

The Influence of Differentiated Learning Methods on Student Motivation and Learning Outcomes

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Abstract :

Motivation is important in improving learning outcomes. One of the methods used by MTs N 1 Padang Lawas is the application of differentiated learning methods. Teachers use this method to increase student motivation and learning outcomes. This research aims to determine the influence of differentiated learning methods on student motivation and learning outcomes at MTs Negeri 1 Padang Lawas. The type of research is a quantitative experimental method with a pre-test and post-test design carried out at MTs Negeri 1 Padang Lawas. The results of this research are 1) There is an influence of differentiated learning methods on students' learning motivation on pre-test and post-test data with a significant value obtained of $0.000 < 0.05$ while the T count is $22.032 > 1.970$ with a positive coefficient value. 2) there is an influence of differentiated learning methods on student learning outcomes obtained with a significant value of $0.000 < 0.05$ while the T count is $25.928 > 1.970$ with a positive coefficient value. 3) there is an influence of differentiated learning methods on student motivation and learning outcomes on post-test data on motivation and learning outcomes with T calculated $> T$ table at a significant level of 5% ($19.909 > 1.970$). The findings of this research have the effect of increasing student motivation and learning outcomes by using differentiated learning methods.

Keywords: *Differentiated Learning, Motivation, Learning Outcomes*

Abstrak :

Motivasi menjadi hal yang penting dalam meningkatkan hasil belajar. Salah satu metode yang digunakan oleh MTs N 1 Padang Lawas adalah dengan penerapan metode pembelajaran berdiferensiasi. Guru menggunakan metode ini agar dapat meningkatkan motivasi serta hasil belajar siswa. Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh dari pada metode pembelajaran Berdiferensiasi terhadap motivasi dan hasil belajar siswa di MTs Negeri 1 Padang Lawas. Jenis Penelitian adalah metode Kuantitatif jenis Eksperimen dengan desain Pre-test dan Post-test yang dilakukan di MTs Negeri 1 Padang Lawas. Hasil penelitian ini adalah 1) Terdapat pengaruh metode pembelajaran berdiferensiasi terhadap motivasi belajar siswa terhadap data pre-test dan post-test dengan nilai signifikan diperoleh $0,000 < 0,05$ sedangkan T hitungnya $22,032 > 1,970$ dengan nilai koefisien positif. 2) terdapat pengaruh metode pembelajaran berdiferensiasi terhadap hasil belajar siswa diperoleh dengan nilai signifikan sebesar $0,000 < 0,05$ sedangkan T hitungnya $25,928 > 1,970$ dengan nilai koefisien positif. 3) terdapat pengaruh metode pembelajaran berdiferensiasi terhadap motivasi dan hasil belajar siswa terhadap data post-test motivasi dan hasil belajar dengan nilai T hitung $> T$ tabel pada taraf signifikan 5% ($19,909 > 1,970$). Temuan penelitian ini memiliki pengaruh yang dapat meningkatkan motivasi dan hasil belajar siswa dengan menggunakan metode pembelajaran berdiferensiasi.

Kata Kunci: *Pembelajaran Berdiferensiasi, Motivasi, Hasil Belajar*

INTRODUCTION

The presence of the independent curriculum is to help with the learning crisis in Indonesia. By implementing this curriculum it is hoped that it will have an impact on creating a generation that can adapt and be able to survive in the face of changing times with the presence of this curriculum.

In the independent curriculum, differentiated learning aims to adjust the learning process in the classroom so that it can meet the learning needs of each student. Covers student interests, learning profiles, and students' level of readiness, with the aim of improving student learning outcomes¹. Allah Subhanahu wa Ta'ala says:

يَا أَيُّهَا الرَّسُولُ بَلِّغْ مَا أُنزِلَ إِلَيْكَ مِنْ رَبِّكَ وَإِنْ لَمْ تَفْعَلْ فَمَا بَلَّغْتَ رِسَالَتَهُ وَاللَّهُ يَعْصِمُكَ مِنَ النَّاسِ إِنَّ اللَّهَ لَا يَهْدِي الْقَوْمَ الْكَافِرِينَ

Translation: "O Messenger, convey what your Lord has revealed to you. If you do not do (what you were ordered to do), it means you are not conveying His message. Allah protects you from human (interference). Indeed, Allah does not guide people who disbelieve."

