

Using Differentiated Instruction for Phase C Students' Vocabulary Building at PKBM El Fataa Banyuwangi

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ABSTRACT

Vocabulary is a common difficulty faced by beginners. Differentiated instruction is a new innovation for teaching and learning strategy that can be highly relevant to vocabulary development. Preliminary findings showed that students' average vocabulary score at PKBM El Fataa Banyuwangi was 69.5, which was below the minimum mastery criterion. Therefore, the researchers conducted Classroom Action Research using differentiated instruction to improve Phase C students' vocabulary mastery. The method used in this research is classroom action research. This research used observation, documentation, and tests in collecting the data. The research was conducted in one cycle for two meetings and it consists of planning, acting, observing, and reflecting. The research result showed that all students (100%) of phase C students at PKBM El Fataa Banyuwangi have reached 75 and more score as the criteria of success. The average score was 82. The differentiated instruction used in this classroom action research is able to help students to improve their vocabulary building. This statement is supported by tutor and student observations, and student learning outcomes. The success of the implementation of differentiated instruction was indicated by the achievement of the criteria of success, as evidenced by the students' test scores.

Keywords: *Vocabulary; Differentiated Instruction; Phase C Students*

A. Introduction

In the context of educational development, English proficiency acquisition holds immense aspect that can influence students' academic success and future prospects. In Indonesia, English is one of languages learned for young until adult learners at school, university, or even at non-formal education such as PKBM (*Pusat Kegiatan Belajar Masyarakat*) or CLC (Community Learning Centre), which posted as target language. However, there are several reasons why young learners should learn about English to begin with (Copland in Fidyningrum et al., 2021). First, it is commonly considered that studying languages at a young age is preferable. Second, as a result of economic globalisation, English has become widely used, and many governments consider that

having an English-speaking workforce is necessary to compete. Third, parents want their children to learn English so that they may benefit from new world rules, and they are pressuring governments to start teaching English to younger children. For beginners, young learners are used to find vocabulary as the earliest component that has been complained. The fundamental building block of language proficiency, vocabulary gives students the majority of the skills necessary to speak, read, write, and listen (Ghonivita et al., 2021). Therefore, learners will have difficulty in learning language for further without starting vocabulary acquisition. This problem will be increased when students are unable to find interest in learning language. Children mostly have short attention spans. They are strongly linked to their surroundings and are more interested in the physical and the tangible phenomena (Harmer in Ubaedillah & Hartono, 2016). Children tend to learn when they find it interesting and fun. Thus, designing the classroom is much necessary to adjust and attract for students' environment and interest.

To address these difficulties, the researchers considers a learning approach that aligns with these attributes which is differentiated instruction approach. Utilizing a differentiated instruction approach places emphasis on fostering students' enjoyment and passion for learning, aiming to facilitate their seamless absorption of the studied material (Suhana, 2022). The theory that strongly supports and aligns with differentiated instruction is the Constructivist Theory who was found by Jean Piaget (Cognitive Constructivism) and Lev Vygotsky (Social Constructivism). Constructivism emphasizes that learners actively construct their understanding of the world by building upon their prior knowledge and experiences. Constructivist teachers act as guides, offering students chances to evaluate their understanding, emphasizing that knowledge is actively constructed in social environments where interaction is fundamental for an effective teaching and learning process (Ardiansyah & Ujihanti, 2018). In the context of differentiated instruction, this theory supports the idea that learners have diverse backgrounds, learning styles, and readiness levels. Differentiated instruction becomes new innovation for teaching and learning strategy. Lately, *Merdeka Curriculum* has been introduced and known with differentiated instruction. Differentiated learning revolves around placing students at the centre of the process and adjusting the curriculum to their unique learning styles and skills so that they may experience comfort, safety, and

enjoyment throughout the learning process (Ningrum et al., 2023). Differentiated learning involves four manageable elements for teachers, namely content, process, product, and the classroom's learning environment (Wahyuningsari et al., 2022).

