that the diagnostic assessment was used as a pre-assessment to identify the students' readiness, learning interest, and learning profile. Diagnostic assessment can be administered by distributing questions or surveys. Moreover, it can be conducted through the assistance of an application.

2. Diagnostic assessment for planning differentiated instruction

Diagnostic assessment is a part of planning differentiated instruction. The teacher planned differentiated instruction based on the students' diagnostic assessment results. The diagnostic assessment result determined the students' learning styles. So, the teacher provided learning regarding the student's learning styles.

Planning differentiated instruction, I look back at the diagnostic results of the students. For example, suppose students' learning style generally tends to be kinesthetic. In that case, I also have to provide learning in the kinesthetic form, which means that they are directly involved, only at the beginning giving a kind of introduction to the material. **(Translation of teacher interview)**

The students' diagnostic assessment result is the main point for teachers to plan differentiated instruction. The second teacher stated that the result of students' diagnostic assessment adjusted the differentiated instruction implemented, whether content, process or product-based.

Then based on the results of the learners' pre-assessment, we plan differentiated instruction. Whether it will be in the process or whether it will be in the product. It also depends on the student's learning readiness. **(Translation of teacher interview)**

Based on the interview with the teachers, it can be concluded that diagnostic assessment is part of differentiated instruction planning. Teachers use the diagnostic assessment results to adjust learning materials based on student needs regarding content, process or product. Moreover, to support the results of the interviews, based on document analysis of diagnostic test results, it was found that teachers conducted the assessment consisting of cognitive and non-cognitive diagnostic assessments. Cognitive diagnostic assessments were organized to determine student readiness, while non-cognitive

diagnostic assessments were conducted to identify students' learning profiles and styles.

Diagnostic assessment aims to identify the students' needs before conducting the learning process. This finding emphasizes that diagnostic assessment is conducted to identify students' readiness, learning interests and learning profiles (Aftab, 2016; Mirawati, Suwastini, Haryanti, & Jayantini, 2022). It is conducted as the planning for differentiated instruction. It is aligned with Gregory & Chapman (2013), and Heacox (2017), who state that diagnostic assessment helps teachers to determine the right learning plan and sequence based on students' readiness, interest, and learning profile.

A diagnostic assessment for readiness is conducted to obtain information on students' prior knowledge, understanding, and skills. Meanwhile, the diagnostic assessment for students' interests relates to learning material. Furthermore, the diagnostic assessment for students learning profiles determines the learning style and grouping of students in the class (Tomlinson & Moon, 2013). This research highlights that teachers use diagnostic assessment results to adjust learning materials based on student needs regarding content, process or product (Suwastini, Rinawati, Jayantini, & Dantes, 2021).

In addition, this research confirmed that the diagnostic assessment was a survey or questionnaire conducted using an application. The applications used are Quizizz and Aku Pintar. Quizizz is a gamified education platform used as an online assessment tool that can be used for diagnostic assessment (Wen & Aziz, 2022). Quizizz is more effective and interactive as a diagnostic assessment tool in learning (Zuhriyah & Pratolo, 2020; Hati, 2021).

B. Curriculum Analysis

Another part of planning differentiated instruction is curriculum analysis. The curriculum analysis is related to the student's input and output, the learning outcome analysis, and determining learning material, instrument, media, and equipment for

learning. The data for this theme is explored in the following explanation.

1. Input and Output of Students

The first teacher analyzed the curriculum and planned the learning based on the students' input and output. In this case, the teacher determined students' input and output to organize English learning.

To analyze the curriculum and make lesson plans, I look at the output and input of the students themselves. For example, in grade twelve, how proficient they are in understanding basic structures in English. (**Translation of teacher interview**)

2. Analyzing Learning Outcome

The second teacher analyzed the curriculum using learning outcomes to specify the competency achieved. It was used to determine the learning objective. It is processed into learning objective analysis. Next, it was used to develop a learning module.

