



Identifying Teaching at the Right Level (TaRL) Approach Practices in Primary School Learning

Sefriyana¹, Herlina², Asriani³, Rizal⁴, Ryan A. pratama⁵

Universitas Tadulako Palu, Indonesia, ¹²³⁴⁵

sefimakarama73@gmail.com¹, herlinaragalutu@yahoo.co.id²,

asrianiuntadpgsd@gmail.com³, risrizal666@gmail.com⁴, ryandhikatama@gmail.com⁵

Abstract: This study aims to identify the implementation of the Teaching at the Right Level (TaRL) approach in sixth-grade learning at SD Negeri Model Terpadu Madani. Using a descriptive qualitative method, data were collected through in-depth interviews, classroom observations, and document analysis. The results indicate that TaRL is implemented through three key stages: initial diagnostic assessment to map student ability levels, grouping based on literacy and numeracy levels, and level-based differentiated instruction accompanied by ongoing formative evaluation. Triangulated data from multiple sources strengthens the finding that this approach enhances learning relevance and accommodates student diversity. The main challenges include increased teacher workload, time constraints, and the need for ongoing institutional support and professional training. This research contributes to the development of level-based instructional strategies in Indonesian primary education and recommends the systemic integration of the TaRL approach into teacher training programs and the Merdeka curriculum framework.

Keywords: Teaching at the Right Level (TaRL), diagnostic assessment, differentiated instruction, primary education, literacy, and numeracy.

Abstrak: Penelitian ini bertujuan untuk mengidentifikasi implementasi pendekatan Teaching at the Right Level (TaRL) dalam pembelajaran di kelas VI SD Negeri Model Terpadu Madani. Menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui wawancara mendalam, observasi kelas, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa pendekatan TaRL diterapkan melalui tiga tahapan utama: asesmen diagnostik awal untuk memetakan kemampuan siswa, pengelompokan berdasarkan level literasi dan numerasi, serta pembelajaran diferensiatif berbasis level dengan evaluasi formatif yang berkelanjutan. Triangulasi data dari berbagai sumber memperkuat temuan bahwa pendekatan ini mampu meningkatkan relevansi pembelajaran dan mengakomodasi keberagaman kemampuan siswa. Tantangan utama dalam implementasi mencakup beban kerja tambahan bagi guru, keterbatasan waktu, serta kebutuhan akan pelatihan dan dukungan institusional. Penelitian ini memberikan kontribusi terhadap pengembangan strategi pembelajaran berbasis level di konteks pendidikan dasar Indonesia dan merekomendasikan integrasi sistemik pendekatan TaRL dalam pelatihan guru serta kebijakan kurikulum merdeka.

Kata kunci: Teaching at the Right Level (TaRL), asesmen diagnostik, pembelajaran berdiferensiasi, pendidikan dasar, literasi dan numerasi.

Corresponding Author:

Sefriyana

Universitas Tadulako Palu, Indonesia, sefimakarama73@gmail.com

Introduction

Education is a planned process aimed at creating optimal learning conditions so that students can develop cognitively, affectively, and psychomotorically (Akbar et al., 2025; Hasan & Aziz, 2023). The function of education is not limited to the transfer of knowledge; it also plays a critical role in shaping character and developing competencies relevant to the challenges of the times (Syifaurrehman et al., 2025). In the context of primary education, one of the main challenges is the disparity in students' learning abilities within a single classroom. This inequality can reduce the effectiveness of the learning process, especially if a uniform and non-differentiated teaching approach is used.

In response to this challenge, the Merdeka Curriculum (Independent Curriculum) was introduced, offering teachers greater flexibility to tailor instruction according to students' characteristics (Masrurah et al., 2024). One approach that supports the principle of differentiated learning is Teaching at the Right Level (TaRL). TaRL is an evidence-based approach initially developed by the non-profit organization Pratham in India. It aims to improve foundational numeracy and literacy skills among primary school children by grouping students based on their level of understanding rather than their age or formal grade level (Tahir et al., 2022).

