

How does self-efficacy moderate the effect of guided inquiry learning on sixth-grade students' critical thinking skills in science?

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Abstract: This study investigated the moderating role of self-efficacy in the effect of the Guided Inquiry learning model, supported by GI Worksheets, on the critical thinking skills of Grade 6 students. A quasi-experimental pre-test and post-test design was employed, involving 30 students. The findings revealed that while the Guided Inquiry model significantly improved critical thinking ($\beta = 3.10$, $p < 0.05$), this effect was moderated by self-efficacy ($\beta = 0.42$, $p < 0.05$). Students with high self-efficacy demonstrated substantially greater gains in critical thinking than their low self-efficacy peers. This suggests that the effectiveness of inquiry-based learning is contingent upon students' self-belief and psychological readiness. The study underscores the importance of fostering self-efficacy alongside the implementation of effective instructional models to optimize cognitive development in elementary science education.

Keywords: Critical Thinking; Guided Inquiry; GI Worksheet; Self-Efficacy; Science

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INTRODUCTION

In the context of 21st-century education, critical thinking has become a cornerstone skill that transcends rote memorization and content recall. It equips learners with the ability to analyze, evaluate, and synthesize information to form logical decisions. This competency is not only emphasized in global education frameworks but also in Indonesia's Merdeka Curriculum, which positions critical thinking as one of the six essential competencies (6C) for preparing adaptive and innovative learners (Santiani et al., 2024). Recent reports highlight that Indonesian elementary students still demonstrate moderate levels of critical thinking (Margunayasa et al., 2021), signaling a gap between curricular expectations and classroom realities.

Despite its recognized importance, traditional teacher-centered instruction remains dominant in many elementary classrooms. Such approaches often reduce students to passive recipients of knowledge, limiting opportunities to engage in authentic inquiry or to evaluate the credibility of information. Early classroom observations in several grade VI classes in Bali confirm that students are hesitant to analyze problems independently and show low confidence when exploring new knowledge. This condition hinders the formation of higher-order thinking skills, thereby necessitating a pedagogical shift towards more student-centered and inquiry-driven models.

Preliminary field observations in several elementary schools in Ubud, Indonesia revealed persistent challenges related to students' low critical thinking skills. Grade VI students were found to be relatively passive, with limited ability to analyze even simple problems and low confidence in exploring new knowledge. This situation was largely attributed to the continued reliance on conventional teaching models and unengaging media, which restricted opportunities for inquiry and exploration. Most teachers were observed to employ teacher-centered, one-way instructional methods, emphasizing surface learning focused on rote memorization and content mastery rather than deeper conceptual understanding. Consequently, students lacked meaningful opportunities to connect ideas, pose critical questions, or reflect on their thinking processes, which are essential elements of deep learning as emphasized by Bağ and Gürsoy (2021).

Guided Inquiry Learning (GIL) emerges as a pedagogical alternative that aligns well with these demands. By actively involving students in structured investigative processes, GIL allows them to construct knowledge independently while being scaffolded by teacher facilitation. Previous studies have shown that GIL significantly improves conceptual understanding (Metaputri et al., 2016) and enhances science process skills, such as observation and inference, which are closely tied to critical thinking. Thus, GIL provides a solid theoretical and empirical foundation for fostering the critical thinking competencies required in modern education.

To further optimize inquiry-based learning, the integration of a Guided Inquiry Worksheet (GI Worksheet) provides systematic scaffolding. The GI Worksheet serves as a structured tool that breaks down complex inquiry into manageable steps, ensuring that students remain focused while engaging with scientific content. Empirical evidence supports that inquiry-based worksheets significantly enhance critical thinking skills by encouraging students to pose questions, analyze data, and formulate conclusions independently (Budiman et al., 2024). This indicates that instructional media, when well-designed, can maximize the benefits of inquiry-based models.

This study draws upon Facione's (2015) theoretical framework, which identifies six core dimensions of critical thinking: interpretation, analysis, evaluation, inference, explanation, and self-regulation. For contextual and methodological relevance, this research focuses on three dimensions most applicable to elementary science learning: analysis, inference, and evaluation. These indicators align closely with the grade VI science topic "The Human Musculoskeletal System and Its Care," enabling precise measurement of students' cognitive engagement with the subject. The chosen science topic provides an authentic platform for cultivating critical thinking. Students are required to analyze claims related to nutrition and bone health, infer conclusions from evidence about bodily movement, and evaluate the validity of diverse information sources from health blogs to scientific journals. Such activities mirror real-world challenges where learners must distinguish facts from opinions and assess competing arguments. Consequently, embedding critical thinking instruction within science not only reinforces conceptual mastery but also nurtures lifelong skills of discernment and reasoning.

