



## The Effect of Differentiated Learning Assisted by Quizizz Media on Students Achievement Motivation and Self Confidence on IPS Social Subject at SMP Negeri 4 Denpasar

I Nyoman Candra Wiguna<sup>1\*</sup>, I Nengah Suastika<sup>2</sup>, Tuty Maryati<sup>3</sup>  
Universitas Pendidikan Ganesha

**Corresponding Author:** I Nyoman Candra Wiguna [inyomancandra@gmail.com](mailto:inyomancandra@gmail.com)

---

### ARTICLE INFO

*Keywords:* Differentiated Learning Assisted by Quizizz Media, Social Studies Education, Achievement Motivation, Student Self-Confidence

*Received :* 21 May

*Revised :* 23 June

*Accepted:* 23 July

©2025 Wiguna, Suastika, Maryati: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

This research aims to determine the difference in achievement motivation between students taught with a differentiated learning approach assisted by Quizizz media and students taught with conventional learning. The research was conducted at SMP Negeri 4 Denpasar with eighth-grade students as subjects, adapted to the research stages. The instruments used in this study were an achievement motivation test and a student self-confidence test. The collected data was processed descriptively. The results of this study describe the implementation of the differentiated learning model or approach assisted by Quizizz media with the following steps: (1) Identifying student learning needs (identifying stage, preparing to learn according to interests and learning styles), (2) Planning differentiated learning (planning content, process, and product learning), (3) Implementing learning (choosing learning styles according to interests and learning needs), (4) Conducting Formative Assessment (monitoring progress during the learning process), (5) Conducting Summative Assessment (evaluating the learning process), (6) Providing Feedback (enhancing understanding and skills), and (7) Reflecting (improving learning quality). Implementing learning with varied student learning styles can enhance students' knowledge of Indonesian culture by using Quizizz media

---

## **INTRODUCTION**

The development of education in this era demands learning that not only focuses on academic achievements but also develops students' effective aspects, such as achievement motivation and self-confidence. These two aspects are important indicators that influence the quality of learning and students' academic success in school. According to research by Martinek and Hellison (2009), students with high achievement motivation tend to be more active, responsible, and have a strong desire to achieve learning goals. Meanwhile, self-confidence encourages students to be brave in expressing opinions, taking risks, and learning, as well as facing challenges without fear. However, the reality on the ground shows that most students, especially at the junior high school level, still have low levels of achievement motivation and confidence in learning activities.

The research conducted by Asrori (2009) shows that 64.3% of junior high school students have a motivation level for achievement in the lower medium category, while 32% of students show low self-confidence in classroom learning activities. This serves as a warning that many students still lack a strong drive to achieve success or can be said to have low confidence in their own abilities. In one of the junior high schools where preliminary observations were made, a similar phenomenon was found. Many eighth-grade students tend to be passive in learning, rarely asking questions or expressing opinions, and giving up easily when facing difficulties. Teachers also reported that most students show a lack of enthusiasm for achievement, evident from their average homework results and low participation in class discussions.

In response to the phenomenon above, one approach that can be used to address this issue is the implementation of differentiated learning. This approach is designed to tailor learning based on the needs, interests, and learning styles of students, enabling each student to reach their best potential. Differentiated learning aligns with the direction of the Merdeka Curriculum policy, which emphasizes student-centered learning (Kemendikbudristek, 2021:20).

In order to make differentiated learning implementation more engaging, teachers can utilize technology-based learning media, one of which is Quiziz. Quiziz is an interactive and competitive digital quiz platform, allowing students to participate in learning evaluations in a fun way. Several previous studies have shown that the use of interactive digital media such as Quiziz can enhance student engagement, motivation, and confidence (Wahyuni, 2021:35). Therefore, to address the issues of low student motivation and confidence in learning, an adaptive and innovative learning approach is needed.

The dynamic developments in life and culture, which can be seen through advancements in science and technology, have become a reality that cannot be avoided. This significantly impacts all aspects of life, including education, which is expected to produce future generations with competence and character. The development of education is in line with the changes of the times from one era to another, often undergoing adjustments. One of these is the development of the curriculum in Indonesia. This is due to the existence of a curriculum that is always dynamic and consistently influenced by changes in the underlying

factors. One of the curriculum changes that occurred is the shift from the 2013 curriculum to the Merdeka Curriculum.

