

## EXPLORING CHALLENGES OF INDONESIAN EFL TEACHERS IN IMPLEMENTING DIFFERENTIATED INSTRUCTION IN ELT CLASSROOM

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**Abstract:** *Differentiated instruction (DI) as a method of the Merdeka curriculum in Indonesia may be problematic for the teacher when implementing it in the classroom. This study investigates Indonesian EFL (English as a Foreign Language) teachers' perspectives regarding implementing Differentiated Instruction in their classrooms. Through qualitative analysis, this research identifies the teachers' challenges and explores the strategies for implementing DI. Semi-structured interviews were used to reveal the challenges and strategies teachers used DI. The collected data were then analyzed qualitatively with the thematic analysis used in this study in analysis of the data. Findings reveal that teachers view DI as important for addressing student diversity, enhancing engagement, and improving academic outcomes. However, significant challenges include adapting learning materials, managing time constraints, and varying readiness levels among teachers and students. Despite their belief that DI is very positive, some challenges highlight how to adopt DI properly; professional development, resource allocation, and strategic planning are essential.*

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**Keywords:** *Differentiated Instruction; English as Foreign Language; Teacher Perspective*

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### INTRODUCTION

Differentiated instruction (DI) is a pedagogical strategy that provides several paths to learning depending on individual readiness, interests, and learning profiles, therefore acknowledging the various needs of students (Tomlinson et al., 2003). By changing several aspects of the learning process, this instructional approach is meant to meet the unique needs of every learner. Differentiated Instruction may incorporate changing the content, the way students interact with the materials, and the things students produce to show their knowledge (Puzio, Newcomer, Pratt, McNeely, & Hooker, 2020). Therefore, Differentiated

Instruction may develop from diverse student needs in the classroom. Offering suitable challenges and support catered to every student's needs improves student involvement and raises degrees of achievement. Differentiated Instruction ultimately seeks to guarantee that every student has fair access to chances for learning and the possibility to realize their best potential.

Tomlinson developed Differentiated Instruction (DI) to enable teachers and students to learn and teach more successfully in English. DI properly addressing the different academic capacities observed in English language classes requires DI. This teaching approach customizes education to fit every learner's particular needs and preferences for learning. Teachers and students can grow to fulfil the same objectives and views in studying and teaching English using this strategy, so attaining the target of learning. Thus, DI is necessary for encouraging effective and inclusive English language education, enabling teachers and students to reach their learning objectives.

A study indicates that using varied teaching strategies to enhance the academic performance and motivating-affective qualities of high-achieving students improves students' learning capacity and results (Ziernwald, Doe, & Smith, 2022). Moreover, Darra and Kanellopoulou (2019) examined studies showing that using DI in the classroom improves academic performance and shapes positive learning opinions. Mainly in English education, DI is a suggested approach for English environments since it considers the particular characteristics of people and provides a learning environment favorable for integrating special requirements in educational settings (Strogilos, 2018). Consequently, DI is a beneficial English learning environment since it is a good teaching tool that improves academic achievement, encourages good attitudes about learning, and fits the unique requirements of every student.

In Indonesia, the curriculum adopted Differentiated Instruction as the central part of the Merdeka curriculum, especially in learning English (Pranajaya, Azhar, & Ramadan, 2023). Furthermore, EFL teachers find it challenging despite their effectiveness in the learning and teaching process. A previous study found that teachers in Eastern Indonesia face significant challenges in implementing Differentiated Instruction in English classes due to time constraints, lack of support, difficulties in engaging students, managing the classroom, and assessing diverse learning needs (Rosadi, Putra, & Sari, 2024). Similarly, Mutmainah, Handayani, & Wijayanti (2023) investigated that English teachers in the Merdeka Curriculum see Differentiated Instruction (DI) as essential but struggle with its implementation due to varying confidence levels and a need for more training and resources. The same problems also experienced by teachers at a junior high school in West Java show how the teachers face significant challenges in implementing Differentiated Instruction, including time constraints, lack of support, resource limitations, ensuring student participation, and managing large class sizes (Suryati, Ratih, & Maryadi, 2023). This study underlined EFL teachers' beliefs and challenges about DI to help teachers adapt and

