

# Epistemological Analysis of Differentiated Learning in Indonesian Subjects in The Independent Curriculum

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## Abstract

Differentiated learning in an independent curriculum frees teachers to present learning according to the needs and potential of each student. However, differentiated learning in the independent curriculum is mostly analyzed from the point of view of pedagogy, while in this article will be discussed through epistemological analysis by describing how students acquire knowledge through a differentiated approach to Indonesian lessons in the independent curriculum. The type of research used is descriptive qualitative data collection techniques using literature studies or library research. The research data obtained from the journal *sinta* 6 to 2 amounted to 15 articles on the epistemology of differentiated learning in Indonesian subjects. This research instrument is the researcher himself (human instrument). Analytical techniques using epistemological analysis. The results obtained that differentiated learning helps students find, acquire, and understand knowledge in accordance with the character of students. The diversity of student character can be met at least by differentiating content, processes, products and learning environments so that differences in interests, learning readiness and learning profiles are met. Meanwhile, differentiation in Indonesian lessons seen from the content can be differences in reading themes, learning resources, and reading complexity. Differentiation in the process can be seen through the activities of students. Differentiation in products is seen from learning outcomes. Viewed from the learning environment, includes time and learning environment.

**Keywords:** *Epistemology, Differentiated Learning, Indonesian Language, Independent Curriculum*

## 1. Introduction

Epistemology as part of the philosophy of science gives an idea of how knowledge is formed, knowledge is acquired, and knowledge is understood. Epistemology in the context of education means shaping the way we define knowledge and design optimal learning (Usmaulidar & Fitria, 2024, hlm. 1485). This relates to all processes in providing efforts so that knowledge can be obtained, understood, and applied in the lives of learners (Purnomoaji & Wachid BS, 2021, hlm. 21). This is why the epistemology of Education discusses all learning processes both planning, implementation, and evaluation in its analysis.

Language epistemology will understand how language is formed, see the function, and important role of language. Indeed, the acquisition of language knowledge can be seen from the ability to use language orally and in writing. Indicators of language learning success, according to Basiran (1999) focuses on communication skills in various communication contexts (Hana, 2014, hlm. 52) in Indonesian learning can be seen from the ability to read, speak, listen, and listen. (Munthe dkk., 2023, hlm. 49)

In the process of learning Indonesian, learners will intersect directly with the rules of language, the meaning of words, and sentence structure and their application in communicating with others. It is necessary that

the validity of the knowledge obtained by students regarding the truth of the knowledge obtained. Epistemological analysis helps teachers ensure that learners not only memorize information about the meaning of words, structures, and rules of the Indonesian language but learning is really able to gain understanding and apply the knowledge received.

Language has an important dimension in human life. Language as animal symbolicum, according to Ernest Cassier this term refers to creatures that use symbols. Language helps humans in the process of thinking, scientific, or learning process. Through language man can communicate what is in his mind. This, language becomes an intermediary tool for messages used in a group.

The main thing in the analysis of the epistemology of Indonesian learning is the point of the process of acquiring knowledge of Indonesian for learners. There is great involvement for teachers about the knowledge gained by learners. How not, teachers as learning planners are required to understand all students. The learning design in question relates to a positive and inclusive classroom environment. Various learning models, methods, approaches, and even learning strategies must be able to be selected specifically so that learning is carried out according to learning goals according to learning planning. Teachers are also responsible for the motivation of learners in learning. Teachers observe and analyze as a whole, both academic and personality learners (Hanaris, 2023, hlm. 4)

Along with the importance of the teacher's role in the success of learning and mastery of knowledge by learners, The Independent curriculum gives teachers the flexibility to provide freedom to learners in the learning process. Freedom of learning in the independent curriculum has eliminated the demands of achieving minimum completeness and prioritizing the quality of learning. (Rahmadayanti & Hartoyo, 2022, hlm. 7176) the implementation of an independent curriculum is expected to increase the effectiveness of learning. The learning process is implemented by prioritizing the interests and talents of learners. Learning in the Independent curriculum provides a flexible space that allows the characteristics and competencies of learners to be identified, so that the learning process is not uniformly applied (Purnawanto, 2023, hlm. 35) this learning process embraces the diversity of characteristics of each learner because each individual is unique. Teachers must understand the unique characteristics of each learner in order to be able to adapt learning according to their individual needs, which is known as differentiated learning. The use of varied teaching methods is one of the keys to the successful acquisition of students' knowledge. (Wulandari, 2023, hlm. 266)

