

Mobilizer Teachers' Perspectives on Differentiated Instruction: Challenges and Implementation

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Abstract

This research examines the understanding and application of differentiated instruction among mobilizer teachers, including general knowledge, learning readiness practices, learning profiles, learning environments, content, process and product differentiation, assessment practices, as well as challenges including time, class size, number of students, teaching materials, and understanding students' backgrounds. Differentiated instruction is important as a student-centered approach to improve learning effectiveness. The research method used was descriptive quantitative with questionnaires as the main instrument distributed to 100 mobilization teachers in Cimahi City, selected through random sampling, as well as in-depth interviews with 5 teachers as data reinforcement. Data analysis used content analysis with the stages of data reduction, presentation, and conclusion drawing. The results showed that the understanding and application of differentiated instruction in general knowledge reached an average of 88.88%, learning readiness practices 90.53%, learning profile 87.28%, learning environment 92.32%, content differentiation 87.44%, process and product 88%, and assessment 88.24%, all of which were categorized as very good. Implementation challenges were relatively low with an average of 47.44%. The interviews support these results, confirming that the mobilizer teachers have a deep and excellent understanding of implementing differentiated instruction and are able to overcome various obstacles.

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INTRODUCTION

Differentiated instruction is one of the learning approaches that is considered important in modern education, especially in the context of efforts to improve the learning process in schools. Differentiated instruction, if implemented appropriately, will increase student engagement, improve concept understanding and lead to more optimal learning outcomes (Tomlinson & Imbeau, 2023). This approach is aligned with the principles of contemporary educational psychology, especially in fostering intrinsic motivation and meeting diverse cognitive

needs. Where this approach is designed to customize the learning process to suit the individual needs of each student, considering factors such as learning readiness, learning interest, speed of capturing information, learning environment, and student profile or characteristics. Tomlinson (2021) says that differentiated instruction highlights the ways in which educators can make decisions that maximize students' potential, who have different learning needs in terms of learning readiness, interests, and learning profiles. The main emphasis of this learning approach is the flexibility of using methods, learning materials and assessments are designed and adjusted to align with the unique traits and needs of individual students, whether related to their interests, learning readiness, or learning style (Tomlinson, 2017). In this context, teachers are expected to have more adaptive skills in managing heterogeneous classes (Tomlinson, 2014). In Indonesia, the differentiated approach is in line with the government's efforts to form students who have the personality of the Pancasila Student Profile, namely students who have faith piety and noble character, global diversity, mutual cooperation, independence, creativity, and critical reasoning, which is the main focus of the Merdeka curriculum (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). Differentiated instruction supports each dimension of the Pancasila Learner Profile by providing relevant learning experiences to develop independence, collaborative activities for gotong royong, and problem-based learning to exercise students' creativity and critical reasoning. This approach also allows teachers to instill the values of global diversity and noble morals through contextualized and inclusive learning activities.

The launch of the mobilizing teacher program by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) aims to develop educational and learning leadership that encourages teachers to become agents of change in schools. This aligns with the findings from Mansyur's study (2022) which suggests that the concept of mobilizing teachers is an educational policy formulation focused on forming teachers as learning leaders who implement learner-focused teaching methods and have the ability to strengthen the capacities of educators within their community. The mobilizing teacher plays a role in driving the learning community, a forum for discussion and collaboration with other teacher colleagues, realizing fun learning, and being an encourager and role model for students and other teacher colleagues (Assidiq, 2024). Therefore, mobilizing teachers are required to be able to develop themselves through their knowledge and skills so that they can realize learning goals so that students can face various ongoing challenges (Pribadi & Efendi 2023).

The mobilizing teacher program is implemented to bridge teachers in developing pedagogical, professional, social and personality competencies so that they are capable of fostering a learning environment that embraces inclusivity is oriented towards the needs of each student. This aligns with the findings of Kusumaningtyas' study (2024) which indicates that the mobilizing teacher program is very good for creating a better learning environment and supporting the improvement of teachers' professional competencies. Differentiated instruction is one of the most important topics in mobilizer teacher education, as this program requires teachers to apply various learning strategies employed to accommodate the educational requirements of their students (Faiz, Pratama, & Kurniawaty, 2022).

