

## Literature Review: The Influence of Differentiated Learning at Elementary School Level

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### Article History

accepted 1/11/2024

approved 1/12/2024

published 1/2/2025

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### Abstract

*Differentiated learning is one approach that is expected to be able to answer the challenges by considering the differences in student characteristics, such as learning styles, abilities, interests, and learning readiness, teachers can adjust teaching methods that are more targeted. The purpose of this study was to conduct a review of the literature that discusses the effect of implementing differentiated learning on elementary school students. The research method applied in this study is qualitative. The subjects of this study were elementary school students. Data collection techniques were carried out through literature studies. Data analysis used in this study was descriptive data analysis. Differentiated learning focuses on creating effective and relevant learning experiences for students, as well as increasing motivation, interest, and creative thinking skills. Based on the analysis of 25 research articles, the type of experimental research dominates because it aims to prove the effectiveness of differentiated learning implemented in the new curriculum. The results of the study showed that this approach has a positive impact on various aspects, such as learning outcomes, critical thinking skills, creativity, and students' collaborative abilities. Differentiated learning is also considered capable of creating an inclusive learning environment and helping teachers in designing learning according to students' needs and learning styles.*

**Keywords:** *differentiated learning, elementary school, study, impact*

### Abstrak

Pembelajaran berdiferensiasi merupakan salah satu pendekatan yang diharapkan mampu menjawab tantangan dengan memperhatikan perbedaan karakteristik siswa, seperti gaya belajar, kemampuan, minat, dan kesiapan belajar, serta guru dapat menyesuaikan metode pengajaran yang lebih tepat sasaran. Tujuan dilaksanakannya penelitian ini adalah untuk melakukan tinjauan terhadap literatur yang membahas pengaruh penerapan pembelajaran berdiferensiasi pada siswa sekolah dasar. Metode penelitian yang diterapkan dalam penelitian ini adalah kualitatif. Subjek penelitian ini adalah siswa sekolah dasar. Teknik pengumpulan data dilakukan melalui studi literatur. Analisis data yang digunakan dalam penelitian ini adalah analisis data deskriptif. Pembelajaran berdiferensiasi berfokus pada menciptakan pengalaman belajar yang efektif dan relevan bagi siswa, serta meningkatkan motivasi, minat, dan keterampilan berpikir kreatif. Berdasarkan analisis jenis penelitian eksperimen mendominasi karena bertujuan untuk membuktikan keefektifan pembelajaran berdiferensiasi yang diimplementasikan dalam kurikulum baru. Hasil penelitian menunjukkan bahwa pendekatan ini memberikan dampak positif terhadap berbagai aspek, seperti hasil belajar, kemampuan berpikir kritis, kreatif, dan kemampuan kolaboratif siswa. Pembelajaran berdiferensiasi juga dianggap mampu menciptakan lingkungan belajar yang inklusif serta membantu guru dalam merancang pembelajaran sesuai kebutuhan dan gaya belajar siswa.

**Kata kunci:** *Pembelajaran Berdiferensiasi, Sekolah Dasar, Kajian, Dampak*



## INTRODUCTION

In the era of modern education, an approach that focuses on the individual needs of students is increasingly considered important in creating effective and meaningful learning experiences. The policy of Permendikbudristek No. 12 of 2024 emphasizes that the goal of the Independent Curriculum is to realize learning that is more meaningful, effective, and responsive to student needs (Kementrian Pendidikan dan Kebudayaan RI, 2024). This curriculum is designed to provide freedom for teachers to design learning activities that are more contextual and in accordance with the unique needs of students. This is in line with the development of education in various developed countries, where adjusting teaching methods is a priority in supporting the learning success of each individual. One of the prominent approaches in this context is differentiated learning, where teachers try to adjust teaching methods by paying attention to the differences in characteristics, abilities, interests, and learning styles of each student. This is in line with the principle that every child is unique and the learning process is also individual (Zagoto et al., 2019). Each child has a different level of readiness to receive and process information, so uniform teaching strategies tend to be less effective for all students. The decline in student learning achievement is evidence of the lack of meaning of a learning process used (Feryantini et al., 2022).