The principle of differentiated learning is aligned with the principle of "independence", which puts forward the needs of learners to achieve quality. Differentiated learning in the independent curriculum explains the diverse learners can be seen from three aspects, namely interest, readiness to learn, and learning profiles of learners (Naibaho, 2023) according to Tomlinson, differentiated learning theory states that teachers should adjust the learning process based on the individual needs of learners. This includes modifications in content, processes, and learning products to suit the readiness, interests, and learning styles of each learner. Tomlinson (2001) asserts that differentiated learning aims to create an inclusive and adaptive learning environment, where each learner can develop according to their (A. S. Wahyuni, 2022) thus, the application of this principle in the Independent curriculum provides an opportunity for learners to learn optimally in accordance with their uniqueness, so that they are able to achieve the expected competencies.

Differentiated learning in Bahasa Indonesia is an approach that adapts the teaching process to the needs, interests, and learning styles of each learner. In practice, Indonesian teachers can use a variety of strategies and methods that allow learners to understand the material according to their way of learning. For example, for learners with a visual learning style, teachers can use media such as images or videos, while for those who are more kinesthetic, activities such as role-playing games or plays are an effective alternative. In addition, in giving assignments, learners are given the freedom to demonstrate their understanding through various forms, such as writing essays, making presentations, or creative projects. With this differentiated learning, learners not only learn Indonesian more effectively, but also feel valued as unique individuals, so that their potential can develop optimally.

Epistemology in writing races on the epistemology of empiricism, rationalism, and pragmatism and Constructivist theory. Epistemology in this paper is a race against the flow of empiricism, rationalism, and pragmatism, as well as constructivist theories that affect the approach to differentiated learning. Epistemology empiricism focuses on sensory experience as the main source of knowledge, so that in differentiated learning, learners are invited to explore and understand the material through direct experience and interaction with the environment (Hamidah & Oktaviani, 2023, hlm. 14). Meanwhile, the epistemology of rationalism emphasizes the role of reason and logic in understanding knowledge, which is applied by providing space for learners to think critically and solve problems independently (Vera & Hambali, 2021, hlm. 69). Pragmatism emphasizes the usefulness of knowledge in real life, so that differentiated learning is directed to the practical application of the subject matter in accordance with the context of the lives of learners Constructivism theory supports the idea that knowledge is actively built by learners based on their experiences and understanding, which reinforces the importance of learning tailored to individual needs (Wulandari, 2023). The combination of these various streams

creates a strong foundation in differentiated learning, where learners not only receive knowledge, but are also actively involved in the learning process according to their individual abilities and potential.

In its implementation, an inclusive learning environment as a result of teacher planning will accommodate diverse ddik participants, so that it can be seen in increased summative values and increased positive attitudes.(Sofiah & Hikmawati, 2023) In addition to being inclusive, responsive learning is also needed in differentiated learning considering the learning style of learners ranging from auditory, kinesthetic, or visual.(S. Wahyuni dkk., 2023) so that in the process, learning requires planning from teachers to apply appropriate learning models, such as Problem Based Learning (PBL) (Gusteti & Neviyarni, 2022).

The writing of this article is done on the basis of the author's interest to analyze according to epistemological theory related to the differentiated learning of Indonesian subjects in the merdeka kurikulum. This writing can be formulated into, how the nature of differentiated learning in Indonesian subjects in the independent curriculum through the role of epistemological streams of empiricism, rationalism, constructivism, and pragmatics. The reason the author is interested in analyzing the truth of differentiated learning in the exercise of his learning.

