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Differentiated Learning in Indonesian Language Education: A Linguistic Pedagogical Framework for Inclusive Learning

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Abstract

Learning Indonesian in heterogeneous classes demands a pedagogical approach that can respond to the diversity of students' learning readiness, interests, and profiles in a fair and inclusive manner. One relevant approach to addressing this challenge is differentiated learning. This article aims to examine the nature of differentiated learning as a pedagogical framework in Indonesian language learning that is oriented towards the principles of justice and inclusiveness of learning, analyze the conceptual link between differentiated learning and inclusive education, and examine the forms of contextual differentiation of content, process, and product in Indonesian language learning. This research uses a qualitative approach with a conceptual-analytical study design through a critical review of academic literature relevant to language pedagogy, inclusive education, and differentiated learning. The results of the study indicate that differentiated learning is not merely a variation of learning approaches, but rather a pedagogical paradigm based on the principle of learning justice and oriented towards the individual development of students. Differentiation of content, process, and product in Indonesian language learning enables the fulfillment of students' learning rights equally without segregation, and strengthens the implementation of inclusive education in regular classes. The integration of scaffolding methods into differentiated learning plays a crucial role in accommodating differences in students' linguistic and cognitive abilities in an adaptive and sustainable manner. Thus, differentiated learning can be positioned as a strategic linguistic pedagogical framework for realizing inclusive, equitable, and meaningful Indonesian language learning.

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1. Introduction

Global shifts in educational paradigms require learning approaches that are equitable, inclusive, and responsive to learners' diverse characteristics, including learning readiness, interests, learning styles, cognitive abilities, and socio-cultural backgrounds (Adebisi, 2024; Langelaan et al., 2024; Lindner & Schwab, 2025a; Otieno, 2025). Uniform instructional approaches are increasingly viewed as inadequate in the context of 21st-century education, which emphasizes equity and lifelong learning. Consequently, differentiated instruction is regarded as a relevant pedagogical approach.

In Indonesia, differentiated instruction has gained policy legitimacy through the implementation of the Merdeka Curriculum, which emphasizes learner-centered education and recognition of individual diversity. However, in Indonesian language instruction, differentiation is often narrowly understood as task variation or student grouping, thereby reducing it to a technical strategy rather than a reflective pedagogical framework (Ap et al., 2025; Digna & Widyasari, 2023; Zulaiha, 2025). Within inclusive education, differentiated instruction plays a strategic role as it enables the fulfillment of all learners' educational rights without discrimination or segregation (Ainscow & Ainscow, 2020; Ríos-reyes et al., 2025; Ramatea, 2025; Rangarajan et al., 2025; Taneja-johansson & Singal, 2025). It represents a practical manifestation of inclusive principles in regular classrooms.

Indonesian language learning is inherently complex, as it involves integrated language and literary competencies, higher-order thinking skills, and sensitivity to social and cultural contexts (Dewi, 2024; Lingu & Fenuku, 2024). Learners' diverse literacy abilities necessitate flexible and adaptive instruction through adjustments in content, processes, activities, and assessment, enabling all students to achieve shared competencies through different learning pathways (Giera, 2025; Kankam & Ok, n.d.; Wei, 2024).

Nevertheless, the implementation of inclusive Indonesian language instruction remains suboptimal. Teachers often rely on uniform approaches and inadequately address the needs of students with disabilities in instructional design and practice (Sepadi, 2025). Limited conceptual understanding, heavy administrative workloads, and the lack of subject-specific differentiation models constitute major barriers (Florian & Black-Hawkins, 2011; Hardy et al., 2024; Tomlinson, 2014; Suprayogi et al., 2017; Woodcock et al., 2022).

These conditions indicate a persistent gap between inclusive education policies and classroom practices in Indonesian language teaching. Therefore, there is an urgent need for strengthened conceptual frameworks that explicitly link differentiated instruction with the distinctive characteristics of Indonesian language learning, including contextualized differentiation of content, process, and product (Hammond & Gibbons, 2005; Lisdiana et al., 2019; Rasulova, 2025). This article aims to examine differentiated instruction in Indonesian language education as a linguistic pedagogical framework that supports inclusive and equitable learning practices.

Based on the foregoing background, this article formulates several key research problems. The first concerns the nature of differentiated instruction as a pedagogical framework in Indonesian language teaching that is oriented toward the principles of equity and inclusive learning. This issue seeks to conceptualize differentiated instruction not merely as an instructional strategy, but as a pedagogical foundation that positions learner diversity as the central consideration in instructional planning and implementation.

