IMPLEMENTATION OF DIFFERENTIATED-BLENDED LEARNING USING CANVA MEDIA TO INCREASE LEARNING MOTIVATION OF MATHEMATICS SUBJECT IN CLASS VIII OF SMPI AL-MUNAWAR, TULUNGAGUNG REGENCY

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Abstrak

Kebutuhan akan pembelajaran berdiferensiasi sangat mendesak karena peserta didik memiliki berbagai macam kemampuan. Motivasi peserta didik juga bermacam-macam dan perlu ditingkatkan. Oleh karena itu, motivasi pembelajaran dapat ditingkatkan dengan menerapkan pembelajaran berdiferensiasi. Penelitian ini merupakan penelitian lapangan dengan pendekatan campuran model eksploratory. Teknik pengumpulan data menggunakan wawancara mendalam, observasi partisipan, studi dokumentasi dan angket. Analisis data yang digunakan adalah dengan analisis kualitatif yang memakai model Miles, Huberman dan Saldana serta uji anova untuk analisis kuantitatifnya. Hasil penelitian ini adalah: Pendidik di SMPI Al-Munawar melaksanakan pembelajaran berdiferensiasi sebagai implementasi kurikulum mandiri. Dalam pembelajaran berdiferensiasi di SMPI Al-Munawar dilaksanakan dengan modifikasi dan inovasi meskipun merupakan metode modifikasi metode penggabungan beberapa metode pembelajaran sehingga mampu memahami peserta didik dan juga modifikasi media pembelajaran menggunakan media canva sehingga dapat mengurangi kebosanan peserta didik. Berdasarkan hasil uji ANOVA disebutkan bahwa ada interaksi signifikan penerapan pembelajaran diferensiasi materi, produk dan metode berbasis canva terhadap motivasi belajar matematika di SMPI al-Munawar.

Kata Kunci: Pembelajaran Berdiferensiasi-Blended, Media Canva, Motivasi Belajar

Abstract

The need for differentiated learning is very urgent because students have various abilities. Students' motivation also varies and needs to be improved. Therefore, learning motivation can be improved by implementing differentiated learning. This study is a field study with a mixed approach to exploratory models. Data collection techniques used in-depth interviews, participant observation, documentation studies and questionnaires. Data analysis used was qualitative analysis using the Miles, Huberman and Saldana models and the ANOVA test for quantitative analysis. The results of this study are: Educators at SMPI Al-Munawar implement differentiated learning as an implementation of an independent curriculum. In differentiated learning at SMPI Al-Munawar, it is carried out with modifications and innovations even though it is a method of modifying the method of combining several learning methods so that it is able to understand students and also modify learning media using Canva media so that it can reduce student boredom. Based on the results of the ANOVA test, it was stated that there was a significant interaction between the application of differentiated learning of materials, products and methods based on Canva on the motivation to learn mathematics at SMPI Al-Munawar.

Keywords: Differentiated-Blended Learning, Canva Media, Learning Motivation

INTRODUCTION

Education is a need in increasing human resources as a gateway to change the views and mindset of the initials that do not know to know. All can be obtained by learning according to their respective goals. Education is not only seen as an effort to provide information and formation of skills, but is expanded to include efforts to realize desires

(Davidson & Major, 2014). Based on this understanding, the objectives of national education are listed in Law Number 20 of 2003 concerning National Education. Basically, one of the national objectives of the Indonesian people is to educate the life of the nation, increase faith and piety as well as the fostering of the noble character of students who in this case are all citizens who follow the education process in Indonesia (Mukhlison, 2013). The national goal is certainly not easy to get without adequate education support. One support for the success of education is the existence of a curriculum.

Speaking of the curriculum, in supporting the vision of education in Indonesia and as an effort to restore post -pandemic education, the Ministry of Education, Culture, Research, and Technology launched the Merdeka Learning Curriculum. Where the curriculum is seen as a more flexible curriculum, as well as focusing on essential material, character development and competencies of students (Prasetyo, 2020). The Merdeka Curriculum, which was launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2022, provides broader freedom of learning for students. This curriculum is also centered on the Pancasila Student Profile and emphasizes the strengthening of character and the development of competencies that are in accordance with the needs and interests of students(Santika & Dafit, 2023).

