



## **Relationship between Student Motivation with Differentiated Learning and Student Learning Modalities**

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### **ABSTRACT**

*According to Ki Hajar Dewantara, education gives children direction for all of their innate talents, enabling them to achieve the highest levels of safety and pleasure as individuals and as members of society. Consequently, teachers can only help children develop their inherent strengths so that they can both change their conduct (not essentially) and develop their inherent strengths. The method used in this article is a case study using field observations and interviews as well as documentation. This study shows that differentiated learning is closely related to increasing student motivation in learning so that students become more active in learning.*

**Keywords:** *Motivation; Learning Modality; Differentiation; Learning*

### **ABTRAK**

Menurut Ki Hajar Dewantara, pendidikan memberikan arahan kepada anak atas segala bakat bawaannya, sehingga memungkinkan mereka mencapai tingkat keselamatan dan kesenangan yang setinggi-tingginya sebagai individu dan sebagai anggota masyarakat. Konsekuensinya, guru hanya dapat membantu anak-anak mengembangkan kekuatan inheren mereka sehingga mereka dapat mengubah perilaku mereka (tidak secara esensial) dan mengembangkan kekuatan inheren mereka. Metode yang dilakukan dalam artikel ini adalah studi kasus menggunakan observasi lapangan dan wawancara serta dokumentasi. Penelitian ini menunjukkan bahwa pembelajaran berdiferensiasi erat hubungannya dengan peningkatan motivasi siswa dalam pembelajaran sehingga siswa menjadi lebih giat dalam belajar.

**Kata kunci:** Motivasi; Modalitas Belajar; Berdiferensiasi; Pembelajaran

## INTRODUCTION

In the twenty-first century, differentiated learning is a crucial way of approaching the teaching and learning process. In the field of education, differentiated learning is not a novel concept. Difference learning is another name for differentiation learning. According to Schöllhorn (2000), differential learning is a motor learning model that is grounded on the dynamic systems theory of human movement and grafted on the significance of movement variability. Differentiation learning is commonly used in the context of motor learning, according to a number of studies (Beckmann & Schöllhorn, 2006). According to prior research, differential learning has also been shown to be superior to conventional methods at the learning level (Henz & Schöllhorn, 2016; Schöllhorn Mayer-Kress, Newell & Michelbrink, 2009). A potentially effective strategy for fostering creative behavior is differential learning. Differential learning, which was created from a systems dynamic perspective, has been used extensively in motor learning situations (Schöllhorn, Michelbrink, Welminski, & Davids, 2009). The differential learning strategy has several advantages, including promoting the growth of the creative component, offering a significant reduction in failure, encouraging various modifications based on competence, and supporting consistency in behavior. According to a recent paper by Gray (2020), the differential learning strategy is made to promote self-organization.

According to Ki Hajar Dewantara's philosophy of educational thought, differentiated learning is consistent with the idea that education (opvoeding) should offer guidance on all of the natural talents that children possess in order to enable them to achieve the greatest degree of safety and happiness as both individuals and members of society. Consequently, teachers can only help children develop their inherent strengths so that they can both change their conduct (not essentially) and develop their inherent strengths. Children are granted freedom throughout the "guiding" process, but educators take on the role of the "guide" by providing instruction and direction so that kids don't get lost and endanger themselves. A "teacher" might offer "guidance" so that kids can develop their own learning independence. This is consistent with the idea of self-directed learning, often known as independent learning (SDL). According to Walsh (2017), independent learning is a process in which people take charge of determining their learning needs, establishing goals, locating human and material resources for learning, choosing and putting into practice appropriate learning strategies, and assessing learning outcomes—

either with or without the assistance of others. While differentiated learning and independent learning have different goals, both focus on helping students learn what they actually need. The difference is that while differentiating learning requires tutors to provide guidance, independent learning can continue with or without the assistance of teachers or tutors. Differentiated learning is an effort to modify the classroom learning process to fit the needs of each individual student. In order to improve learning outcomes, the adjustments in question relate to student preparation, learning profiles, and interests. Marlina (2019) claims that differentiated learning involves making adjustments to student preparation, learning preferences, and interests in order to maximize learning results.

