

Lapbooks in Differentiated Learning to Accommodate Students' Learning Styles in Elementary Classrooms

Berliana Aulia Fitri¹, Munawwir², Nuril Kartika³, Taufik⁴, Nur Romdlon Maslahul Adi⁵

^{1, 2, 4, 5} Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya, Indonesia

³MIN 2 Kota Surabaya, Indonesia

Article Information

Article history:

Received Des 28, 2026

Revised Jan 25, 2026

Accepted Feb 28, 2026

Keywords:

Learning Styles, Lapbook, Differentiated Instruction

Corresponding Author:

Berliana Aulia Fitri
Faculty of Education,
Universitas Nahdlatul Ulama
Yogyakarta, Yogyakarta,
Indonesia

Email:

berlianaauliafitri@gmail.com

This is an open access article under
the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



ABSTRACT

This study was motivated by the challenges of implementing differentiated learning at MIN 2 Surabaya, particularly in accommodating students' visual, auditory, and kinesthetic learning styles in Indonesian language instruction. The limited use of learning media and the continued reliance on lecture-based teaching methods have resulted in low student motivation and suboptimal engagement in the learning process. Therefore, this study aims to analyze the use of Lapbook media integrated with the Teams Games Tournament (TGT) learning model in accommodating the diverse learning styles of students in class VA. This research employed a qualitative approach using a case study design. The participants consisted of 28 fifth-grade students (class VA) at MIN 2 Surabaya. Data were collected through observation, interviews, and documentation. The data were analyzed using data reduction, data display, and conclusion drawing techniques.

The findings indicate that the use of Lapbooks integrated with the TGT model effectively accommodates students' diverse learning styles. Visual learning styles are supported through the visual layout and structured presentation of information within the Lapbook. Auditory learning styles are facilitated through discussion and presentation activities during the learning process. Meanwhile, kinesthetic learning styles are accommodated through manipulative activities and academic games incorporated within the TGT model. The combination of Lapbook media and the TGT model contributes to increased student motivation, greater engagement in classroom activities, and deeper conceptual understanding of complex compound sentences. These findings suggest that the synergy between creative learning media and cooperative learning models can serve as an effective alternative strategy for implementing differentiated learning within the framework of the Merdeka Curriculum.

INTRODUCTION

Education is a process designed to create learning environments that enable students to actively participate and develop their potential through structured learning activities (Ndruru, 2023). According to Qadir et al. (2022), education also plays an important role in influencing the development and character formation of individuals. Therefore, education serves as a primary means for optimally developing individual potential.

In the context of the 21st-century paradigm shift, learning is no longer viewed merely as the transfer of knowledge from teachers to students. Instead, it is directed toward the development of critical thinking, creativity, collaboration, and communication skills. Consequently, education must

create learning environments that encourage active student engagement. Educational stakeholders have given considerable attention to curriculum reform in order to align education with current developments and societal demands. One manifestation of this effort is the implementation of the *Merdeka Curriculum* (Agusdianita et al., 2025).

With the implementation of the *Merdeka Curriculum*, teachers are required to design learning activities that accommodate students' needs, interests, and abilities. One of the key approaches highlighted in this curriculum is differentiated learning. Several studies indicate that differentiated learning enables teachers to adjust learning content, processes, and products so that each student can experience meaningful and equitable learning opportunities, particularly at the elementary school level (Sanakulova, 2024). However, its implementation in practice often faces several challenges, including teachers' limited understanding, insufficient learning resources, and limited variation in instructional media. As a result, classroom practices frequently revert to homogeneous and teacher-centered approaches.

The primary objective of differentiated learning is to ensure that every student, regardless of their initial ability level, can learn effectively. Tomlinson (2009) emphasizes that differentiated learning is an important approach in providing equitable learning experiences that correspond to students' readiness, interests, and learning styles.

In practice, teachers are not only expected to focus on students with average abilities but also to accommodate the diversity present in the classroom by adjusting learning content, processes, and products. Through this approach, all students are given opportunities to develop according to their abilities and interests (Syarifuddin & Nurmi, 2022).