## 2. Research Methods

The study was carried out by qualitative methods by analyzing the problems raised. Qualitative methods in the process represent the activities of searching, finding, collecting, and analyzing scientifically and ending with the conclusion. The approach in this study is the study of literature or library research so that researchers examine scientific articles, various sources from the internet or libraries, and so on. In this study, data were obtained through documentation collection techniques sourced from scientific articles. The selection of articles is adjusted to the research topic, namely articles that discuss the epistemology of differentiated learning in Indonesian subjects, taken from the Sinta 5-1 Journal published in the period 2020-2024. In the table below is the article in question:

**Table 1.** Journal on differentiated learning in Indonesian subjects

|     | Penulis                                                               | Jurnal                                     | Sinta | Tahun Terbit |
|-----|-----------------------------------------------------------------------|--------------------------------------------|-------|--------------|
| 1.  | Untung Setyo Aji                                                      | Elementary Islamic Teacher Journal         | 2     | 2020         |
| 2.  | Hetilaniar, Subyantoro, Rahayu Pristiwati                             | Wahana Didaktika: Jurnal Ilmu Kependidikan | 5     | 2022         |
| 3.  | Adi Pratama                                                           | Didaktika Pendidikan Dasar                 | 3     | 2022         |
| 4.  | Sri Wahyuni, Asriani Thahir, Rudi Karma, Ananda Putriani              | Jurnal Review Pendidikan Dan Pengajaran    | 5     | 2023         |
| 5.  | Sasmayunita, Haerul, Asriani Thahir, Riskha Afriyanti                 | Edukasi                                    | 5     | 2023         |
| 6.  | Jamiatul Hamidah, Oktaviani Oktaviani                                 | Prima Magistra: Jurnal Ilmiah Kependidikan | 5     | 2023         |
| 7.  | Agung Tri Wibowo. Duwa Nuvitalia, Husni Wakhyudin                     | Didaktik: Jurnal Ilmiah Pgsd Stkip Subang  | 5     | 2023         |
| 8.  | Gusti Ayu Putu Trisna Wulandari, Ida Bagus Putrayasa, I Nengah Martha | Nusantara: Jurnal Pendidikan Indonesia     | 4     | 2023         |
| 9.  | Indri Pudjiatil, Nidya Chandra Muji Utami, Fahrurrozi                 | Jurnal Cakrawala Pendas                    | 3     | 2023         |
| 10. | Yuanita Widiastuti, Abdul Rani, Sri Wahyuni                           | Semantik                                   | 3     | 2023         |

|     |                                                         |                                                            |   |      |
|-----|---------------------------------------------------------|------------------------------------------------------------|---|------|
| 11. | Ni Kadek Juliantari                                     | Kembara: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya | 2 | 2023 |
| 12. | Ahmad Zain Sarnoto                                      | Journal On Education                                       | 5 | 2024 |
| 13. | Rustam Oky Akbar Ade Bayu Saputra                       | Semantik                                                   | 3 | 2024 |
| 14. | Jasmine Farizqi Fajri, Purwati Anggraini, Faizin Faizin | Jurnal Educatio: Jurnal Pendidikan Indonesia               | 3 | 2024 |
| 15. | Sigit Wibowo, Muhammad Nur Wangid, Fery Muhamad Firdaus | Journal Of Education And Learning (Edulearn)               | 1 | 2024 |

The results of the analysis of the epistemology of differentiated learning in Indonesian subjects from Sinta 5-1 journals can be seen in the following table:

**Table 2.** The results of the analysis of the epistemology of differentiated learning in Indonesian subjects in the Independent curriculum

| Journal | Empiricism | Rationalism | Constructivism | Pragmatics |
|---------|------------|-------------|----------------|------------|
| Sinta 5 | ✓          | ✓           | ✓              | ✓          |
| Sinta 4 | ✓          | ✓           | -              | -          |
| Sinta 3 | ✓          | ✓           | ✓              | ✓          |
| Sinta 2 | ✓          | ✓           | ✓              | -          |
| Sinta 1 | ✓          | ✓           | ✓              | -          |

The applied analysis technique is content analysis, done by comparing, selecting, analyzing, and drawing conclusions from various concepts so as to produce more appropriate data. This study is based on the theory of epistemology and uses two types of data, namely primary data and secondary data. Primary data sources include 15 scientific journals on Indonesian language learning and differentiated approaches in the independent curriculum. While the secondary data related to books and scientific articles on the theory of epistemology and independent curriculum.

