

Differentiated Learning Approaches in Introvert and Extrovert Students from The Aspect of Personality Type in Vocational School Students

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ABSTRACT

The main objective of this research is to obtain data related to differentiated learning for introverted and extroverted students in vocational education/Vocational High Schools (SMK). The research carried out is a type of qualitative research with a case study approach. The data collection techniques used in this research were interviews and documentation. The questions will develop and be more open but still have the same focus. The interviews conducted in this research included interviews with 4 students as subjects chosen by students in class X of SMK Negeri 3 Tarakan. There were 4 participants in this research, namely 2 introverted students and 2 extroverted students, based on the considerations of guidance and counseling educators. The documentation used in this research is field note documents from guidance and counseling teachers as well as reports on the results of observations of the learning process. The Miles and Huberman model analyzes data with data reduction, data display, and conclusion drawing/verification analysis steps. The results of differentiated learning research must be adjusted to students' learning needs, especially students with introverted and extroverted personalities. Good activities and responsibilities can be used to design differentiated learning with a process and content approach. The product approach can also be used for students with introverted and extroverted personalities from the aspect of expressiveness. Meanwhile, the environmental approach can be applied to students with introverted and extroverted personalities by mapping the comfortable environment when studying and doing assignments individually or in groups. And for further research, we can analyze the implementation of differentiated learning in vocational school students with introverted and extroverted personality types.

Keywords: differentiated learning, introvert, extrovert, Vocational High Schools

Article History:

Received, 24-11-2023; Revised, 05-12-2023; Accepted, 07-12-2023.

1. Introduction

The independent curriculum has now been widely implemented and implemented in schools, both at the preschool, primary, and secondary school levels. The essence of the independent curriculum is that students are free to determine how they learn with the educational path they choose for themselves. Knowing student characteristics can be used as a guide in developing and planning the learning process (Ilham, 2022). The emphasis in the learning process is on learning that facilitates differences in student characteristics/individuals as well as meaningful learning that provides learning experiences according to the needs of different students. With differentiated learning, students can learn according to their respective potential, interests, and abilities, thereby increasing motivation in the learning process. Differentiated learning facilitates differences in student characteristics, namely different learning preferences, backgrounds, interests, readiness, and learning speeds (Komalasari, 2023). To fulfill learning needs for living in society/skills in an era where competition for science and technology is very tight, quality improvements are being made, because the key to the success of the learning process is the fulfillment of learning needs (Devianti & Sari, 2020).

Schools in the independent curriculum prepare their curriculum based on several things, including considering the characteristics and needs of students or schools. There are many individual characteristics of students in the class with different interests, skills, and ways of learning from each other. So that students with these characteristics can learn and develop optimally, they need educational services that can understand the unique differences between these units, namely by implementing differentiated learning (Evendi et al., 2023). Every individual has their way of thinking, speaking, and acting which creates a unique personality that is different from other people. Understanding each individual is a complicated thing because the habits that shape a person arise from culture and environment that shape a person's character, including introverted and extroverted personalities (Krisanti, 2018).

Students at vocational education/Vocational High Schools are expected to have skills when they graduate, both technical and non-technical skills that can be used/utilized to go straight to work or continue their education to a higher level, even to open their own business. In its application, the independent curriculum implements project-based learning so that students will be free and more motivated to learn and work for vocational school students. So far, vocational school students have acquired their skills by carrying out projects, where students have not yet explored their ideas for being creative and creative. However, with differentiated learning, this does not happen. With differentiated learning, it is hoped that students will not only have the role of operators but also be able to design and program their projects with their thoughts and ideas, where this competency will be useful when they work later. Differentiated learning is an effort to adapt the teaching and learning process in the classroom which aims to meet the learning needs of each student (Pitaloka & Arsanti, 2022).

Elements or approaches in differentiated learning include (1) content, namely what essential/main material students need and want to learn or the conditions in which students will get access to its information. Examples include using reading materials, providing teaching materials in the media, using reading partners, and using small groups; (2) process, namely activities that involve students to understand or master the content/material, because of the many differences in learning styles and choices demonstrated by students, classes must be adjusted to suit different learning needs (Fitriyah & Bisri, 2023); (3) the product is a project objective where students are asked to practice, apply, and expand what they have learned in a particular competency; and (4) the learning environment is the conditions around the school or educational institution (Manggalastawa, 2023). Differentiated learning helps students obtain good learning by producing products according to their interests so that students have sufficient space to demonstrate what they have learned (Rosyida et al., 2022).