Learning style, according to Pranshing (as cited in Marpaung, 2015), refers to the way individuals concentrate, absorb, store, and process the information they receive. In the educational context, learning styles generally refer to individuals' tendencies in understanding learning materials, which are commonly categorized into three types: visual, auditory, and kinesthetic. Similarly, Bandler identifies that individuals learn through seeing (visual), hearing (auditory), and physical involvement or direct activity (kinesthetic). When the needs and diversity of students' learning styles are not adequately accommodated, their motivation to learn tends to decrease, and the learning process may feel pressured or forced.

Indonesian is the national language and serves as the formal language used in various fields. This role makes the Indonesian language highly important. Through Indonesian language learning, students are able to develop integrated language skills, including listening, speaking, reading, and writing. These language skills are not only fundamental to academic success but also serve as essential competencies for students to communicate and participate actively in daily life (Smith & Jones, 2022). Therefore, Indonesian language learning at the elementary school level functions not only as a compulsory subject but also as a strategic means to develop basic literacy skills that form the foundation for learning at higher levels of education.

Preliminary observations conducted at MIN 2 Surabaya revealed that Indonesian language learning in class VA tends to be teacher-centered. Although teachers attempt to explain the material clearly, the learning process is not yet supported by sufficient variation in instructional media and strategies. The learning media used are still dominated by textbooks and whiteboards, while presentation devices such as LCD projectors must be shared among classes. This situation results in the visual, auditory, and kinesthetic learning needs of students not being optimally accommodated. Some students appear passive, less motivated, and unable to construct their understanding of complex compound sentences independently. These findings are consistent with studies indicating that learning processes that are not aligned with students' learning styles can reduce the effectiveness and meaningfulness of learning, as well as lower students' motivation and engagement (Andriani & Nugraheni, 2024).

Meanwhile, international studies such as the Programme for International Student Assessment (PISA) 2018 indicate that Indonesian students' reading literacy levels remain below the OECD average, with an average score of 371 compared to 487 for OECD countries. This finding highlights the need for Indonesian language learning at the elementary level, including in madrasah ibtidaiyah, to be designed more adaptively according to students' learning needs and oriented toward

strengthening literacy skills (Pusmendik, 2023). Literacy in schools does not merely refer to the ability to read and write but also includes the ability to think critically, understand texts, and use information effectively. Literacy therefore becomes a crucial foundation for developing students' communication skills and preparing them to face the challenges of the modern world.

Despite its importance, the implementation of differentiated learning still faces several challenges. Teachers often encounter difficulties related to limited understanding of differentiation concepts and strategies, limited time to design varied learning activities, and insufficient availability of instructional media that accommodate students' diverse learning styles. These constraints frequently lead teaching practices to revert to traditional and homogeneous approaches. As a result, opportunities to meet diverse learning needs become limited, and students' motivation tends to decline (Syarifuddin & Nurmi, 2022).

Several previous studies suggest that the use of innovative instructional media can help address these challenges. One example is the use of Lapbooks. Lapbooks have been utilized as visual-kinesthetic learning media that allow students to summarize and organize information in the form of interactive foldable books containing minibooks, flaps, and information pockets. Research conducted by Maulana Jamaludin and Rosidah (2020) indicates that Lapbooks can improve elementary students' critical thinking skills and learning outcomes in social studies. Similarly, research by Aini et al. (2025) demonstrates that Lapbooks effectively enhance Indonesian literacy skills because they encourage active engagement, creativity, and the ability to integrate information from multiple sources. Furthermore, Lapbooks are considered capable of accommodating visual, auditory, and kinesthetic learning styles through the combination of images, text, and manipulative activities.

Lapbook media are visual learning tools in the form of simple portfolios that can be created individually or collaboratively by students. Lapbooks function as interactive and creative learning tools that allow students to actively participate in the learning process. Through Lapbooks, students can express their understanding in ways that align with their learning styles, whether visual, auditory, or kinesthetic. The presentation is designed to be engaging through foldable and interactive structures, making it easier and more interesting for students to use (Wulandari et al., 2019).

