

Navigating Challenges and Strategies in Implementing Differentiated Instruction: A Conceptual Overview

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i8/22153>

DOI:10.6007/IJARBSS/v14-i8/22153

Published Date: 11 August 2024

Abstract

Differentiated instruction has become a pivotal approach in modern education, focusing on adapting teaching strategies to meet the diverse needs of students. However, implementing differentiated instruction does not run as smoothly as anticipated, encountering various challenges. Therefore, this conceptual paper aims to explore the fundamentals of differentiated instruction, the challenges and barriers encountered in its implementation, and the strategies employed to navigate these challenges. The paper begins by exploring the evolution of differentiated instruction, tracing its shift from traditional methods to modern and student-centered approaches. It delves into theoretical foundations such as Multiple Intelligence Theory and Sternberg's Triarchic Theory to offer a deeper understanding of the underlying framework. The paper then discusses the challenges in implementing differentiated instruction, including difficulties faced by teachers, issues with school administration and management, and infrastructure limitations. To navigate these challenges, targeted strategies are proposed, including continuous professional training, effective classroom management, fostering creativity, ensuring fairness in task distribution, providing robust supervision and guidance, involving Parent-Teacher Associations and planning for new school constructions. This overview offers teachers, administrators and policymakers a comprehensive understanding of the challenges and strategies associated with differentiated instruction, providing practical insights to enhance its effectiveness and create more inclusive learning environments.

Keywords: Differentiated Instruction, Challenges, Strategies, Diversity, Inclusive Classroom.

Introduction

With the rapid changes in education, the traditional 'one-size-fits-all' teaching model is becoming increasingly outdated. Today's classrooms are filled with students from diverse backgrounds, each bringing unique strengths, challenges and learning styles. To address this diversity, a more student-centered approach known as differentiated instruction has gained significant attention. Differentiated instruction goes beyond traditional teaching strategies,

embodying a transformative educational philosophy (McCray, 2022; Graham et al., 2021). This approach celebrates each student's individuality, striving to cultivate an inclusive learning environment that fosters personal growth on multiple levels—academically, intellectually, and emotionally (Swargiary, 2024; Tomlinson & Imbeau, 2023).

In Malaysia, a significant shift occurred in 2018 when the Ministry of Education (MOE) abolished streaming classes in all schools (MOE, 2018). This change eliminated the traditional division of students, placing individuals with varying attitudes, interests, and abilities together in the same classroom (Mustaffa et al., 2021). This shift sparked considerable debate and raised important questions about how teachers can effectively instruct such diverse groups. The study by Hashim & Mohamad (2020), explored both the benefits and drawbacks of the former streaming system. On the positive side, streaming made it easier for teachers to design standard lessons tailored to specific student levels and reduced peer pressure by grouping students with similar abilities. However, it also fostered a culture of segregation where weaker students felt marginalized. In an education system heavily focused on exam results, weaker students often felt demotivated and inferior, negatively impacting their self-esteem and motivation (Chzin & Surat, 2021).

Recognizing these drawbacks, the Ministry of Education Malaysia took decisive action to eliminate the practice of categorizing students based on their learning levels. This initiative aligns with the first shift of the Malaysian Education Blueprint (MEB) 2013–2025, which aims to provide equal access to quality education for all students (MOE, 2018). To support this change, the Ministry introduced differentiated instruction, requiring teachers to tailor their lesson plans, learning approaches, resources, activities, and student outcomes to meet each student's unique learning needs (Tomlinson, 2022; Ginja & Chen, 2020; Mustaffa et al., 2021). By embracing this approach, teachers can maximize each student's potential, particularly those with diverse intelligences (Derbala & M.Yasin, 2022).

Differentiated instruction fosters an inclusive and supportive learning environment, addressing varied student needs and bridging educational gaps. This method promotes equality and inclusion within the classroom, ensuring equal opportunities for all students to meet their learning needs and cultivating a balanced and fair educational experience (Cerna et al., 2021; Pozas et al., 2021; Abdul Muttalip, 2020). By embracing differentiated instruction, teachers can create a classroom atmosphere where diversity is celebrated, and every student is empowered to achieve their full potential (Tomlinson, 2022; Norman, 2020).