implement this instruction, but it is still limited. Therefore, this study fills the gap and underlines the need for research focusing on DI challenges from Indonesian EFL teachers. This study aims to address this focus, provide valuable insights into EFL teachers' perceptions of DI, and identify the various challenges they encounter, ultimately helping to better prepare teachers for implementing Differentiated Instruction. Based on the gaps and needs, this study formulates the research questions, such as:

1. What do Indonesian EFL teachers believe in implementing Differentiated Instruction in the classroom?
2. What challenges do teachers face in implementing Differentiated Instruction in the classroom?

## **LITERATURE REVIEW**

### **Differentiated Instruction in Indonesian EFL Settings**

Differentiated instruction (DI) is a teaching approach to meet students' diverse needs. Carol Ann Tomlinson, a leading authority on DI, emphasizes the importance of addressing students' varying readiness levels, interests, and learning profiles. Tomlinson defines Differentiated Instruction as a teaching philosophy based on the premise that teachers should adapt instruction to student differences. According to Tomlinson (2001), DI involves offering multiple paths to learning so that all students have equal access to the curriculum. Furthermore, Tomlinson emphasizes that Differentiated Instruction is not a single strategy but a way of thinking about teaching and learning that respects each student's individuality (Tomlinson, 1999). The critical elements of DI include content, process, product, and learning environment. Content refers to what students learn, process to how students make sense of information, product to how students demonstrate what they have learned, and learning environment to the classroom conditions that set the tone for learning.

DI is crucial in EFL classrooms due to the students' wide range of English proficiency levels. Effective EFL instruction should consider students' readiness, interests, and learning profiles. Readiness involves assessing students' proficiency levels and scaffolding them to higher levels. Interests pertain to topics and themes that engage students, making learning more relevant and motivating. Learning profiles involve understanding individual learning styles and preferences.

Several studies highlight the impact of DI in Indonesian EFL settings. A study by Suprayogi, Valcke, & Godwin (2017) found that teachers who received training in DI techniques were more effective in addressing the diverse needs of their students, leading to improved language outcomes. Research by Nurhadi, Fitriati, & Mulyono (2019) demonstrated that implementing DI strategies in rural Indonesian schools resulted in significant improvements in student engagement and motivation, despite limited resources.

In conclusion, Differentiated Instruction offers a promising approach to addressing students' diverse needs in Indonesian EFL settings. Teachers can enhance student engagement and language proficiency by tailoring instruction to individual readiness levels, interests, and learning profiles. However, successful implementation requires addressing challenges such as large class sizes, limited resources, and the need for ongoing teacher training. With the proper support and strategies, DI can significantly improve the quality of EFL education in Indonesia.

### **Challenges in Implementing Differentiated Instruction in Indonesian EFL Settings**

Differentiated instruction (DI) offers a promising approach to addressing the diverse needs of students in Indonesian English as a Foreign Language (EFL) settings. However, several challenges hinder its effective implementation. One significant challenge is the large class sizes commonly found in Indonesian classrooms. With high student-to-teacher ratios, providing individualized attention becomes difficult. Strategies such as peer teaching and collaborative learning can help mitigate this issue, but the core problem remains (Suprayogi, Valcke, & Godwin, 2017).