According to Zakiyah (2019), Lapbook learning media have both advantages and limitations. In terms of advantages, Lapbooks encourage students to think critically, make the learning process more enjoyable, help students understand effective sentence structures more clearly, and provide new learning experiences. However, Lapbooks also have certain limitations, including requiring considerable time and cost in the production process, demanding innovative design concepts, and typically being used only for specific learning topics.

In addition to instructional media, learning models also play an important role in differentiated learning. The Teams Games Tournament (TGT) model, which is part of cooperative learning, offers a learning environment that is both collaboratively interactive and competitively engaging. Recent research conducted by Sri et al. (2024) shows that the implementation of TGT in Indonesian language learning at the elementary level significantly improves students' learning outcomes and engagement. Other studies also confirm that TGT encourages collaboration skills, active participation, and learning motivation because students are involved in structured academic games (Wahyudi, 2024).

MIN 2 Surabaya, as one of the public madrasah ibtidaiyah in Surabaya, has begun implementing the Merdeka Curriculum, which emphasizes differentiated learning. This implementation aims to ensure that every student receives learning experiences that align with their needs, interests, and learning styles. However, preliminary observations indicate that implementation in practice often encounters challenges. Teachers may not yet fully understand differentiation strategies comprehensively, while students possess diverse learning style backgrounds that are not yet optimally accommodated. Another challenge is the limited availability of learning resources. As a result, teaching methods tend to remain conventional, such as lectures or uniform assignments, which are less capable of accommodating differences in students' learning styles. Consequently, some students become less motivated and are not fully engaged in the learning process.

Differentiated learning emerges as a potential solution to address these challenges. This concept emphasizes the importance of adapting teaching methods and learning materials to suit students' diverse needs and learning styles. In addition, alternative learning media that are not only engaging but also flexible to use are needed. Nevertheless, the implementation of differentiated

learning at MIN 2 Surabaya remains limited. The use of innovative learning media, such as Lapbooks, worksheets, and games, can therefore serve as attractive alternatives.

Therefore, this study attempts to integrate the Teams Games Tournament (TGT) learning model with Lapbook media to accommodate students' learning styles in Indonesian language learning for fifth-grade students at MIN 2 Surabaya. According to Slavin (1982), the TGT learning model is a cooperative learning approach implemented through quizzes and individual scoring mechanisms. In its implementation, students compete in teams against members of other teams with similar academic abilities. Slavin further explains that TGT consists of five main components: class presentation, team formation, games, tournaments, and team recognition.

Based on the explanation above, the use of Lapbook media combined with the TGT learning model is believed to enhance students' learning outcomes, particularly in Indonesian language learning at the elementary school level. Lapbooks function as visual media that enrich students' learning experiences, while TGT creates a cooperative, competitive, and enjoyable learning environment. The integration of these two approaches is expected not only to improve students' conceptual understanding but also to develop social skills, collaboration, and students' confidence in the learning process.

Amid these developments, studies examining the integration of Lapbooks and TGT within the framework of differentiated learning in madrasah ibtidaiyah remain relatively limited. Previous Lapbook studies have mainly focused on improving literacy or learning outcomes in thematic or science-related subjects, while research on TGT has largely examined improvements in learning outcomes and motivation in various subjects, including Indonesian language learning, without explicitly linking them to students' learning style profiles. These limitations provide an opportunity for this study to contribute new insights.

Based on the explanation above, this study aims to analyze the implementation of differentiated learning through the use of Lapbook media at MIN 2 Surabaya. It also seeks to describe how varied instructional media used in differentiated learning can accommodate students' learning styles. Furthermore, this study aims to explain how varied instructional media in differentiated learning can effectively address diverse student learning styles. Therefore, this research is expected to provide a comprehensive overview of differentiated learning implementation and its impact on students' learning processes at MIN 2 Surabaya.

METHOD

This study employed a qualitative research method with a case study design. A case study refers to a research approach in which the researcher explores a particular phenomenon within a specific period of time by collecting in-depth information through various data collection methods. This approach enables researchers to investigate phenomena occurring in real-life contexts, particularly when the boundaries between the phenomenon and its context are not clearly defined, by utilizing multiple sources of data (Fadilla et al., 2022).

