



Teachers' Voices in Implementing Differentiated Instruction in the English Classroom

A. Nur Inayatul Aini¹; Joko Priyana²

Yogyakarta State University, Indonesia^{1,2}

*anur.2024@student.uny.ac.id

<http://dx.doi.org/10.18415/ijmmu.v13i3.7383>

Abstract

Differentiated Instruction (DI) has increasingly gained attention in Indonesia as an approach that supports teachers in addressing the diverse needs of learners. This study investigates how English teachers in public and private senior high schools in South Sulawesi, Indonesia, understand and implement DI, as well as the challenges they encounter. Using a qualitative case study design, data were generated through semi-structured interviews and classroom observations and were analyzed thematically. The findings indicate that public school teachers show a structured understanding of DI, particularly in differentiating content, process, and product. Moreover, private school teachers tend to implement DI intuitively and less systematically due to limited training and familiarity with DI elements. Teachers across both school types employ flexible grouping, tiered tasks, multimodal learning options, and interest-based activities, yet continue to encounter various constraints, such as low student engagement, limited instructional time, insufficient professional training, and inadequate resources. The study highlights the need for sustained professional development and stronger institutional support to ensure the effective integration of DI in English language classrooms.

Keywords: *Differentiated Instruction; English Language Teaching; Private School, Public School*

INTRODUCTION

It is undeniable that students have differences in learning styles, strategies and abilities. Variations among students arise from numerous factors, such as their home backgrounds, level of language exposure, family involvement, prior educational experiences, cognitive skills, and personal traits (Tomlinson, 2005; Tomlinson, 1995, 2001; Tomlinson & Imbeau, 2023). Differentiated Instruction (DI) plays a vital role in helping each student reach their full potential. Unlike one-size-fits-all teaching strategies, DI is a deliberate approach that address individual learner differences (Tomlinson, 2017). Although DI is widely acknowledged as an effective strategy (Haelermans, 2022; Smale-Jacobse et al., 2019; Somantri et al., 2024) English teachers in Indonesian secondary schools encounter distinct challenges and opportunities when trying to implement it. Major obstacles include overcrowded

classrooms, limited access to professional training, and scarce educational resources (Hasanah et al., 2022; Shareefa, 2021; Wahyuni et al., 2023).

To implement DI effectively, educators must take into account students' preferences, interests, and learning styles ((Haelermans, 2022; Tomlinson, 2001; Tomlinson et al., 2003). Moreover, teachers' beliefs about their ability to adapt instruction is significantly impact their teaching practices (Abedi, 2024; Bas, 2022; Wilson et al., 2022). Gaining insight into these beliefs is essential for understanding their barriers to successful DI and identifying the kinds of institutional support needed to promote inclusive and responsive teaching environments (Wilson et al., 2022). In exploring these perspectives, this research has also informed the development of forthcoming professional development program aimed at improving quality across English classrooms in secondary education.

Recent studies in education have paid close attention to how teachers perceive DI, including their understanding and implementation of the approach (Adam & Porta, 2025; Padauleng et al., 2025; Sukarno et al., 2024). Sukarno et al., (2024) conducted a comprehensive study on teachers' perceptions and the challenges faced by pre-service teachers. Their findings highlight key barriers such as class size, limited resources, and time constraints. However, the study does not explore specific strategies that could enhance engagement with this instructional method. Additionally, Padauleng et al. (2025) examined the implementation of DI within the Merdeka Curriculum, focusing on teachers' understanding of the policy, including their misconceptions, challenges, and perceived benefits. Yet, the study fails to address the contradiction between the goals of DI and its practical application in classroom. Similarly, (Adam & Porta, 2025) explored how school teachers understand and plan for DI. However, recent studies have tended to focus on teacher's misunderstanding on DI rather than how they perceive the DI to meet the diverse needs of students.

Despite growing interest in DI, limited research has explored its specific implementation in English language classrooms. The use of DI is particularly crucial in English classes, as the subject involves four distinct skills (speaking, writing, listening, and reading), each requiring distinct pedagogical approaches to accommodate learners' diverse proficiency levels (Gheysens et al., 2022; Goyibova et al., 2025; Hidayat et al., 2024; Smale-Jacobse et al., 2019). Ideally, educators are expected to tailor their instructional strategies to address these varying needs, thereby fostering improved learning outcomes and enhancing student engagement (Goyibova et al., 2025; Hasanah et al., 2022; Shareefa, 2021; Somantri et al., 2024). However, in practice, this ideal is often difficult to realize due to a range of challenges faced by teachers in implementing DI effectively (Hidayat et al., 2024; Padauleng et al., 2025). Consequently, further investigation is essential to understand teachers' perspectives in applying DI within English language classrooms. This is particularly significant in the Indonesian educational context, where varying student and institutional backgrounds call for a more nuanced grasp of pedagogical approaches (Farisia et al., 2025; Samsudi et al., 2024). The need for an in-depth, contextualized study on DI implementation across diverse school settings is therefore increasingly urgent. Therefore, this study aims to answer the following research questions: (1) How do English teachers perceive and experience the implementation of DI in their classroom? (2) What strategies do English teachers use in implementing DI? (3) What challenges do teachers encounter when implementing DI?

