

REALIZING LEARNING EQUITY IN THE 21ST CENTURY: A LITERATURE REVIEW ON THE IMPLEMENTATION OF DIFFERENTIATED LEARNING IN ELEMENTARY SCHOOLS

Djedjen ^{a*)}, Suzahra Salsabila ^{a)}, Sela Apriani ^{a)}, Sofyan Iskandar ^{a)}

^{a)} Universitas Pendidikan Indonesia, Bandung, Indonesia

^{*)}Corresponding Author: djedjen.doank@upi.edu

Article history: received 11 December 2025; revised 22 December 2025; accepted 17 Januari 2026

DOI: <https://doi.org/10.33751/jhss.v10i1.14>

Abstract. The 21st century demands an education system that is able to guarantee learning fairness for all students. This article presents a literature review on the implementation of differentiated learning in elementary schools as a strategy to realize learning equity in the midst of student diversity. Through the analysis of various scientific sources, it was found that differentiated learning is not only adjusting learning styles and abilities, but also a means of building an inclusive, adaptive, and equitable learning environment. Teachers act as learning architects who design learning experiences according to the individual needs of students so that they can develop 21st century competencies, such as critical thinking, collaboration, communication, and creativity. This study emphasizes that learning equity does not mean providing the same thing, but providing equal opportunities for every child to grow and succeed.

Keywords: *Learning Equity; 21st Century; Differentiated Learning*

I. INTRODUCTION

The paradigm shift in education in the 21st century demands a learning system that is not only oriented to academic achievement, but also to the development of each student's unique potential. The digital revolution, the development of information technology, and globalization have shifted the way humans learn, interact, and interpret knowledge. In this context, basic education plays an important role as a foundation for the growth of a generation of lifelong learners who have the ability to think critically, creatively, collaboratively, and communicatively. However, the educational transformation that occurs is often not accompanied by equal distribution of learning opportunities for all students. Differences in social background, early abilities, interests, and access to learning resources create a real gap in the world of education.

Learning equity is one of the main issues in education in the 21st century. This principle emphasizes that every student has the right to meaningful learning opportunities according to their needs, not to be treated equally in a uniform sense. Learning equity is not just about providing equal access, but also about providing equal opportunities to achieve optimal learning outcomes. Thus, learning equity must be realized through a learning approach that is able to accommodate the individual diversity of students in the classroom — both in terms of readiness, learning style, and interest in the material being studied.

One of the approaches that is considered effective to realize learning equity is differentiated instruction. This approach emphasizes that teachers need to adjust the learning process, content, product, and environment so that each student can learn according to his or her level of readiness and potential (Tomlinson, 2014). In the context of elementary school, differentiated learning becomes relevant because at this stage of development students have very diverse differences both cognitively, affectively, and socially. The implementation of differentiated learning allows teachers to develop classes that are inclusive, humanistic, and responsive to different learning needs.

21st century education also cannot be separated from the role of digital technology as a means of supporting learning. The integration of technology in the differentiation process provides an opportunity to expand the personalization of learning, for example through digital platforms, adaptive assessments, or interactive media that can be adapted to the characteristics of students. However, the use of technology without a clear pedagogical direction has the potential to widen the gap if it is not balanced with the principle of learning equity. Therefore, differentiated learning based on humanistic values and social justice is an important foundation in designing relevant learning in the digital era.

Despite its great potential, various studies show that the implementation of differentiated learning in elementary schools still faces significant challenges. In Indonesia, some teachers still understand the differentiation of giving different

assignments between students without planning based on learning needs assessment. In addition, limited training, digital facilities, and administrative burdens hinder teachers from designing learning that is truly equitable and responsive to student diversity. This condition shows that there is a gap between the ideality of the concept and the reality of implementation.

Based on this background, this study aims to analyze in depth how the implementation of differentiated learning in elementary schools can be a strategy to realize learning equity in the 21st century. This study also seeks to identify opportunities, challenges, and key principles for the application of differentiation in the context of basic education that is moving towards digital and humanistic learning. Thus, the results of this study are expected to provide a conceptual foundation for teachers, schools, and policymakers in developing learning practices that are fair, inclusive, and oriented to the potential of each child.