The subjects of this study were students of class VA (28 students) at MIN 2 Surabaya. The selection of fifth-grade students was based on the suitability of the curriculum, particularly the topic of complex compound sentences, which is relevant to the focus of this research. The primary data were obtained through observations of the learning process, interviews with students, and documentation in the form of photographs of learning activities, teaching modules, and student worksheets (LKPD).

Data collection techniques included observation, interviews, and documentation. Observations were conducted to examine the implementation of differentiated learning in the classroom. Interviews were conducted with several students to explore their learning experiences using Lapbooks and the Teams Games Tournament (TGT) model, as well as their perceptions regarding the ease of understanding the learning material. Documentation was used to collect physical evidence such as photographs of learning activities, students' Lapbook products, and worksheet results that reflect students' understanding of the learning material.

The data were analyzed using the interactive model of Miles and Huberman, which consists of three main stages: data reduction, data display, and conclusion drawing (Fadilla et al., 2022).

During the data reduction stage, the researcher selected and focused on data relevant to the research objectives, particularly those related to activities reflecting differentiated learning and students' responses to the use of Lapbooks and the TGT model. In the data display stage, the data were organized into descriptive narratives, matrices, and thematic categories, such as the initial learning conditions, the implementation of Lapbooks, the implementation of TGT, the accommodation of learning styles, and their impact on students' learning motivation. Finally, in the conclusion-drawing stage, the researcher interpreted the findings to obtain a comprehensive understanding of the research phenomenon.

In accordance with its purpose, this study aims to obtain an in-depth understanding of the effectiveness of varied learning media in accommodating students' learning styles and increasing their motivation and engagement in the learning process. The learning media used include Lapbooks, games, and multisensory learning experiences designed to accommodate visual, auditory, and kinesthetic learning styles. The findings of this study are expected to provide practical recommendations for teachers in optimizing the use of varied instructional media in differentiated learning.

RESULT AND DISCUSSION

Learning Conditions Prior to Implementation

The research began with a series of observations and systematic data collection regarding the learning process conducted by the classroom teacher at MIN 2 Surabaya. Observations were carried out directly during three learning sessions in class VA. Prior to the implementation of differentiated learning, Indonesian language instruction in class VA at MIN 2 Surabaya was still largely centered on lecture-based methods and homogeneous assignments. Such instructional practices tended to produce one-way classroom interactions, limiting opportunities for students to develop critical and creative thinking skills. The limited variety of learning activities also had implications for students' learning motivation, as some students showed reduced enthusiasm in participating in the learning process.

This condition indicates the need for more innovative and varied instructional strategies to ensure that the diverse learning styles of students can be effectively accommodated. Although the teacher had attempted to create a conducive learning atmosphere, there had not yet been a structured strategy specifically designed to address students' diverse learning styles. This was evident in the limited use of instructional media, which were primarily restricted to textbooks and whiteboards. In addition, the limited availability of facilities, such as LCD projectors that must be shared among classes, further constrained the use of varied learning media. As a result, some students appeared less engaged or experienced difficulties in understanding the material, particularly complex topics such as Indonesian language lessons on "Cause–Effect Complex Sentences."

In addition to classroom observations, data were also collected through oral interviews with several students. Students categorized as passive learners reported that they had difficulty understanding the material presented by the teacher. This situation contributed to their tendency to remain passive during class activities, such as hesitating to ask questions, express opinions or ideas, or participate actively in classroom discussions. In contrast, students who were more active stated that the use of instructional media developed by the teacher helped them understand the material more effectively. They also perceived the learning activities as more engaging, which made it easier for them to maintain focus and attention during the lesson.

The second stage of the research involved planning learning activities using a differentiated learning approach that addressed differentiation in content, process, and product. This was implemented through the use of three varied learning media—Lapbooks, games, and multisensory learning experiences—each designed to accommodate the three major student learning styles: visual, auditory, and kinesthetic. At this stage, the teacher conducted diagnostic and non-cognitive assessments to identify students' learning styles.