The Islamic education method referenced in Surah Al-Maidah verse 67 is *tabligh* (conveying openly and clearly), an instructional approach found in the Al-Qur'an. This illustrates that the Al-Qur'an offers guidance on methods of Islamic education suitable for teaching. For educators, *tabligh* means delivering material thoroughly and precisely, ensuring that the knowledge shared is complete and accurate.²

The role of teachers remains essential in the educational process, particularly in shaping students' character as emphasized in Islamic religious education. Research from the Research and Development Agency of the Ministry of Religion supports this, indicating that teachers continue to hold a dominant role. Consequently, if teachers lack competence, even the most advanced facilities and media in education will be rendered ineffective.³

High-quality learning outcomes stem from an effective learning process. To achieve this, educators must possess the ability to implement teaching methods that align with the needs of the class. If there is a mismatch between the teaching methods and students' needs, the quality of the learning process may decline. Therefore, enhancing student learning outcomes in schools requires the use of appropriate teaching methods.⁴

In differentiated learning, teachers focus on three key elements in the classroom: 1) content (input), which relates to what students are learning; 2) process, which involves how students acquire information and form ideas about the material; and 3) product (output), which is how students demonstrate their learning. These

¹ Wiwin Herwina, "Optimalisasi Kebutuhan Murid Dan Hasil Belajar Dengan Pembelajaran Berdiferensiasi," *Perspektif Ilmu Pendidikan* 35, no. 2 (2021): 179.

² Kafarun, "Metode Pendidikan Agama Islam Dalam Perspektif Kajian tafsir Surah Al-Maidah Ayat 67 & Surah Al-Azhab Ayat 21," *Jurnal Pendidikan Ar-Rasyid* 7, no. 2 (2022): 12.

³ Afiatun Sri Hartati, "Dinamika Pembelajaran Pendidikan Agama Islam (Pai) Di Sekolah Dasar," *Cendekia: Jurnal Kependidikan dan Kemasyarakatan* 13, no. 1 (2015): 87.

⁴ Mardiah Kalsum Nasution, "Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Siswa," *Studia Didaktika: Jurnal Ilmiah Bidang Pendidikan* 11, no. 01 (2017).

elements are adapted and adjusted based on assessments of students' readiness levels, interests, and learning profiles.⁵

In its application, teachers need to think about reasonable actions that will be taken, because differentiated learning does not mean learning by giving different treatment to each student or learning that differentiates between smart and less intelligent students.⁶

In the process, teachers do not fully understand the interests and desires of students. Not all students' learning needs are met because the learning process uses one method that the teacher thinks is good, the teacher does not provide a variety of activities and choices for students.⁷

The use of differentiated learning methods can meet learning needs and can increase learning motivation. Motivation to learn is the driving force of every student. Therefore, the importance of analyzing learning motivation in students is one of the factors in influencing students' academics which comes from mental stimulation to encourage and move behavior⁸. One of the characteristics of low motivation in students is an attitude of not caring about something they are supposed to do (doing assignments, collecting assignments, participating in groups and being enthusiastic about learning)⁹.

Some psychologists state that within a person there are factors that determine behavior, which play a role in influencing that behavior. This determining factor is motivation or encouragement in human behavior. For example, someone has a strong determination or enthusiasm for learning because of hope, appreciation and achievement.¹⁰

Learning outcomes refer to assessments given by teachers to students after they have undergone the learning process, by assessing aspects of students' knowledge, attitudes, skills and changes in behavior.¹¹

Motivation is something that students must have, which is the impulse that exists within humans which causes behavior towards certain goals. Where students will try as hard as possible to achieve learning goals if they have great motivation. Students learn seriously without being forced. So it is hoped that high achievements will be achieved. The existence of high achievement motivation in students is a requirement so that they are driven by their own will to overcome various difficulties in learning and will be ready and able to learn independently¹².