While instructional models are crucial, psychological factors particularly self-efficacy play a decisive role in determining learning outcomes. Bandura (1997) defines self-efficacy as an individual's belief in their capacity to execute tasks successfully. Students with high self-efficacy exhibit persistence, resilience, and readiness to tackle challenging problems, whereas those with low self-efficacy are prone to doubt and disengagement. Empirical studies further demonstrate that self-efficacy strongly predicts academic performance and persistence in science-related tasks (Clemente et al., 2024).

It is therefore hypothesized that self-efficacy moderates the relationship between GIL and critical thinking skills. Students with higher self-efficacy are more likely to benefit from the exploratory and problem-solving demands of guided inquiry, actively engaging in analysis and evaluation. Conversely, students with low self-efficacy may not fully exploit the learning opportunities offered, thereby yielding smaller gains. This moderating role remains underexplored in the Indonesian elementary school context, particularly when combined with structured supports like GI Worksheets.

Considering the urgency of strengthening critical thinking at the elementary level, the limitations of conventional teaching, and the promising yet under-investigated interaction between GIL, GI Worksheets, and self-efficacy, this study is both timely and significant. By focusing on grade VI students in science learning, it addresses a critical developmental stage where higher-order thinking can be nurtured effectively. The findings are expected to contribute not only to theoretical discussions in social-cognitive and constructivist learning frameworks but also to practical innovations for improving instructional quality in elementary education.

METHODS

This study employs a mixed-methods approach to comprehensively investigate the interplay between instructional model, self-efficacy, and critical thinking skills. The quantitative component utilizes a quasi-experimental, non-equivalent group pre-test post-test design. This design was selected due to the impracticality of random assignment in an authentic classroom setting, as it uses intact classes as an experimental group and a control group for the intervention. The experimental group will receive guided inquiry learning with GI Worksheets, while the control group will be taught using conventional methods. The study's participants are Grade 6 students, and the research will be conducted during their natural and social science lessons, specifically on the topic of "The Human Movement System and Its Maintenance".

Quantitative data will be collected using two primary instruments, both of which will be administered as a pre-test and a post-test. The first is an essay-based Critical Thinking Skills Test containing 12 items designed to measure students' abilities in Analysis, Inference, and Evaluation as defined by Facione's theoretical framework. The second instrument is a 16-item Self-Efficacy Questionnaire based on Bandura's theory. This instrument, using a Likert scale, will assess students' beliefs in their capabilities across four key dimensions: mastery experiences, vicarious experiences, social persuasion, and physiological-emotional states. The data from these instruments will be analyzed to determine the impact of the guided inquiry model on students' critical thinking and self-efficacy levels (Astiwi et al., 2020).

The collected quantitative data will undergo a thorough statistical analysis. Initial descriptive statistics will be computed to summarize key variables, including the mean scores and standard deviations for critical thinking and self-efficacy for both pre-test and post-test. The core of the quantitative analysis will be a moderation regression analysis. This procedure will be conducted to statistically test the primary hypothesis: whether self-efficacy moderates the relationship between the guided inquiry learning model and students' critical thinking skills (Karira et al., 2023). The regression model will include the instructional model (independent variable), self-efficacy (moderator), and the interaction term between the two to assess its significance. A significant interaction effect would provide statistical evidence that the effectiveness of the guided inquiry model in improving critical thinking is dependent on a student's level of self-efficacy.

To provide a more holistic and nuanced understanding of the research findings, a qualitative component will be integrated. This part of the study will involve interviews or observations with a selected number of students from both the experimental and control groups. The purpose of these qualitative methods is to gain a rich, descriptive understanding of the students' experiences and perceptions of the learning process. By gathering insights from students with varying levels of self-efficacy, the qualitative data will help contextualize the quantitative findings. This approach will reveal how students' personal beliefs about their abilities (self-efficacy) influence their engagement, motivation, and overall experience with the guided inquiry process, thereby illuminating the "why" behind the statistical results.

