



The Differentiated Learning Strategy in Implementation Merdeka Belajar Curriculum to Improve Students' Learning Outcomes of English Lesson in Elementary School

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ABSTRACT

The Ministry of Education and Culture (KEMENDIKBUD) issued a Merdeka Belajar and applied the differentiated learning strategy in teaching and learning. This study investigated the effectiveness of the application of differentiated learning strategy improved student's outcomes of English lessons in Elementary school students. The sample of this study is 20 students of phase B in Merdeka Belajar Curriculum as fourth- grade students in the Islamic elementary school of IQRA' 2. This study used the quantitative approach, pre- experimental with one group pre-test and post-test design was used to see there was an improvement of student' outcomes. The instrument used to collect the data were test for 20 students of phase B in Merdeka Belajar Curriculum as fourth- grade students in the Islamic elementary school of IQRA' 2. The data was analysed using SPSS Statistic 20, the result showed that average deal after treatment of 93,5000 and 27,000 before treatment, the significant difference between pre-test and post-test. The findings revealed the differentiated learning strategy in the implementation Merdeka Belajar Curriculum improves students' outcomes of English lessons. Therefore, in teaching and learning based on the Merdeka Belajar applied, this strategy can applicate in English lessons to increase students' outcomes through the differentiated by content, process and product.

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INTRODUCTION

On 2019, The Ministry of Education and Culture (KEMENDIKBUD) issued a Merdeka Belajar to carry out educational transformation for the realization of superior Indonesian Human Resources with Pancasila profile. Merdeka Belajar Curriculum liberates in essence learning in favor of students- centered. Students- centered which has been developed by Ki Hajar Dewantara since 1922 at the Taman Siswa College. Then, Merdeka Belajar Curriculum related with the concept stems inspiration from the education system of education pioneer Ki Hajar Dewanatara.

According to Ki Hajar Dewantara assumed that in learning, students play an important role with the guidance of the teacher. Interest, style and students learning readiness are placed as a priority so as to create fun learning (joyful learning). The development of character must be in accordance with the development of national culture as a continuity towards the unity of the world culture (convergence) and still have personality traits in the worlds human environment. Therefore, Merdeka Belajar Curriculum applied in all of school in Indonesia.

Based on the Merdeka Belajar curriculum, the government's Ministry of Education and Culture (KEMENDIKBUD) is actively promoting the differentiation technique as a learning and teaching strategy. In reality, differentiated learning is nothing new in the field of education; rather, it has grown more sophisticated since the declaration of independent learning. Differentiation in instruction is anticipated to help pupils reach their full potential. Students are given the opportunity to learn in their own way and style through the differentiation learning strategy, resulting in successful learning. Teachers are required to be able to grow personally through autonomous learning so they can recognize and support students' independent learning.

English as a foreign language. The main aim of teaching English as a foreign in Indonesia according to the Ministry Education, is to provide the society with graduated citizens who are able either to use language skills fluently. Thus, Indonesia's Ministry of Education always provides both teachers and students with the aims of teaching English as a foreign language. The process of learning English as foreign language can be complicated because of different nature of the target language and mother tongue of the students (Andini, 2020). This complication tends to be more severe when each student's unique characteristics are taken into account. Then, the learning process needs to be more sympathetic toward the students' unique characteristics. Such a learning process would place the students the centered of the instructional process, where the teacher mainly acts as a facilitator who strives to find the best methods and strategies to help the students throughout their learning process (Bahous, R., Bacha, N., & Nabhani, 2011) . Therefore, the Differentiated learning strategy is also applied in English teaching and learning in each grade.

The context of differentiated learning strategy is a method that can help teachers in facilitating effective classroom management that would facilitate students' diversity in learning and put students at the core and center of learning process (Tomlinson, 2014) (Ortega P. D., & Cabrera, 2018). According to (Gregory, G.H. & Chapman, 2013) formulated that Differentiated strategy can be imagined as al learning triangle among teacher, content and students, where all parts are need to create and support the whole teaching and learning. It is essential to understand what should happen with the students, the teachers and the content in a classroom to construct a comfortable learning environment that strengthens the learning triangle. In the EFL context, it is crucial to understand why they want to learn English and how English can be beneficial for them to adjust how they design the aspects of English that they need to teach and how to teach them. According to (Tomlinson, 2014) differentiated learning strategy concepts are defined types are: content, process and product. Therefore, the Ministry of Education and Culture (2019) assumed that in Merdeka Belajar Platform there three concepts in differentiated learning strategy that applied by teacher in teaching and learning are: content, process and product

