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Identification of Differentiated Learning in Class V of SDN Kabonena

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ABSTRACT

The curriculum is an important guideline in achieving educational goals, which is designed according to the aspirations and needs of students. Government Regulation Number 57 of 2021, concerning National Education Standards emphasizes the importance of curriculum development that is tailored to the characteristics of the region, the character of the educational unit, and the needs of students. This is a form of school independence, where each educational unit is given the widest possible space to develop its own operational curriculum that reflects their own needs and peculiarities. However, there are still many schools that have not implemented a flexible curriculum optimally. This study aims to describe the implementation of differentiated learning in grade V of SDN Kabonena. Using a qualitative approach of case studies, the results show that teachers have applied the principle of differentiation in aspects of content, process, and learning environment. The materials are tailored to the students' abilities, learning methods vary, and the classroom environment is designed to be comfortable and supports independent learning. However, in the product aspect, there has been no variation in the way students show understanding, due to the limitations of understanding and teachers' ability to implement differentiation. The solution offered is to hold regular training on differentiated learning strategies, as well as facilitate teachers to participate in seminars or learning communities to improve competence in implementing student-centered learning effectively and comprehensively.

1. Introduction

The curriculum is a set of programs planned as a guideline to achieve educational goals. Usually what is planned is the idea, human aspirations or citizens to be formed. The curriculum has a very important role, it has been realized in the national education system. Because the curriculum is the main tool in the implementation of both formal and informal educational programs, the picture of the education system is clearly seen in the curriculum. In other words, the teaching system is essentially the education system itself. The curriculum is a very important

tool for the success of education. Along with the development of the times, the curriculum continues to change, among other things, because people are not satisfied with the results of school education and always want to improve it. It is indeed impossible to compile a good and steady curriculum all the time. As according to Asri M (2017) said that a curriculum is only good for a certain society at a certain time. The development of science and technology that changes society and itself the curriculum inevitably has to be adjusted to the demands of the times. The curriculum in Indonesia has previously undergone changes. According to Baderiah (in Kurniawati & Putri, 2023) Indonesia has experienced ten curriculum changes. The curriculum that has been implemented in Indonesia includes the 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006, K13 curriculum until the latest change at this time, namely the independent curriculum.

The Ministry of Education and Culture Nadiem Makarim changed the 2013 curriculum to the MBKM (Independent Learning Independent Campus) curriculum in 2019. The MBKM concept consists of two concepts, namely "Independent Learning" and "Independent Campus". Freedom of learning is freedom of thought and freedom of innovation (Ainia, 2020). Meanwhile, the independent campus is a continuation of the independent learning program for higher education. Educational transformation through the independent learning policy is one of the steps to realize Indonesia's superior human resources who have a Pancasila student profile (Universitas & Tirtayasa, 2023). According to several opinions (Ainia, 2020; Alfian Kurniawan et al., 2020; Noventari, 2020); Wahdani & Burhanuddin, 2020), it is said that the concept of independent learning is in line with the ideals of Ki Hajar Dewantara which focuses on the freedom to learn creatively and independently, thereby encouraging the creation of the character of an independent soul. This is because students and teachers can explore knowledge from the surroundings. One of the efforts to develop the concept of independent learning that is planned in the current National Education system, and in accordance with Ki Hajar Dewantara's thinking, is differentiated learning.

Government Regulation Number 57 of 2021 concerning National Education Standards emphasizes the importance of developing a curriculum that is tailored to the characteristics of the region, the character of the educational unit, and the needs of students. This is a form of school independence, where each educational unit is given the widest possible space to develop its own operational curriculum that reflects their own needs and peculiarities. However, the reality is that many schools have not fully implemented a flexible curriculum that is in accordance with the needs of students in each school. In fact, every school or even every class has various types of students with differences in terms of learning readiness, interests, talents, and learning styles. This condition shows that a varied teaching approach is needed so that each student can understand the material and achieve the expected competencies. However, it is necessary to know how the implementation of the independent curriculum with a differentiated learner approach in schools, especially schools that have just implemented this independent curriculum since it was first launched by the government through the Ministry of Education and Culture.

The researcher has made initial observations in one of the schools in the city of Palu, precisely at SDN KABONENA by conducting an interview with one of the teachers regarding the implementation of the independent curriculum. From the results of the interview, it was obtained that this school will only implement the independent curriculum in all classes in 2024, five years after the launch of the independent curriculum. This is the basis for researchers to conduct research on the implementation of Differentiated Learning at SDN KABONENA in Palu city with the aim of finding out how the implementation and obstacles in implementing differentiated learning at SDN Kabonena are.