The results of this mapping process were used as the basis for designing instructional strategies, selecting appropriate learning media, and determining teaching methods that aligned with students' needs and characteristics. Based on the assessment findings, the teacher developed an

Indonesian language teaching module focusing on the topic of cause–effect complex sentences. The module contained a structured lesson plan consisting of opening, core, and closing learning activities.

In addition to the teaching module, the learning process was supported by varied instructional media, including a Lapbook titled “**The Complex Sentence Tree**,” student worksheets (LKPD), and educational games designed to increase interaction and collaboration among students. These learning tools were also intended to enhance students’ learning motivation by making the learning process more engaging while ensuring that each student’s learning style could be accommodated optimally.



Figure 1. Lapbook media “The Complex Sentence Tree”

Implementation of Learning Using Lapbooks and the TGT Model

The implementation of differentiated learning in the classroom was carried out based on the stages outlined in the teaching module, which consisted of the introductory, core, and closing activities. The core activities became the primary focus because, at this stage, the teacher integrated various learning media to accommodate students’ diverse learning styles.

a. Introductory Activities

In the introductory stage, the teacher began the learning process with greetings, prayer, and attendance checking, followed by an apperception activity related to the previous lesson. To connect the lesson with real-life experiences, the teacher posed guiding questions such as, “*Have you ever seen a flood around your house?*” or “*In your opinion, what causes houses to become flooded during heavy rain?*” These questions successfully activated students’ prior knowledge and helped them relate the concept of cause–effect relationships to their everyday experiences.

b. Core Learning Activities

During the core activities, the teacher applied several instructional strategies organized into five steps. The first step involved presenting the material visually and interactively. The teacher used an interactive presentation to support students with visual learning styles. The topic of cause–effect complex sentences was introduced using the Lapbook media titled “**The Complex Sentence Tree.**” This medium helped students understand the basic structure of complex sentences, recognize the types of conjunctions used, and identify the main clause and subordinate clause within a sentence. This activity also facilitated visual, auditory, and kinesthetic learning styles simultaneously, as students were able to observe the visual elements, listen to explanations, and interact directly with the learning media.



Figure 2. The teacher explaining the material using Lapbook media.

c. Implementation of the Teams Games Tournament (TGT) Model

Next, the teacher implemented the Teams Games Tournament (TGT) model. Students were divided into small groups consisting of five to six members. This grouping facilitated process differentiation through collaboration, peer interaction, and guided discussion. Through these collaborative activities, students were able to exchange ideas and reinforce their understanding of the material. This approach particularly supported students with auditory learning styles, as they could learn through discussion and listening to their peers' perspectives.

The next stage involved the TGT game activity, which served as the culmination of process and product differentiation. In this activity, students took turns drawing question cards. They were then asked to identify the main clause and subordinate clause and combine them using appropriate conjunctions. This activity integrated several learning skills simultaneously, including thinking, writing, speaking, and physical movement. The point-based scoring system also fostered motivation and healthy competition among groups, encouraging students to participate actively and enthusiastically throughout the learning process.



Figure 3. Students participating in the TGT game activity in groups.

d. Group Presentation and Reflection

The fourth stage involved group presentations, where each group was given the opportunity to present the results of their discussion in front of the class. This activity accommodated both auditory and visual learning styles, as students explained their work verbally while also presenting visual representations of their understanding through Lapbooks or student worksheets. The presentation activity also helped students develop their confidence and communication skills.



Figure 4. Students presenting their group work with guidance from the teacher.

e. Reflection and Formative Assessment

The final stage involved reflection and formative assessment. The teacher provided appreciation for students' work and facilitated a collective reflection session to review the learning process. In addition, the teacher distributed individual worksheets as a form of formative assessment to evaluate each student's understanding of the material that had been studied. Through this series of activities, differentiation in the core learning process was implemented comprehensively and provided equitable learning opportunities for all students according to their respective learning styles.