Operationally, Teaching at the Right Level (TaRL) can be defined as an instructional approach that groups students based on their mastery of foundational skills and then delivers tailored teaching according to those levels, to systematically close learning gaps (Tahir et al., 2022). This approach emphasizes initial diagnostic assessments, flexible grouping, hands-on learning activities, and ongoing formative assessment. Global studies have shown that the TaRL approach consistently leads to significant improvements in learning outcomes across various developing country contexts, such as India, Ghana, and Zambia (Olsen, 2021; Lipovsek et al., 2023; Ismail et al., 2024).

However, in Indonesia, research on the implementation of TaRL remains limited. Most existing studies focus more broadly on the concept of differentiation within the Kurikulum Merdeka framework, without deeply exploring TaRL as a specific instructional strategy. The implementation challenges also remain largely undocumented, particularly within public elementary schools. (Dahnial, 2024). identifies several obstacles to TaRL implementation in madrasahs, including limited teacher training, time constraints, and resistance to shifting from traditional teaching methods. Yet, there is still a lack of empirical research that captures

similar challenges in public elementary schools, especially within non-metropolitan areas.

Therefore, this study holds significant urgency in addressing the existing gap by identifying the implementation practices of the Teaching at the Right Level (TaRL) approach in Grade VI at SD Negeri Model Terpadu Madani, Central Sulawesi. The objectives of this research are to: (1) describe the implementation of TaRL-based learning; (2) identify the challenges and obstacles in its application; and (3) provide contextually relevant strategic recommendations. The novelty of this study lies in presenting empirical evidence on the application of the TaRL approach within the Indonesian local context, which remains underexplored. It also contributes to enriching the Indonesian educational literature on assessment-based instructional strategies and level-based learning groupings. The findings of this study are expected not only to expand the body of knowledge related to the TaRL approach but also to serve as a foundation for policy formulation and the development of more adaptive and responsive teacher training programs tailored to the learning needs of Indonesian students.

Methods

This study employs a descriptive qualitative approach (Yin, 2015) aimed at providing an in-depth depiction of the implementation of the Teaching at the Right Level (TaRL) approach at SD Negeri Model Terpadu Madani in Palu City, Central Sulawesi, during the even semester of the 2024/2025 academic year. This approach was chosen as it is well-suited for exploring educational experiences and practices within their natural context. The research subjects were selected using purposive sampling, with the main criteria being: sixth-grade homeroom teachers who have implemented the TaRL approach for at least one semester, and the school principal involved in supervising the teaching and learning process. Data were gathered from informants deemed to possess deep and relevant knowledge concerning the focus of the study.

Data collection techniques were carried out through semi-structured interviews, direct observation, and document analysis (Miles & Huberman, 1994). Interviews were used to explore the experiences and perspectives of teachers and the principal, while observations – both participatory and non-participatory – were conducted to gain a direct understanding of classroom situations. Document analysis included instructional tools such as lesson plans (RPP), student worksheets (LKPD), initial assessment results, and teachers' reflection notes. To ensure the validity of the data, source and technique triangulation were applied, and member checking was conducted with informants to confirm the accuracy of the findings. Additionally, peer debriefing and an audit trail were implemented to maintain objectivity and transparency throughout the research process.

Data analysis in this study follows the Miles and Huberman model, which includes three main stages: data reduction, data display, and conclusion drawing/verification. The entire analytical process is conducted simultaneously and continuously until data saturation is achieved. To ensure trustworthiness, this research adheres to the criteria of credibility, transferability, dependability, and confirmability as proposed by Denzin & Lincoln, (2011).

