

Teachers' Perceptions of the Effects of Differentiated Instruction on Teaching Quality

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ABSTRACT: This study examines English teachers' perceptions of the effects of Differentiated Instruction (DI) on teaching quality in English language teaching at MTsN 2 Manggarai Barat, East Nusa Tenggara. This qualitative case study involved three English teachers selected through purposive sampling. Data were collected through questionnaires and semi-structured interviews and analyzed using thematic analysis. The findings indicate that teachers generally hold positive perceptions of DI and consider it supportive of student-centered and inclusive learning practices aligned with the Merdeka Curriculum. However, differences were found in teachers' understanding of DI, particularly in how instructional differentiation is conceptualized and applied in classroom practice. These findings suggest that while positive perceptions facilitate DI implementation, strengthened conceptual understanding is necessary to ensure consistent instructional quality. The study highlights the importance of targeted professional development to support effective Differentiated Instruction in English language teaching.

Keywords: Differentiated Instruction, English Language Teaching, Implementation, Teachers' Perceptions.



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INTRODUCTION

The increasing diversity of learners in Indonesian junior high school classrooms presents significant pedagogical challenges for English teachers. Students differ in terms of readiness levels, learning preferences, socio-cultural backgrounds, and interests, requiring instructional approaches that move beyond uniform teaching practices (Andriani, 2023; Grecu, 2023). A one-size-fits-all model is often inadequate to address both academic and socio-emotional learner needs, particularly in heterogeneous classrooms. Consequently, teachers are encouraged to adopt flexible and inclusive strategies that are responsive to learner diversity (Halim, 2022).

Differentiated Instruction (DI) is widely recognized as a pedagogical framework designed to address such diversity (Compen et al., 2025). DI is defined as a proactive instructional approach that deliberately modifies curriculum content, learning processes, assessment products, and classroom conditions to accommodate students' varying readiness levels, interests, and learning profiles (Pawero et al., 2022; Qolfathiriyus et al., 2024; Tomlinson, 2017). Rather than treating

learners uniformly, DI emphasizes equity by providing appropriate learning opportunities so that all students can achieve meaningful progress. In English language teaching, DI supports varied texts, tasks, and assessment formats to align instruction with individual learner needs.

Central to DI are four interrelated components: content, process, product, and learning environment. Content differentiation refers to adjustments in what students learn, such as varying texts or linguistic complexity (Abarquez, 2020). Process differentiation involves modifying learning activities and interaction patterns, including flexible grouping and tiered tasks. Product differentiation allows students to demonstrate learning outcomes through diverse formats, while learning environment differentiation focuses on creating supportive, flexible, and inclusive classroom conditions (Ariyanti et al., 2023; Subban, 2006; Tomlinson, 2017). Together, these components emphasize that effective instruction must be adaptive and responsive rather than standardized.

In the Indonesian context, DI is highly relevant to the implementation of the Merdeka Curriculum, which promotes student-centered learning, instructional flexibility, and holistic development. The curriculum encourages teachers to respond to learner diversity and foster inclusive classroom practices, positioning DI as a strategic pedagogical approach aligned with national education reforms (Astuti & Kunci, 2022; Kaparang et al., 2024; Wilbert et al., 2016). However, the successful integration of DI depends not only on instructional techniques but also on teachers' perceptions, beliefs, and conceptual understanding. Teachers' attitudes toward DI influence how meaningfully it is enacted in classroom practice, as supported by Ajzen's Theory of Planned Behavior, which emphasizes the role of perceptions and attitudes in shaping professional action (Wulandari & Hendriani, 2021).

Although previous studies have predominantly examined teachers' instructional practices and procedural challenges in implementing DI (Sulistianingrum et al., 2023), limited attention has been given to teachers' cognitive and affective perceptions of DI, particularly in rural madrasah tsanawiyah contexts. Existing research suggests that teachers may recognize the importance of DI but often interpret it in narrow or surface-level ways, such as equating it solely with ability grouping (Wijaya et al., 2025). What remains underexplored is how English teachers in rural Indonesian junior high schools conceptualize, value, and psychologically engage with DI beyond implementation constraints.

Therefore, this study aims to explore English teachers' perceptions of Differentiated Instruction at MTsN 2 Manggarai Barat, a rural madrasah tsanawiyah in East Nusa Tenggara. By focusing on teachers' perceptions within the context of the Merdeka Curriculum, this research offers contextual novelty and contributes empirical insights into the psychological and practical uptake of DI in under-researched regions. The guiding research question of this study is: How do English teachers perceive Differentiated Instruction in English language teaching at the junior high school level?