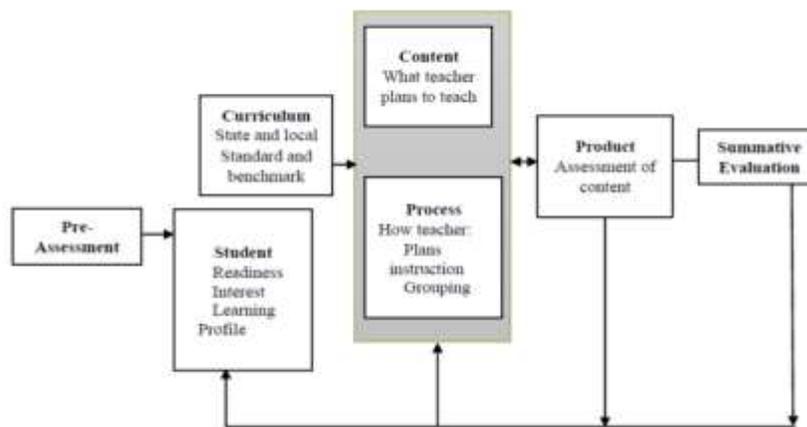
The research aims to investigate the experiences, strategies, and obstacles encountered by teachers in implementing DI, with a particular focus on English language classrooms in Indonesia. By doing so, the study aspires to enrich understanding of teacher agency in the practice of DI. Furthermore, it emphasizes the importance of teacher voice in shaping and influencing differentiated practices from different school environments. This study contributes to the ongoing discourse on inclusive pedagogy and may inform future educational policy and practice in Indonesia.

LITERATURE REVIEW

Differentiated Instruction

The research utilized the DI principles as its foundation. DI is an approach that aligns a student's learning style with the best methodology, curriculum objectives, and chances to demonstrate mastered knowledge (Halil, 2024; Ismajli & Imami-Morina, 2018; Smale-Jacobse et al., 2019). DI is an endeavor of educators to address the differences among students in the classroom. DI, made popular by Carol Ann Tomlinson in 2001, is a purposeful and thoughtful approach to lesson preparation and instruction that takes into account students' preferred learning styles. Teachers can access a wealth of information about differentiated teaching to learn about how its practices are being implemented. The subject that students learn, the method by which they will learn it, and the end product—that is, how the students will exhibit what they have learned—are the three main ways that instructors distinguish their instruction (Santangelo & Tomlinson, 2012; C. A. Tomlinson & Imbeau, 2023; C. A. Tomlinson & McTighe, 2006). To do this, teachers are required to consider the knowledge, interests, and skills of their students as well as how they will be arranged to learn (flexible group arrangements based on shared interests, topics, or abilities) and crucial aspects of evaluation processes (Haelermans, 2022; C. A. Tomlinson, 2014; C. A. Tomlinson & Imbeau, 2023).

Figure 1. The cycle of Differentiated Instruction (Hall, 2002)



The DI cycle proposed by Hall (2002) is shown in Figure 1. It closely relates to the 2016 Regulation of the Minister of Education and Culture Number 22, which outlines process standards that cover the stages of planning, implementing, and evaluating instruction to guarantee effective and efficient learning. Teachers perform pre-assessments and curriculum analysis throughout the planning phase. The implementation stage, which focuses on differentiating content, processes, and products throughout teaching, comes next and is directed by the results of these first steps. DI is completed at the end of the cycle with an evaluation phase (Hall, 2002; C. A. Tomlinson et al., 2003; C. A. Tomlinson & Imbeau, 2023; C. A. Tomlinson & McTighe, 2006)

Challenges in Implementing Differentiated Instruction

When teaching mixed-ability classrooms, many teachers have difficulties resulting from both internal and external causes (Pozas et al., 2023; C. A. Tomlinson et al., 2003; Woodcock et al., 2022). These challenges are caused by individual traits, personal teaching views, a lack of information about instructional strategies, and a lack of comprehension of DI (Abedi, 2024; Anderson et al., 2022; Wilson et al., 2022). According to Shareefa (2021) teachers' feelings of fear and perplexity are frequently caused by their lack of experience with DI. These comprehension gaps are caused in part by a lack of focus on the subject and insufficient training, both in terms of quantity and quality (Riyanto et al., n.d.; Sukarno et al., 2024). Lack of significant teacher experience in teaching and learning approaches and the basic capacity

to modify instruction to meet the varied requirements of students are recurrent problems in the literature. This involves not knowing enough about DI (Bas, 2022; Padauleng et al., 2025).

