

LEARNING DIFFERENCES IN SCHOOL TO BUILD SUBJECTIVE WELL-BEING IN EARLY CHILDREN

Siti Rahmayanti

Psychology Study Program, Mercu Buana University, Yogyakarta

ABSTRACT

Learning differentiation is carried out to respect and explore the potential differences of early childhood. Implementation of learning differentiation in class can build subjective well-being in early childhood. From here, the purpose of this study is to explain the implementation of learning differentiation for early childhood and to identify logical and conceptual rationalizations of learning differentiation in building subjective well-being in early childhood. This research was conducted with textual studies, namely examining texts in the form of reference books and journal publishes articles that discuss learning differentiation and subjective well-being contextualized in early childhood. The results of the study were then analyzed and criticized based on the perspective of scientific concepts to produce a formulation of findings. The findings in this study are that the implementation of learning differentiation activities can build subjective well-being in early childhood in three domains: (1) learning differentiation can build subjective well-being because learning differentiation develops fun early childhood learning experiences that help build positive affect in early childhood; (2) differentiation also forms negative affect on early childhood which later participates in development subjective well-being early childhood; and (3) children's learning experiences in differentiation will build life satisfaction because early childhood can make reflective assessments of good and enjoyable learning activities so that they affect children, both in terms of knowledge, skills and attitudes.

KEYWORDS - Learning Differences, Subjective Well-Being, Early Children.

1. INTRODUCTION

Classes in the school context are social spaces where interactions and communication occur between children and teachers (Sudjarwo, 2015). It is in this classroom that children show their differences and then come together as one. In classrooms at school, children then interact and communicate with each other to realize the same goal, namely learning (Sardiman, 2017). Learn to be able to master knowledge, skills, and attitudes (Syach, 2019). Learning then becomes an activity that unites children's differences with their personal, social and cultural backgrounds (Maliki, 2020). Even children realize that they are different from other friends, but this difference is not an issue because children are involved in the main activity, which is learning. Learning becomes a collective awareness that binds children to differences (Maemonah, 2020). By learning this, early childhood interacts and communicate with each other well.

From this, it can be identified that the differences between children in classrooms at school are natural. Children from birth already have their psychological characteristics and identities (Piaget, 2017). For this reason, when children enter school and gather in classrooms, children are different and diverse, both different and diverse from physiological, personal, social, to cultural aspects (Yusuf, et al., 2020). The differences and diversity of children in schools are something that has been given that must be respected and valued. One of them is respected and valued by the learning activities designed and implemented by the teacher (Ellis, 2018). Thus the idea of differentiation in children's learning then grows and develops in learning activities, including in the learning process carried out in early childhood (Tomlinson, 2017).

Learning differentiation is a paradigm of learning activities that positions early childhood as different and diverse individuals, both physically, psychologically, socially and culturally. Differences and diversity of course must be seen as the superior potential of every child (Shihab, 2021). From here, differences and diversity in classrooms at school must be positioned as children's potential in learning. For this reason, differentiation

learning always strives to respect, appreciate and explore the differences and diversity of children in every aspect. Respect means that children's differences are always appreciated and given space to be appreciated as best as possible while exploring means that children's differences and diversity are not only respected but also given space to be guided and assisted in the process of discovering self-potential in perfection that is by those potentials, identity, and children's desires (Tomlinson, 2017).

From here, learning differentiation is a learning activity carried out by teachers in early childhood which places more emphasis on conditioning older children to be more able to develop their different potentials. The situation and reality of early childhood with different physical, personal, social, and cultural aspects is a feature and potential that must be appreciated and explored by teachers in learning activities (Shihab, 2021). Learning differentiation does not unite the differences and diversity that exist in children, but rather provides learning space for children to develop according to their respective potentials (Tomlinson, 2016). One aspect that is well-developed in learning differentiation activities is well-being in learning or happiness which is often called subjective well-being. Subjective well-being is a term that is closely related to happiness obtained by the children in the activities carried out (Abidin, et al., 2022). One of the daily activities that children do is study in the classroom at school. No wonder, if in learning at school children always have the hope of happiness and well-being.

Subjective well-being in children's learning activities at school focuses on evaluating children for all the learning experiences they get. Evaluation of learning experiences that include cognitive and affective aspects (Diener, 2000). Diener (in Utami, 2009) explains that children (individuals) are said to get high subjective well-being in learning when children experience more satisfaction in learning experiences, and joy, and rarely experience unpleasant emotions such as sadness and anger during learning activities. Learning activities must also be managed properly by the teacher so that they can condition children to have a fun learning experience, and total joy, and not make children angry and disappointed while learning (Abidin, et al., 2022). To be able to condition a situation that can build subjective well-being this is, then learning differentiation can be the right learning paradigm to be implemented in learning activities in classrooms at schools (Abidin, et al., 2022).