Research into differentiated instruction has gained significant traction over the past five years within Malaysia's education system. Previous research has primarily explored various facets within the realm of differentiated instruction, including assessments of teachers' knowledge (Ladjaharun & Ahmad, 2023; Ayten Pinar et al., 2022), readiness (Nadarajah & Wan Mohammad, 2023; Derbala & Yasin, 2022; Agus, 2021), instructional methods (Mustaffa et al., 2021; Wee & Mahamod, 2023; Santangelo & Tomlinson, 2012), and challenges they encounter (Radi & Amran, 2023; Jawan & Mahamod, 2021). Furthermore, some studies have focused on the implementation of differentiated instruction in subject-specific domains such as English language (Yusoff, 2022), Malay language (Michael, 2023; Agus, 2021; Abdul Mutallip, 2020), Mathematics (Majid et al., 2022), and Islamic Education (Zaki & Razak, 2022; Mustaffa et al.,

2021). Drawing on these research insights, this concept paper aims to comprehensively explore:

1. Conceptual foundations of differentiated instruction.
2. Challenges and barriers encountered in its implementation within school settings.
3. Strategies employed to effectively navigate these challenges and enhance the application of differentiated instruction in classrooms.

The Overview of Differentiated Instruction.

Evolution of Differentiated Instruction

Over a century ago, American education featured “one-room schoolhouses,” where students aged six to sixteen learned together. In this setting, teachers balanced their time and energy to instruct a diverse group—from beginners struggling with reading and writing to advanced learners with more complex needs (Tomlinson, 2014).

The conversation around student diversity gained momentum in 1943 with the launch of *Educational Leadership*, a magazine by the Association for Supervision and Curriculum Development (ASCD). The article “The Challenge of Individual Difference” published in 1953 encouraged revisiting Carleton W. Washburne’s key article “Adjusting the Program to the Child.” It also recognized contributions by Frederic Burk in the 1910s and others who aimed to foster individual student growth. This ideology aligns with the “No Child Left Behind Act of 2001,” which sought to uplift disadvantaged students and improve individual educational outcomes through differentiated instruction principles.

Over the years, differentiated instruction has evolved as a dynamic approach to cater to diverse student capabilities. In the 1990s, a shift began with teachers adapting their methods to diverse learning styles. Carol Ann Tomlinson became a key figure in popularizing differentiated instruction. Introduced in the United States in 1995, her framework provided teachers with principles of differentiation, aiming to meet the unique learning needs of all students (Tomlinson, 1999).

Understanding the Concept of Differentiated Instruction

Differentiated instruction is a pedagogical approach that emphasizes tailoring teaching methods, lesson plans, and learning activities to meet the diverse needs of students. Popularized by Carol Ann Tomlinson in the late 1990s, it has become a cornerstone of modern educational practices. The concept of differentiated instruction is built on five key principles:

1. **High-Quality Curriculum:** Ensures that the content delivered is rigorous and relevant.
2. **Supportive Environment:** Fosters a classroom atmosphere conducive to diverse learning needs.
3. **Ongoing Assessment:** Allows teachers to regularly evaluate student progress and adapt instruction accordingly.
4. **Responsive Teaching:** Actively addresses the diverse backgrounds and abilities of students.
5. **Flexible Management:** Encourages adaptable classroom practices that can shift based on students' needs

The framework not only defines the core principles of differentiated instruction but also highlights key elements that teachers must consider when designing their lessons. These elements include content, which refers to the specific knowledge and skills that are to be taught. Process involves the instructional methods and strategies used to facilitate student learning. Product denotes the outcomes or evidence that students produce. The classroom environment encompasses the physical and emotional setting in which learning takes place.

To effectively adapt these elements, teachers should tailor their approach based on students' learning styles (Kholidah et al., 2024; Moser & Zumbach, 2018). This involves considering students' interests to boost motivation and engagement, their readiness to gauge their current level of understanding and skill, and their learning profiles to align with their preferred ways of learning. By incorporating these factors, teachers can craft a more personalized and impactful learning experience (Chen & Wang, 2021; Taylor et al., 2021; Tomlinson, 1999). Ultimately, mastering and applying the principles of differentiated instruction empowers teachers to enhance student achievement and fosters an inclusive classroom environment where every learner can thrive within the dynamic landscape of education.