Differentiated learning by content that applied the curriculum contains the knowledge and skills that are aimed to be achieved by the students after they learn. In this phase, the teacher can make creative learning planning that contains different material according to students' ability and needs. As well as learning activities that would accommodate all students to learn and involve themselves in the learning process in order to achieve the learning goals (Suwastini A, Kadek A, 2021). that The content in differentiated instruction can be varied, such as varying reading material, varying content by students, interest, varying the activities according to students' learning profile and readiness. Differentiation learning by content, according to (Tomlinson, 2014), refers to what students learn in relation to academic competency, goals, and values. Then, depending on the students' readiness, interests, and learning profiles—or a mix of all three—the content can be

differentiated. According to students' readiness to study is the students' condition and background knowledge at the start of the learning. It is the starting point from which the students can regularly improve due the learning process. Students' interest concerns with the aspects that can engage the students' attention and thus motivate them to learn the related content. Through the students' interest will make teacher understand about what will and how to engage the students best. Then, students' learning profile is related to the students' preferences in how the study, how they understand the content best and how they express their understanding (Tomlinson, 2014).

The fundamental secret to teaching and learning is differentiated learning through processes. where the student's ability to understand the material is the primary issue. The actual delivery of the planned information takes place during this process. During this stage, the instructor would create the lesson while always taking the students' learning styles and diversity into consideration. Differentiation by process, according to, is an action that encourages students to engage in activities so they can comprehend the significance of the concepts and principles being studied. In light of this, this process relates to how students will comprehend or interpret the material covered in tiered activities, which offer leading questions or tasks to be performed in the corners of interest.

Differentiated learning by product is the curriculum component that deals with assessing whether the students have mastered the learning content and demonstrate the intended skills. The assessment in differentiated learning evaluated students can demonstrate their knowledge and perform their skills in a way that meets their interest and profiles (Ortega P. D., & Cabrera, 2018). Differentiation through product, according to (Tomlinson, 2014), is the outcome of the work or performance that students must demonstrate or something that has shape. The two items that are included in the given products are the product's creativity, humor, extension, and development of the model. The product is then scored based on how difficult it is, whether it be an assignment or a worksheet.

Some previous researchers conduct a differentiated learning strategy give successful learning also in elementary school grade. Through this strategy, teacher can identify and guide students' potential by differentiated content. The differentiated learning strategies increase students' potential since they help teachers guide students to be capable and develop in accordance with each student's unique characteristics. (Hussein, A., & Saleh, 2021) found that, the differentiated learning strategy helped to develop students EFL students in reading comprehension skill. It revealed that using various materials for teaching and learning to match students' different needs and abilities helped enhance their reading skill. According to (Suwastini A, Kadek A 2021) conducted the differentiated learning strategy would improve the students' learning outcomes of the class because the students are motivated along the learning process. According to (Ismail A, 2019) argued that this learning strategy, beside improve the students' outcomes learning also improve classroom management, creating class that motivates learner in setting where the students and teachers constantly interact to determine what is best for the students.

Research on article differentiated learning strategy has been conducted bay several researchers, such as (Suwastini A, Kadek A, 2021) and (Ismail A 2019) and others. The results of the study indicate that the differentiated learning strategy improve students' potential and characteristic in teaching and learning process. Especially previous researchers conducted that the differentiated strategy improve the students' outcomes in learning of English lesson in Elementary school grade. However, previous studies just conducted the improving students' outcome learning through this differentiated learning strategy without addressed this strategy applicated based on Merdeka Belajar Curriculum that related issued currently promoted by the Ministry of Education and Culture (KEMENDIKBUD). The research conduct to answer the following question. Was the

implementation the differentiated learning strategy improve students' outcomes of English lesson applicated based on Merdeka Belajar Curriculum in Elementary school grade?