Differentiated instruction addresses the specific challenges of the Indonesian curriculum and independent learning framework by providing teachers with the flexibility to meet students' diverse learning needs. In a curriculum that emphasizes competency-based learning, this approach allows teachers to design strategies that suit students' individual abilities, interests and learning styles, thus supporting the achievement of the Pancasila learner profile. In addition, differentiated teaching encourages student learning autonomy, in line with the spirit of independent learning which emphasizes relevant, contextual, and meaningful learning. Thus, this approach not only

enhances students' active participation, but also helps create an inclusive learning environment that supports diversity and the development of each individual's optimal potential.

Although differentiated instruction has been widely recognized, the challenges in its implementation are still enormous. Limited resources, time, differences in teachers' understanding and skills in implementing differentiation strategies some of the obstacles encountered in implementing differentiated instruction. This aligns with the findings presented by Fikriyah and Faiz (2019) studies that suggests that not a few teachers still find it difficult to design learning materials to meet the needs of various levels of student abilities simultaneously. The main challenge when carrying out differentiated instruction is the uncertainty of diverse classroom management and the difficulty in developing assessments that suit the various ability levels of students (Ordovor, 2012). In addition, teachers often find it difficult to facilitate the learning process designs that can adapt the different characteristics of students so that the learning outcomes are not maximized (Joseph et al, 2013). Therefore, there is a need for in-depth knowledge about differentiated instruction practices that are not just about theoretical understanding, but also about how this approach is applied in classroom learning.

In this context, this article was written with the aim of exploring the understanding and application of differentiated instruction among mobilization teachers, as well as to identify the main challenges faced by teachers in its implementation. In line with this, the research by Satriawan and Naim (2021) emphasizes the importance of using inquiry-based models in supporting school transformation through the development of teacher learning leadership that accommodates students' learning needs. With an understanding of the challenges faced and effective strategies to deal with them, it is hoped that teachers can be better prepared to be able to implement differentiated instruction more optimally.

As part of the initiative to enhance the standard of education, differentiated instruction is expected to be a catalyst for realizing a more inclusive classroom. Learning that accommodates and adapts to learning readiness, learning interests, student profiles, learning environments, and students' speed in capturing information so that it can affect increasing student motivation and learning outcomes.

METHOD

This study uses a descriptive method with a quantitative approach to reveal the perceptions and understanding of the mobilizing teachers towards differentiated instruction as well as identifying the challenges and effectiveness of its implementation. Descriptive method with quantitative approach is suitable for describing certain phenomena through numerical data that allows for objective analysis (Creswell, 2017). The population in this study were all teachers in Cimahi City from PAUD/TK/equivalent, SD/SDLB, SMP, and SMA/SMK, totaling 280 teachers from the 5th batch to the 11th batch. The sample taken in this study amounted to 100 mobilizing teachers using random sampling technique where each mobilizing teacher has the same opportunity to be selected as a research sample. The random sampling technique was chosen to ensure the representativeness of the sample so that the results of the study could be more accurately generalized to the mobilizer teacher population (Sumargo, 2020).

The research instrument used was a questionnaire based on a 5-point Likert scale, which allows respondents to rate their perceptions on each statement from strongly disagree (1) to strongly agree (5). The questionnaire was developed to collect data on the perspective, practice, and challenges of the lead teachers in implementing differentiated instruction as measured by 49 statements divided into 8 data collection focuses, namely the focus of the lead teachers' general knowledge of differentiated instruction, the lead teachers' practice of student readiness, the lead teachers' practice of learning profile, the lead teachers' practice of learning environment, the lead teachers' practice of content differentiation, the lead teachers' practice of process and product

differentiation, the lead teachers' practice of assessment, and the lead teachers' challenges in applying differentiated instruction. To ensure alignment with learning practices and objectives, the items in this questionnaire were validated through an expert validity test involving several experts in the field of education. In addition, the questionnaire was also piloted on a limited sample group to test its reliability and ensure that the items can measure the intended aspects appropriately.