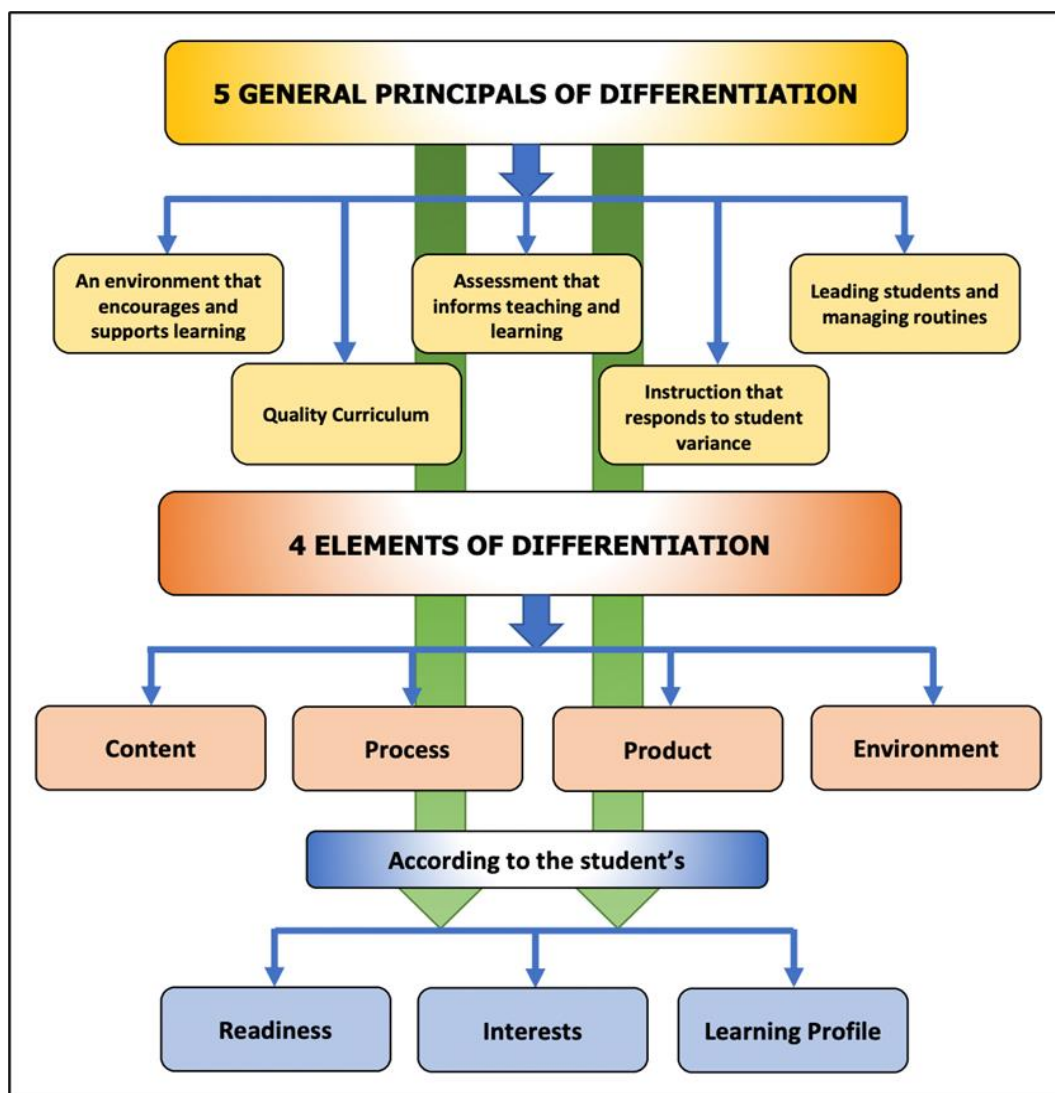


Figure 1: The Differentiated Classroom : Responding to the Needs of All Learner.

Source: Tomlinson (2014).

Underpinning Theories of Differentiated Instruction

Multiple Intelligence Theory

Imagine a classroom where every student's unique strengths are recognized and nurtured. This vision is at the heart of Howard Gardner's Multiple Intelligence Theory, introduced in 1983 in his seminal work *Frames of Mind*. Gardner identified nine distinct intelligences: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalistic, and existential.