Researchers highlighted some differences among previous researches with this research, they are 1) The previous research conducted by Magableh & Abdullah (2020) entitled “Effectiveness of Differentiated Instruction on Primary School Students’ English Reading Comprehension Achievement” found that This study explores the effectiveness of differentiated instruction strategies on EFL students’ English reading comprehension accomplishment on the fundamental level in Jordan. Data analysis of the research revealed that distinguished learning had a positive impact on English reading comprehension achievement in levels 4 and 5 in Jordan. This previous research had emphasized some differences with this research. First, the research design used is experimental research, the variable used is reading comprehension, and the respondent is from secondary stage students. However, this research uses classroom action research as its research design, vocabulary as its variable, and phase c students of PKBM as its respondent; 2) The previous research conducted by Dedi Iskandar (2021) entitled “*Peningkatan Hasil Belajar Siswa Pada Materi Report Text Melalui Pembelajaran Berdiferensiasi di Kelas IX.A SMP Negeri 1 Sape Tahun Pelajaran 2020/2021*” found that differentiated learning can improve learning outcomes on report text material with the achievement of learning completeness from the initial pre-cycle condition obtained by 36.36% to 66.67% in cycle I and in cycle II reaching 90.91%. This previous research has a similarity on research design, namely classroom action research. However, the differences are placed in the variable and respondents, the variable used was report text material and the respondents are junior high school students. While this research uses vocabulary as its variable, and phase c students of PKBM as its respondent; 3) Then, next previous research conducted by Ali & Mehany (2022) entitled “Differentiated Instruction to Develop Al-Azhar Students’ Writing Fluency” found that the Differentiated Instruction-based program may have a significant role in developing the students’ writing fluency. The Differentiated Instruction-based program was effective for many reasons. The positive effect of the suggested Differentiated Instruction-based program on developing the writing fluency of Al-Azhar first-year secondary stage

students was attributed to the program's addressing of the students' different bits of intelligence, learning profile, readiness, areas of interest, and learning style. This previous research design is experimental research, the variable used is writing skill, and the respondent used is from Al-Azhar first-year secondary stage students. While this research uses classroom action research as its research design, vocabulary as its variable, and phase c students of PKBM as its respondent; 4) Last, the previous research conducted by Barlian (2023) entitled "*Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Pada Mata Pelajaran Bahasa Inggris*" found that Based on the results of research and data analysis conducted by researchers regarding the implementation of differentiated learning in the independent curriculum in English subjects, it can be concluded that the implementation of differentiated learning has begun in English subjects. The learning process is carried out in three stages, namely Initial stage, implementation stage, and evaluation stage. In initial stage, at this stage the teacher conducts curriculum analysis and diagnostic assessment in order to map students' interests and learning styles. In implementation stage, at this stage the teacher conducts learning by paying attention to four elements, namely content, process, product and learning environment. In evaluation stage, at this stage the teacher evaluates the products produced by students. This previous research used descriptive qualitative method and the respondents were the teachers and junior high school students. While in this research, researchers used classroom action research and uses phase c students of PKBM as the respondents. Based on those previous researches, it can be concluded that the research gap of this study lies in the research design, variable, and respondents used. Most of the previous studies employed descriptive qualitative and experimental research designs, focused on writing skill, reading comprehension, and report text material, and involved junior high school or secondary stage students as the respondents. In contrast, this research applies classroom action research focusing on vocabulary mastery and involves phase C students of PKBM as the respondents. Therefore, this research offers a different perspective in investigating the effectiveness of the implemented strategy to improve students' vocabulary mastery in the context of non-formal education, especially for phase C students of PKBM.

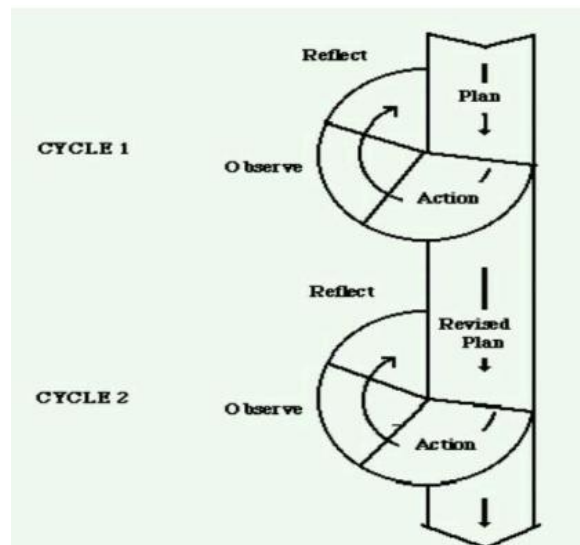
At PKBM El Fataa Banyuwangi, the researchers had selected this learning community for conducting research to improve students' English proficiency particularly