⁵ Dinar Westri Andini, "Differentiated Instruction: Solusi Pembelajaran Dalam Keberagaman Siswa Di Kelas Inklusif," *Trihayu: Jurnal Pendidikan ke-SD-an* 2, no. 3 (2022): 344.

⁶ Nurlaili Nurlaili, Suhirman Suhirman, and Meri Lestari, "Pembelajaran Berdiferensiasi Dengan Memanfaatkan Multimedia Pada Pembelajaran Pendidikan Agama Islam (PAI)," *Belajea: Jurnal Pendidikan Islam* 8, no. 1 (2023): 19.

⁷ Yanti Yandri Kusuma, Sumianto, and Iis Aprinawati, "Pengembangan Model Pembelajaran Berdiferensiasi Berbasis Nilai Karakter Dalam Kearifan Lokal Pada Perspektif Pendidikan Global Di Sekolah Dasar," *Jurnal Pendidikan dan Konseling* 5, no. 1 (2023): 2936.

⁸ Annisa Alfath, Ali Usman, and Agus Prasetyo Utomo, "Analisis Motivasi Belajar Siswa Dalam Implementasi Pembelajaran Berdiferensiasi," *Education Journal : Journal Educational Research and Development* 7, no. 2 (2023): 136.

⁹ Sitti Hajiyanti Makatita and Azwan Azwan, "Pengaruh Motivasi Belajar Terhadap Prestasi Belajar Siswa Kelas X Mia Sma N 2 Namlea," *Biosel: Biology Science and Education* 10, no. 1 (2021): 34.

¹⁰ Nadia Milazzo et al., "Penggunaan Aplikasi Software Iteman Untuk Analisis Butir Soal Pilihan Berganda Berdasarkan Teori Tes Klasik," *Physical Review A* 100, no. 1 (2008): 1614.

¹¹ Teni Nurrita, "Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa," *Jurnal ilmu-ilmu Al-Qur'an, Hadist, Syariat dan Tarbiyah* 03, no. 01 (2018): 171.

¹² Rofiqul A'la and Rifa Muhamad Subhi, "Perhatian Orang Tua Dan Motivasi Belajar Siswa," *Madaniyah* 6, no. 2 (August 31, 2016): 247.

Motivation to learn has a big role in a student's success. Learning outcomes reach their best potential when students are motivated to learn. The more suitable the motivation provided, the better the resulting learning outcomes. Therefore, motivation plays a crucial role in driving the intensity of students' learning efforts.¹³

MTs Negeri 1 Padang Lawas has implemented an independent curriculum. However, the application of differentiated learning is not yet optimal. However, based on interviews with Al-Qur'an and Hadith subject teachers, he has challenges to continue to apply it optimally.¹⁴

Jamiatul and Oktaviani's research shows that student motivation in differentiated learning can improve student learning outcomes. Students become more active and enthusiastic about learning, more confident and able to respect others¹⁵. There is also research conducted by Fitria, Lukman and Maman that the application of differentiated learning significantly influences student learning outcomes. Motivation also plays an important role, where students with high motivation show better learning outcomes. The application of differentiated learning has a positive impact on students with high motivation and low motivation¹⁶.

Several obstacles faced by students when participating in learning result in less motivation and decreased learning outcomes: 1) Lack of facilities in schools to support differentiated learning. 2) There are still students who do not complete group assignments. 3) Lack of understanding of learning material. 4) There are still students who are alpha in the subject. 5) The teacher's delivery is still dominant with lectures. 6) There are still students who don't pay attention when the teacher explains. 7) There are still those who are lazy about taking lessons because they are not yet or are not fluent in reading the Al-Qur'an. 8) Lack of support from students' parents in providing additional lessons in reading the Koran outside of school

It is hoped that carrying out this research can provide contributions and input regarding the influence of differentiated learning methods on motivation and learning outcomes. It is hoped that this research can provide a contribution in the form of input in improving the quality of understanding regarding the influence of differentiated learning methods on motivation and learning outcomes.

