

## REFERENCES

- Anggareni, P., & Hidayat, A. F. (2022). Students creative thinking skills on differentiated instruction. *International Journal of Trends in Mathematics Education Research*, 5(4), 365-373. <https://doi.org/10.33122/ijtmer.v5i4.161>
- Arias Valencia, M. M. (2022). Principles, scope, and limitations of the methodological triangulation. *Investigacion y educacion en enfermeria*, 40(2). [www.ncbi.nlm.nih.gov/pmc/articles/PMC9714985/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC9714985/)
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2, 8-14. <https://doi.org/10.1016/j.npls.2016.01.001>
- Blozowich, D. G. (2001). Differentiated instruction in heterogeneously-grouped sixth-grade classrooms. Immaculata College [Dissertation].
- Bobi, C. B., & Ahiavi, M. A. (2023). Using Differentiated Instruction to Promote Creativity, Critical Thinking and Learning: Perspective of Teachers. *Journal of Education and Practice*, 7(2), 1–30. <https://doi.org/10.47941/jep.1227>
- Bondie, R. S., Dahnke, C., & Zusho, A. (2019). How Does Changing “One-Size-Fits-All” to Differentiated Instruction Affect Teaching? *Review of Research in Education*, 43(1), 336-362. <https://doi.org/10.3102/0091732X18821130>
- Brown, H. Douglas. (2004). *Language assessment. Principles and language practices*. New York: Pearson Education Inc.
- Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018). Effective differentiation practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. *Educational Research Review*, 24, 31-54. <https://doi.org/10.1016/j.edurev.2018.02.002>
- Eble, A., Frost, C., Camara, A., Bouy, B., Bah, M., Sivaraman, M., ... & Elbourne, D. (2021). How much can we remedy very low learning levels in rural parts of low-income countries? Impact and generalizability of a multi-pronged para-teacher intervention from a cluster-randomized trial in the Gambia. *Journal of development economics*, 148, 102539. <https://doi.org/10.1016/j.jdeveco.2020.102539>
- Echevarria, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English learners: The SIOP model* (5th ed., pp. 53-54). Pearson.
- Lai, E. R. (2011). Critical thinking: A literature review. *Pearson's Research Reports*, 6(1), 40-41.
- Fitria, W. (2023). The effectiveness socialization of the kurikulum merdeka independently change in high schools Siak District. *Inovasi Kurikulum*, 20(1), 13-24. <https://doi.org/10.17509/jik.v20i1.53644>
- Gafour, O. W., & Gafour, W. A. (2020). Creative thinking skills—A review article. *Journal of Education and e-Learning*, 4(1), 44-58.

- Gheysens, E., Griful-Freixenet, J., & Struyven, K. (2020). Differentiated instruction as a student-centered teaching approach in teacher education. In *The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education* (pp. 254-268). Routledge.
- Gheysens, E., Griful-Freixenet, J., Struyven, K. (2023). Differentiated Instruction as an Approach to Establish Effective Teaching in Inclusive Classrooms. In: Maulana, R., Helms-Lorenz, M., Klassen, R.M. (eds) *Effective Teaching Around the World* (pp. 677–689). Springer, Cham. [https://doi.org/10.1007/978-3-031-31678-4\\_30](https://doi.org/10.1007/978-3-031-31678-4_30)
- Ginja, T. G., & Chen, X. (2020). Teacher Educators' Perspectives and Experiences towards Differentiated Instruction. *International Journal of Instruction*, 13(4), 781-798. <https://doi.org/10.29333/iji.2020.13448a>
- Guntur, L. M. F., & Rahimi, S. P. (2019). Exploring the Challenges of Reading Comprehension Teaching for English Proficiency Test Preparation Class in Indonesia. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(3), 321-330. <https://doi.org/10.34050/els-jish.v2i3.7401>
- Hartanto, M. D., & Agustina, I. W. (2022). The Incorporation of Character-Building Values in Digital Learning Materials for SMP Students. *STAIRS: English Language Education Journal*, 3(2), 95-103. <https://doi.org/10.21009/stairs.3.2.3>
- Hibatullah, O. F. (2019). The challenges of international EFL students to learn English in a non-English speaking country. *Journal of Foreign Language Teaching & Learning*, 4(2), 88-105. <https://doi.org/10.18196/ftl.4240>
- Huri, D., Mulyati, Y., Damaianti, V. S., & Sastromiharjo, A. (2021). Kajian awal keterampilan memirsa (viewing skills) dan pembelajarannya pada era digital di indonesia. *ISoLEC Proceedings*, 5(1), 226-230.
- Indarta, Y., Jalinus, N., Waskito, Samala, A. D., Riyanda, A. R., & Adi, N. H. (2022). Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 3011–3024. <https://doi.org/10.31004/edukatif.v4i2.2589>
- Jayadi, A., Putri, D. H., & Johan, H. (2020). IDENTIFIKASI PEMBEKALAN KETERAMPILAN ABAD 21 PADA ASPEK KETERAMPILAN PEMECAHAN MASALAH SISWA SMA KOTA BENGKULU DALAM MATA PELAJARAN FISIKA. *Jurnal Kumparan Fisika*, 3(1 April), 25–32. <https://doi.org/10.33369/jkf.3.1.25-32>
- Kemendikbudristek. (2022). *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*. [https://kurikulum.kemdikbud.go.id/file/1679308669\\_manage\\_file.pdf](https://kurikulum.kemdikbud.go.id/file/1679308669_manage_file.pdf)
- Kim, S., & Ji, Y. (2018). Gap analysis. *The international encyclopedia of strategic communication*, 1-6. <http://dx.doi.org/10.1002/9781119010722.iesc0079>
- Krippendorff, K. (2004). *Content Analysis an Introduction to Its Methodology*. California: SAGE Publications.