2. Methodology

This research uses qualitative research with a case study approach. The subject of this research is a class V teacher. The data analysis technique in this study is using the Miles and Huberman model. Data analysis is carried out in 4 stages, namely data collection, data reduction, data presentation and conclusion drawn. The analysis process is carried out dynamically, if the data is still lacking, the data collection activity can be carried out again or repeat the process of data reduction and data presentation until a valid data conclusion is found.

3. Results and Discussion

A. Implementation of Differentiated Learning in Class V of SDN Kabonena

1) Content differentiation

The first component contained in differentiated learning is content. According to MS (2023) Content differentiation is the provision of different materials according to the level of learning readiness of each student. The content is related to the curriculum and learning materials. In this aspect, teachers are expected to be able to modify the curriculum and learning materials based on the needs of students. The content or content of the curriculum must be adjusted to the ability of students (Marlina, 2019). According to Marantika et al., (2023), content differentiation is related to the material or what is taught to students, which is adjusted based on the results of mapping students' learning needs, either in terms of learning readiness, interests, and student learning profiles, or a combination of the three.

By considering these three aspects, teachers can prepare materials that are more relevant and on target, thereby maximizing the learning potential of each individual in the classroom. Furthermore, Puspitasari et al., (2020) stated that differentiated learning can be a solution to deal with the diversity of students' abilities in one class. Differentiation can create a more enjoyable and supportive learning atmosphere by providing space for speaking practice, appropriate material selection, and varied learning processes. Tomlinson (2001) emphasized that differentiated learning is an approach that accommodates, serves, and recognizes the diversity of students in the learning process, by adapting learning to the needs and learning preferences of each student.

In this case, the teacher of grade V of SDN Kabonen compiled three learning objectives with different levels by paying attention to the needs of the students, namely the level of understanding of the students observed during teaching. Starting from understanding, remembering to applying and analyzing. Learning objectives and materials adjust to the content of the curriculum. In the selection of learning materials, teachers can choose the content of the material with different levels of difficulty. For students who have higher cognitive abilities compared to other students, they can be directed to more challenging material, for example, before operating the division of fractions, students are directed to equalize the denominator of numbers, then continue by multiplying between numerators and denominators. For students who do not understand the denominator equation, they will be guided further according to their level of understanding and students who already understand will be directed to the next step. Using this method makes content differentiation more effective, accommodates learning needs, especially students' level of understanding, and supports the achievement of learning objectives as shown in the following figure:

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

- 1 Dengan teladan dan bimbingan dari Guru, Siswa dapat Menghitung (pecahan tak sejati) - (pecahan sejati) dari pecahan yang penyebutnya berbeda dengan benar
- 2 Dengan pembelajarn aktif dan menyenangkan, Siswa dapat Menyebutkan cara menghitung (pecahan) : (bilangan bulat) dengan tepat
- 3 Dengan motivasi dari Guru dan kesungguhan dari siswa Siswa, Siswa dapat Menuliskan hasil hitungan (pecahan) : (bilangan bulat) dengan benar

G. MATERI

Pecahan adalah bagian dari satu keseluruhan suatu kuantitas tertentu.

Pada bentuk bilangan pecahan biasanya dituliskan dalam a/b, contohnya $\frac{1}{2}$, $\frac{3}{4}$, $\frac{5}{7}$, dan lain-lain

Bilangan yang berada di atas garis pemisah disebut dengan pembilang, sedangkan bilangan di bagian bawah disebut sebagai penyebut

Pada perkalian pecahan, tidak perlu menyamakan penyebutnya terlebih dahulu

Perkalian pecahan dilakukan antar pembilang dengan pembilang dan penyebut dengan penyebut

Sebagai contoh berikut : $\frac{3}{5} \times \frac{3}{4} = \frac{(3 \times 3)}{(5 \times 4)} = \frac{9}{20}$

Pada operasi pembagian pecahan cara yang dilakukan adalah membalik pecahan pada posisi akhir dan merubah tanda menjadi kali

Selanjutnya operasi hitung yang dilakukan sama seperti pada perkalian. Caranya dengan mengalikan antara pembilang dengan pembilang dan penyebut dengan penyebut

Selain itu, operasi hitung pembagian pecahan juga dapat dilakukan dengan mengalikan pembilang pecahan pertama dengan penyebut pecahan kedua dan penyebut pertama dengan pembilang kedua