The Merdeka Curriculum is a diverse intramural learning curriculum with more optimal content so that students have enough time to explore concepts and strengthen competencies. The goal of this curriculum is to restore the authority of schools and local governments to manage education according to their local conditions, accelerate national education goals, and prepare students to face the global challenges of the Industrial Revolution 4.0 era (Ministry of Education, Culture, Research, and Technology, 2022). The implementation of the Merdeka Curriculum requires educational units at every school level to provide facilities that can support successful learning.

The Independent Curriculum requires educational units in schools to provide complete facilities so that this curriculum can be implemented well. However, schools that independently use the Independent Curriculum can choose from one of the following options, namely independent study and independent sharing issued by the Ministry of Education, Culture, Research, and Technology. The Independent Study option gives flexibility to educational units to apply some or all of the principles of the Independent Curriculum without changing the existing curriculum of the educational unit. Furthermore, the independent sharing option provides convenience to educational units to apply the Independent Curriculum using existing teaching materials. Then, the Independent Sharing option gives educational units the freedom to implement the Independent Curriculum by developing their own teaching materials (Ministry of Education, Culture, Research, and Technology).

In the 2022/2023 academic year, almost all educational units implemented the Freedom Curriculum, using teaching materials provided in the Independent Teaching Platform (PMM) according to the level of the educational unit, namely teaching materials for early childhood education (PAUD), grade 1, grade 4, grade 7, or grade 10 (Sulistiyani, 2022:2011). For principals and teachers in educational units that have registered for the Independent Curriculum Implementation (IKM) through the independent pathway with the option of Shared Independence, starting from the 2022/2023 academic year, they will implement the Freedom Curriculum by independently developing various teaching materials for early childhood education (PAUD), grade 1, grade 4, grade 7, or grade 10.

The characteristics of the Merdeka Curriculum differ from the 2013 curriculum. Some characteristics of the Merdeka Curriculum include project-based learning integrated to develop students' soft skills and character in accordance with the Pancasila student profile; a focus on essential materials that allow time for in-depth learning of the basic competencies that students must possess, such as literacy and numeracy, as well as teacher flexibility to implement differentiated learning according to students' abilities (Aditya, 2022).

The Ministry of Education and Culture (2022) states that there are several differences between the Independent Curriculum and the 2013 Curriculum. First, the material becomes simpler, deeper, and focused on essential material. Therefore, students can learn more deeply and not just seem to be learning to

complete the material. Second, teachers have the freedom to teach according to the developmental achievement stages of the students. Schools also have the authority to develop the curriculum according to educational units and students. Third, it is more relevant and interactive. In the Independent Curriculum, there is project-based learning provided to students. Learning through project activities gives students the opportunity to be more active and explore current issues, making this curriculum flexible for teachers to implement differentiated learning according to the individual abilities of each student.

The most prominent aspect of the Merdeka Curriculum is the presence of differentiated learning. Differentiated learning is an approach that is implemented to meet the needs of each student according to their talents and interests (Wardani, 2023). Moreover, differentiated learning is designed to consider the differences in student characteristics in terms of learning styles (Deirici & Susanti, 2023). This learning includes four aspects: differentiating content, differentiating processes, differentiating products, and differentiating the learning environment. These four aspects are inseparable in order for learning objectives to be achieved. This aligns with Bruner's cognitive learning theory which states that there are three cognitive processes occurring in the learning process: acquiring information, transferring information, and evaluating (Fauziati, 2021:130). Thus, differentiated learning can meet the needs the needs of students that are aligned with their talents, interests, and characteristics.

Every student has different and unique characteristics. They have varying levels of readiness, learning styles, and interests. Given this, teachers should understand the unique nature and diversity of each student in the classroom. This is important for teachers to design optimal learning methods for each student, as well as to recognize the variations in their needs and characteristics so that students can receive meaningful learning (Wahyuni et al., 2023:265). Moreover, by recognizing the characteristics of students, teachers will be assisted in developing diverse learning opportunities for the students.

