

REFERENCE

- Abidin, Y. (2014). *Desain sistem pembelajaran dalam konteks kurikulum 2013*. Refika Aditama.
- Arikunto, S. (2019). *Prosedur penelitian suatu pendekatan praktik*. Rineka Cipta.
- Baccassino, F., & Pinnelli, S. (2023) *Giftedness and Gifted Education: A Systematic Literature Review*. *Frontiers in Education*, 7, 1073007. <https://doi.org/10.3389/feduc.2022.1073007>
- Bajrami, M. (2020). The use of supplementary materials for teaching high school in EFL. *Anglisticum Journal (IJLLIS)*, 9(11), 10-16. <https://doi.org/10.5281/zenodo.4441239>.
- Bethhäuser, B., Bach-Mortensen, A. M., & Engzell, P. (2023). *A systematic review and meta-analysis of the evidence on learning during the COVID-19 pandemic*. *Nature Human Behaviour*, 7(3), 375-385. <https://doi.org/10.1038/s41562-022-01506-4>
- Darmawan, Y. P., Santosa, M. H., & Dewi, K. S. (2023a). Development of supplementary material using Wordwall for 12th-grade students in learning relative clauses. *Journal of Research on English and Language Learning (J-REaLL)*, 4(1), 26–33. <https://doi.org/10.33474/j-reall.v4i1.19223>
- Dewi, P. W. A., Budiarta, L. G. R., & Suprianti, G. A. P. (2024). The development of English learning material for 9th grade students of junior high school based on emancipated curriculum. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 12(2), 1–10. <https://doi.org/10.23887/jpbi.v12i2.3849>
- Diana, Y., Yohannes, & Sukma, Y. (2021). The effectiveness of implementing project-based learning (PjBL) model in STEM education: A literature rivew. *Journal of Physics: Conference Series*, 1-6.
- Djamil, E. C. A., Pilongo, J. H. D., & Miolo, S. T. (2021). Developing supplementary reading materials for the students of fishery study program

- based on local wisdom at SMK Negeri 2 Limboto. *Journal Normalita*, 9(2), 344-351. <https://ejurnal.pps.ung.ac.id/index.php/JN/article/view/824/610>
- Efstratia, D. (2014). Pendidikan pengalaman melalui pembelajaran berbasis proyek. *Ilmu Procedia-Sosial dan Prilaku*, 152, 1256-1260.
- Henderson, R. (2020). Innovation in the 21st century: Architectural change, purpose, and the challenge management science. *Institute for Operations Research and the Management Sciences*, 1-10.
- Ismajli, H., & Imami-Morina, I. (2018). Differentiated instruction: Understanding and applying interactive strategies to meet the needs of all the students. *International Journal of Instruction*, 11(3), 207-218. <https://doi.org/10.12973/iji.2018.11315a>.
- Jakubowski, M., Gajderowicz, T., & Patrinos, H. A. (2024). COVID-19, school closures, and students learning aoutcomes: New global evidence from PISA (World Bank Policy Research Working Paper No. 10666). World Bank.
- Jung, J. Y. (2022) Physical Giftedness/Talent: A Systematic Review of the Literature on Identification and Development. *Frontiers in Psychology*, 13, 961624.
- Kamarulzaman, M. H., Kamarudin, M. F., Sharif, M. S. A., Esrati, M. Z., Saali, M. M. S. N., & Yusof, R. (2022). Impact of differentiated instruction on the mathematical thinking processes of gifted and talented students. *Journal of Education and E-Learning Research*, 9(4). 269-277. <https://doi.org/10.20448/jeelr.v9i4.4253>
- Kemendikbudristek. (2022). Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 008/H/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka.
- Kuznetnova, E., Lianshenko, A., Zhzhikashvili, N., & Arsalidou, M. (2024). Giftedness identification and cognitive, physiological and psychological characteristics of gifted children: A systematic review. *Frontiers in*

Psychology, 15, Article 1411981.
<https://doi.org/10.3389/fpsyg.2024.1411981>

Lase, D. (2019). Pendidikan di era revolusi industri 4.0. *SUNDERMANN: Jurnal Ilmiah Teologi, Pendidikan, Sains, Humaniora Dan Kebudayaan*, 12(2), 28-43. <https://doi.org/10.36588/sundermann.v1i1.18>

Minea-Pic, A. (2023). *Catching up on lost learning opprotunities: Research and policy evidence on key learning recovery strategies* (OECD Education Working Pappers No. 292). OECD Publishing.
<https://doi.org/10.1787/a69c5909-en>

Nilamsari, N. (2014). Memahami studi dokumen dalam penelitian kualitatif. *Wacana: Jurnal Ilmiah Ilmu Komunikasi*, 13(2), 117-181.