Accommodation of Learning Styles through Varied Instructional Media

The use of varied instructional media in differentiated learning has proven effective in accommodating students with diverse learning styles. This strategy not only provides variation in learning activities but also ensures that each student can access learning materials according to their preferred learning tendencies. Such an approach aligns with Gardner's Multiple Intelligences Theory (1983), which emphasizes that every individual possesses unique learning strengths. Therefore, the use of diverse media and instructional strategies is necessary to optimize students' learning potential (Gardner, 1998). To provide a clearer understanding, the accommodation of learning styles through varied media can be described as follows:

1. Visual Learning Style

For students with visual learning preferences, the use of instructional media such as presentation slides, the Lapbook titled "*The Complex Sentence Tree*," student worksheets (LKPD), and the answer boards included within the Lapbook serves as an effective strategy for supporting conceptual understanding. Visual media present information in the form of text, diagrams, and organized graphic structures, which help students clearly identify the relationships between components within a sentence.

2. Auditory Learning Style

Students with auditory learning preferences are supported through verbal explanations from the teacher, group discussions, question-and-answer sessions, and group presentations. These activities emphasize listening, speaking, and attentive comprehension. Through this approach, auditory learners become more engaged in constructing their understanding, as they are able to grasp concepts through verbal interaction and repeated oral explanations. In addition, discussion and presentation activities contribute to the development of students' communication skills and increase their self-confidence.

3. Kinesthetic Learning Style

For students with kinesthetic learning preferences, learning activities that involve physical movement are particularly beneficial. Such activities include attaching sentence fragments to the Lapbook, participating in the Teams Games Tournament (TGT) activity, and writing answers on worksheets (LKPD) or the Lapbook answer boards. This approach encourages students' active participation in the learning process, increases focus, and fosters intrinsic motivation. Previous research by Noorbaiti et al. (2018) also indicates that physically engaging learning activities are effective in helping kinesthetic learners process information through direct experience and practical involvement.

4. Evaluation through Individual Worksheets (LKPD)

At the final stage of the differentiated learning implementation, evaluation was conducted through the use of individual worksheets (LKPD). These worksheets functioned as formative assessment tools that assisted the teacher in identifying each student's level of understanding regarding the concept of cause-effect complex sentences. Through the analysis of the worksheet results, the teacher was able to identify the difficulties experienced by students and design more adaptive instructional strategies for subsequent learning sessions.

Discussion

The findings of this study reinforce the theory of differentiated learning proposed by Tomlinson (2005), which states that adapting learning content, processes, and products to students' diversity can improve learning effectiveness. The results indicate that the use of varied instructional media within the teaching module plays a crucial role in implementing both process and product differentiation. Media such as Lapbooks and the Teams Games Tournament (TGT) model provide multisensory learning experiences that simultaneously accommodate visual, auditory, and kinesthetic learning styles. These findings are consistent with the study of Agusdianita et al. (2025), which emphasizes the role of varied learning media as a means of adjusting instruction to accommodate students' diverse learning styles.

First, in terms of the implementation of differentiated learning, lesson planning that begins with a diagnostic assessment of students' learning styles allows teachers to design strategies for differentiating content, processes, and products more systematically. This finding aligns with research on the implementation of differentiated learning in elementary schools, which highlights that mapping students' readiness, interests, and learning profiles is a crucial initial step before teachers organize variations in learning content, activities, and assessment methods (Zainul, 2024). In the context of this study, Lapbooks and the TGT model function as elements of process and product differentiation. Students do not merely receive explanations from the teacher but actively construct their understanding through visual, verbal, and kinesthetic activities.

Second, the use of Lapbooks as the primary instructional media proved effective in facilitating Indonesian language learning at the elementary school level. Lapbooks enable information to be presented in structured and visually engaging formats, making it easier for students to understand abstract concepts. A study by Susilowati and Suswandari (2025), published in the *PAJAR Journal*, found that the development of Lapbook media in elementary schools is considered highly feasible and practical for thematic learning and is capable of increasing students' learning interest. Additional findings from Aini et al. (2025) and several Lapbook development studies at the elementary level further confirm that Lapbooks not only support conceptual understanding but also foster students' critical thinking, creativity, and literacy skills.

