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JUNIOR HIGH SCHOOL TEACHER CHALLENGES, PRACTICE AND STRATEGIES ON IMPLEMENTING DIFFERENTIATED INSTRUCTION IN EFL CLASSROOM

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Abstract

Indonesia through the Ministry of Education, Culture, Research and Technology has launched a new curriculum called Emancipated Curriculum as an answer to the learning loss that occurred during the Covid-19 pandemic. The Emancipated Curriculum demands that teachers should be responsive to student needs and student diversity by implementing Differentiated Instructions, but in its implementation, many teachers still face challenges in the implementations. This study aims to find out the teacher challenges, practices, and strategies in implementing differentiated Instruction in EFL Classroom in Pangandaran Regency, Indonesia. This study used a qualitative research method by using observation and interviews to collect data. A total of 10 EFL Junior High School teachers were observed and then interviewed to get more comprehends data. The

results show that teachers still face challenges in implementing differentiated instruction, The first is due to lack of knowledge about differentiated instruction, the second is due to the lack of supporting infrastructure and inappropriate environment that didn't support the implementation, and the third is due to the very large time allocation in preparing and implementing differentiated instruction. In its implementation, differentiated instruction has a huge impact in accommodating students' needs so that students can reach their maximum potential. In addition, the teaching and learning process becomes very meaningful because the learning process become students centred. Various strategies are carried out by teachers, including increasing their knowledge about differentiated instruction from various sources, various online and offline training, various good practices through learning communities, and maximizing local wisdom in differentiated learning.

Keywords:

Differentiated Instruction, Teacher, Challenges, Practices, Strategies

1. Introduction

The Indonesian government, through the Ministry of Education, Culture, Research, and Technology, has introduced a transformative educational initiative known as the Emancipated Curriculum. This curriculum, conceived to address the profound learning losses precipitated by the COVID-19 pandemic, represents a cornerstone in realizing the nation's vision of quality education. Designed to pivot away from traditional, rigid learning frameworks, the Emancipated Curriculum prioritizes flexibility, competency development, and character-building as its foundational pillars (Hasibuan et al., 2022). Central to this initiative are the *Merdeka Belajar* (Freedom to Learn) and *Kampus Merdeka* (Independent Campus) policies, which empower educational institutions to exercise autonomy free from bureaucratic impediments (Yamin et al., 2020). This structural autonomy is encapsulated in Decree No. 262/M/2022, which grants educators the discretion to craft student-centered learning experiences tailored to the unique requirements of their local environments and learners. By emphasizing adaptability over strict grade-level progression, this curriculum reflects a bold shift towards a more inclusive and responsive educational paradigm (Kemdikbud, 2022).

The curriculum's emphasis on student autonomy aligns with global educational trends that advocate for active, rather than passive, learning. Active learning approaches foster critical thinking, creativity, collaboration, and effective communication—skills increasingly regarded as essential in preparing students to navigate the complexities of modern academic, social, and professional landscapes (Risniyanti & Setiawan, 2023). The Emancipated Curriculum builds on the character education focus of its predecessor, the 2013 Curriculum, but goes further by integrating moral, social, and civic competencies into its framework. These aspects aim to develop students' holistic capacities, enabling them to address global and societal challenges (Priantini et al., 2022).

One of the most innovative aspects of the Emancipated Curriculum is the integration of Differentiated Instruction (DI) as a central teaching strategy. Recognizing the diversity inherent in every classroom, DI uses diagnostic assessments to tailor instruction based on students' readiness levels, learning preferences, and individual styles (Hasanah et al., 2022). This student-centered approach replaces the antiquated one-size-fits-all model, which often fails to accommodate the varied needs of learners (Tomlinson, 2002). By promoting inclusive and equitable learning

environments, DI ensures that students from different cultural, academic, and socio-economic backgrounds can access and benefit from education. Such inclusivity not only enhances learning outcomes but also supports broader goals of social equity and cohesion.

DI is grounded in both theoretical and practical educational paradigms. Theoretically, it aligns with constructivist learning theories, which emphasize the importance of learner-centered pedagogies in constructing meaningful knowledge (Dixon et al., 2014; Whitley et al., 2019). Practically, DI has been associated with significant improvements in student engagement, comprehension, and academic performance (Kotob & Abadi, 2019; Magableh & Abdullah, 2020b). For instance, it encourages instructional practices such as flexible grouping, tiered assignments, flipped learning, and authentic assessments, which allow teachers to address diverse student needs effectively (Tomlinson, 2017; Kaur et al., 2019). These strategies reflect Ki Hadjar Dewantara's vision of education as a pathway to independence and freedom, echoing the broader goals of Indonesia's educational reforms.