As an effort to strengthen the questionnaire answers, 8 interview questions were prepared with 8 data collection focuses regarding the perspectives faced by the mobilizing teachers in applying differentiated instruction and the challenges they face. Interviews were conducted with 5 randomly selected teachers.

Data analysis was performed using the content analysis method. The stages in this method start from data collection, data reduction, data presentation, and drawing conclusions or verification (Miles and Huberman, 2007).

RESULTS AND DISCUSSION

This article the goal is to investigate the understanding and practice of differentiated instruction by driving teachers in Cimahi City. Based on the analysis of the processed data from the questionnaire, the following information was obtained.

1. Activator Teachers' General Knowledge of Differentiated instruction

An overview of the general knowledge of mobilizer teachers about differentiated instruction is shown in the table below.

Table 1: Teachers' General Knowledge of Differentiated instruction

No	General Knowledge of Teacher Mobilizers about Differentiated instruction	Score	Percentage
1	Optimal results can be achieved with learning that adapts to students' learning needs	452	90,4%
2	They believe they can prepare differentiated instruction	442	88,4%
3	Differentiated instruction is one of the prominent aspects in the learning process	410	82%
4	Various trainings attended are adequate to support the implementation of differentiated instruction	386	77,2%
5	Implementing differentiated instruction in teaching	410	82%
6	Know various differentiated instruction activities/ processes	426	85,2%
7	Adapting and presenting materials to suit different student needs	432	86,4%
8	Know appropriate assessments/projects to demonstrate students' understanding based on their diverse backgrounds	426	85,2%
9	Differentiated instruction is the teacher's response to students' learning needs	464	92,8%
10	Differentiated instruction It encompasses three key elements: the content, the process, and the product	476	95,2%
11	Content differentiation considers students' learning needs: learning readiness, interest aspects, and learning profile aspects	470	94%
12	Product differentiation relates to the products that students will produce: writing, test results, works, performances, presentations, recorded speeches, diagrams	470	94%
13	Process differentiation includes diverse learning processes; group or independent	450	90%
14	Differentiated instruction aims to help students grow to the fullest extent of their abilities	470	94%
15	Differentiated instruction aims to facilitate learners to develop according to their talents and interests	470	94%

16	Differentiated Strategies include tiered activities, guiding questions, creating individualized agendas, varying length of time on task, developing varied activities, flexible grouping	456	91,2%
Average			88,88%

The table above shows that the mobilizing teachers have very high general knowledge about differentiated instruction with an average percentage of 88.88%. While the data suggests that mobilizer teachers have a very good theoretical understanding of differentiated instruction, there is a need to evaluate the extent to which this understanding can be translated into effective practice in the classroom. The interesting thing is in the 10th questionnaire statement regarding differentiated instruction strategies through differentiation of content, process, and product shows a very high score of 95.2%. This means that the mobilizing teacher understands very well that the strategies used in implementing differentiated instruction can be done through differentiation in preparing learning content, during the learning process, and differentiation in the products produced by students to present their understanding. This is an important foundation, but its success depends on actual implementation in diverse classroom contexts. Differentiated instruction practices require the ability to flexibly design activities, select materials and conduct assessments that suit the needs of individual students, who may face constraints such as limited time, resources or teacher workload. Meanwhile, the 4th questionnaire statement regarding teachers' belief that the various trainings they have participated in are adequate to support their needs in implementing differentiated instruction shows the lowest score among other questionnaire statements at 77.2% in the high (good) category; which means that although in general teachers' knowledge of differentiated instruction is very good, they still feel that they should continue to improve their skills understanding in order to implement differentiated instruction better. Therefore, it is important to ensure that follow-up training and support focuses more on practical aspects, such as classroom simulations, case studies, or ongoing supervision, so that teachers can apply this approach more effectively and consistently in the classroom. This supports Ginja and Chen's (2020) view, which states the significance of comprehension differentiated instruction to create effective learning in diverse classrooms. This understanding is certainly a strong foundation for educators in planning and executing the learning process approaches that accommodate the learning needs of each student.

