



Freedom to Learn and Differentiate in History Learning

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Abstract: Freedom to learn is a government curriculum program in the 21st century. Freedom of learning gives freedom to the way students learn so that they find independence in learning. The process of teaching and learning in the 21st century in the world of education through differentiation learning. Differentiated learning gives flexibility to students to increase their potential according to the learning readiness, interests, and learning profiles of these students. In learning history with a differentiated learning model utilizing various learning resources such as museums, laboratories, and historical sites. In addition, it train students' ability to think about historical and historical sources. This study aims to analyze various scientific journals, articles, and information related to the theme of writing in this paper. The method used in this study is a literature review. The results of this research analysis, differentiated learning in history learning, the majority of the diversity of learning resources used by teachers. It is clear from the findings of scientific journals in the implementation of differentiation learning provides media and learning resources according to the type and learning style of students.

Keywords: Independent Learning, Differentiation, Learning History



Introduction

Schools are institutions in the field of education that provide knowledge to students through the teaching and learning process. Schools play a very important role in educating the nation's children. The progress of a nation is largely determined by the quality of human resources, and the quality of human resources depends on the quality of education in the country. The role of education is very important in realizing an intelligent, peaceful, open, and democratic society.

In the era of globalization along with industrial changes in the 21st century, the development of science and technology innovation is very rapid. Science becomes easy to use anywhere and anytime. Seeing these developments, the world of education in Indonesia seems to be starting to face the system and process of education and learning. In the learning process, it is necessary to give freedom to the way students learn so that they can find independence in learning.

According to Merrill (2013), learning history is a deliberate effort to regulate the learning environment so that students acquire certain knowledge or skills. The purpose of learning is to promote learning. Promoting means that learning should be more efficient, effective, and engaging than learning that might occur without intervention. Differentiated learning is in line with the philosophy of educational thought according to Ki Hajar Dewantara, that education (*opvoeding*) guides all-natural strengths possessed by children so that they can achieve the highest safety and happiness both as human beings and as a member of society. Therefore, educators can only guide the growth or life of the natural power that exists in children.

Differentiated learning is a very important way of thinking about teaching and learning in the 21st century. Differentiated learning is nothing new in the world of education. In the opinion of Schöllhorn (2000), differential learning is a motor learning model that is grafted on the importance of motion variations and is derived from the theory of human motion dynamic systems. Different learning is an attempt to adapt classroom learning to meet the individual learning needs of each student (Tomlinson in Oscarina Dewi Kusuma, Siti Luthfah, 2020).



These adjustments are related to student interests, academic profiles, and preparation for better academic results. Previous findings reported that at the learning level, Differential learning appears to be emerging as a promising approach to creative behavioral skills (Santos, Bastos & Souza, 2014). Difficulties in implementing discriminant and independent learning are an integral part of every learning implementation. Addressing the challenges of student diversity and the problems faced by history teachers requires an innovative and creative capacity to choose appropriate learning strategies. Presentation of the problem to find these needs, there must be a solution to meet the learning needs of students.

Teachers' skills in achieving goals must facilitate the diversity of potential differences in which the learning needs of each learner can be met. The findings of a previous journal (Wiwin Herwina in Marlina, 2021) describe that in differentiated learning the teacher is required to understand students and continue to build awareness of students' strengths and weaknesses, observe and assess their readiness, interests, and learning preferences.

Differentiation learning uses multiple approaches to content, processes, and products (Andini, 2016). In the differentiation class, the teacher will pay attention to three important aspects of differentiation learning in class, namely the content (input) is about what students learn, the process is how students will get information and make ideas about what they learn, the product (output) means how students will demonstrate what they have learned.

The three important elements in differentiation learning are certainly related to the learning resources needed in differentiation learning. The content relates to learning resources that students learn, processes related to ideas or information obtained from learning resources, and products related to works produced from the process of creativity and innovation learned from learning resources (Sumaluddin, 2022: 2).