### 3. Results and Discussion

#### 3.1. Result

##### 3.1.1. Analisis Epistemologi Empirisme

In differentiated Indonesian language learning, the empiricist approach plays an important role in shaping the understanding of learners through direct experience. Empiricism, emphasizing that knowledge is obtained from observation and sensory experience, is especially relevant when applied in speaking, writing and reading skills. Learners not only learn the language theoretically, but also through hands-on practice involving interaction with texts, peers, and teachers. Differentiation in teaching opens up opportunities for learners to develop their Indonesian language skills in a more personal and contextual manner, in accordance with learning styles and individual needs. This section will analyze how the empiricism approach is applied in the practice of speaking, writing, and reading, as well as its impact on learners' learning outcomes.

Learning Indonesian in speaking practice can be seen from communication skills in everyday life. This includes assessing aspects of vocal clarity, intonation accuracy, word selection, and spoken sentence structure (Sholihah, 2020, hlm. 705). The real experience of learners in acquiring the ability to speak is also seen from eye contact with listeners. Spoken sentences will be conveyed well if body gestures, speech, and lingo support. The opportunity to learn to speak in Indonesian learning can be seen from reading texts, speeches, discussions, and questions and answers.

While in the practice of writing learners in formulating ideas systematically and logically. (Marselina, 2018, hlm. 16) This includes an assessment of aspects of the structure of the text, the proper use of punctuation, the appropriateness of the choice of words, as well as cohesion and coherence between sentences. (Marselina, 2018, hlm. 15) The real experience of students in honing writing skills can also be reflected in their ability to convey ideas coherently, both in the form of narrative essays, descriptions, expositions, and arguments. The content of the writing is the main thing, but conformity with the rules of

language and readability is no less important. The opportunity to learn to write in Indonesian language learning can be obtained through composing tasks, composing essays, making Papers, reports, and making official letters (Marselina, 2018, hlm. 14)

The practice of reading in Indonesian subjects focuses on the ability of learners to understand and interpret the contents of the text appropriately. Assessment includes aspects of reading speed, understanding the meaning of words in context, determination of the main idea, as well as the ability to analyze the structure of the text (Loliyana dkk, 2022). Learners' experience in acquiring reading skills can also be seen from how they are able to convey the results of understanding the text through discussion or reflection. Effective reading is not only about identifying words, but also involves a deep understanding of the content and purpose of the author. The opportunity to learn to read can be reflected in various activities, such as reading literary texts, nonfiction articles, news, or doing literary text analysis.

In differentiated learning, early assessment plays an important role as a foundation for understanding the characteristics, needs, and potential of each learner. This assessment covers two main aspects, namely cognitive and non-cognitive. Cognitive assessment focuses on the academic ability of learners as measured through the results of assessments or values that have been obtained previously, with the aim of identifying learners' understanding of the subject matter that has been taught. Through the analysis of these results, teachers can determine the level of understanding of learners, as well as adjust the appropriate material or teaching methods according to their ability level.

On the other hand, non-cognitive assessments involve other factors that influence learning, such as motivation, interests, learning styles, and emotional and social conditions of learners. This assessment is carried out using instruments such as questionnaires, interviews or observations, which allow the teacher to obtain a more thorough understanding of the learners. With interviews, for example, teachers can better understand the personal conditions of learners that may affect their performance in the classroom, while questionnaires help measure their interests and learning preferences. By combining the results of these two types of assessments, differentiated learning can be designed more effectively, so that each learner can learn according to their respective abilities and needs.

Empirical analysis provides a solid foundation in understanding events through observation and direct experience. This approach emphasizes the importance of concrete evidence and verifiable data in the process of knowledge formation. In the context of Education, empirical methods allow teachers and researchers to evaluate the effectiveness of learning strategies based on real results observed in the field. Thus, empirical analysis becomes an important tool in structuring learning practices that are more targeted and evidence-based, so that they can accommodate the needs of learners more precisely and relevantly.

