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Application of Differentiation Learning Strategies in Growing Students' Learning Motivation

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Abstract: Learning something is not limited to a certain time, it can utilize all human senses in various ways. The aim of this research is to prepare students to learn anywhere and anytime. Therefore, students must be trained from an early age to utilize every situation as a learning resource to improve their skills that will be useful in the future. In this research, the method used is literature study by examining various reference sources, such as books and scientific articles reviewed. The research results show that using differentiated learning strategies is one way to maintain the learning motivation of different students. By providing different learning activities tailored to students' needs, differentiated learning strategies can increase students' enthusiasm for learning. By implementing learning strategies that suit students' needs, students' skills will increase and will be useful in the future.

Keywords: Differentiation Learning, Student Grow, Motivation

1. Introduction

Republic of Indonesia Government Regulation no. 57 of 2021 chapter I article 1 concerning National Education Standards states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students independently develop the potential they have to have religious spiritual steadfastness, self-control, personality, intelligence, morals, noble, as well as the skills needed by himself, society, nation and state. (President of the Republic of Indonesia, 2021)

Herawati (2018) explains that learning is a growth process resulting from a conditioned relationship between stimulus and response. This means that learning occurs with a conditioned relationship between the teacher and the person receiving the lesson so that a meaningful situation occurs for the student. According to Dakhi Success (2020) Effective learning can be carried out if the teacher who delivers the learning has high competence. Effective learning is a supporter of student learning outcomes.

One of the factors that is a problem in learning mathematics is boring learning activities. Apart from that, learning activities in the classroom do not pay attention to students' learning needs. In reality, teachers teach according to the learning style they want without caring about students as learning subjects. This problem indirectly causes low learning outcomes obtained by students. Based on the problems that have been described, an appropriate solution is needed. One solution that can meet students' needs is by implementing learning strategies that can answer the diversity of students' needs, namely by implementing differentiated learning strategies (Sept et al., 2022). The success of achieving learning objectives is influenced by a number of variables. Among these things, the role of the teacher is one of the most important. The education system in Indonesia has not experienced many changes. They continue to use traditional learning approaches that prioritize teachers and prevent all students from actively participating in the learning process. As if all students have uniform needs and abilities, the environment used still tends to be homogeneous. Education must be able to overcome this diversity (Putri et al., 2023).

Learning outcomes are the skills achieved by students when participating in a teaching and learning program in accordance with the stated objectives (Ahmad Bilantua, Meyko Panigoro, 2023). The Merdeka Curriculum is synonymous with learning that supports students, as well as differentiated learning. Differentiated learning is learning that accommodates students' learning needs. Teachers facilitate students according to their needs, because each student has different characteristics, so they are not given the same treatment in the learning process. In implementing differentiated

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learning, teachers must prepare learning with a variety of different treatments and actions for each student (Pitaloka & Arsanti, 2022).

Differentiated learning strategies in elementary schools are carried out based on students' learning needs which consist of three aspects, namely learning readiness, learning interest and students' learning profiles. Students' learning readiness means students' initial ability or ability to learn new material concepts. Students' learning interests are defined as learning what students like and are interested in so that it can produce meaningful learning for those students, while students' learning profiles are learning process approaches that students like. Learning profiles include culture, language, learning style and family circumstances (Ilham Farid, Reka Yulianti, Amin Hasan, 2022).

Failani et al., (2023) explains in his research that project-assisted learning can improve student learning outcomes compared to conventional learning approaches because it allows students to feel involved in the learning process and have the opportunity to express their opinions, thoughts, ideas or questions. It is hoped that the project-assisted learning model will increase students' motivation and learning outcomes because it allows them to actively participate in complex learning processes and build their own knowledge. Therefore, it can be concluded that learning with this model can have a positive effect on their learning process.

According to Gusteti & Neviyarni (2022) Mathematics learning is a process of interaction between learning components to develop students' thinking abilities in problem solving. Learning mathematics can help students to construct mathematical concepts through their own abilities. Mathematics is a tool for thinking, communicating and a tool for solving problems.

Sitorus (2021:41) explains that students are said to be less successful in learning if there is no change in behavior in achieving an expected result or goal. Students' success in learning can be seen from the learning results they obtain. In (Putri et al., 2023) Motivation can be defined as a situation or condition that encourages a person to engage in an activity. This term comes from the basic word "motivation", which refers to the cause or basis of why someone performs an action.

Based on the problems above, it is important to use a learning model that can foster student motivation, so that student learning outcomes are as expected. The aim of this research is to describe the application of differentiated learning strategies to foster student motivation.

2. Methodology

This research uses a literature review design with a qualitative approach. The case study research method is a research approach used to understand complex and unique phenomena in a specific context. In this method, the researcher selects a specific subject and studies its details to understand the relationship between variables related to the phenomenon being studied (Assyakurrohim et al., 2022). The data used in this research is secondary data collected through literature study. This data collection technique includes analysis of data sources from national and international journals over the last five years, as well as book studies. After collecting several books and journals related to the topic of discussion, then analyze the topic through literature study using narrative analysis.