RESEARCH METHODOLOGY

This study used quantitative approach, pre- experimental design. This design is often used one group pre-test and post-test design involves a single group this is pretested, exposed a treatment and then tested again (Creswell, 2002). This research to observe was the differentiated learning strategy improves students' outcomes of English lesson applicated based on Merdeka Belajar Curriculum. In this design, a pre-test was given before treatment begins and post-test was given after treatment begins. This design as presented According to (Creswell, 2002) in the following table:

Table 1: The one group pre-test, post-test design

Group	Pre-test	Treatment	Post-test
A	O ₁	X	O ₂

Where:

A: one class of phase B in Merdeka Belajar Curriculum (fourth grade)

X: Treatment using differentiated learning strategy

O₁: pre-test for phase B of fourth grade students

O₂: post-test for phase B of fourth grade students

The treatment of differentiated learning strategy for phase two as fourth grade students was applied to improve students' outcomes of English lesson in Islamic Elementary School of IQRA'2. The population of this study consisted of 60 students in phase B of Merdeka Belajar as fourth grade students in Islamic elementary school. Then, the population of this study one group of phase B consisted of 20 students in Islamic Elementary School of IQRA 2. The one group students served with the peretest then treatment of differentiated learning strategy and the last post-test. The researcher given the pre-test and taught the students with differentiated learning strategy was applied to improve students' outcomes of English lesson.

In collecting data, the researcher used instrument test, pre-test and post-test. Pre-test was given to one group of phase B before the treatment, the differentiated learning strategy was implemented. Then, the post-test given after differentiated learning strategy was applied. It was measuring the improving students' outcomes of English lesson after the treatment. The instrument was adopted from the assessment for students in phase B as fourth grade students in Platform Merdeka Belajar.

The procedure of this study, the researcher was given a pre-test before applied the treatment to class. The test consisted of all teaching methods outlined in the course syllabus and lesson plan based on Merdeka Belajar Curriculum. The pre-test was given the one class of phase B. After that, the researcher taught students with differentiated learning strategy of English lesson. The differentiated learning strategy concepts are defined types through content, process and product. Three concepts are differentiated learning by content, differentiated learning by process and differentiated learning by product were applied in teaching and learning process based on Merdeka Belajar Curriculum. After the treatment applied in the one class of phase B, researcher given the post-test to measure, was the differentiated learning strategy improve students' outcomes of English lesson also how this strategy applied in learning process.

The quantitative data analysis used in this study where the researcher found out the means score and the significant difference within pre-test and post-test score of English lesson after the differentiated learning strategy applied in improving students' outcomes. The data from these pre-

test and post-test were analysed using IBM SPSS Statistic 20. The researcher measured the significant difference between pre-test and post-test through t- test.

RESULTS AND DISCUSSIONS

Table2. The Result of Pre-test and Post-test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre	27,0000	20	10,80935	2,41704
post	93,5000	20	7,79676	1,74341

Table 2 shown that pre-test mean, standard deviation from the mean value before and after treatment, it can be seen student's outcomes of English lesson using the differentiated learning strategy in learning process is better, namely getting an average deal after treatment of 93,5000 and 27,000 before treatment. Meanwhile, the deviation of data from average was 7,79, meaning that the data spread from the standard when compared to the pre- treatment value of 10,8. Indicated that using differentiated learning strategy in the learning process increased students' outcomes.

Paired sample Test in the pre- experimental design was done to determine the difference in the pre-test and post-test scores, to see weather there was an increase using Sing (2- tailed) show that .000. the result presented on the table 2.

Table 3. The result of Significant Difference between pre-test and post-test

	Mean	Std Error Mean	95% Confidence Interval of The Difference		t	df	Sing. (2tailed)
			Lower	Upper			
Pai 1 pre- post	-66, 50000	31,2250	-73,03547	-59,96453	-21,297	19	.000

The table 3 shown that, 2- tailed of the result was ,000 the meant that was significant difference result between the pre-test and post-test score because if the 2- tailed show more than ,0005 showed that the pre-test and post-test there was not significant based on IBM SSPSS Statistic 20. However, this study found that the 2- tailed was significant difference from the pre-test and post-test. Therefore, the differentiated learning strategy improves students' outcomes of English lesson in teaching and learning process. Based on table 2, the one group sample t- test statistic result, it was found that t count > t- table and the sing. (2- tailed) were ,000. Because of the value of Sing (2- tailed) $0.000 < \text{significant level } (\alpha = 0.005)$, then there was significant difference between students' outcomes in pre-test and post-test after give treatment differentiated learning strategy in the class. Therefore, concluded that there were significant influence students' outcomes of English lesson through differentiated learning strategy.