The second problem addresses the conceptual relationship between differentiated instruction and inclusive education within the context of Indonesian language learning in heterogeneous classrooms. This discussion focuses on how the principles of inclusive education can be operationalized through differentiated instruction, particularly in responding to diverse learner needs without resorting to segregative practices.

The third problem focuses on identifying forms of differentiation in content, process, and product that are relevant to supporting inclusive Indonesian language learning practices. This focus is

directed toward examining how such forms of differentiation can be contextually designed in accordance with the characteristics of language and literary competencies, as well as learners' diverse educational needs.

In line with these research problems, this study aims to analyze the nature of differentiated instruction as a pedagogical framework in Indonesian language education that is oriented toward equity and inclusive learning. Furthermore, it seeks to describe the conceptual relationship between differentiated instruction and inclusive education in the context of heterogeneous Indonesian language classrooms. Finally, this study aims to identify and examine forms of differentiation in content, process, and product that are relevant for supporting inclusive, learner-centered Indonesian language learning practices.

2. Materials and Methods

Differentiated instruction is understood as a pedagogical paradigm grounded in the principle of equity in learning, rather than merely a variation of teaching methods or strategies. It is based on the assumption that learners differ in how they learn, the pace at which they learn, and their learning needs; therefore, teachers are required to design instruction that enables each learner to achieve optimal learning outcomes through pathways aligned with individual characteristics (Tomlinson, 2014). Within modern pedagogy, differentiated instruction is closely linked to Vygotsky's social constructivist theory, particularly the concept of the *zone of proximal development* (ZPD), where teachers provide differentiated scaffolding according to learners' positions within their respective ZPDs. In this sense, differentiation is not a form of preferential treatment, but a pedagogical strategy aimed at maximizing individual learning potential (Shabani, 2010; Wibowo et al., 2025).

In Indonesian language education, language is conceptualized as a social and cultural practice that extends beyond the development of linguistic skills to include the cultivation of language awareness, critical thinking, and reflective attitudes toward social realities. Uniform instructional approaches risk reducing language learning to mechanical exercises. Differentiated instruction allows learners to construct meaning based on their social contexts and personal experiences through the integration of contextual, local, and multimodal texts. Consequently, Indonesian language learning serves as a platform for fostering critical literacy and the development of learners' linguistic identities.

This study adopts a qualitative approach using a conceptual-analytical research design that focuses on critically examining the concepts of differentiated instruction and inclusive education within Indonesian language education. The object of analysis includes the pedagogical principles of differentiated instruction, the conceptual relationship between differentiation and inclusivity in heterogeneous classrooms, and the implications of differentiating content, process, and product in Indonesian language learning. Data were collected through document analysis of relevant scholarly journal articles, academic books, research reports, and educational policy documents.

Data analysis was conducted using a qualitative-descriptive approach through stages of data organization, data reduction, analysis and synthesis, and the formulation of conceptual conclusions. This analytical process aimed to identify patterns, gaps, and trends in the literature in order to strengthen the theoretical framework and research recommendations (Creswell & Poth, 2018; Lincoln & Guba, 1985; Miles & Huberman, 2014; Snyder, 2019).

3. Results and Discussions

This section outlines the research findings related to the application of differentiated learning in the context of inclusive education in Indonesian language learning. The research findings are presented systematically based on data analysis to illustrate how differentiation strategies are applied in response to the diversity of student abilities, characteristics, and learning needs. Furthermore, the research findings are critically discussed by linking them to the concept of inclusive education, differentiated learning theory, and relevant previous research findings. This discussion aims to interpret the meaning of the research findings, reveal their implications for equitable Indonesian language learning practices, and emphasize the research's contribution to the development of inclusive pedagogical studies.

The essence of differentiated learning as a pedagogical framework in Indonesian language learning, oriented towards the principles of equity and inclusive learning.

Differentiated learning is essentially a pedagogical framework based on the principle of learning equity, namely the provision of learning services tailored to the needs, potential, and conditions of students, rather than uniform treatment (Gal et al., 2025; Hallett & Hallett, 2025; Tuerah, 2025; Verner, 2025). In Indonesian language learning, this principle is crucial because the development of students' language competencies occurs gradually and is strongly influenced by their early literacy backgrounds, social environments, and diverse cultural contexts (Zubaidah, 2020). Insensitivity to this diversity has the potential to give rise to exclusive and unfair learning practices for students with different learning needs.