Results And Discussions

Results

This study aims to identify the implementation of the Teaching at the Right Level (TaRL) approach in Grade VI at SD Negeri Model Terpadu Madani. This approach emphasizes the importance of tailoring instructional strategies to students' actual ability levels rather than basing them solely on age or grade level. Data for this study were collected through in-depth interviews with teachers and the principal, participatory classroom observations, and document analysis, which included lesson plans, initial diagnostic assessments, teachers' reflective journals, and student worksheets (LKPD). The use of these three methods enabled source triangulation to ensure the validity and depth of the findings.

Learning Planning Based on Initial Diagnostic Assessment

Lesson planning in the implementation of Teaching at the Right Level (TaRL) begins with a diagnostic assessment of students' basic literacy and numeracy skills. Interviews with teachers revealed that this assessment is conducted before the start of the semester and serves as the foundation for designing differentiated instruction. One teacher explained, "We cannot rely solely on age or grade level. Some sixth-grade students still struggle with reading, while others can already solve advanced math problems. This is why initial mapping is crucial."

Observations of teacher meetings indicated that the assessment results were collectively discussed to determine the composition of learning groups. Analysis of lesson plans (RPP) showed that teachers developed distinct learning objectives for each ability level group: Group A (basic), Group B (intermediate), and Group C (advanced). These differences extended not only to learning goals but also to the instructional approaches, media used, and forms of assessment.

Document analysis further supported this, revealing that each group was provided with different learning materials. For example, the worksheets (LKPD) for the basic group featured more visuals, simple instructions, and phonemic awareness exercises, whereas those for the advanced group contained problem-solving tasks and small project-based activities. This illustrates that planning has concretely accounted for the diverse abilities of students, in line with the core principles of TaRL.

The Implementation of Level-Based Differentiated Learning

The implementation of Teaching at the Right Level (TaRL) in Grade VI at SDN Model Terpadu Madani is carried out using a flexible, ability-based group approach. Based on direct classroom observations, the teacher divides the students into three main groups. Each group is assigned to a different seating zone, and the teacher rotates between them, delivering instructions and materials tailored to their respective levels. During the lesson, the teacher uses a variety of media, such as reading cards, concrete objects, and audiovisual presentations, to explain the content in a way that matches each group's learning stage.

An interview with the teacher revealed that classroom management poses a unique challenge, particularly in maintaining a balanced learning pace across groups. The teacher noted, "The main challenge is keeping the students focused and enthusiastic, especially when a group feels left behind. But we always emphasize that every group is important—none is superior or inferior."

This finding is supported by the teacher's reflective journal, which documents the daily implementation dynamics, including strategies for rotating instruction, motivational reinforcement techniques, and adjustments made to accommodate students who feel emotionally unstable due to perceived differences. The principal's support is also evident, with the school allocating specific time for developing TaRL materials and providing relevant learning resources.

Observations show that the teacher functions not only as an instructor but also as an active facilitator, constantly monitoring each group's progress. The interaction between the teacher and students is warm and engaging, especially during the mini-evaluation sessions held at the end of each activity. Students appear comfortable expressing their opinions, indicating that the learning process is both inclusive and communicative.

Development-Based Formative Evaluation and Reflection

The learning evaluation process is conducted formatively and continuously, assessing not only the outcomes but also the learning process and student engagement. Teachers use daily observational assessments, students work on activity sheets (LKPD), and reflective discussions with students to evaluate progress. Interviewed teachers indicated that evaluations are differentiated by group: "For students at Level A, we give very basic questions, such as identifying letters and numbers. Students at Level C are challenged with higher-order thinking skills (HOTS) questions. But all are monitored using the appropriate rubric," explained a Grade VI teacher.

Observation of the evaluation implementation revealed that teachers involve students in reflecting on their learning through short question-and-answer sessions at the end of class. Teachers ask questions such as, "What did you learn today?" or

“Which parts did you like or still find confusing?” This approach aligns with the principles of assessment for learning, which encourage active student participation in the evaluation process.