The first finding is this study that using the differentiated learning strategy in teaching English lesson could significant improvement the students' outcomes in learning. This result supported by several previous studies which also revealed similar to the research. (Suwastini A, Kadek A 2021). Differentiated learning strategy is learning process that emphasize' diversity, make teacher understand what are differentiation of students. According to Carol Ann (2014) stated that differentiated learning strategy is learning that facilitates, provides service, recognizes students' differences is learning in accordance through readiness, desire and preference of learning.

According to The Ministry of Education and Culture (KEMENDIKBUD) issued a Merdeka Belajar. Then, Merdeka Belajar Curriculum that liberated in essence learning in favor of students-centered. The Ministry of Education and Culture (KEMENDIKBUD) assumed the differentiated learning strategy was suitable to applicate in teaching and learning process in the all of grade in school formal because the differentiated learning strategy is an activity that Encourage pupils to

participate in activities so they can comprehend the significance of the theories and principles they are learning. (Tomlinson, 2014).

The Ministry of Education and Culture (KEMENDIKBUD) (2021) related by (C. A. & M. T. . Tomlinson, 2013) stated the differentiated learning strategy is the model of learning can be implemented in learning process through differentiated content, process and product. Three of procedural these were applied in learning process when teacher taught students with this strategy. The KEMENDIKBUD assumed this strategy can help students achieve in students' outcomes. Then, this strategy provided effective students learning objectives. Therefore, this strategy applied in Merdeka Belajar Curriculum today.

The teacher uses the concepts of differentiated instruction in the learning process. According to (Alavinia, P., & Viyani, 2018), the fundamentals of diversified learning are the adaptability of students' studies with peers, with the same or different abilities according to students' interests. Assignments are given to students based on their interest in and readiness for learning the subject matter. Consequently, learning based on needs and assessment. Different success criteria were utilized in the teaching and learning processes to assess student learning based on the same curriculum objectives. Students' learning methods and styles are what determine them. Then, in this approach, structured learning activities are used.

The use of differentiated instruction is important in both teaching and learning. The teacher aided students in creating rules to govern conduct, provided and monitored activities, and provided learning steps connected to students' learning experiences as part of the technique. Students' effectiveness in the teaching and learning process will be improved by the differentiated learning technique (Andayani, N, Suwastini, N.K, 2020). The varied learning approach met the needs of the students while enabling the teacher to view learning from several angles. This method of learning was discovering how differently each student responded to their lessons. According to (Andayani, N, Suwastini, N.K, 2020), the teacher updated the material, the thinking process, and the final result. This evaluation was done based on the characteristics, preparedness level, interest, and multiple intelligences of the pupils. Through interviews, questioning, and observation, the instructor mapped students' learning needs based on three factors: learning readiness, interest in learning, and learning profiles. After mapping numerous tactics, resources, subjects, and learning methods used by the teacher in the teaching and learning process, the teacher developed a differentiated learning strategy. Following that, assess and reflect on the learning experience.

The differentiated learning strategy by pupils in relation to academic competency, objectives, and ideals is referred to as a differentiated learning strategy by content. What we taught the students was the content. According to a student's readiness, interests, and learning profile, different content can be offered. According to the demands of their students' learning, teachers must give materials and tools. Students' readiness was the students' condition and background knowledge before starting the learning process (Ullom, 2022). Students' readiness in learning given the effective effect for students' achievement after the learning process (C. A. Tomlinson, 2014). Students' readiness given the effect and facilitated students with different abilities among high, moderate and how students' ability. This involved students' active in learning wherein all students are given different instruction based on their level and each student taught based on their learning style (Ortega P. D., & Cabrera, 2018). Based on Merdeka Belajar Curriculum, before teacher taught students through this learning strategy. Before started the learning, teacher given students the form, differentiated learning strategy planning form about their own style in learning through audio, visual, audio-visual or experiment. After students completed this form, the teacher taught students by their own learning style (Uzair, M. kazim, B. 2019). Therefore, in this phase teacher given the pre- assesses students' skill and knowledge, the result used to sit them with suitable activities according to readiness. Then, the teacher offered students choice about topic in exploring the greater depth. The teacher also supplied students with basic and advancer the material based on their current levels of understanding dan based on their learning style (Zahidi, A.M & Azman,

2017). For that reason, why the differentiated learning strategy improve students' outcomes in learning process based on the result found.

