



The Effectiveness of Differentiated Learning in Text Learning Review Language Indonesia in Era Digital in class X of Muhammadiyah 1 High School, Unismuh Makassar

Indriani¹ Rosmini Madeamin,² Akram Budiman Yusuf³

indrianiani975@gmail.com

minimadeamin@unismuh.ac.id

akrambudiman@unismuh.ac.id

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Abstract

The purpose of this study is to determine the effectiveness of the differentiated learning model to be applied in class. By conducting research in class X Muhammadiyah High School 1 Unismuh Makassar. Problem main In this study, there is a lack of interest in learning for students so that the learning process is less effective and students feel bored and fed up. If the learning that is often used by teachers is only based on one model learning only such as one of the group discussion methods, then students will not be able to hone their abilities and creativity during the learning process. This type of research is quantitative research with a *quasi-experimental design*. The form of research design with *pretest-posttest*. By using the entire population from 2 class Which become object study X A class experiment as many as 18 students and XB control class as many as 16 students. The results of the study the average value of class XA as the experimental class was 69.83 while class XB as the control class was 65.43. Then the average post-test value of class XA was 89.27 while class XB was 86.18 this shows that the post-test of the Experimental class is higher than the control class, thus proving the learning model differentiate effective For learning Language Indonesia in class X of Muhammadiyah 1 High School, Unismuh Makassar.

Keywords: Model Differentiated, Text Reviews, Students.

Introduction

Education regarding teacher readiness to face technological developments as much as possible accompanied by solutions to overcome existing problems. One of the things that must be prepared in facing technology-based education is the preparation of responsive, adaptive and reliable human resources. Therefore, in this discussion, the solution to the educational challenges is prepare Teacher in utilization technology moment This and maximize the abilities of teachers in use technology equipment latest. Ability Which

meant namely the ability to use technology so as to be able to accompany and teach students by utilizing technology. Having technological skills must also be accompanied by an understanding that technology is to be utilized in obtaining results positive learning.

Curriculum is one of the things that builds education and planning. A process learning (Zainal Arifin, 2012). Relevance the tight one intertwined between curriculum, education And process learning Which carried out by teachers. This is because the curriculum is an instrument or tool in guiding a learning

process in achieving educational goals optimally. The curriculum is also used as a tool in achieving educational goals. In line with what was expressed by Agustina, et al (2021) that national education requires a curriculum as a tool and foundation in achieving educational goals. In addition, the curriculum is used as a learning guideline in an educational institution, the curriculum becomes the direction of the path a education as well as curriculum lah Which will arrange various various aspects of learning in order to achieve educational goals.

Curriculum is defined as a plan in order to achieve an educational goal (Tyler, 1950). In line with that, Saylor (1981) stated that curriculum is a process of providing learning opportunities. for student Which arranged in A process planning. In Law No. 20 of 2003 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as a reference for organizing learning activities in achieving certain educational goals. Based on these definitions, it can be concluded that the curriculum is a set of plans that arranged in a way systematic And sequentially as effort in reach educational goals. Education national That Alone need A curriculum in an effort to achieve an educational goal. So the curriculum is used as a guideline in implementing the learning process. The curriculum cannot be separated from learning because curriculum and learning is a unit integrated with the national education system which regulates the attitudes that must emerge from students after learning (Fujiawati, 2016).

In Indonesia itself, the curriculum has undergone several revisions. from year after year. Things This is partly due to the change of power government as well as naturally No let go from change And development of the times. Starting from the 1947 curriculum exactly two years after Indonesia's independence. Then it underwent another overhaul in 1964. Then it changed again in 1968. Continued again with the 1973, 1975, 1985, 1994, 1997 curriculum coinciding with the New Order era. Then in 2004 again underwent a reform known as the Competency-Based Curriculum (KBK). At that time, the curriculum was still centralized or there was still central government intervention in its management.