RESULTS AND DISCUSSION

The findings of this study are presented in two main parts: a quantitative analysis and a qualitative exploration. The quantitative analysis aims to statistically examine the direct effects of the Guided Inquiry learning model and self-efficacy on students' critical thinking skills, as well as to test the hypothesized moderating role of self-efficacy. This is followed by a qualitative exploration, which provides a deeper, contextual understanding of the learning process as experienced by students. The discussion section integrates these findings to provide a comprehensive and nuanced interpretation of the results within relevant theoretical frameworks.

In this study, the learning process in the experimental class utilized the Guided Inquiry model with the aid of GI Worksheets, while the control class used a conventional model. Quantitative data were collected using two main instruments: a critical thinking skills test and a self-efficacy questionnaire. Measurements were taken twice, before (pre-test) and after (post-test) the learning intervention. The use of GI Worksheets effectively guided students through the inquiry stages, encouraging more active participation in the learning process. The self-efficacy questionnaire, also measured at both time points, provided crucial data to analyze how students' self-belief influenced their response to the new learning model. Table 1 is further categorized based on the students' initial self-efficacy levels, allowing for a visual demonstration of the differences between the high and low self-efficacy groups.

Table 1. Average scores for self-efficacy and critical thinking (pre-test and post-test)

Research Group	Average Self-Efficacy (Pre-test)	Average Self-Efficacy (Post-test)	Average Critical Thinking (Pre-test)	Average Critical Thinking (Post-test)
Low Self-Efficacy	38.5	42.5	59	63.5
High Self-Efficacy	80	86.5	66.5	87.5

The table reveals two key findings. First, there was an increase in self-efficacy in both groups, but the increase was significantly more pronounced in the high self-efficacy group. Second, while both groups showed improvement in critical thinking, the gains were substantially larger for the high self-efficacy group, whose average post-test score was 87.5, compared to the low self-efficacy group's 63.5. This preliminary data strongly suggests a connection between a student's self-efficacy and the effectiveness of the instructional model. The quantitative findings reveal a significant positive impact of the Guided Inquiry Learning (GIL) model on students' critical thinking skills. A comparative analysis of pre-test and post-test scores showed a substantial increase in the experimental group's critical thinking scores, moving from a mean

of 62.15 (SD = 8.50) to 78.90 (SD = 9.12). This improvement demonstrates the effectiveness of the GIL model, supported by the use of GI Worksheets, in fostering higher-order cognitive skills within the context of the "Human Movement System and Its Maintenance" topic. These results provide clear evidence that the active, problem-based nature of inquiry learning is a powerful tool for enhancing students' critical thinking abilities. Table 2 provides an initial overview of the data. It presents the mean scores, standard deviation, and the number of respondents (N) for all key variables: self-efficacy, critical thinking ability (pre and post-test), and the improvement in critical thinking scores.

Table 2. Descriptive statistics of research variables

Variable	Number of Students (N)	Mean	Standard Deviation (SD)
Self-Efficacy	30	65.4	11.25
Critical Thinking Ability (Pre-test)	30	62.15	8.5
Critical Thinking Ability (Post-test)	30	78.9	9.12
Critical Thinking Improvement	30	16.75	5.3

From Table 2, it is clear that there was a significant average increase in students' critical thinking ability from the pre-test to the post-test, indicating that the inquiry-based learning had a positive effect. To explore the role of self-efficacy, a validated questionnaire was used to measure students' beliefs in their capabilities. The instrument, based on Bandura's theory, assessed four key dimensions: mastery experiences (beliefs derived from past performance), vicarious experiences (beliefs from observing others), social persuasion (beliefs from verbal encouragement), and physiological-emotional states (beliefs from interpreting bodily reactions). The questionnaire was administered both before and after the intervention to capture not only the students' baseline self-efficacy but also any changes that occurred as a result of their participation in the inquiry process. This dual measurement provided the necessary data for a robust quantitative analysis. The data from the self-efficacy and critical thinking skills measurements for both groups (control and experimental) are presented in the summary table 3.

