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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.

In support of Indonesia's educational vision and as an effort to restore post-pandemic education, the Ministry of Education, Culture, Research, and Technology launched the Merdeka Curriculum. This curriculum is designed to be more flexible, focusing on essential materials, character development, and student competencies. Launched in 2022, the Merdeka Curriculum provides greater freedom for students in the learning process. It centers on the Pancasila Student Profile and emphasizes strengthening character and developing competencies that align with students' needs and interests. (Santika & Dafit, 2023).

Learning can be defined as a change in behavior that occurs in an individual as a result of direct and repeated experiences (Mutiawati et al., 2023). It is often associated with the educational sphere, where students are actively taught the material through practical exercises rather than solely through theoretical instruction. In the learning process, students must be able to effectively seek, discover, analyze, formulate solutions, and address problems related to the subject matter (Farliana et al., 2023). The learning model plays a crucial role in the teaching and learning process, as the success or failure of learning experiences is greatly influenced by an effective approach. Consequently, choosing the right learning model addresses educators' concerns about finding the most suitable instructional strategies to enhance student understanding and engagement. (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 ideas found in Vygotsky's theory of learning, specifically grounded learning, highlight that mutual social engagement and cooperative dynamics between educators and



learners shape the evolution of the educational experience, adapting to the requirements of students' learning (Suoth et al., 2022). The framework for the grounded learning approach exists within a social setting that fosters the enhancement of cognitive abilities and communication capabilities in the learning interactions between teachers and students. (Vygotsky, 1978).

Engaging in social interactions between students and knowledgeable teachers can significantly enhance students' intellectual engagement. This concept is supported by research into brain function and the latest insights on multiple intelligences and learning styles. It emphasizes that learning potential is maximized when students actively participate, link new knowledge to what they already know, and have the opportunity to consolidate information in ways that suit their individual learning preferences. (Odo, 2022).

Differentiated learning employs a variety of strategies in terms of content, process, and product. In a differentiated classroom, teachers focus on three key components of this approach (Andini, 2022): (1) Content (Input) - what students are expected to learn; (2) Process - the methods by which students acquire information and develop their understanding of the material; and (3) Product (Output) - the means through which students showcase their learning. These three elements are adjusted and tailored based on assessments that consider each student's readiness, interests, and learning profiles.

The Canva application is expected to enhance teacher creativity by enabling the development of engaging, interactive learning modules that captivate students' attention and provide valuable feedback on their usage. This platform has been selected for discussion because Junior High School students are already adept with technology and can effectively integrate it into their learning experiences. Below is a comprehensive overview of Canva as an interactive digital module.

One of the key advantages of Canva is its accessibility; users can access the platform anytime and anywhere via the website, Google Play, or the App Store (Efendi et al. , 2023). Canva offers a wide range of features that facilitate the creation of visually appealing and interactive designs. Users can take advantage of numerous templates, fonts, hyperlinks, animations, and graphics. Moreover, it allows for the uploading of photos, videos, audio, and links, making it a versatile tool for educators looking to enhance their teaching materials..

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. Using the Canva application, teachers can seamlessly and efficiently design engaging learning materials. Furthermore, Canva enhances student comprehension by allowing educators to incorporate diverse media elements such as text, videos, animations, audio, images, and graphics. This rich array of visual content captures students' attention, fostering a more focused learning environment. As a result, heightened motivation to learn often translates into improved academic performance. To validate the impact of increased student motivation on learning outcomes, it is essential to conduct 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 Security 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



⁸ This study employs a mixed-methods approach, combining qualitative and quantitative methods to thoroughly investigate the issue of differentiated-blended learning and its impact on enhancing learning quality and motivation. The research can be categorized as exploratory, delving deeply into the subject through qualitative methods and subsequently validating its effects using quantitative techniques. The underlying paradigm is post-positivist, focusing not just on numerical judgments but also on providing constructive insights (Mack and Woodsong, 2005).

The research was conducted at SMPI al-Munawar, and ³⁴ data collection involved in-depth interviews, participatory observations, and ²⁷ documentation (Setiawan and Johan, 2018). For data analysis, we employed the models developed by Miles, Huberman, and Saldana (2014). The ⁴ data analysis process consisted of several steps: data condensation, data presentation, and concluding with generalizations or insights. Additionally, quantitative data analysis was performed using ANOVA to assess the effects of the differentiated-blended learning model, implemented through Canva, on students' motivation in mathematics.

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 ¹⁶ 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

²⁶ Based on the summarized data, it can be concluded that:

1. At SMPI al-Munawar, educators embrace differentiated learning as a key aspect of their independent curriculum.
2. Differentiated learning at SMPI Al-Munawar is implemented through a blend of modifications and innovative approaches. This method combines various teaching strategies to enhance student comprehension. Additionally, we utilize Canva for our learning materials, which helps in alleviating student boredom and making the learning experience more engaging.