However, Farisia et al. (2025) notes that teachers frequently lack strong knowledge of teaching and learning strategies, as noted in the literature. Basic comprehension of how to modify the application to meet the needs (Ismajli & Imami-Morina, 2018). Additionally, ignorance about DI is included in the previously described domain. (Gheysens et al., 2022; Saleh, 2021; C. A. Tomlinson et al., 2003) state that teachers struggle to create evaluations that are appropriate for a varied student body because they do not fully comprehend the meaning of student learning styles, interest in learning, and readiness to learn as differentiation dimensions. (Gibbs, 2023) also notes that teachers encounter a number of obstacles when putting DI into practice, including a lack of resources, issues with student conduct, time limits, rigid curricula, big class numbers, and opposition from parents and other educators. Gibbs also highlighted how difficult it is for school administrators to get experienced teachers to accept DI and how teacher education programs don't always clearly define DI as an all-encompassing and inclusive teaching strategy.

Moreover, Insufficient parental support, low student motivation, and a lack of teaching tools are some of the challenges facing the implementation of DI in English classrooms in Indonesia (Hasanah et al., 2022; Hidayat et al., 2024; Wahyuni et al., 2023). In support of this, Sukarno et al. (2024) listed five major issues that English teachers deal with: (1) time constraints; (2) a lack of classroom space for adaptable seating arrangements; (3) big class sizes; and (5) difficulties in comprehending the backgrounds and learning profiles of pupils.

Strategies in Implementing Differentiated Instruction

A strategy is the intentional preparation or techniques used to accomplish particular goals in an activity. A teaching strategy, according to Wong (2016) is an organized method that educators employ to assist students in achieving learning objectives. The context, the needs of the students, the learning materials, and other crucial components are just a few of the pertinent considerations that teachers must take into account while choosing their tactics in order to guarantee successful and efficient learning results. (Hasanah et al., 2022) highlight the significance of addressing the varied needs of students by putting forth a conceptual model of differentiated teaching that incorporates teachers' perspectives and flexibility in response to changing learning contexts. How well a teacher responds to and adjusts their approaches to help pupils grasp the information and meet the desired learning outcomes is what determines how effective their teaching strategy is (Halil, 2024; Lindner & Schwab, 2025; Zahron et al., 2023). Thus, the intended educational goals should serve as the basis for choosing the best approach. In the end, the strategies a teacher uses have a big impact on how well the teaching and learning process goes overall (Kovalenko, 2024; Pauzan, 2024).

Blaz (2023) asserts that teachers must pay attention to three essential components in order to successfully implement DI. First and foremost, teachers must recognize the variety of skills, learning preferences, and requirements of their students and modify their lesson plans and resources to accommodate individualized learning. Second, rather of trying to implement DI practices and concepts all at once, instructors should start the process of developing a differentiated classroom gradually so they may carefully incorporate them over time. Third, the fundamental tenet of DI is ongoing improvement, which ultimately aims to raise student involvement and boost academic performance. Blaz further highlights the fact that teaching well is a continuous effort. Thus, reflective practice, appraisal, and ongoing assessment are crucial elements of DI. These procedures assist teachers in determining which tactics work and which don't, as well as how to improve teaching methods to better suit the requirements of every student (Blaz, 2022).

The instructor can also incorporate DI in the classroom using different strategies (C. A. Tomlinson & Imbeau, 2023). Teachers can adjust the process, the content, and the result to meet the needs of their students based on their learning profiles, interests, and preparation. Differentiated teaching material, thus, includes modifying the subject and format of the content (text, audio, or video) according to the students' interests, learning styles, or past knowledge (Blaz, 2023; Hall, 2002). Using Bloom's Taxonomy as a guide, teachers modify tasks to engage pupils with a range of cognitive abilities, from creativity to memorizing. Teachers give pupils numerous chances to exhibit their learning in order to differentiate the final output. (Goyibova et al. (2025) and Qorib (2024) discuss how teachers can implement DI by providing resources in varied forms and levels of difficulty. According to their investigation, educators tailored the resources to their preferred methods of learning. The teachers also differentiated the learning sessions by using different grouping strategies. After assigning several groups distinct tasks at the end of the learning process, they also consider diverse approaches to assessment (Gheysens et al., 2022; Hasanah et al., 2022).

Additionally, Santangelo and Tomlinson (2012) study looks at how teachers perceive the use of DI in English language training. The findings indicated that the content, procedure, product, and environment—all components of DI—have a substantial correlation with the opinions of English language instructors in public primary schools. The pertinent literature review makes clear that more research is necessary to fully understand the strategies and difficulties instructors face when putting DI into practice. Furthermore, in order to better understand teacher agency in the implementation of DI, this study will concentrate on the teaching experiences, difficulties, and methods of instructors in English classes in Indonesian contexts.

RESEARCH METHODOLOGY

Research Design

A The goal of the current study is to better understand how teachers view their understanding, strategies they employed and challenges they encountered with implementing DI in English classrooms by using a qualitative case study methodology. Case study has the significant benefit of allowing researchers to generate detailed and comprehensive accounts of problems or phenomena that people or social groupings encounter (Hancock et al., 2021; Heale & Twycross, 2018; Yin, 2009). The researcher looks at how well teachers perceive DI, how accurate they think it is, and how effectively they implement it. Purposive sampling was used in this study to examine how Indonesian teachers applied DI, dealt with obstacles, and recognized their efforts to solve problems. The study focused on two different contexts: a public senior high school and a private senior high school.