RESEARCH METHOD

This type of research is field research with a quantitative method approach. Quantitative methods are methods with a type of research that has the characteristics of being systematic, organized and transparently organized from the start until the creation of the research design. Quantitative research aims to develop and use mathematical models, theories or hypotheses that are related to natural phenomena. The measurement process is an important part of quantitative research because it has a fundamental relationship between empirical observations and mathematical

¹³ Rike. Rasto Andriani, "Motivasi Belajar Sebagai Determinan Hasil Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 4, no. 1 (January 14, 2019): 81.

¹⁴ Ibid.

¹⁵ Jamiatul Hamidah and Oktaviani Oktaviani, "Pengaruh Motivasi Belajar Dalam Pembelajaran Berdiferensiasi Terhadap Hasil Belajar Bahasa Indonesia Siswa Man 1 Pulang Pisau," *Prima Magistra: Jurnal Ilmiah Kependidikan* 4, no. 3 (2023): 259.

¹⁶ Fitria Heri Winahyu, Lukman Nulhakim, and Maman Rumanta, "Pengaruh Pembelajaran Problem Based Learning Berdiferensiasi Dan Motivasi Belajar Terhadap Hasil Belajar Matematika," *Edukatif: Jurnal Ilmu Pendidikan* 6, no. 1 (2024): 664.

expressions of quantitative relationships¹⁷.

A quantitative approach is a method that uses aspects of measurement, calculation, formulas and certainty of numerical data in every stage of research, starting from submitting proposals, processes, testing hypotheses, collecting data in the field, analysis, to drawing conclusions and writing up research results¹⁸.

The quantitative research in this research is of the pre-test and post-test experimental design type. Where the experimental method is a designed investigation in such a way that the phenomenon of the event can be isolated from other influences¹⁹.

The data collection technique using a questionnaire is by distributing it to students for motivation variables, while for learning outcome variables it is taken from student grades. The data analysis technique in this research uses descriptive analysis techniques as data presentation and uses the t-test in the calculations. This research describes the influence of using differentiated learning methods on student motivation and learning outcomes.

FINDINGS AND DISCUSSION

This section will provide an overview of the respondent's profile and the results of data analysis respondents' pretest and posttest scores. The data for this research is illustrated through motivation variables and learning outcomes.

Descriptive Analysis

Descriptive analysis technique is one of the methods analyze data by describing data in diagram form or tables that have been collected as they are without making conclusions that apply to the general public²⁰.

1. Statistical Analysis Data for PreTest and PostTest Overall Student Motivation

Based on statistical calculations obtained from pretest and posttest data on student motivation in the following table:

Table 1. Student Motivation Score Statistics MTsN I Padang Lawas

No	Statistic	Pre test	Post test
	Sample Size	232	232
	Maximum	100	100
	Minimum	49	55
	Range	51	45
	Mean	60,04	82,03

Table 2. Student Motivation Score Distribution MTsN 1 Padang Lawas

Range Scor Pre-test	Amount
46-50	3
51-55	119
56-60	18
61-65	23

¹⁷ Muhammad Siyoto, Sandu, Ali Sodik, *Dasar Metodologi Penelitian* (Yogyakarta: Literasi Media Publisher, 2015).

¹⁸ Lukas S Musianto, "Perbedaan Pendekatan Kuantitatif Dengan Pendekatan Kualitatif Dalam Metode Penelitian," *Jurnal Manajemen dan Wirausaha* 4, no. 2 (2002): 125.

¹⁹ Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif, Dan Penelitian Gabungan, Kencana*, ke-empat. (Jakarta: kencana, 2006).

²⁰ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D.*, Penerbit Alfabeta (Bandung, 2013).