METHOD

This study employed a qualitative case study design to explore English teachers' perceptions of Differentiated Instruction (DI) in English language teaching at MTsN 2 Manggarai Barat, East

Nusa Tenggara. A case study approach was selected because it enables an in-depth examination of teachers' beliefs, attitudes, and conceptual understanding within their real classroom context, making it suitable for capturing authentic perceptions of DI as a pedagogical response to learner diversity.

The research was conducted at MTsN 2 Manggarai Barat, a public Islamic junior high school serving students from diverse socioeconomic and academic backgrounds. This context provided a relevant setting for examining teachers' perceptions of DI in inclusive learning environments. Three English teachers participated in the study and were selected through purposive sampling based on their teaching experience and active involvement in English instruction. The participants were Teacher 1 (Mrs. Arvy), a 37-year-old female teacher with a bachelor's degree in English Education and 15 years of teaching experience; Teacher 2 (Mr. M), a 37-year-old male teacher with a bachelor's degree in English Education and 13 years of teaching experience; and Teacher 3 (Mr. R), a 48-year-old male teacher with a bachelor's degree in English Language and Literature and 21 years of teaching experience. All participants had prior exposure to the Merdeka Curriculum and were familiar with student-centered learning. To ensure confidentiality, pseudonyms were consistently used throughout the study.

Data were collected using three techniques: questionnaires, semi-structured interviews, and non-participant classroom observations. The questionnaire consisted of 12 items, including eight closed-ended statements measured using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), one open-ended question, and three demographic items. The closed-ended items measured three dimensions of teachers' perceptions: understanding of DI, beliefs about its benefits, and attitudes toward its implementation. The questionnaire was developed in Bahasa Indonesia to ensure clarity and accessibility, adapted from Hanson et al. (2005), translated by the researcher, and validated by two English education lecturers. A pilot test involving two English teachers outside the sample confirmed that the instrument was clear and reliable for the local context.

Semi-structured interviews were conducted to gain deeper insights into teachers' perceptions and to clarify questionnaire responses. The interviews were conducted in Bahasa Indonesia to facilitate natural communication and lasted approximately 30–45 minutes. An interview guide consisting of ten main questions focused on teachers' understanding, beliefs, and attitudes toward DI. All interviews were audio-recorded with participants' consent, and field notes were taken to capture contextual information, emotional expressions, and relevant non-verbal cues.

In addition, non-participant classroom observations were conducted to support data triangulation and provide contextual understanding of how teachers' perceptions were reflected in instructional practices. Each teacher was observed twice during English lessons. An observation checklist was used to record instructional activities related to differentiated content, process, and student engagement. The observation data were used to support interpretation rather than to evaluate teaching performance.

Data collection was carried out over a one-month period. The process began with administering the questionnaire to obtain an overview of teachers' perceptions, followed by classroom observations and individual interviews to gain richer qualitative explanations. The integration of

questionnaires, interviews, and observations enhanced the credibility of the findings through methodological triangulation.

Data analysis was conducted qualitatively through four main stages: data reduction, categorization, interpretation, and conclusion drawing. Interview transcripts, observation notes, and open-ended questionnaire responses were first coded using open coding to identify meaningful units of data. These codes were then grouped through axial coding to identify relationships among categories, which were further refined into overarching themes representing teachers' perceptions of DI. Quantitative data from the questionnaire were analyzed descriptively by calculating mean scores for each perception dimension. The categorization of perception levels followed this scale: 1.00–1.80 = Very Low, 1.81–2.60 = Low, 2.61–3.40 = Moderate, 3.41–4.20 = High, and 4.21–5.00 = Very High. The qualitative and quantitative findings were then integrated to identify similarities and variations in teachers' perceptions.

To ensure the trustworthiness of the study, several validation strategies were employed. Data triangulation was achieved by comparing questionnaire results, interview data, and observation findings. Member checking was conducted by sharing preliminary interpretations with participants to confirm accuracy. Peer debriefing with academic supervisors was used to minimize researcher bias and enhance analytical rigor. Thick description of the research context and procedures was provided to support transferability. Ethical considerations were upheld by obtaining informed consent, ensuring voluntary participation, and protecting participants' confidentiality throughout the research process.

