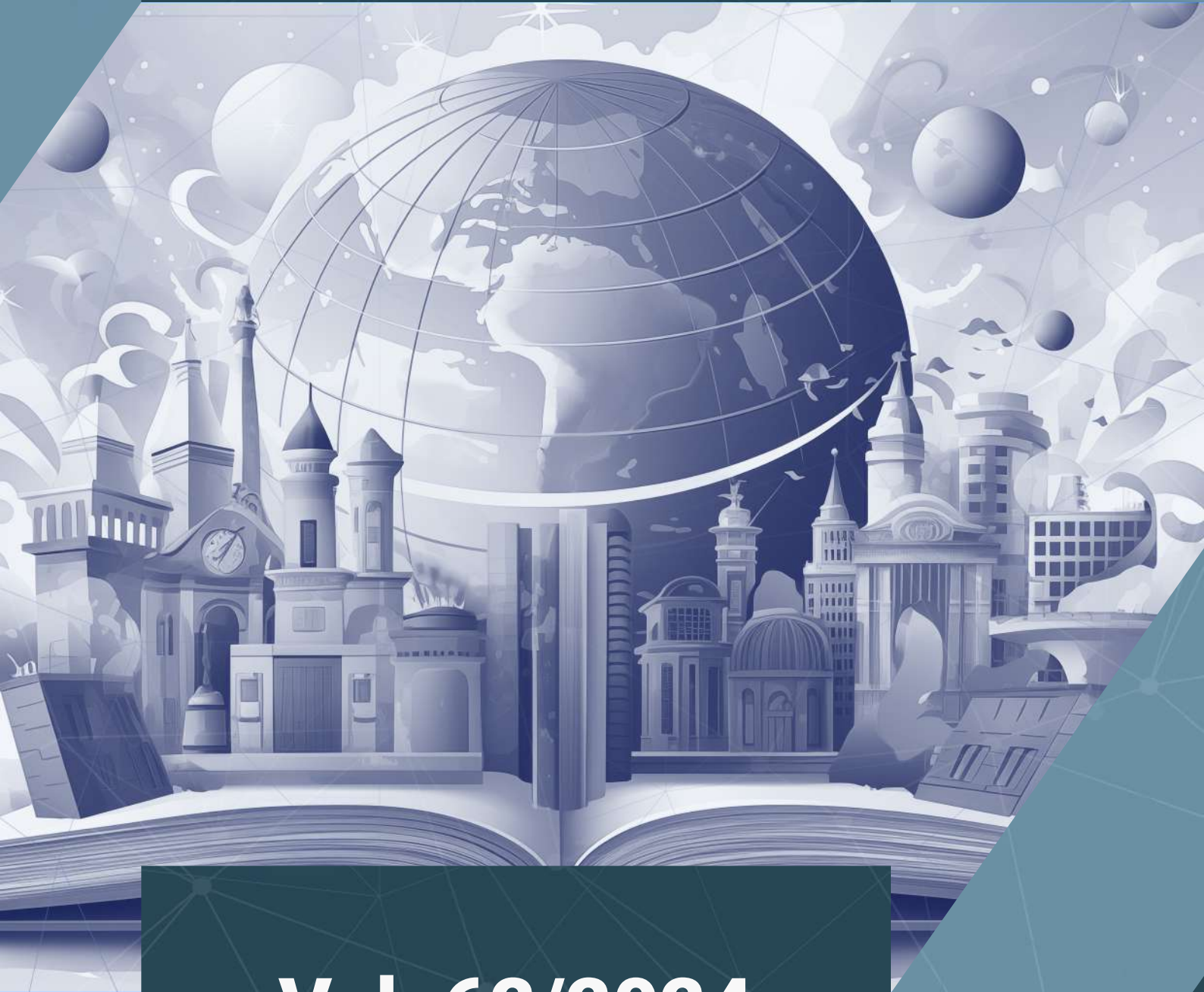




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Implementing Differentiated Instruction in Emancipated Curriculum: Narrative Review