Evaluation documentation shows the presence of individual progress records, regularly filled out by teachers to monitor each student’s improvement according to their initial level. Additionally, a follow-up program is in place for students who show stagnation, offering level-based supplemental lessons outside regular class hours. The principal noted that the data from these evaluations are used to design ongoing teacher training as well as to review the overall effectiveness of implementing Teaching at the Right Level (TaRL).

Tantangan Implementasi dan Strategi Penyesuaian

Although the implementation of Teaching at the Right Level (TaRL) has shown positive outcomes, this study also reveals several challenges faced by teachers. First, the significant increase in workload due to the need to prepare differentiated instructional materials. Second, some teachers still have a limited understanding of the pedagogical principles of TaRL comprehensively. Third, time constraints hinder the implementation of differentiated instruction amidst an already demanding curriculum.

To address these challenges, the school has adopted several adjustment strategies. For instance, regular internal training is conducted for teachers on managing differentiated classrooms, and instructional supervision is carried out not in a controlling manner, but rather in a supportive and mentoring approach. Documentation of assignment letters and training reports indicates that the school principal actively promotes teacher capacity-building, even involving the local education office in providing technical assistance.

Field observations also indicate active collaboration among teachers in designing instructional materials and learning media based on student ability groups. Grade VI teachers reported that they frequently share teaching resources, exchange student worksheets, and discuss challenges via WhatsApp groups. This illustrates that the TaRL approach not only transforms teaching methods but also fosters a collaborative professional culture within the school.

From the triangulation of data, it was found that the Teaching at the Right Level approach has been systematically implemented at SDN Model Terpadu Madani, starting from diagnostic assessments, differentiated planning, level-based instruction, to ongoing formative evaluation. This implementation has not been without contextual challenges; however, the school has been able to respond through adaptive and collaborative strategies.

These findings underscore the importance of a learning approach centered on students’ actual needs and tailored to their level of ability. By integrating field

observations, teacher reflections, and instructional documentation, this study demonstrates that TaRL is not merely a technical innovation, but a transformative approach that can enhance the quality of basic education in Indonesia – provided it is supported by consistent school policy and sustained teacher training.

Discussions

The implementation of the Teaching at the Right Level (TaRL) approach in Grade VI at SD Negeri Model Terpadu Madani demonstrates that this strategy can be contextually adapted to primary school settings in Indonesia. The findings of this study support the argument that a learning approach based on students' actual ability levels is more effective in accommodating diverse abilities within the classroom than a uniform, classical approach. This aligns with the findings of Mulya et al., who state that the TaRL strategy has proven effective in improving basic literacy and numeracy outcomes in various developing countries, especially when implemented flexibly and supported by accurate initial diagnostic assessments (Mulya et al., 2025).

In the local context, this study found that the initial assessment conducted by teachers serves as a crucial foundation for planning differentiated instruction. Teachers at this school not only mapped students' abilities but also utilized the data to develop lesson plans (RPP), form learning groups, and adjust instructional media and activities accordingly. According to Iryani et al., this practice reflects the principles of responsive teaching, where instruction is based not only on the curriculum but also on students' initial needs and achievements. The adaptation of learning objectives and the design of differentiated worksheets (LKPD) for each group demonstrate that the teachers have applied the principles of differentiated pedagogy in practice, rather than merely at the theoretical level (Iryani et al., 2025).

The observed implementation of teaching and learning in this study showed that the Teaching at the Right Level (TaRL) approach fosters an inclusive and supportive learning environment. Grouping students by ability level allowed teachers to provide more focused guidance tailored to individual needs. These findings align with the results of Anggraini et al.'s study, which demonstrated that group-based TaRL interventions can significantly improve learning outcomes, especially when accompanied by adequate teacher training and active involvement of school leadership (Taylor et al., 2024). In this study, the principal's support through internal training and coaching supervision emerged as a key factor in the successful implementation of the program (Anggraini et al., 2024).