One of them is learning activities aimed at early childhood in early childhood education units. Early childhood is a phase of human development that needs a rich learning experience and subjective well-being which focuses on respecting the differences and diversity of children (Piaget, 2017). This is important because the introduction of respect for our differences and diversity as individuals must be introduced to early childhood and the early childhood phase is a phase that needs it. subjective well-being in their learning experience activities in class (Abidin, et al., 2022). From here, this research focuses on examining the problem of learning differentiation that is carried out in the classroom in building subjective well-being in early childhood. This issue will be examined conceptually and critically through a critical literature review which is then reflected in the context of early childhood development.

2. METHOD

The type of research used is descriptive qualitative research, namely research that describes the phenomenon of learning differentiation in building subjective well-being in early childhood (Creswell, 2020). Phenomenon descriptions are based on text units as data sources because the research paradigm used is textual or document research, namely studying texts or documents to solve problems in research, namely how learning differentiation can build subjective well-being in early childhood (Dinzin and Lincoln, 2021). For this reason, the data sources in this study are documents or texts that discuss learning differentiation, subjective well-being, and early childhood development. The texts or data source documents studied are reference sources and research journal articles that discuss these three things: learning differentiation, subjective well-being, and early childhood development (Moleong, 2021). The data that has been collected is then classified based on the theoretical paradigm and then studied in the context of interpretation, analysis, and criticism based on the theoretical conceptual paradigm (Miles and Huberman, 2019). The results of this study are then reflected to produce new findings in research.

3. RESULTS AND DISCUSSION

By raising the issue of learning differentiation in building subjective well-being in early childhood, the discussion of the results of this study focuses on the implementation paradigm of learning differentiation for early childhood and subjective well-being in learning differentiation relevant to early childhood development. The two discussions in this study are presented in their studies as follows.

Early Childhood Learning Differentiation

Learning differentiation is the implementation of learning for early childhood which is managed by teachers with an orientation towards learning activities that pay respect to the physical, psychological, social and cultural differences of early childhood students. Learning activities which include the application of methods, use of media and resources, delivery of material, class management, interaction and communication are designed to be able to appreciate natural differences in early childhood (Tomlinson, 2017). Teachers position early childhood students as individuals whose differences must be respected and valued. Differences are also positioned as students' self-potential that can be managed properly to perfect the growth and development of children (Montessori, 2019). Differences will colour learning activities that are full of children's expressions that are valued and respected together. Learning is not uniform and monotonous because every early child will display their personality. This is where learning differentiation is oriented towards discovering and developing the potential of early childhood which is unique and different from one another.

Tomlinson (2017) that the substance of learning differentiation is an attempt to adjust the learning process in the classroom to meet the learning needs of early childhood. For this reason, here the teacher must be proactive in planning various approaches to what early childhood needs to learn, how early childhood will learn it, and/or how they will show what they have learned to increase the likelihood that each student will learn as much as possible, possible, and as efficiently as possible. With this concept, differentiation learning is oriented towards respecting and appreciating the potential of early childhood as learners, so differentiation learning activities focus on respecting and developing the potential for early childhood differences. Early childhood differences in physical, psychological, social, and cultural aspects are explored to develop competence, skills, and character. The implementation process is carried out through the following three important orientations.

First, Differentiation learning for early childhood is applied and practised through projects, which are learning activities that are oriented towards creating work or performance. Creating work means learning is done to produce work, while performance means learning activities are carried out to develop life skills (Montessori, 2019). This is in line with the character of early childhood which is still concrete in learning (Piaget, 2017). This means that early childhood must learn by empowering their sensory experiences (Montesoori, 2019). Cannot learn in cognitive space alone, but must be in a practical space through media or learning resources that can be experimented with through activities that involve the five senses of early childhood. Through creating and practising activities as a basis for learning projects, this learning differentiation can be expressed and practised in early childhood (Tomlinson, 2013).