- **Verbal-linguistic:** Talent for reading, writing, and storytelling.
- **Logical-mathematical:** Strength in problem-solving and numbers.
- **Visual-spatial:** Ability to visualize and manipulate objects.
- **Bodily-kinesthetic:** Emphasis on physical expression and dexterity.
- **Musical:** Sensitivity to rhythm and sound.
- **Interpersonal:** Skill in understanding and interacting with others.
- **Intrapersonal:** Focus on self-awareness and emotional understanding.
- **Naturalistic:** Appreciation for the natural world.
- **Existential:** Concern with deep philosophical questions.

Recognizing and cultivating these intelligences can transform education, making learning more inclusive and personalized (Gardner, 2021; Muñoz-Martínez et al., 2020; Gregory & Chapman, 2012). By embracing this diversity, teachers can tailor their strategies to match students' strengths, promoting individual growth and enhancing educational outcomes (Khan et al., 2024; Markey et al., 2021; Asgarpoor et al., 2021).

Sternberg's Triarchic Theory

Sternberg's Triarchic Theory of Intelligence highlights three elements: analytical, creative, and practical intelligence (Sternberg et al., 2023).

- **Analytical intelligence:** Ability to evaluate, analyze, and solve problems.
- **Creative intelligence:** Ability to generate new ideas and innovative solutions.
- **Practical intelligence:** Application of knowledge to real-world scenarios.

Creative intelligence is particularly fascinating as it involves exploring and generating new ideas. Students with high creative intelligence excel in projects requiring inventiveness and thrive in environments that encourage brainstorming and experimentation (Sternberg, 2003). By fostering creative intelligence, teachers can help students develop essential skills for innovation and adaptability (Adeoye, 2024; Sawyer, 2019). Differentiated instruction incorporating Sternberg's Triarchic Theory enhances academic achievement and empowers students to leverage their unique strengths, promoting a well-rounded and dynamic educational experience (Grigorenko et al., 2002).

Challenges in Implementing Differentiated Instruction

Differentiated instruction aims to customize teaching methods and materials to meet the diverse learning needs of students. By providing multiple pathways for acquiring content, processing information, and demonstrating understanding, this method seeks to maximize

each student's learning potential. However, the journey toward implementing differentiated instruction is fraught with challenges (Heng & Song, 2020; Lavania & Nor, 2020; Onyishi & Sefotho, 2020; Ginja & Chen, 2020). This section delves into these challenges, focusing on the roles of teachers, school management, and the facilities that support them.

Challenges Faced by Teachers

Differentiated instruction has been widely implemented in countries such as the United States, Hong Kong, Ethiopia, China, and Indonesia (Suprayogi & Valcke, 2016; Silva et al., 2017). However, this method was only introduced in Malaysia in 2018. Research indicates that many teachers remain unaware of differentiated instruction (Abdul Muttalip, 2020; Sulaiman & Wok, 2018). A limited understanding of the principles and components of these methods contributes to misconceptions and a lack of confidence among teachers regarding its implementation (Shareefa et al., 2019; Lavania & Nor, 2021). Insufficient training and support for teachers further hinder the effective and comprehensive adoption of differentiated teaching practices (De Jager, 2017; Lunsford, 2017).

Recent studies highlight persistent challenges in teachers' ability to effectively deliver learning content to students (Ouyang & Ye, 2023). These challenges often arise when instructional strategies fail to address the diverse learning needs of students (Pozas et al., 2021; De Jager, 2017). For instance, research in Ethiopia has shown that teachers struggle to adjust their instruction to accommodate varying student learning levels (Melesse, 2019). As a result, students may encounter difficulties engaging meaningfully with the learning process in the classroom (Taole & Cornish, 2017; Filgona et al., 2020).

Classrooms today are characterized by a mix of student abilities and learning styles, with no separation based on learning levels. This shift presents significant challenges for teachers in managing diverse student behaviors and characteristics effectively (Galton & Simon, 2023). Many teachers struggle to maintain control over students with varied behaviors, which hinders effective teaching (Porter, 2020). Engaging all students meaningfully becomes difficult due to the wide range of academic abilities and personal traits. The traditional one-size-fits-all teaching approach is insufficient for meeting the individual needs of each student. Therefore, teachers must adopt more flexible and adaptive teaching methods to address these diverse needs.