However, the challenges encountered in the field, such as additional workload, difficulties in managing multi-level classrooms, and time constraints, indicate that the success of Teaching at the Right Level (TaRL) is heavily influenced by structural factors and institutional policies. This aligns with the

findings of Nursilah et al., who emphasize that implementing TaRL without systemic support yields limited impact. In this study, collaborative initiatives among teachers emerged as a critical adaptive response, highlighting the need for a supportive professional culture to sustain level-based learning (Nursilah et al., 2024).

Moreover, regular formative evaluation and teacher reflection underscore that TaRL is not merely about grouping students but also involves continuously adapting strategies based on their progress. The researcher found that teachers conducted not only cognitive assessments but also paid attention to students' affective development through observation and reflective discussions. This approach is consistent with the formative assessment theory proposed by Nono Heryana et al., which stresses the importance of ongoing feedback and adaptive teaching strategies. In this context, teachers act as change agents capable of navigating data-driven learning processes (Nono Heryana et al., 2023).

This study also reveals that the TaRL (Teaching at the Right Level) approach holds the potential to cultivate a reflective culture within schools. Menurut Little, Teachers are accustomed to recording classroom dynamics in daily teaching journals and discussing them in collective forums (Little, 2012). This practice strengthens the connection between practical experience and pedagogical reflection, which lies at the heart of reflective teaching (Ghaye, 2010) (Kane et al., 2004). It also indicates that the implementation of TaRL can serve as an entry point for sustainably enhancing teacher professionalism.

In terms of novelty, this research makes a significant contribution to the context of primary education in Indonesia. Most TaRL studies in Indonesia have remained limited to experimental research in lower primary classrooms or madrasahs (Salam et al., 2024; Ramlawati et al., 2025; Kurnia et al., 2025), with a primary focus on improving academic scores. This study, by contrast, highlights the managerial, pedagogical, and collaborative dimensions of implementing TaRL in upper primary classrooms, which have received little attention. The researcher also adds a rarely explored documentary dimension—namely, the use of teacher reflective journals and qualitative evaluation results as primary instruments for instructional adjustment.

Furthermore, this study adds an important contextual perspective: how global approaches such as Teaching at the Right Level (TaRL) are implemented within an education system transforming the Merdeka Curriculum. The integration of the TaRL approach into the Merdeka Belajar (Freedom to Learn) policy demonstrates that national education policies can be adapted at the micro level within classrooms, taking into account the needs and capacities of educational actors on the ground. This aligns with the concept of policy enactment

in education policy studies, where policy implementation is not linear but realized through processes of interpretation and adaptation by actors at the micro level (Ball et al., 2012).

From a theoretical perspective, the findings of this study also challenge traditional instructional approaches still commonly used in primary schools, where learning tends to be classical, uniform, and often neglects initial student assessments. The implementation of TaRL shows that diagnostic assessments are not merely tools to measure learning outcomes, but serve as the foundation for more equitable instructional strategies. This reinforces the argument that quality education does not necessarily mean treating all students the same, but rather providing instruction that is responsive to the unique needs of each individual.

In practice, this study also offers strategic implications for educational policy and teacher training. It highlights the need for teacher training programs that not only introduce the theoretical principles of Teaching at the Right Level (TaRL) but also facilitate practical simulations on managing multi-level classrooms, developing differentiated learning tools, and implementing process-based evaluation techniques (Akdi & Belamhitou, 2024). Additionally, school policies should allocate time and collaborative spaces for teachers to regularly design and reflect on TaRL teaching strategies. The role of the school principal as a learning facilitator and cultural leader is essential to ensure the sustainability of this approach.

Finally, the limitations of this study must also be acknowledged. The research was conducted in only one school with a limited number of informants. It did not explore in depth the students' perspectives, even though they are the primary subjects of learning. Therefore, further research is recommended to investigate students' perceptions and experiences in TaRL-based learning and to assess the long-term effectiveness of this approach on their academic performance and motivation. This study also opens opportunities for comparative research across schools or regions to better understand the contextual factors that influence the variation in TaRL implementation in Indonesia.