The implementation of differentiated learning through varied instructional media in this study contributed to the creation of a more inclusive learning environment. Each student felt valued and had the opportunity to learn according to their individual learning preferences. The positive responses shown by students indicate that meeting diverse learning needs directly influences students' sense of comfort, motivation, and engagement during the learning process. This finding is consistent with the principles of the *Merdeka Curriculum*, which emphasize student-centered learning and the importance of connecting learning with students' real-life contexts (Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, 2022). However, this study also identified several challenges, particularly related to the time required for teachers to prepare instructional media and the need for more dynamic classroom management. Nevertheless, the benefits observed, including increased student engagement, motivation, and conceptual understanding, were found to outweigh these challenges.

Furthermore, the findings of this study suggest that teachers do not necessarily need to differentiate instruction individually for each student. Providing a variety of learning activities and instructional media—such as the use of Lapbooks and the Teams Games Tournament (TGT) model—can already offer sufficient opportunities for students to choose learning approaches that best suit their needs. Therefore, this study not only supports existing theoretical perspectives but also provides empirical evidence regarding the effectiveness of varied instructional media in supporting the implementation of differentiated learning. These findings are particularly relevant for instructional practices in elementary schools, especially in the context of optimizing the implementation of the *Merdeka Curriculum*.

CONCLUSION

This study demonstrates that the implementation of differentiated learning through the use of varied instructional media, particularly Lapbooks, effectively accommodates diverse student learning styles (visual, auditory, and kinesthetic) at MIN 2 Surabaya. The use of Lapbook media combined with the cooperative learning model Teams Games Tournament (TGT) created a more interactive, collaborative, and enjoyable learning environment. As a result, students became more motivated, actively participated in the learning process, and showed improvement in their understanding of complex compound sentences in Indonesian language learning. This improvement was reflected in students' increased ability to accurately identify sentence structures and understand the causal relationships between clauses.

Despite these positive outcomes, the study also identified several challenges, including limited time for preparing instructional media, constraints in the implementation process, and limited supporting facilities. However, these challenges did not significantly reduce the effectiveness of the implemented learning strategy. Therefore, the findings of this study provide valuable insights for

teachers to continuously innovate by adapting learning media and instructional activities to students' characteristics and classroom contexts. In conclusion, the implementation of differentiated learning through varied instructional media, such as Lapbooks integrated with the Teams Games Tournament (TGT) model, has proven effective in supporting the principles of the *Merdeka Curriculum*, which emphasizes diversity and individual learning needs. This approach can serve as an innovative pedagogical strategy for educators in developing more inclusive learning processes that are adaptive to students' characteristics and capable of creating authentic and meaningful learning experiences.