### **3.1.2. Analisis Epistemologi Rasionalisme**

In an effort to understand the nature of knowledge, rationalism positions reason as the main foundation that forms truth. According to this view, human beings have an innate ability to think logically and understand reality without the need to rely entirely on sensory experience. Reason is believed to be able to explore the essence of reality hidden behind visible phenomena, so that knowledge obtained through deductive processes is considered superior. Through this perspective, rationalism paves the way for deep intellectual exploration, challenging the limits of empirical experience in the search for truth.

Knowledge of the Indonesian language can be formed through a pure mind due to the innate ability of the individual. Here, learners use their logic and thinking to understand the grammar material and the rules of the Indonesian language. Sense acceptance of logically effective sentences consists of subject, predicate, and object. In matters concerning texts, logic helps in analyzing various kinds of texts such as narration, description, exposition. In the elements of language, the process before the lexical constitutes the acceptance of a meaning. This process contains elements of acceptance of meaning before it is used to structure meaning. In differentiated Indonesian language learning, reason plays an important role to help learners understand and absorb the material presented, both in the learning process and when receiving knowledge. Teachers use different approaches to adapt to the cognitive abilities of learners, so that they can digest information according to their individual learning styles. This process requires critical, analytical, and reflective thinking skills, in which learners use reason to relate material to personal experiences, language understanding, and relevant socio-cultural contexts. The formulation of differences in learning styles as a result of rational thinking by teachers in facilitating learners' learning.

### **3.1.3. Analisis Epistemologi Konstruktivisme**

Knowledge, for constructivism, is not something passively received from the outside, but rather the result of an active interaction between the individual and the environment. This theory asserts that learning is the process by which each learner uniquely constructs their own understanding of the world, with personal experience and reflection as key components. In this view, truth is not something singular and fixed, but

rather the result of a dynamic construction influenced by social, cultural and individual contexts. Constructivism offers a rich perspective in understanding how knowledge develops and is articulated individually.

Language learning in practice, of course, is related to the number of learners in contact with the language being studied. Indonesian in the daily life of students is often used both orally and in writing, so that learning Indonesian is not only limited to theory in the classroom, but also closely related to everyday experience. The interaction of learners with this language includes various aspects such as reading, writing, speaking, and listening. In practice, learners are constantly exposed to varied vocabulary, grammar, and contexts of language use. Therefore, the differentiated learning approach in Bahasa Indonesia allows teachers to provide material according to the level of understanding, ability, and interest of learners. Thus, it is easier for learners to understand and internalize language concepts in greater depth and relevance to their daily lives.

Differentiated learning in Indonesian aims to adapt teaching strategies to the needs, interests, and abilities of each learner. Teachers can apply this method by modifying materials, processes, and evaluations according to different learning styles of learners. For example, in writing lessons, some learners may be more comfortable creating a story outline first, while others prefer to write right away. In learning to read, teachers can provide texts with varying levels of difficulty, so that students can choose reading materials that suit their abilities. In discussion or Presentation Activities, learners with good verbal skills can present reading results, while those who are more proficient visually can create posters or infographics. This approach ensures that each learner is actively involved in the learning process in the most appropriate way, thus maximizing the development of their language skills.

#### **3.1.4. Analisis Epistemologi Pragmatik**

In a changing world, pragmatics offers the view that knowledge is not static, but rather evolves with human experience and needs. The emphasis on the practical aspects of truth makes pragmatics more interested in real results than in absolute principles. The truth, according to this view, should always be tested through its functionality and benefits in everyday life. Through a pragmatic lens, any idea or theory is judged on how effectively it can solve problems or adapt to change, making it an action-and results-oriented philosophy.

This is where learning can see its practical benefits. Teaching materials provided will be seen in the student's sentence speech, word selection, knowledge of meaning, opinion making, courage in speaking, to provide constructive input between students. Thoughts formed in empiricism, rationalism and well-constructed are manifested in everyday behavior.