To captivate students' attention effectively, teachers must employ a range of engaging teaching methods. Poorly planned lessons can result in boredom and disruptions (Park & Ramirez, 2022). Masingan and Sharif (2021), observe that some teachers continue to rely on teacher-centered methods. Similarly, Milinga (2023), identifies a reluctance among teachers to adopt differentiated pedagogy, with many preferring traditional approaches. This resistance is often due to a longstanding reliance on outdated teaching techniques. Many teachers remain committed to the 'chalk and talk' style, where the teacher controls the learning process and depends heavily on textbooks (Gautam & Raj, 2022; Leo, 2021; Mahamod et al., 2020). These traditional methods persist because they simplify lesson preparation and do not require adjustments for the diverse abilities of students.

Challenges in School Administration and Management

Some school administrators still adhere to traditional management practices, often issuing instructions without fully considering the challenges faced by teachers. Consequently, teachers are frequently burdened with non-academic tasks such as extracurricular activities and maintaining the cleanliness of the school environment, including the field, canteen, classrooms, and teachers' rooms (Vyas et al., 2024; Gul et al., 2023; Yusoff et al., 2022). These additional responsibilities distract teachers from focusing on differentiated instruction, making it difficult for them to tailor their teaching strategies to meet the diverse needs of their students.

Moreover, a shortage of subject-specialist teachers leads to increased teaching hours and additional non-teaching duties, demanding a high level of commitment from teachers. This situation also diminishes the effectiveness of classroom teaching and hinders teachers' ability to implement differentiated instruction effectively (Markelj et al., 2024; Guiaselon et al., 2022). To facilitate differentiated instruction, school administrators should prioritize supporting teachers by reducing non-academic burdens and ensuring adequate staffing. By doing so, administrators can enable teachers to focus on developing and applying tailored instructional methods that meet the diverse needs of their students.

Confronting Infrastructure Challenges

Implementing differentiated instruction presents unique challenges, particularly in rural schools where infrastructure is often inadequate (Daka, 2020). In these settings, the limited availability of resources significantly hampers teachers' ability to create engaging and effective teaching aids. Essential tools such as projectors, LCD screens, computers, and televisions are crucial for delivering dynamic and responsive lessons. Many teachers in rural areas lack these vital supports, making it difficult to meet the diverse needs of their students (Jawan & Mahamod, 2021).

However, inadequate infrastructure is not confined to rural schools; it affects many schools overall. A widespread shortage of essential educational tools and materials impacts the effectiveness of differentiated instruction across various contexts. This lack of infrastructure stifles teachers' creativity and limits their ability to explore and implement innovative teaching methods (Emeka et al., 2021; Edukasia, 2022).

Additionally, overcrowded classrooms are a pressing issue in education (Osai et al., 2021). This problem raises serious questions about the suitability of current class sizes. Many schools lack sufficient classrooms to accommodate the growing student population, leading to overcrowded spaces that exceed their intended capacity. This situation contributes to social issues and escalates dropout rates (Warsi et al., 2024; Charles & Mkulu, 2020; Du Plessis & Letshwene, 2020). Teachers face difficulties in devising methods that cater to the diverse abilities of their students. A study by Onyishi and Sefotho (2020), highlights that large class sizes limit teachers' ability to effectively implement differentiated instruction for all learners.

Navigating Strategies to Overcome Challenges in Differentiated Instruction

Differentiated instruction is vital as it addresses the diverse learning needs, abilities, and interests of students, fostering a more effective and inclusive educational environment. By customizing teaching methods and materials, teachers can ensure that every student engages with the curriculum and reaches their full potential (Suryati & Ratih, 2024; Kettler & Taliaferro,

2022). In today's varied classrooms, where traditional teaching methods often fall short, differentiated instruction is essential. To make this approach effective, it's crucial to implement innovative solutions and strategies to overcome its challenges. Addressing these obstacles will allow differentiated instruction to thrive and lead to better educational outcomes for all students. The following sections will explore specific strategies to overcome these challenges in the educational context.

Tackling Teacher-Related Challenges

Continuous Professional Training and Development

In diverse classrooms, where students exhibit a wide range of intelligences, teachers must enhance their professionalism through innovative planning and adaptable teaching strategies. Research indicates that some teachers still lack essential skills and knowledge related to differentiated instruction (Shareefa, 2021; Ginja & Chen, 2020; Anderson & Putman, 2020). Prioritizing teacher training is crucial for fostering skilled educators. Fairman et al (2022), emphasize the importance of ongoing, specialized training courses. These programs equip teachers with the tools to face new challenges confidently. Engaging workshops and training sessions enable teachers to embrace new strategies, moving beyond traditional approaches (Martinez, 2022). This evolution allows teachers to craft creative instructional methods tailored to each student's unique abilities, maximizing learning outcomes and fostering a more inclusive educational environment.