Differentiated learning pays attention to differences in individual characteristics of students that emerge, one of which is because there are differences in personality so learning needs are also different. Personality types according to Carl Gustav Jung are extrovert and introvert personality types (Ulwiyah & Djuhan, 2021). Success in education and a person's life in society can be influenced by personality factors. The extrovert personality type directs the individual to the external world, while the introverted personality type directs the individual to the individual's internal and subjective world (Prayitno, 2023). An extrovert personality has behaviour that likes situations that involve lots of people, apart from that he dares to take risks, likes to act reflexively and show emotions, and is even inconsistent in his daily life.

Introverts are often said to be the opposite of extroverts. Introverts behave and interact with few friends, always think about the risks of the actions/ behaviour they will carry out, even talk, prefer to keep their feelings hidden, but are consistent and like to look for ideas (Rosida & Astuti, 2015). An Introvert is the character of someone who has a mentally subjective orientation in living his life, an introverted personality has the characteristics of tending to be calm, likes to be alone, and is reflective about what he does (Rumita et al., 2021). Students with introverted and extroverted personality types have differences in prosocial behaviour which is related when seen with behavioural predictions such as positive feelings, attention, and responsibility towards other people (Kurniawan & Stanislaus, 2016). Intelligence and cognitive intelligence among smart students are often associated with extrovert personalities, namely sociable, quick to express opinions, friendly, creative, and more open (Wahyuni & Mardicko, 2021).

These differences will certainly influence the way of learning and learning interactions in the classroom. With different student personalities, students' ways of learning and thinking will also be different. In implementing differentiated learning, a supportive classroom climate is needed, where every student in the class will be welcomed and feel accepted, everyone respects each other and feels as safe as possible in learning (Pebriyanti, 2023). Therefore, researchers feel that there is a need for research to identify differentiated learning for students with introverted and extroverted personality types in vocational schools from a learning needs analysis.

2. Method

The research carried out is a type of qualitative research with a case study approach as a research process, which has the aim of testing research questions and problems, which are an integral part of the phenomenon and the context in which the phenomenon occurs (Prihatsanti et al., 2018). The reason the researcher chose this approach was because it was felt to be most appropriate in identifying and describing how to approach learning for vocational school students with extroverted and introverted personalities.

The main objective of this research is to obtain data so that the data collection technique cannot be missed. In qualitative research, data collection must be in a natural setting, with primary data sources, and in-depth interviews and documentation. The data collection techniques used in this research were interviews and documentation. Semi-structured interviews were chosen and used in this research as a data collection technique because even though there are guided questions asked, the questions will develop and be more open but still have the same focus. The number of introverted and extroverted students in the teacher's documentation in class X is 8 students, namely 3 introverted female students, 2 introverted male students, and 3 extroverted male students. The interviews conducted in this research included interviews with 4 students as subjects chosen by students in class X of SMK Negeri 3 Tarakan.

The considerations used to select the number of subjects 4 were 2 from introverted students and 2 from extroverted students, based on the considerations of guidance and counseling educators. The documentation used in this research is field note documents from guidance and counseling teachers as well as reports on the results of observations of the

learning process. Only two introverted and extroverted students each looked at gender because the researcher considered these 4 students to be enough to dig up information. The length of interview time for each student is no more than 3 hours due to consideration of student concentration. The researcher used the interview method, so the instrument used was an interview guide. The main tool or instrument for data collection is humans or researchers themselves by observing, asking, listening, requesting, and collecting research data. The Miles and Huberman model is used to analyze data with the analysis steps of data reduction, data display, and conclusion drawing/verification.

3. Result and Discussion

There were 4 participants/subjects in this research, namely 2 students with extroverted personalities and 2 students with introverted personalities, based on the guidance and counselling teacher's considerations. The first step the researcher took was to code the participants as follows:

Table 1. Participant Code

Student Personality	Participant Code
Introvert	I01
	I02
Extrovert	E01
	E02

Aspects of extrovert and introvert personality according to Eysenck and Wilson, namely (1) Activity, (2) Sociability, (3) Risk-taking (4) Impulsiveness, (5) Expressiveness, (6) Reflectiveness, and (7) Responsibility (Kristlyna & Sudagijono, 2020). Semi-structured interviews use the following modified guidelines (Hendarta & Isnayanti, 2021):

Table 2. Interview Guidelines

Aspects	Indicator
Activity	Not excited
	Tired easily
	Uses a lot of thought
Sociability	Doesn't have a wide circle of friends
	Likes to be alone
	Distance yourself from the crowd
Risk Taking	Likes challenges
	Dare to take risks
	He pays little attention to the consequences of his behaviour
Impulsiveness	Think before making a decision
	No rush
	Easy to change your mind
Expressiveness	Harbors more feelings and finds it difficult to express them
Responsibility	Big responsibility
	Can be given trust
Reflectiveness	Thinking and introspecting what you want to know