Differentiation of learning will be seen in the output in the form of a product of learning, where each learner shows learning outcomes that are in accordance with their respective abilities. In Indonesian language learning, for example, some learners may demonstrate superior speaking skills, being able to convey arguments or ideas fluently in discussions or presentations. Other learners may excel in writing skills, producing creative and structured essays, stories, or poems. Meanwhile, there are also learners who are stronger in reading skills, being able to understand and analyze texts well. With differentiation, each learner can demonstrate their unique strengths, and teachers provide assessments based on those individual abilities, so learning outcomes are not uniform, but reflect each student's development to their potential.

### **3.2. Discussion**

The analysis of the epistemology of differentiated learning in Bahasa Indonesia focuses on how knowledge is formed, processed, and conveyed to learners according to the different abilities, needs, and potentials of each individual. Epistemology, as a branch of philosophy that studies the origin, nature and limits of knowledge, is relevant in understanding the theoretical foundations of differentiated learning. In the context of Indonesian language education, differentiated learning not only emphasizes mastery of grammar rules and communication skills, but also involves a pedagogical approach adapted to various learning styles and cognitive abilities of learners. This principle is in line with the constructivist view which states that knowledge is actively formed by individuals based on their experiences and social interactions.

In its application, the epistemological approach to differentiated learning recognizes that learners have different ways of acquiring and constructing knowledge. Some learners may be more effective learning through visual methods, such as using concept maps or storyline diagrams, while others better understand material through verbal interaction, such as group discussions or presentations. Differentiated learning allows teachers to accommodate these diverse learning needs by providing a variety of learning methods and tools. From the point of view of epistemology, this approach emphasizes that there is no single way of learning that applies to all, but rather that each individual forms knowledge through the approach that best suits their characteristics.

Furthermore, the epistemology of differentiated learning also emphasizes the importance of contextual understanding in learning Indonesian. The process of acquiring knowledge is inseparable from the social and cultural context in which learners are located. Indonesian, as a language rich in cultural and social values, demands learning that is relevant to the learners' daily life experiences. This contextual learning helps learners internalize language concepts through real experiences, such as understanding public discourse, current news, or social issues through mass media. This is in line with Vygotsky's theory, which emphasizes the importance of social interaction in the learning process, in which knowledge is formed through dialogue and cooperation between the individual and his social environment (Muhammad dkk, 2023).

In the view of empiricism, sensory experience as the main source of knowledge, emphasizes that learners acquire language skills through real experience and direct observation (Budiawan & Rukayati, 2018). For example, in learning bahasa Indonesia, learners can be invited to observe the use of language in everyday contexts, such as how people communicate in the market, social media, or school environment. Through these observations, they can build an understanding of the proper and effective use of language. Meanwhile, rationalism, which emphasizes that knowledge is also built through logical and deductive thinking processes, provides a foundation for learners to analyze grammatical rules or sentence structure. For example, after observing patterns of language use in everyday conversation, learners are invited to draw conclusions about prevailing linguistic patterns, such as sentence structure or proper use of verbs.

In differentiated learning, the combination of empiricism and rationalism is applied through methods that allow learners to access language knowledge from different points of view. Empirical experience can be applied by providing field observation tasks, such as observing how to communicate in the surrounding environment or analyzing texts in mass media. On the other hand, the rationalist approach is applied when learners are invited to carry out critical discussions or analyze the text in more depth. For example, in writing learning, students are not only invited to write based on their experiences, but also to think logically in drawing up coherent arguments and putting together a clear writing structure. Thus, the process of learning Indonesian is not only based on practical experience, but also through reflection and critical analysis.

On the other hand, differentiated learning planning that combines empiricism and rationalism is essential to facilitate diverse learning needs. Teachers can design a variety of learning activities that include direct experience as well as theoretical analysis, so that learners with visual, auditory, or kinesthetic learning styles can be accommodated. For example, in speech learning, learners with a kinesthetic learning style can be involved in conversation simulations, while learners who are stronger in analytical thinking can be invited to analyze sentence structure and word choice in formal conversations. With this approach, the process of forming knowledge of the Indonesian language becomes more holistic, as it combines real experience and rational reflection.