Figure 1. Learning Materials and Learning Objectives

2) Process differentiation

The second component is process adjustment, process differentiation refers to the efforts of students to manage ideas and information that can include how students choose their learning style, how students communicate and interact with the material and how these interactions are part of determining students' learning

choices. According to Wulandari (2022) process differentiation is about how students process ideas and the information they get. It concerns how they choose their learning style, interact with the material, and how that process shapes the way they choose to learn. Each interaction is very personal unique as the child itself. In practice, teachers need to be sensitive to these uniqueness. Marlina (2019) reminds that because each student shows different learning styles and preferences, the classroom needs to be modified so that all those needs can be accommodated. The classroom is not only a learning space, but also a place where children can feel seen and supported according to their own way of learning said that process differentiation is a way to provide variation in understanding the material, finding concepts, or diving into a theory.

Children are given space to think, try, fail, and then relearn in their own way. This opinion is strengthened Fitriyah & Bisri (2023) who explain that the learning process is not only about what is taught, but also how students interact with the material. That interaction then determines their learning choices. So it's natural that one activity can feel fun for one student, but it can feel confusing for other students. This is the challenge as well as the beauty of teaching. Meanwhile, Melesse & Belay (2022) view that the process is the path that students take to understand the content of the lesson. The path can be diverse and the teacher's job is to provide multiple routes, not just one main route.

The differentiation of the process carried out by grade V teachers in mathematics learning, especially the material on the division of fractions with integers, is by accommodating the differences in students' learning styles. Namely by using various learning methods and media. The learning methods include lecture methods, questions and answers, group discussions, and demonstrations. Meanwhile, the learning media used by teachers are in the form of pictures, learning videos, and textbooks. Learning methods and media are carried out alternately, for example, before starting learning, the teacher does questions and answers, then in explaining the teacher's learning material using the lecture method, and group discussions at the time of assignment. Likewise, learning media, teachers present learning videos and then explain again about the learning videos that have been displayed, teachers also use books as an additional source of information related to learning materials. In addition, teachers also hold games related to sharing materials. This is done as an effort to accommodate the needs of students, namely the learning style of students. As shown in the following picture:



Figure 2. Learning Process Differentiation Adjustment

3) Product differentiation

The third component is product adjustment, Based on the results of research obtained from interviews, observations and taking documentation, the product given by grade V teachers is in the form of tasks with different levels of difficulty based on the material that has been studied and then done by all students with a time determined by the teacher and teachers give additional time to complete the task. Product differentiation is a way for students to show their understanding of the subject matter through various forms of work. According to Kriswanto & Fauzi (2023) this product helps teachers know what students have mastered and what still needs to be learned. Each student has a different learning style, so the form of the product can vary. Marantika et al., (2023) stated that products can be in the form of writing, presentations, performances, recordings, diagrams, and others. Products can be worked on individually or in groups, with assessments based on each member's contributions. Purnawanto (2023) emphasized that product differentiation gives students the option to show their understanding personally. This is in line with Fitriyah & Bisri (2023) that Product is how students show what they have learned. Learning products allow teachers to assess the material that students have mastered and provide the next material. This product is usually a form of final assessment after completing one unit or semester of learning (Wahyuningsari et al., 2022).

Thus, product differentiation not only reflects students' understanding, but also provides space for creativity and responsibility in the learning process. The results of the research obtained from interviews, observations and documentation collection in class V, that differentiated learning in products in mathematics subjects until now grade V teachers in elementary school in Kabonena have not used variations in the selection of assignments, where class V teachers still give the same form of assignments, for example, students are given group assignments and then group representatives present the results of their assignments. In this case, there is no variation in the selection of tasks. As shown in the picture, follow this picture:



Figure 3. Presentation of Student Assignment Results

4) Learning Environment

The fourth component is the adjustment of the learning environment, The learning environment is the state, feeling, and way students work in learning (Marlina, 2019). Wulandari (2022) It also describes the learning environment It includes

mood, social relationships, as well as physical comfort in the classroom. Teachers play an important role in creating a conducive classroom atmosphere, both for individual and group learning. According to Fauzi et al., (2023) The learning environment is influenced by physical, social, and intellectual factors that must support each student's learning style. MS (2023) refers to this concept as the "classroom climate," including rules, lighting, seating arrangements, and classroom procedures. Marantika et al., (2023) adding that the learning environment should be adjusted to students' readiness, interests, and learning profiles so that they are more motivated. For example, teachers can adjust students' sitting positions according to their learning style in groups, pairs, or individuals so that they feel comfortable and focused on learning.