Based on the results of interviews with 4 students, these aspects were obtained

1. Activities

Introverted student I01 is not enthusiastic about participating in mathematics learning because the teacher gives him a lot of assignments, he also feels tired when participating in mathematics learning and experiences tremors, when doing assignments I01 feels doubtful and lacks confidence in his abilities so he thinks that learning, especially mathematics, has all the difficult formulas. Meanwhile, student I02 stated that sometimes he was not enthusiastic and even lazy and sleepy. Students feel that the assignments given by the teacher are too much, especially if learning mathematics in algebra material, the formulas are considered complicated.

Extrovert student E01 is enthusiastic when learning and wants to learn more deeply about the learning given by the teacher. E02 students have ups and downs in enthusiasm when participating in learning, if the teacher is considered good then they are enthusiastic and participate in learning.

2. Sociability

Introverted students I01 and I02 from the interview felt less confident, chose not to socialize, and chose not to have many friends because they were comfortable being alone. These students also feel happy if they do assignments or homework individually because they are more comfortable alone, students I01 and I02 think that if they study in groups they cannot concentrate because their friends are not serious about doing their assignments. Extrovert student E01 prefers lots of friends and likes doing group assignments because he wants to communicate with group friends and exchange opinions. E02 prefers lots of friends and likes doing group assignments because he wants to quickly complete the tasks given, but cannot concentrate because his friends talk too much outside of the task.

3. Risk Taking

Introverted students I01 and I02 are afraid that if they don't do their assignments, they won't get a grade. Meanwhile, extrovert students E01 and E02 like challenges and dare to take risks if they don't do their assignments even though they don't get a grade.

4. Impulsiveness

Introverted student I01 is afraid of making mistakes when doing assignments. I02 students think first before deciding because they are afraid, they will make the wrong decision, so they don't rush in submitting assignments if they are given assignments and always re-correct the assignments given before submitting them.

Extrovert students E01 and E02 sometimes re-correct the assignments given before they are submitted and sometimes are in a hurry so they don't double-check the assignments given and submit them straight away. This student also likes being given mathematical formulas that are quick and easy to understand.

5. Expressiveness

Introverted student I01 doesn't like being given assignments, let alone doing them on the blackboard because the subject lacks confidence in his abilities. I01 finds it difficult to express his opinions and expressions and has a fluctuating interest in learning. Meanwhile, I02 likes it when he is given assignments to do and is willing to write them on the board because if he doesn't do them, it is difficult to express his opinions and

expressions. Extrovert student E01 likes to express feelings experienced during learning hours. However, E02 never expressed what feelings he experienced during learning hours.

6. Responsibility

Introverted student I01 is responsible for the tasks given to him. Do the tasks given and do it with close friends only. Meanwhile, I02 is responsible for the tasks given and carries them out if given the trust, the tasks given are done with close friends who want to be serious about studying.

Extrovert student E01 is responsible for the assignments given and always completes the assignments given by the teacher to get grades. If given a task, do it individually or in groups. E02 is less responsible for the assignments given and completes the assignments given by the teacher to only get a grade. However, E02 can also be trusted because when they are given a task, they always work in groups so that the task can be completed quickly.

7. Reflectiveness

Introverted students I01 and I02 think about what will happen if they do something, while extroverted students E01 and E02 tend to rarely think about and reflect on what they do.

Approaches to Differentiated Learning

1. Content

About what essential/main material students need and want to learn or the conditions under which students will get access to information. The content in this research comes from learning where students experience a lack of readiness to learn, a lack of interest in learning because students have difficulty accepting the material, and difficulty in completing assignments given by the teacher because the vocational school still uses the lecture method, thus making students not ready to learn and have no interest in learning. However, these students can still take part in learning with different materials according to each student's abilities, always completing the assignments given by the teacher because students are afraid of not getting grades and are afraid of being punished. This can be seen in the aspects of activity, risk-taking, and responsibility.

2. Process

Activities that involve students to understand or master the content. It is a student's activity in knowledge, understanding, and skills based on the content to be studied. The learning delivered by the teacher uses the lecture method so that students experience disinterest in learning and experience boredom from studying in class, making students lack enthusiasm in participating in learning. This can be seen in the activity aspect, introverted students do not like physical activity because they prefer to remain silent. self-conscious, not enthusiastic, get tired easily, and uses a lot of thought in carrying out things. On impulsiveness, extroverted students are usually impatient and hasty, making quick decisions without long thought. Therefore, the learning process needs to be modified in such a way that different learning needs can be met properly.