After KBK, Then on era reform specifically

in year 2006 changed again to the School Level Curriculum (KTSP). With the change in curriculum from competency-based to school level, the centralization aspect in education is of course gradually becoming less apparent. In KTSP, schools are given A little freedom For adapt to the culture and potential of each region. In 2013, there was a restructuring Again become curriculum 2013. So that if traced, Indonesia has experienced 12 curriculum changes carried out by the Ministry of Education and Culture as its center (Wahyudin, 2020). With changes in the curriculum in each era, it is proof that Indonesia.

Indonesia is again overhauling the curriculum which is the result of development from curriculum Which applicable previously And Then named the Independent Curriculum. According to Ansari et. al. (2022) the curriculum moment This is curriculum intracurricular Which where own learning content Which more diverse. Optimization giving content to students too done For give freedom time to student For explore knowledge and build each other's competencies. continue to make changes and develop the curriculum towards a more perfect direction and based on the implementation of holistic evaluation.

Mardiana And Umiarso (2020) to argue that in curriculum independence plan curriculum more simple And customized with condition student. In addition, the independent curriculum focuses more on basic learning materials. as well as more prioritize on development character And students' abilities. With a curriculum design like this, it is hoped that potential, talents, interests, and character And ability Which owned student can formed so that student can live side by side in society with all the challenges of today's era. In addition to changes in students, the independent curriculum is expected to bring a perspective view Which new in world education especially on pattern learning and curriculum tools used to create creative, innovative, and developing teachers. The concept of an independent curriculum can also be adjusted to the conditions of the student's learning environment, both in terms of culture, local wisdom, social and economic backgrounds, and facilities and infrastructure.

The independent curriculum also emerged because it required the implementation of the learning process. education Which based on on principles independence, independence, and equal rights that can lead everyone towards a better life. This is also driven by the formation of an independent learning process. With say other that student own independence in to obtain education

independently. In addition, students have the same rights in obtaining knowledge Which customized with talent, interest as well as the student's own abilities.

As an effort to answer the challenges of the education process in the 21st century, a new curriculum was implemented, namely the independent curriculum. In line with draft curriculum independence that relate close with term life long learning (Study throughout life) with emphasize process education which is adapted to the conditions of the times (Widiani, 2020). The era moment This, students are required to have various thinking skills without considering the abilities, interests and talents of students. The government's efforts to design an independent curriculum are to overcome the learning crisis that has been going on for a long time. This is indicated by several signs, for example, student learning outcomes that are still low, including in basic things such as reading literacy skills.

The independent curriculum is a curriculum structure that refers to and leads to the development of students' talents and interests (BNSP).

In this case, Students are given the freedom to choose what subjects they want to study according to their own talents and interests (Saputra, 2020). According to Risdianto (Manali et.al., 2022) say that The purpose of the independent curriculum is as an answer to the challenges of education in the 21st century era which emphasizes 21st century skills, including critical thinking and problem solving skills, creative and innovative thinking, and having skills in communicating and collaborating with other students. Differentiation is a matter Which suitable done For learning any language that has learners with diverse abilities.

Santa Aul a Devi Rachmadhani and Putri Ulfa Kamalia (2023) with the title "Analysis of Differentiated Learning Strategies on Student Learning Outcomes: *Systematic Literature Review*." The purpose of this study is to identify the influence of differentiated learning strategies in improving student learning outcomes. The approach used in this study is a systematic literature review. The results of the analysis show that as many as 94% of articles indicate that differentiated learning strategies influential in a way positive to results Study, However 6% the article shows that There is situation in where strategy the No give significant positive impact.

Ahmad Teguh Purnawanto (2022) with the title "Differentiated Learning The purpose of this study is to explore the concept and

implementation of differentiated learning in the context of education. The approach used in this study is not specifically mentioned. The results of this study include strategies that can be used by teachers in creating an inclusive learning environment and in accordance with the learning needs of each student.

Sustenance Noris Pane (2022) with title "Implementation Model Direct Learning and Differentiation to Improve Students' Creative Thinking Skills in Geometry Material for Grade VIII Junior High School" 6. This research was conducted with the aim of For to obtain information about results Study student in the form of ability creative thinking on geometry material for class VIII SMP 1. The approach used in this study is quantitative experiment 2. The results of this study indicate that the implementation of the differentiation learning model can improve thinking skills students' creativity on geometry material being tested.