Learning is a change in behavior that occurs in a person and is the result of practices that are carried out directly and repeatedly (Mutiawati et al., 2023). This is also related to learning in the world of education, where in learning students are taught directly about the material being studied through practice not just theory. In the learning process students must be able to actively search, find, analyze, formulate, solve problems, and conclude a maslaah related to teaching material (Farliana et al., 2023). The learning model plays an important role in the teaching and learning process because the success or failure of a learning is greatly influenced by an effective model of learning. Then differentiated learning is the right answer to the anxiety of educators in finding the appropriate type of learning model to implement the independent curriculum (Syifa, 2021).

In differentiating learning can accommodate the needs of students, and also typical students who differ from one another. Students are indeed capacity that cannot be equated between one another, so that it requires teachers to master various learning methods and models when conducting learning activities, especially in SMP Islam. The teacher must be able to understand the needs of students so that they can determine the methods that are in accordance with their needs, which will ultimately be able to understand students. In

differentiating learning is a pragmatic learning and in accordance with the needs of students(Alammary et al., 2014). Pragmatic in the sense of freeing humans in accordance with what they want to consume, and also free humans as students so as not to be restrained. This can indicate and encourage educators to modify their learning according to the needs of students. Modifications and innovations carried out by educators, which can improve the quality of learning. The quality of learning will be able to improve if the output in the form of students is able to understand and understand learning also implement it in everyday life.

The Differentiated Instruction approach is a way to adjust instructions to students' needs with the aim of maximizing the potential of each learner within the scope given. This process involves learning style, readiness, and interest. Innovation in the world of education is needed to overcome this, including in the learning approach.

Learning for smart and highly motivated children is the same as learning for children who have learning difficulties and are low in motivation. In addition, the differences in learning styles possessed by students have not received appropriate learning, so that all talents possessed by students cannot be optimally accommodated(Hall et al., 2003). The level of student readiness to receive further material has not been considered specifically, so that students' ability to connect the relationship between one material and another is still low. As a result, learning outcomes are not optimal, and some subjects even become subjects that are avoided and feared. Therefore, learning needs to consider differences in character in students, including differences in learning style, readiness, and interest.

There are several reasons that support the use of the Differentiated Instructions approach, namely: Every student basically has differences in terms of abilities, interests, learning styles, and cultural backgrounds. For students who have good abilities, one of the subjects is the most popular subject and becomes a pleasure. Most students, for example, think that mathematics is one of the most difficult and hard subjects.

Every student basically has differences in terms of abilities, interests, learning styles, and cultural backgrounds. For students who have good abilities, mathematics is the most popular and fun subject. Most other students think that mathematics is one of the most difficult and hard subjects. They struggle hard to understand and comprehend the lessons given by the teacher, but because they fail, they end up feeling discouraged and bored with mathematics(Wormeli, 2018).

The learning difficulties experienced by students are influenced by many factors, including the learning challenges given by the teacher are not commensurate with the

student's abilities, the student's low interest in learning, or the learning methods used are not in accordance with the student's learning style.

The principles of Vygotsky's learning theory, namely grounded learning, which argues that reciprocal social interaction and collaborative relationships between teachers and students become the history of how the learning process accommodates students' learning needs (Suoth et al., 2022). The learning context of the grounded learning model is a social context that encourages the development of cognitive functions and communication skills in teacher and student learning (Vygotsky, 1978).

Social interaction between students and more knowledgeable teachers can increase students' intellectual activity. This principle is taken from research on how the human brain works and the latest information on multiple intelligences and learning styles, recognizing that the potential for learning is enlarged if students are involved, associate new learning with existing information and are allowed to consolidate this information in a way that is appropriate for individual learning styles (Odo, 2022).

Differentiated learning uses multiple approaches in content, process and product In a differentiated class, teachers will pay attention to 3 important elements in differentiated learning in the classroom(Andini, 2022), namely: (1) Content (input) which is about what students learn, (2) Process (Process) which is how students will get information and create ideas about what they are learning, (3) Product (output), how students will demonstrate what they have learned. The three elements above will be modified and adapted based on the assessment carried out according to the level of student readiness, interests and learning profile.