Adjustments to the learning environment carried out by class V teachers are by maintaining cleanliness and neatness in the classroom, teachers form seats in groups and also provide a special place for students who want to do independent assignments. This is done as an effort to create a comfortable environment for students to learn so that they can focus on participating in the presentation and supporting group and independent learning. As shown in the following picture:



Figure 4. Provision of space by standing

B. Obstacles in the Implementation of Differentiated Learning in Class V of SDN Kabonena

In implementing the Independent Curriculum (KurMer), it is undeniable that various obstacles may arise that can hinder the smooth learning process. Obstacles in this context refer to various challenges or obstacles faced by teachers, schools, and other related parties, which can affect the successful implementation of the curriculum. These barriers can come from various factors, such as limited resources, teacher readiness, and teacher understanding. Based on the results of the research obtained, there are several obstacles faced in implementing differentiated learning in grade V of SDN Kabonena.

- 1) Difficulties in compiling lesson plans (Learning Implementation Plan) Materials , activities, and assessments must be adjusted to the needs of each student, so it requires more time and creativity.
- 2) Limited in the use of technology, teachers tend to only use learning videos and need internet access.
- 3) Teachers' lack of understanding regarding the application of differentiated learning, so differentiated learning is not optimal.

Implementing differentiated learning is not easy. Many teachers still find it difficult because they do not fully understand the concept and how to apply it in the classroom (Sikumbang & Nasution, 2023). In addition, diagnostic assessments that should be the basis for differentiation have also not been widely carried out because teachers are not ready (Laulita et al., 2022). Not a few teachers feel that they are not mentally and technically ready to carry out this learning. On the other hand, there are still many teachers who are confused about distinguishing teaching materials for students with diverse abilities. As a result, the differentiation of the learning process has not been optimally carried out (Sulistiyosari et al., 2022).

The inhibiting factors that cause teachers' difficulties in implementing differentiated learning according to B & Hapsari (in Rahmawati, 2023) are: (1) differentiated learning is time-consuming and difficult to prepare and implement, this is because differentiated learning requires a lot of time to prepare media and materials that are tailored to the learning style of students. (2) Teachers feel that they have to prepare different activities for students. This is because differentiated learning must be adjusted to the learning needs of students; (3) lack of time for teachers to prepare for differentiated learning. This is because the high workload of teachers results in a lack of time for teachers to prepare for differentiated learning and (4) teachers feel that they are not ready to carry out differentiated learning. This is because, teachers must prepare an analysis of student needs, learning media, materials, individual assignments, and others that are differentiated so that teachers feel that they are not ready to meet the needs of students. Support from the principal is also very important. Without supportive management, teachers will find it difficult to implement the Independent Curriculum in its entirety (Sikumbang & Nasution, 2023). As stated by Hamzar (2023) the implementation of differentiation requires careful planning, understanding of student character, and readiness to use technology.

4. Conclusion

a. Implementation of Differentiated Learning in Grade V of SDN Kabonena

The data from the results of the research that has been carried out can be concluded that in the VA and VB classes of SDN Kabonena have applied most of the differentiated learning principles, including:

1. In terms of content, teachers adjust learning materials to learning objectives at different levels.
 2. Aspects of the process, teachers use various methods and approaches and present material in different ways, grouping students is also carried out with different strategies.
 3. learning environment, teachers try to create a comfortable and supportive classroom atmosphere. The classroom is neatly organized, safe, clean and there is a special place for students who want to study more quietly or independently, both in VA and VB classes.
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4. The product aspect is still not optimal, There is no variation or option for students to show their understanding in different ways, such as through presentations, visual works, or other creative forms.

b. Obstacles in the Implementation of Differentiated Learning in Class V of SDN Kabonena

The implementation of differentiated learning in grade V of SDN Kabonena is still a big challenge for teachers, the unpreparedness of teachers in implementing differentiated learning makes various obstacles experienced, including: 1) difficulties for teachers when preparing Learning Tool Plans (LTP), 2) the use of technology is still limited. 3) Limited time in implementing differentiated learning. Some of the solutions to overcome these obstacles include:

1. For schools, schools should regularly hold and facilitate training or workshops that focus on differentiated learning strategies. With this training, teachers will better understand the concepts, principles, and practices of differentiating content, processes, products, and the environment in depth.
2. For teachers, teachers are expected to participate in training that focuses on differentiated learning and training to develop the ability to design, implement and evaluate learning.
3. For future researchers, it is expected to be able to create modules, guides, or practical strategies for the application of differentiation (especially products) that are easy for teachers to understand and apply.

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