Remember that differentiated learning is not the same thing as individualized learning. Nonetheless, it is more likely to favor independent learning practices that take into account students' learning needs and areas of strength. Marlina continued by saying that in order to implement differentiated learning, teachers must continuously develop an understanding of students' strengths and weaknesses, watch, and evaluate students' readiness, interests, and learning preferences. The teacher must also take into account all preferences for how children exhibit their learning preferences (related to content, process, product and learning environment). So that professional, effective learning will be attained when teachers continue to learn about the potential diversity of their students. The idea of implementing a differentiated learning strategy is foreign to many teachers. due to the one-way, teacher-centered learning procedure they are accustomed to and have long employed.

According to Marlina (2019), assessments are done at the end of learning to determine who has mastered the material, the teacher solves the problem, the teacher sets grading standards for the entire class, etc. Student differences are considered a problem in traditional classes, highlighting intellectual intelligence, students' interests are rarely paid attention to, student learning profiles are rarely considered, etc. Although with diversified learning, the teacher is allowed to develop his or her own potential as well as that of his or her students, this allows teachers and students to collaborate to accomplish shared objectives. In order to meet students' learning needs, differentiation learning strategies might offer activities that are appropriate for their needs (readiness, interests, and learning styles). Students will ultimately be able to learn in accordance with their individual aptitudes. It is envisaged that student motivation would rise along with learning that is personalized for each learner. This page tries to compile a range of material on differential

learning because there is still little study on the connection between student motivation and learning styles.

## **RESEARCH METHOD**

The type of research used is descriptive research using a qualitative approach. Descriptive research is a form of the most basic research aimed at describing or describing existing phenomena. This type of descriptive research is used to solve or answer the problems being faced in the current situation or situation.

A qualitative approach originates from data collected descriptively in a detailed context accompanied by in-depth interviews and analysis of existing documentation. The data collected is not intended to seek explanations, make predictions, or test hypotheses. Based on Bogdan and Taylor (Tohirin, 2012: 2) a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Qualitative descriptive research works in a scientific setting, and seeks to understand and describe it systematically and accurately regarding certain fields.

In this study the researcher intends to reveal or describe students' motivation in the learning process which is carried out according to the student's modality. While this qualitative approach researchers conducted interviews with students to find out their motivation in implementing learning and the factors that influence the success of learning.

This research was conducted in a normal situation without being manipulated by circumstances and conditions, emphasizing descriptive nature, so that conclusions can be drawn. The conclusions will be used as reference material and consideration to see the relationship between student motivation and the learning process carried out according to student modalities.

In accordance with the data collection techniques in the research used by researchers for observation are sheets of notes and observation guidelines, for interviews using interview guidelines, as well as documentation. Based on Sugiyono (2009: 223) in qualitative research the main instrument is the researcher himself, but after the research focus becomes clear, it is possible to develop a simple research instrument, which is expected to complement the data that has been found through observation and interviews.

Determination of subjects in this study using purposive sampling technique. Based on Sugiyono (2009:218) purposive sampling is a sampling technique for data sources with certain considerations. The research subjects were selected according to criteria based on certain considerations. The subjects taken were grade 10 students.

The research was conducted at SMKN 3 YOGYAKARTA which is located at Jl. R.W. Monginsidi No.2, Cokrodiningratan, Kec. Jetis, Yogyakarta City, Special Region of Yogyakarta 55233. This research was conducted in the process of learning English. One of the reasons for carrying out research at the school was because the school was already included in the driving school.

According to Sugiyono (2009: 245-255) states that in qualitative research, data analysis is more focused on the process while in the field together with data collection. The analysis used in this study consists of three components, namely data reduction, data presentation, and drawing conclusions. The three components are interrelated and carried out continuously in the data collection process.

## **RESULT AND DISCUSSION**

### **Result**

The problem that arises at SMKN 3 YOGYAKARTA is the lack of student motivation in participating in learning because the learning used by teachers still uses traditional/lecturing methods. This can be seen from the results of questionnaires, interviews and student observations as well as the value of student learning outcomes which indicate that they do not like it when only given explanations and there is no good interaction between teachers and students. Students become easily sleepy and distracted by playing cellphones in class. Student learning outcomes can also be said to be low when working on student worksheets (LKPD) that are not in accordance with their wishes and only monotonously working on questions.