Participants

This study focused on two different settings: public and private high school located in Pinrang regency, Indonesia. Four teachers were interviewed to collect data, and the findings are presented as follows:

Table 1: Teacher Profiles: Public and Private Senior High Schools

	Public Senior High School Teachers	Private Senior High School Teachers
Focal Teacher	Teacher 1 (T1)	Teacher 3 (T3)
	Teacher 2 (T2)	Teacher 4 (T4)
Gender	Female	Female
Teaching Experience	T1: 10 years	T4: 7 years
	T2: 30 years	T4: 3 years
Teaching Experience with DI	T1: 4 years	T3: 3 years
	T2: 4 years	T4: 3 years

The table lists all of the focal teachers who satisfied the following requirements, two of them were from public senior high schools and two from private ones: (1) is currently teaching with DI, (2) has two or more years of experience teaching in the school, and (3) is familiar with the National Curriculum.

Instruments

Data were collected through semi-structured interviews with four teachers and an observation checklist. The interviews followed a flexible protocol that kept the discussion focused while maintaining a comfortable and natural interaction in the school setting. The interview guide explores teachers' understanding of DI, the strategies they employed, and the challenges they encountered in the classroom. In addition, classroom observation were used to triangulate and provide a more comprehensive picture of the teaching and learning process.

To protect participants' privacy and confidentially, all teachers were assigned pseudonyms, and their real names were not disclosed in any reports or publications. Informed consent was obtained from each participant prior to interviews to ensure they fully understood the study's purpose and their right throughout the research process. The study adhered to strict ethical standards in data collection, analysis, and reporting with careful attention to maintaining participant confidentiality.

Data Analysis Procedures

The data were analyzed using an inductive thematic analysis aligned with the qualitative case study design. The analysis began with familiarization, in which all transcripts field notes documents were read repeatedly to identify initial insights (Terry et al., 2017). Afterward, open coding was conducted to generate preliminary codes that represented teachers' understanding, strategies, and challenges related to DI (Neuendorf, 2018).

Next, codes were grouped into broader categories, which were continuously refined through constant comparison. The process involved examining patterns within each case (public school teachers and private school teachers). In addition, themes were then finalized to represent the core findings of the study. To ensure clarity, pseudonyms were used: Teacher 1 (T1) and Teacher 2 (T2) represent public school teachers, while Teacher 3 (T3) and Teacher 4 (T4) represent private school teachers.

RESULT & DISCUSSION

Teachers' Understanding of Differentiated Instruction

Based on the interview result, teachers demonstrated a strong understanding of DI, largely because all of them had participated in DI-related professional development. Their explanations reflect conceptual clarity regarding the principles and components of DI.

T1 described DI as a student-centered learning approach that emphasizes adapting instruction through content, process, and product differentiation. She stated:

“Differentiation is a form of instruction that centers on or activates student learning activities. Whether through visual or auditory means, all activities must lead to a product. There are three types of differentiation, or three areas of emphasis: differentiation of process, differentiation of content, and differentiation of product.”

Similarly, T4 explained that students require varied learning styles and methods because each learner processes information differently. She noted:

“Differentiated instruction is a classroom teaching approach in which students require different learning styles or methods. Each student processes material differently—some understand more easily through visual input, while others learn better through verbal explanations. There are three types of differentiated approaches: content, process, and product.”

T2 further highlighted that DI involves managing learning according to students' abilities, capabilities, and individual talents:

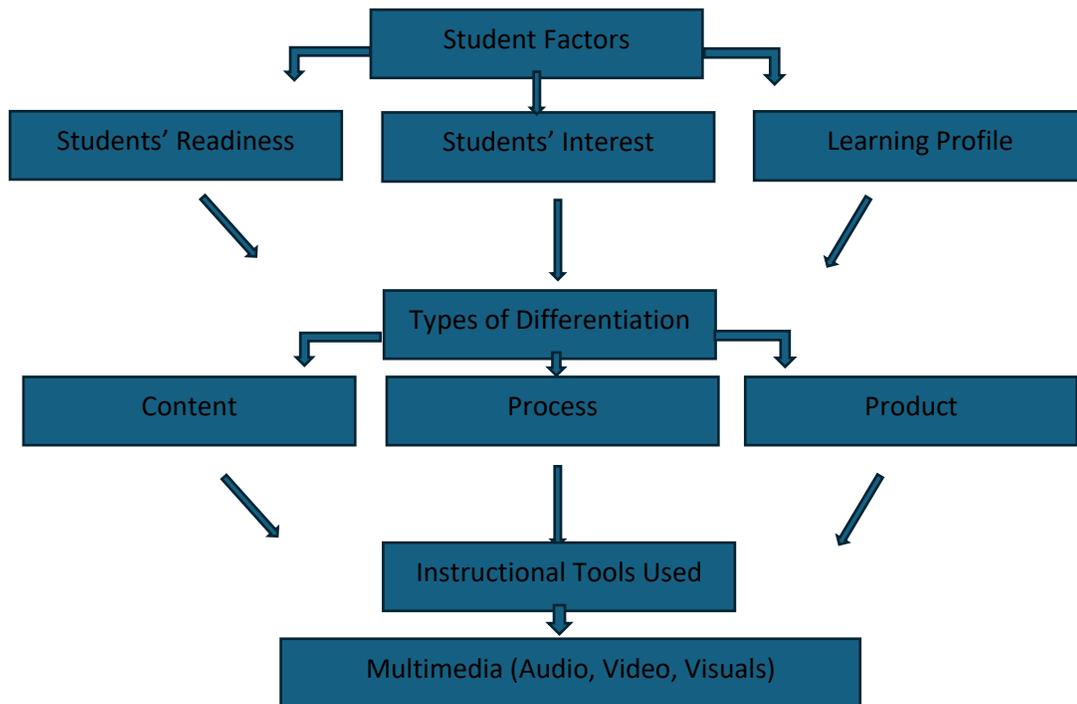
“Differentiated instruction is a way of managing students' learning based on their abilities, capabilities, and individual talents”.

Both T1 and T4 emphasized providing students with choices based on their preferences and learning styles. They explained their understanding of DI through the differentiation of content, process, and product, allowing students to express ideas through multiple format such as speaking, presenting, or using digital tools. Their perspectives align with recent studies emphasizing student agency and instructional flexibility (Bi et al. (2024), Gibbs (2023) and Yu et al. (2022), indicating that their understanding of DI extends beyond theoretical knowledge.

T2 also linked DI to key components such as students' readiness, interests, and learning profiles. Although she did not use the exact terminology, her explanation aligns with DI literature (Eikeland & Ohna, 2022; Qorib, 2024b, 2024a). She emphasized that DI becomes natural when teachers understand their student well, suggesting a strong connection between DI and student-centered curriculum design.

Classroom observations confirmed their claims. For instance, T2 frequently provided students with choices in activity formats and adjusted tasks based on students' proficiency levels or interests. These observed practices support the interview data, enhancing the credibility of the findings and illustrating how conceptual understanding is translated into action.

Figure 1. Differentiated Instruction based on teachers' understanding



The study revealed that the participating teachers demonstrated generally similar understanding of differentiated instruction, particularly regarding its three key components: content, process, and product (Goyibova et al., 2025; Haelermans, 2022). They consistently acknowledged the importance of addressing students' readiness, interests, and learning profiles when planning instruction (Hasanah et al., 2022; Shareefa, 2021). Although small variations appeared in how deeply they articulated each component, their overall conceptual grasp of DI was aligned. The findings also show that teachers tended to interpret DI as a flexible approach that allows them to adjust tasks, provide alternative activity formats, and integrate multimedia to accommodate learner differences (Abedi, 2024). These practices indicate that their understanding of DI translated into classroom actions that support students-centered learning, which is consistent with Tomlinson's foundational framework of differentiation and supported by recent research emphasizing the importance of teacher awareness in implementing DI effectively (Anderson et al., 2022; Bas, 2022; Gheysens et al., 2022; Yu et al., 2022).

Instructional strategies in Differentiated Instruction

Based on the interview result, all four teachers demonstrated an awareness of DI and described strategies that reflect commonly recommended DI practices. Their explanations indicate that they share a relatively similar understanding of DI as an approach that accommodates students' diverse needs.

T1 Explained that she implements DI through collaborative learning and various other strategies. *"...my strategy especially is teamwork, individual assignment, collaborative. but I usually do individual assignments"*

Similarly, T4 highlighted the use of collaborative learning as her primary DI strategy: *"My strategy in employing DI usually uses collaborative learning"*

T2 and T3 emphasized the importance of designing learning activities that provide students with choices in expressing their understanding. T2 described how she offers varied formats for demonstrating learning:

“I gave them a theme—narrative text, for example—and asked them to explain the social function and text structure based on their own needs and ability. They can choose to make it using Canva, graphics, or pictures. I divide them based on what they want to create, so they join with friends who have similar talents.””

T3 added that she assesses students’ learning preferences at the beginning of the instructional process:

“I divided the students into groups. Before the learning process, I gave an assessment of their learning methods. Many of them prefer visual learning.”

Across T1-T4, the strategies described show slight variations but point to a shared pattern: teachers commonly employ collaborative learning, flexible grouping, and student choice (Gheysens et al., 2022). Moreover, T3’s explanation indicates the importance of conducting an initial assessment to map students’ readiness or learning preferences (Padauleng et al., 2025). Elements of tiered tasks also emerged, as teachers provided different pathways or products reflecting the idea that differentiating the process and product can enhance student engagement in the English classroom (Farisia et al., 2025; Samsudi et al., 2024).

