

## REFERENCES

- Burkett, J. A. (2013). Teacher Perception on Differentiated Instruction and Its Influence on Instructional Practice. In *Community Research of Epidemiology (CORE)*. <https://core.ac.uk/download/pdf/215277469.pdf>
- Creswell, J. W. (2007). Five Qualitative Approaches to Inquiry, Qualitative Inquiry and Research Design. In *Sage Publications* (pp. 53–84). SAGE. [http://www.sxf.uevora.pt/wp-content/uploads/2013/03/Creswell\\_2007.pdf](http://www.sxf.uevora.pt/wp-content/uploads/2013/03/Creswell_2007.pdf)
- Creswell, J. W. (2012). *4th Edition Research Design: Qualitative, Quantitative, and Mixed Method Approaches* (4th editio). SAGE.
- Defitriani, E. (2018). Differentiated Instruction: Apa, Mengapa, dan Bagaimana Penerapannya. *Jurnal Pendidikan Matematika*, 2, 111.
- Hall, T. (2002). *Differentiated Instruction: Effective Classroom Practices Report*. [https://eclass.upatras.gr/modules/document/file.php/PDE1342/differentiated\\_instruction.pdf](https://eclass.upatras.gr/modules/document/file.php/PDE1342/differentiated_instruction.pdf)
- Jamoliddinova, N., & Kuchkarova, Y. (2022). Teachers' Perception Towards Differentiated Instruction Approach in Secondary. *International Journal of Foreign Language Teaching and Research*, 10, 37–47. [https://jfl.iaun.iau.ir/article\\_689270\\_20c27bd984420689394399c5b87bf65f.pdf](https://jfl.iaun.iau.ir/article_689270_20c27bd984420689394399c5b87bf65f.pdf)
- Karadag, R., & Yasar, S. (2010). Effects of differentiated instruction on student's attitudes towards Turkish courses: An action research. *Procedia Social and Behavioral Sciences*, 9. <https://doi.org/https://dx.doi.org/10.1016/j.sbspro.2010.12.340>
- Lora Robinson, E. D., Nancy Maldonado, P. D., & Jerita Whaley, E. D. (2014). Perceptions about Implementation of Differentiated Instruction. *Education Resources Information Center*, 1–22. <https://eric.ed.gov/?id=ED554312>
- Marks, A., Woolcott, G., & Markopoulos, C. (2021). Differentiating Instruction : Development of a Practice Framework for and with Secondary Mathematics Classroom Teachers. *International Electronic Journal of Mathematics Education*, 16(3).
- Naka, L. (2018). Differentiated Instruction as the Main Tool in EFL Learning Enhancement. *International Journal of Sciences: Basic and Applied Research*,

<https://gssrr.org/index.php/JournalOfBasicAndApplied/article/view/9439>

Nurahman, U. (2022). *Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi*.

<https://ayoguruberbagi.kemdikbud.go.id/cerita/merdeka-belajar-dan-pembelajaran-berdiferensiasi-differentiated-instructions/>

Onyishi, C. N., & Sefotho, M. M. (2020). Teachers' Perspectives on the Use of Differentiated Instruction in Inclusive Classrooms: Implication for Teacher Education. *International Journal of Higher Education*, 9(6). <https://doi.org/https://doi.org/10.5430/ijhe.v9n6p136>

Polkinghorne, D. E. (1995). *Narrative Configuration in Qualitative Analysis*.

Safitriani, I. (2019). *The Exploration of Teacher's Use of Differentiated Instruction in English Classroom* [UINAR Repository]. <https://repository.ar-raniry.ac.id/id/eprint/7878>

Siddiqui, O., & Alghamdi, F. M. A. (2017). Implementing Differentiated Instruction in EFL Remedial Classes: An Action Research. *Education and Linguistics Research*, 3(2). <https://doi.org/https://dx.doi.org/10.5296/elr.v3i2.11726>

Subban, P. (2006). Differentiated instruction: A research basis. *International Education Journal*, 7(7). <http://iej.com.au/>

Suprayogi, M. N., Valcke, M., & Godwin, R. (2017). Teachers and their implementation of differentiated instruction in the classroom. *Teaching and Teacher Education*, 67(December), 291–301. <https://doi.org/10.1016/j.tate.2017.06.020>

Suwastini, N. K. A., Rinawati, N. K. A., Rwa, I. G. A. S., Jayantini, & Dantes, G. R. (2021). Differentiated Instruction Across EFL Classrooms: A Conceptual Review. *TELL-US Journal*, 7(1), 15. <https://doi.org/https://doi.org/10.22202/tus.2021.v7i1.4719>

Tomlinson, C. A. (2001). *How to Differentiated Intruction in Mixed-Ability Classroom* (2nd editio). Association for Supervision and Curriculum Development (ASCD).

Tomlinson, C. A. (2014). The Differentiated Classroom Responding to the Needs of All Learners. In J. Houtz (Ed.), *The Differentiated Classroom Responding*

*to the Needs of All Learners* (2nd ed.). Genny Ostertag.  
<https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/books/differentiated-classroom2nd-sample-chapters.pdf>

Tomlinson, C. A., Brighton, C., Hertberg, H., Callahan, C. M., Moon, T. R., BrimiJoin, K., Conover, L. A., & Reynolds, T. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of literature. *Journal for the Education of the Gifted*, 27(2–3), 119–145.  
<https://doi.org/10.1177/016235320302700203>

Tomlinson, C. A., & Strickland, C. A. (2005). *Differentiated in Practice: A Resource Guide for Curriculum Grades 9-12*. Association for Supervision and Curriculum Development (ASCD).

Vargas, M., Armando Rodríguez-Orejuela, J., & Herrera-Mosquera, L. (2017). Promotion of Differentiated Instruction Through a Virtual Learning Environment. *ResearchGate*.  
<https://doi.org/https://dx.doi.org/10.17227/folios.47-7404>