REFERENCES

- Agusdianita, N., Dalifa, Supriatna, I., Izzania, R. D. S. M., & Yusnia. (2025). Penerapan Pembelajaran Berdiferensiasi Pada Kurikulum Merdeka. *Badranaya: Jurnal Pengabdian Kepada Masyarakat*, 3(1), 23–29. <https://doi.org/10.31980/badranaya.v3i1.2354>
- Aini, F. N., Muharlisiani, L. T., & Amrullah, A. K. (2025). Peningkatan Kemampuan Literasi pada Siswa Melalui Media Lapbook pada Mata Pelajaran IPAS Kelas V SD. *Afeksi: Jurnal Penelitian Dan Evaluasi Pendidikan*, 6(3), 539–547. <https://doi.org/10.59698/afeksi.v6i3.462>
- Andriani, F., & Nugraheni, N. (2024). Analisis Karakteristik Gaya Belajar Siswa dalam Pembelajaran Berdiferensiasi. *Jurnal Riset Pendidikan Dasar (JRPD)*, 5(1), 33. <https://doi.org/10.30595/jrpd.v5i1.16067>
- Fadilla, Z., Ngurah Ardiawan, K., Masita, Meilida, S. E., Abdullah, K., Jannah, M., & Aiman, U. (2022). *Metodologi Penelitian Kuantitatif*.
- Gardner, H. (1998). *Hakikat Teori Multiple Intelligences dalam Pembelajaran*. <https://pgsd.binus.ac.id/2021/12/07/1372/>
- Marpaung, J. (2015). Pengaruh Gaya Belajar Terhadap Prestasi Belajar Siswa. *KOPASTA: Journal of the Counseling Guidance Study Program*, 2(2), 13–17. <https://doi.org/10.33373/KOP.V2I2.302>
- Maulana Jamaludin, G., & Rosidah, A. (n.d.). *UPAYA UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS DAN HASIL BELAJAR SISWA DENGAN PENGGUNAAN MEDIA LAPBOOK*. Retrieved December 6, 2025, from <https://jbasic.org/index.php/basicedu/article/view/314/pdf>
- Ndruru, A. (2023). Dinatha, N. M & Laksana, D. N. L. 2017. Kesulitan Belajar Siswa dalam Mata Pelajaran IPA Terpadu. *Jurnal Pendidikan Nusantara (JPDN)*. 2 (2), pp 214-223. *TUNAS: Jurnal Pendidikan Biologi*, 4(1), 17–29.
- Noorbaiti, R., Fajriah, N., & Sukmawati, R. A. (2018). Peningkatan kemampuan matematika awal melalui Strategi Pembelajaran Kinestetik. *Journal.Unj.Ac.Id*, 108(1), 108–116.
- Pusmendik. (2023). *Hasil PISA Indonesia 2018: Akses Makin Meluas, Saatnya Tingkatkan Kualitas*. 03 Agustus. <https://pusmendik.kemdikbud.go.id/pisa/berita/read/pisa-di-indonesia/1/hasil-pisa-indonesia-2018-akses-makin-meluas-saatnya-tingkatkan-kualitas.htm>
- Qadir, A., Putri, F., & Khairamulya, safira. (2022). Pentingnya Pendidikan Bagi Generas Muda dalam Meningkatkan Kualitas Pendidikam. *Jurnal Pendidikan Indonesia*, 3, 1023–1033.
- Sanakulova, S. X. (2024). Differentiation of Instruction in the Elementary Grades. *Current Research Journal of Pedagogics*, 5(12), 74–77. <https://doi.org/10.37547/pedagogics-crjpp-05-12-15>
- Smith, A., & Jones, B. (2022). Addressing diversity in the classroom: Strategies for effective differentiated instruction. *Journal of Education Research*, 45(2), 123–135.
- Sri, W., □ R., Kurniawati, R. P., & Komaladewi, R. (2024). Penerapan Model Pembelajaran Teams Games Tournament (TGT) untuk Meningkatkan Hasil Belajar Bahasa Indonesia Siswa di Sekolah Dasar. *Jurnal Basicedu*, 8(6), 4637–4644. <https://doi.org/10.31004/BASICEDU.V8I6.8761>
- Susilowati, M., & Suswandari, M. (2025). Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Di Kelas IV Sekolah Dasar. *Publikasi Pendidikan*, 15(2), 304–314. <https://doi.org/10.26858/PUBLIKAN.V15I2.71076>
- Syarifuddin, & Nurmi. (2022). Pembelajaran Berdiferensiasi dalam Meningkatkan Hasil Belajar Matematika Siswa Kelas IX Semester Genap SMP Negeri 1 Wera Tahun Pelajaran 2021/2022. *JagoMIPA: Jurnal Pendidikan Matematika Dan IPA*, 2(2), 93–.

<https://doi.org/10.53299/JAGOMIPA.V2I2.184>

- Tomlinson, C. A. (2005). *Differentiation of Instruction in the Elementary Grades by Carol Ann Tomlinson In most elementary classrooms, WHAT IS DIFFERENTIATED INSTRUCTION*. 4, 1–23.
- Tomlinson, C. A. (2009). *How to Differentiate Instruction in Mixed-Ability Classrooms*.
- Wulandari, R., Mustadi, A., Rahayuningsih, Y., Yogyakarta, N., Dasar, S., Dalangan, N., & Artikel, R. (2019). *Pengaruh Project Based Learning Berbantuan Lapbook terhadap Keaktifan Belajar Siswa*.
- Zainul, A. (2024). Implementation Of Teams Games Tournament To Improve Primary School Students' Collaboration Skills. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 14(01), 88–97.
- Zakiyah. (2014). التعليم بطريقة المناقشة فى الفصل. *Jurnal Tarbawiyah*, 11(1), 53–65.