

The Effect Of Differentiated Learning Model Implementation On The Learning Motivation Of Class V Student SD Minasa Upa In Makassar City

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ABSTRACT

The purpose of this study was to describe the application of differentiated learning models, to describe student learning motivation, and to analyze the effect of the application of differentiated learning models on the learning motivation of fifth grade students of SD Negeri Minasa Upa Makassar City. The type of research used is experimental research with a one group pretest posttest design. The population in this study were all grade V students as many as 90 people. The sampling technique used Propotional Random Sampling technique, so that 30 people were selected as research samples. The instruments used were observation and questionnaire. Data analysis using descriptive statistical analysis and inferential statistical analysis. he results of the analysis showed that the application of differentiated learning models was at a percentage of 79% in the good category and the learning motivation of fifth grade students of SD Negeri Minasa Upa Makassar City was mostly at a percentage of 80% in the high category, so there was a positive effect of the application of differentiated learning models on the learning motivation of fifth grade students of SD Negeri Minasa Upa Makassar City. The implication of this research is that active learning models that foster student learning motivation such as differentiated learning models must begin to be applied to the learning process.

Keywords: Differentiated Learning Models, Learning motivation.

1). INTRODUCTION

Education according to Law No. 20 of 2003 concerning the National Education System (UU Sisdiknas) is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state. Education is a systematic process that involves imparting and receiving knowledge, skills, values and social norms to individuals through various methods, such as teaching, training or research.

Effective learning is learning that can condition students to achieve optimal progress according to their abilities. In reality, not all learners are able to utilize the learning process optimally. Teachers

are expected to use various learning approaches so that learners find learning that suits their needs. Differentiated learning is learning that is based on meeting the needs of learners in terms of learning readiness, interests, or learning profiles, as well as how teachers respond to these learning needs. This learning model was established in 1969 by Benjamin Bloom by publishing a book entitled “Taxonomy of Educational Objectives” which discusses the different abilities of learners. Bloom argued that learning should be tailored to the learners' ability level. In 1995 Carol Tomlinson developed the concept of differentiated learning by releasing the book “*Differentiating Instruction for at Risk Students*”. Tomlinson argues that differentiated learning can be applied in various ways according to the needs and learning styles of individual learners. Differentiated learning has been popular in education and has been implemented in many countries, including Indonesia. Motivation to learn is an encouragement in learning activities, so that motivation can be said to be a driving force within students who cause learning activities so that the goals desired by the learning subject can be achieved. Learning motivation is the impetus for the learning process, in other words, the purpose of learning is to get good results. Many students experience problems in learning as a result of low learning outcomes. The low motivation of students to learn will hinder the achievement of learning goals and even educational goals and become a threat to the progress of learning that must be handled appropriately.

One of the problems in the learning process that affects learning outcomes and student motivation is individual differences, each student has their own abilities or levels and characters. There are several things that can be considered to find out the differences between individuals in terms of learning. Some of these differences need to be considered by teachers in implementing and managing learning. Teachers can determine how the treatment should be applied to students, teachers must also pay attention to each learner, so that teachers are not only able to provide general treatment to each group or level of learning, but also teachers are able to provide appropriate special treatment to each individual, especially individuals who have different characters from the character of students in general. To accommodate these differences, differentiated learning is a learning model where teachers deliver learning according to the characteristics of diverse learners. Differentiated learning provides breadth for students in achieving learning objectives according to their potential and the desired learning environment. This learning does not only focus on learning products, but also on the process

and content or material. Thus, there are three strategies used in implementing differentiated learning, namely content differentiation, process differentiation and product differentiation strategies.

2). METHODS

The data collection method is a method used to collect data so that researchers are able to explain their research problems. The methods used in data collection are: 1) Observation is a research method where researchers make direct observations on the object of research. Observation is usually carried out to review, supervise, and examine an object, so as to obtain valid data. 2) Questionnaire is a data collection method carried out by asking questions to respondents with a questionnaire guide.

The research design in this study used pre-experimental method with one group pretest posttest design. In this research design, the experimental group was given an initial test (pretest) before the implementation of learning and given a final test (posttest) after being given treatment in the form of implementing differentiated learning.

Research instruments in this study are equipment or devices in the implementation of research to accumulate data or information to make it more concise and easier for further processing. Observation as an assessment tool is widely used to measure individual behavior or the process of an activity that can be observed. Observation can measure or assess learning outcomes and processes such as behavior during learning, discussion activities, behavior in teaching, and the use of teaching aids. The questionnaire instrument uses a Likert scale, which is a scale or measurement used to measure the attitudes, opinions, or perceptions of a person or group of people about an event and social phenomenon, based on the operational definitions set by the researcher. The Likert scale usually consists of a statement or question and a series of answers in the form of Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS) and Strongly Disagree (STS). Later, respondents will be asked to choose the option that best suits their feelings towards the statement or question posed by the researcher.