in building vocabulary. The location of this school is in an urban area, specifically at Bangka Street No. 88, Lateng Village, Banyuwangi District, Banyuwangi Regency. The researchers had chosen this learning community as the research site for several reasons. First, the learning community is relatively new, as it has only been established for about one and half year since this learning community was founded, and it has not yet implemented the *Merdeka Curriculum*. Second, the students have limited access to source books and have low levels of prior knowledge about English, which makes it challenging for the tutor to teach them and improve their English skills. This could be proved with the result of students' formative test was 69,5 in average. Moreover, there were only 5 phase C students of PKBM El Fataa Banyuwangi who had passed score of 75 as the Criteria of Success or *Kriteria Ketuntasan Minimal (KKM)*. Third, the students showed low interest and engagement in the classroom, because they were accustomed to learning in a visual way, such as writing down some vocabulary words and reading a text. Therefore, researcher had decided to conduct research. In this situation, students need to improve their vocabulary with an effective English learning strategy. One such option is to make sure that students are not bored while learning English by developing a strategy that is appropriate, enjoyable, and more recent than the previous approach. Therefore, the researcher would carry out a study to investigate how the use of differentiated instruction could improve phase C students' vocabulary building at PKBM El Fataa Banyuwangi.

B. Research Method

The purpose of this study was to investigate how the use of differentiated instruction can improve phase C students' vocabulary building at PKBM El Fataa Banyuwangi. Based on the research objectives, this research used classroom action research (CAR) proposed by Kemmis and McTaggart and each cycle consists of planning, acting, observing, and reflecting. CAR is a spiral-shaped self-reflection cycle used to improve conditions and find new methods that are more efficient to achieve more optimal results (Yani, 2017).

Figure 1. The illustration of spiral model by Kemmis and McTaggart



(Source : Aryanti, 2018)

In planning step, the researcher developed learning module based on differentiated instruction particularly in process element to facilitate different learning style namely, visual and kinaesthetic learning style. The final purpose focused on students' ability to arrange the correct sentence using vocabulary related to daily routine. In this case, the researcher developed learning module to be conducted in two meetings. The next is acting stage. In acting stage, the researchers used problem-based learning with differentiated instruction. There were several steps determined in acting phase. In the first, the students are divided into two groups, each comprised of learners with visual and kinaesthetic learning styles to apply the students-centred problem orientation. Then, the researchers presented a series of pictures alongside vocabulary related to daily routines, encompassing both verbs and nouns. To assess comprehension, the researchers inquired about the meaning of these vocabulary words and distributed worksheets for each student's individual learning style. The second and third step which were implemented by using differentiated instruction were organizing students and guiding the investigation. Those who had visual learning style matched the picture with the vocabulary correctly, while students who had kinaesthetic learning style arranged random letters to form vocabulary based on each picture. Then, students listened to the explanation regarding the learning activity and started to work on their task. In guiding the investigation, the researchers supported, helped, guided and assessed students' learning when visual

students matched pictures with vocabulary correctly and kinaesthetic students arranged the letters to form vocabulary according to each picture. Students were just working in team to solve the problems. During their learning process, they were provided picture cards to help them understand the meaning. The fourth step was developing and presenting the result. During this phase, students were tasked with reporting and presenting the vocabulary words they had successfully deciphered, along with their corresponding definitions. The researchers transitioned into a supportive and evaluative role as students commenced their presentations. The last step was analysis and evaluate the problem. The researchers gave feedback on each student's performance, offering encouragement and recognition to those who actively participated and demonstrated a strong grasp of the material. Importantly, students were able to effectively receive and understand the feedback provided. Then, in observing stage, the researchers observed teaching, learning process and the students' activities by using observation checklist sheet format. The class procedures were classified into introduction new concept, metacognitive questioning, practicing, review the activities of knowledge acquisition and reduction of difficulties, verification, and enrichment. The last, is reflecting. There are three activities in this research, they are asses the results of the final test, evaluate the actions that had been done, and determine the next cycle based on final test.

The research area in this study was at Bangka Street No. 88, Lateng, Banyuwangi. The research respondents were 10 students of male class in PKBM El Fataa Banyuwangi because the classes are classified by gender. In data collection method, the researcher used observation, documentation, and test. Observations were made by using observation format checklist to see and note how tutor and students acted during the learning process. While the documentation is to collect information about teaching module and learning materials. In this study, the test was multiple choice test. It consisted of 20 questions with 3 optional answers (a, b, c). Each correct answer was scored 5 while the wrong one was scored 0. The following is the distribution of test items.