However, implementing DI is not without challenges. Teachers often encounter systemic and practical barriers, including insufficient resources, large class sizes, and limited time for planning and execution (Aldossari, 2018; Shareefa et al., 2019). Additionally, while DI offers a pathway to personalized learning, its success relies heavily on teachers' ability to effectively apply its principles. Professional development and training are therefore critical in equipping educators with the skills and confidence needed to navigate these complexities (Pramono, 2021; Digna et al., 2023). Without such support, the full potential of DI—and by extension, the Emancipated Curriculum—risks remaining unrealized.

The application of DI in English as a Foreign Language (EFL) classrooms provides a particularly compelling case study for its broader implications. EFL classrooms are characterized by significant diversity, with students differing in their cultural backgrounds, linguistic proficiencies, and learning needs (de Graaf et al., 2019; Putri et al., 2020). These variations necessitate tailored teaching approaches that can engage all students meaningfully. Research has shown that DI in EFL settings not only enhances students' language acquisition but also fosters their critical thinking and intercultural competencies (AlHashmi & Elyas, 2018; Kotob & Abadi, 2019). Nevertheless, the practical challenges of implementing DI in such settings are considerable, requiring careful planning and robust teacher support systems.

In the Indonesian context, studies on DI have illuminated both its potential benefits and its implementation challenges. Pramono (2021), for example, examined how primary school teachers' knowledge and confidence influence their acceptance of DI strategies. The findings highlighted the importance of professional development in fostering a positive attitude towards DI and improving its adoption in classrooms. Similarly, Digna et al. (2023) explored teachers' perceptions of differentiated learning within the Emancipated Curriculum. While many teachers expressed enthusiasm for the curriculum, the study revealed significant variations in their understanding and application of DI principles. These disparities underscore the need for targeted training programs to bridge gaps in knowledge and practice.

Beyond the theoretical and policy dimensions, the implementation of DI involves addressing several practical challenges. Teachers often cite constraints such as time limitations, inadequate resources, and the complexities of managing diverse classrooms as significant barriers to effective DI application (Aftab, 2016; Naka, 2018; Lavania & Nor, 2020). Additionally, classroom environments characterized by large student-to-teacher ratios and varying levels of student engagement further complicate the implementation process. Addressing these challenges requires systemic changes, including policy interventions to reduce class sizes, increase resource allocations, and provide ongoing professional development for teachers (Corley, 2005; Acosta-Tello & Shepherd, 2014).

In the context of Pangandaran Regency, the implementation of DI offers unique insights into its practical applications and localized challenges. As an area newly adopting the Emancipated Curriculum, Pangandaran serves as a microcosm for examining how DI principles can be adapted to meet the specific needs of Indonesian students. This study focuses on understanding English teachers' practices, challenges, and strategies in implementing DI within EFL classrooms in Pangandaran. By doing so, it seeks to contribute to a broader understanding of DI's role in enhancing learning outcomes and informing policy decisions at both local and national levels.

The findings of this study are expected to provide foundational insights into the efficacy of DI in addressing the diverse needs of learners in Indonesia. By identifying key challenges and areas for improvement, this research aims to support the development of targeted teacher training programs and resource allocation strategies. Such initiatives are critical in ensuring that teachers are equipped to implement DI effectively, thereby creating more inclusive and equitable educational environments. In Pangandaran, where the socio-economic and cultural context

presents unique challenges, these insights can be instrumental in shaping educational practices that align with the principles of the Emancipated Curriculum.

Moreover, this study aims to highlight the broader implications of DI for educational policy and practice in Indonesia. As the country continues to navigate the complexities of educational reform, understanding the practical realities of implementing DI can inform more nuanced and effective strategies for teacher support and curriculum development. By addressing the systemic and contextual factors that influence DI adoption, this research seeks to contribute to a more robust and responsive educational system capable of meeting the diverse needs of Indonesian learners.