2. Lead teachers' practices related to students' learning readiness

An overview of the practices of mobilizer teachers related to student learning readiness in differentiated instruction is shown in the table below.

Table 2. Mobilizer Teacher Practices related to Student Learning Readiness

No	Mobilizer Teacher Practices Related to Student Learning Readiness	Score	Percentage
1	Teachers are aware of their students' different knowledge backgrounds	458	91,6%
2	Teachers recognise the strong relationship exists between students' prior knowledge and their academic achievement.	450	90%
3	Differences in each student's background knowledge have an impact on the way of teaching	450	90%
Average			90,53%

The table above shows that the practice of adjusting learning based on learning readiness is very well implemented as seen from the average percentage of 90.53%. Teachers can utilise information about students' learning readiness levels in designing learning tools, learning processes, tasks and assessments that are appropriate for students. This is in line with the results

of Pasira's research (2022), which shows that the use of flexible grouping and tiered assignments is an effective strategy to fulfill the learning needs of students with different abilities. Strategies that teachers can use to accommodate the diversity of students' learning readiness include providing materials with various levels of difficulty and providing examples that are relevant to students' experiences. For example, students who need more help will get additional support, such as small teaching sessions or step-by-step guidance. In addition, it also uses collaborative learning strategies, where students with stronger knowledge help their peers, so that all students feel supported and motivated to learn.

3. Mobilizer teachers' practices related to student learning profiles

An overview of the practices of the mobilizer teachers related to the implementation of learning that accommodates students' learning profiles is shown in the table below.

Table 3. Mobilizer Teacher Practices related to Learning Profile

No	Mobilizer Teacher Practices related to Learning Profile	Score	Percentage
1	Teachers know the different learning modalities of each student	446	89,2%
2	Teachers recognise the strong correlation between each student's learning modality and their learning performance	448	89,6%
3	The differences in each student's learning modality have an impact on how the teacher teaches	438	87,6%
4	Students have significantly different grouping orientations of their choice	422	84,4%
5	Differences in each student's grouping orientation impact on how teachers teach	428	85,6%
Average			87,28%

The table presented above indicates that the practice of mobilizing teachers in implementing learning that accommodates students' learning profiles is in a very high category (very good) with an average percentage of 87.28%. Teachers adapt learning strategies focused on students' personal interests and cognitive styles. This aligns with the findings of Putra's study (2023), which shows that adaptation is important as an effort to create varied and interesting learning opportunities. In this case, teachers' self-efficacy needs to be continuously improved through regular professional development to ensure correct understanding and consistency of application. The information obtained from the sample teachers during the interview, that all teacher activists in Cimahi City are members of the Cimahi City Mobilizer Teachers Community (KGPKC) which accommodates regular discussions and development of activist teacher competencies, including related to how teachers can identify interests, learning styles, and varied learning strategies that are in accordance with student needs.

4. Mobilizer teachers' practices related to the learning environment

An overview of the practices of mobilizer teachers related to the implementation of learning that pays attention to the learning environment is shown in the table below.

Table 4. Mobilizer Teacher Practices related to the Learning Environment

No	Mobilizer Teacher Practices related to the Learning Environment	Score	Percentage
1	Create activities/tasks to create a sense of community among students	436	87,2%
2	Efforts to ensure every student feels known, accepted, and respected	474	94,8%
3	Make efforts to make themselves approachable/available to students	466	93,2%
4	Efforts to have students participate consistently and fairly during class	468	93,6%
5	Make efforts to improve students' attitude/motivation towards learning content	464	92,8%
Average			92,32%

The table presented above indicates that the practice of mobilizing teachers in creating a learning environment that supports differentiated instruction It falls into the excellent category with an average score of 92.32%. Teachers can create an inclusive classroom atmosphere and support collaboration, mutual respect, both among students and between students and teachers. This finding is in line with Talain and Mercado (2023), who stated the importance of environment as part of the key dimensions in differentiated instruction.