The form and content of learning resources can be divided into five kinds, namely places or environments, objects, people (humans), books, and events (Prastowo, 2004:34). The place or natural environment in question is a room where a person can carry out the learning process or change behavior, then the place can be



grouped as a place of learning, the learning place in question is a learning resource, such as museums, libraries, laboratories, and historical places (Samaludin, 2010). 2022: 61). The learning environment can also use Digitata school or Green History as a place for students to learn. The use of green history plays an important role in the learning atmosphere outside the classroom. In this paper, the author is interested in how independent learning and learning differentiate learning history.

Method

The method used in this research is historical or documentary research with the technique of seeking information related to the development of research topics through news, official government documents, etc., then compiling a bibliography relevant to the research being studied (Connaway and Radford, 2017). In this study, researchers collected official documents from the Ministry of Education and Culture regarding the independent curriculum and its development to overcome the post-pandemic learning crisis. After the documents are collected, analyzed, and consolidated with other references relevant to the research topic.

Results and Discussion

Free to Learn

The government made a curriculum change in 2022, namely the independent learning curriculum for schools throughout Indonesia, including the first, the 2013 curriculum as a whole. Second, emergency curriculum, third, simplified 2013 curriculum. And finally, the fourth is the Merdeka curriculum with several choices such as Independent Learning, Independent Change, and Independent Sharing. The implementation of a stand-alone curriculum is more flexible than the previous curriculum. In the 2022-2023 academic year, the Ministry of Education, Culture, Research, and Technology will start implementing the Independent Curriculum at the level of Early Childhood Education, Basic Education, and Secondary Education (Kemendikbudistek, 2022b).



The implementation of the standalone program is very important because the 2013 program has been in effect for almost a decade. Merdeka Learning is one of the programs to create a happy learning atmosphere in schools, a happy, happy atmosphere for students and teachers. The learning background launched by the Merdeka Learning program is the number of complaints from parents in the current national education system, including the minimum completeness scores that students must achieve, which differ in each subject (Sherly et al., 2020).

The transition from the 2013 Curriculum to the Independent Curriculum automatically brought structural changes to the subjects in the new curriculum, including the placement of history subjects. It is feared that history will be abolished (Azanella, 2020 a). This has caused unrest and protests from many professional associations, communities, study program associations, and historians (Azanella, 2020b; Carey, 2020; Hastanto, 2020). The Ministry immediately responded to this by explaining that history lessons would not be canceled (Meiliana, 2020). A letter was issued from Kepmendikbudristek Number 56/M/2022 and BSKAP Decree Number 008/H/KR/2022 which confirmed the existence of history subjects in the Independent Curriculum (Kemendikbudristek, 2022b, 2022a).

Actually, there is no problem with this change, Kemdikbudristek establishes policies regarding the flexibility of educational institutions in implementing programs according to their level of readiness. Several programs that support the implementation of the Independent Learning Program (IKM) are the Driving School Program (SP) and the Vocational High School (SMK-PK). According to the results of Krissandi and Rusmawan's research (2019), the implementation of the independent curriculum is limited by government factors, agencies or schools, teachers, parents, and students themselves.

Regarding the implementation of the self-study program in several schools, the overall situation is improving, although there are still gaps in the implementation of this program because this is only the first year of its implementation. So it needs to be improved and developed. During the implementation of the independent



learning program chosen by this institution to carry out the learning process, data collection was carried out to see which educational institutions were ready to implement the independent learning program. Furthermore, 2024 is the year for determining the national curriculum policy to be implemented by the Ministry of Education and Culture based on curriculum assessment during the learning recovery period.

The results of this assessment will later become a standard for the Ministry of Education and Culture in formulating new policies once the learning crisis continues. The field of history in the Merdeka Curriculum and the 2013 Curriculum have differences including learning objectives, changes in basic competency terms, curriculum structure, the scope of material, and the existence of skill standard items owned by students (Head of Education Standards, Curriculum and Assessment Agency, 2022; Permendiknas, 2014).