Elementary school level is the initial phase of intellectual and emotional development, the application of differentiated learning becomes very significant. At this stage, students are in a period of rapid development, both in terms of cognitive, social, and emotional abilities. Differentiated learning offers a more adaptive approach (Apriani et al., 2024). Teaching is designed according to the specific needs of each individual in the class. By giving students the opportunity to learn according to their own rhythm and style, differentiated learning is also expected to reduce the achievement gap between students with diverse ability backgrounds. At this age, students' thinking abilities begin to develop, but they are also still in the stage of developing social and emotional skills. Teaching that is responsive to these differences is expected to not only improve academic achievement, but also build skills that are important in their social and emotional lives (Nasution et al., 2023).

Differentiated learning is one approach that is expected to be able to answer this challenge. By paying attention to differences in student characteristics, such as learning styles, abilities, interests, and learning readiness, teachers can adjust teaching methods that are more targeted (Pebriyanti, 2023). This is in line with the principle that every child is unique, both in how they understand the material and in interacting with their surroundings. On the other hand, differentiated learning also provides opportunities for students to develop critical and creative thinking skills, as well as social and emotional abilities that are important in the lifelong learning process (Siregar et al., 2024). For example, students who have a visual learning style can be given learning materials in the form of diagrams or illustrations, while students with a kinesthetic learning style can participate more in physical activities or practical experiments. Differentiated learning also supports students to become independent learners who are able to recognize their personal strengths and challenges. With a tailored learning experience, students not only gain a deeper understanding of the material but also become more confident in facing learning challenges. The differentiated learning process allows students to actively participate in determining the most effective way of learning for them, thus helping to form productive learning habits (Azizah & Widyartono, 2024). This indirectly increases students' self-confidence because they feel more capable of following the learning process in a way that suits them. Thus, encouraging students to continue to develop according to their unique potential.

Based on previous research on differentiated learning conducted by Nazilatun & Purnomo (2023) that based on learning outcomes, the application of differentiated

learning can improve students' knowledge in mathematics. Other research by Rukmi & Khosiyono (2023) that differentiated learning can have a positive impact on students' creativity and self-confidence. Supported by research by Dorisno et al. (2023) that differentiated learning can have a significant influence on improving students' creative thinking, interest, and learning motivation because differentiated learning organizes students' learning needs. Similar research by Fauziyah & Rofiki (2024) that the strategy of implementing differentiated learning has a positive impact on the criteria for achieving academic and non-academic learning objectives. Supported by the latest research by Wibowo et al. (2023) that differentiated learning was found to be an effective approach to accommodate students' varying learning styles, so that teachers can adjust to the teaching strategies used. This shows that differentiated learning does not only focus on improving cognitive aspects, but also on affective aspects which play an important role in students' long-term success.

Various studies have been conducted to examine the effectiveness of differentiated learning, especially at the elementary school level. Several studies have shown that this approach not only contributes to improving academic achievement, but also has an impact on increasing learning motivation, student engagement in the learning process, and the development of their social and emotional skills. By being given the opportunity to learn according to their preferences, students tend to be more enthusiastic and actively involved in class. This is very important because student engagement in the learning process is directly related to increasing their motivation and learning outcomes. When students feel that the subject matter is delivered in a way that is relevant and in accordance with their learning style, they will feel more valued and excited to participate. On the other hand, teachers who understand the principles of differentiated learning tend to be more flexible and innovative in designing learning experiences that do not only rely on lecture methods or one-way instructions.

This article aims to conduct a review of the literature that discusses the effects of implementing differentiated learning on elementary school students. This review will include research results on its impact on various aspects, such as academic achievement, learning motivation, student engagement in learning, and social and emotional development. The reality in the field, uniform learning provides weaknesses for students who do not have an interest in learning. The novelty of this study is in the research method, namely a literature review of 25 national and international journal articles indexed by Google Scholar and Elsevier about research that has been conducted. Researchers collect data sources and analyze them. This review is expected to provide more comprehensive insights into the benefits and challenges in implementing differentiated learning, as well as provide practical recommendations for teachers and curriculum developers in optimizing this strategy. Based on the explanation above, the formulation of the problem in this study is to what extent differentiated learning can create an inclusive and adaptive learning environment for individual students' learning needs.

The importance of this research lies in the effort to understand more deeply about how differentiated learning can create an inclusive learning experience for all students. It is hoped that the results of this study can provide deeper insights and strengthen the understanding of the effectiveness of differentiated learning strategies in meeting the individual needs of students at the elementary education level. With this understanding, teachers can be more confident in implementing this method, while curriculum developers can design teaching materials that support the principles of differentiated learning. As a final result, this approach is expected to be able to create a learning environment that supports the development of students' potential optimally, as well as having a positive impact on their academic achievement and social-emotional skills.