3. Products

Products is a project objective where students are asked to practice, apply, and expand what they have learned in a particular competency and provides challenge or variety and gives students choices so they can express the desired learning. Based on the results of the interview, teachers must design output/output/products from their learning outcomes

by their knowledge, understanding, and skills. Teachers also need to determine the assessment criteria in the rubric so that students will be assessed and what quality is expected from each aspect that students must fulfill. In expressiveness, introverted students hide their feelings and find it difficult to express their expressions. In contrast to expressiveness, extrovert students find it easier to express their feelings and expressions.

4. Learning environment

Learning environment is the condition surrounding a school or educational institution. The way introverted students learn when studying is that students prefer to study independently rather than study in groups. If studying in groups, students only want to study with friends who want to be serious about studying and friends who only have the same frequency and prefer to study in the classroom rather than in an open environment. calm makes students more comfortable. Meanwhile, extrovert students are the type of students who prefer studying in groups rather than studying independently and prefer studying in an open environment rather than indoors, an open atmosphere makes students more comfortable.

In terms of sociability, introverted students do not have a wide circle of friends, do not have many friends, like to be alone, and keep away from crowds. This is due to previous research on the sociability of introverted personalities who do not have many friends, like to be alone, and stay away from crowds. Meanwhile, extrovert personalities have lots of friends and like to hang out with everyone (Prayitno & Ayu, 2018). Meanwhile, the opposite is true for extrovert sociability. Someone who is classified as an extrovert usually really likes traveling and also has a sociable nature, but has difficulty controlling his habits of being angry and aggressive (Istichori et al., 2020). This is in line with the opinion that introverts usually prefer activities that are not interesting and tend to be boring, they prefer their routine activities with the same people (Nisa & Mirawati, 2022).

Tomlinson in his book entitled *How to Differentiate Instruction in Mixed-Ability Classroom* states that there are three aspects of student learning needs, namely 1) Student readiness to learn (readiness), 2) Student interest, and 3) Student learning profile (Wijastuti & Fitrotun Nisa, 2022). The meaning of learning readiness is how basic skills and knowledge you currently have, to receive new knowledge and skills that will be given and taught by the teacher. So, before carrying out differentiated learning, the first step is to map learning needs, such as learning readiness to modify the level of difficulty of the material that will be taught if using a content approach for introverted and extroverted personality types seen from the activity and reflectiveness aspects. Regarding students' interest needs, introverts and extroverts also have different interests. Some are interested in studying individually and some are interested in studying in groups. According to Jung, individuals with the extrovert personality type have the characteristic of being more expressive in conveying every emotion they feel, so this makes it easier for people with the extrovert type to express every emotion they feel by establishing communication (Virilia, 2018).

This can be seen if we use a process approach where classroom learning activities occur. Students are expected to be active according to their interests so that learning is more enjoyable and makes them enthusiastic about learning. As seen in the personality activities of introverted

and extroverted students. Extroverted students like challenges and dare to take risks, so teachers must also facilitate this by designing learning that is suitable for these students.

The introvert personality type has great responsibility and can be trusted, while the extrovert personality type cannot be trusted, has a low sense of responsibility, and likes to ignore things. Therefore, educators need to consider approaches in delivering material such as varying material, using learning contracts, providing mini-lessons, presenting material with various learning models, and providing various supporting systems. In line with previous research on students' needs in learning, educators need a learning process with a more enjoyable atmosphere for delivering material (I.F., 2018).

4. Conclusion

Differentiated learning for vocational school students with introverted and extroverted personality types involves considering learning needs in the aspects of learning readiness, student interests, and learning profile or a combination of the three, although it focuses more on the skills domain. For vocational school students with introverted and extroverted personalities, the same content differentiation learning approach can be carried out by providing learning materials with reading materials at various readability levels. Meanwhile, for the process differentiation approach, learning can be carried out using coercion or educational games, grouping by allowing students to work alone or in small groups to complete tasks, and providing a center of interest so that introverted and extroverted students can explore themselves, including expressing their learning needs. From the conclusions of this research, it is hoped that teachers will be able to facilitate the learning needs of students with introverted and extroverted personalities in the differentiated learning process. And for further research, we can analyze the implementation of differentiated learning in vocational school students with introverted and extroverted personality types.

5. Acknowledgements

The researcher would like to thank the University of Borneo Tarakan for providing convenience and administrative facilities as well as the research assistants who were tireless in assisting the researcher in completing the research. As well as various p A minimum of 25 valid and up-to-date references are recommended that the researcher cannot mention one by one who has helped and contributed to the research.

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