The differentiated learning strategy by process, this step was the key of teaching and learning process in this strategy. Where the main concern was how the students make sense of content. This process was the actual teaching of the content has been made and planned by lesson planned related on Merdeka Belajar Curriculum. In this phase was about how teacher would manage the class which always considered students' diversity and ability in learning (Partami, P.I., 2019). The learning activities can be provided in different forms and support to each students' needs. Teacher used the activities to incorporated their skills, by the media can be used to suit students' interest through audio-visual, visual can be used for students whose learning style are audio-visual for visual students, graphic, organizer, concept maps or charts can be applied while the task sheets can also be varied depended of students' needs (Mulyawati, Y., 2022). Therefore, this strategy would improve the general learning outcomes of the class because all students were motivated along in the teaching learning process. According to (Mavidou, A., & Kakanan, 2019). Differentiated learning strategy indicated no students left behind because very students were learning process. Teacher taught the students by students' style, preference and ability depended understanding the material given. Thus, differentiated learning strategy purpose that each student will learn the same learning object and stayed on the same page of learning, even when treated with different approaches (Zahidi, A.M & Azman, 2017). In this phase, teacher as facilitator who will guide, help and facilitated students and pays attention to what students need along the process. The teachers' role was changed from being the sources of knowledge to become a facilitator in learning process and the students as the center in learning process that was related with Merdeka Belajar Curriculum purpose that students as a centered in teaching and learning process. Therefore, this strategy increased the students' outcomes of the class because all students guided, helped and facilitated by teacher in learning process.

The differentiated learning by product. Product is the curriculum component that deals with assessing whether the students have mastered the learning content the intended skills. The instruction of differentiated learning strategy, the assessment was also different the students can demonstrate their knowledge and perform their skill in a way that meets their interest and profiles (Ortega P. D., & Cabrera, 2018). The assessment can be done by assessing for the individual or groups' product or providing expectations that allowed variations in degrees of difficult by providing rubrics are developed based on varying skill levels (Vargas- Parra, M.A., Redriguez-Orjuela, J.A., & Herrera- Mosquera, 2018) this assumed was related with the Merdeka Belajar Curriculum. Therefore, the curriculum elements of differentiated learning strategy facilitated by modifying the learning environment it was the factor that teacher can modify to assist students better. According to (C. A. Tomlinson, 2014) stated the learning environment was essential because created a conducive learning environment teachers should ensure space for students in the classroom then students do the collaboration activities in the classroom. Additionally, the final product represented the work or performance that the pupils had put forth during the teaching and learning process. The differentiated learning approach by product, where the product can be offered in each model and kind depending on the learning materials. Differentiated learning is highly recommended in applied learning and achieved the achievement of learning objectives, for instance, students presented in an article, song, poem, infographic, poster, video performance, video animation, or other forms according to students' skills and interest related to 21st century creativity will continue to develop (Herwina, 2021)

In EFL teaching and learning, differentiated learning is implemented. It features advantages for a mixed classroom in terms of the overall learning outcome, better self-awareness, responsibility, and cooperative and collaborative abilities among the students, and increased engagement and motivation on their behalf (Borja, L. A., Soto, S. T., & Sanchez, 2015). Differentiated instruction can also help teachers reflect and conduct fair assessments. First, diverse

education is advantageous for accommodating all pupils, including those with high, moderate, and poor abilities. Students would engage in active learning, with each student receiving teaching that is tailored to their learning style and ability (Ortega P. D., & Cabrera, 2018). With the option to change themes and activities to suit the students' interests and learning profiles, differentiated education provides the right amount of difficulty based on each student's readiness (Magableh, I & Abdullah, 2020). For instance, in an EFL class, individuals with strong speaking abilities may be assigned a more challenging topic that suits their interests. However, people who continue to struggle with speaking up can be assigned.

Second, because all students are driven to learn, this technique would enhance the class's overall learning outcomes. What will happen. There are no laggards, and all students are learning. Because differentiated instruction posits that every student will learn the same learning objectives and stay on the same page of learning, even when treated with different approaches, students are taught according to their learning preferences, learning styles, and capacity to comprehend the material presented (Gallagher, M., Taboada Barber, A. M., Beck, J., & Buehl, 2019). According to (Ismail A, 2019), differentiated instruction has been found to considerably improve classroom management, fostering a learning environment that inspires students in a setting where they and the teachers are continually collaborating to find what is best for the students.

