

REFERENCES

- Abdul, G, M. (2020). Using Educational Technology to Enhance Teaching and Learning EFL (A Case Study of English Language Teachers- KKU- Faculty of Sciences and Arts at Muhayle Assir). *Journal of Language Teaching and Research*, 11(4), 561-567. <http://dx.doi.org/10.17507/jltr.1104.05>
- Abdolahzadeh, E & Nia, M, R. (2014). Language Learning Beliefs of Iranian Learners: Examining the Role of English Language Proficiency. *Procedia - Social and Behavioral Sciences*, 98, 22-28. <https://www.sciencedirect.com/science/article/pii/S1877042814024756?via%3Dihub>
- Adzkiya, D, S & Suryaman, M. (2021). Penggunaan Media Pembelajaran Google Site dalam Pembelajaran Bahasa Inggris Kelas V SD. *Educate*, 6 (2). <https://doi.org/10.32832/educate.v6i2.4891>
- Ainia, N. (2020). Students' Interest In Learning English of Eleventh-Grade Students SMA Negeri 1 Sukodadi. *E-Link Journal*, 7(2). <https://doi.org/10.30736/ej.v7i2.337>
- An, J., & Thomas, N. (2021). Students' beliefs about the role of interaction for science learning and language learning in EMI science classes: Evidence from high schools in China. *Linguistics and Education*, 65. <https://doi.org/10.1016/j.linged.2021.100972>

Andrade, M. (2014). Role of Technology in Supporting English Language Learners in Today's Classrooms. *ROLE OF TECHNOLOGY IN SUPPORTING ENGLISH LANGUAGE LEARNERS*. <https://hdl.handle.net/1807/66995>

Aprima, D., & Sari, S. (2022). Analisis Penerapan Pembelajaran Berdiferensiasi Dalam Implementasi Kurikulum Merdeka Pada Pelajaran Matematika SD. *Cendikia: Media Jurnal Ilmiah Pendidikan*, 13(1), 98–100. <https://doi.org/https://doi.org/10.35335/cendikia.v13i1.2960>

Ardiansyah, Risnita & Jailani, M, S. (2023). Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. *IHSAN: Jurnal Pendidikan Islam*, 1(2). <http://ejournal.yayasanpendidikandzurriyatulquran.id/index.php/ihsan>

Ayuningtiyas, L, P, S., Suwastini, N, A, K & Dantes, G, R. (2023). Differentiated Instruction In Online Learning: Its Benefits and Challenges In EFL Contexts. *Jurnal Pendidikan Teknologi dan Kejuruan*, 20(1). <https://doi.org/10.23887/jptkuniksha.v20i1.54512>

Balcin, K & Bouzaki, F. (2022). Using Instructional Technologies to Cater for Individual Learner Differences. *International Journal of TESOL Studies*, 4(3), 111-124. <https://doi.org/10.46451/ijts.2022.03.09>

- Belbase, S. (2020) Early undergraduate Emirate female students' beliefs about learning mathematics using technology. *European Journal of Education Research*, 9(3), 1235-1255. <https://doi.org/10.12973/eu-jer.9.3.1235>
- Berlian, U, C., Yuni, A, S. Ramadhanti, R, R & Suhaeni, Y. (2023). Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Pada Mata Pelajaran Bahasa Inggris. *Armada: Jurnal Penelitian Multidisiplin*, 1(8), 815-822. <https://doi.org/10.55681/armada.v1i8.742>
- Bidari, S. (2021). Beliefs About Language Learning Inventory: A Brief Review. *International Journal of Linguistics, Literature and Translation*, 4(7), 221-224. <https://doi.org/10.32996/ijllt.2021.4.7.22>
- Bui, H, P & Houng, L, P & H. (2023). Students' and Teachers' Beliefs About Effective Teaching of English for Occupational Purposes. *Original Research: Sage Open*, 1-13. <https://journals.sagepub.com/dpi/10.117/21582440231153076>
- Candiasa. 2010. Statistik Univariat dan Bivariat Disertai Aplikasi SPSS. Singaraja: Unit Penerbitan Universitas Pendidikan Ganesha.
- Cutter, M. (2015). Using Technology with English Language Learners in the Classroom. <https://libguides.sjfc.edu>

Corley, M.A (2005) Differentiated Instruction. In Focus on Research on Factors that Shape Engagement.