Another major challenge is the limited resources available in many Indonesian schools, particularly in rural areas. Schools often need more materials, technological support, and access to up-to-date educational resources. This scarcity makes it challenging for teachers to implement DI effectively. Teachers must often rely on local resources and community involvement to enrich learning experiences, which can be time-consuming and inconsistent (Nurhadi, Fitriati, & Mulyono, 2019). Furthermore, many teachers in Indonesia need to be adequately trained in DI strategies. Professional development and in-service training programs are essential to equipping teachers with the necessary skills to implement DI. However, opportunities for such training are often limited, and teachers may need access to the latest pedagogical approaches (Suprayogi, Valcke, & Godwin, 2017). Without proper training, teachers may struggle to effectively differentiate instruction, resulting in a less inclusive and engaging learning environment.

Several studies highlight these challenges and suggest potential solutions. For instance, Suprayogi, Valcke, & Godwin (2017) found that teachers who received training in DI techniques were more effective in addressing the diverse needs of their students, leading to improved language outcomes. Similarly, research by Nurhadi, Fitriati, & Mulyono (2019) demonstrated that implementing DI strategies in resource-constrained rural Indonesian schools significantly improved student engagement and motivation. These findings underscore the importance of ongoing teacher training and the need for innovative approaches to resource utilization to overcome the challenges of implementing DI in Indonesian EFL settings.

In conclusion, the challenges faced by Indonesian EFL teachers in implementing Differentiated Instruction are multifaceted and significant. From previous studies,

challenges include inadequate teacher training, limited resources, classroom management difficulties, varying student readiness and motivation, and misalignment with the national curriculum and assessment standards. While Differentiated Instruction holds significant promise for enhancing EFL education in Indonesia, its successful implementation requires addressing several challenges. With the proper support and strategies, including targeted professional development and community involvement, DI can significantly improve the quality of English language education in Indonesia. Differentiated instruction is relatively complex in Indonesia, and while several studies have explored EFL teachers' beliefs and challenges regarding DI, the research remains limited.

## **METHOD**

### **Research Design**

The research followed a qualitative case-study methodology. A case study research approach was taken to thoroughly grasp the difficulties experienced by EFL teachers in various Indonesian educational environments (Creswell, 2013). Using qualitative techniques, including semi-structured interviews and thematic analysis by Braun & Clarke (2006), the study investigated how teachers apply differentiated education. This approach helps to examine specific situations thoroughly and provides insight into the challenges of English instruction in Indonesia. By offering practical ideas, the research aids in improving local English language teaching (Maruf, 2023). Thus, a case study is used to examine the challenges EFL teachers face in Indonesia and how they utilize Differentiated Instruction to get an understanding of the teacher's experiences with the DI.

### **Participants**

The participants for this study were four junior high school EFL teachers. The participants were from different schools and cities in East Java and Central Java. They are, on average, 24-32 years old. Purposeful sampling was used to obtain the data. Because they fulfilled the following criteria. In this study, the sample is chosen because it holds important information or insights that contribute to understanding the phenomenon being studied, and all participants used Differentiated Instruction. Furthermore, the comfort level of the participants and the researcher are taken into account. These teachers selected to ensure a comprehensive understanding of the challenges faced in different environments. The participants contacted the researchers to make sure they agreed to become participants in the study and discussed the interview process.

### **Data Collection Technique**

The data collection technique used was interviews. It was conducted in June 2024 and primarily involved in-depth participant interviews. These interviews were designed to gather detailed qualitative insights into their challenges while implementing Differentiated

Instruction in Indonesian ELT classrooms. Specifically, researchers explored issues such as curriculum constraints, resource limitations, varying student proficiency levels, and limited opportunities for professional development. The study used a semi-structured interview format, and participants were encouraged to share their experiences and perspectives openly. This approach allowed for a thorough understanding of the complexities and obstacles associated with Differentiated Instruction in Indonesian education. The data from the interview transcript for preparation to analyze it.