The use of the Canva application media is expected to increase teacher creativity in packaging learning into an interactive module that can attract attention and students also get feedback on its use. Canva was chosen in this discussion because students at the Junior High School level are already familiar with technology and can apply it in learning. The following is a review of Canva as an interactive digital module. Canva can be used anytime and anywhere. We can get the Canva application through the website, Google Play and AppStore (Efendi et al., 2023). Various features have been provided by Canva that we can use for attractive and interactive display designs that can be used. There are many advantages that can be utilized. Such as creating designs using various templates, fonts, hyperlinks, animations, gifts, and can upload photos, videos, audio, links, and so on.

The advantages and disadvantages of the Canva application are as follows: 1. Advantages of Canva a. Can make it easier to create designs that suit the wishes or needs of users. b. Canva provides a variety of templates that can be used according to your wishes, so that it can make it easier for users. There are various features such as uploading photos, videos, audio, online quizzes and many more(Studi et al., 2021). Users can also adjust the background, font, color, size, image, animation, according to their needs. c. Easily accessible to all groups, because Canva is easy to use, used by anyone. Canva can be accessed via PC or smartphone (Android and iPhone)(Hidayat & Andira, 2019). Just by downloading the application and can also be accessed via the web without downloading the application. 2. Disadvantages of Canva a). Canva requires an internet network in its use. b). In the Canva application there are paid templates, stickers, illustrations, backgrounds, fonts, animations, but some can be used for free. But this does not cause problems in its use, because many are available for free, only how our creativity can adjust according to needs. This Canva application has design tools that are easy to understand even for novice users, because there are already many templates available that can be changed according to the needs of the user. By using the Canva application, teachers can more easily and quickly create interesting learning materials. In addition, Canva can also make it easier for students to understand lessons, because with the media using Canva, they can display text, video, animation, audio, images, graphics and others according to the desired appearance and can make students more focused in paying attention to learning because of its attractive appearance. Increasing learning motivation will certainly improve student learning outcomes. Increasing student learning motivation needs to be tested and proven using quantitative analysis.

Deterioration of learning motivation is a problem that cannot be underestimated because an individual will actually always work towards a better life (Astuti et al., 2022; Ibrahim et al., 2017; Zebua, 2021). Maslow as quoted A. Acquah (2021) suggests that individuals have five levels of basic needs which are then used as guidelines in studying human motivation, such as 1) Physiological needs (Devianti et al., 2020) concerns biological functions in humans such as the need for clothing, food, shelter, physical health, etc.; 2) Safety and Scurity Needs (Amalia & Yulianingsih, 2020) includes security guarantees, protection from the dangers and threats of war, hunger, unfair treatment, etc; 3) Social Needs (Sari et al., 2023) includes the need for love, recognition, loyalty and cooperation; 4) Egoistic Needs (Danandjaya, 2020) includes the need to be appreciated for achievements, abilities, position or status, and so on; 5) Self-actualization Needs (Effendi, 2020) covers the need to

develop one's potential, maximum self-development, creativity and self-expression (Baden, 2007; Endrawan & Aliriad, 2023; Ferdiansyah et al., 2023; Hsbollah & Hassan, 2022).

METHODS

This study uses a qualitative-quantitative approach used to examine in depth the problem of differentiated-blended learning to improve the quality of learning the results were then proven to have an influence on learning motivation. This research can be called exploratory research, namely digging in depth with a qualitative approach and then testing its influence with a quantitative approach. The paradigm used is post positive not to judge with numbers but to describe constructive reasons(Mack & Woodsong, 2005). The research location in this case is SMPI al-Munawar. Data collection techniques are carried out with indepth interviews, participatory observations and documentation(Setiawan & Johan, 2018). Data analysis conducted is analysis in the field, using the Miles, Huberman and Saldana(2014) models. Data analysis using the data condensation model is carried out when collecting data, presenting data and ending with generalization or drawing conclusions. Quantitative data analysis was carried out using ANOVA to determine the effect of the differentiation-blended learning using canva model on mathematics learning motivation.