The aim of differentiated learning is to coordinate student learning by paying attention to learning interests, learning readiness, and learning styles, to help all students learn. To increase motivation And results Study, For to weave connection Which harmonious between Teacher and students, and increase teacher satisfaction. Differentiated learning emerged in the pioneer by father Education national that is Ki Hajar The Council of Ministers, according to He said that ideal education is education that is able to appreciate the differences in characteristics of each child. In addition, in other literature, Ki Hajar Dewantara also argues that education provides a narrative for all strengths. nature Which owned student so that student capable achieve salvation and the highest happiness. As for learning, it is differentiated in terms of lines big direct student to value tolerance, creative And concern for fellow to obtain results Study Which beneficial for all over students. From the review above, it can be concluded that differentiated learning emerged and is in line with the philosophy of the promoter of educational thought according to Ki Hajar Dewantara.

Differentiation has the view that every learner should be given the opportunity to learn according to themselves. In learning, teachers should differentiate based on content, process and product. In addition, learners should also have the opportunity to work in flexible groups. Learner grouping can be done in various ways such as working individually, the differences they have, the similarities they have, working in one class, or based on interest they, And etc. Besides That, should Also there is an assessment Which in

progress in a way to be continued (on going assessment) For help plan effective learning.

One way to implement differentiated learning in the Curriculum Independent is with give choice on student in choose learning materials. Students are given the freedom to choose Topic Which they are interested And want to learn more carry on. For example, if there are students who are interested with natural sciences, they can choose to focus on subjects such as biology, physics, or chemistry. Conversely, if a student is interested in the arts And music, they can choose For focus on eye lesson like art, dance, or music. With give choice This, student will more motivated to learn because they can learn according to their own interests and needs.

In addition, differentiated learning also

No	Class	L	P	Amount Student
1	XA	7	11	18
2	XB	6	10	16
Amount Population				34

involves the use of varied teaching methods. Each student has a different learning style, so it is important for teachers to use a variety of teaching methods that suit the needs of the students. For example, for students who are more visual, Teacher can use media visual like video or picture For help their understanding. For students who are more auditory, teachers can use discussion or lecture methods to facilitate their understanding. With use method teaching Which in accordance with style student learning, the learning process will be more effective and students will be more involved in learning.

Based on the results of observations that have been carried out on Indonesian language teachers at SMA Muhammadiyah Makassar Class X with a total of 34 students, 13 of whom were male and 21 female. female students with a KKM of 75. There were only 21 students in the 2 classes that were the objects of the research. on category finished, so that results Study Which obtained Still is relatively low. This is influenced by factors that become obstacles for students so that they are hampered in process Study Wrong the only one that is Because student feel bored and bored with the same learning model every day.

The reason researchers conducted the research was because the problem that often occurs in the world of education today is the lack of interest in learning among students, which makes... process learning not enough effective

And make student feel bored and bored. If the learning that is often used by teachers is only based on one model learning just like Wrong the only one method discussion group then students will not be able to hone their abilities and creativity during the learning process.

Based on the problems that have been described, creative and innovative learning is needed in order to make learning more interesting and enjoyable, one of which is by implementing a learning model. differentiate as well as can bring out the feeling solidarity And tolerance between students. So it is hoped that students will be more motivated in participating in learning that has a positive impact on the learning outcomes obtained. This Also as suggestion adaptation on Education Which will come. With This is why researchers conducted research using differentiated learning strategies. Does differentiated learning improve Indonesian language learning outcomes? SMA Muhammadiyah Makassar will be more improved. So the title of this research proposal is "The Effectiveness of Differentiated Learning in Learning Indonesian Language Review Texts in the Digital Era in Class X SMA Muhammadiyah 1 Unismuh Makassar"

Research Methods

The type of research used is experimental. Experimental research generally requires strict control on variables other than the treatment variable. In general, experimental research is considered as a researcher who is able to give information most Excellent, Good reviewed in dimensions internal validity, as well as external validity of the research. Application of experimental research design in social sciences, psychology, which uses human subjects as research samples

Location Study

Study This in do in Senior high School Muhammadiyah 1 Unismuh Makassar.