Third, because the teacher is more involved, it would boost student-teacher interaction. comes as a facilitator, pays his/her students, and guides, aids, and facilitates them. Pay close attention to the needs of the students as the process unfolds (Vargas- Parra, M.A., Redriguez-Orjuela, J.A., & Herrera- Mosquera, 2018). When kids feel like they are accepted, engagement might be increased. they are, as is. The teacher's position is altered from one of knowledge provider to one of learning facilitator, placing the students at the center of the learning process. Despite their differences, the pupils will feel treated with respect if they receive such treatment (C. A. Tomlinson, 2014). When a teacher differentiates instructions or assignment kinds for EFL students based on their preferences, the students will feel that the teacher is paying attention to them. because they have the freedom to decide what and how they want to learn. Students will feel more at ease during the learning process if they are given the freedom to select the learning material's difficulty level and the method of instruction. It is a fantastic method for giving children control over their learning, which will empower them (Vargas- Parra, M.A., Redriguez- Orjuela, J.A., & Herrera- Mosquera, 2018). For instance, there are numerous options pupils can choose from while answering homework in English. Students can select their reading materials based on their preferred genres, with reading assignments ranging from historical fiction to detective stories to fairy tale, because the teacher will construct the lesson, it gets rid of teaching patterns that make the students tired with the lesson.

Based on the Merdeka Belajar Curriculum, teaching and learning using varied learning strategies generated unique classes by giving students opportunities to be engaged in content-related activities and to improve their learning outcomes. With the help of this method, students were able to learn more effectively and attain their learning objectives. According to previous studies, (Adnyani, N, Suwastini, N.K, 2020) indicated that the differentiated learning strategy help students in process of learning, increased students' abilities and the objective of learning can be achieved by all students. Then, increased student's outcomes, helped students become independent learners and students as centered in learning process related with the purpose of Merdeka Belajar Curriculum.

Therefore, conducted by previous studies and the result found by researcher indicated that the differentiated learning strategy can improve students' outcomes in teaching learning. The result of this study found that was significant difference between pre-test of students before using this strategy between teacher used this strategy in teaching English lesson. Finally, the differentiated learning strategy was effective strategy applied in teaching and learning process required ongoing students' needs and conscious to designed the activities and assessment. This

strategy indeed language teachers supposed to applied this strategy because student be able to think outside the box and ensured the students' needs. Therefore, differentiated learning strategy related with Curriculum Merdeka Belajar to guide students achieve the achievement by content, process and product was applied in differentiated learning strategy and students be a centered in learning process.

CONCLUSION

This study showed that differentiated learning strategy applied in teaching English lesson based on Merdeka Belajar Curriculum improve student' outcomes. This result supported by previous studies which also revealed similar outcomes to the research. Differentiated learning strategy improve students' outcomes in teaching and learning process. This strategy applied defined by three phases through content, process and product. This strategy applied in teaching English lesson for phase two based on Merdeka Belajar Curriculum.

This conducted, this strategy design of teaching is based on the idea that every student is different, and that teachers should take special care to accommodate these differences so that every student has the same chance to meet the instruction's intended learning objectives. In light of these convictions, the implementation of differentiated instruction should begin with a pre-assessment of the students' readiness, interests, and learning profiles. This will enable the teacher to make curriculum modifications in terms of the learning content, the learning process, and the learning product, as well as the intention of how the instruction should affect the students. These alterations.

The analysis of this study conducted one group of phases based in Merdeka Belajar when before taught by this study the research found no increasing the student's outcome in the pre-test. Then, in the post-test there was significant difference result of students after taught by differentiated learning strategy. Then, this strategy increased student' outcomes. Therefore, this strategy applied in Merdeka Belajar Curriculum related promoted by The Ministry of Education and Culture (KEMENDIKBUD) issued a Merdeka Belajar to carry out educational transformation for the realization of superior Indonesian Human Resources with Pancasila profile. For the next researcher, to investigate not only students' outcomes through differentiated learning strategy also the students' potential and students' gift which are improved by this strategy.

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