In LMS Module 2.1 Teacher Activation Education (PGP) (Faiz et al., 2022:2849), it is stated that differentiated learning is a set of reasonable actions made by teachers oriented to the needs of students. (Suwartiningsih, 2021:82) states that differentiated learning is varied teaching provided by teachers in the classroom, including ways to access content; processing, constructing, or reasoning ideas; and developing learning products and assessment measures so that all students with different backgrounds and abilities in one classroom can learn effectively. The components of differentiated learning consist of: differentiating content, products, and processes (Marlina, 2020:16-19). Thus, differentiated learning can be seen as a strategy or effort to tailor the learning process in the classroom to meet the learning needs of each individual.

However, based on observations in several schools, especially in junior high schools that have implemented the Merdeka curriculum, it is known that learning that takes into account student diversity is still very rarely implemented in the classroom, including in Social Science subjects (IPS). Teachers still tend to apply learning by viewing student uniformity. In the field, there are still many teachers who are confused about how to implement differentiated learning.

Uniform or non-diverse learning leads to the suppression of students' achievement motivation. Many learners lack the motivation to achieve within themselves, resulting in a decrease in the desire and will to excel at something (Agustriandri, 2021). In fact, in learning, motivation plays an important role in obtaining better academic results (Christiana, 2009; Awan et al., 2011; Singh, 2011), because with motivation, one will have the energy to act and be able to sustain it to achieve maximum results. Someone with motivation can generally achieve the goals they set, even though they may encounter significant obstacles along the way.

The lack of attention to achievement motivation also affects students' confidence. In fact, confidence is very important and serves as a foundation for achieving desired goals. According to TIMSS (Trends in International Mathematics and Science Study) research, the confidence of Indonesian students is still low, at below 30%. The low confidence of students can be seen when they are hesitant to perform in class when called upon by the teacher. In addition, students often feel uncertain and insecure when given the opportunity to solve problems in front of the class, as they tend to look at their friends while working on problems as if they want to ask for help from them (Sardiman, 2016). This situation is certainly not good for students as it can reduce their interest in learning and make them vulnerable to social harassment (Alpian et al., 2020).

Looking at the motivational issues above, to enhance students' learning motivation in the implementation of this differentiated learning, the author uses the Quizizz learning media. With the rapid advancement of technology nowadays, various educational applications and media have been emerging (Setiawan, Usep et al. 2022). One of the applications that can support differentiated learning is Quizizz. Quizizz is a platform/application that presents learning in the form of games and scoring.

Differentiated learning is an approach centered on students and is based on constructivist views where knowledge is built from the students' own understanding, allowing them to feel the benefits of their learning process. The differentiated learning approach is a way for teachers to teach according to the needs of each learner in studying the learning material according to their abilities, individual needs, and preferences, so that they do not experience frustration and feel failure in their learning experiences.

Achievement motivation, conceptually, is the internal drive that a person has to achieve outstanding performance or results in a specific task. According to McClelland (1987:32), achievement motivation is the psychological need of an individual to succeed, compete, and meet certain standards of excellence. Students with high achievement motivation tend to set challenging goals, work hard to achieve them, and persevere in the face of difficulties. The following are indicators of students' learning achievement motivation based on McClelland's theory: 1) Setting personal academic goals. 2) Striving to achieve the best results. 3) Persistence in facing challenges. 4) Enjoying participating in academic competition. 5) Feeling proud of the achievements obtained.

Self-confidence conceptually is a person's belief in their ability to perform a task or face a particular situation well. According to Bandura

(1997:105), self-confidence is related to self-efficacy, which is the extent to which an individual believes that they can organize and execute the actions needed to achieve specific results. Confident students will be more willing to try new things, active in learning, and not easily give up. The following are indicators of student self-confidence based on Albert Bandura's self-efficacy theory: 1) Belief in one's own abilities. 2) Courage to express opinions. 3) Independence in learning. 4) Composure in facing evaluations. 5) Response to failure.

Reflecting on the above, learning needs to be conducted in a non-monotonous way. The teaching and learning interaction in the classroom should involve both the teacher and the students with the teaching materials and teaching methods as the teacher's instruments in teaching. Therefore, the interaction is said to be optimal if it occurs between the teacher and all students, between students and the teacher, between students and students, students with learning materials and media, and even students with themselves, but still within the framework of the established goals. Education is fundamentally an interaction between educators and students, to achieve educational goals that occur in a specific environment. This environment is regulated and supervised so that the learning activities are directed towards the educational objectives. Education functions to assist students in their self-development, which is the development of all potential, skills, and personal characteristics in a positive direction the positive that is good for both himself and his environment.