RESULT AND DISCUSSION

This study explored English teachers' perceptions of Differentiated Instruction (DI) at MTsN 2 Manggarai Barat. Based on data obtained from questionnaires, semi-structured interviews, and classroom observations, three major themes emerged: (1) teachers' understanding of DI, (2) teachers' belief in the benefits of DI, and (3) teachers' attitudes toward DI. These themes reflect how teachers perceive DI as a pedagogical framework for inclusive and student-centered English language teaching.

Teachers' Understanding of Differentiated Instruction

Teachers' understanding of Differentiated Instruction (DI) refers to their cognitive comprehension of the concepts and components of DI, specifically how content, process, product, and the learning environment are adapted to meet learners' readiness, interests, and learning profiles (Gunawan et al., 2023).

The questionnaire results, used as supporting descriptive quantitative data, indicate that teachers demonstrated a relatively high level of understanding of DI, with an overall mean score of 3.98 on a five-point Likert scale. Most teachers agreed that DI involves adjusting instruction according to students' abilities, interests, and learning profiles. Teachers reported that their initial understanding of DI was mainly obtained from Merdeka Curriculum workshops and online training programs

(MOOCs). However, only a limited number had participated in formal, in-depth professional development related specifically to DI.

Despite this generally positive tendency, qualitative data revealed variations in teachers' conceptual understanding. Some teachers demonstrated a broader understanding of DI, while others interpreted DI in a more limited way, often equating it with ability grouping or remedial teaching. These differences were evident in interview responses and classroom observations.

Table 1. Thematic Analysis of Interview and Observation Data on Teachers' Understanding of Differentiated Instruction

Source	Representative Quotes	Thematic Interpretation
Interview Teacher A (Mrs. Arvy)	– “In one class, there are students with different learning styles auditory, visual, and kinesthetic so I adjust my strategy to their character.” “I use media such as projectors and learning games to help visual learners understand better.”	Demonstrates a solid conceptual understanding of DI as an approach that recognizes student diversity. The teacher adapts strategies based on learning styles, reflecting the <i>process</i> and <i>learning environment</i> dimensions of DI as proposed by (Tomlinson, 2017).
Interview Teacher B (Mr.M)	– “Differentiation means adjusting learning based on students' ability.” “In class, we just teach all students the same because there are only 20 students it's difficult to make individual adjustments.”	Shows a partial understanding of DI. The teacher recognizes differences in students' abilities but lacks procedural knowledge for systematic differentiated lesson planning. Indicates limited professional training or support in DI implementation (Annabila et al., 2024).
Observation Teacher C (Mr. R)	– The teacher applied varied instructional methods such as group discussion, visual aids, and writing tasks. However, these variations were not systematically aligned with students' readiness or learning profiles.	Reveals a gap between conceptual awareness and classroom practice. Teachers tend to use diverse methods intuitively rather than based on structured differentiation planning. Suggests a need for theoretical reinforcement and guided professional development.

The integration of quantitative and qualitative findings indicates that teachers possess a positive yet partial understanding of Differentiated Instruction. While they acknowledge the importance of student diversity and attempt to adapt instructional strategies, their knowledge remains largely practical rather than theoretical or procedural. Teachers tend to interpret DI as varying teaching methods and media, rather than systematically modifying the *content*, *process*, *product*, and *learning environment* to meet students' readiness, interests, and learning profiles. In conclusion, the findings reveal that teachers' understanding of DI remains at a developing conceptual stage acknowledging student diversity but lacking procedural depth in application. Therefore, continuous professional development programs focusing on both theoretical knowledge and classroom implementation of DI are essential to bridge the gap between understanding and practice.

Teachers' Belief in the Benefits of Differentiated Instruction

Questionnaire data revealed that teachers held a strong belief in the benefits of Differentiated Instruction, with an overall mean score of 4.12 (High category). Teachers generally believed that DI improves student motivation, engagement, inclusivity, and learning outcomes. Interview data further illustrated how these beliefs were formed through classroom experiences. Teachers frequently described DI as helping students become more active, confident, and cooperative. Nevertheless, some teachers also expressed concerns about the feasibility of DI, particularly related to time constraints, workload, and preparation demands.