The data obtained are checked using triangulation to check credibility, checking researcher's friends as a peer reviewer as a dependency tool, re -checking the truth of the data by going down in the field as a confirmation tool. The research stages are carried out by entering a research permit and then continued with research actions, namely by collecting data through in-depth interviews, participatory observations and documentation studies. The results of the data are then followed up by drawing temporary conclusions which are then discussed with theoretical discussions to produce conclusions that are almost theoretical(Bungin, 2017). The research ends with output in the form of a nationally reputable journal.

RESULT AND DISCUSSION

Based on the summarized data, it can be concluded that:

1. Educators at SMPI al-Munawar implement differentiated learning as an implementation of the independent curriculum.

2. Differentiated learning at SMPI al-Munawar is implemented with modifications and innovations, although it is a modified method of combining several learning methods so

that students can understand it and also modify learning media using Canva learning media so that it can reduce student boredom.

3. Varied and innovative learning can increase student learning motivation as evidenced by the growth of student enthusiasm to participate in learning in class and even the growth of achievement motivation in students. Increasing student learning motivation will increase student learning achievement, as evidenced by the increase in final semester grades in mathematics subjects that implement differentiated learning.

4. Differentiated-blended learning with Canva media can improve the quality of the learning process because the learning quality indicators are met as a whole.

Then the research results were tested for homogeneity. Thus, all data collected in this study is consistent with theassumptions of normality and homogeneity.

Table 1. The Results of the Normality and Homogeneity Tests of the Research Data

Data	Statistical Tests	Sig.
Content differentiated	Shapiro-Wilk	0.860
	Levene	0.744
Process differentiated	Shapiro-Wilk	0.062
	Levene	0.320
Product differentiated	Shapiro-Wilk	0.179
	Levene	0.900

Achieving learning motivation is a vital aspect of successful teaching. Table 2 shows the results of the test on the hypothesis of content differences, wherein an F value of 2.480 withSig. $0.086 > 0.05$ was obtained. Therefore, it can be concluded that there is no substantial difference in the student's achievement of content differentiated learning in the experimental class based blended learning with canva.

Table 2. The Results of the ANOVA Test of the Research Data

Data	Degree of Freedom	F	Sig.
Content differentiated	1	2.480	0.86
Process differentiated	1	478.671	< 0.05
Product differentiated	1	178.601	< 0.05
Content differentiated, Process differentiated,Product differentiated to learning motivation in mathematic	1	1.716	< 0.05

Educators in SMPI al-Munawar carry out differentiated learning as an implementation of the independent curriculum. The independent curriculum is very synonymous with learning that is in favor of students, as well as differentiated learning. In differentiating learning is a learning that accommodates student learning needs. The teacher facilitates students according to their needs, because each student has different characteristics, so it is not given the same treatment in the learning process. In the application of differentiating learning the teacher must prepare learning with various different treatments and actions for each student (Yolandha et al., 2023). Learning differentiates in line with the philosophy of educational thinking according to Ki Hajar Dewantara, that education is independent learning is a process in which individuals take initiatives, with or without the help of others, in diagnosing their learning needs, formulating goals, identifying human resources and material for learning, choosing and implement appropriate learning strategies, and evaluate the learning outcomes(Faisal & Adi, 2023).

In differentiating learning in SMPI al-Munawar is carried out with modification and innovation even though it is a method of modification of the method of combining several learning methods so that they are able to understand students and also modification of learning media using varied learning media so as to reduce the boredom of students. In differentiating learning involves adjusting the learning approach to meet the individual learning needs of students. Process differentiation refers to various ways in which teachers can deliver material, evaluate, and respond to student learning needs individually. For example, in an elementary school class, the teacher can apply the differentiation of the process using various teaching methods, continuing assessment, and responses that are tailored to meet student learning needs with different characteristics. In an elementary class, the teacher can apply the differentiation of the process by using a variety of teaching methods, ongoing assessments, and adapted responses to meet student learning needs with different characteristics. Another example of process differentiation is the use of diverse resources, such as books, videos, or educational games, to facilitate students' understanding of the subject matter.

The implementation of differentiated learning will have an impact on schools, classes, and especially students. Each student has different characteristics, not all students can be treated the same. If we do not provide services according to student needs, this can hinder students from being able to progress and develop their learning(Muhali et al., 2021).