2. Literature Review

2.1 Differentiated Instruction: Concept and Importance

Differentiated Instruction (DI) is an educational philosophy and approach that seeks to tailor teaching methods and learning experiences to accommodate the diverse needs, interests, and abilities of students within a classroom Zahra (2023)Pereira et al., 2019). The theoretical foundations of DI are rooted in constructivist learning theories, which emphasize that learners construct knowledge through their experiences and interactions with the world around them (Pereira et al., 2019). Tomlinson (2001) posits that DI involves modifying content, process, and product based on students' readiness, interests, and learning profiles, thereby fostering an inclusive learning environment that promotes equity and access to education (Bondie et al., 2019).

The importance of DI is underscored by its potential to enhance student engagement and achievement. Research indicates that when instruction is differentiated, students are more likely to be motivated and actively participate in their learning (Smets & Struyven, 2018). This is particularly crucial in heterogeneous classrooms where students exhibit varying levels of proficiency and learning styles. A systematic review by Am (2023) found that implementing DI positively affects learning outcomes, as it acknowledges and accommodates individual student differences, promotes active engagement, and provides constructive feedback (AM, 2023).

DI plays a pivotal role in fostering student-centered learning environments, where the focus shifts from teacher-led instruction to active student participation (Asriadi et al., 2023). By recognizing and addressing the diverse backgrounds and experiences of students, DI encourages learners to take ownership of their education, thereby enhancing their self-efficacy and motivation

(Taş, 2024). In this context, teachers act as facilitators, guiding students through personalized learning pathways that align with their interests and strengths.

Moreover, DI is essential for addressing student diversity, particularly in multicultural and multilingual classrooms. Research by Ismail & Allaq (2019) highlights that cooperative learning strategies, when integrated with DI, promote cultural appreciation and social interaction among students from diverse backgrounds (Ismail & Allaq, 2019). This approach not only enriches the learning experience but also fosters a sense of belonging and community within the classroom.

2.2 The Emancipated Curriculum in Indonesia

The Emancipated Curriculum (Kurikulum Merdeka) in Indonesia represents a significant shift in educational policy, emphasizing flexibility, student agency, and the development of critical thinking skills (Demir, 2021). Key features of this curriculum include the integration of local wisdom, project-based learning, and a focus on character education. The curriculum aims to empower students to become active learners who can navigate the complexities of the modern world while remaining rooted in their cultural identities.

One of the primary objectives of the Emancipated Curriculum is to foster a more inclusive educational environment that accommodates the diverse needs of students. By promoting differentiated instruction as a core component, the curriculum seeks to ensure that all learners, regardless of their backgrounds or abilities, have access to quality education (Dixon et al., 2014). This aligns with the broader goals of the Indonesian government to improve educational outcomes and reduce disparities in learning opportunities across the country.

The Emancipated Curriculum explicitly emphasizes the need for teachers to implement differentiated instruction to meet the diverse needs of their students. As noted by (Marlina et al., 2019), the curriculum encourages educators to design learning activities that are responsive to students' interests, abilities, and cultural contexts (Marlina et al., 2019). This alignment between the curriculum and DI requirements underscores the importance of teacher training and professional development in effectively implementing these pedagogical strategies.

Furthermore, the curriculum's focus on local wisdom and contextualized learning provides a unique opportunity for teachers to incorporate culturally relevant materials into their instruction. This approach not only enhances student engagement but also fosters a deeper understanding of the content by connecting it to students' lived experiences (Whitley et al., 2021).

As such, the Emancipated Curriculum serves as a framework for promoting equitable and inclusive education through the effective implementation of differentiated instruction.

2.3 Challenges in Implementing Differentiated Instruction

Despite the recognized benefits of differentiated instruction, numerous challenges hinder its effective implementation in classrooms. One significant barrier is the readiness of teachers to adopt DI practices. Research indicates that many educators lack the necessary training and support to implement DI effectively, leading to a gap between theoretical knowledge and practical application (Δάππα & Kanellopoulou, 2019). A study by Bondie et al. (2019) highlights that while teachers may understand the principles of DI, translating that knowledge into practice often proves challenging (Bondie et al., 2019). This disconnect can result in inconsistent implementation and limited effectiveness of DI strategies.

In addition to teacher readiness, infrastructure plays a crucial role in the successful implementation of DI. Many schools, particularly in developing regions, face limitations in resources, such as access to technology, learning materials, and adequate classroom space (Aziz, 2024). These constraints can significantly impact teachers' ability to create differentiated learning environments that cater to the diverse needs of their students. As noted by (Zheng et al., 2016), the integration of technology in education can enhance DI practices, but without the necessary infrastructure, these opportunities remain unrealized (Zheng et al., 2016).

