Deconstructive Adaptation on Differentiated Instruction Model as a Manifestation of Independent Learning

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Abstract. Deconstruction is viewed as a new and radical perspective in understanding texts or current events and has broad and challenging implications for changing perspectives in education and educational management, aiming to enhance stronger critical and creative thinking skills for participants. Learner-centered education has become an open trend in contemporary education in Indonesia, particularly in the digital-based social, era 5.0. The adaptation of deconstruction in differentiated learning model presents both opportunities and challenges in developing critical and creative thinking, fostering collaboration, and strengthening communication skills while also considering the needs of individual learners. This study examines and analyzes the adaptation of deconstruction to the differentiated learning model as a manifestation of independent learning. It employs a radical hermeneutic qualitative research approach, conducting an in-depth literature review on the various forms of deconstruction adaptation that can be applied in differentiated learning. The adaptation of deconstruction allows educators not only to address the diverse needs of individual learners but also opens up greater opportunities to build critical and creative thinking, collaboration, communication skills. Learners become individuals with strong and sharp critical thinking skills who continuously offer new ideas and concepts in response to changes and events in their surroundings, becoming part of the solution to problems. This research are expected to assist educators in discovering and determining new, more dynamic formulas in teaching and learning in schools such as concept, metode, approach, evaluation in teaching, and ultimately fostering learners' critical thinking abilities by prioritizing a deconstructive perspective.

Keywords: adaptation; deconstruction; learning; differentiated

INTRODUCTION

Education is the process of humanizing individuals, freeing them, and providing equal opportunities for everyone to access education. Educators should be able to encourage and create a comfortable learning environment, promote dialogue and mutual respect among each other, and enable learners to become active and independent individuals in acquiring knowledge and their own education (Freire & Shor, 1987). Furthermore, Freire asserts that it is not enough for people to come together in dialogue to gain knowledge of their social reality. They must act together upon their environment in order to critically reflect upon their reality and transform it through further action and critical reflection (The Freire Institute, 2023). The process of acquiring knowledge is done through active and real collective actions and mutual respect in the field, enabling learners to solve their own problems and possess critical reflective abilities to determine their next actions. Education activities are seen as the distribution of knowledge from one party to another. Knowledge is seen as a gift given by those who consider themselves knowledgeable to those who are considered to know nothing (The Freire Institute, 2023). This refers to the understanding of hierarchy and the occurrence of inequality in the distribution of knowledge in the world of education. In this concept, there is a belief that those who have more knowledge have the authority to impart it to others who are perceived to have no knowledge or understanding. A fair and liberating approach to education recognizes that knowledge is not a one-way transfer but a dynamic and social process of giving and receiving. This approach acknowledges the value of diverse knowledge systems, encourages mutual respect in dialogue, and maximizes the active participation of learners in collaborative learning, creating something together, and applying knowledge collectively in the field or their social lives. Furthermore, Paulo Freire created a pedagogy on behalf of the excluded, the marginalized, and the oppressed, which primarily fought against oppressive relations and conditions through a theory of knowledge situated in the world, for the world, and with the

world. Based on raising consciousness about reality, he systematized political, ethical, scientific, and philosophical education to enable decisions, options, and a commitment that offer the possibility of liberation for all individuals and the transformation of society (Melling & Pilkington, 2018). The need to acquire knowledge independently based on the ongoing situation or events aligns with the discovery in the teaching-learning process that each learner has their own character and individual needs, requiring different forms of learning as well. Intelligence and morality are also considered in education by taking into account the diverse needs of learners. Gardner states and warns that the most important task in education is not "just to sharpen our various intelligences and use them correctly, but to find out how intelligence and morality can work together to create a world in which diverse people would want to live" (Gardner, 1999). It is important for an educator to consider the existence of learners having different individual learning needs (Gardner, 1999). Each person has various types of intelligence, representing specific ways of processing and interpreting information: verbal-linguistic, logical-mathematical, kinesthetic, visual-spatial, musical, intrapersonal, interpersonal, and naturalistic. Each type of intelligence has its own characteristics, which manifest in childhood and should be developed at that age (Khyzhniak et al., 2021). Intelligence in each learner differs from one another. It has its own characteristics, and the taught learning in the classroom should be developed based on individual needs through specific approaches, taking into account the learners' age, to achieve liberating learning.