Conclusion

This study concludes that the implementation of the Teaching at the Right Level (TaRL) approach in Grade VI at SD Negeri Model Terpadu Madani was carried out through a systematic and data-driven process. This process included initial diagnostic assessments, differentiated planning, level-based instruction, and continuous formative evaluation. The findings indicate that this approach accommodates the diverse learning abilities of students more inclusively and effectively than traditional methods. The application of TaRL encourages teachers

to act as adaptive and reflective facilitators, while also strengthening professional collaboration among educators in managing multi-level classrooms. However, the study also reveals several implementation challenges, such as increased workload, time constraints, and the need for advanced pedagogical training. These complexities underscore that the success of TaRL heavily depends on institutional support, a collaborative school culture, and educational policies that allow for instructional flexibility.

The limitation of this study lies in its narrow scope, as it focuses on only one school and does not yet include students' voices as the primary subjects of the learning process. Therefore, further research is recommended to explore students' perceptions and to compare the implementation of Teaching at the Right Level (TaRL) across various primary school contexts, both public and private. The findings of this study provide empirical and practical contributions to the growing body of knowledge on the TaRL approach within the Indonesian context. They also offer policy implications, suggesting that level-based learning strategies should be more systematically integrated into the design of the Merdeka Curriculum through practical teacher training, coaching-based supervision, and the strengthening of differentiated classroom management.

REFERENCES

- Akbar, A., Sukino, S., & Muttaqin, I. (2025). *Pengembangan Kurikulum Pendidikan Agama Islam | JIIP - Jurnal Ilmiah Ilmu Pendidikan*. <https://www.jiip.stkipyapisdompu.ac.id/jiip/index.php/JIIP/article/view/7760>
- Akdi, O., & Belamhitou, M. (2024). The Teaching at the Right Level Approach: A Paradigm Shift to Accelerate Moroccan Pupil's Learning. *African Educational Research Journal*, 12(3), 238–254. <https://eric.ed.gov/?id=EJ1443066>
- Anggraini, R., Suriansyah, A., & Novitawati, N. (2024). Implementasi Kurikulum Merdeka Pada Satuan PAUD di Kota Banjarmasin. *Journal of Education Research*, 5(3), 3514–3524. <https://doi.org/10.37985/jer.v5i3.1439>
- Dahnial, I. (2024). *Modernisasi Pendidikan pada Era Artificial Intelligence*. umsu press.
- Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research*. sage.
- Ghaye, T. (2010). *Teaching and learning through reflective practice: A practical guide for positive action*. Routledge.
- Hasan, M. S., & Aziz, A. (2023). Kontribusi Pendidikan Islam dalam Pengembangan Sosial Emosional Peserta Didik di MTs Salafiyah Syafiiyah Tebuireng Jombang. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 3(2), Article 2. <https://doi.org/10.54437/irsyaduna.v3i2.1124>
- Iryani, E., Hufad, A., & Rusdiyani, I. (2025). *Model Pembelajaran Intens (Inklusif Integrasi Differensiasi)*. PT. Star Digital Publishing, Yogyakarta-Indonesia.
- Ismail, I. A., Qadhafi, R., Huza, O., & Yorinda, Y. (2024). Teaching at the right level (TaRL) as a potential solution for improving middle school education: A