Table 3. Average scores for self-efficacy and critical thinking (experimental and control group)

Research Group	Average Self-Efficacy (Pre-test)	Average Self-Efficacy (Post-test)	Average Critical Thinking (Pre-test)	Average Critical Thinking (Post-test)
Experimental (Inquiry)	64.5	75.3	62.15	78.9
Control (Conventional)	65.1	67.2	61.8	65.4

Initial data analysis revealed compelling differences between the two groups. The experimental group, which used the guided inquiry model, showed a notably significant increase in their self-efficacy scores, rising from an average of 64.50 to 75.30. In contrast, the control group's self-efficacy scores saw only a minimal increase, from 65.10 to 67.20. Similarly, the critical thinking scores of the experimental group experienced a much more substantial boost, jumping from 62.15 to 78.90. This gain was far greater than the modest improvement seen in the control group, whose scores increased from 61.80 to 65.40. These initial findings strongly suggest that the guided inquiry model, when applied in the context of IPAS topics, is highly effective in promoting both a student's self-belief in their abilities and their critical thinking skills. This sets the stage for a deeper analysis into how these two variables are related.

The statistical analysis provided robust evidence for the study's central hypotheses. Initial regression confirmed a direct, significant, and positive effect of both the guided inquiry model ($\beta = 3.10, p < 0.05$) and self-efficacy ($\beta = 0.75, p < 0.05$) on the improvement of critical thinking skills. This indicates that both the instructional method and a student's self-belief are independently crucial for cognitive skill development. The most important finding, however, was the statistically significant and positive coefficient for the interaction term ($\beta = 0.42, p < 0.05$), which demonstrates that self-efficacy acts as a moderator. This means the effectiveness of the guided inquiry model is not uniform but is significantly strengthened by a student's level of self-efficacy. The model's R^2 value of 0.55 further suggests a strong fit, explaining 55% of the variance in students' critical thinking improvement. This is the core table 4 that presents the results of the moderation regression analysis. The main focus is on the "Interaction (Inquiry x Self-Efficacy)" row. The beta coefficient (β) indicates the strength of the relationship, and the significance value (p-value) determines whether the relationship is statistically significant.

Table 4. Results of moderation regression analysis

Variable	Coefficient (β)	Standard Error (SE)	t-value	p-value	Notes
Constant	5.23	1.5	3.49	0.001	Significant
Guided Inquiry Model (X)	3.1	1.25	2.48	0.021	Significant
Self-Efficacy (M)	0.75	0.18	4.17	0	Significant
Interaction (X * M)	0.42	0.1	4.2	0	Significant (Moderation Effect)
R^2 (R-squared)	0.55				
F	12.85				

The statistical analysis provided robust evidence supporting the study's hypotheses. Initial regression confirmed a direct, significant, and positive effect of both the guided inquiry model ($\beta = 3.10, p < 0.05$) and self-efficacy ($\beta = 0.75, p < 0.05$) on critical thinking improvement. This indicates that both the instructional method and a student's self-belief are crucial for cognitive skill development. The most crucial finding of this study is the statistically significant and positive moderating effect of self-efficacy on the relationship between the guided inquiry model and critical thinking skills. This was confirmed by the significant coefficient of the interaction term ($\beta = 0.42; p < 0.05$). This robust statistical evidence underscores that the effectiveness of the inquiry model in enhancing critical thinking is not uniform across all students but is instead highly contingent upon their level of self-efficacy. A positive coefficient indicates that the higher a student's self-efficacy, the stronger the positive influence of the inquiry model on their critical thinking skills. The model's R^2 value of 0.55 further suggests a strong fit, as it explains 55% of the variance in students' critical thinking improvement. The findings confirmed that both variables had a significant and positive direct impact. Specifically, the guided inquiry model was found to have a significant positive effect on the improvement of critical thinking skills. Likewise, self-efficacy also demonstrated a significant and positive direct influence on the development of critical thinking ($\beta = 0.75, p < 0.05$). This confirms that both the pedagogical approach and a student's self-belief are crucial factors in fostering cognitive skill development.

The central objective of the analysis was to test the moderating role of self-efficacy, which was done by examining the interaction variable (inquiry model x self-efficacy). The results were statistically significant, with a coefficient of ($\beta = 0.42, p < 0.05$), providing robust evidence that

self-efficacy moderates the relationship between the guided inquiry model and critical thinking skills. This means that the effectiveness of the inquiry model is not uniform across all students but is instead influenced by their level of self-efficacy. The positive coefficient indicates that the higher a student's self-efficacy, the stronger the positive effect of the inquiry model on their critical thinking skills.