3. Result

Research conducted Ayu, (2022) succeeded in increasing student learning motivation and learning outcomes for class VI students at SDN 007 Saroll for the 2021/2022 academic year. The research results show an increase in classical completeness and average student learning outcomes. This increase was 28.13% to 90.62%, while the average increase in student learning outcomes was 58.13 to 90.62. Further research from (Khasanah & Alfiandra, 2023), Differentiated learning in class IX.8 SMPN 33 Palembang increases students' learning motivation. In initial observations, 40% of students felt unmotivated or less motivated in learning activities, but after differentiated learning began, only around 5% of students remained unmotivated in learning activities. This differentiated learning can help students in class IX.8 of SMPN 33 Palembang to be more motivated to learn. In the Pancasila Education subject class IX.8 at SMPN 33 Palembang, differentiated learning is observed in the following way: a) Mapping learning needs based on learning readiness, interests and learning profile b) Creating a differentiated learning plan using three strategies: process, environment, and products c) Carrying out differentiated learning in accordance with the learning implementation plan that has been made d) Carrying out assessments and evaluations

In line with previous research, research conducted by (Pratiwi & Maftujianah, 2023) also shows an increase in student learning motivation. The results of interviews with students show that students are increasingly interested in differentiated learning, as well as increasing their learning activities and enthusiasm. In addition, analysis of the results of the learning motivation questionnaire shows an increase in the learning motivation category from pre-cycle to the first and second cycles. In the pre-cycle, there was only one student with very low learning motivation and no students with very high learning motivation. In the first cycle, there was an increase with two students with learning motivation in the very good category and no students with learning motivation in the very low category. The second cycle showed an improvement: four students with learning motivation in the very good category increased, and there were no more students with learning motivation in the poor or very low category. Differentiated learning allows learning that is pro-student and friendly towards diversity. This directly makes students more enthusiastic about learning, feels happy learning science without pressure, and can gradually increase students' desire to learn science.

Research from (Suesti et al., 2023) shows that there is a positive influence of differentiated learning on student learning motivation with a probability value of 0.000. This value is smaller than 0.05 or the calculated t value is $7.738 > 2.00$ t table ($n-1 = 60 - 1$ alpha 5%). Followed by research conducted by (Sunengsih et al., 2023) which succeeded in increasing students' learning motivation through differentiated learning. The results of this research were that 30 students out of 32 students obtained scores above the KKM, with an SKBM achievement level of 93.75% and an average score of 96.25.

4. Discussion

The results of the literature review show that differentiated learning has a positive influence on students' learning motivation. Students with moderate or low learning motivation have a greater desire to learn mathematics. The results show that students who have high learning motivation fulfill all four indicators of learning motivation, except for the independence factor in learning. In this case, students who are very enthusiastic do not always use other learning references to look for additional information about lessons or assignments. Students who are highly motivated to learn show different levels of desire to learn mathematics compared to students who are not motivated. The five indicators of learning motivation are not always met. This includes persistence in learning and carrying out assignments, tenacity in facing difficulties, showing interest and attention in learning, and independence in learning. Factors that are not always met include submitting assignments on time, listening to teacher instructions, collaborating with friends, and using other learning resources. Students with low levels of learning motivation only fulfill one of the five indicators of learning motivation, namely persistence in facing difficulties, showing interest and attention in lessons, and independence in learning. Students with low levels of learning motivation also show lower levels of motivation to learn mathematics compared to students with high and medium levels of learning motivation. (Haa, 2024).

Wahyuningsari et al., (2022) writes that one method that teachers can use to meet the needs of all students is differentiated learning. Differentiation is a learning method in which students learn lessons based on their abilities, what they like, and their own needs. This prevents students from becoming frustrated or failing during the learning process. Teachers must organize learning materials, activities, daily assignments, and final assessments based on students' readiness to learn the subject matter, students' interests or likes in learning, and ways of delivering lessons that suit students' learning profiles. Teachers have control over four different aspects of learning: content, process, product, and classroom learning environment or climate. They have the ability and opportunity to change the learning environment and climate as well as the content, processes, and products of each class based on their current student profile.

Putri et al., (2023) states that there are three main components of differentiated learning that can be used by teachers to improve students' understanding of subject matter. The first is the content aspect, which includes what will be taught to students. The second is the process aspect, which includes important activities carried out by students in class. The last is the assessment aspect, which includes assessing final results to evaluate how well students achieve learning objectives. Therefore, differentiated learning centers on the teacher's efforts to meet the diverse needs of students.

5. Conclusion

Interesting learning methods can encourage students to learn. Their learning outcomes will improve as a result. Motivation has an important role in increasing students' desire to learn. If students are less than motivated at first, providing encouragement will boost their enthusiasm and make learning more fun.

Therefore, teachers must focus on enriching learning and meeting students' needs. To meet these needs, differentiated learning offers students the opportunity to learn according to their abilities, preferences and needs.

Differentiated learning begins with an initial diagnostic test to determine learning readiness. Next, learning style data is obtained, students' interests in mapping are determined, and learning tools are prepared to meet the diversity of students.

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