Population And Sample Study

a. Population

The population in the study was students of SMA Muhammadiyah 1 Unismuh Makasar totaling 30 students, for more details can be seen in the table below:

(Data source: office of administrative staff of Muhammadiyah 1 Unismuh Makassar High School)

b. Sample

No	Full name	Pre Test	Post Test
1.	PSW	54	83
2.	MIR	58	80
3.	NAI	58	85
4.	PAA	80	87
5.	AY	71	80
6.	AMFF	61	84
7.	NSS	67	90
8.	SRNP	87	98
9.	RFR	69	92
10.	AFNIF	69	90
11.	RR	77	94
12.	J.J.S.	81	100
13.	FMJ	72	90
14.	DAF	65	90
15.	MK	81	98
16.	RAR	75	89
17.	MHS	66	87
18.	AAAS	66	90
Amount Total		1257	1607
Mark Average		69.83	89.27

Sample on This research is for students in grades XA and XB. The researchers choose 2 class namely class experiment And class control Which will be used to determine the effectiveness of using differentiated learning methods in Indonesian language subjects, especially review text material at SMA Muhammadiyah 1 Unismuh Makassar.

Table 2.1 Sample State

Class	Type Sex		Amount Sample
	Man	Woman	
X A	7	11	18
X B	6	10	16

(Data Source: Office of Administration of Muhammadiyah 1 High School, Unismuh Makassar)

Research Procedure

The research procedure consists of 3 stages, namely the observation stage, the implementation stage, and the final stage.

1. Stage Observation

At the observation stage, the things that will be done by the researcher are asking for permission to do research from the principal of SMA Muhammadiyah Makassar. Then, consult with the subject teacher. Language Indonesia related problem Which experienced participant educate In learning Indonesian, looking at the

learning conditions of students at SMA Muhammadiyah Makassar as an initial step in developing learning strategies, seeing and observing learning models. Which applied by Teacher, as well as to observe amount students and number of classes.

2. Stage Implementation

The initial data collection was by giving a *pre-test* to the class that was used as an experiment to find out how students' learning motivation was in using the differentiation learning method. Then, students were given different treatments, namely learning treatments using the differentiation method and those that did not use the differentiation learning model. After being given different treatments, then the class that was used as an experiment experiment given *posttest* For know whether there are changes by using differentiated learning methods.

Results and Discussion

Research Results

Based on results study This For know effectiveness of learning differentiate on text review Language Indonesia in digital era at SMA Muhammadiyah 1 Unismuh Makassar. By using two classes as objects in this study. Class XA as a Differentiated class (experiment) and class XB as a control class. The research data were obtained from the results of the pre-test and post test from two class Which made into subject study. The following is results evaluation before test And post test Which done in two the class :

Table 3.2 Score Pretest Value and Posttest of Experimental class

Date Which stated on is data from results research Pre test and Post test in Class XA which is the experimental class in this study. And from the data above, the Pre test value is 69.83 while the Post test value is 89.27.

Table 4.1 score Mark Pretest and Posttest control class

No	Full Name	Pre test	Post test
1.	UFB	73	96
2.	Ahh	62	90
3.	AL	52	81
4.	NCWS	61	83
5.	MRA	43	80
6.	ARHM	66	85
7.	AZAD	66	89
8.	AFSM	72	90
9.	NHR	65	80
10.	R	71	92
11.	Z	68	87
12.	ZM	66	84
13.	MFWA	80	100
14.	AAAAA	67	85
15.	AMNA	70	98
16.	BATTERY	65	95
	Amount Total	1047	1379
Mark Avera		65.43	86.18

Date Which stated on is date from results research Pre test and Post test in Class X B which is a class control in this study. And from the data above, the Pre-test value was 65.43 while the Post-test value was 86.18.