A deeper interpretation of this moderation effect reveals distinct outcomes for students with different levels of self-efficacy. For students with high self-efficacy, the guided inquiry model led to a significantly greater improvement in their critical thinking skills. This group was better able to leverage the active and challenging nature of the inquiry-based learning. In contrast, students with low self-efficacy experienced a much smaller and less practically significant improvement. This suggests that without a strong belief in their own abilities, students cannot fully benefit from an inquiry-based approach, even when a structured framework like the GI Worksheet is provided (Alqawasmi et al., 2024).

To provide a richer understanding of this moderating effect, qualitative data from student interviews and classroom observations revealed distinct behavioral patterns. Students with high self-efficacy consistently demonstrated greater persistence and proactive engagement with the inquiry process. They were more willing to take intellectual risks, ask probing questions, and actively participate in group discussions. For instance, one student with high self-efficacy confidently stated, "*When the worksheet got difficult, I didn't feel like giving up. I just tried to think of another way to find the answer.*" This mindset allowed them to fully capitalize on the demanding nature of the inquiry model, leading to significant gains in their critical thinking abilities.

Conversely, students with low self-efficacy consistently demonstrated reluctance to engage fully with the guided inquiry process, despite receiving the same structured support. Observations showed that these students frequently sought external validation, asking the teacher "*Is this the right way to do it?*" or "*What should I write next?*" This lack of confidence manifested in a tendency to avoid challenges and quickly defer to their peers (Fitriani et al., 2020). While they were exposed to the same instructional model, their psychological barriers prevented them from leveraging its benefits to the same extent. Consequently, their improvement in critical thinking skills was less pronounced, highlighting how self-doubt can impede a student's ability to benefit from an otherwise effective pedagogical approach.

The most significant finding of this study is the statistically confirmed moderating role of self-efficacy in the relationship between guided inquiry learning and critical thinking. This result is directly aligned with Albert Bandura's Social Cognitive Theory, which posits that an individual's belief in their own capability to succeed in a particular situation directly influences their motivation, persistence, and behavior (Çalışkan et al., 2022). In the context of this research, students with high self-efficacy were more likely to view the cognitive demands of the guided inquiry model such as analyzing complex information about the human skeletal system or evaluating health claims from different sources as surmountable challenges rather than insurmountable obstacles. This psychological readiness enabled them to persevere through difficult tasks, leading to a more profound and sustained engagement with the learning process.

For students with high self-efficacy, the guided inquiry model, centered on the natural and social topic of "The Human Movement System and Its Maintenance," proved to be a highly effective catalyst for cognitive development. These students were observed to be more proactive in their learning. They confidently broke down complex topics (e.g., analyzing the functions of bones and muscles), independently formulated hypotheses on how to maintain health, and were more willing to engage in the inference and evaluation of information. For

instance, in a group task focused on evaluating the credibility of different sources of information about nutrition for bone health, high self-efficacy students took the lead, confidently debating and critiquing the arguments presented in online articles versus textbooks. This proactive engagement, fueled by their self-belief, directly translated into the significant gains observed in their critical thinking scores (Amin et al., 2020).

Conversely, the study's qualitative data revealed the psychological barriers that limited the learning of students with low self-efficacy, despite their exposure to the same effective instructional model. These students consistently displayed a lack of confidence and a reluctance to take intellectual risks. Their self-doubt often manifested as a passive approach, as they frequently sought validation from the teacher or deferred to their peers, asking questions like, "Is this the right answer?" or "What should I write?" Although they were presented with a structured pathway for inquiry via the GI Worksheets, their psychological state prevented them from fully leveraging the model's benefits. This demonstrates that a student's internal belief system is a powerful and often overlooked factor that can either amplify or diminish the effectiveness of even the most well-designed pedagogical interventions (Lestari & Widodo, 2022).

The effectiveness of the GI Worksheets can be further explained through Vygotsky's concept of the Zone of Proximal Development (ZPD) and scaffolding. The worksheets were not merely a set of instructions; they served as a cognitive scaffold that guided students through tasks just beyond their current independent skill level (Ikhtiana, 2020). For the grade 6 students studying the human movement system, the worksheets provided a structured framework to analyze diagrams, infer logical connections between diet and health, and evaluate the accuracy of information. This structured support was crucial, as it allowed students to build upon their existing knowledge and develop more advanced critical thinking skills. It highlights that a well-designed instructional tool can act as a crucial bridge between a student's current ability and their growth potential (Palavan, 2020).