II. RESEARCH METHODS

This article uses the literature review method, which is a systematic approach to identify, examine, and analyze various relevant scientific sources in order to build a complete conceptual understanding of the research topic. According to Creswell (2018), literature review is an important part of qualitative and quantitative research that functions to build theoretical foundations, find research gaps, and formulate new directions in certain fields of study. Meanwhile, Snyder (2019) emphasized that literature review can function not only to summarize the results of previous research, but also to produce new interpretations through conceptual synthesis of various existing scientific sources. Thus, this research is included in the category of integrative literature review (Torraco, 2005), because it integrates various concepts and empirical findings about differentiated learning, learning equity, and 21st century education.

The data sources in this study consist of various relevant and credible scientific publications, including articles from reputable national and international journals (indexed by Sinta, Scopus, or ERIC) published between 2020–2025. Scientific books that discuss differentiated learning theory, basic education, learning equity, and 21st-century education. National education policy documents such as the Independent Curriculum, Deep Learning and the Graduate Profile Dimension as a policy context. Local Research report and proceedings of educational seminars. Source selection is carried out purposively to ensure relevance to the focus of the study, as suggested by Cooper (2010) who emphasizes the importance of criteria-based selection in systematic literature review.

Data collection was carried out through a systematic search process of literature using keywords: "differentiated learning", "learning equity", "21st century education", "differentiated instruction", "equity in education", and "elementary education". Each article that met the inclusion criteria was downloaded, reviewed, and classified based on theme and focus of discussion. Data analysis was carried out using content analysis through three stages: Data reduction,

selecting and filtering literature according to the research focus. Data presentation grouped findings into categories such as the concept of learning equity, differentiated learning principles, implementation strategies, and implementation challenges in elementary schools. Drawing conclusions, synthesizing various research results to formulate a comprehensive picture of implementation. Differentiated learning in realizing learning equity in the 21st century.

III. RESULTS AND DISCUSSION

Learning Justice in the Context of Basic Education

Learning equity is the principle that every student has the right to have the same learning opportunities to reach their optimal potential, without discrimination on the basis of ability, social background, or individual condition (OECD, 2018). In the context of basic education, learning equity does not mean giving equal treatment to all students, but rather providing different opportunities and support according to their individual needs (Tomlinson, 2017).

According to Banks and Banks (2020), learning equity is closely related to multicultural and inclusive education that respects the diversity of identities and backgrounds of students. Tilaar (2011) also emphasized that educational justice must be the basis for building a democratic and civilized Indonesian people.

In the Independent Curriculum paradigm, this principle is reflected in the spirit of "every child is unique and has the right to learn according to his nature," which is in line with the humanistic values of Ki Hadjar Dewantara's education. Sonia Nieto and Patty Bode (2018), added that learning equity includes the transformation of social and educational structures so that no student is marginalized due to differences in race, language, gender, or socioeconomic status. 21st century education should focus on empowering all students to become critical learners and agents of social change. Learning equity in the 21st century also includes aspects of digital access and technology literacy. UNESCO (2020) affirms that justice in modern education is not only oriented towards physical access to schools, but also on access to digital learning resources and learning experiences that are relevant to the world of the future.

From these various perspectives, learning equity in the 21st century is not only about providing equal access to education, but also ensuring that every student has a relevant, meaningful, and tailored learning experience. Learning equity is realized through learning practices that: Inclusive (respect for individual diversity); Adaptive (adapting strategies to students' learning profiles); Transformative (empowering students to face global challenges). Thus, the application of differentiated learning is a key approach in realizing learning equity in the 21st century education era.

Concepts and Principles of Differentiated Learning

Differentiated learning (differentiated instruction) is a pedagogical approach developed to respond to the diversity of student characteristics. According to Tomlinson (2014), differentiation is the process of adjusting the content (material), process (learning method), and product (learning outcomes) based on student readiness, interests, and learning

profiles. The ultimate goal is to create a fair and meaningful learning experience for every student.

Heacox (2012) explained that differentiated learning does not mean that teachers create different lessons for each student, but design a learning environment that is flexible and responsive to individual needs. In the context of elementary schools, this can be applied through a variety of teaching methods, assignment choices, the use of adaptive technology, and continuous formative assessments. Philosophically, differentiation is rooted in constructivist theory (Piaget, 1973) and humanistic learning theory (Rogers, 1983). Both emphasize that learning is an active process that is individual-centered, and that teachers play the role of facilitators who understand each student's unique potential. In 21st-century practice, differentiation is also reinforced by the Universal Design for Learning (UDL) approach developed by Meyer, Rose, & Gordon (2014), where learning is designed to be accessible to all students through various ways of presentation, participation, and expression of learning outcomes.