- Kuckartz, U., & Rädiker, S. (2023). *Qualitative Content Analysis: Methods, Practice and Software*. SAGE.
- Marcos, R. I. S., Fernández, V. L., González, M. T. D., & Phillips-Silver, J. (2020). Promoting children's creative thinking through reading and writing in a cooperative learning classroom. *Thinking Skills and Creativity*, 36, 100663. <http://dx.doi.org/10.1016/j.tsc.2020.100663>
- Maulidya, A. D. S., Palupi, T. M., & Agustina, I. W. (2023). Cultural Contents in MyEnglishStep Digital Learning Materials for Junior High School Students. In *Stairs* (Vol. 4, No. 1, pp. 1-16). <https://doi.org/10.21009/stairs.4.1.1>
- Mayuni, I., Leiliyanti, E., Palupi, T. M., & Agustina, I. W. (2021). Pengembangan Materi Pembelajaran Bahasa Inggris Berbasis Digital untuk Siswa Sekolah Menengah Pertama. *Prosiding Puslitjak 2021 Seminar Tahap 1*.
- Melesse, T. (2015). Differentiated instruction: Perceptions, practices and challenges of primary school teachers. *Science, Technology and Arts Research Journal*, 4(3), 253-264. <http://dx.doi.org/10.4314/star.v4i3.37>
- Mengistie, S. M. (2020). Primary School Teachers' Knowledge, Attitude and Practice of Differentiated Instruction. *International Journal of Curriculum and Instruction*, 12(1), 98-114. <https://ijci.globets.org/index.php/IJCI/article/view/258>
- Miles, M.B., Huberman, A.M. and Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook (3rd Edition)*. Sage, London.
- OECD. (2023). PISA 2022 Results (Volume I): The State of Learning and Equity in Education. PISA, OECD Publishing. Paris. <https://doi.org/10.1787/53f23881-en>
- Osuafor, A. M., & Okigbo, E. C. (2013). Effect of differentiated instruction on the academic achievement of Nigerian secondary school biology students. *Educational Research*, 4(7), 555-560. <https://www.interestjournals.org/articles/effect-of-differentiated-instruction-on-the-academic-achievement-of-nigerian-secondary-school-biology-students.pdf>
- Pangestu, D. A., & Rochmat, S. (2021). FILOSOFI MERDEKA BELAJAR BERDASARKAN PERSPEKTIF PENDIRI BANGSA. *Jurnal Pendidikan Dan Kebudayaan*, 6(1), 78-92. <https://doi.org/10.24832/jpnk.v6i1.1823>
- Prasetyo, H., Roemintoyo, & Sukarno. (2023). Student-Centered Learning Based on the Principles of Ki Hajar Dewantara in the Implementation of the Merdeka Curriculum: A Case Study of Elementary Schools in Indonesia. *Journal of World Englishes and Educational Practices*, 5(3), 111-117. <https://doi.org/10.32996/jweep.2023.5.3.10>
- Ruth, A., Wutich, A., & Bernard, H.R. (Eds.). (2023). *The Handbook of Teaching Qualitative and Mixed Research Methods: A Step-by-Step Guide for Instructors (1st ed.)*. Routledge. <https://doi.org/10.4324/9781003213277>
- Saguin, E. D., Inocian, R. B., & B. Un, J. L. (2020). Contextualized differentiated instruction in contemporary issues vis-à-vis the development of its COVID-