- systematic review of the literature. *International Journal of Academic Pedagogical Research (IJAPR)*, 8(4), 126–138.
- Kane, R., Sandretto, S., & Heath, C. (2004). An investigation into excellent tertiary teaching: Emphasising reflective practice. *Higher Education*, 47(3), 283–310. <https://doi.org/10.1023/B:HIGH.0000016442.55338.24>
- Kurnia, C., Wiyaka, W., & Nur'Aini, S. (2025). Impact of Reading Eggs on Reading Skills: A TaRL-Based Study of Age and Gender Dynamics. *Journal of Education and Teaching (JET)*, 6(1), Article 1. <https://doi.org/10.51454/jet.v6i1.478>
- Lipovsek, V., Poswell, L., Morrell, A., Pershad, D., Vromant, N., & Grindle, A. (2023). Chapter 2: Reflections on systems practice: implementing teaching at the right level in Zambia. <https://www.elgaronline.com/edcollchap-oa/book/9781802205930/book-part-9781802205930-12.xml>
- Little, J. W. (2012). Understanding Data Use Practice among Teachers: The Contribution of Micro-Process Studies. *American Journal of Education*, 118(2), 143–166. <https://doi.org/10.1086/663271>
- Masrurah, U., Rahmawati, F. P., & Ghufro, A. (2024). Implementasi Kurikulum Merdeka Dalam Peningkatan Literasi Peserta Didik Di Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(04), Article 04. <https://doi.org/10.23969/jp.v9i4.16906>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Mulya, G., Wijayanti, A., Gustaman, R. F., Darmawan, A. W., Idin, A., Nurlaela, & Gandi, A. (2025). *Isu-Isu Pendidikan Kontemporer*. Deepublish.
- Nono Heryana, N. H., M.Pd, J., S.Pd, I. N., M.Kes, M. F., SST, M.Pd, N., M.Pd, A. M., S. Pd I., M.Pd, M., M.Pd, R. D., M.Pd, K., S. Pd, M. Kom, & M.M, E. B. S. K. S., Fill. (2023). *Konsep Dasar Media Pembelajaran Di Era Digital*. Cendikia Mulia Mandiri.
- Nursilah, M.Pd, D. D. A., Dra, & M.Si, D. T. R., Dra. (2024). *Pendekatan Multikultural Dalam Pendidikan Tari*. Takaza Innovatix Labs.
- Olsen, B. (2021). *Scaling Education Innovations for Impact in Low- and Middle-Income Countries during COVID: Reflections on Key Themes*. Center for Universal Education at The Brookings Institution. <https://eric.ed.gov/?id=ED617329>
- Ramlawati, R., Sari, N. I., Kusumawati, R., Yesin, M., Ilmi, N., & Arsyad, A. A. (2025). The Effect of Differentiated Science Inquiry Learning Model Based on Teaching at the Right Level on Students' Critical Thinking and Science Process Skills. *Jurnal Pendidikan IPA Indonesia*, 14(1), Article 1. <https://doi.org/10.15294/jpii.v14i1.19479>
- Salam, A., Daeng, K., & Hartini, H. (2024). Understanding the Teaching at The Right Level (TaRL) Model's Impact on High School Economics Curriculum and Performance. *Journal of Social Sustainability Impact*, 2(1), 36–45.
- Syifaurrehman, S., Fiqriani, M., Karoma, K., & Idi, A. (2025). Strategi Mengajar yang Efektif dan Peran Guru Sebagai Kunci Pembelajaran Bermakna. *Jurnal*

Penelitian Ilmu Pendidikan Indonesia, 4(1), Article 1.
<https://doi.org/10.31004/jpion.v4i1.364>

Tahir, A. M., Mailoa, J., Aman, A., Jusuf, E. C., & Mappaware, N. A. (2022). *Pendidikan dan Pelatihan: Acuan Belajar Divisi Obstetri Ginekologi Sosial*. Unhas Press.

Taylor, S., Ryan, Mary, & Elphinstone, L. (2024). What does inclusion look like within an experiential teaching and assessing reflective learning model? Utilising authentic assessment to foster shared social membership. *Reflective Practice*, 25(4), 499–528. <https://doi.org/10.1080/14623943.2024.2367521>

Yin, R. K. (2015). *Qualitative research from start to finish*. Guilford publications.