1. Analysis Descriptive statistics Data

From the results of the pre-test and post-test scores in the experimental class with the control class. Into data units consisting of Minimum, Maximum, Mean and Standard Deviation as follows:

Table 4.2 Data Description Pretest and Posttest class experiment And control class

	N	Minimum	Maximum	Mean
Pretest Experiment	18	54	87	69.83
PostTest Experiment	18	80	100	89.28
Pretest Control	16	43	80	65.43
Posttest Control	16	80	100	86.18
Valid N (listwise)	16			

The data results from the table above show that the lowest score is 43, score highest 100 from amount sample Which used (n) is 34 student total from two class Which become

object study, mark mean as big as 89.28 and standard deviation 9.083

2. Test Prerequisite Analysis Statistics

Test Prerequisite analysis general statistics done as form of conditions before being used for hypothesis testing in determining the results of a study. This test is carried out using two testers, namely the test data normality and data homogeneity test.

a. Test Normality Data

This data normality test aims to determine whether the data is normally distributed or not normally. In the results of normally distributed data using Parametric statistical tests while for abnormal results, non-parametric statistical tests are used in hypothesis testing. In this study, the data normality test uses the help of SPSS IBM 24 software using *the Kolmogorov-Smirnov Test* is a value greater than 0.05.

Pre-test and post-test data for the experimental and control classes obtained the results of normality tests using SPSS 24 in the following table :

Normality Data Tests of Normality

Class	Statistics	Df	Kolmogorov-Smirnov ^a	Shapiro-Wilk			
			Sig.	Statistics	df	Sig.	
Results Student Learning	Pretest Experiment	,092	18	,200 *	,976	18	,905
	Posttest Experiment	,172	18	,166	,952	18	,465
Experiment Control	Pretest Control	,230	16	,024	,894	16	,065
	Posttest Control	,142	16	,200 *	,946	16	,429

Experiment Pretest, normal because the significance value is 0.905 > 0.05 Posttest Experiment, normal Because mark significance 0.465 > 0.05 Pretest Control, normal because the significance value is 0.065 > 0.05 Posttest Control, normal because the significance value is 0.429 > 0.05

So data Pre test And Post test from second class the show that data from both them distributed normal. Distribution data Which used normally distributed so the *Paired Sample t-Test* was used.

b. Test Homogeneity Data

Results testing Homogeneity data from Pre test And Post test from experimental class And class control use software SPSS IBM 24 as following

Pair 1	Experiment Pretest - Post Test Experiment	- 19,444	6,080	1,433	- 22,468	- 16,421	- 13,568	17	.000
Pair 2	Pretest Control - Posttest Control	- 23,000	5,865	1,466	- 26,125	- 19,875	- 15,686	15	.000

Table 5.2 Test Homogeneity Data

Test of Homogeneity of Variance

		Levene Statistics	df1	df2	Sig.
Results Student Learning	Based on Mean	,633	1	32	.432
	Based on Median	,699	1	32	.409
	Based on Median and with adjusted df	,699	1	31,461	.409
	Based on trimmed mean	,622	1	32	.436

Based on on table in on show that mark sig. based on The mean is homogeneous because the significance value is $0.432 > 0.05$. So it can be concluded that data from mark before test And post test second class experiment And class control is homogeneous.

c. Test Hypothesis

Hypothesis testing is used to test the proposed research hypothesis. After conducting the prerequisite test of statistical analysis in the normality test, normally distributed data was obtained as well as the homogeneity test which showed homogeneous data, the next stage of the research is to conduct a hypothesis test using the Paired Samples Test formula.

The Effectiveness of Differentiated Learning in Learning Indonesian Review Texts in the Digital Era at SMA Muhammadiyah 1 Unismuh Makassar. To prove whether the differentiated learning model is effective for learning Language Indonesia can determined with method look for average From two groups of data, a paired samples test was carried out.

Table 6.1 Test Data Hypothesis

Paired Samples Test

Paired Differences	Mean	Std. Deviation	Std. Mean Error	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
				Lower	Upper			

Pair 1 on class Experiment show mark sig (2-tailed) as big as $0,000 < 0,05$, This means that there is a difference in student learning outcomes for the pretest of the experimental class and the posttest of the experimental class.