Building critical and creative thinking skills and fostering freedom in thinking for students as 21st-century skills are essential to prepare them to compete globally. Similarly, the abilities of communication and collaboration can create resilient and competitive students in conveying ideas, concepts, and convincing knowledge that will be useful for themselves and those around them. The idea of deconstructive thinking is necessary to strongly encourage critical attitudes, creative power, good communication skills, and collaboration with others. Deconstruction as a way of thinking is a philosophical approach that criticizes and questions the fundamental concepts of a text or a system of thought. In a particular text or thought, contradictions, inconsistencies, and uncertainties that cannot be avoided are perceived. Deconstruction rejects the view that

there is a single meaning or a fixed truth in a text. All texts are seen as always open to diverse and contradictory interpretations, and there is no fully complete or final understanding. In this context, deconstruction is not seen as a method but rather as a way of thinking that is open to all possibilities through a continuous critical attitude and perspective, in order to generate new knowledge that will also be continuously tested.

Derrida presented a critique of the structuralist approach, which centers on the idea of the center as the core, origin, or foundation of the structure within a substitutive system that allows the existence of totalities and limited or finite interpretations of the world and human sciences. He claimed that a structure is no longer a structure when it has a center because a center cannot be substituted, and the idea of structure relies on the process of substitution in the first place. He introduced the notion of play and freeplay to argue that meanings, notions, concepts, truth, and many others are not fixed because centers of structures are not. Only through freeplay can a center be repeated and replaced to give birth to a new center with a new and different meaning. Furthermore, Derrida greatly influenced the field of literary criticism, especially after introducing the post-structural theory of deconstruction, which deconstructs structuralist notions of center, origin, and totality, and declares the nonexistence of final meaning, binary opposition, and absolute truth. Deconstruction can be perceived as a theory and method for reading, analysis, and interpretation, where the rules of binary oppositions are not given significant importance. Gough's opinion on deconstruction as a theory and method is interesting to further examine in the context of applying deconstruction in education, particularly its application in the existing models or methods of teaching and learning. Gough's view that deconstruction as a method can specifically be used for reading includes in-depth and critical textual analysis, sharp analysis through scholarly discussion, and constructive interpretation while disregarding binary opposition factors in order to obtain alternative thinking. In this context, it appears that Gough is making adjustments to deconstruction so that it can be accepted as both a method and a theory and can be used in teaching and learning. However, even in these adjustments, it is important to consider Jacques Derrida's assertion in 1982 that deconstruction as such is reducible to neither a method nor an analysis . . . .That is why it is not negative, even

though it has often been interpreted as such despite all sorts of warning. For me, it always accompanies an affirmative exigency. Furthermore, Derrida emphasizes that deconstruction is not a method or technique that can be applied programmatically. He stresses that every deconstructive event is unique and cannot be reduced to rules or procedures that can be universally transposed. Deconstruction is not an action performed by an individual but occurs in the form of a middle voice, deconstructing itself without involving others or external parties. In this regard, deconstruction aims to criticize the general understanding of deconstruction and avoid explanations that are too mechanical or overly focused on applicable rules universally. F. Budi Hardiman, quoting an expert in a secondary literature on deconstruction in his lecture at Salihara Arts, views deconstruction not as a method because it would contradict the basic principle of deconstruction, which emphasizes that there is no single theory, knowledge, or truth. If deconstruction is applied as a method in learning, it will result in repeated and identical knowledge. This poses a challenge when applied in education and requires careful adjustment to achieve the strong and maximum development of critical, creative, and liberating capacities for students. As a way of thinking with a radical hermeneutical approach, deconstruction can be the best choice to enhance students' critical and creative abilities, offer alternative thinking, and improve innovative achievements.