5. Mobilizer Teachers' Practices on Learning Content

An overview of the practices of the mobilizer teachers regarding differentiated instructional strategies through content differentiation is shown in the table below.

Table 5. Mobilizer Teachers' Practices related to Learning Content

No	Mobilizer Teachers' Practices related to Learning Content	Score	Percentage
1	Using text materials with various formats	428	85,6%
2	Utilizing instructional texts that deliver content with varying degrees of difficulty	426	85,2%
3	Providing additional materials/resources to support students who have difficulty understanding learning content	432	86,4%
4	Delivering lesson content through examples that align with students' interests or personal experiences	444	88,8%
5	Provide additional support to students who have difficulty understanding the learning content	456	91,2%
Average			87,44%

The table presented above indicates that the practice of mobilizing teachers in implementing differentiated instructional strategies through differentiation of learning content It falls into the excellent category with an average score of 87.44%. In the learning process, teachers use various text formats at various levels of complexity, provide additional learning materials/resources for students with learning difficulties, and use examples according to students' interests and experiences. The flexibly designed learning content reflects the teacher's effort in adjusting teaching materials to the learning needs of each student. This supports Susanti et al. (2023), who found that differentiated content increases student engagement in problem-based learning.

6. Process- and Product-related Mobilizer Teacher Practices

An overview of the mobilizing teachers' practices regarding differentiated instructional strategies through process and product differentiation is shown in the table below.

Table 6. Mobilizer Teacher Practices related to Learning Processes and Products

No	Mobilizer Teacher Practices related to Learning Processes and Products	Score	Percentage
1	Designing activities that help students understand the learning content by interacting with each other	450	90%
2	Using various work grouping formats in learning	444	88,8%
3	Deliberately group students based on their preferred learning modality	424	84,8%
4	Creating activities that allow each student to choose topics of personal interest	422	84,4%
5	Providing additional support to students who have difficulty in completing activities	460	92%
Average			88%

The table above shows that the mobilizing teacher's practice in implementing learning strategies that adapt to students' learning needs through process and product differentiation it falls

into the excellent category with an average score of 88%. Teachers design learning activities that help students understand learning content by interacting with each other, use different formats in student learning groupings, group students based on their learning modalities, create activities that allow each student to choose topics of personal interest, and provide additional support to students who have difficulty in completing activities. Teachers have succeeded in providing variations in the method of delivering teaching materials and the form of student assignments. This is in line with Amara et al. (2023), this approach improves students' skills and abilities so that it has advantages in the learning process.

7. Mobilizer Teacher Practices related to Assessment

An overview of the practices of the mobilizing teachers related to the apply of student assessment in differentiated instruction is shown in the table below.

Table 7. Mobilizer Teacher Practices related to Assessment

No	Mobilizer Teacher Practices related to Assessment	Score	Percentage
1	Assessing the readiness level of each student	440	88%
2	Assessing each student's interest	448	89,6%
3	Assessing each student's characteristic learning profile	446	89,2%
4	Use three or more forms of assessment to determine course grades	428	85,6%
5	Evaluate each student based on their learning progress over the semester	444	88,8%
Average			88,24%

The table presented above indicates that the practice of mobilizing teachers in carrying out assessments it falls into the excellent category with an average score of 88.24%. Teachers carry out diagnostic assessments of learning readiness, learning interests, and student characteristics. In addition, teachers also carry out assessments using three or more forms of assessment and evaluate each student based on their learning progress. This means that teachers utilize various methods to evaluate individualized learning. Differentiated learning including differentiation in assessment is an important part of achieving the goal of inclusive and sustainable education (Wen and Cai, 2024).