Based on this project of creating and practising these skills, early childhood differentiation learning activities are carried out to shape soft skills and early childhood character. Soft skills are related to early childhood personality abilities that are invisible and important in determining early childhood life. The development of these soft skills is certainly oriented towards the personal personality of early childhood (Turner, et al., 2017). That is, every early childhood must have different soft skill characteristics even though the skills are the same. For example, in the context of communication soft skills, young children must have different styles and characteristics in communicating. It is here, learning differentiation will condition and internalize soft skill skills in early childhood according to the child's personal, social and cultural characteristics (Lestaningrum, 2022).

Likewise in the realm of character. Learning differentiation in early childhood also focuses on developing and internalizing values in early childhood. The internalization of these values will shape the character of early childhood. The formation of character in learning differentiation is oriented to the character personality of each early childhood (Faiz & Kurniawaty, 2022). Every early childhood must have psychological differences, psychological differences that have an impact on differences in the character of early childhood. For this reason, character development in learning differentiation will also be in harmony with the personality of early childhood. So, internalizing the same values in learning activities will not necessarily form the same personality traits (Landrum & McDuffie, 2010). On the contrary, the internalization of the same values will be harmonized with different personalities so that the result is a different character personality. For example, through learning differentiation children internalize independent character values. From this independent character value, early childhood can develop independence values in different characters according to the child's personality (Reis, et al., 2018). There is early childhood who are dominantly independent in learning, independent in managing themselves, independent in carrying out schoolwork, and so on. Every early childhood will dominate independent characters according to their respective personalities.

With these two orientations on creating and practising activities that aim to develop soft skills and character, the differentiation of early childhood learning is carried out by organizing various activities to create projects and practice skills according to the interests and abilities of early childhood. Learning differentiation activities also focus on learning activities that provide wider opportunities for young children to always be active in exploring and developing the potential for various skills and characters in learning. Learning activities are also carried out by conditioning early childhood to be active in learning activities to create and practice learning materials to perfect soft skills and character in early childhood.

Second, Early childhood differentiation learning activities are carried out with material appropriate to the abilities of early childhood. The development of learning materials in this context is adapted to the preferences, interests and abilities of early childhood. Of course, learning material refers to a predetermined learning curriculum, but in the learning process, every early childhood certainly has different interests, preferences, and abilities (Tomlinson, 2017). For this reason, when the material is delivered in learning activities, early childhood students are allowed to explore learning material according to their respective interests, preferences and abilities. From here, learning material is then used as creative material in early childhood in developing their abilities which are different from one child to another (Tomlinson, 2013). From here, the process of differentiation of learning materials occurs. Early childhood will be able to make learning material part of themselves because learning activities can condition learning material according to their interests, preferences, and abilities.

In addition, in differentiation learning, the learning material delivered is also essential, the level and weight are adjusted to the abilities of early childhood. Every early childhood will get the essence and substance of different learning materials according to their characteristics. However, in the early childhood learning process, it is organized into various activities to create and practice the same learning activities (Tomlinson, 2017) according to the specified curriculum. Proportionality and weight of different learning materials according to the interests and abilities of students. This situation will make early childhood more creative and explorative in learning. Learning material is also used as a tool in developing and exploring his potential.

In the learning process, with learning differentiation, early childhood will better understand learning material and will be able to explore learning material so that learning activities are meaningful for early childhood. Learning material will always be relevant to the knowledge and experience of early childhood (Nurahman, 2022). Learning activities will be more in-depth because of the suitability of learning materials that are relevant to the interests, preferences, and abilities of early childhood. Learning activities that are based on creative activities and practice make early childhood happy learning. From here, with learning materials based on learning differentiation, the understanding, knowledge, and practical abilities of early childhood will develop properly.

Third, Differentiation learning activities are carried out by prioritizing aspects of teacher flexibility, namely in conditioning learning the teacher will carry out learning activities that are by the growth and development of early childhood. Learning activities are carried out by empowering media, resources, the environment, and other devices in contexts so that children can like them (Sanjaya, 2016). Conveying the teacher's material will be more contextual. Learning materials and activities are adapted to the different characteristics of early childhood. Teachers will be more fluid in carrying out learning activities because of the suitability of the material with the competencies and interests of early childhood. Early childhood children will also be enthusiastic about learning to solve problems and reconstruct them into project results and their learning performance (Tomlinson, 2013).

Flexibility in learning occurs because teachers are more focused on being companions and mentors for early childhood learning. Learning activities are carried out in groups with friends. Learning activities like this make early childhood happy in learning so that learning will be able to develop early childhood abilities in creating works and mastering life skills. Learning differentiation will condition that early childhood will easily understand the substance of the material not only based on the teacher's explanation, but more on the explanations of their different friends, their own experience and practice, and the results of in-depth discussions and simulations. Teachers also move more in giving an argument and working on early childhood and this will create fun learning activities for early childhood.