21st Century Education and Its Implications for Differentiated Learning

21st century education is characterized by rapid changes in technology, globalization, as well as the need for new competencies such as critical thinking, creativity, collaboration, and communication (Trilling & Fadel, 2009). According to the Partnership for 21st Century Skills (P21, 2015), primary schools should be the foundation for the development of 21st-century skills by emphasizing flexibility, digital literacy, and lifelong learning skills. In this context, differentiated learning is an important strategy to answer the challenges of individualization and digitalization of learning. Digital technology allows teachers to implement differentiation more effectively through adaptive learning, interactive digital platforms, and data-driven assessments (Heick, 2020). For example, adaptive learning apps like Google Classroom or Kahoot! can be used to adjust the tempo and type of activities according to the student's ability. In addition, Sahlberg (2021) highlights that 21st century learning must be based on human values, not just technology. Therefore, differentiation is not only pedagogical, but also ethical and humanistic, that is, it provides space for each child to be himself or herself in the learning process.

Conceptual Integration: Differentiated Learning as a Path to Learning Justice

In the context of 21st century education, learning equity is the main principle in creating an inclusive, adaptive, and humanist education system. Learning equity not only provides equal opportunities, but also ensures that every student receives learning that suits their needs, potential, and learning style (Darling-Hammond, 2017). To achieve this justice, differentiated learning (differentiated instruction) is the most relevant and effective pedagogical approach.

According to Tomlinson (2014), differentiated learning is a strategy that focuses on adjusting learning content, processes, and products to suit students' readiness, interests, and learning profiles. This approach is based on the belief that every child learns in a different way and pace, so teachers need to create a flexible and diverse learning experience. When the teacher applies the principle of differentiation, he or she directly brings learning equity

because every student gets the opportunity to learn in a way that best supports his or her growth.

From the perspective of educational justice, the differentiated approach realizes the idea of "different treatment to achieve equal outcomes" (OECD, 2018). Students who have an ability gap are not treated the same, but are guided through support tailored to their needs. Thus, learning equity is achieved through *equal opportunity with unequal support*.

In addition, differentiated learning is also in line with the principles of humanistic education that place students at the center of the learning process (Rogers, 1983; Vygotsky, 1978). Teachers play the role of facilitators who understand the emotional, social, and cognitive conditions of students, so that the learning process is not just a transfer of knowledge, but the development of one's full potential. In this context, differentiation is a tangible manifestation of equitable and humanitarian-oriented learning practices.

Conceptual integration between differentiated learning and learning equity is also relevant to the development of 21st century competencies, such as critical thinking, communication, collaboration, and creativity (Trilling & Fadel, 2009). By providing space for students to learn according to their strengths, teachers not only teach academic content, but also foster agency, independence, and learning responsibility.

Thus, it can be affirmed that differentiated learning is a path to learning equity, as it accommodates the diversity of students, removes structural barriers to learning, and ensures that every child has an equal opportunity to succeed. This conceptual integration is an important foundation for the transformation of basic education towards a more just, inclusive, and humane system.

Differentiated Learning as an Effort to Realize Learning Justice

Learning justice essentially requires that every student receives proportionate opportunities and support to achieve their best potential. In this context, differentiated learning is one of the most effective pedagogical strategies to realize learning equity in the 21st century. Tomlinson (1999, 2014): Differentiation as a Principle of Pedagogical Justice Carol Ann Tomlinson defines differentiated learning as the process of adjusting learning content, processes, and products based on student readiness, interests, and learning profiles. According to him, fairness in education does not mean treating all students equally, but giving them what they need to succeed. With this approach, teachers create balanced learning opportunities between high, medium, and low-achieving students — so that each individual has equal access to academic success. Heacox & Cash (2020): Differentiation to Build Equitable Access Heacox and Cash affirm that differentiated learning is a tangible form of equitable access to quality learning. Teachers who apply differentiation understand that student diversity is a strength, not an obstacle. By adapting teaching styles, providing activity options, and using formative assessments, teachers can ensure that each student receives support that suits his or her learning style. This makes the classroom an inclusive, participatory, and equitable environment. Darling-Hammond (2017): Learning Justice as a Systemic Goal According to Darling-Hammond,

educational equity occurs when the education system provides different supports to achieve equal outcomes. Differentiated learning is a practical mechanism in realizing this goal in the classroom. Teachers not only deliver material, but also adjust strategies to remove learning barriers faced by students with special needs, low socioeconomic backgrounds, or cultural differences.