8. Challenges in Applying Differentiated Instruction

The implementation of differentiated instruction certainly has some challenges that can more or less influence the effectiveness of its implementation. In this study, the author suggests five challenges that are commonly faced in applying differentiated instruction, namely the lack of time in implementing differentiated instruction, narrow classrooms that can interfere with the optimization of learning especially in group seating arrangements, too many students exceeding the standard, difficulty finding teaching materials to facilitate differentiation in learning content, and difficulty understanding various student backgrounds (knowledge, learning strategies, etc.). This is in line with the findings of Ginja and Chen (2020) who stated that lack of knowledge about differentiated instruction, cramped classrooms, lack of access to competency development training, and lack of supporting facilities for differentiated instruction are some of the barriers in implementing differentiated instruction.

An overview of teachers' perceptions regarding the five challenges stated above can be seen in the following table.

Table 8: Mobilizer Teachers' Challenges in Applying Differentiated Instruction

No	Challenges in Applying Differentiated Learning Score Percentage	Score	Percentage
1	Lack of time in implementing differentiated instruction	296	59,2%
2	Classrooms are too small to rearrange seating to create learning centers where students can complete their tasks	248	49,6%
3	Too many students in the classroom making the classroom full	248	49,6%

4	Difficulty in finding teaching and learning materials based on differentiated instruction	200	40%
5	Difficulty understanding students' various backgrounds (knowledge, learning strategies, etc.)	194	38,8%
Average			47,44%

From the table above, it can be seen that in general, the five challenges presented are it falls into the low category with an average score of 47.44%. This means that the five challenges are not a problem that can hinder mobilizing teachers in Cimahi City in implementing differentiated instruction. It is quite interesting in the 1st questionnaire statement which are it falls into the moderate category with an score of 59.2%, which means that the mobilizing teachers feel that the lack of time in implementing differentiated instruction is quite an obstacle. This condition is of course more or less influenced by the very good understanding of the mobilizing teachers about the concept and how to apply differentiated instruction. This is evidence of the importance of professional development in providing the skills and information teachers need to successfully implement differentiated instruction (Yuniawati, 2024). These time challenges also reflect broader systemic issues, such as limited classroom sizes and the demands of a crowded curriculum. To alleviate these constraints, institutional support such as dedicated time for teacher competency development, as well as improved classroom management and a more flexible curriculum could be indispensable measures.

The conclusions drawn from this study illustrate that the mobilizing teachers in Cimahi City are very good at understanding how to apply differentiated instruction and are very good at implementing differentiated instruction in the classroom learning process. The understanding of the teachers related to the implementation of differentiated instruction that has been very good was confirmed by means of limited interviews to 5 teachers who were used as research samples. The results of the interview on the question of mobilizing teachers' knowledge "Do you know differentiated instruction and how does it flow? Explain!", teachers can explain the definition of differentiated instruction and its flow very well, starting from the explanation of the stages of cognitive and non-cognitive diagnostic assessment to determine learning readiness, learning interest, speed of information capture, and student profiles. Then the teacher explains the aspects of differentiated instruction process through differentiation of content, process, product, and learning environment. The teacher can also explain very well about assessment in differentiated instruction. In the second question to the seventh question about the application of differentiated instruction in the classroom "(2) do you know the learning readiness of each student and how do you know it?, (3) do you know the learning profile of each student and how do you know it?, (4) do you know how to modify the learning environment to support differentiated instruction and do you apply it in class? Explain!, (5) how to present differentiated instruction content and do you apply it in the classroom? Explain!, (6) how to implement process and product differentiation in differentiated instruction and do you apply it in the classroom? Explain!, and (7) how to implement assessment in differentiated instruction and do you apply it in the classroom? Explain!", teachers can explain all questions very well and have implemented in the learning process in their respective classrooms consistently.