As a pedagogical framework, differentiated learning requires Indonesian language teachers to design lessons based on a systematic mapping of students' learning readiness, interests, and profiles. This mapping serves as a pedagogical foundation because language competencies—listening, speaking, reading, and writing—develop non-linearly and are heavily influenced by students' literacy experiences and socio-cultural backgrounds. Therefore, learning approaches that ignore variations in learning readiness have the potential to widen the gap in language competency achievement in heterogeneous classrooms.

In this context, differentiation cannot be understood simply as a variation in activities or student groupings, but rather as a reflective, adaptive, and ongoing pedagogical process. Indonesian language teachers are required to consciously adapt objectives, materials, strategies, and assessment formats to students' learning needs. This reflective process positions teachers as learning designers who are responsive to classroom dynamics, not simply as procedural implementers of the curriculum.

Furthermore, the differentiated learning paradigm emphasizes that the success of Indonesian language learning is not measured by uniformity in learning outcomes, but rather by students' individual progress based on their learning starting points. This perspective aligns with the principle of learning equity, which places language competency development as the primary indicator of learning success, rather than the achievement of uniform standards. Thus, differentiated learning strengthens the learner-centered orientation of Indonesian language learning and supports the creation of inclusive and meaningful learning practices. The implementation of differentiated learning in Indonesian language learning is conceptually closely related to the scaffolding method. Scaffolding functions as a method that provides temporary learning support to students according to their level of linguistic and cognitive readiness, which is then gradually reduced as learning independence increases. Within the framework of differentiated learning, scaffolding serves not only as a technical assistance but also as a pedagogical instrument for achieving learning equity, as it enables each student to receive support proportionate to their needs.

In teaching language skills such as reading comprehension, writing, and argumentative speaking, the application of scaffolding allows Indonesian language teachers to design multi-layered learning interventions (Gürel, 2025; Pol et al., 2015; Saputro, 2023). Students with low learning readiness can receive assistance in the form of modeling, question guides, or text outlines, while students with higher readiness are given challenges that encourage the elaboration of ideas and critical thinking. This differentiated pattern of support reflects a practice of differentiation that is not discriminatory but rather adaptive to the learner's developmental zone.

Furthermore, the integration of scaffolding into differentiated learning emphasizes the shift in the role of Indonesian language teachers from information providers to mediators of language competency development. Teachers consciously manage the intensity and form of support so that students do not become permanently dependent, but develop toward language independence. Thus, scaffolding serves as an operational mechanism that bridges the principle of differentiation with Indonesian language learning practices that are inclusive, progressive, and oriented toward individual student development.

Furthermore, the integration of differentiated learning and scaffolding emphasizes the role of Indonesian language teachers as facilitators of learning development, not simply transmitters of material. Teachers are required to be sensitive to students' zones of proximal development and design adaptive learning interventions. Within this framework, differentiated learning not only supports inclusivity, but also encourages the transformation of Indonesian language pedagogy towards learning that is oriented towards individual development and learning equity.

The Conceptual Relationship between Differentiated Learning and Inclusive Education in Indonesian Language Learning in Heterogeneous Classes

Differentiated learning has a strong conceptual link with inclusive education because both are based on the same basic principle: fulfilling every student's right to learn without discrimination. Inclusive education emphasizes recognizing the diversity of abilities, backgrounds, and learning needs of students as a normal condition within the education system, not as a deviation that must be isolated. Within this framework, differentiated learning functions as a pedagogical mechanism that enables the principle of inclusivity to be concretely realized in classroom learning practices (Lindner & Schwab, 2025b; Ardenlid et al., 2025).

In the context of Indonesian language learning in heterogeneous classes, differentiated learning enables teachers to provide adaptive learning services without segregating students based on academic ability or specific characteristics. Differentiation of content, process, and product provides space for all students to access learning according to their respective linguistic and cognitive readiness, while remaining within the same learning community. This approach aligns with the inclusive education paradigm, which rejects labeling and segregation and encourages the creation of a fair and participatory learning environment.