First, we analyze the learning outcomes; in the learning outcomes, we need to see what competencies will be achieved, then the scope of the material, in this case, the content or concept, and then the learning objectives. So, these learning objectives are transformed into an analysis of learning objectives or ATP and then further reduced to teaching modules. (**Translation of teacher interview**)

3. Determining learning material, instrument, media, and equipment for learning

One of curriculum analysis in differentiated instruction is determining learning material. The teacher got teaching material from several sources. It could be from books in the library, learning modules from the teacher community, or videos.

Regarding teaching materials, I take several sources, one of which is books in the library. I take them as sources and give them to students. I also download several modules, and then there have also

been times when we in MGMP have made teaching modules that I also combine, then also take other sources in the form of videos from YouTube or videos from organizer teacher. That is what we combine, we compile. We make them into teaching materials according to each class's students' learning styles.
(Translation of teacher interview)

The second teacher prepared several points related to curriculum analysis in differentiated instruction, such as the application, assessment instrument, learning material, leading questions, and equipment used during the learning process.

So, the first thing I prepare is that we are greatly assisted by the application. But for me personally, so far, it has been more based on the quizzz application. Then secondly, we have to prepare the assessment instruments related to the materials, in this case, we have to prepare the triggering questions. Then also related to the equipment if it is needed, we usually use post-it papers too, like ordinary flipchart paper we also use.
(Translation of teacher interview)

Therefore, the interview result with the first and the second teacher showed that curriculum analysis is essential in planning differentiated instruction. It is regarding to the input and output of students. Then, curriculum analysis is also conducted to identify basic competencies or learning outcomes that will guide teachers in determining learning objectives, formulating learning materials with various resources, the learning steps, the application used, assessment instrument, leading questions, the treatment for students, and the equipment used that will be used in differentiated instruction in English learning. Furthermore, to support the results of the interviews, based on the results of the analysis of the teacher's documents, it was confirmed that the documents presented the curriculum analysis process in detail. In the syllabus or analysis of learning objectives and lesson plans,

learning objectives, learning activities, and assessments that will be performed in learning have been covered.

The curriculum is one of the crucial pillars of differentiated learning (Tomlinson, 2017). Marlina (2020) stated that analyzing the curriculum according to students' strengths and weaknesses is part of differentiated instruction planning. The research findings related to the curriculum analysis is discussed in the following.

Firstly, the teachers who attended the *guru penggerak* education analyze the curriculum based on the students' readiness. Student readiness is inseparable from the curriculum analysis process. It is a guideline for teachers to adjust learning based on the curriculum. It is aligned with Suprayogi (2016) who stated that understanding the students' readiness level can help teachers adjust the learning.

Secondly, curriculum analysis is conducted by adjusting the basic competencies to determine the learning objective and formulating learning materials with various resources, the learning steps, application used, assessment instrument, leading questions, the treatment for students, and the equipment used that will be used in differentiated instruction in English learning. It is aligned with Purba et.al (2021) explanation related to the curriculum analysis.

Conclusion

The teacher planned differentiated instruction through diagnostic test and curriculum analysis. A diagnostic assessment was conducted to identify the students' readiness, learning interest, and learning profile. Diagnostic tests can be administered by distributing questions or surveys. It can be conducted through the assistance of an application. Teachers use the diagnostic test results to adjust learning materials based on student needs regarding content, process or product. Curriculum analysis is regarding input and output of the students. It is also conducted to identify basic competencies or learning outcomes that will guide teachers to

determine learning objectives, formulate learning materials with various resources, the learning steps, application used, assessment instrument, leading questions, the treatment for students, and the equipment used that will be used in differentiated instruction in English learning.

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Profil

Andi Nur Hasanah was born in Pujo, on August 31, 1990. She completed her undergraduate degree from Universitas Muhammadiyah Parepare majoring English Education Study Program in 2012. Now, she is continuing master's degree at Universitas Negeri Makassar majoring English Education Study Program. Since 2019 until now, she is a teacher at SMP Negeri 3 Totikum in Banggai Kepulauan regency, Central Sulawesi.