Subban (2016): Differentiation to Answer Learning Diversity Subban emphasized that the application of differentiated learning is rooted in the principles of inclusive education and responsive teaching. Through diagnostic assessments and continuous reflection, teachers are able to understand the diversity of students' learning readiness and design activities that are challenging yet affordable for each individual. Thus, differentiated learning is a strategic means to prevent learning gaps and increase a sense of justice in the classroom.

Banks (2016) and Nieto & Bode (2018): Equity-Based Learning Based on Inclusivity and Multiculturalism Banks and Nieto & Bode affirm that learning equity can only be realized in an educational environment that respects the diversity of cultures, languages, and identities of students. Differentiated learning supports this by providing space for students' individual expression, paying attention to their socio-cultural backgrounds, and promoting equal interaction. Thus, differentiation functions not only pedagogically, but also socially and morally as a practice of justice in education. UNESCO (2020): Differentiation as a Global Inclusive Education Strategy UNESCO places differentiated learning as part of a global strategy to achieve inclusive and equitable education as stated in Sustainable Development Goal 4 (SDG 4). Differentiation is seen as the practice of being able to adapt the curriculum and learning methods to be relevant to all students, without discrimination on the basis of ability, gender, or social background.

In the context of Indonesian primary schools, this approach becomes relevant to the spirit of the Independent Curriculum, which encourages teachers to implement student-centered learning. Through the application of differentiation, teachers can overcome inequities in the learning process, for example between students who understand the material quickly and those who take longer, or between students with high and low digital access.

Thus, differentiated learning not only increases learning effectiveness, but also reinforces the value of inclusion and social justice in the classroom. Implementation Challenges in Elementary Schools Despite its great potential, the implementation of differentiated learning faces a number of challenges in the field. Research by Hall (2020) and Subban & Sharma (2022) shows that teachers often have difficulty accurately mapping students' learning needs Managing limited time and resources Using technology optimally to support differentiation, and Maintaining a balance between curriculum demands and individual student needs.

In addition, the limitation of teacher training is the main inhibiting factor. As Sahlberg (2021) argues, 21st-century education requires teachers with reflective, adaptive, and collaborative competencies—qualities that can only grow through continuous professional development.

Therefore, there is a need for systemic support from schools and the government, including the provision of adequate digital infrastructure and policies that place learning equity as a top priority.

Technology Integration as a Driver of Differentiation

The development of digital technology in the 21st century has changed the educational paradigm from uniform learning to personalized, adaptive, and student-centered learning. In the context of differentiated learning, technology plays a key catalyst that allows teachers to tailor the learning experience to the needs, interests, and abilities of students.

Heacox & Cash (2020): Technology Expands the Differentiation Space

Heacox and Cash emphasized that technology allows teachers to create multiple learning pathways. Through the digital platform, students can choose the media, tempo, and depth of the material according to their learning profile. Technology not only facilitates variation in content delivery, but also supports data-driven formative assessments that help teachers understand individual needs in real-time. Tomlinson & Imbeau (2010): Technology as a Tool for Adjusting the Learning Process According to Tomlinson and Imbeau, effective differentiation demands flexibility in the learning process, and technology provides the means for that. Digital apps, interactive videos, and online learning allow teachers to manage heterogeneous classrooms by assigning different assignments and materials to diverse groups of students with diverse learning readiness. Thus, technology helps teachers apply the principle of "teach up and scaffold down," which is to provide high challenges with support according to the needs of each student.

Koehler & Mishra (2009): TPACK Model in Supporting Differentiation

Through the Technological Pedagogical Content Knowledge (TPACK) model, Koehler and Mishra explained that effective technology integration requires teachers' ability to integrate aspects of content, pedagogy, and technology. In the context of differentiation, teachers who master TPACK can design interactive and adaptive learning experiences, such as the use of adaptive learning platforms (e.g. Google Classroom, Edmodo, or Kahoot) to accommodate differences in students' learning speeds and styles. Means et al. (2013): Technology and Personalization of Learning Means and his colleagues point out that technology opens up opportunities for personalized learning, where digital systems automatically adjust content based on student performance data. This approach allows differentiated learning on a large scale, even in classrooms with high student numbers, without compromising the quality of teacher-student interaction. UNESCO (2020): Technology for Learning Justice and Inclusion