Clark, M. (2013). The Use of Technology to Support Vocabulary Development of The Use of Technology to Support Vocabulary Development of English Language Learners. <https://libguides.sjfc.edu>

An, J., & Thomas, N. (2021). Students' beliefs about the role of interaction for science learning and language learning in EMI science classes: Evidence from high schools in China. *Linguistics and Education*, 65. <https://doi.org/10.1016/j.linged.2021.100972>

Demir, H., & Sevik, M. (2022). International Journal of English and Education ELT Student Teachers' Beliefs About Language Learning: The Case of. *International Journal of English and Education*, 11(4). www.ijee.org

Hidayatullah, A., & Csikos, C. (2024). The Role of Students' Beliefs, Parents' Educational Level, and The Mediating Role of Attitude and Motivation in Students' Mathematics Achievement. *Asia-Pacific Education Researcher*, 33(2), 253–262. <https://doi.org/10.1007/s40299-023-00724-2>

O'Keefe, P. A., Lee, H. Y., & Chen, P. (2021). Changing Students' Beliefs About Learning Can Unveil Their Potential. *Policy Insights from the Behavioral and Brain Sciences*, 8(1), 84–91. <https://doi.org/10.1177/2372732220984173>

Qorib, M. (2024). Analysis the Impact of Differentiated Instruction on Critical Diversity Literacy in Inclusive Education. *Aksaqila International Humanities and Social Sciences Journal [AIHSS]*, 3, 1–19.

Widayanti, N. K. A., Budasi, I. G., & Ramendra, D. P. (2024). THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION AND ITS IMPACT ON STUDENT ENGAGEMENT IN ENGLISH CLASS. *JPBII*, 12(2), 2615–4404. <https://doi.org/10.23887/jpbi.v12i2.3905>

Danovitch, J. H., William, A. J., Mills, C. M & Sands, K. R. (2021). Mind the gap: How incomplete explanations influence children's interest and learning behaviors. *Cognitive Psychology*, 130(101421). <https://doi.org/10.1016/j.cogpsych.2021.101421>

Defitriani, E. (2018). Differentiated Instruction: Apa, Mengapa dan Bagaimana Penerapannya. *Jurnal Pendidikan Matetamtika*, 2(2).
<https://dx.doi.org/10.33087/phi.v2i2.38>

Desinguraj, S & Gnanam, S. (2021). Differentiated Instruction in Education. *Research Ambition: An International Multidisciplinary e-Journal*, 5(4), 11-14. <https://doi.org/10.53724/ambition/v5n4.04>

Farid, I., Yulianti, R, Hasan, A., & Hilaiyah, T. (2022). Strategi Pembelajaran Differensiasi Dalam Memenuhi Kebutuhan Belajar Peserta Didik di Sekolah Dasar (Vol.4). <https://doi.org/10.31004/jpdk.v4i6.10212>

Haelermans, C. (2022). The Effects of Group Differentiation by students' learning Strategies. *Instructional Science*. 50, 223-250.
<https://doi.org/10.1007/s11251-021-09575-0>

Halil, N. I., Yawan, H., Hasanah, A. N., Syam, H., Andas, N. H., & Marhamah. (2024). A New Program to Foster Inclusion: Unraveling Language Teachers' Pedagogical Practices to Differentiated Instruction. *International Journal of Language Education*, 8(2), 370–383.
<https://doi.org/10.26858/ijole.v8i2.64997>

Harrington, S & Hertel, T, J. (2000). Foreign Language Methods Students Beliefs About Language Learning and Teaching. *Texas Paper in Foreign Language Education*. <https://eric.ed.gov/?id=ED468310>