Table 2. Thematic Analysis of Interview Data on Teachers' Belief in the Benefits of DI

Source	Representative Quotes	Thematic Interpretation
Interview Teacher A (Mrs. Arvy)	– “When I use different methods, such as group activities or visuals, students who are usually quiet become more active. Differentiation helps them feel more confident because they can learn in their own way.”	Shows a strong belief that DI enhances student engagement and confidence. The teacher views differentiation as a means to empower students by acknowledging diverse learning styles. This aligns with (Tomlinson, 2017), who highlights that DI fosters motivation and learner autonomy.
Interview Teacher B (Mr.M)	– “I believe differentiation is good because every student has a different potential. But the challenge is time sometimes it’s difficult to prepare different materials for each group.”	Reflects a balanced belief: the teacher acknowledges DI’s pedagogical value but also expresses concerns about its practicality. Indicates a belief moderated by contextual limitations such as time and workload.
Observation Teacher C (Mr. R)	– “Differentiation makes students more cooperative and engaged. They learn from one another, not only from the teacher.”	Demonstrates belief in the social and collaborative benefits of DI. The teacher sees differentiation as promoting peer interaction and inclusivity, consistent with Heacox & Cash (2020) and Subban (2021) who argue that DI strengthens cooperative learning.

The integration of quantitative and qualitative findings reveals that teachers hold a strong and positive belief in the benefits of Differentiated Instruction. They recognize that DI supports student motivation, participation, and academic success by addressing individual differences in learning. Teachers like Bu Arvy emphasized the emotional and motivational benefits of DI, noting that students feel more confident and engaged when given varied learning opportunities. Similarly, Pak Rahim highlighted the social value of DI in fostering peer collaboration and inclusivity.

Thus, while the teachers in this study displayed a genuine belief in DI’s advantages, they also recognized the need for institutional support, adequate training, and resource facilitation to

translate belief into sustained classroom practice. The findings demonstrate that teachers view Differentiated Instruction as a valuable and student-centered pedagogical approach that improves learning engagement, fosters inclusion, and enhances academic achievement. Their belief in DI's benefits forms a positive psychological foundation for implementation. However, the realization of these beliefs in practice is contingent on systemic support, workload adjustment, and ongoing professional development aimed at equipping teachers with practical differentiation strategies.

Teachers' Attitudes Toward Differentiated Instruction

The questionnaire results showed that teachers exhibited generally positive attitudes toward DI, with an overall mean score of 4.05 (High category). Most teachers expressed openness to adopting DI and willingness to modify instructional strategies to meet diverse learner needs. Interview and observation data indicated that teachers' attitudes were characterized by enthusiasm, reflective awareness, and gradual adaptation. While teachers viewed DI positively, they also acknowledged challenges related to time, planning, and resources.

Table 3. Thematic Analysis of Interview Data on Teachers' Attitudes Toward DI

Source	Representative Quotes	Thematic Interpretation
Interview Teacher A (Mrs. Arvy)	– “I feel happy when I can make students more active. When I vary my teaching, students respond better, so I enjoy trying new methods.”	Shows a positive emotional attitude toward DI. The teacher perceives differentiation as a joyful and rewarding practice that enhances classroom engagement. Reflects intrinsic motivation and professional satisfaction.
Interview Teacher B (Mr.M)	– “I think DI is good, but it requires time and preparation. Sometimes, after trying it, I feel tired but satisfied because students understand better.”	Indicates a realistic and reflective attitude positive toward DI but aware of its demands. This attitude blends optimism with pragmatic acceptance of challenges.
Observation Teacher C (Mr. R)	– “At first, I thought DI was complicated, but after seeing the results, I realized students become more motivated. Now I try to apply it in small steps.”	Demonstrates an adaptive and growth-oriented attitude. The teacher's perspective evolved from initial doubt to gradual acceptance, showing openness to professional development.

Integrating quantitative and qualitative results, teachers' attitudes toward Differentiated Instruction were found to be predominantly positive, motivated, and growth-oriented (Baro'ah, 2020). The survey showed strong willingness to adapt instruction, while interviews revealed enthusiasm balanced by awareness of implementation challenges.

Teachers such as Bu Arvy described DI as emotionally satisfying and effective in improving student participation indicating an affective-positive orientation, where teachers derive intrinsic motivation from students' success. Pak Mustaram's remarks reflect a cognitive-pragmatic

orientation, acknowledging DI's value while considering time and workload constraints. Meanwhile, Pak Rahim exhibited a behavioral-adaptive attitude, showing openness to learning and applying DI progressively after witnessing its benefits. Overall, this study's findings confirm that the teachers' attitudes toward DI are constructively positive, reflecting both emotional appreciation and practical awareness. However, sustainability of these attitudes requires institutional support, continuous professional development, and manageable teaching loads to ensure teachers can translate their enthusiasm into consistent classroom application.