Furthermore, the integration of differentiated learning into inclusive education strengthens the role of Indonesian language teachers as facilitators sensitive to diversity. Teachers no longer interpret inclusivity simply as the presence of students with diverse needs in the classroom, but rather as a pedagogical process that consciously designs responsive and meaningful learning experiences for all students. Thus, differentiated learning not only supports the implementation of inclusive education but also transforms Indonesian language learning practices to be more equitable, humanistic, and oriented toward individual development.

In Indonesian language learning, the link between differentiated learning and inclusive education becomes increasingly crucial because language serves as the primary means of communication,

knowledge representation, and academic participation. Students with low literacy skills, limited language experience, or specific socio-cultural backgrounds are at risk of academic exclusion if learning is designed uniformly and oriented toward a single standard (Tomlinson & Moon, 2013). This situation not only hinders the achievement of language competency but also limits students' access to text-based, cross-subject learning.

Differentiated learning serves as a conceptual and pedagogical bridge between inclusive education policies and the reality of heterogeneous Indonesian language classrooms. By mapping literacy readiness, differentiation enables teachers to provide diverse learning pathways without lowering academic expectations. Students with low initial literacy skills still receive adequate learning support, while students with higher abilities can continue to develop through meaningful linguistic challenges. Thus, differentiation does not function as a simplification of material, but rather as a strategy for equitable access to learning.

Furthermore, differentiated learning makes Indonesian language learning a means of empowering literacy and holistic student learning participation. Language is positioned not only as an object of learning but also as a tool for building self-confidence, critical thinking, and the ability to participate in learning communities. Within this framework, differentiated learning strengthens the role of Indonesian language education as an inclusive platform that enables each student to develop according to their potential.

Differentiation of Content, Process, and Product in Inclusive Indonesian Language Learning

The implementation of differentiated learning in Indonesian language learning is realized through the differentiation of content, process, and product, which are integrated into a single pedagogical unit. Content differentiation is carried out by adapting teaching materials to be accessible to students with diverse levels of learning readiness, language abilities, and backgrounds, without compromising the essential competencies to be achieved (Lisdiana et al., 2019; Putri, 2025). These adjustments can include varying levels of text complexity, providing multimodal texts that combine visual, audio, and digital elements, and utilizing local context and students' cultural experiences as relevant and meaningful learning resources.

From an inclusive education perspective, content differentiation is a pedagogical strategy oriented toward fulfilling the learning rights of every student, including those with diverse learning needs, such as differences in literacy skills, learning styles, or specific learning barriers. Inclusive Indonesian language learning requires flexible and adaptive teaching materials so that all students can participate optimally in the learning process. Through content differentiation, learning is no longer uniform and exclusive to students with high language proficiency, but rather accommodates the diversity of students' abilities and learning experiences in a fair and equitable manner.

The scaffolding learning method plays a crucial role in supporting the implementation of content differentiation within an inclusive education framework. Scaffolding allows educators to provide gradual learning support, such as additional explanations, modeling, simplifying language, using guiding questions, and presenting concrete examples tailored to students' needs. In Indonesian language learning, content scaffolding can be implemented through assistance in understanding texts, explaining key vocabulary, and systematically analyzing text structures. As students' understanding and independence increase, this support is gradually reduced so that students can access and understand the learning content independently.

Thus, the integration of content differentiation and scaffolding methods in Indonesian language learning not only increases the accessibility of learning materials but also reinforces the principles of inclusive education. Students have equal opportunities to achieve established competencies according to their zone of proximal development, while educators act as facilitators responsive to

diverse learning needs. This approach encourages the creation of an inclusive, participatory learning environment, oriented toward optimally developing students' potential.

Content differentiation in Indonesian language learning is achieved by adapting teaching materials to ensure they are accessible to students with varying levels of learning readiness and literacy skills. In a heterogeneous class, educators do not present material uniformly, but rather provide a variety of content with varying levels of complexity without compromising the essential competencies to be achieved. For example, in learning to read and comprehend narrative texts, students with early literacy skills are presented with shorter texts, using simple sentences, and supplemented with supporting images. Meanwhile, students with moderate and high literacy skills are given longer texts with more complex narrative structures and a more varied vocabulary. Although the text formats used differ, all students are still directed to achieve the same competency: understanding the content and structure of narrative texts.

In addition to varying text complexity, content differentiation can also be achieved through the provision of multimodal teaching materials. In listening and reading lessons, educators can provide texts in print, audio, visual, or digital formats. Students who have difficulty understanding written text receive support through audio or video materials, while those who are more comfortable with printed text continue to use conventional reading materials. Providing multimodal content allows students to access learning materials tailored to their individual learning profiles, while also supporting the principle of accessibility in inclusive learning.