Table 1. Distribution of Vocabulary test item

No.	Vocabulary Indicator	Number of Item	Total Item
1	Verb	1, 3, 5, 7, 9, 11, 13, 15, 17, 19	10
2	Noun	2, 4, 6, 8, 10, 12, 14, 16, 18, 20	10
Total			20

The students' average test score was calculated by using the following formula :

$$X = \frac{\Sigma x}{N}$$

Notes:

X = mean

Σ = sum of

N = number of cases

Σx = The Total Number of Student Score (Aryanti, 2018)

After that, the researchers measured whether the average score fulfil the criteria of success, the research was considered successful if 85% students in the class passed 75 as the criteria of success. If some students did not succeed in cycle I, cycle II would be conducted. However, if all of the students in cycle I are successful, this study would be completed in cycle I.

C. Research Finding and Discussion

The Result of Preliminary Study

Based on the result of observation before conducting the research, the researcher found some information about PKBM El Fataa Banyuwangi. Initially, PKBM El Fataa Banyuwangi was established under Islamic Boarding School of El Fataa Banyuwangi in 2022. It had made concerted effort in terms of its condition, facilities, educators, students, and even class management. The second information is about facilities. PKBM El Fataa has adequately facilitated for teaching and learning such as two classrooms, foldable study chairs, whiteboard, and LCD projector. Although it still needs a lot of improvement, this was considered fairly good regarding the foundation of El Fataa is totally free of charge for those learners. The next is about tutor qualification. There were only three

tutors remained, all of whom were striving to pursue their degree while simultaneously balancing their teaching responsibilities. Undeniably, that caused unarranged administration including the lesson plan. The last is about students' condition. The student's class in PKBM El Fataa is divided based on their gender such as male class and female class. Furthermore, all the students of PKBM El Fataa Banyuwangi are in school age. Therefore, the age of phase C students are still kids. However, the management of the classroom seemed to be boring. Mostly, they are not interested in learning process and felt boring. They will be interested if they find something fun. Moreover, the students were seemingly difficult to focus because they are accustomed to learning in a visual way, such as writing down some vocabulary words and reading a text that they are not their learning style which is such a boring atmosphere to experience for young learners. For those reasons, the researcher decided to conduct classroom action research by implementing differentiated instruction so that the students would feel completely different learning atmosphere. This also became the opportunity to apply differentiated instruction since PKBM El Fataa had not implemented differentiated instruction which is the teaching framework of Merdeka Curriculum.

Based on the result of documentation, the researcher found that some information on learning module and learning material. Some information on learning module to discuss about were learning objective, learning step, and assessment. The learning objective was to focus on identifying vocabulary related to daily routine. The students were also expected to arrange the correct sentence using vocabulary related to daily routine. However, the learning step that the tutor used was very regular step. The tutor used to teach by giving explanation and then giving students a task. This learning step could be monotone for young learners. For the assessment, the tutor occasionally gave multiple choice and quizzes. The tutor used standard scoring system for the correct answer as usual. On the other hand, the researcher found the learning material that the tutor used for teaching the class such as textbook and worksheet. In the unavailability of textbooks, tutors relied on browsing for learning materials. However, this became a challenge for their studies because of lacked a central textbook reference for students.

Based on the result of formative test on the ability in arranging the correct sentence using vocabulary related to daily routine, it was found that the average score

was 69,5 and there were only 5 students who passed criteria of success which is 75. Therefore, the researcher would start to implement differentiated instruction.

The Result of Cycle 1

In planning, the researcher developed learning module based on differentiated instruction particularly in process element to facilitate different learning style namely, visual and kinaesthetic learning style. The final purpose focused on students' ability to arrange the correct sentence using vocabulary related to daily routine. In this case, the researcher developed learning module to be conducted in two meetings and each meeting adapted problem-based learning model in designing the learning steps. In acting stage, the researcher had conducted two meetings. In the first meeting, the tutor designed differentiated instruction on organizing students and guiding the investigation. To organize students, the tutor explained learning activity to students. Those who had visual learning style matched the picture with the vocabulary correctly, while students who had kinaesthetic learning style arranged random letters to form vocabulary based on each picture. Then, students listened to the tutor's explanation regarding the learning activity and started to work on their task. In guiding the investigation, the tutor supported, helped, guided and assessed students' learning when visual students matched pictures with vocabulary correctly and kinaesthetic students arranged the letters to form vocabulary according to each picture. Students were just working in team to solve the problems. During their learning process, they were provided picture cards to help them understand the meaning. In the second meeting, the tutor also designed differentiated instruction on organizing students and guiding the investigation. To organized students, the tutor explained how to carry out their worksheet when students with a visual learning style who had learned the meaning of each word in English, they arranged the random words into correct sentences and then matched the sentences with the pictures, while students with a kinaesthetic learning style who had learned the meaning of each word in English, they arranged random words into correct sentences and then wrote the correct sentence on their worksheet. Then, students listened to the tutor's explanation regarding the learning activity and started to work on their task. During their learning process, they were provided dictionary to help them translate the sentences. In guiding the investigation,

visual students worked in team to arrange random words into sentences and match them to the illustrations provided, while kinaesthetic students worked together to arrange random words into correct sentences and then write the correct sentences on their worksheet. The tutor supported, helped, guided and assessed students' learning process when they were on teamwork activities. Students were just working in team to solve the problems.