Teachers at MTsN 2 Manggarai Barat demonstrate positive and evolving attitudes toward Differentiated Instruction. They value its contribution to improving student engagement and inclusivity while acknowledging the practical demands of implementation. These attitudes rooted in motivation, reflective awareness, and openness to growth serve as a vital foundation for long-term instructional improvement. Strengthening these positive attitudes through training, mentoring, and peer collaboration can further enhance the sustainability and quality of DI practices in Indonesian classrooms.

Table 4. Teachers Perceptions of Differentiated Instruction

Indicator	Teacher 1	Teacher 2	Teacher 3	Summary
Understanding of DI	Positive	Moderate	Positive	Generally positive
Belief in benefits	Strong	Moderate	Strong	Positive
Attitude toward DI	Positive	Positive	Positive	Positive

As shown in Table 4, teachers' perceptions of DI were predominantly positive across all dimensions. Teachers 1 and 3 demonstrated stronger conceptual and affective alignment with DI, while Teacher 2 showed partial understanding but maintained a positive attitude. These findings indicate that although teachers value DI and are open to its application, strengthening conceptual understanding remains important to support consistent and effective implementation.

The findings of this study demonstrate that English teachers at MTsN 2 Manggarai Barat exhibit varied levels of cognitive understanding of *Differentiated Instruction* (DI), ranging from comprehensive conceptualization to more limited, surface-level interpretations. This study found that teachers who understood DI as a systematic process of adapting content, process, and assessment to students' readiness, interests, and learning profiles were better positioned to articulate inclusive instructional practices. This result is similar to (Majcic, 2020), who reported that strong theoretical grounding enables teachers to implement DI holistically, but it differs from her findings in urban contexts where access to professional development is more consistent (Ningtyas & Lestari, 2024). In contrast, this study reveals that in a rural madrasah setting, limited exposure to formal DI training leads some teachers to equate DI primarily with grouping strategies, reflecting incomplete pedagogical transformation. This finding supports (Zakiyah, 2023) argument that DI requires conceptual clarity; however, it also extends DI research in Indonesia by highlighting how geographical and institutional constraints shape teachers' cognitive engagement with differentiation.

Regarding teachers' beliefs, this study found that most participants strongly believed DI promotes equitable learning by accommodating both high-achieving and struggling students. This finding aligns with (Al Qorina, 2024), who observed that Indonesian teachers generally perceive DI as supportive of inclusivity. However, unlike Al Qorina's study, which emphasized skepticism toward DI due to workload concerns, this study identified contextual doubt related to sustainability and learner autonomy in a rural madrasah environment (Wardana et al., 2023). Teachers questioned whether DI could be maintained consistently amid limited resources and large administrative demands associated with the implementation of *Kurikulum Merdeka* (Suryani et al., 2023). This nuanced belief pattern reflects (Hutabarat et al., 2023) assertion that belief change alone is insufficient without systemic support, and it underscores the importance of institutional readiness in translating positive beliefs into durable practice.

In terms of attitudes, the findings indicate that teachers at MTsN 2 Manggarai Barat generally display positive affective dispositions toward DI, characterized by openness to innovation and willingness to experiment with instructional strategies. This study found that positive attitudes toward DI did not automatically result in consistent classroom application, which is similar to (Uçarkuş, 2024), who reported that favorable attitudes predict creativity but do not guarantee sustained implementation. The difference lies in the contextual explanation: while Uçarkuş emphasized individual teacher motivation, this study highlights the absence of collaborative professional communities and structured mentoring in rural madrasah settings as a key limiting factor. This finding reinforces (Bosnjak et al., 2020) notion that behavioral intention is shaped not only by attitude but also by perceived contextual control, thereby situating teachers' attitudes within broader institutional conditions.