Specifically related to the difficulties encountered in applying differentiated instruction based on the following statement: lack of time in implementing differentiated instruction, the classroom is too narrow to rearrange the seating to create a learning center where students can complete their tasks, too many students in the class making the class full, difficulty in finding teaching materials to implement differentiated instruction, and difficulty in understanding students' various backgrounds (knowledge, learning strategies, etc.), which statement do you feel is an obstacle in implementing differentiated instruction in the classroom? Explain!", teachers conveyed that those statements related to obstacles are not an obstacle for them in implementing

differentiated instruction in their class. Time constraints in implementing differentiated instruction, especially in making lesson planning tools, can be overcome not only because of the understanding and experience of the mobilizing teachers who are accustomed to making tools and implementing differentiated instruction, but also because of collaboration with fellow teachers in one class *rombel*. The mobilizer teachers have generally been accustomed to managing the classroom effectively, including utilizing time optimally, adjusting classroom arrangements, and creating or finding teaching materials that suit students' needs. The professional trainings that teachers attend also support their ability to understand students' learning profiles better, making it easier to implement differentiated instruction. Even when time-related challenges arise, teachers can overcome them with careful planning, clear prioritization of tasks and the use of technology to speed up the preparation process. With this proactive approach, teachers are able to minimize barriers and focus on achieving optimal learning goals for each student. In his explanation, one teacher conveyed that there was a slight obstacle related to the lack of time in implementing differentiated instruction considering the number of equipment that must be prepared in its implementation, but this was not a major obstacle in implementing differentiated instruction in his class.

Challenges in implementing differentiated instruction, such as lack of time, cramped classrooms, overcrowding, difficulty finding teaching materials and understanding students' backgrounds, cannot be separated from broader systemic issues. Limited classroom size and large student numbers reflect challenges in the allocation of educational resources, while the demands of a packed curriculum often leave teachers with little time to design and implement differentiated strategies. To address this, institutional support is needed, such as by providing more adequate classrooms, increasing the teacher-to-student ratio and strengthening teacher training in developing differentiated teaching materials. In addition, curriculum policies need to give teachers flexibility in organizing time and teaching methods, so that they can focus more on the individual needs of students. These measures can help create a supportive environment for effective differentiated instruction.

As an additional statement from the interviewed teachers, they revealed the great benefits of applying differentiated instruction on the effectiveness of learning in the classroom and its influence on learning outcomes. This confirms that differentiated instruction is the right approach to improve the quality of learning at all levels (Asriadi et al., 2023). In line with this, San (2021) conveyed the conclusion in his research that differentiated instruction can be used to improve the success of learning outcomes in the knowledge aspect. However, the effectiveness of its implementation and results depend on specific contexts such as institutional support, educational policies, and teacher competence in implementing it. In addition to its impact on the quality of learning, differentiated instruction is also an important and essential aspect of fostering a stimulating learning atmosphere, as this approach can ensure that learning takes place effectively for students regardless of their diverse cultural and academic backgrounds. (Nafa, 2022).

The results of this study provide evidence that teacher activists are teachers who can be agents of change, learning leaders, and role models for other teacher colleagues so that they can become the driving force of the learning community in their respective environments, especially the driving force in efforts to improve teachers' understanding of differentiated instruction and its application in the learning process in the classroom.

CONCLUSION

Based on the research results and discussion above, It can be inferred that the mobilizing teachers in Cimahi City have a very high understanding of the concepts, aspects, and flow of differentiated instruction implementation. Likewise, the implementation is focused on practices related to learning readiness, student learning profiles, learning environments, content

differentiation, process and product differentiation, and practices in carrying out assessments in differentiated instruction which are in the excellent category. This finding reinforces the view that differentiated instruction is an effective approach in accommodating students' diverse learning needs and encouraging students' active involvement in the learning process.

Based on the findings in this study related to the challenges faced by the teachers in applying differentiated instruction, where the results can be concluded that challenges related to lack of time in implementing differentiated instruction, the classroom is too narrow to rearrange the seating to create a learning center where students can complete their assignments, too many students in the class so that it makes the class full, difficulties in finding teaching materials to implement differentiated instruction, and difficulties in understanding the various backgrounds of students (knowledge, learning strategies, etc.) are not an obstacle for the teachers in Cimahi City in applying differentiated instruction in their classrooms. This is certainly proof that the mobilizing teachers are teachers who can be agents of change, learning leaders, and become role models for other teacher colleagues so that they can become the driving force of the learning community in their respective environments, especially the driving force in efforts to improve teachers' understanding of differentiated instruction and its application in the learning process in the classroom.

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