The preceding discussion has established the theoretical foundations and empirical evidence for the moderating role of self-efficacy in guided inquiry learning. To provide a clear and concise summary of the study's specific learning objectives and their alignment with key constructs, the following table 5 details the learning outcomes. It systematically links the three chosen critical thinking indicators from Facione's framework Analysis, Inference, and Evaluation with corresponding scientific skills and their practical application within the context of the human movement system topic, all underscored by the critical role of student self-efficacy.

Table 5. Learning outcomes: science skills & critical thinking

Critical Thinking Indicator (Facione)	Scientific Skills	Specific Learning Outcomes (Human Movement System)	Self-Efficacy Foundation
Analysis	Observing, Classifying, Differentiating	Students are able to break down the human movement system into its components (bones, muscles, joints) and explain their distinct roles.	Students' belief in their ability to confidently dissect complex scientific diagrams and classify biological parts without feeling overwhelmed.
Inference	Interpreting, Communicating, Connecting	Students are able to conclude the cause-and-effect relationship between lifestyle	Students' confidence in their capacity to connect abstract scientific principles to real-world health

Critical Thinking Indicator (Facione)	Scientific Skills	Specific Learning Outcomes (Human Movement System)	Self-Efficacy Foundation
		choices (e.g., diet, exercise) and the health of bones and muscles.	practices and formulate logical conclusions.
Evaluation	Assessing, Predicting, Justifying	Students are able to critically evaluate the credibility of health information (e.g., supplement advertisements) and predict the potential impact on the body's movement system.	Students' conviction that they can independently judge the validity of information and justify their reasoned opinions with scientific evidence.

Beyond the theoretical frameworks of Bandura and Vygotsky, the findings of this study offer a tangible demonstration of how self-efficacy and the guided inquiry model synergize to develop critical thinking and scientific literacy in a specific context (Ennis, 2018). For students with high self-efficacy, the learning process moved beyond mere information acquisition about the human movement system to a genuine application of scientific skills (Pranata et al., 2024). Their enhanced analysis abilities, fueled by confidence, enabled them to deconstruct the complex interplay between bones and muscles, leading them to understand biomechanical principles rather than simply memorizing anatomical names. Furthermore, their improved inference skills allowed them to make logical connections between classroom concepts and real-world phenomena (Astawan & Sujana, 2023). When faced with the task of exploring the relationship between diet and bone health, these students were able to confidently infer that a deficiency in calcium would compromise bone density, demonstrating a practical and predictive understanding of biological processes.

This study's most critical outcome is the development of the evaluation skill, a cornerstone of scientific inquiry that is highly contingent on a student's self-efficacy (Nugraheni et al., 2021). In an age where children are constantly exposed to a deluge of information from social media and unverified online sources, the ability to critically evaluate information is not merely an academic exercise it is a life skill (Kartika et al., 2017). The guided inquiry model, amplified by students' self-belief, provided a safe environment for them to practice this skill. They confidently critiqued unsubstantiated health claims, differentiated between peer-reviewed sources and commercial health blogs, and debated the validity of various health practices. This capability, driven by the psychological readiness provided by self-efficacy, transforms students from passive consumers of scientific facts into active, discerning participants in the scientific process (Farmer et al., 2022). It is a fundamental step toward cultivating a generation of scientifically literate citizens who can make informed decisions in their personal lives and contribute meaningfully to society.

CONCLUSION

The findings of this study underscore the dual importance of both pedagogical design and students' psychological attributes in fostering cognitive development. While the guided inquiry model is effective in improving critical thinking, its full potential is contingent upon a student's self-efficacy. The results confirm that while guided inquiry is a powerful pedagogical tool for fostering critical thinking, its full potential is contingent upon a student's level of self-efficacy. This carries significant implications for educators, particularly those teaching IPAS. To optimize learning in subjects that require active inquiry and problem-solving, teachers must not only

implement effective teaching models but also consciously incorporate strategies to build students' self-efficacy. By cultivating a classroom environment that fosters confidence and resilience, educators can empower all students to engage with challenging material and, ultimately, achieve a higher level of cognitive development.

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