Overall, this study contributes uniquely to DI research in Indonesia by foregrounding teachers' perceptions within a rural Islamic junior high school implementing *Kurikulum Merdeka*. Unlike prior studies conducted predominantly in urban or general secondary school contexts, this research demonstrates that teachers' understanding, beliefs, and attitudes toward DI form an interconnected cognitive-affective foundation that is deeply influenced by institutional culture and resource availability. The findings suggest that in madrasah contexts, strengthening DI implementation requires not only enhancing teachers' conceptual understanding but also providing sustained institutional support aligned with curriculum reform. Thus, teachers' perceptions at MTsN 2 Manggarai Barat function not merely as individual dispositions, but as contextually embedded drivers of pedagogical change, offering important insights for inclusive education policy and professional development in rural Indonesian schools.

Implications

Theoretical Implications

Theoretically, this study strengthens the conceptual discourse on *Differentiated Instruction* (DI) by emphasizing that teachers' perceptions constitute a multidimensional construct comprising cognitive understanding, belief, and attitude. The findings confirm (Ibnuzaman et al., 2024) assertion that effective differentiation requires more than instructional flexibility; it demands solid conceptual grounding. However, this study extends existing theory by demonstrating that in a rural

madrasah context, positive beliefs and attitudes toward DI do not automatically lead to consistent practice when conceptual understanding is fragmented. This supports Ajzen's (1991) *Theory of Planned Behavior*, particularly the role of perceived behavioral control, which in this case is shaped by teachers' limited pedagogical exposure and contextual constraints. Thus, this study contributes to DI theory by situating teacher perception within a context-sensitive framework, highlighting how institutional and geographical factors mediate the relationship between intention and instructional behavior in Indonesian madrasahs.

Practical Implications

From a practical perspective, the findings suggest that professional development for English teachers at the madrasah level should move beyond technique-oriented training toward conceptually grounded and collaborative learning models. Specifically, schools should implement lesson study programs, peer observation cycles, and case-based workshops that focus on real classroom challenges in differentiated instruction. These activities can be coordinated at the school and district levels by madrasah supervisors (*pengawas madrasah*) to ensure relevance and sustainability. Reflective teaching journals and collaborative lesson planning sessions can further support teachers in translating DI principles into classroom practice. Consistent with (Vygotsky, 1978) emphasis on social mediation, such structured collaboration enables teachers to develop shared pedagogical understanding and adaptive expertise, particularly in resource-limited rural settings like MTsN 2 Manggarai Barat.

Policy Implications

In terms of policy, this study highlights the need for systemic support from educational authorities, particularly the Ministry of Religious Affairs (Kemenag), which oversees madrasah education in Indonesia. Kemenag should design context-sensitive in-service training programs on differentiated instruction that are tailored to rural madrasah conditions and aligned with the implementation of the *Merdeka Curriculum*. Furthermore, DI principles should be explicitly embedded in pre-service teacher education curricula for madrasah teacher candidates to ensure early conceptual and pedagogical readiness. At the institutional level, school leaders should allocate protected time for collaborative planning, provide access to adaptive teaching resources, and integrate DI into school-based supervision and performance evaluation systems. Such policy alignment will help bridge the gap between teachers' positive perceptions and sustainable instructional practice, supporting the broader national agenda of inclusive, equitable, and student-centered education.

CONCLUSION

This study concludes that English teachers at MTsN 2 Manggarai Barat generally hold positive perceptions of Differentiated Instruction (DI), reflected in the interconnected dimensions of understanding, belief, and attitude. However, these dimensions do not exert equal influence on instructional behavior. While positive beliefs and attitudes serve primarily as motivational enablers

that foster openness toward DI, teachers' depth of conceptual understanding emerges as the most decisive factor determining whether DI is implemented substantively or remains superficial. Accordingly, positive perceptions lead to meaningful pedagogical change only when supported by adequate conceptual clarity, professional competence, and enabling institutional conditions.

Within the context of the Merdeka Curriculum and broader educational reforms in Southeast Asia, these findings suggest that favorable teacher orientations toward DI constitute necessary but insufficient conditions for instructional transformation. Substantive implementation depends on sustained professional development, collaborative school cultures, and context-responsive support systems, particularly in resource-constrained settings. Despite its contributions, this study is limited by its small sample size, single-site focus, and reliance on self-reported data. Future research should therefore adopt mixed-method designs, incorporating classroom observations and instructional artifacts across multiple madrasahs, to strengthen empirical generalization. Overall, this study advances DI scholarship by clarifying how teacher perceptions interact with contextual factors to shape pedagogical change and by offering theoretical and practical insights for strengthening inclusive English language teaching in Indonesia and comparable Southeast Asian contexts.

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