Based on the initial interview with the social studies teacher of grade VII at SMP Negeri 4 Denpasar, Mrs. Dwi Aprilin Rahayu, S.Pd, who is also currently undergoing training as a Teacher Leader Batch 11 in Denpasar, the methods employed in implementing differentiated learning significantly aid in the educational process. This is because, in differentiated learning, it is crucial for educators to understand the characteristics of the materials, students, and teaching methodologies throughout the learning process, especially in relation to various teaching models. Consequently, the learning process will be varied, innovative, and constructive in reconstructing knowledge and its implementation, thereby enhancing students' activity and creativity. In this regard, the author is interested in conducting research on "The Effect of Differentiated Learning Assisted by Quizizz Media on Student Achievement Motivation and Self-Confidence in Social Studies Subjects at SMP Negeri 4 Denpasar".

This research aims 1) To determine the differences in achievement motivation between students taught with a differentiated learning approach using Quizizz media and students taught with conventional learning models 2) To understand the interaction between the differentiated learning approach using Quizizz media and students' self-confidence on students' achievement motivation 3) To implement differentiated learning assisted by Quizizz media in social studies education.

## LITERATURE REVIEW

### Type of Research

Researcher the type of research used in this study is quasi-experimental research, where the experiment is conducted on existing learning groups (classes) because the researcher cannot change the structure of the existing class and cannot strictly control all emerging variables and experimental conditions (fully randomized), making quasi-experimental research suitable for this study. Budiyo (1998: 74) states that "the purpose of quasi-experimental research is to obtain information that is an estimate of information that can be obtained through actual experiments in situations where it is not possible to control and/or manipulate all relevant variables." In this study, only the effect of independent variables on the dependent variable will be examined, with achievement motivation as the dependent variable, differentiated learning approaches assisted by Quizizz as the independent variable, and self-confidence Quizizz as an independent variable and student self-confidence as a control variable.

### Research Sample

Sampling was conducted using random sampling, which involved randomly selecting four classes from a total of eleven classes. The selected classes were VIII B, VIII E, VIII F, and VIII G, with two classes designated as experimental classes (80 students) and two classes as control classes (80 students) based on equivalent basic characteristics. Subsequently, the four classes were tested for motivation equivalence using an F-test. This was done to determine whether the four sample groups obtained had homogeneous motivation or not. The data used to assess the equivalence of student motivation were the daily test scores from the second semester of the 2023/2024 academic year for eighth grade students at SMP Negeri 4 Denpasar. The equivalence test was conducted to determine if there were differences in the average initial motivation of students in social studies. The F-test formula was applied. The testing was performed with a statistical hypothesis.

$H_0$  = The four classes are equivalent,  $H_1$  = The four classes are not equivalent. If the significance obtained is greater than 0.05, then  $H_0$  is accepted and  $H_1$  is rejected. The results of the sample equivalence test for the four classes can be seen in Table 3.4. The results of the sample equivalence test show that the four classes have relatively the same abilities. This can be seen from the calculated F value for achievement motivation of 0.055 with a significance of 0.861 and the calculated F value for student self-confidence of 0.123 with a significance of 0.727. Since the significance values for achievement motivation and student self-confidence are greater than 0.05, there is no difference in variance between the daily test scores for achievement motivation and the daily test scores for self-confidence across the four classes. It can be concluded that the four classes are equivalent {accept  $H_0$ }.

**Research Variables**

The independent variable (X) is the treatment variable or independent variable that is measured, manipulated, or selected by the researcher to determine the relationship of that variable with the phenomenon observed during the research process. This variable is often referred to as the stimulus variable, predictor, antecedent.