Effective Classroom Management

In classrooms with diverse intelligences, proactive behavior management and creating an effective learning environment are essential. Strong classroom management ensures that students are fully engaged in the learning process. Establishing control and offering stimulating activities help students focus and prepare for instruction. Incorporating Visual, Auditory, Kinesthetic, and Tactile (VAKT) elements can enhance engagement (Elemer, 2022; Duquette, 2022). Ahmad and Othman (2020), highlight the importance of edutainment strategies in differentiated instruction. Interactive and entertaining methods make learning more engaging and student-centered (Tzenios, 2022; Samaranayake, 2020). This approach not only creates a dynamic learning environment but also aids in effective behavior management.

Cultivating Creativity in Differentiated Instruction

Traditional, teacher-centered methods are becoming obsolete. While changing teaching styles may seem daunting, relying on the old 'chalk and talk' approach can lead to disengagement. To engage students more effectively, teaching methods should incorporate creativity. Jasni et al (2020), emphasize that infusing creativity into teaching techniques enhances learning outcomes and stimulates student interest and motivation. Differentiated instruction can foster creativity in both teachers and students, helping them achieve educational goals. As Sternberg (2023), notes, teachers' creativity can serve as a powerful model, encouraging students to develop their own creative potential. Embedding creative elements into the teaching process nurtures students' imaginative thinking (Cremin, 2022) and transforms them into imaginative problem-solvers (Ibrahim et al., 2023; Said et al., 2020). This underscores the need to move away from traditional methods, which can stifle students' creative and critical thinking.

Strategies for Addressing School Administration and Management Issues

Fostering Fairness in Task Distribution

The role of a teacher extends beyond the classroom. Research by Beymer et al (2022), highlights that teachers often face numerous tasks unrelated to teaching, including administrative duties, supervision of extracurricular activities, and maintaining school facilities. This added pressure can detract from their primary role of educating students, leading to a frantic pace and compromised lesson planning and delivery, ultimately impacting student learning outcomes.

Moreover, responsibilities are frequently imbalanced within schools, with some teachers overwhelmed by their workload while others have comparatively lighter duties. This disparity can result in frustration and burnout among overburdened teachers, while those with fewer responsibilities may feel underutilized and disconnected from the school community. To address this issue, school administrators must proactively ensure a fair and balanced distribution of tasks (Mohammad et al., 2024; Chuaidi & Wahab, 2024). Effective management practices should involve regularly assessing and adjusting the allocation of duties to align with teachers' positions, experience, and skills. Lang & Mohd Nor (2024) suggest that considering these factors can help establish a more equitable work environment where all teachers feel valued and their contributions are recognized.

By fostering a supportive and balanced work environment, schools can enhance teacher satisfaction and retention. When teachers feel appreciated and have manageable workloads, they are more likely to be motivated and committed to their profession. This positive atmosphere benefits both teachers and students, as teachers can focus more on delivering high-quality instruction.

Empowering Through Supervision and Guidance

Supervision is a crucial element of professional development, as emphasized by Glickman et al (2018). Despite its importance, many schools fail to prioritize the supervision of teaching and learning processes (Hassan & Ghani, 2022; Stronge, 2021). This oversight prevents teachers from gaining insights into their instructional strengths and areas for improvement. To bridge this gap, school leaders must prioritize effective supervision. By engaging in collaborative monitoring, administrators can work closely with teachers to observe instructional activities, provide guidance, and offer constructive feedback. This approach enhances the teaching experience and ensures that all students' needs are adequately met (Chuah & Al Amin, 2022).

Effective supervision acts as both a quality control mechanism and a platform for professional growth (Saihu, 2020). It provides opportunities for sharing best practices, fostering a culture of continuous improvement, and developing a supportive professional community. Administrators who prioritize effective supervision help teachers address instructional challenges constructively. Instead of merely pointing out mistakes, administrators should focus on equipping themselves with the skills to guide teachers towards

better practices (Kiral, 2020). This approach builds teachers' confidence and self-efficacy, enabling them to implement teaching strategies more effectively.