- 19 model. *Journal of Research, Policy & Practice of Teachers and Teacher Education*, 10(2), 18–31. <https://doi.org/10.37134/jrpptte.vol10.2.2.2020>
- Strickland, C. (2007). *Tools for high-quality differentiated instruction: An ASCD Action Tool*. Alexandria, VA ASCD.
- Tomlinson, B., & Masuhara, H. (2017). *The complete guide to the theory and practice of materials development for language learning*. John Wiley & Sons.
- Tomlinson, C. A. (2005). *Grading and differentiation: Paradox or good practice? Theory into practice*, 44(3), 262-269. DOI: [https://doi.org/10.1207/s15430421tip4403\\_11](https://doi.org/10.1207/s15430421tip4403_11)
- Tomlinson, C. A., & Imbeau, M. B. (2023). *Leading and managing a differentiated classroom*. Alexandria, ASCD.
- Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. ASCD.
- Valiandes, S., & Neophytou, L. (2018). Teachers' professional development for differentiated instruction in mixed-ability classrooms: investigating the impact of a development program on teachers' professional learning and on students' achievement. *Teacher Development*, 22(1), 123-138. <https://doi.org/10.1080/13664530.2017.1338196>
- Van Casteren, W., Bendig-Jacobs, J., Wartenbergh-Cras, F., Van Essen, M., and Kurver, B. (2017). Differentiëren en Differentiatievaardigheden in Het Voortgezet Onderwijs. *ResearchNed*.
- Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur. *Research and Development Journal of Education*, 8(1), 185–201. <https://doi.org/10.30998/rdje.v8i1.11718>
- Wang, C., Zhang, M., Sesunan, A., & Yolanda, L. (2023). *Technology-driven education reform in Indonesia: a look into the current status of the Merdeka Belajar Program*. <https://repositori.kemdikbud.go.id/30538/>
- Wibowo, A., Senowarsito, & Suwandi. (2023). The impact of myenglishstep.com and Yenni's English content to students' descriptive writing skills of HOTS. *EduLite: Journal of English Education, Literature, and Culture*, 8(1), 84-102. <http://dx.doi.org/10.30659/e.8.1.84-102>
- Wibowo, A. (2022). The Effectiveness of Using myenglishstep and sumber. belajar. kemdikbud. go. id in Composing Descriptive. *ETERNAL (English Teaching Journal)*, 13(2), 202-217. <https://doi.org/10.26877/eternal.v13i2.11966>
- Wiguna, T., Anindyajati, G., Kaligis, F., Ismail, R. I., Minayati, K., Hanafi, E. (2020). Brief Research Report on Adolescent Mental Well-Being and School Closures During the COVID-19 Pandemic in Indonesia. *Front. Psychiatry* 11, 598756. <https://doi.org/10.3389/fpsy.2020.598756>
- Yamin, M., & Syahrir, S. (2020). Pembangunan pendidikan merdeka belajar (telaah metode pembelajaran). *Jurnal ilmiah mandala education*, 6(1). <http://dx.doi.org/10.58258/jime.v6i1.1121>

Yoto, M, Suyetno, A., Mawangi, P. A. N., Romadin, A., & Paryono. (2024). The role of industry to unlock the potential of the Merdeka curriculum for vocational school. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2335820>

Zidan, M. R., & Qamariah, Z. (2023). A Literature study on the implementation of merdeka curriculum. *Jurnal Riset Rumpun Ilmu Bahasa*, 2(2), 153-167. <https://doi.org/10.55606/jurribah.v2i2.1576>