The impacts of classes that implement differentiated learning include; (a) every student feels welcomed; (b) students with various characteristics feel appreciated; (c) feel safe; (d) there is hope for growth; (e) teachers teach to achieve success; (f) there is justice in real form; (g) teachers and students collaborate; (h) students' learning needs are facilitated and well served. From these impacts, it is hoped that optimal learning outcomes will be achieved.

The differentiated learning process must provide ample space for students to demonstrate what they have learned. This is very useful for: First, students learn to convey or communicate their findings and information; Second, students learn to appreciate the work or information conveyed by others (friends); Third, students learn to get input, criticism and objections to discoveries or information conveyed to others(Fauziana & Fazilla, 2022).

The development of learning media in the form of videos through the Canva application is one of the references for innovative learning media by utilizing effective and efficient digital-based applications in accordance with developments in the 21st century. Learning videos using the Canva application are suitable for learning mathematics, namely on flat shape material (Efendi et al., 2023). Canva is very effective and easy to use as an interactive digital module, because it has various interesting features and is ready to be used (Antonov Purba, 2021). Therefore, Canva can be used as an interactive digital module for mathematics to optimize distance learning (Sulistyanto et al., 2023).

Learning that varies and innovatively is able to increase student motivation as evidenced by the growth of students' enthusiasm to participate in learning in the classroom and even the growth of achievement motivation in students (Azzahro' & Handayani, 2024). Increasing students' motivation to learn will increase students' achievement, as proven by the increase in final semester grades in several subjects where differentiated learning was implemented. In the end students will be able to learn according to their respective abilities. In classes that apply differentiation learning, group formation will be flexible, where students who have strength in certain fields will join and cooperate with other friends (Pitaloka & Arsanti, 2022). Strong students in a field do not necessarily have the same strength in other fields (Agustina et al., 2024). For example, maybe the student will have the power to understand a reading, not necessarily in writing, he will be able to write with correct spelling or write sentences correctly or can also experience weaknesses in counting and others (Hermiati & Julianti, 2023). Students must be actively involved in learning both individually or in groups.

Learning that is differentiated can improve the quality of the learning process because the indicators of learning quality are fulfilled as a whole (Wahyuni et al., 2023). Differentiation learning will increase student activity. Student activeness can be seen from: doing something to understand the subject matter with confidence, study, understand, and find for themselves how to obtain a situation of knowledge to feel themselves how the tasks given by the teacher to them, learn in groups, trying certain concepts, Communicating the results of the mind, discovery and appreciation of values orally or appearance. Thus, the successful implementation of learning differentiation depends on the teacher's role in managing learning (Hadi et al., 2022). The teacher can do differentiated learning through various ways that can be given to students, namely giving freedom in preparing products according to the theme assigned (Kholida et al., 2024). However, the teacher really needs to provide clear indicators to students to make a product. The teacher will get satisfactory results in differentiation of this product, the article the products produced by students are very creative and innovative from elementary students.

CONCLUSION AND RECOMENDATION

Based on the research findings and discussion above, the following conclusions can be drawn: Educators in SMPI al-Munawar carry out differentiated-Blended learning as an implementation of the independent curriculum. In differentiated-blended learning in SMPI al-Munawar is carried out with modification and innovation even though it is a method of modification of the method of combining several learning methods so that they are able to understand students and also modification of learning media using varied learning media so as to reduce the boredom of students. Based on the results of the ANOVA test, it was stated that there was a significant interaction between the application of differentiated learning of materials, products and methods based on Canva on the motivation to learn mathematics at SMPI Al-Munawar. Learning that varies and innovatively is able to increase student motivation as evidenced by the growth of students' enthusiasm to participate in learning in the classroom and even the growth of achievement motivation in students. Increasing students' motivation to learn will increase students' achievement, as proven by the increase in final semester grades in mathematic subjects where differentiated-blended learning was implemented with canva media.

Educators should use innovative learning, especially meaningful learning approaches, so that students are able to fully absorb the material and not get bored. Schools are also expected to support programs to increase learning motivation carried out by teachers.

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