Furthermore, the relationship between constructivism and Indonesian language learning is very close, especially in the context of epistemology. The theory of Constructivism emphasizes that knowledge is not given passively to learners, but is actively formed through their interaction with the environment and experience. (Wulandari, 2023) In Indonesian language learning, this means that learners build their own knowledge of the language through experience and interaction with texts, teachers, and fellow learners. For example, when studying types of texts in Indonesian, such as descriptive texts or narrative texts, learners can be invited to compose their own texts based on daily life experiences. They learn not only about the structure of the text from books, but also from direct practice in writing and telling stories based on personal observations and experience.

In differentiated learning, the constructivism approach allows learners to learn independently and creatively. Teachers can design activities that allow learners to choose learning methods that suit their interests and abilities. For example, when studying poetry, visually inclined learners may be asked to create illustrations that represent the meaning of the poem, while learners who prefer to experiment with words may compose their own poems. By providing this freedom, learners not only memorize theory, but also build their understanding of language and literature more deeply and contextually. In differentiated learning planning, teachers need to provide flexibility in methods and assignments, so that learners can construct knowledge of the Indonesian language through the path that best suits their characteristics.

Constructivism also reflects a collaborative approach to Indonesian language learning. Learners can learn from the experiences of classmates through group discussions or collaborative projects, such as creating dialogue texts or short stories together. This social interaction, in accordance with Vygotsky's theory, plays an important role in enriching the learning process, as learners can gain new perspectives and learn to solve problems together. In Indonesian language learning, this collaboration can be applied through various activities, such as debates, group discussions, or creative writing projects. This supports that knowledge is formed not only from the individual, but also as a result of dynamic interaction with the social environment.

In pragmatism, the main goal of learning Indonesian is to prepare learners to be able to use the language in real life in a functional and useful way. Pragmatism teaches that true knowledge is knowledge that can be applied to solve problems in everyday life. In the context of Indonesian language learning, this means that learners must be able to use the language to communicate effectively in various situations, whether in informal conversations, formal speeches, or academic writing. For example, in writing lessons, learners are not only taught grammar rules, but are also invited to write formal letters, professional emails, or argumentative essays that are useful in everyday life.

In practice, a pragmatic approach is reflected in learning outcomes that can be applied directly by learners. For example, learners who have learned presentation techniques in bahasa Indonesia subjects will be able to convey their ideas effectively in class discussions as well as in future professional situations. Similarly, learners who have learned to write reports will be better prepared to make academic reports or work in the workplace. In other words, pragmatic Indonesian language learning aims to provide relevant and applicable skills, allowing learners to contribute actively in the community.

Through a pragmatic approach, Indonesian learning outcomes are not only assessed based on theoretical mastery, but also through learners' ability to apply their language skills in a variety of real-life contexts. (Lestari dkk., 2023) For example, in the evaluation of learning, teachers can provide tasks that challenge learners to write opinion articles on social issues that are hotly discussed. Thus, learners are invited to use their language skills productively and creatively, as well as participate in public discourse. This proves that the results of differentiated learning of Indonesian not only result in mastery of language theory, but also the application of useful skills in everyday life.

The epistemology of differentiated learning in Indonesian subjects focuses not only on the transfer of knowledge, but also on the formation of knowledge tailored to the needs, abilities, and potential of each learner. Through the approach of empiricism, rationalism, constructivism, and pragmatism, learners are invited to be active in shaping their own knowledge through interaction with the environment, logical analysis, and practical application. Differentiated learning allows each learner to develop their language skills in the way that best suits their characteristics, so as to reach their maximum potential and be ready to contribute to society.

#### 4. Conclusion

The diversity of learners in a class both about the abilities, interests, and needs of each learner can be overcome by a differentiated learning approach in Indonesian subjects in the Independent curriculum. This approach not only provides freedom for teachers to adjust learning methods, but also facilitates learners in achieving their best potential. In the context of epistemology, the analysis of the schools of empiricism, rationalism, constructivism and pragmatism plays an important role in understanding how knowledge is built and applied. Empiricism emphasizes the importance of the learner's direct experience in learning, rationalism encourages the use of logic and reasoning, constructivism reinforces the role of the learner as an active subject in building their understanding, while pragmatism ensures that the knowledge acquired is relevant and applicable in real life. With this combination of various epistemological perspectives, differentiated learning is able to create a holistic, contextual, and meaningful learning process for learners.

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