The discourse of deconstruction requires some adjustments in its application to teaching and learning, particularly as a teaching method. As a teaching method, it should not act as a mere procedure to produce rigid and identical knowledge, but should create space for teachers and students to develop thinking skills, creative abilities, and a liberating learning atmosphere while considering the diverse needs of students in the classroom. In the context of maximizing the learning goals in differentiated learning models that emphasize meeting the individual needs of different learners, adjustments are needed to accommodate deconstruction as a model and teaching method. Differentiation is an organized, yet flexible way of adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to achieve their maximum growth as a learner. Differentiated instruction provides multiple approaches to content, process, and product, is student-centered, and blends whole-class, group,

and individual instruction (Thakur, 2014). Education is seen as inclusive and considers the diverse needs of students, including marginalized groups such as students with disabilities, as part of integrated and universally applicable education (United Nations Educational, Scientific and Cultural Organization: UNESCO, 2021). Deconstruction emphasizes freedom of thought and critical thinking by questioning everything in each individual, and this can be applied to differentiated learning goals. By considering the individual needs of different students and using the perspective or discourse of deconstruction, it is possible to explore and maximize the potential of 21st-century skills such as critical thinking, creativity, communication, and collaboration, which are highly valuable for students in facing global competition. Through the adjustment of deconstruction in teaching models and methods, it is hoped that students will become independent learners, that the learning process will be continuous, and lifelong learning will be achieved. Through the deconstructive thinking process, students are given ample space to perform sharp analysis of the issues around them, possess interpretive abilities and reflections on their surroundings, and become learners who can produce new knowledge through critical and radical readings, thus freeing themselves.

The differentiated learning model, which is being implemented in schools through independent curricula, requires deconstruction to build stronger critical, creative, communicative, and collaborative capacities amidst the fulfillment of individual students' diverse needs. Teaching and learning must ensure the fulfillment of these individual needs through reading skills, analytical skills, and interpretive skills, which are the basic principles of deconstruction that can be continuously implemented in learning. Learning becomes a process of moving the margins of knowledge from exterior to interior locations, and this process of movement, or folding, is an embodied act. This process also reveals the kinaesthetic economy of relations between teacher and student, leading the student to 'invent' or arrive at affective images that are part of learning to read and write, where the teacher employs affects in her pedagogic practice. Then, Ellsworth (2005) also addresses pedagogy and affect as a material entity but also as a mode of cognition. Learning is seen as an activity that involves the mind, body, and emotions together. Kinesthetic and emotional experiences are needed by students in the teaching and learning

process to develop a better understanding of the issues they face, in addition to developing critical and creative thinking dimensions. A critical learning approach can also be seen in Freire's (1970) perspective, which states that the education process can be achieved through reciprocal relationships between educators and students. Hickey-Moody & Page (2015) affirm that the aspects of teaching and learning are considered as a process of exchanging knowledge, where the positions of educators and students can occur equally in the teaching and learning process, benefiting both parties. Knowledge is no longer dominated solely by educators but can also come from students when both have equal opportunities to read, analyze, and interpret the situations or events that occur in teaching and learning.

The adjustment of deconstruction in differentiated learning models will be beneficial for educators in developing their teaching abilities to be more adaptive to the exchange of knowledge that takes place in the classroom, and for students to become more critical, creative, confident in expressing their ideas and thoughts, and capable of working collaboratively with other students. This will also be highly beneficial for the discovery and improvement of differentiated learning models to maximize lifelong learning goals and independence in learning.

METHODS

This research method utilizes qualitative research with a radical hermeneutic approach through a thorough and detailed investigation of the literature related to the adaptation of deconstruction to differentiated learning models as a manifestation of independent learning in schools. A literature review was conducted by collecting primary and secondary literature related to the research problem, including papers, academic articles, and books. To complement and enrich the research data, data collection was carried out through web sources such as lectures by Derrida obtained from YouTube and websites discussing Derrida's deconstructive thinking and its implications. The collected data was then processed, reduced to identify important and prominent points, and displayed to draw conclusions regarding the adaptation of deconstruction in differentiated learning models as a form of independent learning. The research findings consist of an in-depth literature review using radical hermeneutics to discover new

interpretations or hidden interpretations of scientific literature related to the research problem and to examine it from various perspectives. This research also accommodates a critical examination of the theories used to achieve balance before drawing conclusions from the research findings. In this research, a comprehensive examination of the forms of adaptation in deconstruction was conducted to find the best adjustments to improve the differentiated learning model that has been practiced in the Indonesian independent curriculum, as well as the expected implications of the adaptation of deconstruction in the learning model.