### **Data Analysis Technique**

This study used thematic analysis to analyse Indonesian EFL teachers' difficulties in Differentiated Instruction in ELT classes. Thematic analysis was used in this study based on the process proposed by Braun & Clarke (2006). The procedures include several steps. First, the researchers began the process by familiarizing themselves with the interview and reading and rereading the transcripts. Second, codes will be generated by coding interesting parts throughout the data set. Third, codes are checked to ensure they fairly reflect the data after synthesizing into possible themes. Then, topics are polished and clarified, and a comprehensive framework capturing the primary challenges and experiences of the teachers will show itself. Last, write the report regarding the theme and related to literature.

## **RESULTS AND DISCUSSION**

### **Results**

#### ***Indonesian EFL Teachers' Beliefs on the Utilization of Differentiated Instruction for ELT Classroom***

##### ***1. Teacher Belief about Concept of Differentiated Instruction***

Teachers see Differentiated Instruction as ensuring that all children learn uniquely. As a result, it attempts to tailor the instruction to the unique needs of each student. From the study, teachers see DI as a learning approach that focuses on student needs, differences, and characteristics. This study found that teachers perceived DI as learning that focuses on students' needs, characteristics, and interests. Below is the interview transcripts with teachers:

*"In my opinion, differentiated learning is a learning plan where the teacher must use teaching methods that meet the needs of students. Therefore, the teacher must know their background, characteristics and needs."* (Interviewee 1)

*"As an English teacher, I see differentiated learning in the Merdeka Curriculum as a way of teaching that adapts to students' needs, interests and abilities."* (Interviewee 2)

During the interview above, the teacher highlighted DI as a teaching-learning process based on the students' needs. Tomlinson (2005) emphasized that it is a crucial aspect of DI for addressing the developmental needs of students. This means that the teachers

understood the focus of DI on utilization in the classroom. Aligned with teachers, Differentiated Instruction also underscored the importance of adapting student interests and characteristics in the teaching-learning process. As Tomlison and Santangelo (2012) mentioned, efficient DI entails considering students' interests, level of preparedness, and individual characteristics. Therefore, based on the result of the study, the teachers grasped the concept of DI aligns with the concept proposed by Tomlinson as the pioneer of DI.

### *2. Teacher Belief about the Implementation of Differentiated Instruction in EFL Classroom*

Teachers' beliefs regarding the deployment of DI substantially influence how it is implemented in classrooms. Suprayogi, Valcke, & Godwin (2017) highlighted that teachers and students who possess self-efficacy solid beliefs are more inclined to successfully implement DI strategies, as they perceive themselves as highly capable and confident in adapting their teaching methods to accommodate the various requirements of their students. The study found that teachers positively respond to using DI in the EFL classroom. They mentioned that DI is important in differentiating the abilities of the students and underscored the students' interest in English and the student's needs, which can help them more easily follow the EFL classroom. See the interview transcript below:

*"I think it's important because not everyone can't or has difficulty learning English. Not all students are interested in learning English, so DI is needed for students in order that they are not disadvantaged because learning activities and assessments are generalized by teachers for all students." (Interviewee 1)*

*"In my opinion, applying DI in English is very important. Every student is different, so it really helps teachers adjust teaching to their needs. It is easier for students to understand the material; they are more motivated, and their learning outcomes are better because the progress is in line with their needs and abilities." (Interviewee 2)*

Teachers recognized DI as an essential part of teaching English. The teacher can investigate which students are interested or not in English, so the teacher can prepare a way to teach them in the classroom. Furthermore, they also mentioned that using DI can help the teachers manage the diversity of the classroom to increase students' chances of success. Aligned with the teachers, Santangelo & Tomlinson (2012) also point out that DI is beneficial for managing the variety of individuals in classes, ensuring that all students have an equitable opportunity to succeed. Based on the study, teachers have positive beliefs regarding the use of the DI in the EFL classroom as long as it can be done effectively by the teachers.