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Abstract. The paper aims to provide a detailed description of the implementation of differentiated instruction in an emancipated curriculum. The purpose of this review was to provide a comprehensive summary of the current literature on a specific topic. Implementing differentiated teaching can be analyzed from four perspectives: learning material, instructional process, assessment, and learning environment. Through the implementation of differentiated instruction, teachers can actively involve students in the process of teaching and learning, hence enhancing students' academic performance. Therefore, diversified learning may accommodate the diverse needs, cognitive preferences, and abilities of each student in a classroom environment. This approach not only promotes equity but also enhances student engagement and achievement. Professional educators are recommended to employ differentiated instruction as a method to actively include pupils in the learning process.

Keywords. differentiated instruction, emancipated curriculum, content, process, assessment, learning environment

1. Introduction

Indonesia is currently adopting the Emancipated Curriculum to address the learning problem in the country and cultivate a resilient generation capable of navigating and adapting to changing times independently. The Emancipated Curriculum aims to revolutionize the field of education by cultivating the qualities of Pancasila students, such as moral integrity, creativity, collaboration skills, global diversity tolerance, critical thinking, and independence [1].

The concept of emancipated learning grants autonomy within the realm of education, allowing educational institutions, teachers, and students to introduce diverse and innovative approaches to education. Consequently, students are afforded the chance to acquire knowledge autonomously and express their creativity. Each student in Indonesia, hailing from diverse ethnicities and cultures, employs distinct learning strategies based on their individual traits [2]. Emancipated learning prioritizes learning methods that foster the growth of critical and analytical thinking abilities in students [1]. Consequently, teachers are required to modify their teaching approaches to accommodate the varied educational requirements of their students [3].

One possible alternative is to introduce differentiated instruction (DI) that is an instructional approach that addresses the varying needs and abilities of students by (1) managing

student diversity; (2) implementing targeted teaching strategies; (3) incorporating a range of learning activities; (4) monitoring individual student needs, and (5) striving for optimal learning outcomes [1]. The educational institution emphasizes that a singular instructional approach will not adequately meet the demands of every student, particularly when it does not align with the specific requirements of the students [2]. Differentiated Instruction (DI) is based on the understanding that learners have unique characteristics and learn in different ways [3]. Therefore, DI empowers teachers to provide diverse learning activities, varied content, and distinct assessment methods to cater to the individual needs of each student [4]. To clarify, teachers are required to make clear and deliberate decisions regarding the specific content, methods, and outcomes of learning for each student, starting from prekindergarten all the way through college [1].

Consequently, DI is regarded as an intricate pedagogical ability, and it is anticipated that educators have attained proficiency in this approach to effectively execute their curriculum in a liberated manner. Teachers can enhance their proficiency and self-assurance in delivering educational content to their students through the implementation of differentiated teaching. Ultimately, the students experience a sense of contentment and derive pleasure from the process of learning, thereby successfully attaining their educational goals.

However, in reality, not all teachers effectively adjust their teaching methods to accommodate the varying needs of students in their classrooms, even after several years of teaching. According to a research conducted by the Inspectorate of Education in Indonesia (Kemendikbudristek, 2021), about 50% of Indonesian teachers expressed inadequate readiness in adjusting their teaching methods to meet the individual requirements of their students. It is founded on their mastery of fundamental instructional abilities. The majority of teachers have exclusively utilized one form of instructional resources, namely textual materials. They were unable to incorporate several modalities into their learning materials to meet the students' needs. Consequently, the teacher was unable to include several instructional methods into their teaching and learning process to accommodate the students' needs. The research aims to describe the concept of differentiated instruction and investigate the implementation of tailored instruction in teaching and learning English to enhance students' engagement in an emancipated curriculum, based on the background information provided. This study utilized analysis and thematic method due to its focus on comprehensively understanding social phenomena.