In observing, the researcher also observed teaching and learning process covering the tutor and the students' activities by using observation checklist sheet format. Based on the result of tutor's observation, the procedure seemed to be well implemented in terms of almost all indicators of each procedure such as metacognitive questioning, practicing, review the activities of knowledge acquisition and reduction of difficulties, verification, and enrichment. However, it still needed to be improved such as explaining the importance of material in English and explaining the importance of matter in everyday life which were in the indicator of class procedure namely determination and importance of material. On the other hand, students' participation was measured by using observation checklist which consisted of teamwork, independency, questioning skill, and attendance. The result of students' observation sheet showed that the students' activities was done very well. It means the activities of students were success. At the end of learning process, the tutor gave reflection sheet which had been prepared on learning module. The reflection sheet aimed to help tutor understood how well students grasped the material taught. It could be references to evaluate teaching effectiveness.

In reflecting, the researcher evaluated the result of final test on cycle I, it showed that all students achieved the criteria of success (75), and the average of students score test was 82. Thus, the result of the research showed that more than 85% students has met the criteria of success and the research was considered successful because all students in the class passed the criteria of success (75). In conclusion, since the implementation of differentiated instruction had improved phase C students' vocabulary building at PKBM El Fataa Banyuwangi, this study completed in cycle I.

Discussion

The finding of the research showed that the implementation of differentiated instruction can improve Phase C students' vocabulary building at PKBM El Fataa Banyuwangi. The success of all students in achieving the criteria of success score (75) and obtaining the average score of 82 was influenced by several important factors implemented during the teaching and learning process. One of the main factors was the use of differentiated instruction which facilitated students based on their learning styles, namely visual and kinaesthetic learning styles. By providing different learning activities for each group, students were able to learn vocabulary in ways that suited their preferences and needs, making the learning process more effective and meaningful. This finding is in line with the statement proposed by Ningrum et al. (2023) who stated that differentiated learning places students at the centre of the learning process and adjusts the curriculum based on students' learning styles and abilities so that students can feel comfortable, safe, and enjoy the learning process. In this research, students became more active, motivated, and confident during the learning activities because the tasks and materials were adjusted to their characteristics and learning preferences. This positive outcome aligns with Gardner's theory of multiple intelligence which is in line with differentiated instruction. Gardner stated that teachers need to differentiate instruction for all their students because teachers who ignore the intelligences students are strong in as they acknowledge the intelligences students are weak in are not only providing instruction unfairly but making certain students feel stupid (Morgan, 2021). In addition, the use of pictures and picture cards helped students understand and remember vocabulary related to daily routines more easily because the visual media connected the words with concrete meanings. Furthermore, the implementation of problem-based learning encouraged students to actively participate in solving problems, discussing with their teammates, and completing the assigned tasks collaboratively. The researchers also played an important role by guiding, supporting, and assisting students during the learning activities, so students could overcome their difficulties directly. Moreover, the feedback, encouragement, and appreciation given by the researchers increased students' motivation and confidence in learning vocabulary. The continuous evaluation and reflection

conducted in each stage also helped improve the learning process and ensured that students could achieve the expected learning outcomes successfully.

D. Conclusion

The results of this classroom action research indicate that the implementation of differentiated instruction in English vocabulary learning was effective in improving students' achievement. After the strategy was applied during the teaching and learning process, more than 85% of the students were able to achieve scores of 75 or higher, which indicates that the predetermined criteria of success of the study were successfully fulfilled. These findings suggest that differentiated instruction can support students with different learning needs and abilities, enabling them to understand and master vocabulary more effectively. Therefore, the use of differentiated instruction is recommended as an alternative teaching strategy to enhance students' vocabulary learning outcomes and to create a more inclusive and engaging learning environment in the classroom. Thus, it can be concluded that the use of differentiated instruction can improve phase C students' vocabulary building at PKBM El Fataa Banyuwangi. Differentiated instruction can improve Phase C students' vocabulary building by adjusting teaching technique, strategies, activities and approach to accommodate students' different learning needs, abilities, and learning styles. This approach helps students understand and retain new vocabulary more effectively.

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