In Indonesian, it is commonly referred to as the independent variable. The independent variable is the variable that affects or is the cause of the changes or emergence of the dependent variable (bound). In SEM (Structural Equation Modeling), independent variables are referred to as exogenous variables (Sugiyono, 2014: 4). In this study, the independent variable of treatment or independent variable is differentiated learning assisted by Quizizz applied to the experimental group, and conventional learning models applied to the control group. The control variable is a factor that significantly influences the achievement of expected outcomes. The control variable is also referred to as the controlled variable. According to Sugiyono (2014: 6), a control variable is a variable that is controlled or kept constant so that the relationship between the independent and dependent variables is not affected by external factors that are not being studied. Control variables are often used by researchers when conducting comparative research through experimental studies.

The controlling variable or control variable in this study is students' self-confidence and low students' self-confidence. The dependent variable is the factor that is observed and measured to determine the effect of the independent variable. The dependent variable is also referred to as the dependent variable, which.

Table 1. Summary of Sample Equivalence Test Results Anova

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
PK_Post Between Groups	3.750	1	3.750	0.055	0.816
Within Groups	3973.500	598	68.509		
Total	3977.250				
KBK_Post Between Groups	6.667	1	6.667	0.123	0.727
Within Groups	3145.933	598	54.240		
Total	3152.600				

## METHODOLOGY

### Rehabilitation Test

Reliability indicates that an instrument can be trusted to be used in research as a data collection tool because the instrument is good. A test item can be considered reliable if it has a high level of confidence and can provide consists of achievement motivation (Y1) and self-confidence (Y2). According to Sugiyono (2014: 4), the dependent variable is often referred to as the output variable, criteria, or consequence. In Indonesian, it is often called the bound variable. The dependent variable is the variable that is influenced or becomes the result due to the presence of the independent variable. In SEM (Structural Equation Modeling), the dependent variable is referred to as the endogenous variable.

The dependent variable in this study is the outcome that occurs due to the influence of the independent variable, which is differentiated learning approaches assisted by Quiziz, whether controlled or not by the controlling variable, namely students' self-confidence. Therefore, the dependent variable in this study is students' achievement motivation.

consistent and stable results. In this study, SPSS 22 for Windows is used and the Cronbach's Alpha method is applied with the following criteria: 1. If Cronbach's Alpha  $> 0.6$ , then the item is reliable. 2. If Cronbach's Alpha  $< 0.6$ , then the item is not reliable.

A test question is declared reliable if it has an Alpha coefficient value greater than 0.6. The reliability testing of the instruments in a study is conducted because the reliability of the instruments is related to the consistency and level of trust in the research instruments (Sujianto, 2009). The following are the results of the reliability test for the instruments used in this research presented in Table 3.11. That table presents the Cronbach's Alpha figure obtained from the results processed using SPSS version 22 for Windows.

Based on the table, the obtained Cronbach's Alpha values from all the questions on each instrument are greater than 0.6, which means that the questions on these instruments can be considered reliable, signifying that the instruments can be used to collect data. For more details regarding the results of the reliability test, please refer to the appendix.

Table 2. Results of the Instrument Reliability Test

Cronbach's Alpha			
Motivation to excel		Self-confidence	
Pretest	Posttest	Observation of students' self-confidence	Student Confidence Questionnaire
0.805	0.722	0.666	0.904

Source: Pengolahan data primer, 2024

**RESULTS AND DISCUSSION**

The results section of the research presents the implementation of the model or learning approach, data description, assumption tests for data analysis, and hypothesis testing. This study uses a Non-Equivalent Pretest-posttest Control Group design with MANOVA as the data analysis tool. Data Description The data described in this study consists of student achievement motivation and self-confidence resulting from differentiated learning assisted by Quizizz media. This research is a quasi-experimental study using a 2 × 2 factorial data analysis design. Therefore, based on the design, the data that will be described in this section includes: (1) a description of the achievement motivation data of students taught with a differentiated learning approach assisted by Quizizz media, (2) a description of the achievement motivation data of students taught with a conventional learning model, (3) a description of the achievement motivation data of students taught with a differentiated learning approach assisted by Quizizz media who have high levels of self-confidence, (4) a description of the achievement motivation data of students taught with a differentiated learning approach assisted by Quizizz media who have low levels of self-confidence, (5) a description of the achievement motivation data of students taught with a conventional learning model who have high levels of self-confidence, and (6) a description of the achievement motivation data of students taught with a conventional learning model which has a low level of self-confidence. The description of each of this data is presented by determining the mean, median, and mode as measures of central tendency, standard deviation as a measure of data dispersion, frequency table, and histogram. A recap of the calculation results of student achievement motivation scores can be summarized as shown in