UNESCO emphasizes that the integration of technology in learning is a global strategy to improve equity, inclusivity and access to education. Technology helps overcome geographical, social, and economic barriers by providing open educational resources and online learning that are accessible to all students. In this context, the use of technology supports learning equity by expanding the reach and opportunities for students with disabilities. Hammond et

al. (2021): Digital Data as the Basis for Effective Differentiation

Recent research shows that data generated through digital learning platforms can be used by teachers to analyze individual learning needs. With that data, teachers can tailor instructional strategies, provide quick feedback, and create relevant learning experiences for each student. Thus, technology plays a role not only as an aid, but as a reflective mechanism that reinforces differentiated learning practices.

Implications for Primary School Teachers

Based on the results of the study, there are several important implications for elementary school teachers in implementing differentiated learning in the 21st century. Teachers as learning designers need to design a flexible and adaptive learning environment by paying attention to the variety of students' abilities and interests. Continuous formative assessment is used not to judge, but to understand students' learning needs and adjust learning strategies. Creative use of technology. Teachers must be able to choose applications and digital media that support personalization of learning without losing the aspect of human interaction. Strengthening reflective ethos. Teachers need to reflect on their own practice and learn from the experiences of peers in the professional learning community. Thus, teachers are not only curriculum implementers, but agents of change who ensure learning equity is realized in the classroom.

Implications for Education Policy

The results of the literature review show that the success of the implementation of differentiated learning does not only depend on the competence of teachers in the classroom, but is also greatly influenced by the direction and support of national education policies. In the context of realizing learning equity in the 21st century, education policy needs to transform from a one-size-fits-all approach to a system that is flexible, adaptive, and oriented to the needs of diverse learners.

Curriculum policies need to affirm the principle of learning equity as the philosophical foundation of learning. This can be realized through strengthening the Independent Curriculum framework which provides space for teachers to adjust content, processes, and assessments according to student characteristics. Thus, curriculum regulations not only regulate national learning outcomes, but also provide flexibility for schools to implement contextual differentiation strategies.

Teachers' professional development policies must be directed at increasing pedagogical capacity to implement differentiated learning. The government needs to organize training based on reflective practices, diagnostic assessments, and adaptive learning technologies. In addition, the establishment of a Professional Learning Community (PLC) in schools can be a forum for teachers to share good practices, challenges, and differentiation strategies. This step is in line with the findings of Sahlberg (2021) that improving teacher professionalism is at the core of equitable education reform.

In the context of the 21st century, learning equity is inseparable from access to digital technology. Therefore, education policies need to ensure the equitable availability of digital infrastructure in all regions, including in remote areas.

The provision of devices, internet networks, and open educational resources will enable teachers to carry out differentiated learning more effectively. UNESCO (2020) emphasizes that technology plays an important role in expanding educational inclusion and justice.

The government, higher education institutions, and schools need to work together in building a just education ecosystem. This collaboration can involve the industrial world, research institutions, and local communities in the development of differentiation-based contextual learning programs. With cross-sectoral policy support, basic education will have a strong foundation to produce a competent and humanist generation in the 21st century.

Conceptually and empirically, the results of this study confirm that differentiated learning is the main strategy in realizing learning equity in the 21st century. Through this approach, primary school can be a space that respects differences and nurtures the potential of each child. However, its implementation requires systemic support involving teachers, schools, families, and education policies that are in favor of humanity and social justice.

IV. CONCLUSION

This literature review confirms that differentiated learning is a fundamental strategy in realizing learning equity in elementary schools in the 21st century. This approach allows each student to gain a learning experience that is in accordance with their potential, interests, and learning needs, thereby reducing the learning outcome gap and increasing the meaning of the educational process. Learning equity in the context of the 21st century is not only related to equality of access, but also to equality of experience and opportunities to thrive in the midst of the complexity of the digital world. Differentiated learning is a concrete form of applying humanistic, inclusive, and transformative values in basic education that is in favor of every child. However, the implementation of differentiated learning still faces various challenges, especially the limitation of teacher competence, the readiness of digital infrastructure, and policy support that has not fully placed learning equity as a top priority. Therefore, collaboration between teachers, schools, and the government is needed to ensure that this approach can be implemented in a sustainable and meaningful manner. Thus, differentiated learning is not only a pedagogical strategy, but also a moral and philosophical manifestation of education that is just and humane.