## METHOD

Type of qualitative research with literature review method or literature study. Literature study is a research process that involves reviewing and critically evaluating existing literature sources related to research objectives (Idhartono, 2020). The lesson topic that will be analyzed for specifically discusses the impact of differentiated learning on elementary school students. The data obtained were 25 national and international journal articles indexed by Google Scholar and Elsevier randomly regarding differentiated learning in 2023-2024 because the topic is relatively new. From the evaluation results, 25 best articles were selected that reflect the scope of the impact of differentiated learning on various aspects such as learning outcomes, creativity, and collaborative skills. The data analysis used in the following study is descriptive data analysis. Descriptive data analysis is a statistical method used to describe, simplify, and present data in a form that is easier to understand (Nilawijaya & Anggraini, 2021).

## RESULTS AND DISCUSSION

### A. Research Results

Differentiated learning offers a more adaptive approach (Apriani et al., 2024). Teaching is designed according to the specific needs of each individual in the class. By giving students the opportunity to learn at their own pace and style, differentiated learning is also expected to reduce the achievement gap between students with diverse ability backgrounds. Researchers have collected various sources of data from previous research articles that discuss the implementation of differentiated learning at the elementary school level. Researchers grouped the data based on research objectives and types of research. Based on the research objectives, there are fourteen findings of research objectives for the implementation of differentiated learning at the elementary school level. Based on the type of research, there are four findings of types of research that discuss the implementation of differentiated learning. The following shows an analysis of ten articles that explain the implementation of differentiated learning with the aim of increasing the interest and learning outcomes of elementary school students.

The results of the first research, by Nawati et al. (2023) on the influence of differentiated learning using the problem-based learning model on science learning outcomes in elementary school students, found that there were differences in students' science learning outcomes before and after using the differentiated learning strategy using the problem-based learning model. The second research, by Nazilatun & Purnomo (2023) on the influence of differentiated learning on elementary school students' mathematics learning outcomes, with the findings that the application of differentiated learning was proven to improve students' knowledge in mathematics. The third research, by Fitriyana & Dewi Nirmala (2024) on the influence of differentiated learning strategies on literacy and numeracy of elementary school students, with the findings of a learning approach that takes into account individual needs to improve their learning outcomes in the fields of literacy and numeracy. Supported by the fourth research, by Aulin et al. (2023) regarding the influence of differentiated learning strategies on the science learning outcomes of grade IV students at UPTD SD Negeri 124405 Pematang Siantar, with the findings that there was an influence of differentiated learning strategies on students' science learning outcomes. The fifth research, by Rahmayanti et al. (2023) on the effect of implementing differentiated learning on the learning outcomes of class IV students of UPT SPF SD Inpres Antang, Capital City of Makassar, with the findings that the ability of teachers to implement differentiated learning had an average of 2.8 which was implemented well, meaning that there was an effect of implementing differentiated learning on student learning outcomes. The sixth research, by Lisnawati & Dewi Nirmala (2024) on the influence of differentiated learning strategies on elementary school students' interest in learning

mathematics, found that there was a significant influence of differentiated learning strategies on elementary school students' interest in learning mathematics. The seventh research, by Ambarrulan et al. (2024) on the influence of differentiated learning on the learning outcomes of fine arts in the independent curriculum at SD Negeri 35 Banyuasin II, found that there was an influence of differentiated learning on the learning outcomes of fine arts in drawing typical Banyuasin batik motifs. The eighth research, by Miqwati et al. (2023) on the implementation of differentiated learning to improve science learning outcomes in elementary schools with the finding that the application of different learning methods can increase students' average grades as well as increase their activeness in learning. The ninth research, by Ardin et al. (2021) on the effect of differentiated learning in physical education activities on the interests and learning outcomes of elementary school students with the finding that differentiated learning in physical education activities has an effect on the interests and learning outcomes of elementary school students. The tenth research, by Analisa Saputra et al. (2023) on the application of differentiated learning with a problem-based learning model on students' learning interests in elementary schools with the finding that the percentage of students' learning interests of 79% is classified as very high learning interests.

Based on the above explanation, it is revealed that the implementation of differentiated learning has increased student interest and learning outcomes. The use of the learning method, namely problem-based learning, is stated to be more appropriate to students' future skills. The implementation of differentiated learning has been able to facilitate various subjects in the independent curriculum. General subjects and local content such as mathematics, science, Indonesian, physical education, and fine arts. The following is a table 1 analysis of five articles explaining the implementation of differentiated learning with the aim of increasing collaborative skills, creative attitudes and critical thinking skills.

