

STUDENT'S LEARNING MOTIVATION IN IMPLEMENTING DIFFERENTIATION LEARNING IN PANCASILA EDUCATION

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ABSTRACT

This study aims to evaluate the level of students' learning motivation in the application of product differentiation learning strategies in Pancasila Education subjects. This study uses a quantitative descriptive method, with data collection through questionnaires. The questionnaires were distributed to two classes, totaling 67 students of grade VIII at SMP Negeri 15 Yogyakarta, with random class selection. The questionnaire includes five indicators of student learning motivation, namely enjoyment in learning, willingness to work, desire to get high grades, awareness to learn, and independence. The results showed that the average of all indicators of student learning motivation reached 83.9%, which is a very high category. This indicates that the application of product differentiation learning strategies to the material of national spirit and commitment in Pancasila Education subjects can significantly increase student learning motivation.

Keywords: learning strategy; differentiation learning; learning motivation.

Introduction

Learning motivation plays a crucial role in the success of the educational process. With motivation, students may find it easier to engage fully with the learning materials, leading to suboptimal learning outcomes. Motivation in education has long been a subject of academic inquiry, with scholars exploring both intrinsic and extrinsic motivators that drive students' engagement and performance. For instance, (Ryan, 2017) emphasizes the importance of intrinsic motivation, which comes from internal satisfaction, as opposed to extrinsic motivation, which is driven by rewards or punishment. In the context of Indonesia, education continues to undergo reforms to better align with both global trends and national needs. The implementation of the Merdeka Belajar curriculum represents one such reform, where the focus has shifted toward encouraging student-centered learning, critical thinking, and creativity. However, despite these positive strides, the challenge remains in maintaining high levels of student motivation, particularly in subjects perceived as abstract or complex, such as Pancasila Education.

Pancasila Education is a core subject in the Indonesian national curriculum, aimed at instilling the values of Pancasila in students. These values—belief in one God, humanitarianism, national unity, democracy, and social justice—are essential in shaping

students into responsible citizens (Supriyatno, 2020). However, the teaching of Pancasila Education often faces challenges, primarily when delivered in a traditional, one-size-fits-all manner (Yusuf, 2021). This approach may lead to disengagement and low motivation among students, particularly in heterogeneous classrooms with varied learning needs (Kusumaningrum, 2020).

Differentiated instruction, or differentiation learning, has emerged as a potential solution to address these issues. Differentiation learning is a teaching strategy that involves tailoring instruction to meet the diverse needs, readiness levels, and interests of students. By differentiating content, process, and product, teachers can create a more inclusive and engaging learning environment (Vygotsky, 1978). However, despite its potential benefits, there is limited research on the effectiveness of differentiation learning in Pancasila Education, particularly in terms of its impact on student motivation (Ferlazzo, 2018). Several studies have explored the relationship between differentiated instruction and student motivation in various contexts (Tomlinson, 2017). They argue that differentiation helps students feel more in control of their learning, thereby increasing intrinsic motivation. Similarly, a study by Santangelo (Santangelo, 2018) found that differentiated instruction in high school settings led to higher engagement and better academic outcomes. However, much of the research has focused on subjects like mathematics and science, with little attention given to social studies or values-based education like Pancasila (Deci, 2018).

A study (Supriyatno, 2020) examined the impact of differentiated instruction in the Indonesian context, highlighting its potential to improve student learning outcomes. However, their research did not focus specifically on Pancasila Education, nor did it examine the motivational aspects in depth. Given the importance of Pancasila Education in fostering national identity and character development, understanding how differentiation learning impacts student motivation in this subject is crucial for improving pedagogical strategies. This study draws upon several critical theories related to motivation and differentiated instruction. The Self-Determination Theory (SDT) (Ryan, 2017) provides a valuable framework for understanding how differentiation can enhance student motivation. According to SDT, individuals are more likely to be intrinsically motivated when their basic psychological needs for autonomy, competence, and relatedness are met. Differentiated instruction, by allowing students to choose how they learn and demonstrate understanding, can satisfy these needs, thereby fostering higher levels of intrinsic motivation (Hattie, 2019).

Another relevant theory is Vygotsky's Zone of Proximal Development (ZPD), which posits that students learn best when tasks are within their zone of capability but still require some degree of challenge and scaffolding (Subekti, 2019). Differentiation learning aligns with this theory by ensuring that learning activities are neither too easy nor too difficult for students, thus promoting optimal learning and motivation. While much has been written about differentiated instruction and its impact on student outcomes, there is a lack of research focusing specifically on Pancasila Education (Tomlinson, 2021). This study aims to fill this gap by exploring how differentiation learning influences student motivation in Pancasila Education. Some students often view this subject as challenging or irrelevant (Widodo, 2019).

The novelty of this study lies in its focus on the Indonesian context and its examination of a subject area that has been underexplored in differentiation learning research.