REFERENSI

- [1] Alhakiki, R., & Taufina, T. (2020). Penerapan Pembelajaran Berdiferensiasi untuk Meningkatkan Keadilan Belajar Siswa Sekolah Dasar. *Jurnal Pendidikan Dasar Nusantara*, 5(2), 112–123. <https://doi.org/10.32585/jpdsn.v5i2.1423>
- [2] Banks, J. A., & Banks, C. A. M. (2020). *Multicultural Education: Issues and Perspectives* (11th ed.). Wiley.
- [3] Darling-Hammond, L., & Cook-Harvey, C. (2021). *Educating for a Just Society: Principles of Equity in*

- 21st Century Learning. Teachers College Press.
- [4] Hall, T. (2020). *Differentiated Instruction in Practice: Strategies for Inclusive Classrooms*. Routledge. <https://doi.org/10.4324/9781003032158>
- [5] Heacox, D., & Cash, R. M. (2020). *Differentiation for Gifted Learners: Going Beyond the Basics* (3rd ed.). Free Spirit Publishing.
- [6] Hammond, Z., Jackson, Y., & Richards, B. (2021). *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor*. Corwin Press.
- [7] Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Panduan Implementasi Kurikulum Merdeka: Pembelajaran Berdiferensiasi dan Profil Pelajar Pancasila*. Jakarta: Kemendikbudristek.
- [8] Koehler, M. J., & Mishra, P. (2021). Revisiting TPACK: A Framework for Integrating Technology in Education. *Educational Technology Research and Development*, 69(5), 2125–2143. <https://doi.org/10.1007/s11423-021-10098-y>
- [9] Means, B., Toyama, Y., Murphy, R., & Bakia, M. (2021). *Learning Online: What Research Tells Us About Whether, When and How*. Routledge. <https://doi.org/10.4324/9780429261900>
- [10] Meyer, A., Rose, D. H., & Gordon, D. (2020). *Universal Design for Learning: Theory and Practice* (2nd ed.). CAST Publishing.
- [11] Nieto, S., & Bode, P. (2022). *Affirming Diversity: The Sociopolitical Context of Multicultural Education* (8th ed.). Pearson Education.
- [12] OECD. (2021). *Education at a Glance 2021: OECD Indicators*. OECD Publishing. <https://doi.org/10.1787/b35a14e5-en>
- [13] P21. (2020). *Framework for 21st Century Learning: Revisions and Recommendations*. Partnership for 21st Century Learning. <https://www.battelleforkids.org/networks/p21>
- [14] Rahmawati, N., & Supriyadi, E. (2023). Pembelajaran Berdiferensiasi sebagai Strategi Mewujudkan Keadilan Belajar di Era Merdeka Belajar. *Jurnal Inovasi Pembelajaran Dasar*, 8(1), 44–58. <https://doi.org/10.21009/jipdasar.081.04>
- [15] Sahlberg, P. (2021). *Finnish Lessons 3.0: What Can the World Learn from Educational Change in Finland?* Teachers College Press.
- [16] Snyder, H. (2020). Literature Review as a Research Method: An Overview and Guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- [17] Subban, P., & Sharma, U. (2022). Understanding the Implementation of Differentiated Instruction in Inclusive Classrooms. *International Journal of Inclusive Education*, 26(4), 449–465. <https://doi.org/10.1080/13603116.2020.174936>
- [18] Tilaar, H. A. R. (2020). *Keadilan Sosial dan Pendidikan di Indonesia: Perspektif Humanistik dan Inklusif*. Jakarta: RajaGrafindo Persada.
- [19] Tomlinson, C. A. (2021). *How to Differentiate Instruction in Academically Diverse Classrooms* (4th ed.). ASCD.
- [20] Tomlinson, C. A., & Imbeau, M. B. (2020). *Leading for Differentiation: Growing Teachers Who Grow Kids*. ASCD.
- [21] Torraco, R. J. (2020). Writing Integrative Literature Reviews: Using the Past and Present to Explore the Future. *Human Resource Development Review*, 19(3), 243–249. <https://doi.org/10.1177/1534484320947557>
- [22] UNESCO. (2020). *Global Education Monitoring Report 2020: Inclusion and Education – All Means All*. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000373718>