First, differences in history learning objectives that are quite significant, namely the number of learning objective items, the emergence of the concept of historical awareness, self-understanding, collective understanding, and values related to the environment. In addition, objectives related to multi-perspective thinking skills and non-digital and digital historical information processing skills emerged. *Second*, changing the terms of basic competence into learning outcomes. Learning outcomes for the high school level consist of two phases, namely Phase E and Phase F, each phase has 2 elements, namely understanding historical concepts and historical process skills. *Third*, the curriculum structure at level X is integrated with IPS, XI, and XII which are presented separately. Fourth, adding material to the independent curriculum, namely the spice route. Fifth,

Differentiated Learning

Criticism of the world of education has also been expressed by a scientist, namely Albert Einstein. Einstein expressed his argument regarding the talents and interests of each human being and illustrated as follows: "Everyone is a genius, but if you look at a fish based on its ability to climb a tree, then the fish will forever



feel stupid because it can't climb it". This shows that humans have their respective potentials and talents according to how and where they gain experience and maturity in thinking. Therefore, a teacher must be aware of this and cannot generalize the abilities of students.

This statement is also similar to that expressed by the Minister of Education and Culture Muhadjir Effendi in a speech (2018) which revealed "a child who is not good at mathematics, it does not mean he does not have expertise in other fields, this is where the role of the teacher is to be able to direct students to explore their potential. and talents, because they are unique, the teacher should not be the judge of their inability" (Muhadjir Effendi, 2018).

Then a solution is needed in implementing learning that is oriented to the interests and potential talents of students. This effort can be done by developing a differentiated learning strategy. In language, differentiation comes from the word different which means not the same as the others, different and out of the ordinary. Meanwhile, in terminology, differentiation is the act of designing a meaningful difference to differentiate the company's offerings from competitors' offerings.

Differentiated learning in the Independent Curriculum is provided as an additional alternative for educational units to improve the quality of the learning process. Differentiated learning is rooted in meeting students' learning needs and how teachers respond to these learning needs. Thus, teachers need to identify learning needs more comprehensively, in order to be able to respond more precisely to the learning needs of their students.

Differentiated learning is a series of common-sense decisions made by teachers who are oriented to student needs. The decisions made are related to, (1) How they create a learning environment that "invites" students to learn and work hard to achieve high learning goals. They also ensure every student in the class knows that there will always be support for them throughout the process, (2) A curriculum that has clearly defined learning objectives.

The purpose of differentiated learning is to adapt learner-centered learning. If viewed from Ki Hadjar Dewantara's point of view, differentiation learning has similarities in technical matters, including Ki Hadjar's thought which emphasizes



that teachers must guide the nature of children so that as humans they achieve happiness. Ki Hadjar's humanist thinking focuses on humans as free or independent beings.

That is the thought of Ki Hadjar who put forward the concept of liberating humans through learning or known as the Among system which means that it educates children to have independence in their minds, in their minds and their energies (Rukiyati & Purwastuti, 2015). For students to become what Ki Hadjar expects, the teacher must become a facilitator who can construct learning by adjusting to meet the learning needs of students.

In addition, the purpose of differentiated learning according to (Marlina, 2020) in general is to coordinate learning that emphasizes aspects of student interest in learning, student readiness in learning, and learning preferences. In particular, differentiated learning includes five objectives, first, to assist all students in achieving learning objectives; second, to increase student motivation through learning stimuli so that student learning outcomes increase; third, to establish a harmonious relationship in the learning process so that students are more enthusiastic.

Fourth, stimulate students to become independent students and have an attitude of respect for diversity; fifth, increase teacher satisfaction because there is a sense of being challenged in learning to be more creative and willing to develop teaching competencies. Differentiated learning puts forward the concept that each individual has different interests, potentials, and talents, for that the teacher's role must be able to coordinate and collaborate on these differences with the right strategy. Tomlinson (2001; Suwartiningsih, 2021) revealed that differentiated learning has a pattern of collaboration strategies from all differences to get information from what is learned.

The common thread is that differentiated learning is creating diverse classes by providing opportunities for students to capture content, process ideas, and improve each student's learning outcomes so that they can learn more effectively. A differentiation learning strategy is initiated by identifying or mapping students' learning needs. According to Tomlinson (2001) in his book entitled How to



Differentiate Instruction in Mixed ability Classrooms, he said that we can categorize students' learning needs based on at least 3 aspects (according to content differentiation), namely: 1) Students' reading readiness, 2) Students' interests., 3) Student learning profile. There are 3 kinds of differentiation learning strategies used, namely content, process, and product differentiation.