Time management is another critical challenge that teachers encounter when implementing DI. The demands of the curriculum and the pressure to cover extensive material within limited time frames often restrict teachers' ability to plan and execute differentiated lessons effectively (Meriyati, 2023). This finding is echoed in the work of Taş (2024), who emphasizes the importance of allocating sufficient time for teachers to design and implement differentiated activities that address students' varying needs (Taş, 2024). Without adequate time for preparation and reflection, the quality of instruction may suffer, ultimately impacting student learning outcomes.

2.4 Best Practices and Strategies for DI Implementation

To overcome the challenges associated with implementing differentiated instruction, several best practices and strategies have emerged from the literature. One effective approach is the establishment of professional development programs that focus on enhancing teachers' understanding and application of DI strategies. Research by Brigandi et al. (2019) indicates that

targeted training can significantly improve teachers' efficacy and confidence in implementing differentiated practices (Brigandi et al., 2019). Such programs should emphasize practical applications and provide opportunities for teachers to collaborate and share experiences.

Learning communities also play a vital role in supporting teachers as they navigate the complexities of DI. By fostering a culture of collaboration and shared learning, educators can exchange ideas, resources, and best practices that enhance their instructional approaches (Liou et al., 2023). A study by Iqbal et al. (2020) highlights the positive impact of collaborative learning environments on teachers' ability to implement DI effectively, as they benefit from the collective knowledge and experiences of their peers (Iqbal et al., 2020).

Leveraging local wisdom is another promising strategy for enhancing DI practices. By incorporating culturally relevant materials and examples into their instruction, teachers can create more engaging and meaningful learning experiences for their students (Chen & Chen, 2017). Research by Liou et al. (2023) emphasizes the importance of understanding students' cultural backgrounds and integrating local contexts into the curriculum, thereby fostering a sense of belonging and relevance in the learning process (Liou et al., 2023). This approach not only enhances student engagement but also promotes a deeper understanding of the content by connecting it to students' lived experiences.

In conclusion, the literature on differentiated instruction highlights its significance in promoting equitable and inclusive education. While challenges remain in its implementation, best practices such as targeted training, collaborative learning communities, and the integration of local wisdom offer promising strategies for enhancing DI practices in diverse educational contexts.

3. Methodology

3.1 Research Design

This research adopts a qualitative approach, which is well-suited for delving into the intricate experiences of junior high school educators as they implement differentiated instruction in English as a Foreign Language (EFL) classrooms. Rooted in postpositivism, qualitative research emphasizes understanding participants' subjective interpretations and practices (Yuda, 2023; Nassaji, 2015). This approach is ideal for capturing the complexities of pedagogical practices, strategies, and challenges teachers face, as qualitative methods effectively explore social phenomena and human behavior (Nkomo et al., 2022; Mohajan, 2018).

3.2 Participants and Setting

The study participants comprise ten junior high school EFL teachers from Pangandaran Regency, Indonesia. They were selected through purposive sampling, ensuring their direct experience with differentiated instruction within their classrooms (Yuda, 2023; Hasanah et al., 2022). The research setting includes several junior high schools in the region, offering a broad context to examine the educators' practices and challenges. This diversity enriches the data, reflecting varied teaching settings and student demographics (İLTER, 2023; Anggraeni & Nulhaqim, 2020).

3.3 Data Collection Methods

The data collection process combines classroom observations with semi-structured interviews. Observations provide a firsthand perspective on classroom dynamics and how differentiated instruction strategies are implemented. This aligns with qualitative research principles, which emphasize contextual understanding of participant behavior (Yuda, 2023; Hasanah et al., 2022). A structured checklist will be used during observations to ensure consistency and thorough data collection.

Semi-structured interviews will offer deeper insights into the educators' perspectives, challenges, and strategies. Guided by open-ended questions, the interviews encourage participants to articulate their experiences freely while addressing key topics (Ratislavová & Ratislav, 2014; Sutton & Austin, 2015). The flexibility of this method supports a comprehensive exploration of their views (Teherani et al., 2015; Nassaji, 2015).

3.4 Data Analysis

Data analysis will employ thematic analysis, a common qualitative research method for identifying patterns and themes in the data (Nkomo et al., 2022; Mohajan, 2018). Observational data will be analyzed to pinpoint instances of differentiated instruction and the challenges encountered. Thematic coding of interview transcripts will extract relevant perceptions and strategies. Using an inductive approach, the themes will emerge directly from the data rather than being predefined (Hasanah et al., 2022; Anggraeni & Nulhaqim, 2020). This ensures findings remain grounded in the participants' authentic experiences.