2. Methodology

This paper utilized the methodology of doing a literature review. The data collected for the purpose of this work was derived from books and scholarly journals [4]. To gather pertinent information, concerns, and patterns about the integration of differentiated instruction in a liberated curriculum for teaching and learning English. The compilation of literature was conducted through a series of systematic stages. Initially, free internet databases like Google Scholar, science direct, and ResearchGate emerged as the primary means of accessing scholarly literature. At this stage, the author included other combination keywords, such as "differentiated instruction" or differentiated learning, "emancipated curriculum" or "freedom curriculum", and "English teaching and learning". Subsequently, the author categorized the downloaded articles into distinct themes, specifically: the definition of differentiated instruction; the importance of differentiated instruction in education; implementing differentiated learning. This work was classified as a descriptive review. To acquire dependable information, the author conducted a thorough search for published literature and categorized it based on specific and preferred subjects. The author conducted a thorough analysis of the literature, focusing on certain

categories. They then proceeded to describe the research topic, identify any gaps in the existing knowledge, and draw relevant conclusions. The authors conducted a descriptive review by analysing published literature to create a database. They aimed to identify any discernible patterns or draw general conclusions about the advantages of existing conceptualizations, propositions, methods, or findings [5].

3. Findings and discussion

3.1 The Concept of Differentiated Learning

Differentiated learning is an educational strategy that seeks to customise teaching techniques, resources, and speed to fit the varied requirements of individual students within a classroom. According to Carol Ann Tomlinson, a prominent authority on diversified instruction, it is a teaching style that entails offering diverse individuals various pathways to learning, frequently within the same classroom [6]. Tomlinson's objective is to optimise the growth and individual achievement of every student by assessing their current level and facilitating their advancement. This approach acknowledges the individual differences among students in terms of their preparedness, preferences, and learning characteristics, and aims to involve each student by employing techniques and tactics that are sensitive to these variations [7].

Therefore, differentiated instruction (DI) framework guarantees that all students have equitable access to high-quality education [1]. Teachers must carefully consider their planning and evaluation to successfully integrate differentiated learning. Consequently, the teachers effectively address the students' needs to respect and amplify human potential. Teachers' perspectives are crucial for the successful implementation of DI to broaden their knowledge and skills. It implies that the teacher must develop the teaching and learning process with a specific emphasis on the unique skills of each individual. Teachers had confidence in the students' capacity to comprehend, compose, and engage in classroom activities. As a result, they utilized educational materials to develop assignments and diverse types of evaluations to guarantee that all students might actively participate in the learning process [5].

Notable academics like Benjamin Bloom have also played a role in establishing differentiated learning by placing emphasis on mastery learning. According to Bloom's idea, it is possible for almost all students to attain a high level of comprehension given the right educational assistance. [8]. Differentiated learning supports this concept by providing diverse methods of instruction and evaluation, enabling students to showcase their comprehension in ways that are most compatible with their skills and preferences [9]. This may involve assigning more challenging assignments to students who show proficiency or providing more guidance to those who require additional assistance. The intrinsic adaptability of differentiated learning guarantees that every student can attain academic achievement, irrespective of their initial level.

Moreover, studies conducted by educational psychologists such as Howard Gardner, who pioneered the theory of multiple intelligences, provide evidence in favor of the idea of differentiated learning. Gardner's theory asserts that students possess various types of intelligences, including linguistic, logical-mathematical, spatial, and interpersonal, among others [10]. Differentiated instruction capitalizes on this variability by integrating a range of teaching styles and activities that correspond to different intelligences. For instance, a class design could incorporate visual aids to cater to spatial learners, group discussions to engage interpersonal learners, and hands-on activities to accommodate kinesthetic learners. Differentiated learning not only caters to the diverse learning styles of students but also fosters a more inclusive and efficient educational setting.

3.2 The Importance of Differentiate Instruction

Differentiated learning is an educational method that customises teaching to accommodate the varied requirements of students. It acknowledges that students possess diverse origins, levels of preparedness, learning preferences, and areas of interest [9]. The significance of differentiated learning lies in its capacity to offer a tailored and efficient educational experience for every student, hence promoting improved academic achievements and personal development.