Heryahya, A., Herawati, E. S. B., Susandi, A. D., & Zulaiha, F. (2022). Analisis Kesiapan Guru Sekolah Dasar dalam Implementasi Kurikulum Merdeka. *Journal of Education and Instruction (JOEAI)*, 5(2), 548–562. <https://doi.org/10.31539/joeai.v5i2.4826>

Hidayatullah, A., & Csikos, C. (2024). The Role of Students' Beliefs, Parents' Educational Level, and The Mediating Role of Attitude and Motivation in Students' Mathematics Achievement. *Asia-Pacific Education Researcher*, 33(2), 253–262. <https://doi.org/10.1007/s40299-023-00724-2>

Horwitz, E. K. (1988). The Beliefs about Language Learning of Beginning University Foreign Language Students. <https://doi.org/10.2307/327506>

Horwitz, E. K. (1999). Cultural and situational influences on foreign language learners' beliefs about language learning: a review of BALLI studies. [https://doi.org/https://doi.org/10.1016/S0346-251X\(99\)00050-0](https://doi.org/https://doi.org/10.1016/S0346-251X(99)00050-0)

Lai, C. (2019). Learning Beliefs and Autonomous Language Learning with Technology Beyond The Classroom. *Language Awareness*, 28(4), 291-309. <https://doi.org/10.1080/0965416.2019.1675679>

Lai, C., Chen, Q., Wang, Y., & Qi, X. (2024). Individual interest, self-regulation, and self-directed language learning with technology beyond the classroom. *British Journal of Educational Technology*, 55(1), 379–397. <https://doi.org/10.1111/bjet.13366>

Lee, S., & Song, K. S. (2024). Teachers' and students' perceptions of AI-generated concept explanations: Implications for integrating generative AI in computer science education. *Computers and Education: Artificial Intelligence*, 7. <https://doi.org/10.1016/j.caeai.2024.100283>

Liu, M (2023). Chinese University Students' Beliefs About English Language Learning and Self-efficiency. *Theory and Practice of Second Language Acquisition*, 9(1), 1-25. <https://doi.org/10.31261/TAPASLA.12797>

Marlina, Kusumastuti, G., Efrina, E. (2019). Differentiated Learning for Students with Special Needs in Inclusive Schools. *Advances in Social Science, Education and Humanities Research*, volume 382. <https://www.researchgate.net/publication/338246068>

Martín-Blas, T., & Serrano-Fernández, A. (2009). The role of new technologies in the learning process: Moodle as a teaching tool in Physics. *Computers and Education*, 52(1), 35–44. <https://doi.org/10.1016/j.compedu.2008.06.005>

Maruf, N. (2023). The Interplay of Teachers' Beliefs, Attitudes, and The Implementation of Differentiated Instruction in Indonesian Efl Contexts. *ENGLISH REVIEW: Journal of English Education*, 11(2). <https://journal.uniku.ac.id/index.php/ERJEE>

Meihua, L. (2023). Chinese University Students' Beliefs about English Language Learning and Self-efficacy. *Theory and Practice of Second Language Acquisition*, 9(1), 1-27. <https://orcid.org/0000-0002-5951-4167>

Mirawati, Sulfasyah, Rahmawati. (2022). Validitas Buku Saku Digital Muatan Mata Pelajaran Bahasa Indonesia Kelas Lima Sekolah Dasar berbantuan Aplikasi Android. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 6(2) <https://doi.org/10.20961/jdc.v6i2.62650>

Miles, M. B., Huberman, A. M., Saldana, J. (2014). *Qualitative Data Analysis. A Methods Sourcebook* (3rd Editio). SAGE Publications. <https://doi.org/https://doi.org/10.1177/239700221402800402>

Mohebi, S, G & Khodadady, E. (2011). Investigating University Students' Beliefs about Language Learning. *RELC Journal*, 42(3) 291–304.
<https://doi.org/10.1177/0033688211422900>