Learning Differentiation in Building Subjective Well-being

From the above study, it is illustrated that the differentiation of early childhood learning in the classroom focuses on learning objectives that are oriented towards creating works, life skills, and character; learning materials that are developed according to the child's potential; and a flexible teacher teaching model that adapts

to the characteristics of early childhood. With these three paradigms, the differentiation of learning is oriented towards early childhood (childhood centre) which positions early childhood as the main actors in learning activities that must be active, creative, and happy in learning. From here, subjective well-being is present in learning differentiation activities in early childhood education units. Diener (2006) explains that subjective well-being is a quality desire that everyone or early childhood wants to have as a whole from life through positive feelings that are greater than negative feelings, one of which can be obtained through learning activities.

In the context of learning differentiation, subjective well-being is a condition in which children can feel joy and happiness in learning so that learning activities can develop experiences that build positive feelings and improve the quality of competence, skills and character of early childhood. By learning, early childhood can feel happiness and life satisfaction (Compton, 2025) through various pleasant experiences while involved in learning activities. This happiness is related to the emotional state of early childhood who can feel themselves in learning activities, while life satisfaction conditions early childhood to be able to make a thorough assessment of their ability to accept life (Abidin, et al., 2022). Learning differentiation can condition early childhood to carry out subjective evaluations about life including concepts such as life satisfaction, pleasant emotions, satisfaction with areas such as marriage and work, and low levels of unpleasant emotions (Diener, 2006).

Subjective well-being in learning differentiation is shown by early childhood through satisfaction and joy in learning as evidenced by joy, involvement, and emotional experiences in early childhood when learning (Tomlinson, 2017). Compton (2005) explains that subjective well-being In early childhood learning, it can be seen from early childhood that they can deal positively with situations or experiences in their learning process so that early childhood can face all learning experiences pleasantly, and through differentiation activities, children learn to be happier and happier (Abidin, et al., 2022). From here, learning differentiation can build subjective well-being in early childhood because differentiation-based learning activities can build the ability of early childhood to carry out various learning experiences that make early childhood get happiness and satisfaction in learning in the classroom.

This can be identified by relating the logical and conceptual relationship between learning differentiation and subjective well-being, which is explained in the three formulas of the results of the study as follows. First, learning differentiation will be able to build a positive effect on early childhood. Learning differentiation emphasizes learning activities as the top priority of early childhood (Turner, et al., 2017). Early childhood is conditioned to be able to celebrate fun and joy through various activities and learning experiences that are based on creativity and creative skills, expressiveness of character, flexible learning activities, and learning materials that are explored according to the interests and pleasures of early childhood (Tomlinson, 2017). For this reason, learning differentiation will certainly make children get a lot of fun and excitement.

It is this joy and pleasure that will be able to build positive affection for early childhood which is characterized by learning activities in differentiation which will develop experiences of emotions and mood that please early childhood (Diener, 2005). Pleasant effect in this learning differentiation can be in the form of emotions such as pleasure, satisfaction, pride, affection, happiness, and feelings of joy (Diener, Suh, Lucas & Smith, 1999) which are obtained through learning in differentiation. Positive emotions in the form of fun activities in learning in early childhood will in turn be able to reflect early childhood reactions to all their learning experiences which show that differentiation learning activities are by what is expected by early childhood. According to Diener (2005), positive affect in the form of serenity, compassion, generosity, and forgiveness can be obtained through differentiation learning activities.

From here, differentiation learning activities that can condition early childhood in getting fun and joyful experiences will be able to build positive affect. subjective well-being in early childhood. This happens because the feeling of pleasure and joy that early childhood gets in differentiation learning activities will build early childhood awareness that in learning early childhood can obtain calm, affection, generosity, and forgiveness from the teacher which is obtained through a series of learning activities that form early childhood positive affective experiences. With this positive affective attitude, subjective well-being will form in early childhood.