### *3. Teacher Belief about the Benefit of Differentiated Instruction in EFL Classroom*

DI promotes educational equality by ensuring that every student, regardless of their initial level, has an equitable chance to excel in English language acquisition (Tanjung &

Ashadi, 2019). Teachers typically exhibit a favorable disposition towards DI, recognizing its advantages in promoting student involvement and achievement. Teachers generally hold a positive view of DI, acknowledging its effectiveness in enhancing student engagement and academic performance. As one interviewee remarked *"In my experience, it is effective, because in terms of teaching and assessment it is also different for students."*

The result of this study aligned with the previous study. Suprayogi, Valcke, & Godwin (2017) found that DI techniques were more effective in addressing the diverse needs of their students, leading to improved language outcomes. The data above found that Differentiated Instruction is effective because it customizes teaching and assessment to meet the unique needs of each student. By varying content, teaching methods, and assessments based on student's abilities, interests, and learning styles, DI ensures that all students are engaged and can learn at their own pace.

## **Challenges of Indonesian EFL Teachers in Implementing Differentiated Instruction in ELT Classroom**

### *1. Adjustment of Learning Materials*

One of the primary challenges Indonesian EFL teachers face when implementing DI in ELT classrooms is the adjustment of learning materials to accommodate diverse student needs. Differentiated instruction involves customizing teaching methods and content to suit students' varying proficiency levels, interests, and learning styles (Rosadi, Lestari, & Hadi, 2024). According to the interviews, a significant challenge faced by teachers is adapting learning materials to meet the diverse needs of students. The interviewee remarked that *"One of the main challenges I face is adjusting the learning materials to cater to the varying needs of students who have different English proficiency levels."* (Interviewee 3)

According to Rosadi, Lestari, and Hadi (2024), adapting learning materials to meet diverse student needs is a significant concern among teachers implementing DI. This sentiment was echoed by Interviewee 3, as it directly affects how effectively teachers can engage all students in learning. In conclusion, while several challenges exist in implementing DI in Indonesian EFL classrooms, adapting learning materials is uniquely crucial. Its centrality underscores the need for targeted support for teachers through training, provision of resources, and effective time management strategies to enhance the implementation of Differentiated Instruction (Rosadi, Lestari, & Hadi, 2024; Suryati, Maryadi, & Ratih, 2023).

### *2. Time Constraints*

Time constraints are a significant challenge for Indonesian EFL teachers when implementing DI in ELT classrooms. DI requires teachers to tailor instructional strategies and materials to accommodate diverse student needs effectively, and preparing differentiated materials requires a lot of time and energy (Suryati, Maryadi, & Ratih, 2023).



These insights underscore the critical role of efficient time management in ensuring the successful implementation of DI, highlighting the need for strategic planning and resource allocation to optimize teaching and learning experiences in Indonesian EFL classrooms. However, as interviewee 3 & 4 highlighted,

*"Time available is often a constraint. Analysing students' needs, preparing materials, and designing activities require considerable time."* (Interviewee 3)

*"Not always. The time I have often feels insufficient due to the many administrative tasks and other obligations. Preparing differentiated materials requires a lot of time and energy."* (Interviewee 4)

Effective DI implementation demands meticulous planning and preparation to ensure that teaching strategies are adapted to meet individual student requirements. Managing time effectively becomes crucial as teachers strive to maintain the quality and relevance of instructional content while addressing varying student proficiency levels and learning styles. Furthermore, Suprayogi, Valcke, & Godwin (2017) mentioned that time management is complex while implementing DI since we must ensure that every student's demands are satisfied without sacrificing the caliber of instruction. The limited time hinders the seamless execution of DI strategies in the classroom. The interviewee 3 emphasized, *"Properly analyzing students' needs and crafting differentiated materials demand time, which can be a challenge in managing classroom dynamics effectively."*

This constraint underscores the importance of efficient time management strategies to optimize teaching and learning experiences. Addressing time constraints is essential for enhancing the effectiveness of DI in Indonesian EFL classrooms. It requires strategic planning, prioritization of instructional objectives, and possibly a reevaluation of existing teaching practices to streamline the implementation process. Furthermore, DI offers a promising approach to catering to diverse student needs, the challenge of time constraints highlights the need for innovative solutions and support mechanisms to enable teachers to implement DI effectively (Suryati, Maryadi, & Ratih, 2023; Rosadi, Lestari, & Hadi, 2024). Overcoming this challenge is crucial for fostering inclusive learning environments where every student can thrive academically.