3.5 Ethical Considerations

Ethical principles are integral to this study. Participants will provide informed consent before data collection, ensuring their understanding of the study's purpose and their rights (Ruggiano & Perry, 2017). To safeguard confidentiality, participant data will be anonymized, and research materials securely stored. Additionally, participants will have the right to withdraw at any point without consequences. These measures ensure participant protection and uphold research integrity (Ruggiano & Perry, 2017; Teherani et al., 2015).

4. Findings And Discussion

4.1 Challenges in Implementing Differentiated Instruction (DI)

The implementation of differentiated instruction (DI) in English as a Foreign Language (EFL) classrooms presents several challenges that hinder effective teaching and learning. The first major challenge identified is the lack of knowledge about DI among junior high school teachers. Many educators reported feeling unprepared to implement DI strategies effectively, which aligns with findings from Dixon et al. (2014), who emphasized the importance of teacher efficacy in understanding and applying differentiated practices in inclusive classrooms. This lack of knowledge often results in a reliance on traditional, one-size-fits-all teaching methods, which do not adequately address the diverse needs of students.

In addition to knowledge gaps, insufficient infrastructure and unsupportive environments were highlighted as significant barriers to DI implementation. Teachers expressed frustration over the lack of resources, such as varied learning materials and technology, which are essential for creating a differentiated learning environment (Batenburg et al., 2019; Melka & Jatta, 2022). This finding is consistent with previous research indicating that inadequate support from school administration and a lack of resources can significantly impede the adoption of innovative teaching strategies (Melka & Jatta, 2022). For instance, Melka and Jatta Melka & Jatta (2022) found that the absence of appropriate materials and infrastructure often leads to a diminished capacity for teachers to engage students effectively in differentiated learning.

Another critical challenge is the time constraints that teachers face in preparing and implementing differentiated lessons. Many educators reported that the demands of the curriculum and the pressure to cover extensive material within limited time frames restrict their ability to plan and execute differentiated instruction (Batenburg et al., 2019). This aligns with findings from

Ahmed (Ahmed, 2022), who noted that time limitations are a common obstacle for EFL teachers attempting to implement DI strategies effectively. The combination of these challenges creates a complex environment in which teachers struggle to meet the diverse needs of their students.

4.2 Practices in DI Implementation

Observations of classroom practices revealed a mixed picture regarding the implementation of differentiated instruction. On one hand, some teachers successfully employed flexible grouping strategies, allowing students to work in groups based on their proficiency levels for specific tasks. For example, one teacher utilized tiered assignments that provided varying levels of complexity, enabling all students to engage meaningfully with the material (Alsuwat & Young, 2016). This practice is supported by research indicating that effective differentiation can lead to improved student engagement and learning outcomes (Ammour, 2021).

Conversely, problematic scenarios were also observed, particularly in classrooms where teachers relied heavily on traditional lecture-based approaches without incorporating interactive or student-centered activities. In these instances, teachers often failed to adjust their teaching methods to meet the diverse needs of their students, resulting in disengagement and frustration among learners (Ayyash, 2022). This finding echoes the work of Batenburg et al. (2019), who noted that a form-focused approach, when not complemented by strategy instruction, can limit student interaction and engagement in EFL classrooms.

Moreover, the observations indicated that while some teachers attempted to implement DI, they often lacked the necessary training and support to do so effectively. This lack of professional development was evident in the inconsistent application of DI strategies across different classrooms. Teachers who had participated in training programs reported feeling more confident in their ability to differentiate instruction, while those without such training struggled to implement effective practices (Abdelmoula et al., 2019). This highlights the need for ongoing professional development and support for teachers to enhance their DI practices.

4.3 Strategies for Addressing Challenges

To address the challenges identified in implementing differentiated instruction, several strategies have emerged from the findings. One effective approach is for teachers to increase their knowledge through training programs, both online and offline. Professional development workshops focusing on differentiated instruction have proven instrumental in equipping teachers

with the necessary skills and strategies (Suson et al., 2020). These training sessions often emphasize practical applications of DI, which have been shown to enhance teacher efficacy and confidence in implementing differentiated strategies (Tajik, 2023).