66-70	38
71-75	7
76-80	3
81-85	8
86-90	7
91-95	4
96-100	2

Range Scor Post-test	Amount
51-55	1
56-60	6
61-65	8
66-70	7
71-75	28
76-80	33
81-85	47
86-90	86
91-95	15
96-100	1

The pre-test and post-test frequency distribution above can be depicted in the form of a histogram graph as follows:

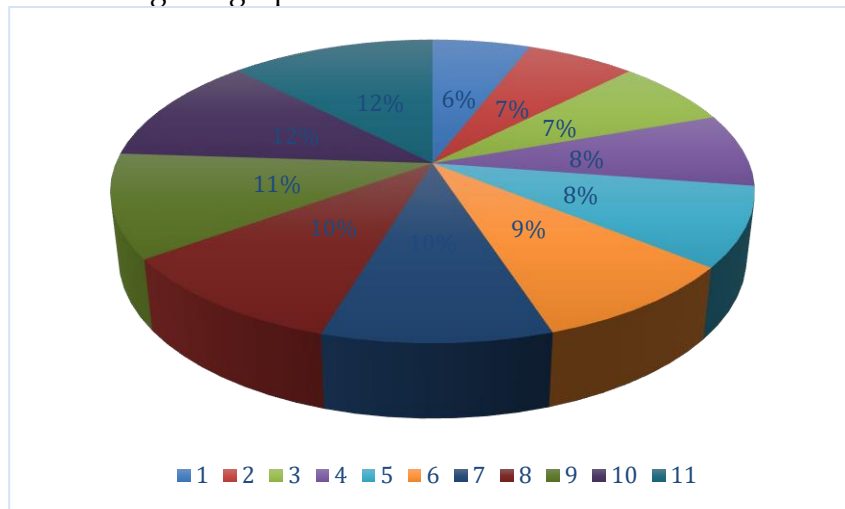


Figure 1. Motivation Pre-Test

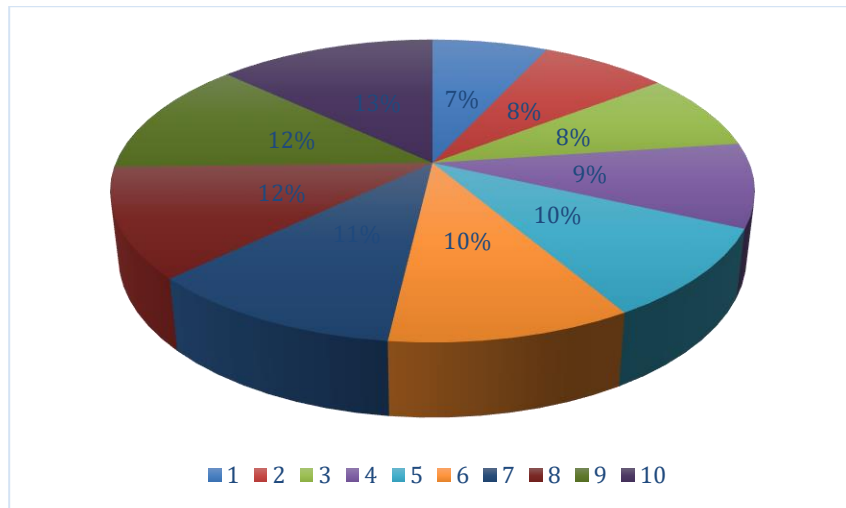


Figure 2. Motivation Post-Test

2. Pre-Test and Post-Test Statistical Analysis Data on Overall Student Learning Results

Based on statistical calculations obtained from pretest and posttest data, student learning outcomes are in the following table:

Table 3. Student Learning Outcome Score Statistics MTsN I Padang Lawas

No	Statistic	Pre test	Post test
1.	Sample Size	232	232
2.	Maximum	91	100
3.	Minimum	74	40
4.	Range	17	60
5.	Mean	82,82	96,52

Table 4. Distribution of Student Learning Outcome Scores MTsN 1 Padang Lawas

Range Scor before application of the method	Amount
71-75	13
76-80	59
81-85	112
86-90	44
91-95	4

Range Scor After application of the method	Amount
30-40	1
50-60	0
70-80	13
90-100	218

The frequency distribution of the pre-test and post-test results above can be illustrated using a histogram as follows:

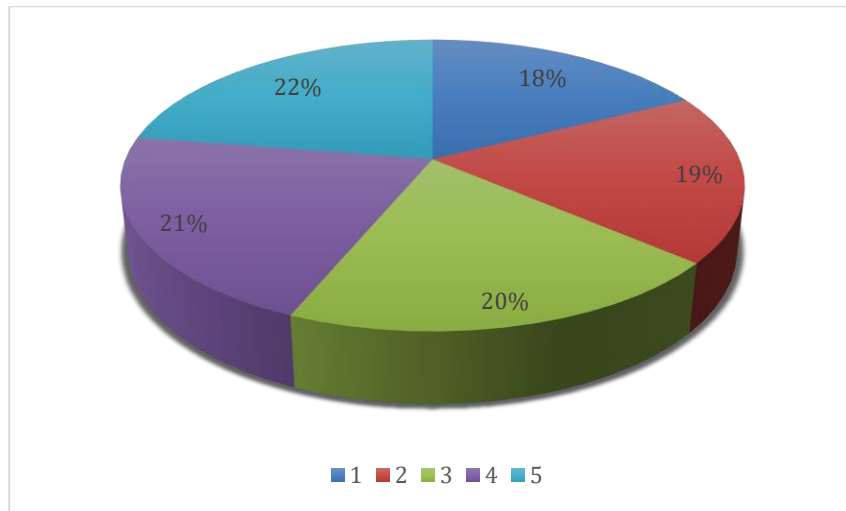


Figure 3. PreTest Student Learning Results

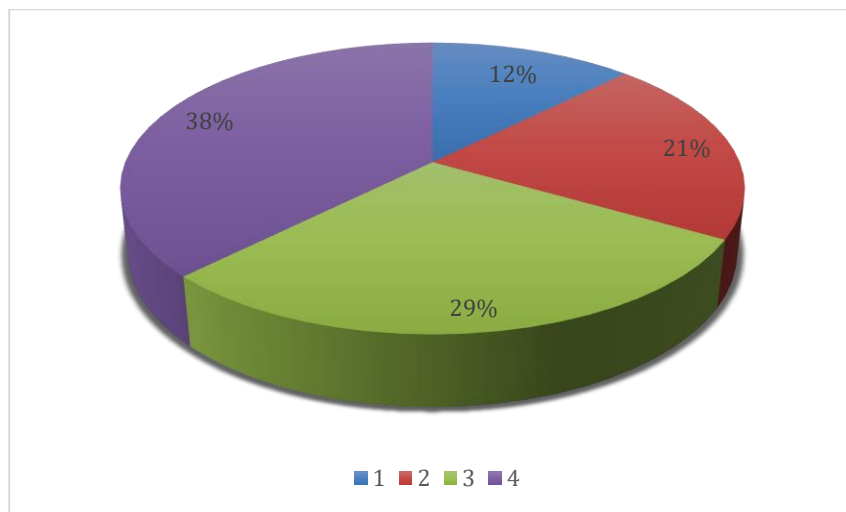


Figure 4. Post Test Student Learning Results

Analysis Prerequisite Tests

1. Normality Test

Table 5. Normality Test Calculation Results Data

Data	A	Sig.	Informarion
<i>Motivation Pretest</i>	0,05	0,267	Normal
<i>Motivation Posttest</i>	0,05	0,345	Normal
<i>Learning Outcomes before method</i>	0.05	0, 423	Normal
<i>Learning Outcomes After Methode</i>	0,05	0,541	Normal

The table shows the results of the normality test using IBM SPSS software with pretest motivation producing a significance value of 0.267 and posttest motivation 0.345. Meanwhile, the pretest learning results produced a significance value of 0.432 and the posttest learning results produced a significance value of 0.541. Based on the data produced by the normality test in the pretest and

posttest, motivation and learning outcomes have normally distributed data where the resulting significance value meets the normality requirements, namely greater than 0.05. In this way further data processing stages can be carried out.

2. T-test

Table 6. T-Test Test Results Data on Pretest and Posttest Motivation

Variabel	Average	T count	T table	Sig (2-tailed)
Motivation Pretes	60,04	22,032	1,970	0,000
Motivation Postes	82,03			0,000

The table shows the average pretest and posttest score for the experimental class on the motivation variable increased by 21.99. The results of the hypothesis test show a t-test result (sig.2 tailed) of 0.000, where this value is smaller than the significance level value, namely 0.05. This shows that there is an influence of differentiated learning methods on motivation with a calculated T value > T table at a significance level of 5% ($22.032 > 1.970$) so that based on this data it can be concluded that H_0 is rejected and H_a is accepted.