**Table 1. Research Article Data Based on the Objectives of Improving Collaborative Ability, Creative Attitude and Critical Thinking Ability**

No.	Article Title	Research Results
1.	Increasing Creativity and Self-Confidence Through Differentiated Learning in Elementary School Social Studies Lessons (Rukmi & Khosiyono, 2023)	Differentiated learning has a positive influence on students' creativity and self-confidence.
2.	Implementation of Differentiated Learning to Improve Students' Creative Thinking Skills (Pane et al., 2022)	The differentiation learning model has an influence on creative thinking skills, namely that learning activities carried out by teachers and students take place well with the application of the differentiation learning model.
3.	Implementation of Differentiated Learning on Creative Thinking Skills of Elementary School Students (Dorisni et al., 2023)	Increased creative thinking of students because differentiated learning accommodates students' learning needs and increases students' interest and motivation to learn.
4.	The Influence of Differentiated Learning on Critical Reasoning Skills of Grade V Students at SD Negeri 223 Palembang (Hartini et al., 2024)	There is an influence of differentiated learning on critical reasoning skills of grade V students.
5.	Elementary School Students' Creativity through Differentiated Learning (Witarsa et al., 2024)	Student creativity increased by 30% through the implementation of differentiated learning.



Based on table 1 above, it is explained that the implementation of differentiated learning is able to provide an increase in attitudes that are crucially needed by elementary school students. The positive impact on students' creativity and self-confidence is that the learning activities carried out by teachers and students take place well with the application of the differentiated learning model in learning. Differentiated learning is able to accommodate students' learning needs and increase students' interest and motivation to learn so as to foster their critical reasoning skills. When viewed from the four articles, the implementation of this improvement is more effective in high classes or phase B and phase C, namely grades IV and V. The implementation of differentiated learning which is currently widely applied in elementary schools has a positive impact on the implementation of the Merdeka curriculum properly. The following is a table 2 analysis of six articles explaining the implementation of differentiated learning with the aim of improving cognitive abilities and skills.

**Table 2. Research Article Data Based on the Purpose of Improving Cognitive Abilities and Skills**

No.	Article Title	Research Results
1.	The Effect of Differentiated Learning on Elementary School Students' Computational Thinking Abilities (Noviyanti et al., 2023)	Elementary school students' computational thinking abilities increased after being given differentiated learning treatment.
2.	The Influence of Differentiated Learning in Elementary Schools (Dista et al., 2024)	Differentiated learning has a significant influence on the cognitive abilities of elementary school students.
3.	The Influence of Differentiated Learning Strategies on Elementary School Students' Reading Literacy (Viantho et al., 2024)	The influence of differentiated learning strategies on students' reading literacy is in the moderate category. In addition, differentiated learning strategies can increase the level of student competence from the basic level to the most proficient level.
4.	The Influence of Differentiated Learning Strategies on Science Literacy of Fifth Grade Students of North Parigi Elementary School (Roslina et al., 2024)	There is an influence of differentiated learning strategies on science literacy in natural phenomena material in fifth grade.
5.	The Effect of Differentiated Learning Strategies on Enhancement of PKN Concepts in Students in Class IV Primary School (Sari et al., 2024)	There is a significant influence between the use of differentiated learning strategies on improving students' understanding of PKN concepts.
6.	Implementation of Differentiated Learning to Improve the Mathematical Representation Ability of Fractional Numbers in Grade IV Elementary School Students (Restu et al., 2023)	There is an influence on the mathematical representation ability of grade IV students, especially in the mathematics subject of fractional number material after the implementation of differentiated learning.

Based on table 2 above, it is explained that the implementation of differentiated learning has succeeded in providing a positive influence on students' cognitive abilities and skills. The cognitive aspect of students is currently being attempted to achieve High Order Thinking Skill (HOTS), which means that students must be able to analyze, evaluate, and create through students' self-understanding. The use of differentiated

learning strategies provides an increase in understanding the concepts given during learning. Students' skills must also be improved to adapt to current developments. Students' skills reach a proficient level during the implementation of differentiated learning. The following is a table 3 analysis of three articles explaining the implementation of differentiated learning with the objectives of differentiated learning components.