The primary objective of this study is to investigate the impact of differentiation learning on students' motivation in Pancasila Education. The specific research objectives are as follows: To identify the levels of student motivation before and after the implementation of differentiation learning in Pancasila Education (Hidayat, 2020), To analyze the relationship between differentiation strategies and student motivation, including intrinsic and extrinsic factors, To explore the challenges and opportunities faced by teachers in implementing differentiation learning in Pancasila Education, To provide recommendations for improving the teaching of Pancasila Education through differentiation learning strategies. As Indonesia continues to reform its education system, there is a growing need to ensure that subjects like Pancasila Education, which is central to character development, are taught in ways that resonate with students. With the increasing diversity of learners in Indonesian classrooms, differentiation learning offers a promising approach to make Pancasila Education more engaging and relevant. By understanding how differentiation impacts student motivation, educators can develop more effective teaching strategies that align with the principles of Merdeka Belajar and the broader goals of the Indonesian education system (Putra, 2021).

Research Method

The method used in this research is quantitative descriptive. The sample from this research was class VIII students at SMP Negeri 15 Yogyakarta. The research sample consisted of 2 classes with 67 students. The selection of research samples was carried out randomly. The data collection technique was a questionnaire, which was used to collect data related to student motivation after implementing product-differentiated learning strategies. The graded questionnaire is then presented in Google Forms. The indicators in this research instrument are, according to Kholida (2015), those in Table 1 below.

Table 1. Indicators of motivation learning

Variable	Indicator	Item
Learning Motivation	Feelings of joy in participation	4
	Willingness to do the work	4
	The desire to get good grades	4
	Awareness of learning	4
	Independent	4

According to Nasrah and Muafiah (2020), Table 2 contains the guidelines used by researchers to determine the criteria for each indicator.

Table 2. Guidelines for the level of Motivation learning

Skor	Criteria
81% - 100%	Feelings of joy in participation
61% - 80%	Willingness to do the work
41% - 60%	The desire to get good grades

21% - 40%	Awareness of learning
0% - 20%	Independent

The data analysis used is quantitative data analysis: The results of the analysis from the questionnaire are used to determine the level of students' learning motivation in implementing product-differentiated learning strategies expressed in percentages for each category. %Achievement = total score obtained x100% Maximum score

Result and Discussion

Researchers distributed questionnaires to determine students' motivation in product-differentiated learning strategies. The questionnaire was filled out by class VIII students at SMP Negeri 15 Yogyakarta for the 2022/2023 academic year. The research sample was taken from 2 classes that were determined randomly. Data obtained from the results of the distributed questionnaire are as follows:

Table 3. Data obtained from student learning motivation questionnaires

No	Indicator	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1	Feelings of joy in participation	29%	69%	2%	0%	0%
2	Willingness to do the work	18%	80%	2%	0%	0%
3	The desire to get good grades	25%	73%	2%	0%	0%
4	Awareness of learning	25%	67%	8%	0%	0%
5	Independent	16%	82%	2%	0%	0%

The questionnaire data obtained from the results of student participation in learning Pancasila Education were then analyzed using the results of the achievement analysis and criteria, as follows.

Table 4. Data from analysis of achievements and criteria

No	Indicator	Skor	Criteria
1	Feelings of joy in participation	85,5%	Strongly agree
2	Willingness to do the work	83,1%	Strongly agree
3	The desire to get good grades	84,7%	Strongly agree
4	Awareness of learning	83,5%	Strongly agree
5	Independent	82,7%	Strongly agree
	average	83,9%	Strongly agree

The product differentiation learning strategy in this research begins with learning steps to study problems in the context of national spirit and commitment. Students then conduct studies and discussions and develop ideas resulting from the analysis of various data and information. Students are asked to choose the form of product they will produce. Teachers limit product choices as follows: 1) writing, which can be in the form of magazines, pop-up books, short stories, poetry collections,

clippings, and magazines; 2) videos can be in the form of scene recreations, explanations, and interviews; 3) drawing can be in the form of comics and posters; 4) The presentation can be in the form of PowerPoint or Canva and then presented in front of the class. Students are given the freedom to choose the form of product and technical artistry, whether done individually or in groups. This is to support the interests and talents of each student. Based on research data, the average results obtained for all indicators reach very high criteria, so it can be concluded that the level of student learning motivation is in the outstanding category with the implementation of product-differentiated learning strategies in Pancasila Education subjects. The results of this research are in line with the findings of Avcı, Yüksel, Soyer, and Balıkcıoğlu's (2009) study, which concluded that providing detailed instructions to students can increase their interest in learning. Chen (2007) suggests that students have a positive attitude toward learning. Haghghat (2009) emphasizes that students can have a positive attitude through learning strategies with differentiated instructions. Likewise, McAdamis (2001) stated that through differentiated learning, students' motivation and interest in lessons can be increased.