### 3. Readiness of Teachers and Students

The readiness of both teachers and students plays a pivotal role in the successful implementation of DI in ELT classrooms. DI requires educators to adapt instructional methods and materials to cater to students' diverse learning needs, interests, and abilities. According to Rosadi, Lestari, and Hadi (2024), readiness among teachers varies significantly, with some already proficient in DI practices while others require further training and support. Similarly, Suryati, Maryadi, and Ratih (2023) emphasize that students must also be accustomed to DI methods, particularly in fostering self-directed learning and

assuming responsibility for their educational progress. The readiness of teachers and students to implement Differentiated Instruction (DI) varied significantly among those interviewed. Interviewees 3 & 4 articulated,

*"I believe readiness varies among teachers and students. Some teachers may already have a solid understanding of DI, while others require additional training and support."* (Interviewee 3)

*"In my opinion, not all teachers, students, or schools are fully prepared to use DI. Despite some available training, many teachers still feel inadequately equipped with the skills and resources needed to effectively implement DI."* (Interviewee 4)

This disparity underscores the diverse levels of familiarity and comfort with DI methodologies among educators. For older teachers, in particular, adapting to modern teaching methods like DI poses significant challenges. Interviewee 3 noted that, *"Older teachers often struggle with effectively integrating new instructional technologies and methodologies."*

This difficulty can hinder their ability to leverage the benefits of DI in their classrooms fully. Moreover, students also play a crucial role in successfully implementing DI. They must become familiar with DI approaches, especially when embracing self-directed learning and taking responsibility for their educational journey. Interviewee 3 emphasized the importance of nurturing these skills among students to enhance their engagement and ownership in learning. In conclusion, addressing teachers' and students' varying readiness levels is essential for the effective implementation of DI in Indonesian EFL classrooms. It requires targeted training and support for educators, particularly those less familiar with DI, and the cultivation of student skills necessary for thriving in a differentiated learning environment.

## **Discussion**

In exploring the landscape of ELT in Indonesia, understanding the beliefs of EFL teachers regarding the utilization of Differentiated Instruction is very important. The teacher's belief will be necessary to see how the teacher perceived DI in learning. This study delves into the perspectives and attitudes of Indonesian EFL teachers towards employing DI. The results show how teachers think DI is about student needs, student differences, student characteristics, and necessary approaches for EFL learning.

Indonesian EFL teachers hold a favourable perspective on Differentiated Instruction in their classrooms. They perceive DI as significant for addressing the varied requirements of students and customizing classes to suit individual interests and talents. Educators believe that DI enhances the effectiveness and engagement of learning by tailoring instructional techniques and evaluations to the unique needs of each student. This promotes fairness and improves students' academic performance, as supported by research that

emphasizes the benefits of Differentiated Instruction (Mardhatillah & Suharyadi, 2023). Teachers generally recognize the significance of DI in enhancing the acquisition of English language skills (Suprayogi & Valcke, 2016).

Implementing DI in ELT classrooms presents significant challenges for teachers of Indonesian EFL DI, which aims to cater to diverse student needs through customized learning experiences, requires educators to adapt their teaching methods, materials, and assessments accordingly. In the Indonesian context, classrooms often comprise students with varying English proficiency levels, learning styles, and interests, amplifying the complexity of DI implementation. Recent studies by Rosadi, Lestari, and Hadi (2024) and Suryati, Maryadi, and Ratih (2023) examined the adaptation of learning materials, navigating time constraints, and readiness of Teachers and Students. These challenges underscore the necessity for targeted professional development and support initiatives to empower teachers with the skills and resources needed for effective DI implementation. During interviews with Indonesian EFL teachers regarding the implementation of DI in ELT classrooms, several vital challenges were highlighted.