Second, conversely, differentiation will also form a negative effect in early childhood. Learning activities in differentiation will not always run positively, it is certain that in the process there will also be resistance between children and their environment which can form a negative effect on students. It is this negative effect that later plays a role in building subjective well-being in early childhood. Attitudes of early childhood when learning in differentiation that shows negative affect are unpleasant moods and moods in learning which are expressed in the negative responses experienced by early childhood to the learning experiences they get (Diener,

2005). It is this negative effect that will build early childhood learning emotions in the form of feelings of guilt, shame, anxiety, anger, and other uncomfortable feelings. Of course, this feeling of negative effect is unavoidable in any learning activity, including learning activities based on differentiation. This negative effect also plays a role in building subjective well-being early childhood in learning. This is because subjective well-being is created from a combination of positive affect and negative affect in students when involved in differentiation learning activities. Of course, subjective well-being can be awakened if positive affective feelings predominate over negative affect. The two affectations are present alternately in the learning experience of students, but the positive effect is more dominant or more than the negative affect (Diener, Suh, Lucas & Smith, 1999).

In learning differentiation, of course, teachers are more active in conditioning early childhood to gain positive learning experiences so that positive affect is more dominantly experienced in early childhood (Reis, et al., 2018). However, in the differentiation learning process, children will also experience negative affect due to personal, social, and environmental circumstances. The presence of this negative effect is not a design of differentiation learning, but rather a natural process in learning. This is what causes the negative effect of learning differentiation to be only a little compared to the positive affective experience of early childhood learning. From here, the dominance of positive affect rather than negative affect is what builds subjective well-being in early childhood.

Third, children's learning experience in differentiation will build early childhood life satisfaction (Tomlinson, 2017). This happens because differentiation positions students as the main actors in learning who must get a pleasant and happy experience. From this learning experience, through learning differentiation, early childhood will get life satisfaction (Aidin, 2021). The life satisfaction that early childhood gains in learning are the substance of the psychological state of early childhood which shows well-being in early childhood (Lestaningrum, 2021). The well-being in learning that is obtained by early childhood is essentially a psychological state of early childhood which indicates satisfaction with the learning experience that has been obtained as a whole.

Diener & Christie (in Nurendra and Utami, 2009) identify that early childhood life satisfaction obtained in differentiation learning is a form of reflective assessment of how learning activities can go well and be fun so that they affect children, both in terms of knowledge, skills, and attitude. Life satisfaction obtained in this learning differentiation makes early childhood able to accept themselves and the environment positively and will feel satisfied with their life (Hurlock, 1980) after children learn through differentiation. If specified, then early childhood life satisfaction is the desire to be better, happy and satisfied with their learning experience, satisfaction with their environment, satisfaction in the future, and satisfaction with the influence of learning experiences on themselves (Diener, Suh, Lucas & Smith, 1999). From this, it can be emphasized that fun and exciting learning experiences in differentiation can shape early childhood life satisfaction. Life satisfaction in turn can build subjective well-being in early childhood

4. CONCLUSION

Learning differentiation for early childhood is carried out to respect and develop the potential differences in physical, psychological, social and cultural early childhood participants. The implementation of learning activities is carried out by applying methods, using media and resources, delivering material, and managing classes so that interactions and communications are designed to be able to appreciate natural differences in early childhood. The practice of learning activities is carried out based on activities in creating work, life skills, and character; learning materials are designed according to the characteristics of each early childhood, and teachers teach in harmony with the environment and differences of early childhood. With this practice, the differentiation of learning is centred on early childhood in getting happiness and satisfaction in learning as a basis for subjective well-being. From here, learning differentiation can build subjective well-being because learning differentiation develops fun early childhood learning experiences that help build positive affect early childhood in the form of emotions such as pleasure, satisfaction, pride, affection, happiness, and feelings of joy during learning. Differentiation also forms a negative affect in early childhood because, in the learning process, there will be resistance between children and their environment which is capable of forming a negative affect on students. It is this negative effect that later plays a role in building subjective well-being in early childhood. Children's learning experiences in differentiation will build life satisfaction because early childhood can make reflective assessments of good and enjoyable learning activities so that they affect children, in terms of knowledge, skills and attitudes. Life satisfaction obtained in this learning differentiation makes early childhood able to accept themselves and the environment positively and feel satisfied with their lives.

5. ACKNOWLEDGEMENTS

Praise be to the author for being able to complete this research process, not forgetting that the researcher would like to thank all parties involved in this research process. Family who are always supportive, comrades-in-arms who always provide support from the beginning of the research to the end. Researchers hope that the results of this study can provide benefits to the public and readers in general.