This is also in line with previous research carried out by Pane who stated that learning activities What educators and students do takes place as it is application of differentiated learning methods²¹.

Table 7. T-Test Learning Outcomes after Applying the Method

Variabel	Average	T count	T table	Signifikasi
Learning Outcomes before method	82,82	3,640	1,970	0,000
Learning Outcomes After Methode	96,52			0,000

The table the average pretest and posttest scores for the experimental class on the learning outcome variable increased by 13.679. The results of the hypothesis test show a t-test result (sig.2 tailed) of 0.000, where this value is smaller than the significance level value, namely 0.05. This shows that there is an influence of differentiated learning methods on learning outcomes with the calculated T value > T table at a significance level of 5% ($3.640 > 1.970$) so that based on this data it can be concluded that H_0 is rejected and H_a is accepted.

The results of this research are in line with Valiandes' research indicates that students are receiving differentiated instruction shows a significant increase in learning outcomes compared to with those who don't²².

Table 8. T-Test Test Results Data on Posttest motivation and learning outcomes after the method

²¹ R.N. Pane, S. Lumbantoruan, and S.D. Simanjuntak, "Implementasi Pembelajaran Berdiferensiasi Untuk Meningkatkan Kemampuan Berpikir Kreatif Peserta Didik," *BULLET : Jurnal Multidisiplin Ilmu* 1, no. 3 (2022): 173.

²² Bayumi; Efriyeni Chaniago; Fauzie; Gustap Elias; Hapizoh; Zainudin Ahmad,., *Penerapan Model Pembelajaran Berdiferensiasi* (Sleman: Deepublish, 2021).

Variabel	Average	T count	T table	Sig (2-tailed)
MotivationPretest	82,03	19,909	1,970	0,000
Learning Outcomes After Methode	96,52			0,000

The table the average increase in posttest scores on motivation was 82.03, while the increase in posttest scores on learning outcomes was 96.52, so it is known that the increase in learning outcomes scores through motivation was 14.49. The results of the hypothesis test show a t-test result (sig.2 tailed) of 0.000, where this value is smaller than the significance level value, namely 0.05. This shows that there is an influence of differentiated learning methods on learning outcomes with the calculated T value > T table at a significant level of 5% (19.909 > 1.970) so that based on this data it can be concluded that H0 is rejected and Ha is accepted.

This research is in line with Jamiatul and Oktaviani who shows that students' learning motivation in learning Differentiation can improve student learning outcomes. Students become more active and enthusiastic in participating in learning, more confident and able to respect others²³.

CONCLUSION

Based on the research findings and discussion, the following conclusions can be drawn: 1) Testing of the first hypothesis indicates that differentiated learning methods positively influence motivation, as evidenced by a significance value (2-tailed) of $0.000 < 0.05$. 2) Testing of the second hypothesis shows that differentiated learning methods have a positive impact on learning outcomes, with a significance value (2-tailed) of $0.000 < 0.05$. 3) Testing of the third hypothesis reveals that differentiated learning methods enhance both learning outcomes and motivation, encouraging students to achieve optimal results, as indicated by a significance value (2-tailed) of $0.000 < 0.05$.

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²³ Jamiatul Hamidah and Oktaviani Oktaviani, "Pengaruh Motivasi Belajar Dalam Pembelajaran Berdiferensiasi Terhadap Hasil Belajar Bahasa Indonesia Siswa Man 1 Pulang Pisau," *Prima Magistra: Jurnal Ilmiah Kependidikan* 4, no. 3 (2023): 259. Hamidah and Oktaviani, "Pengaruh Motivasi Belajar Dalam Pembelajaran Berdiferensiasi Terhadap Hasil Belajar Bahasa Indonesia Siswa Man 1 Pulang Pisau."

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