Content differentiation is also evident in the management of vocabulary and linguistic concepts. In teaching expository text, for example, educators provide a list of key vocabulary words accompanied by their meanings and examples of usage for students who still experience difficulties in understanding the language. Other students are guided to interpret the meaning of vocabulary independently through the context of sentences, even developing further understanding by finding synonyms and antonyms. This approach demonstrates that the content presented varies not only in terms of material but also in the level of support provided to students.

Furthermore, content differentiation in Indonesian language learning can be linked to the social and cultural context of students. Learning materials are structured by utilizing students' experiences and immediate environment as learning resources, such as local folklore, cultural traditions, or social phenomena around them. Students are given the opportunity to study material relevant to their individual backgrounds, making learning more meaningful and contextual. This approach not only enhances understanding of the material but also fosters a sense of engagement and appreciation for cultural diversity in the classroom.

Thus, content differentiation in Indonesian language learning is a pedagogical effort to ensure equitable learning through flexible and adaptive adjustments to teaching materials. Through varying text complexity, the use of multimodal materials, gradual vocabulary management, and the utilization of students' cultural contexts, Indonesian language learning can be inclusive and enable all students to achieve the competencies set according to their abilities and learning needs.

Process Differentiation

Process differentiation relates to a variety of learning strategies, stages, and activities intentionally designed to enable students to build understanding through diverse means according to their individual learning readiness, interests, and learning profiles. In the heterogeneous and inclusive nature of Indonesian language learning, process differentiation is crucial because mastery of language skills cannot be achieved through a single, uniform learning path. Students require

diverse learning experiences, whether through social interaction, independent exploration, or intensive mentoring from educators.

In practice, process differentiation in Indonesian language learning can be realized through the implementation of tiered discussions. Students are grouped based on their level of learning readiness and then given questions and discussion tasks of varying complexity. Students with early learning readiness are facilitated with basic understanding questions and concrete examples, while students with higher learning readiness are guided to analyze, evaluate, or critically develop ideas. Through tiered discussions, all students are actively involved in the learning process according to their individual abilities.

Furthermore, process differentiation can also be implemented through flexible group work. Student grouping is not fixed but can change according to the learning objectives and characteristics of the assigned tasks. On some occasions, students can be grouped heterogeneously to learn from each other and collaborate, while on other occasions, they can be grouped homogeneously to receive more focused support. This flexible grouping pattern allows educators to provide targeted pedagogical interventions and encourage collaborative learning.

Project-based learning is also a relevant form of process differentiation in Indonesian language learning. Students are given the opportunity to develop their understanding and language skills through projects that require exploration, collaboration, and reflection. In this context, students can pursue different work paths, both individually and in groups, with levels of independence and challenges tailored to their learning readiness. The educator acts as a facilitator, monitoring the process, providing feedback, and adjusting learning support on an ongoing basis.

The scaffolding method is a key element in implementing process differentiation. Scaffolding allows educators to provide learning support in stages, from modeling and providing instructions, using guiding questions, to providing formative feedback (Irfan et al., 2024; Pol et al., 2015; Sun et al., 2023). This support is provided adaptively according to the learner's linguistic and cognitive needs, then gradually reduced as learning independence increases. In Indonesian language learning, scaffolding can be applied to activities such as understanding texts, developing writing outlines, practicing speaking, and developing oral and written arguments. The process differentiation flow can be seen in Figure 1.



Figure 1.
A Conceptual Model of Differentiated Instruction in Indonesian Language Learning

The implementation of process differentiation in Indonesian language learning begins with the identification of learners' readiness and learning profiles through initial assessment to determine

their literacy abilities, learning styles, and learning needs. Based on these findings, teachers design a range of instructional strategies and learning activities, such as discussions, group work, and projects, with varying levels of complexity and instructional support. Instruction is then delivered through a flexible approach that allows learners to engage in learning pathways aligned with their needs, whether through group interaction, independent exploration, or project-based learning. Throughout this process, teachers provide adaptive scaffolding tailored to learners' needs, including the use of exemplars, guiding questions, and direct support. As learners' understanding develops, instructional support is gradually reduced to promote learner autonomy. The final stage involves reflection and feedback by both teachers and learners to evaluate the effectiveness of the instructional strategies employed.