First, differentiated learning is a teaching approach that takes into account the varying degrees of preparedness among students in a classroom. Students possess varying levels of past knowledge and skills, which can have a substantial impact on their capacity to comprehend new concepts [11]. Through the process of differentiating instruction, teachers can provide multiple ways for students to access the content, guaranteeing that each student is suitably engaged and stimulated. This may entail adapting the content, process, or product of educational activities to match the specific requirements of students [12]. Advanced learners may participate in more intricate activities that foster higher-order cognition, whilst individuals requiring more assistance may be provided with supplementary scaffolding to develop fundamental abilities.

Furthermore, diversified learning accommodates diverse learning styles and preferences [13]. Certain students may acquire knowledge more effectively through the use of visual aids, whereas others may have a preference for aural or kinesthetic learning experiences. By integrating diverse educational methodologies and resources, educators can effectively engage a wider spectrum of students. This method not only enhances the engagement and accessibility of learning, but also enables students to capitalize on their strengths and address their inadequacies. For instance, a teacher could employ multimedia demonstrations, interactive exercises, and cooperative assignments to guarantee that every student has the chance to actively participate with the content in a manner that is most suitable for them [14].

Moreover, the implementation of differentiated learning fosters student independence and enthusiasm [15]. When students perceive that their unique requirements and preferences are being recognized, they are more inclined to assume responsibility for their own learning. The feeling of possessing something can result in heightened drive, as students recognize the significance of their education in relation to their individual aspirations and passions. Teachers can cultivate this by presenting options in learning activities, promoting self-evaluation, and facilitating opportunities for students to explore subjects they are enthusiastic about. By engaging in this process, students assume an active role in their educational journey, which can result in a more profound and significant comprehension of the subject matter.

Essentially, individualized learning is essential for establishing an all-encompassing and efficient educational setting. Teachers can boost engagement, motivation, and academic performance by catering to the varied readiness levels, learning styles, and interests of students. This method not only facilitates the development of each student individually, but also cultivates a classroom environment that appreciates and acknowledges the diversity in learning.

To sum up, when teachers apply DI, they perceive learning as a dynamic process and incorporate collaborative activities, make judgments based on student variations, and depend on student autonomy in constructing meaning [2]. Teachers consistently provide support to every student as DI fosters the acknowledgment of each student's humanity and ensures equal access to high-quality education [1].

3.3 Implementing Differentiated Instruction in the Emancipated Curriculum

Implementing DI in Emancipated Curriculum fosters students' proactive engagement. Therefore, the teachers must create interactive learning experiences employing differentiated instruction to encourage active engagement from students. Differentiated Instruction (DI) is an educational method that adapts the curriculum, teaching methods, student outcomes, and learning environment to accommodate the unique needs and abilities of each student [16]. The objective is to ensure that every student has equal access to the curriculum by adapting the manner of instruction and assessments to accommodate diverse learning requirements [17].

Tomlinson explains that there are four principles in implementing differentiated instruction, which include: content, process, product, and learning environment [9].

Regarding the content aspect, teachers can utilize a diverse range of materials (such as books, films, and online resources) that cater to varied reading proficiency levels [18]. Teachers can enhance their ability to cater to the uniqueness of each student and ensure that every student can effectively interact with the material by offering resources at varying levels of difficulty. Teachers offer possibilities to strengthen concepts through various modalities of learning and aid in consolidating understanding and retention [19]. Moreover, the utilization of sophisticated resources can present students with challenging tasks and expand their learning beyond fundamental concepts. Additionally, it aids in maintaining pupils' attention and motivation. We accommodate various preferences, enhancing the enjoyment and effectiveness of the learning process. Furthermore, the utilization of a wide range of materials guarantees that every student is able to engage with the curriculum. Ensuring inclusion is vital in providing help for students with learning disabilities, English language learners, and anyone who may have difficulties with conventional texts [20]. Moreover, utilizing diverse materials enables students to cultivate a wide array of skills. For instance, movies can bolster one's hearing and understanding aptitude, whereas books can strengthen reading proficiency and foster critical thinking capabilities. Online resources frequently have interactive components that might enhance technology literacy. Learning in today's educational environment can take place in a range of locations, including traditional classrooms, online platforms, or hybrid models. Utilizing a combination of materials enables enhanced flexibility and adaptability in various teaching and learning settings.