Nurchahyo, E., Agung, L.S., & Djono. The implementation of discovery learning model with scientific learning approach to improve students' critical thinking in learning history. *International Journal of Multicultural and Multireligious Understanding*, 5(3), 106-112.

Nurhidayah, I. J., Wibowo, F. C., & Astra, I. M. (2021). Project based learning (PjBL) learning model in science learning: Literature review. *Journal of Physics: Conference Series*, 2019(1). <https://doi.org/10.1088/1742-6596/2019/1/012043>.

Nurkancana, W., & Sunartana. (1992). *Evaluasi Hasil Belajar*. Usaha Nasional.

Pebriana, M., Riyanti, D., & Rahmani, E. F. (2024). Designing supplementary material for the tenth grade students to learn descriptive text. *Journal of English Language and Education*, 9(2), 17–26.
<https://doi.org/10.31004/jele.v9i3.477>

Rahayu, N. K. E., Budiarta, L. G. R., & Utami, I. A. M. I. (2024) *The development of English learning material for 7th grade students of junior high school based on Emancipated Curriculum*. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 12(2), 119-131. <https://doi.org/10.23887/jpbi.v12i2.3826>

- Renzulli, J. S. (1978). *What makes giftedness? Reexamining a definition*. *Phi Delta Kappan*, 60(3), 180-184).
- Richards, J. C. (2017). *Curriculum development in language teaching*. Cambridge University Press.
- Richey, R. C., & Klein, J. D. (2007). *Design and development research*. Lawrence Erlbaum Associates, Inc.
- Sekarwati, E., & Fauziati, E. (2021). Kurtilas dalam perspektif pendidikan progresivisme. *E-Jurnal Pendidikan Dan Sains Lentera Arfak*, 1(1), 29-35.
- Seli, S., Syafitri, D., & Indriani, I. (2022). Developing local based content supplementary reading material for Senior High School. *EDULIA: English Education, Linguistic and Art Journal*, 3(1), 40–51. <https://doi.org/10.31539/edulia.v3i1.5242>
- Sofeny, D. (2017). The effectiveness of discovery learning in improving English writing skill of extroverted and introverted students. *Jurnal Penelitian Humaniora*, 18(1), 41-46.
- Sugiyono. (2005). *Memahami penelitian kualitatif*. CV. Alfabeta.
- Tomlinson, B. (1995). Materials development. In *Teaching English to Speakers of Other Language* (pp. 66–71).
- Tomlinson, B. (1998). *Materials Development in Language Teaching*. Cambridge University Press.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143–179. <https://doi.org/10.1017/S0261444811000528>.
- Tomlinson, C. A. (2017) *How to differentiate instruction in academically diverse classroom*. ASCD.
- Triana, D., Anggraito, Y.U., & Ridlo, S. (2020). Effectiveness of environmental change learning tools based on STEM-PjBL towards 4C skills of students. *Journal of Innovation Science Education*, 9(2), 181-187.

Triyadi. (2018). Penerapan Model Pembelajaran Problem Based Learning Untuk Meningkatkan Keaktifan dan Hasil Belajar Peserta Didik Pada Kompetensi Sistem Bahan Bakar Kelas XI TKR SMK Muhammadiyah Prambanan. In Universitas Negeri Yogyakarta./http://www.fao.org/3/I8739EN/i8739en.pdf%0Ahttp://dx.doi.org/10.1016/j.adolescence.2017.01.003%0Ahttp://dx.doi.org/10.1016/j.childyouth.2011.10.007%0Ahttps://www.tandfonline.com/doi/full/10.1080/23288604.2016.1224023%0Ahttp://pdx.sagepub.com/lookup/doi/10.

Yıldırım, R., & Akcayoglu, D. I. (2019). A study of young gifted learners' and their teachers' perceptions of effective EFL learners. *Journal for the Education of the Gifted*, 42(1), 85–104. <https://doi.org/10.1177/0162353218816507>.

Zeirwald, L., Hillmayr, D., & Holzberger, D. (2022). Promoting high-achieving students through differentiated instruction in mixed-ability classrooms: A systematic review. *Journal of Advanced Academics*, 33(4), 540-573). <https://doi.org/10.1177/1932202X221112931>