The scaffolding learning method plays a central role in supporting process differentiation because it allows educators to provide gradual and adaptive learning support. In the early stages of learning, educators provide more intensive support, such as modeling language use, providing concrete examples, guiding questions, and direct feedback. As students' understanding and independence increase, this support is gradually reduced so that students are able to construct language knowledge and skills independently. In the context of Indonesian language learning, scaffolding can be applied to reading comprehension, writing, speaking, and listening activities by adjusting the level of task complexity and the form of assistance.

Furthermore, the application of scaffolding in process differentiation allows educators to accommodate differences in students' language proficiency. Students with developing linguistic abilities receive additional support in the form of vocabulary enrichment, text outlines, or step-by-step guidance, while students who have demonstrated better proficiency are given more complex challenges and greater learning autonomy. Thus, the learning process is not uniform but responsive to individual student needs.

The process differentiation approach combined with the scaffolding method not only increases active student engagement but also creates an inclusive and participatory learning environment. Students are encouraged to learn according to their zone of proximal development, collaborate with peers, and gradually develop independent learning. Therefore, the integration of process differentiation and scaffolding in Indonesian language learning is an effective pedagogical strategy for improving the quality of the learning process and student learning outcomes.

Product Differentiation

Product differentiation provides ample space for students to express their Indonesian language learning achievements through various products that align with their individual interests, talents, and learning strengths. Learning products are not limited to one specific format but can be realized in written texts, literary works, oral presentations, posters, infographics, or interactive digital media. Despite the variety of product formats, assessments still refer to the same competency indicators through the use of clear assessment rubrics, thus maintaining the principles of fairness and measurability of learning outcomes.

In this context, the scaffolding learning method plays a crucial role in helping students produce quality learning products. Scaffolding is provided in the form of product structure guides, work model examples, step-by-step worksheets, guiding questions, and formative feedback throughout the product development process. In the initial stages, educators provide more intensive support to help students understand product criteria and the steps involved in creating them. Subsequently, this support is gradually reduced as students' abilities and confidence in producing learning products independently increase.

The application of scaffolding in product differentiation also allows for adjustments to the level of product complexity according to students' learning readiness. Students with developing language skills can be given products with simpler requirements and stronger structural support, while students who have demonstrated mastery of higher competencies can be given more complex and open-ended product challenges. Thus, product differentiation focuses not only on variations in the final outcome but also on an adaptive and ongoing mentoring process.

The integration of product differentiation and scaffolding methods can strengthen student engagement in the learning process and outcomes. Students feel valued because they are given the opportunity to choose a product format that aligns with their interests and receives adequate support to achieve the established competency standards. This positively impacts student motivation, self-confidence, and active engagement in Indonesian language learning, as well as fostering a meaningful and learner-centered learning experience.

4. Conclusion

Differentiated learning is essentially a pedagogical framework oriented toward the principle of learning equity and recognition of student diversity as a natural condition in the learning process. In the context of Indonesian language learning, this approach is highly relevant because the development of students' language competencies is influenced by variations in literacy readiness, socio-cultural backgrounds, and diverse learning experiences. Therefore, differentiated learning cannot be understood simply as a variation in methods or assignments, but rather as a pedagogical paradigm that demands adaptive and ongoing learning planning, implementation, and reflection.

This study demonstrates that differentiated learning has a strong conceptual link with inclusive education. Differentiation of content, process, and product serves as a pedagogical mechanism that enables the principle of inclusivity to be concretely realized in Indonesian language learning practices in heterogeneous classrooms. Through differentiation, teachers can provide diverse learning pathways without lowering competency standards or segregating students based on specific abilities or characteristics. Thus, Indonesian language learning can take place in a fair, participatory, and welcoming learning environment for all students, including those with special needs.

The implementation of content, process, and product differentiation combined with a scaffolding strategy has been conceptually proven to improve accessibility, participation, and the quality of the Indonesian language learning process. Scaffolding allows for the provision of proportional learning support according to students' zones of proximal development, while gradually encouraging independent learning. This integration of approaches emphasizes the role of Indonesian language teachers as facilitators of language competency development, not merely curriculum implementers. Therefore, differentiated learning needs to be positioned as a pedagogical foundation in developing Indonesian language learning that is inclusive, equitable, and oriented towards optimally developing students' potential.

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