REFERENCES

1. Creswell, John W. 2020. *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
2. Denzin, Norman K dan Yvonna S. Lincoln. 2021. *Handbook of Qualitative Research*. Yogyakarta: Pustaka Pelajar.
3. Ellis, Jeane, dkk. 2018. *Psikologi Pendidikan*. Jakarta: Penerbit Erlangga.
4. Faiz, A., Pratama, A., & Kurniawaty, I. 2022. *Pembelajaran Berdiferensiasi dalam Program Guru Penggerak*. Jakarta: Kemendikbud.
5. Faiz, A., Pratama, A., & Kurniawaty, I. 2022. *Pembelajaran Berdiferensiasi dalam Program Guru Penggerak*. Jakarta: Kemendikbud.
6. Landrum, T. J., & McDuffie, K. A. 2010. Learning Styles in the Age of Differentiated Instruction Exceptionality, 18(1), 6–17. <https://doi.org/10.1080/09362830903462441>
7. Lestaningrum, Anik. 2022. “Konsep Pembelajaran Terdiferensiasi Dalam Kurikulum Merdeka Jenjang PAUD” dalam Preceeding Seminar Nasional Pendidikan dan Pembelajaran. Kediri: Universitas Nusantara PGRI Kediri.
8. Maemonah. 2020. *Psikologi Belajar*. Yogyakarta: UIN Sunan Kalijaga Yogyakarta.
9. Maliki, Zainuddin. 2020. *Sosiologi Pendidikan*. Yogyakarta: Gadjah Mada University Press.
10. Miles, Matthew B. dan Michael Huberman. 2019. *Analisis Data Kualitatif*. Jakarta: Universitas Indonesia Press.
11. Moleong, Lexy J. 2021. *Metode Penelitian Kualitatif*. Bandung: Rosda Karya.
12. Nurahman, Unu. 2022. “Merdeka Belajar dan Pembelajaran Berdiferensiasi,” dalam *Sekolah Penggerak*. Jakarta: Kemendikbud.
13. Piaget, Jean. 2017. *Psikologi Anak*. Yogyakarta: Pustaka Pelajar.
14. Rasyid, Aidin. 2021. “Konsep dan Urgensi Penerapan School Well-Being pada Dunia Pendidikan” dalam *Jurnal Basicedu Volume 5 Nomor 1 Tahun 2021*.
15. Reis, Sally M., dan Renzulli, Joseph S., 2018. The Five Dimensions of Differentiation Instruction. *International Journal for Talent Development and Creativity* – 6(1), August, 2018; and 6(2), December, 2018. Diakses pada tanggal 12 Agustus 2022 di <https://files.eric.ed.gov/fulltext/EJ1296874.pdf>
16. Sardiman. 2017. *Interaksi dan Motiveasi Belajar Mengajar*. Jakarta: Rajawali Press.
17. Shihab, Najeela. 2021. *Diferensiasi: Memahami Pelajar Untuk Belajar Bermakna dan Menyenangkan*. Jakarta: Komunitas Guru Belajar.
18. Sudjarwo. 2015. *Proses Sosial dan Interaksi Sosial dalam Pendidikan*. Makasar: Mandar Maju.
19. Syah, Muhibbin. 2019. *Psikologi Belajar*. Jakarta: Raja Grafindo Persada
20. Tomlinson, C. 2013. *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
21. Tomlinson, Caroll Ann. 2017. *How to Differentiate Instruction in Academically Diverse Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
22. Turner, Solis, and Kincade. 2017. *Differentiating Instruction for Large Classes in Higher Education*. *International Journal of Teaching and Learning in Higher Education* 2017, Volume 29, Number 3, 490-500 ISSN 1812-9129 <http://www.isetl.org/ijtlhe/>
23. Utami, Lharasati Dewi. 2019. “Faktor-faktor yang Mempengaruhi Subjective Well-Being,” dalam *Jurnal Psikologi Terapan dan Pendidikan*, Volume. 1, Nomor. 1, Mei 2019.
24. Yusuf, Furtasan Ali. 2020. *Psikologi Pendidikan*. Jakarta: Raja Grafindo.
25. Cindy Frency Halim, A. D. 2016. “Hubungan Psychological Well-Being dengan Loneliness pada Mahasiswa yang Merantau” dalam *Jurnal Psikogenesis Volume 4, No.2, Desember 2016*.
26. Fisa Amanah, N. Z. 2020. *Subjective Well-Being Mahasiswa pada Masa Pandemi Covid-19*” dalam *Psikostudia Jurnal Psikologi*, Volume 10 No.10 Juni 2020.
27. Lharasati Dewi, N. N. 2019. “Faktor-faktor yang Mempengaruhi Subjective Well-Being,” dalam *Jurnal Psikologi Terapan dan Pendidikan Vol. 1, No. 1, Mei 2019*.