Classroom observations supported these interview findings. T1 was observed facilitating different product choices simultaneously in her class, while T2 implemented varied task complexity and flexible grouping based on students’ interests or abilities. These practices align with the principle that effective DI requires proactive planning, responsiveness, and dynamic classroom management (Hidayat et al., 2024; Sukarno et al., 2024; Zahron et al., 2023). T3 and T4 also applied DI elements such as grouping based on learning preferences and allowing students to choose between writing and speaking. It indicates an emerging but developing application of DI. Although their approach were less formally structured, their practices reflect the core spirit of DI: recognizing and responding to student diversity.

Overall, the findings reveal that the teacher share a comparable understanding of DI and employ strategies that resonate with DI principles, particularly in terms of flexibility, student choice, and collaborative learning. However, the degree of structure in implementing DI varies depending on personal teaching practices and institutional support (Arrieta, 2021; Farisia et al., 2025). Sustained professional development and school-level support remain essential to strengthen teachers’ capacity to design and implement DI more systematically (Adam & Porta, 2025; Halil, 2024; Zahron et al., 2023).

Challenges faced by Teachers in Implementing DI

Based on the interview result, all four teachers reported challenges in implementing DI. This indicates that although they possess a general understanding of DI, internal and external constraints continue to hinder its full application.

T1 stated:

“...the challenges are maybe about the time and the lack of enthusiast from the students.”

T2 emphasized:

“...that the main challenge is lack of resources.”

“...we have known many teaching methods, but we rarely implement them in the class.”

T3 highlighted another issue:

“...it is a little difficult because I must know every student’s ability so I can divide them into the right group...”

“I still need more training about differentiated instruction.”

“I need more support and collaboration to improve our institutional capacity.”

T4 stated:

“My challenge as a teacher in applying this approach is difficulty in understanding the preferred learning styles of passive students.”

Although all teachers demonstrated awareness of DI principles, several constraints affected their practice. For T1, T2, and T4, limited instructional time and insufficient resources made it difficult to design tasks that accommodated diverse student abilities (Gibbs, 2023; Padauleng et al., 2025). Despite their efforts, some students remained disengaged, suggesting that differentiated strategies must be paired with approaches that enhance motivation and participation (Samsudi et al., 2024).

Moreover, T3 faced challenges related to limited professional training. T3 reported difficulty assessing students' readiness and learning preferences, particularly when students were passive or reluctant to express themselves. This suggests that while they understand the concept of DI, its application is not yet systematically aligned with students' readiness, interests, and learning profiles (Sukarno et al., 2024).

Overall, the study identified four major obstacles to effective DI implementation: low student engagement, limited instructional time, insufficient professional training, and inadequate resources (Hidayat et al., 2024; Pozas et al., 2023; Wilson et al., 2022). These factors create a gap between theoretical understanding and practical execution. Without ongoing professional development and strong institutional support, teachers may struggle to integrate DI meaningfully into their instructional practices. Addressing these challenges requires structured training programs, access to appropriate materials, and practice tools for assessing students and planning differentiated activities.

CONCLUSION

This study explored the voices and practices of English teachers in senior high schools in Pinrang regarding the implementation of Differentiated Instruction (DI). Through semi-structured interviews and structured classroom observations, the findings revealed that teachers generally possessed an awareness of DI principles, particularly in relation to flexible grouping, interest-based activities, and attention to students' learning modality preferences. However, the depth and consistency of DI application varied, influenced largely by contextual and institutional factors.

Across the schools, teachers encountered both internal and external barriers in implementing DI. Common challenges included limited instructional time, varied levels of student engagement, difficulties in identifying individual learning needs especially among passive learners and insufficient access to resources or professional development opportunities. Despite these constraints, teachers demonstrated a positive orientation toward DI and made observable efforts to incorporate differentiated strategies into their instructional practices.

The findings highlight the need for sustained professional development and stronger institutional support to help teachers implement DI more effectively. Opportunities for peer collaboration, joint planning, and cross-school sharing can contribute to reducing gaps in training and strengthening pedagogical capacity. Additionally, providing accessible teaching resources and structured time for collaborative lesson design can further enhance DI implementation.

Future studies may expand the scope by involving a wider range of schools across diverse regions or by examining teachers' evolving perceptions of DI. Such research could offer a more comprehensive understanding of how DI influences classroom practices and contributes to more equitable learning experiences for students.