Additionally, it has the ability to mirror a vast range of cultures and viewpoints, thereby enhancing the educational experience for students from all backgrounds. Ultimately, it can enhance their ability to think critically and improve their skills in understanding and analyzing media. They acquire the ability to scrutinize and assess information from diverse sources, a crucial aptitude in the era of digital technology.

The teachers might employ diverse activities that engage students at varying levels of difficulty. Students possess distinct learning preferences, including visual, auditory, kinesthetics, and reading/writing [21]. Through the utilization of diverse instructional techniques, teachers can accommodate these distinct learning preferences and guarantee that every student has a chance to actively participate with the subject matter in a manner that is most suitable for them.

Furthermore, incorporating a diverse range of instructional approaches aids in maintaining students' interest and enthusiasm. Employing repetitive teaching tactics can result in tedium and lack of involvement, whereas incorporating a variety of activities and approaches can sustain interest and excitement for learning, as well as foster the cultivation of a diverse set of skills. Group work promotes the development of collaboration and communication abilities,

whilst individual projects can improve independent thinking and research skills. Engaging in activities such as debates, problem-solving exercises, and project-based learning necessitates students to utilize their information in various situations, fostering a more profound comprehension and the development of critical thinking abilities [22]. Utilizing experiential learning and practical problem-solving techniques enables students to recognize the practicality of their education in real-world situations [23]. This correlation has the potential to enhance motivation and the perceived worth of their educational experience. Therefore, via the utilization of various instructional techniques, educators can establish an interactive and adaptable educational setting that caters to the distinct requirements of their pupils, fosters active participation and drive, and facilitates the holistic growth of every student.

The final component in implementing DI is the learning environment, which is essential for fostering students' needs as it directly impacts their academic achievement, social growth, and general welfare[24]. An organized and systematic learning environment enables educators to customize instruction to accommodate various learning styles and abilities, so ensuring that all students can engage with the curriculum [9]. By establishing connections between learning and students' interests and experiences, it has the potential to enhance student engagement [11]. An interesting learning environment can serve as a motivator for individuals to learn by promoting active engagement. Ultimately, their capacity for analytical reasoning and comprehension can be enhanced.

Creating a conducive learning atmosphere, by organizing the classroom into designated areas for individual work, collaborative work, and experiential learning, helps foster students' social growth [25]. Students have a sense of respect, appreciation, and self-assurance that enables them to freely communicate their thoughts and ideas during collaborative work, without the worry of being criticized or mocked. Therefore, it is crucial for both personal and academic achievements.

An environment that fosters learning and provides assistance to students in the form of counselling and other support services is crucial for addressing their mental health needs [23]. It fosters healthy physical habits by promoting physical activity, outdoor pursuits, and regular breaks, which are crucial for sustaining focus and vitality. It enables students to effectively adjust to various learning environments and difficulties, providing them with the necessary abilities for future achievements in academics and careers.

4. Conclusion

This study demonstrates that Differentiated Instruction (DI) is a holistic pedagogical method that seeks to cater to the varied requirements, cognitive preferences, and aptitudes of every student within a classroom setting. By customizing teaching methods, curriculum, procedures, and outcomes to accommodate individual need, educators can establish an inclusive and nurturing learning atmosphere. This strategy not only fosters fairness but also improves student involvement and performance. The efficacy of differentiated education stems from its adaptability and ability to address individual student variances, resulting in enhanced academic achievements and a more favorable classroom environment for both students and educators.

Professional educators are advised to utilize differentiated instruction as a means to actively include pupils in the learning process. Therefore, educational institutions should allocate resources towards training initiatives that equip instructors with the necessary expertise and understanding to develop and implement customized instructional plans. Regular planning meetings facilitate teachers' collaboration in generating and formulating varied methods that can be implemented across many disciplines and grade levels.

5. Authors' contributions

All the authors have contributed to completion this manuscript.

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