Furthermore, the establishment of learning communities among teachers has proven beneficial. Collaborative efforts allow teachers to share experiences, resources, and successful practices, fostering a supportive environment for implementing DI (Kim, 2014). This aligns with findings from previous studies that emphasize the importance of collaborative professional development in enhancing instructional practices (Tanjung & Ashadi, 2019). For instance, Kotob and Abadi Kotob & Abadi (2019) found that teachers who engaged in collaborative learning experiences were more likely to implement effective DI strategies in their classrooms.

Another promising strategy is the integration of local wisdom into differentiated instruction. Teachers reported that incorporating culturally relevant materials and examples not only made lessons more engaging but also resonated with students' backgrounds, thereby enhancing their learning experiences (khellab et al., 2022). This approach reflects a growing recognition of the importance of contextualizing instruction to meet the needs of diverse learners. Research by Mardhatillah and Suharyadi Mardhatillah & Suharyadi (2023) supports this notion, highlighting that culturally responsive teaching practices can significantly improve student engagement and achievement in EFL contexts.

4.4 The Impact of DI on EFL Teaching and Learning

The implementation of differentiated instruction has had a notable impact on student engagement and learning outcomes in EFL classrooms. Teachers observed that DI practices significantly enhanced student engagement and potential. Students reported feeling more motivated and involved in their learning when instruction was tailored to their individual needs (Han & Yao, 2021). This finding is consistent with previous research that highlights the positive correlation between differentiated instruction and student engagement (Joseph et al., 2013). For instance, Ammour Ammour (2021) found that students who experienced differentiated instruction demonstrated higher levels of motivation and participation in their learning activities.

Moreover, the transition to student-centered learning has been a significant outcome of implementing DI. Teachers noted a shift from traditional, teacher-led instruction to more collaborative and interactive learning environments, where students take an active role in their

education (Puspawati, 2018). This aligns with contemporary educational theories that advocate for student-centered approaches as essential for fostering critical thinking and independent learning skills (Sougari & Mavroudi, 2019). Research by Ayyash Ayyash (2022) further supports this notion, indicating that student-centered learning environments promote deeper engagement and understanding among EFL learners.

5. Conclusion And Recommendations

5.1 Conclusion

This study explored the challenges, practices, and strategies associated with implementing differentiated instruction (DI) in junior high school EFL classrooms in Pangandaran Regency. The findings highlighted several critical challenges, including inadequate teacher knowledge about DI, limited infrastructure, unsupportive teaching environments, and time constraints. These barriers align with existing literature and emphasize the urgency of equipping educators with the necessary tools and knowledge to apply DI effectively.

The observations revealed a mixed approach to DI implementation. While some teachers successfully applied strategies such as flexible grouping and tiered assignments to cater to diverse student needs, others relied on uniform teaching methods that did not address varied learner profiles. This variation underscores the importance of consistent professional development to standardize effective DI practices.

In addressing these challenges, the study identified promising strategies. These included enhancing teachers' competencies through targeted training programs, fostering collaborative learning communities, and incorporating culturally relevant materials into instruction. These approaches not only support teacher development but also create more inclusive and engaging classroom environments.

5.2 Recommendations

5.2.1 Implications for Teachers

The findings carry significant implications for educators. Teachers are encouraged to engage in continuous professional development, with a focus on practical DI strategies. Workshops and seminars should emphasize hands-on techniques to tailor instruction to individual student needs. Moreover, promoting collaboration through teacher learning communities can facilitate resource sharing, foster peer support, and improve overall instructional quality in EFL classrooms.

5.2.2 Policy Recommendations

For the effective adoption of DI, policymakers, particularly within the Ministry of Education, should prioritize initiatives that address the identified challenges. Key recommendations include providing resources for comprehensive professional development programs, ensuring access to essential materials and technologies, and fostering an institutional culture that values innovation and flexibility in teaching methods. Clear guidelines and sustained support from the Ministry are vital for creating inclusive educational frameworks that accommodate the diverse needs of learners.

5.2.3 Future Research Directions

Future research should delve into the long-term effects of DI on teaching efficacy and student outcomes across various educational contexts. Investigating the evolution of DI practices over time and their impact on learning will offer valuable insights for refining these strategies. Comparative studies that examine DI in different geographic or educational settings, such as urban versus rural schools, can further inform best practices. Such research will contribute significantly to optimizing DI and enhancing its role in diverse educational systems.

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