REFERENCES

- Abedi, E. A. (2024). Tensions between technology integration practices of teachers and ICT in education policy expectations: implications for change in teacher knowledge, beliefs and teaching practices. *Journal of Computers in Education*, 11(4), 1215–1234.
- Adam, M., & Porta, T. (2025). Primary teachers' perceptions of differentiated instruction: insights from Maldivian classrooms. *Education 3-13*, 1–13. <https://doi.org/10.1080/03004279.2025.2473412>
- Anderson, R. C., Katz-Buonincontro, J., Boussetot, T., Mattson, D., Beard, N., Land, J., & Livie, M. (2022). How am I a creative teacher? Beliefs, values, and affect for integrating creativity in the classroom. *Teaching and Teacher Education*, 110, 103583. <https://doi.org/https://doi.org/10.1016/j.tate.2021.103583>
- Arrieta, G. S. (2021). Curriculum Evaluation: Inputs for Principal's Instructional Leadership. *International Journal of Social Learning (IJSL)*, 1(2), 146–161. <https://doi.org/10.47134/ijsl.v1i2.45>
- Bas, G. (2022). Effect of student teachers' teaching beliefs and attitudes towards teaching on motivation to teach: mediating role of self-efficacy. *Journal of Education for Teaching*, 48(3), 348–363. <https://doi.org/10.1080/02607476.2021.2006043>
- Bi, M., Struyven, K., Zhu, C., & Zhong, C. (2024). From perception to practice: how Chinese teachers perceive and implement differentiated instruction in primary and secondary schools. *Education 3-13*, 1–16. <https://doi.org/10.1080/03004279.2024.2344853>
- Blaz, D. (2022). *The world language teacher's guide to active learning: strategies and activities for increasing student engagement*. Routledge.
- Blaz, D. (2023). *Differentiated instruction: A guide for world language teachers*. Routledge.
- Eikeland, I., & Ohna, S. E. (2022). Differentiation in education: a configurative review. *Nordic Journal of Studies in Educational Policy*, 8(3), 157–170.
- Farisia, H., Santoso, A., & Kusumaningrum, S. R. (2025). *A Multisite Case Study of Differentiated Instruction in Indonesia: A Cross Case Investigation of Rural and Urban Areas*. 14(2), 13–26. <https://doi.org/10.5430/jct.v14n2p13>
- Gheysens, E., Coubergs, C., Griful-Freixenet, J., Engels, N., & Struyven, K. (2022). Differentiated instruction: the diversity of teachers' philosophy and praxis to adapt teaching to students' interests, readiness and learning profiles. *International Journal of Inclusive Education*, 26(14), 1383–1400. <https://doi.org/10.1080/13603116.2020.1812739>
- Gibbs, K. (2023). Voices in practice: challenges to implementing differentiated instruction by teachers and school leaders in an Australian mainstream secondary school. *The Australian Educational Researcher*, 50(4), 1217–1232. <https://doi.org/10.1007/s13384-022-00551-2>
- Goyibova, N., Muslimov, N., Sabirova, G., Kadirova, N., & Samatova, B. (2025). Differentiation approach in education: Tailoring instruction for diverse learner needs. *MethodsX*, 14, 103163.
- Haelermans, C. (2022). The Effects of Group differentiation by students' learning strategies. *Instructional Science*, 50(2), 223–250.
- Halil, N. I. (2024). *A New Program to Foster Inclusion: Unraveling Language Teachers' Pedagogical Practices to Differentiated Instruction*. 8(2), 370–383.
- Hancock, D. R., Algozzine, B., & Lim, J. H. (2021). *Doing case study research: A practical guide for beginning researchers*.
- Hasanah, E., Suyatno, S., Maryani, I., Badar, M. I., Fitria, Y., & Patmasari, L. (2022). Conceptual Model of Differentiated-Instruction (DI) Based on Teachers' Experiences in Indonesia. In *Education Sciences* (Vol. 12, Issue 10, p. 650). <https://doi.org/10.3390/educsci12100650>
- Heale, R., & Twycross, A. (2018). What is a case study? In *Evidence-based nursing* (Vol. 21, Issue 1, pp. 7–8). Royal College of Nursing.
- Hidayat, L. E., Basthomi, Y., & Afrilyasanti, R. (2024). Exploring secondary school teachers' creativity in differentiated instruction (DI) practices across Indonesian EFL classrooms. *Thinking Skills and Creativity*, 53(July 2023), 101620. <https://doi.org/10.1016/j.tsc.2024.101620>