3. Diverse and innovative learning approaches can significantly boost student motivation, as demonstrated by the heightened enthusiasm for classroom participation and the increased achievement motivation among students. When student motivation rises, it often leads to improved academic performance. This is particularly evident in the final semester grades for mathematics, where the implementation of differentiated learning has shown positive results.
4. Differentiated blended learning utilizing Canva media has the potential to enhance the overall quality of the learning process, as it effectively meets the various indicators of learning quality. Subsequently, the research findings were subjected to homogeneity testing. As a result, all data gathered in this study aligns well with the assumptions 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

Fostering learning motivation is crucial for effective teaching. As illustrated in Table 2, the results of the hypothesis test examining content differences yielded an F value of 2.480, with a significance level of 0.086, which is greater than 0.05. Thus, we can conclude that there is no significant difference in the students' achievement related to content-differentiated learning within the experimental class that utilized 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



At SMPI al-Munawar, educators implement differentiated learning as part of their independent curriculum approach. This independent curriculum prioritizes a student-centered learning experience, aligning closely with the principles of differentiated instruction. Differentiated learning is designed to meet the diverse needs of students by recognizing that each learner has unique characteristics and requirements, thus necessitating tailored support rather than a one-size-fits-all method. To effectively apply differentiated learning, teachers must prepare varied instructional strategies and interventions for each student. This approach emphasizes the importance of understanding individual learning needs and adapting accordingly (Yolandha et al., 2023). This philosophy echoes the educational ideals of Ki Hajar Dewantara, who viewed education as an independent learning process. He believed that learners should take the initiative—whether independently or with assistance—to assess their educational needs, establish learning objectives, identify resources, select appropriate strategies, and evaluate their outcomes. (Faisal & Adi, 2023).

At SMPI al-Munawar, differentiated learning is approached through a blend of modification and innovation. This involves combining various teaching methods to enhance student comprehension, as well as adapting learning media to keep students engaged and reduce boredom. Differentiated learning is fundamentally about tailoring the educational approach to suit the individual needs of each student. The process of differentiation encompasses the various strategies teachers utilize to present material, assess understanding, and respond to the unique learning requirements of their students. For instance, in an elementary classroom, a teacher might implement differentiated processes by employing diverse teaching techniques, ongoing assessments, and tailored feedback that address the distinct learning needs of each student. Further illustrating this concept, a teacher may incorporate a range of resources—such as books, videos, and educational games—to aid students in grasping the subject matter more effectively. Through these varied approaches, differentiated learning at SMPI al-Munawar fosters an inclusive and engaging educational environment.

The implementation of differentiated learning will significantly affect schools, classrooms, and most importantly, students. Each student possesses unique characteristics, and it is crucial to recognize that not all students can be treated the same way. If we fail to offer tailored support that addresses individual needs, we risk hindering students' progress and limiting their potential for learning and growth. (Muhali et al., 2021).



The effects of classrooms that embrace differentiated learning are profound. First and foremost, every student feels welcomed and valued, regardless of their unique characteristics. Such an environment fosters a sense of safety, instilling hope for personal growth. Teachers are dedicated to ensuring student success, promoting a genuine sense of fairness. Collaboration between teachers and students thrives, allowing for a more tailored approach to learning. As a result, the diverse learning needs of students are effectively met and supported. Collectively, these impacts pave the way for achieving optimal learning outcomes.

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 creation of learning media in the form of videos using the Canva application represents an innovative approach to education, harnessing the power of effective and efficient digital tools in line with 21st-century advancements. Specifically, learning videos developed with Canva are well-suited for teaching mathematics, particularly in the area of flat shapes (Efendi et al., 2023). Canva stands out as an interactive digital module due to its user-friendly interface and a wide array of engaging features readily available for educators (Antonov Purba, 2021). As such, Canva can be effectively utilized as an interactive digital module for mathematics, enhancing the experience of distance learning. (Sulistyanto et al., 2023).

Innovative and varied learning approaches can significantly enhance student motivation. This is evident from the increased enthusiasm students show in classroom participation and a noticeable rise in their achievement motivation (Azzahro' and Handayani, 2024). When students become more motivated to learn, their academic performance improves, as highlighted by the higher final semester grades observed in subjects where differentiated learning strategies were employed. Ultimately, this approach allows students to progress according to their individual abilities.

In classrooms that implement differentiated learning, group formations are made flexible. Students with strengths in specific areas can collaborate with their peers, fostering a cooperative learning environment (Pitaloka and Arsanti, 2022). It's important to note that a student excelling in one subject may not necessarily have the same level of proficiency in another (Agustina et al., 2024). For instance, a student might excel at comprehending reading material but struggle with spelling or constructing grammatically correct sentences, and may



also have difficulties in numerical skills (Hermiati and Julianti, 2023). To maximize their learning experiences, students must be actively engaged in the process, both individually and in group settings..

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

From the research findings and discussions presented, several key conclusions emerge. Educators at SMPI al-Munawar implement differentiated-blended learning as a means of executing the independent curriculum. This approach involves modifying and innovating learning techniques, combining various methods to better cater to student understanding, as well as diversifying learning media to alleviate student boredom.

The ANOVA test results indicate a significant interaction between the differentiated learning of materials, products, and methods—specifically using Canva—and the motivation to learn mathematics among students at SMPI Al-Munawar. The incorporation of varied and innovative learning strategies has been shown to enhance student motivation, as evidenced by a noticeable increase in classroom enthusiasm and achievement motivation. Ultimately, this heightened motivation translates into improved academic performance, as reflected in the rise of final semester grades in mathematics where differentiated-blended learning with Canva media was applied..



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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