The differentiation process is carried out in the following ways 1) using tiered activities, 2) providing guides or challenges, 3) creating individual agendas for students, 4) varying the length of time, 5) developing various activities that can vary with different learning styles, 6) using grouping flexible interests. Product differentiation can be done in a way that first, provides challenges and diversity or variations, and second, gives choices to students on how they can express the desired learning. Differentiated learning does not only focus on products but also processes and content or learning materials.

These three are often referred to as differentiation strategies, including first, content differentiation, which is what we teach students, regarding readiness, interests, and learning profiles as well as a combination of the three, in this case, the teacher's task is to provide materials and tools according to the learning needs of students. Second, process differentiation, which refers to how students understand or interpret what is learned, the teacher's duties include providing guiding questions, making individual agendas, and developing varied activities. Third, product differentiation is the result of students' work or performance in the form of something that exists, in this case, the teacher's task is to give students choices to express the desired learning. Implementing differentiated learning is certainly not easy.

Teachers must be able to facilitate students according to their needs and must be aware that each student has their characteristics and uniqueness so that they cannot be treated the same. The hope is to treat students according to their needs. The hope is that student learning success will be formed according to the student's needs.

Several factors cause the learning that we have done well to fail or not be able to accommodate the learning needs of students. The causes include the following:



lack of learning preparation factors, limited learning concepts, impatient, lack of references to mastered learning content, lack of attention to the time allocation that has been designed, non-conducive learning space situations, lack of teacher initiative in implementing stages in learning and student response. When differentiated learning fails to meet students' learning needs, we as teachers must dare to take risks and look for other alternatives to adapt to learning. This study teaches how teachers create a learning environment where students learn and work hard to achieve high learning goals. Then make sure every student in the class knows that there will always be support for the student throughout the process. Through this learning, it is hoped that the Pancasila Student Profile will be realized quickly. On the other hand, education and learning for students must be carried out sustainably and go hand in hand with civilization.

Learning History

History is the science of humans in the dimensions of time and place. Understanding the concepts of space and time is a basic subject taught in the first year of senior high school. During this time the material is often seen as an introduction and delivered only by rote. Meanwhile, this concept is very important, it becomes the basis for students to understand that all historical events related to human development cannot be separated from the time or period in which they live and their place or school environment.

The interpretation of this concept must be accompanied by the use of interdisciplinary theory as a knife to analyze events so that children can build historical knowledge as a whole. This ability fosters a wise attitude in assessing an event in the context of the past, present, and future so that the seeds of radicalism and extremism can be minimized. Based on these conditions, it can be concluded that the problem of learning history does not only arise in schools related to boredom because it only memorizes facts and events but also the weak use of theory, poor imagination, textbook references, and state-oriented curricula, and the tendency to not pay attention to the phenomenon of globalization and the background. historically. One of the new views offered in dealing with these problems is the packaging of history learning with a multidimensional approach. Learning with a multidimensional approach or also known as cross-disciplinary



learning refers to the combination of various disciplines as components of independent and separate learning (Park & Son, 2010).

Learning history in the Independent Curriculum provides a wider space for multi-perspective teaching of history. This is stated clearly in the subject rationale and learning objectives. This curriculum also provides criticism of learning materials that have been dominated by political and military content. Historical learning should be presented as a whole and comprehensively, like someone who is weaving. Learning history should be able to form rational awareness about the future by understanding the values of the past (Stearns, Seixas, & Wineburg, 2000). Learning history should be able to arouse learning enthusiasm and encourage increased critical thinking and historical thinking skills (Seixas & Peck, 2004; Sulistyo, 2016).

This of course needs to be addressed by the teacher as a teacher. A teacher must be able to formulate a history lesson by learning from historical learning problems that have commonly occurred so far (Brophy & VanSledright, 1997), for example, history learning materials or resources that are around students. There are many abandoned historical sites around our environment, but it goes unnoticed that they can be used as a relevant learning resource (Azaryahu & Foote, 2008; Summerby-Murray, 2001).