**Table 3. Research Article Data Based on Differentiated Learning Component Objectives**

No.	Article Title	Research Results
1.	The Influence of Differentiated Learning Implementation on Fulfilling the Learning Needs of Elementary School Students (Pebriyanti, 2023)	Students' learning outcomes increase as a result of fulfilling their needs and increasing their willingness to learn while engaging in the learning process.
2.	Implementation of Differentiated Learning on the Criteria for Achieving Learning Objectives in Elementary Schools (Fauziyah & Rofiki, 2024)	A total of 15 articles or 94% stated that the strategy of implementing differentiated learning had a positive effect on the criteria for achieving learning objectives. However, there was 1 article or 6% that did not have a good effect on the implementation of differentiated learning.
3.	Learning Style Analysis in Differentiated Learning in Indonesian Language Subject at Sendangmulyo 02 Elementary School (Wibowo et al., 2023)	Teachers can better address the diversity of learning styles by gaining a deep understanding of their students' learning styles and adjusting their teaching strategies. Differentiated learning was found to be an effective approach to accommodate these varying learning styles.

Based on table 3 above, the implementation of differentiated learning successfully facilitates the needs of students. Fulfillment of needs and increasing their willingness to learn while engaging in the learning process has increased. In general, differentiated learning strategies meet the criteria for achieving learning objectives. Learning objectives are also adjusted to students' learning styles. Teachers gain a deep understanding of their students' learning styles and adjust their teaching strategies. Differentiated learning is agreed upon as an effective approach to accommodate students' varying learning styles.

Based on the results of the study of the research articles above, about differentiated learning obtained through the Google search engine. Researchers rank the various findings into 2 sub-analyses, namely based on research objectives and types of research. The results of the analysis can be presented as follows:

1. Objective Based Analysis

The purpose of the research in this differentiated learning journal revolves around efforts to improve learning outcomes and to find out how differentiated learning affects students' abilities and skills. There are various objectives that can be studied on the topic of differentiated learning. Based on the results of a study of 25 studies with the same topic, the following data were produced:

**Table 4. Based on Research Objectives**

No.	Research Objectives	Frequency
1.	Interest and Learning Outcomes	10
2.	Computational Thinking Ability	1
3.	Cognitive Aspect Ability	1
4.	Fulfillment of Learning Needs	1
5.	Collaborative Ability	1
6.	Creativity and Self-Confidence Attitude	2
7.	Creative Thinking Ability	2
8.	Reading Literacy Skills	1
9.	Criteria for Achieving Learning Objectives	1
10.	Criteria for Critical Reasoning Ability	1
11.	Science Literacy Ability	1
12.	Understanding of Material Concepts	1
13.	Learning Style	1
14.	Mathematical Representation Ability	1
<b>Total</b>		<b>25</b>

Based on table 4, the most research objectives are to increase interest and learning outcomes as many as 10 studies, increasing creativity attitudes and critical thinking skills as many as 2 studies each. The objectives of computational thinking skills, cognitive aspects, collaborative, critical reasoning, literacy, understanding material concepts, mathematical representation, fulfillment of learning needs, achievement of learning objectives, and learning styles are each 1 study. The results show that the implementation of differentiated learning according to the research objectives is to increase student interest and learning outcomes.

## 2. Analysis Based on Research Type

The research methods used in the 25 studies analyzed were quite varied. The methods used were quantitative and qualitative. The types of research used were experiments, case studies, literature studies, and Classroom Action Research (CAR). The research design used was adjusted to the type of research. The research methods are clearly described in the following table:

**Table 5. Based on Research Type**

No.	Type of Research	Frekuensi
1.	Experiment	15
2.	Case Study	3
3.	Literature Study	3
4.	PTK	4
<b>Total</b>		<b>25</b>

Based on table 5 above, the types of research used are different, namely 4 types. The type of research is dominated by quantitative methods with 15 types of experimental research. Qualitative methods only amount to 10 studies, namely 4 types of PTK. The types of case study and literature research are only 3 studies each.

## B. Discussion

Based on the results of the analysis of 25 articles in journals indexed by Google Scholar and Elsevier related to the topic of differentiated learning, it can be concluded that differentiated learning has an effect on increasing interest in learning, learning outcomes, increasing abilities, and students' skills. The findings in the research analysis show that the objectives of differentiated learning research are very diverse. The main objective is to improve students' abilities, skills, interests, and learning



outcomes. The highest frequency is 10 research objectives regarding student interests and learning outcomes. The findings in the research analysis show that the types of differentiated learning research are diverse. The highest frequency is 15 types of experimental research.