RESULTS AND DISCUSSION

The use of deconstruction is seen as a critical responsibility in understanding phenomena or issues within a structure. Deconstruction is considered beneficial and not as a destructive force, but rather as an opportunity to interpret by questioning everything to generate new ideas from the realm of free and independent play (Thomas, 2006). The ability to question critically and freely opens up new opportunities and knowledge from students, which can be applied by educators in differentiated learning models to achieve independent learning. Differentiated teaching and learning that considers the diverse needs of students encourage the exchange of knowledge not only between students and educators but also between educators and students. Both participants in the learning process, the educator and the student, have equal opportunities to acquire knowledge or produce knowledge. The exchange of knowledge within students, taking into account the different needs of each individual, requires different text analysis, reflective and accommodative activities, fostering critical and liberating discussions, and utilizing diverse resources. Wardana in Bungsu emphasizes the importance of independent learning for students, which is an activity that originates from one's own will, learning independently and not relying on others, and taking responsibility to achieve desired learning goals (Wardana et al., 2022). It can be concluded that the exchange of knowledge in the teaching and learning process and the ways of acquiring and producing new knowledge are greatly influenced by the personal will and responsibility of each student and educator. Shareefa, in her research, states that the use of diverse strategies,

emphasizing the fulfillment of different students' needs, and maximizing students' potential are the main principles to be considered in implementing differentiated learning models in the classroom (Shareefa et al., 2019). Strogilos, in Booth and Ainscow, states that inclusive education encourages the participation of all students. Schools should be more responsive to the differences in students' needs, including their interests, experiences, knowledge, and skills, while also promoting improved instruction for all students (Strogilos, 2018). Teachers play an active and crucial role in creating a supportive learning environment and adjusting instruction according to students' needs in the differentiated instruction approach. It is important to view students as individuals and utilize their knowledge and skills to provide effective teaching. The focus of these teachers is on students' learning achievements and satisfaction rather than simply completing curriculum materials. Flexible use of time, employing various teaching methods and strategies that emphasize that each student is a unique individual and requires personalized approaches. Student satisfaction with learning is prioritized over mere curriculum learning outcomes (Tomlinson, 2014). Students cannot be forced into a specific pattern, but teachers act as learners among their students to ensure the exchange of knowledge occurs in a comfortable yet critical and liberating atmosphere.

Based on an in-depth study of existing literature on deconstruction as a method, differentiated learning that emphasizes meeting the diverse needs of students, inclusive education with the spirit of education for all, and lifelong learning, there are several forms of adaptation of deconstruction in differentiated learning models, as follows:

1. Reflective and Accommodative Learning.

The differentiated learning model emphasizes meeting the diverse needs of students. Therefore, deconstruction can be used to encourage each student to reflect deeply and critically on their understanding of a topic, such as the theory or opinion of aesthetic art. Educators can encourage students to question their own assumptions, perspectives, and thoughts about what art and aesthetics are, and how they operate in interpreting art aesthetics from various perspectives and diversity. This helps students realize the diversity of viewpoints and see a topic or concept from different and open perspectives, accommodating various theories not only from an artistic perspective but also from other disciplines such as sociology, anthropology, chemistry, physics, and even mathematics. Reflecting and developing awareness to accommodate different viewpoints in assessing something should consider the specific needs of the students, including their tendencies towards specific talents and interests, passions, and particular perspectives, while still emphasizing the spirit of liberation in acquiring and producing new knowledge.

2. Critical, Radical, and Liberating Text Analysis.

Through differentiated learning models or methods, educators act as facilitators as well as open and critical partners in the exchange of knowledge during the teaching and learning process. Educators can use deconstruction to critically analyze texts, whether related to textbook materials, primary and secondary literature obtained from libraries and online media, in a deep, critical, and radical manner. This involves identifying and examining assumptions, contradictions, and inconsistencies in the text and making comparisons and discoveries that stand out in each text or writing studied. Students are then encouraged to view texts from various different perspectives and question hidden assumptions, freely expressing their own opinions. Through the practice of deconstruction in this learning process, students can develop a more critical, reflective, and sharp understanding of the texts they study, while remaining open to evolving critical opinions and arguments. Texts should be seen as complex constructions containing multiple aspects and diverse layers of meaning, serving as an open and liberating space for analysis. It is crucial for students to question assumptions and examine the structure of texts based on their own assumptions and opinions to reveal the uncertainty and ambiguity within them. Through critical, sharp, and diverse text analysis, students can uncover hidden inconsistencies, contradictions, and biases in every text they read. This emphasizes that there is no definitive interpretation in the analyzed texts, and texts are always open and free for diverse readings and interpretations.