3). RESULTS AND DISCUSSION

Based on the results of data collection through observation sheets and questionnaire instruments to determine the application of differentiated learning models and learning motivation of fifth grade students of SD Minasa Upa Makassar City. So, in this section the researcher will discuss the research results obtained based on the data that has been collected.

Implementation of differentiated learning model in class V SD Negeri Minasa Upa Makassar City. Based on the results of research that has been conducted on the implementation of differentiated learning models that for content differentiation shows a value of 75.6% (sufficient), process differentiation shows a value of 81% (good) and product differentiation shows a value of 78.3% (good). Overall, the implementation of the differentiated learning model shows a percentage value of 79% with a good category.

An overview of the learning motivation of fifth grade students of SD Negeri Minasa Upa Makassar City. The results of descriptive analysis, obtained the results of student learning motivation before the application of differentiated learning models in the very low category there were 1 student with a percentage of 3.3%, while in the low category there were 16 students with a percentage of 53.3%, for the medium category there were 12 students with a percentage of 40.0% and for the high category there were 1 student with a percentage of 3.3%. Meanwhile, the results of students' learning motivation after the application of the differentiated learning model in the low category were 1 student with a percentage of 3.3% while in the medium category there were 11 students with a percentage of 36.7% while for the high category there were 15 students with a percentage of 50.0% and for the very high category there were 3 students with a percentage of 10.0%. Thus it can be understood that the learning motivation of grade V students at Minasa Upa State Elementary School, Makassar City has increased before the application of the differentiated learning model is in the very low category with a percentage of 49% and after the application of the differentiated learning model is in the high category with a percentage of 80%.

The effect of the application of differentiated learning models on the learning motivation of fifth grade students of SD Negeri Minasa Upa Makassar City. To find out whether there is an effect of the application of differentiated learning models on the learning motivation of fifth grade students of SD Negeri Minasa Upa Makassar City, hypothesis testing is carried out. However, before testing the data must meet the prerequisite test, namely the normality test which is analyzed using the Kolmogorov-Smirnov test and the homogeneity test which is analyzed using the Levene statistical test. Based on the results of the analysis obtained, it shows that the data on the learning motivation of class V students is normally distributed and homogeneous. After the data meets the prerequisite test, namely, normality and homogeneity tests, then the t test is carried out with independent samples (Independent Sample T-test). Based on the results of the analysis obtained that $|t_{\text{count}}| > t_{\text{table}} = |9.674| > 2.045$, it

can be concluded that H_1 is accepted, meaning that there is an effect of the application of differentiated learning models on the learning motivation of fifth grade students of SD Negeri Minasa Upa Makassar City. This research is in line with the research of Mila Handayani (2022) with the title *Developing Student Learning Motivation Through Differentiated Learning Strategies*, which reveals that one way to maintain the consistency of students' enthusiasm for learning with the different characteristics of each student can be done by implementing differentiated learning.

4). CONCLUSIONS

Based on the results of the study, it can be concluded as follows:

The description of differentiated learning in grade V students SD Negeri Minasa Upa Makassar city is content differentiation $378/3 = 75.6\%$ (sufficient), process differentiation $735/9 = 81\%$ (good), product differentiation $235/3 = 78.3\%$ (good). As for differentiation learning after combining the content differentiation value, process differentiation value, and product differentiation value is $378+735+235 = 1,348/17 = 79\%$ with a good category.

The learning motivation of fifth grade students of SD Negeri Minasa Upa Makassar City, based on the results of research with 30 students as a sample, 1 student was in the low category with a percentage of 3.3%, 11 people were in the medium category with a percentage of 36.7%, 15 people in the high category with a percentage of 50.0% and 3 students were in the high category with a percentage of 10.0%. Thus it can be concluded that the learning motivation of fifth grade students of SD Negeri Minasa Upa Makassar City is in the high category with a percentage of 80%.

There is an effect of the application of differentiated learning models on the learning motivation of fifth grade students of SD Negeri Minasa Upa Makassar City, because the value (t) is obtained where it is obtained from the calculation value ($t_{\text{count}} > t_{\text{table}} = 9.674 > 2.045$). Proving that H_1 is accepted means that there is an effect of the application of differentiated learning models on the learning motivation of fifth grade students of SD Negeri Minasa Upa Makassar City.

Based on the research results that have been obtained, the researcher can provide the following suggestions. 1) For teachers, with this research, teachers are advised to always apply and get used to active learning models such as differentiated learning models during learning activities to increase students' motivation to learn. 2) For students, this research can affect students because the application

of the differentiated learning model can make students actively participate in learning activities and increase students' learning motivation. 3) For researchers, this research will add insight for researchers.

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