Why is it said to be relevant it directly relates to our daily lives? Or in other words, we know it, we have visited it and at least we understand a little about its development. This can be felt by the students more than the material contained in the book and dreaming far away because let alone knowing how to imagine the shape in imagination is difficult for students. Therefore, even though the standard of achievement in learning history has been set by the national curriculum, there is nothing wrong with us as teachers developing learning by utilizing historical sites (Purnamasari, 2011). Conventional history learning in Indonesia tends to focus on conveying facts from the grand narratives presented in textbooks. Based on various studies that are developing now, this practice needs to be criticized (Supriatna, 2007). Ammert' research in Sweden revealed that learning history is considered meaningful for students if the material presented can present values that are following the daily context of students (Ammert, 2015).



In addition, it also requires a good teacher's understanding of historical content and creativity in presenting history learning with interesting methods and media. Thorp (2016, pp. 5-9) provides an alternative when textbooks feel dry, one of which is by using popular history to broaden historical horizons. Doing history can also be an effective way of learning history to improve students' critical thinking skills (Sjamsuddin, 2017).

Students practice heuristics by visiting libraries, archives, and museums, and digging up information from various historical sources. Students also practice studying historical sources or historical reading by not only reading what is written or explicit but also what is implied or behind it. Students are expected to find metahistorical aspects as well as values from a historical event as an educational aspect. Learning history will give birth to awareness about the essence of human culture and civilization development, the results of this study are known as historical consciousness.

Learning history through history by utilizing primary sources that are close or affordable to students is very likely to be realized to train historical thinking (Douma, 2018; Levstik & Barton, 2015). Students' critical thinking and interpretation skills can be developed by presenting several historical sources for students to read, study, and evaluate. Students can also be asked to interview family members as a heuristic activity to construct a family history, ethnicity, or locality in their area. Postmodern historiography also opens up multidisciplinary opportunities in historical writing. So learning history by doing history can also be done by utilizing auxiliary sciences as sister disciplines (Supriatna, 2012).

The curriculum can also borrow other disciplines that can support historical education science. With a journalistic approach, historical journalism studies can be developed. This is interesting because of the opportunity to write history by conducting investigative journalism on the existence of a historical site. Historical journalism can also be complemented by historical photography skills. Apart from being historical documentation, historical photography is also economically valuable. There are many photoshoot concepts and even product promotions that take advantage of the existence of historical sites.



Historical tourism is also a study of economic value. The tourism community requires historical studies related to tourism in historical objects. In the context of journalism and tourism, history is more of a recreational role, but actually, it can also be part of history education for the community. To support all of this, historical entrepreneurship can also be included, which specifically examines the management of businesses or businesses related to history. Even by studying history, creativepreneurship can develop by raising local history (Supriatna & Maulidah, 2020).

Through learning the history of plantations, the era of forced cultivation, past health and illness, and more, not only do you understand historical facts but also ideas for developing coffee shops, tea houses, drinks, food, and even herbal or traditional medicine to concern for the environment and return to local wisdom (Supriatna, 2017, 2018). This includes learning about culinary history, clothing, lifestyle, architecture, and others, which can ignite economic value inspiration. Graduates can develop local food businesses, design clothes, furniture, and old utensils, to vintage-style buildings.

A wealth of cultural heritage can be developed economically in addition to just conservation efforts. to vintage-style buildings. A wealth of cultural heritage can be developed economically in addition to just conservation efforts. to vintage-style buildings. A wealth of cultural heritage can be developed economically apart from mere preservation efforts.

Conclusion

Independent learning is a curriculum set by the government in an independent learning atmosphere to understand students' talents and interests in learning, especially history. In independent learning, history using differentiation is learning in a happy, independent, smart way according to Ki Hajar's thinking, to increase students' potential in learning using historical sources such as museums, laboratories, historical sites, statues, and others. In the independent learning curriculum, history is not only a science that stands alone but is multidisciplinary. Open and abundant history learning resources certainly provide great opportunities for the development of history teaching materials. Creative learning and allowing students to develop their potential are also in line with the spirit of independent learning.



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