Rahmayanti et al. (2023) stated that the purpose of differentiated learning is to create a more effective and relevant learning experience for each student, as well as to increase student participation and motivation in the learning process. Differentiated learning provides space for students to think critically and creatively through activities that are tailored to students' learning needs (Fauziyah & Rofiki, 2024). Differentiated learning can have a significant influence on increasing creative thinking, interest, and students' learning motivation because differentiated learning organizes students' learning needs (Dorisno et al., 2023). Students' learning needs include, learning readiness, learning interests, and students' learning profiles (styles) (Pebriyanti, 2023). According to Dista et al. (2024), the benefits of differentiated learning are that it makes it easier for teachers to pay attention to students' learning styles. Teachers find it easier to design and implement learning in the classroom because teachers understand students' initial abilities. The differentiated learning approach is implemented with the aim that teachers do not equate all students (Wibowo et al., 2023). Teachers must be able to create a pleasant learning atmosphere to facilitate and increase students' learning motivation. Students who have an interest in a particular field will try harder to pursue that field than students who do not have an interest (Saputra et al., 2023). The achievement of differentiated learning including cognitive, attitude, and skills is something that needs to be emphasized. Differential learning characterized by high practice variability, has shown potential for improving motor skills acquisition and retention compared to traditional methods (Apidogo et al., 2021; Tassignon et al., 2021).

The type of research with the highest frequency in the 25 research articles analyzed was 15 experimental studies. This proves that the implementation of differentiated learning which is classified as a new curriculum aims to prove its effectiveness in the field. As in Nawati's et al. (2023) study to determine the effect of differentiated learning using the problem-based learning model on science learning outcomes, it turned out to experience an increase in significance value greater than 0.05. Noviyanti's et al. (2023) study proved that the effect of differentiated learning on elementary school students' computational thinking abilities actually increased after being given differentiated learning treatment. Proof of differentiated learning treatment had a significant effect of 14.21% on students' cognitive aspects (Dista et al., 2024). The availability of learning experiences that are appropriate to the level of cognitive development and social interaction between students can help create an inclusive and supportive learning environment for all students. Thus, providing meaningful learning for all students (Fitriyana & Dewi Nirmala, 2024). The treatment of direct learning models and differentiated learning also has a significant effect on learning outcomes, creative and critical thinking skills, reading literacy, science literacy, and collaborative skills (Ambarrulan et al., 2024; Ardin et al., 2021; Aulin et al., 2023; Hartini et al., 2024; Lisnawati & Dewi Nirmala, 2024; Pane et al., 2022; Rahmayanti et al., 2023; Viantho et al., 2024; Witarsa et al., 2024). Project-based learning in mathematics has shown significant positive impacts on student achievement compared to traditional methods (Lazić et al., 2021). Game-based learning in STEM subjects demonstrates moderate positive effects on cognition, motivation, and behavior, with primary school students benefiting more than secondary students (Arztmann et al., 2023). Differentiation learning strategies can be an alternative to improve students' conceptual understanding in the learning process (Sari et al., 2024).

If we look at the data from the analysis of 25 journal articles based on research objectives and experimental research, then the objectives of these studies are in

accordance with the main objectives of differentiated learning based on evidence of differentiated learning treatment. A digital classroom learning model, combined with higher-order thinking skills, has been found to enhance 21st-century skills in elementary students (Zainil et al., 2023). In the context of curriculum implementation, differentiated instruction, which shares principles with DL, was found to be influenced by learning assessment, processes, and outcomes (Samsudi et al., 2024).

### CONCLUSION

Differentiated learning focuses on creating effective and relevant learning experiences for students, as well as increasing motivation, interest, and creative thinking skills. Based on the analysis of 25 research articles, the type of experimental research dominates because it aims to prove the effectiveness of differentiated learning implemented in the new curriculum. The results of the study indicate that this approach has a positive impact on various aspects, such as learning outcomes, critical thinking skills, creativity, and students' collaborative abilities. Differentiated learning is also considered capable of creating an inclusive learning environment and helping teachers design learning according to students' needs and learning styles. The practical implications of this study are the importance of training and support for teachers in implementing differentiated learning in the classroom. Further research is suggested to explore more deeply the impact of differentiated learning on non-academic aspects such as students' social and emotional skills, as well as the effectiveness of this method at various levels of education and other learning contexts. It is recommended to test the effectiveness of differentiated learning in various educational contexts, including in remote areas or groups of students with special needs.

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