Table 3. As follows. Central Tendency and Data Dispersion of Student Achievement Motivation

<b>Data</b>	<b>A<sub>1</sub></b>	<b>A<sub>2</sub></b>	<b>A<sub>1</sub>B<sub>1</sub></b>	<b>A<sub>1</sub>B<sub>2</sub></b>	<b>A<sub>2</sub>B<sub>1</sub></b>	<b>A<sub>2</sub>B<sub>2</sub></b>
<b>Statistics</b>						
<b>Amount</b>	40	40	22	22	22	22
<b>Mean</b>	76,53	70,56	82,22	70,83	60,39	74,72
<b>Median</b>	75,00	70,00	80,00	70,00	65,00	75,00
<b>Modus</b>	80,00	75,00	80,00	70,00	65,00	75,00
<b>Standar Dev</b>	8,44	7,82	6,24	6,24	6,60	6,75
<b>Varians</b>	71,17	61,11	38,89	538,97	43,55	45,51
<b>Score Maks</b>	90	85	90	80	75	85
<b>Score Min</b>	60	55	70	60	55	65

### Homogeneity of Variance Testing

The homogeneity of variance test is conducted to ensure that the differences truly arise from differences between groups, not from differences that occur within groups. The following are the results of the homogeneity of variance test of the population through Levene's Test for Equality of Variances, which can be summarized in Table 21. From that working table, the value of F and the significant (sig.) value can be calculated.

Table 4. Results of the Homogeneity of Variance Test Levene's Test of Equality of Error Variancesa

F	df1	df2	Sig.
.074	3	68	.974

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Model + Kepercayaan + Model \* Kepercayaan

From the Levene's Test for Equality of Variances, an F value of 0.074 was obtained with a numerator df of 3 and a denominator df of 68. The F table = 2.76, the calculated F is greater than the F table with a significance level (sig.) of 0.974 > 0.05. Therefore, based on this data, both data groups come from a homogeneous sample.

Based on the explanation of the hypothesis testing results above, a summary of the results of testing the two hypotheses proposed in this study is as follows. 1) For the first hypothesis, the hypothesis testing results show that H0 is rejected and H1 is accepted. This indicates that there is a difference in achievement motivation between students taught using a differentiated learning approach with Quizizz media support and students taught using a conventional learning model. 2) For the second hypothesis, the testing of the second hypothesis has successfully rejected H0 and accepted H1. This means that there is an interaction between the differentiated learning approach supported by Quizizz media and self-confidence towards students' achievement motivation.

### Implication

Based on the findings of this study, it can be concluded that the differentiated learning approach assisted by Quizizz media, in terms of students' self-confidence, has an influence on academic motivation. Therefore, several implications of this research result can be stated as follows:

1. The differentiated learning approach assisted by Quizizz media can be used as an alternative learning approach in efforts to enhance students' academic motivation. The differentiated learning approach using Quizizz can be implemented with simple questions, in real contexts to spark students' interest and creativity, motivating students to collaborate and innovate with the teacher as a facilitator.
2. The differentiated learning approach supported by Quizizz can be implemented in social studies teaching materials; providing simple and

beneficial media in real context can help students determine their learning styles and identify applications that can be used by them.

3. In the learning process using the differentiated learning approach supported by Quizizz media, learning facilities such as teaching devices, including student books, worksheets, media, and other supporting books are absolutely necessary.
4. In classroom learning, teachers should pay attention to the self-esteem possessed by each student. This can serve as a guideline for selecting the appropriate approach so that the students' motivation to achieve is optimized.

## CONCLUSION AND RECOMMENDATION

1. The achievement motivation of students taught using a differentiated learning approach with the help of Quizizz media is better than the achievement motivation of students taught with the conventional learning model.
2. There is an interaction between the differentiated learning approach assisted by Quizizz media and self-confidence regarding achievement motivation. The achievement motivation of students taught using the differentiated learning approach with Quizizz media is better than that of students taught with the conventional learning model for students with high self-confidence. Furthermore, for students with low self-confidence, the achievement motivation is better when taught with the conventional learning model than when taught with the differentiated learning approach assisted by Quizizz media.