Besides the challenges of adjusting learning materials, managing time constraints, and addressing the readiness of teachers and students to implement Differentiated Instruction in ELT classrooms, there are also additional complexities. These include the necessity for ongoing professional development (Suprayogi, Valcke, & Godwin, 2017), managing diverse student backgrounds, implementing effective classroom management strategies (Shareefa, Moosa, Matzin, Abdulla, & Jawawi, 2021), and aligning DI with existing curriculum and assessment frameworks (Lavania & Nor, 2020). Overcoming these obstacles requires concerted efforts in teacher training, resource allocation, and curriculum design to create inclusive learning environments that meet the diverse needs of students effectively.

Based on teachers' perspectives, it showed how they agreed about the value of the DI in EFL, but they also highlighted it as a challenge to make DI valuable. The results align with research from Rosadi, Lestari, and Hadi (2024) and Suryati, Maryadi, and Ratih (2023), that EFL teachers face the challenges of DI because they need to learn more about DI. As mentioned previously, the research focuses on the beliefs and challenges of the DI, and the results show how the teachers consider many challenges to make the DI valuable for learning. DI has not been widely implemented in the previous Indonesian curriculum, especially for Indonesian EFL teachers. Clear steps and guidance are needed to gain more benefits from DI in the Merdeka Curriculum.

DI considers the teachers' knowledge, skills, and attitudes to be successfully implemented in the classroom (Langelaan, Gaikhorst, Smets, and Oostdam, 2024). Furthermore, this study also found new reveals that the teachers are still below the set of knowledge, skills, and attitudes because of the limitations of the teachers in readiness to use this DI. The teachers' challenges are a problem that needs to be solved to make teachers better in every kind of classroom. However, teachers believe that differentiated

instruction can be crucial and valuable to teaching students in the school so they can be more active and interested in learning. Therefore, this study's result can help map the EFL teacher's problems regarding the Differentiated Instructions.

This study also found that DI in the curriculum still needs to focus on the teacher's understanding of the concepts and implementation to avoid problems while they use it in class. Lutfu, Sandi, Utami, and Fahrijal (2024) also pointed out that teachers still need much improvement to gain the target of the DI effectively. Many supports and professional development need to be addressed to the teachers so they can easily follow and manage the DI for themselves. Even though differentiated instruction has been used before, as studied by Nurhadi, Fitriati, and Mulyono (2019) and Suprayogi, Valcke, and Godwin (2017), it is not as much as the new curriculum. Therefore, the problems need to be underlined to help schools and teachers achieve the target of the curriculum.

## **CONCLUSION**

Indonesian EFL teachers hold a favourable perspective on Differentiated Instruction, crucial for addressing students' diverse needs by customizing lessons to suit individual interests and abilities. They believe that DI enhances learning effectiveness and engagement, promotes fairness, and improves student achievements, aligning with research on its benefits in English language acquisition. Furthermore, the exploration of challenges Indonesian EFL teachers face in implementing DI in ELT classrooms reveals several critical barriers. The primary challenges identified include: 1) adjusting learning materials to cater to diverse student needs, 2) managing time constraints effectively, 3) addressing the varying readiness levels of teachers and students. These challenges highlight the need for targeted support mechanisms such as professional development opportunities, resource allocation for instructional materials, and improved time management strategies. Additionally, the study identifies supplementary challenges like the necessity for continuous professional development, effective classroom management techniques, and alignment with curriculum and assessment frameworks. The study is limited because it solely incorporates teachers' viewpoints without considering students' perspectives. The students' feedback can offer crucial insights into the efficacy of DI in meeting their requirements and influencing their learning and motivation. For future study, it can be highlighted by teachers and how the students perceived the DI.

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