Mulualem, Y, G., Mulu, Y, E & Gebremestel, T, G. (2022). Relations of previous English achievement with college academic achievements as mediated by English learning beliefs. *Heliyon*, 8(e09829).
<https://doi.org/10.1016/j.heliyon.2022.e09841>

Nagy, A, K. (2023). Differentiated instruction in the EFL classroom: An interview study on Hungarian primary and secondary school EFL teachers' views and self-reported practices. *Journal of Adult Learning, Knowledge and Innovation*, 6(1), 33-46.
<https://akjournals.com/view/journals/2059/6/1/article-p33.xml>

Naya, C., Sujeong, K & Jiyeon, S. (2020). Children's Interest in Learning English Through Picture Books in an EFL Context: The Effects of Parent-Child Interaction and Digital Pen Use. *Education Sciences*.
<https://doi.org/10.3390/educsci10020040>

Ningrum, M., Maghfiroh & Andriani, R. (2023). Kurikulum Merdeka Belajar Berbasis Pembelajaran Berdiferensiasi di Madrasah Ibtidaiyah. *EL Bidayah: Journal of Islamic Elementary Education*, 5(1), 85-100.
<https://doi.org/10.33367/jiee.v5il.3513>

Novitasari, S., Syafrizal & Rachmawati, D. (2017). Students' Beliefs About English Language Learning; a Case Study at MAN 2 Kota Serang. *AISELT*, 87-100.
<http://dx.doi.org/10.30870/aiselt.v1i1.11104>

Nurdyansyah, & Widodo, A. (2015). INOVASI TEKNOLOGI PEMBELAJARAN.
<http://eprints.umsida.ac.id/id/eprint/305>

O'Keefe, P. A., Lee, H. Y., & Chen, P. (2021). Changing Students' Beliefs About Learning Can Unveil Their Potential. *Policy Insights from the Behavioral and Brain Sciences*, 8(1), 84–91.
<https://doi.org/10.1177/2372732220984173>

Paradis, E., Brien, B., Nimmon, L., Bandiera, G & Martimianakis, M, A. (2016). Design: Selection of Data Collection Methods. *Journal of Graduate Medical Education*. <https://doi.org/10.4300/JGME-D-16-00098.1>

Pitaloka, H., & Arsanti, M. (2022). PEMBELAJARAN DIFERENSIASI DALAM KURIKULUM MERDEKA, 4.

Pozas, M., Letzel, V., & Schneider, C. (2020). Teachers and differentiated instruction: exploring differentiation practices to address student diversity. *Journal of Research in Special Educational Needs*, 20(3), 217–230.
<https://doi.org/10.1111/1471-3802.12481>

- Pratolo, B. W. (2019). How would our students like to be corrected?: A study on learners' beliefs about language learning strategy. *Humanities and Social Sciences Review*, 7(3), 274-281. <https://doi.org/10.18510/hssr.2019.7342>
- Purwanto, A. J., Sugiarti, R., & Gita, D. (2023). Pengembangan Media Pembelajaran Matematika Berdiferensiasi Berbasis Android. In *Jurnal Pendidikan dan Riset Matematika*, 5(2). <http://ejurnal.budiutomomalang.ac.id/index.php/prismatika>
- Qorib, M. (2024). Analysis the Impact of Differentiated Instruction on Critical Diversity Literacy in Inclusive Education. *Aksaqla International Humanities and Social Sciences Journal [AIHSS]*, 3, 1–19.
- Radhakrishna, R. B. (2007). Article 25 2-1-2007 Recommended Citation Recommended Citation Radhakrishna. In *The Journal of Extension*, 45(1).
- Rahmawita, & Putriani, Z. (2022). An Investigation of Students' Beliefs About Language Learning at MTs Dar El Hikmah Pekanbaru, 4. <https://doi.org/https://doi.org/10.31004/jpdk.v4i6.13931>
- Rahmaniar, Surahmat, Z., Sardi, A., & Nurnaifah, I. I. (2024). Challenge and Opportunities: A Qualitative Exploration of Junior High School English Language Educators' Perspectives on Implementing Differentiated