Overcoming Infrastructure Barriers

The Role of Parent-Teacher Associations

The Parent-Teacher Association (PTA), as outlined in Shift 9 of the Malaysian Education Blueprint 2013-2025, is instrumental in fostering strong partnerships between schools and families. By encouraging active parental involvement, the PTA plays a crucial role in advancing school development and student success (MOE, 2013; Villegas, 2021). With PTA funds and community resources, schools can acquire necessary tools and materials for implementing differentiated instruction effectively. This might include technology, learning aids, or specialized training for teachers to better address diverse learning needs. Additionally, parental engagement can help reduce the workload of teachers by sharing responsibilities related to student development (Yulianti et al., 2021; O'Toole et al., 2019). For example, parents can volunteer for extracurricular activities, classroom events, or administrative tasks, allowing teachers to focus more on instructional planning and delivery.

Strong school-family relationships facilitated by the PTA are also vital for supporting differentiated instruction. By working closely with teachers, parents can help reinforce and extend the differentiated strategies used in the classroom (Ismajli & Imami-Morina, 2018). When parents understand and support the tailored learning approaches being employed, they can provide additional reinforcement at home, contributing to a more cohesive and supportive learning environment. This collaboration ensures that differentiated instruction is effectively implemented, allowing teachers to better address the diverse needs of their students and ultimately improving educational outcomes for all.

New School Construction Plans

In Malaysia, overcrowded classrooms present a significant barrier to effectively implementing differentiated instruction (Kanapathy, 2024; Ismail & Aziz, 2019). When classrooms are overburdened with students, teachers often struggle to provide individualized attention and adapt their teaching strategies to meet the diverse learning styles and abilities of each student. This challenge is compounded by limited space and resources, which can dilute the effectiveness of tailored instruction.

To address these issues, proactive measures are being undertaken to overcome overcrowding and enhance educational delivery. One such initiative involves the identification and establishment of new schools in areas with rapidly growing student populations (Jidin, 2022). This strategy aims not only to distribute students more evenly across a broader range of facilities but also to integrate educational infrastructure with community development plans.

Conclusion

In the vibrant world of modern education, differentiated instruction is becoming an essential tool that recognizes the unique tapestry of students' diverse abilities. This innovative approach moves beyond the restrictive "one-size-fits-all" model, which often leaves struggling learners behind. Traditional teacher-centered methods may constrain students' potential for

creative and critical thought, but through embracing differentiated pedagogy, teachers can tailor their strategies to meet the diverse needs of their classrooms.

This study is motivated by the pressing need to enhance teaching effectiveness in increasingly diverse classrooms. Despite the theoretical appeal of differentiated instruction, its practical application often faces challenges due to a lack of comprehensive understanding and effective strategies. By addressing these gaps, this paper makes a valuable contribution to the field by offering a detailed examination of both the theoretical underpinnings and practical challenges of differentiated instruction. Additionally, it provides actionable strategies for teachers, administrators, and policymakers to overcome these challenges, ultimately aiming to create more inclusive and effective learning environments.

Educational leaders—such as the District Education Office, State Education Department, and Ministry of Education—play a crucial role in ensuring the smooth implementation of differentiated instruction in schools. Teachers need ongoing support and guidance to effectively adopt these methods. Through careful monitoring, school administrators can identify the challenges teachers face and create opportunities for meaningful dialogue that leads to solutions. This collaborative process not only provides valuable insights into teaching practices but also assists in designing impactful professional development programs for teachers. Through these efforts, the study contributes to transforming educational practices, making them more adaptive and responsive to diverse learning needs.

In summary, differentiated instruction represents a transformative step forward in education, equipping both teachers and students with the skills necessary for success in the 21st century. By integrating differentiated approaches into teaching and learning, teachers can explore innovative ideas tailored to the diverse intelligences of their students. Moreover, this shift fosters a more dynamic and enjoyable classroom environment, promoting creative learning and empowering students to thrive according to their unique abilities. Therefore, it is crucial to continue strengthening the implementation of differentiated instruction, ensuring its effectiveness and contributing to a future where every student can excel and achieve their fullest potential.

Acknowledgment

I would like to extend my heartfelt appreciation to the Ministry of Education, Malaysia, for their generous support through the *Hadiah Latihan Persekutuan* (HLP) scholarship. I am also deeply grateful to the Research Project Grant GG-2021-031 for sponsoring the publication of this research. Their support has been invaluable in the completion of this work.

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