- Samsudi, S., Suprptono, E., Utanto, Y., Rohan, S., & Djafar, T. (2024). *The Indonesian Journal of the Social Sciences Unraveling the Merdeka Curriculum: Exploring Differentiated Instruction's Impact on Student Learning*. 12(2), 517–538.
- Ismajli, H., & Imami-Morina, I. (2018). Differentiated instruction: Understanding and applying interactive strategies to meet the needs of all the students. *International Journal of Instruction*, 11(3), 207–218. <https://doi.org/10.12973/iji.2018.11315a>
- Kovalenko, Yu. (2024). Effective techniques for developing advanced vocabulary skills in English language. *Teaching Languages at Higher Institutions*, 44, 60–76. <https://doi.org/10.26565/2073-4379-2024-44-04>
- Lindner, K.-T., & Schwab, S. (2025). Differentiation and individualisation in inclusive education: a systematic review and narrative synthesis. *International Journal of Inclusive Education*, 29(12), 2199–2219.
- Neuendorf, K. A. (2018). Content analysis and thematic analysis. In *Advanced research methods for applied psychology* (pp. 211–223). Routledge.
- Padauleng, A., Abduh, A., Muslim, A., Massoweang, A. K., Ridwan, M., & Darmawati, B. (2025). *Differentiated Instruction in a Public Junior High School: EFL Teachers' Perception and Practices*. 15(3), 277–289. <https://doi.org/10.5430/wjel.v15n3p277>
- Pauzan, pausan. (2024). Theory in Second Language Acquisition (Recognition of Concepts Toward Krashen's Second Language Acquisition Theory for Five Main Hypotheses). *Journal of Education*, 6. <http://jonedu.org/index.php/joe>
- Pozas, M., Letzel-Alt, V., & Schwab, S. (2023). The effects of differentiated instruction on teachers' stress and job satisfaction. *Teaching and Teacher Education*, 122, 103962. <https://doi.org/https://doi.org/10.1016/j.tate.2022.103962>
- Qorib, M. (2024a). Analysis of differentiated instruction as a learning solution in student diversity in inclusive and moderate education. *International Journal Reglement & Society (IJS)*, 5(1), 43–55.
- Qorib, M. (2024b). Analysis the Impact of Differentiated Instruction on Critical Diversity Literacy in Inclusive Education. *Aksaqila International Humanities and Social Sciences [AIHSS] Journal*, 3(1), 1–19.
- Sukarno, S., Riyadini, M. V., Jinabe, M., & Lestari, A. E. (2024). *Unveiling pre-service English teachers' perceptions of differentiated instruction*. 32(1), 47–60.
- Riyanto, A., Gunarhadi, G., & Sukarno, S. (n.d.). Competency Profile of Guru Penggerak in Compiling Differentiated Learning Teaching Modules in Indonesian Subjects. *Social, Humanities, and Educational Studies (SHES): Conference Series*, 8(4), 287–301.
- Saleh, A. (2021). The effectiveness of differentiated instruction in improving Bahraini EFL secondary school students in reading comprehension skills. *REiLA: Journal of Research and Innovation in Language*, 3(2), 135–145.
- Santangelo, T., & Tomlinson, C. A. (2012). Teacher educators' perceptions and use of differentiated instruction practices: An exploratory investigation. *Action in Teacher Education*, 34(4), 309–327.
- Shareefa, M. (2021). Using differentiated instruction in multigrade classes: A case of a small school. *Asia Pacific Journal of Education*, 41(1), 167–181.
- Smale-Jacobse, A. E., Meijer, A., Helms-Lorenz, M., & Maulana, R. (2019). Differentiated Instruction in Secondary Education: A Systematic Review of Research Evidence. In *Frontiers in Psychology* (Vol. 10). Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2019.02366>
- Somantri, S., Mustoip, S., & Maburur, H. (2024). Implementation of Differentiated Instruction to Address the Diversity of Students' Academic Abilities in Elementary School Classrooms. *JPS: Journal of Primary School*, 1(2), 28–35.
- Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. *The SAGE Handbook of Qualitative Research in Psychology*, 2(17–37), 25.
- Tomlinson, C. (2005). This issue: Differentiated instruction. *Theory into Practice*, 44(3), 183–184.
- Tomlinson, C. A. (1995). Deciding to differentiate instruction in middle school: One school's journey. *Gifted Child Quarterly*, 39(2), 77–87.

- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. Ascd.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. Ascd.
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms*. Ascd.
- 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.
- Tomlinson, C. A., & Imbeau, M. B. (2023). *Leading and managing a differentiated classroom*. Ascd.
- Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. Ascd.
- Wahyuni, S., Fitriyah, I., & Hasanah, I. I. (2023). The Implementation of Merdeka Belajar Curriculum at English Department of Indonesian Universities. *JEELS*, 10(2), 307–332. <https://doi.org/10.30762/jeels.v10i2>
- Wilson, C., Woolfson, L. M., & Durkin, K. (2022). The impact of explicit and implicit teacher beliefs on reports of inclusive teaching practices in Scotland. *International Journal of Inclusive Education*, 26(4), 378–396.
- Wong, C. (2016). *Approaches and Methods in Language Teaching*.
- Woodcock, S., Sharma, U., Subban, P., & Hitches, E. (2022). Teacher self-efficacy and inclusive education practices: Rethinking teachers' engagement with inclusive practices. *Teaching and Teacher Education*, 117, 103802.
- Yin, R. K. (2009). *Case Study Research Design and Methods* (Fourth Edit). SAGE Publications Inc.
- Yu, J., Kreijkes, P., & Salmela-Aro, K. (2022). Students' growth mindset: Relation to teacher beliefs, teaching practices, and school climate. *Learning and Instruction*, 80, 101616. <https://doi.org/https://doi.org/10.1016/j.learninstruc.2022.101616>
- Zahron, S. B., Adityarini, H., & Wijayanto, A. (2023). *Teachers' Strategies to Teach English for Young Learners with Special Needs in Inclusive School*. 3(November), 116–134.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).