3. Building Critical and Sharp Discussions.

In the differentiated learning model, the diverse needs of students also reflect diverse thoughts or the emergence of different perspectives. Deconstruction can be used as a tool to facilitate critical discussions in the classroom while considering the forms, characters, and

diverse nature of the individual needs of each student. Students are given ample opportunity and space to analyze arguments, theories, ideas, or concepts taught by educators or knowledge acquired outside of school, such as discussions with others or information and data obtained through online media and other sources. Through critical and sharp discussions, students can question, doubt, and test the assumptions underlying those arguments or theories. This can encourage critical thinking and broaden students' understanding of a topic discussed in class discussions or other extensive discussions.

4. Maximizing the Use of Diverse Learning Media.

The adaptation of deconstruction in the differentiated learning model can involve the use of diverse and varied resources available at school or other learning locations outside of school. Educators can provide and present various resources as learning media to assist classroom learning, such as using texts, videos, images, audio, or audiovisual materials, as well as direct field visits that represent different perspectives on a particular topic, taking into account the specific needs of students in a particular class. Students are then invited to analyze and compare these resources, identify differences, gaps, and contradictions among them, and discover the personal benefits of using media in developing their potential and enthusiasm for learning. The use of diverse resources as learning media, considering the specific needs of different students, allows for the customization of media preferences. For example, some students may become enthusiastic and easily acquire knowledge when using a specific medium such as text-based learning, while others may prefer and enjoy the combination of several media to help them acquire knowledge in the classroom. This can develop a more comprehensive and informed understanding of the topics being studied by utilizing diverse media that are tailored to the needs of students.

5. Independent Learning

Students are motivated to discover new things through reading and analyzing texts or phenomena/events around them using their own resources. Deconstruction takes place as a middle voice, where students analyze and take action without needing to involve others. The process of deconstruction occurs as a form of self-reflection on what is happening around them continuously, leading them to find their own interpretive

analysis. This encourages students to learn independently and discover new things through their own contemplation and reading. Differentiated learning promotes independent learning as the critical responsibility of each individual, emphasizing the fulfillment of individual needs for each student. Students can utilize various sources of learning, both from their teachers and alternative sources of knowledge such as online media. Independent learning will foster critical and creative thinking, maturity, and the ability to produce new and beneficial knowledge products.

The main principle of adapting deconstruction in the differentiated learning model is to encourage critical, sharp, open, reflective, and diverse thinking in building students' understanding of the topics studied in class. Through this research, new knowledge is obtained regarding the forms of deconstruction adaptation that can be applied in the differentiated learning model, enabling students to think and express themselves independently to develop stronger and more resilient critical and creative thinking skills, particularly in the field of art education in Indonesia. This will greatly assist educators in maximizing the potential and critical, creative, communicative, and collaborative abilities of students through the adaptation of deconstruction during the teaching and learning process, especially when implementing the differentiated learning model in the classroom.

CONCLUSION

Deconstruction is a way of thinking or perspective in understanding something through diverse and different thinking, by fostering critical attitudes from each student who also have different needs. It involves doubting, questioning, debating, and sharply discussing a topic, phenomenon, or problem in order to acquire or produce new knowledge. Deconstruction is a growing process that allows for different interpretations in the future. Through the adaptation of deconstruction in the differentiated learning model, it can accommodate the diverse needs of each student, who have different thoughts and levels of critical and creative thinking. This enables students to come forward with their own knowledge and understanding freely and confidently. The forms of adaptation of deconstruction in the differentiated learning

model as a manifestation of independent learning include reflective and accommodating learning, critical, radical, and liberating text analysis, building critical and sharp discussions, utilizing diverse learning media to the fullest extent, and fostering independent learning.

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