Instruction. *JELITA: Journal of English Language Teaching and Literature*, 5(1), 31–37. <https://doi.org/10.56185/jelita.v5i1.597>

Ritonga, M., Mudinillah, A., Wasehudin, W., Julhadi, J., Amrina, A., & Shidqi, M. H. (2024). The effect of technology on Arabic language learning in higher education. *Journal of Education and Learning*, 18(1), 116–127. <https://doi.org/10.11591/edulearn.v18i1.20867>

Rock, M. L., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A Framework for Differentiating Classroom Instruction. <https://doi.org/10.3200/PSFL.52.2.31-47>

Siegle, D. (2014). Technology. *Gifted Child Today*, 37(1), 51–55. <https://doi.org/10.1177/1076217513497579>

Simanjuntak, M. B., Lustyantje, N., & Iskandar, I. (2022). Pembelajaran Berbasis Telegram Group dan Microsoft Team di Kelas Bahasa Inggris (Penilaian berbasis Persepsi Siswa).

Sugiyono. 2007. Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.

Suhardiana, I. P. A. (2019). Peran Teknologi Dalam Mendukung Pembelajaran bahasa Inggris Di Sekolah Dasar. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1).

Sum, M. Q., & Oancea, A. (2022). The use of technology in higher education teaching by academics during the COVID-19 emergency remote teaching period: a systematic review. In *International Journal of Educational Technology in Higher Education*. Springer Science and Business Media Deutschland GmbH, 19 (1).. <https://doi.org/10.1186/s41239-022-00364-4>

Sutrisno, L. T., & Hernawan, A. H. (2023). Penerapan pembelajaran berdiferensiasi sebagai salah satu pemecahan masalah masih kurangnya keaktifan peserta didik saat proses pembelajaran berlangsung. *Journal of Elementary Education*, 06. <http://belajarpsikologi.com>

Tashakkori, A., & Creswell, J. W. (2007). Editorial: The New Era of Mixed Methods. In *Journal of Mixed Methods Research*, 1(1), 3–7. <https://doi.org/10.1177/2345678906293042>

Takayoshi, F. (2015). Development of Thai university students' beliefs about language learning: A longitudinal study. *Procedia - Social and Behavioral Sciences*, 171, 1081-1087. <http://creativecommons.org/licenses/by-nc-nd/4.0/>

Taufiqurrohman, A. (2017). The Relationships Between Language Learning Beliefs, Learning Strategy Use, and Language Proficiency of Indonesian ELF High School Students. *Universitas Pendidikan Indonesia*.
http://repository.upi.edu/28317/2/S_ING_1002616_Abstract.pdf

Valerie Shu-Yuan Fan, B. (2016). Strategies for Integrating Digital Technology in Classrooms to support English Language Learners' Learning and Engagements Digital Technology Integration to support ELLs' learning and engagements.

Vibulphol, J. (2004). Beliefs About Language Learning and Teaching Approaches of Pre-service ELF Teachers in Thailand. *Chulalongkorn University Bangkok, Thailand*. <https://www.researchgate/publication/342747656>

Widayanti, N. K. A., Budasi, I. G., & Ramendra, D. P. (2024). THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION AND ITS IMPACT ON STUDENT ENGAGEMENT IN ENGLISH CLASS. *JPBII*, 12(2), 2615–4404. <https://doi.org/10.23887/jpbi.v12i2.3905>

Zulaiha, S., Meldina, T., & Meisin. (2022). Problematoka Guru Dalam Menerapkan Kulikulum Merdeka Belajar. *Terampil: Jurnal Pendidikan Kurikulum Merdeka*. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, 9(2).
<https://doi.org/10.3390/su.12104306>