Pair 2 in the Control class shows a sig value (2-tailed) of $0,000 < 0,05$, meaning that there is difference results Study student For pretest class control And posttest class control. With a 95% confidence interval between - 22.468 to -16.421, these results show that results Study experiment more tall from class control with the difference is $89.27 - 86.18 = 3.09$. In other words, the differentiated learning model is more effective than the conventional learning model .

B. Discussion

This study was conducted to prove the effectiveness of differentiated learning models on Indonesian language review texts, which were conducted in class XA and Class XB of SMA Muhammadiyah 1 Unismuh Makassar. The results of this study were reviewed from the assessment of student learning outcomes through essay tests with an initial and final test assessment system.

Based on results study Which done in class X A And Class X B at SMA Muhammadiyah 1 Unismuh Makassar, the following learning outcomes were obtained:

a. Implementation Differentiated learning model in learning English review texts Indonesia in era digital in Senior High School Muhammadiyah 1 Unismuh Makassar.

1. Meeting First

Before students are given learning treatment, students are first given pre-test

questions with the aim of determining students' initial abilities.

After completing the post-test questions, the researcher then gave questionnaire readiness Study student For to know level of student learning readiness.

2. Second Meeting

This second meeting, differentiated learning was implemented. This meeting discussed the material of the review text of the folk tale of Princess Tundampalik. Until the last hour, the researcher gave 10 essay questions again for students. In this second meeting, the researcher also gave post test questions (test end) to find out the final results of students' abilities after being given a differentiated learning model .

3. Meeting third

The third meeting was the final meeting of the research. This. On meeting This student in give questionnaire satisfaction in implementing a differentiated learning model. Students are given questionnaire 10 number For know satisfaction student by using a differentiated learning model.

b. The effectiveness of differentiated learning models in learning Indonesian language review texts in the digital era in Class X of SMA Muhammadiyah 1 Unismuh Makassar.

Based on the hypothesis test using *paired sample test* known that amount data results Study student as many experiments as 18 student whereas class control as much as 16 student. With an average value of the post-test learning outcomes of students in the experimental class of 89.27, while the control class was 86.18. Thus it can be seen that difference mark post test class experiment more big from post test control that is $89.27 > 86.18$. Furthermore from mean difference is as big as 3.09. Mark This show difference between average results Study class experiment And control class .

If reviewed based on paired test results sample test obtained *sig. value (2-tailed)* of $0.000 < 0.05$ decision-making data in the paired sample test can be concluded that H_0 is rejected and H_1 is accepted. Thus it can be concluded that there is a significant (real) difference or difference between the average learning outcomes of Indonesian review texts in the experimental class and the control class.

The results of this thesis research are in accordance with previous studies. This differentiated learning model is effective to be applied as a learning model in schools. Apart from the learning model differentiate This effective For applied This differentiated learning also has an influence on improving student learning outcomes, needs Study students with referring to to 3 components, namely student learning readiness, student learning interest and finally student learning style.

In addition, the differentiated learning model focuses on students center marked with Teacher or educator Which only serve as facilitator And mediator so needed learning which is creative and innovative in making learning more interesting and also fun so that it can bring up a sense of solidarity between students. In this study, the researcher can conclude that the differentiated learning model is effective to be applied in schools.

Conclusion

Based on the results of research and discussion on the effectiveness of differentiated learning models in learning Indonesian language review texts in the digital era in Class X of SMA Muhammadiyah 1 Unismuh Makassar, it can be concluded that:

Differentiated learning is effective in improving students' understanding of review texts. Students who receive materials according to their learning styles and abilities show better understanding compared to conventional methods. Methods This Also increase motivation student And involvement student in the learning process. With a tailored approach, students feel more appreciated and motivated to participate actively. Student academic results have significantly increased with differentiated learning methods, students show higher achievement in review text assessment compared to before this method was implemented.

Overall, this study shows that differentiated learning is an effective method to improve the quality of learning Indonesian review texts in the digital era in class X of

SMA Muhammadiyah 1 Unismuh Makassar.

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