Therefore, based on the case study above, I can have the initiative to use differentiated learning in the classroom. As well as using a learning method that focuses more on students, namely project based learning. Because with the application of this learning method, students can become closer to the material being studied because they are directly related to the problems in class. Differentiated learning can be done in the classroom by creating a variety of classroom learning by paying attention to students'

learning needs, providing opportunities to understand content, process an idea, and improve the results of each student, so that students will be more effective in learning.

Using learning that is in accordance with student learning modalities can also make students more active because learning is in accordance with their interests. Differentiated learning can be divided into several parts. There are three parts, namely process differentiation, content and product. Content is what material will be taught by the teacher in class or what material will be learned by students in class. The process in this section is the activities carried out by students in class. The activity in question is an activity that is meaningful to students as a learning experience in class, not an activity that is not correlated with what is being learned. The activities carried out by these students were not given quantitative assessments in the form of numbers, but qualitative assessments, namely in the form of feedback notes regarding what attitudes, knowledge and skills were lacking and needed to be improved/improved by students. Usually this product is the end result of learning to demonstrate the ability of knowledge, skills and understanding of students after completing one unit of study or even after discussing subject matter for one semester.

Products are summative in nature and need to be rated. Products require a longer time to complete and involve a broader and deeper understanding of students. Therefore, products often cannot be completed in class, but also outside of class. Products can be done individually or in groups. If the product is done in groups, then a fair scoring system must be made based on the contribution of each member of the group in working on the product.

In contrast to performance tasks/assessments, which, although they are summative assessments because they cover one unit of study or one chapter, one theme, and need to be assessed as well, these assessments are usually completed in class and the processing time is shorter than the product. The teacher designs what products students will work on in accordance with the knowledge, understanding, and skills they must demonstrate. The teacher also needs to determine the assessment criteria in the rubric so that students know what will be assessed and what quality is expected from each aspect that they must fulfill.

Teachers also need to explain how students can present their products so that other students can also see the products made. Products that will be worked on by students, of course, must be differentiated according to the readiness, interests, and learning profiles of students. The learning environment includes personal, social, and physical class arrangements. The learning environment must also be adapted to the readiness of students

in learning, their interests, and their learning profile so that they have high motivation in learning.

For example, the teacher can prepare several student seating arrangements that are posted on the class announcement board according to their learning readiness, interests, and learning styles. So students can sit in different large or small groups, can also work individually, or in pairs. Groupings can also be made based on the interests of similar students, as well as different or the same level of readiness depending on the learning objectives.

### **Discussion**

Differentiated learning can increase students' motivation to learn because several research results reveal that differentiated learning strategies are able to increase students' enthusiasm for learning because they are offered learning activities that are not monotonous and adapt to their needs. Motivation that can push itself has the desire to achieve goals or learning outcomes in two ways, namely motivation that is within itself and motivation that comes from the environment outside of students. In this regard, through the pedagogic competence of a teacher, the teacher should be able to explore the motivation within the student and maximize it so that they have the desire so that students have the enthusiasm to study well.

The government through the Ministry of Education and Culture rolled out a differentiated learning strategy obtained from the learning concept presented by Ki Hajar Dewantara which revealed that students need to be educated with their diversity without having to equate everything with different natures. Based on the results of research that has been conducted by several previous researchers, it is known that a differentiated learning strategy can increase students' enthusiasm in learning activities. This is because in this learning strategy instilling this type of learning adapts to the different learning styles of each student and also adapts to their learning needs which are different from each other. In other words, every student has motivation within himself, both intrinsically and extrinsically. One of the teacher's tasks in learning activities is to generate this motivation so that students are able to take part in learning with all the encouragement they have in themselves to gain knowledge.

Students with the skills to manage emotions and evoke the characteristics of these students will influence the opportunities for students to understand the learning being

conveyed. It is hoped that the motivation of students in learning will encourage them to achieve the expected learning objectives. In this regard, the differences in the characteristics of students are a challenge for teachers so that each learning content can be received optimally. The teacher must be able to facilitate the differences that exist so that all students acquire the same knowledge and achieve the same goals.

## CONCLUSION

Based on the results of the case studies above, learning using the differentiation strategy has very good connectivity, one of which is in terms of increasing learning motivation. Students with different characteristics certainly have different learning styles from one another. Likewise with motivation, one student with another student does not necessarily have the same learning motivation. Therefore, teachers should be able to understand their roles and functions philosophically to facilitate all the diversity of potential that each student has, so that all have the same learning opportunities with different characteristics but their learning needs can be met.

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