The research results show that product-differentiated learning has a positive impact on students. According to Hall (2003: 9), differentiated learning is a learning process that has the potential to positively impact learning by offering teachers the means to provide differentiated instruction to various students in classroom situations. Hall (2003: 3) defines differentiated learning as a teaching and learning process for students of different abilities in the same class. Teachers, based on the characteristics of their students' readiness, interests, and learning profiles, can adapt or manipulate various elements of the curriculum, namely content, process, product, and influence/environment (Hall, 2003, p. 3). Guay (2017: 14) suggests that teachers can produce different effects on student motivation, depending on the differentiated learning used. In particular, differentiated learning implemented by teachers is positively related to student motivation. Moreover, it is moderated by the higher perceived competence of students.

The positive impact obtained by students by implementing product-differentiated learning in this research is in line with its objectives. The goal of differentiated learning is to ensure that all students are challenged and engaged in learning regardless of each student's skill level or learning style. Through differentiated product learning strategies, teachers can adapt instruction to meet the diverse needs of students, helping them achieve academic success with their interests and talents. In the end, product-differentiated learning strategies can provide a more exciting and practical learning experience for students with good motivation. Through this strategy, we can support inclusive and positive learning experiences that help students achieve optimal potential. It is implementing product-differentiated learning results in very high student motivation. Product-differentiated learning is proactive, emphasizes quality over quantity, is rooted in assessment, provides a variety of approaches, and has a student-oriented learning environment that is a mixture of individual and classic, and lively. Purba (2021) describes the characteristics of differentiated learning as follows.

1. Being proactive, teachers anticipate the classes they will teach by planning lessons for different students.
2. Emphasizing quality over quantity means that quality is more adapted to student needs. When students have finished their assignments, they will be given other assignments that can improve their skills.
3. Rooted in assessment, teachers adapt their learning to needs based on student assessment results.
4. Provide various approaches in content, learning processes, products produced, and also the learning environment.
5. Student-oriented teachers organize more time, space, and activities that students will carry out rather than presenting information to them.

6. It is a mixture of individual and classical learning; teachers provide opportunities for students to study together classically and individually.
7. Lively in nature, teachers collaborate with students continuously, including developing class goals with students. The teacher monitors how the lesson fits the needs of the students and how it is adjusted.

The characteristics of differentiated learning are the basis for designing and developing the differentiated learning process carried out by researchers. The process of implementing product-differentiated learning strategies in this research was carried out by identifying students' readiness and interest. At the planning stage, it is also necessary to pay attention to the mapping of learning needs from the aspect of students' learning profiles with the aim of providing opportunities for students to learn actively, efficiently, and naturally. Factors that influence a person's learning include environment, culture, visual, auditory, and kinesthetic (Fitra, 2022, p. 254). Therefore, teachers need to vary learning strategies and methods. Teachers need to respect the idea that different students learn in different ways and differentiate in teaching according to the needs and talents of their students. Through this strategy, these students will be recognized as talented students (Morgan, 2014: 34).

This research applies a product-differentiated learning strategy. The product allows students to demonstrate whether they have learned the concepts and skills from learning to solve problems and take action. Different learners can create different products based on their level of readiness, interests, and learning preferences (Tomlinson, 2001). Learners should be given a choice of four or five products from which they can choose to demonstrate mastery of learning. Learners can also choose to work alone or in small groups on their products. Examples of products include written reports, oral presentations, and group discussions about key concepts. These short books explain and describe key concepts, games that center on the book's characters and themes, or events planned within a specified budget. Products should relate to real problems, concerns, and audiences, and they should synthesize rather than summarize information. Finally, product-differentiated learning can be differentiated based on tiered assignments or provide various formats for final projects (Tomlinson, 1999: 14). The expected learning products are in accordance with student readiness, interests, and student profiles through various strategies.

Conclusion

This study aimed to evaluate the impact of differentiated instruction on students' learning motivation in Pancasila Education. The key findings reveal that the implementation of differentiated learning strategies significantly enhances students' motivation, both intrinsic and extrinsic. Students who were given the opportunity to learn according to their readiness and interests showed increased engagement and a better understanding of the material, particularly in complex subjects like Pancasila Education. This study contributes significantly to the educational literature in Indonesia, especially regarding differentiated learning in the context of Pancasila Education. It demonstrates that a more flexible and responsive teaching approach tailored to individual student needs can have a positive impact on motivation and learning outcomes. This area has yet to be widely explored in previous studies. The findings are also relevant for promoting the development of more adaptive curricula in Indonesia, particularly in the context of the Merdeka Belajar educational reforms.

The limitations of this study include the restricted sample size, which only covered a few schools in specific regions, and the short duration of the study. These limitations may affect the generalizability of the findings to a broader population. Future research is

recommended to expand the sample size and use a longitudinal design to assess the long-term effects of differentiated instruction on student motivation. Additional studies could also explore the effectiveness of this strategy across diverse age groups and examine the challenges teachers face when implementing differentiated instruction in various educational contexts.

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