Based on the findings of the research, the conclusions and implications of the research that have been presented, several recommendations can be proposed as follows:

1. The development of learning tools in the differentiated learning approach assisted by Quizizz media should pay attention to the characteristics of student achievement motivation. This is intended so that the implementation of the differentiated learning approach assisted by Quizizz media becomes more effective and efficient in learning. Therefore, the innovation of tools for the differentiated learning approach assisted by Quizizz media is a very interesting topic for further study.
2. The topic discussed in this research is limited only to the topics of Nationalism and Identity. This allows for the possibility of developing it into other social studies topics so that it can provide more accurate results about the influence of the differentiated learning approach assisted by Quizizz media in social studies education.
3. The implementation of differentiated learning approaches in this research is combined with learning assisted by Quizizz media and examined from the perspective of students' self-confidence. Therefore, for other researchers who want to conduct similar research, differentiated learning approaches can be combined with other learning approaches and viewed from different internal factors as well, which will enrich the results of research related to differentiated learning approaches.

### **FUTHER STUDY**

This research still has delays, so it is necessary to conduct further research related to the topic The Effect of Differentiated Learning Assisted by Quizizz Media on Students Achievement Motivation and Self Confidence on IPS Social Subject at SMP Negeri 4 Denpasar in order to improve this research and add insight for readers.

### **REFERENCES**

- Alemdag, E., & Cagiltay, K. (2018). A systematic review of eye tracking research on multimedia learning. *Computers & Education*, 125, 413–428.  
<https://doi.org/10.1016/j.compedu.2018.06.023>
- Aliakbari, M., dan Haghghi, J. (2014). On the effectiveness of differentiated instruction in the enhancement of Iranian learner's reading comprehension in separate gender education. *Procedia-Social and Behavioral Sciences*, 98, 182-189
- Aminuriyah, S. (2022). Pembelajaran Berdifferensiasi: Meningkatkan Kreatifitas Peserta Didik. *Jurnal Mitra Swara Ganesha*, 9(2), 89-100.
- Anderson, L. W dan David. R. K. 2010. *Kerangka Landasan untuk Pembelajaran, Pengajaran, dan Asesmen (Revisi Taksonomi Bloom)*. Yogyakarta: Pustaka Belajar.
- Apriyanti, H. (2023). Penyusunan perencanaan pembelajaran pada kurikulum merdeka. *Education Journal: Journal Educational Research and Development*, 7(1), 15-19.
- Ardana, L. N., Vega, N., Kirana, P., & Sunaryati, T. (2023). Peran Penting Evaluasi Pembelajaran pada Mata Pelajaran Pendidikan Kewarganegaraan di Sekolah Dasar Berbasis Pendidikan Karakter. *Jurnal Pendidikan Tambusai*, 7(2), 15814-15819.
- Ardiansyah, A., Sagita, F., & Juanda, J. (2023). Assesmen dalam Kurikulum Merdeka Belajar. *Jurnal Literasi Dan Pembelajaran Indonesia*, 3(1), 8-13.
- AsriM. F., KurniawanK., & CahyaniI. (2024). Pembelajaran Menulis Teks Laporan Hasil Observasi Bermuatan Kearifan Lokal Dengan Memanfaatkan Majalah Digital. *Seminar Internasional Riksa Bahasa*, 74-82.

- Coubergs, C., K. Struyven, G. Vanthournout, dan N. Engels. (2017). Measuring Teachers' Perceptions about Differentiated Instruction: The DI-Quest Instrument and Model. *Studies in Educational Evaluation* 53: 41-54. Doi: 10.1016/j.stueduc.2017.02.004
- Creswell, John W. 2014. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 4th Edition. California: SAGE Publication, Inc.
- Creswell, J W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Ney Jersey: Person Education, Inc
- Derici, R. M., & Susanti, R. (2023). Analisis Gaya Belajar Peserta Didik Guna Menerapkan Pembelajaran Berdiferensiasi Di Kelas X Sma Negeri 10 Palembang. *Research and Development Journal of Education*, 9(1), 414-420.
- Dewi, N. L., & Prasetyowati, D. (2023). Analisis Hasil Asesmen Diagnostik Pada mata Pelajaran Ilmu Pengetahuan Alam dan Sosial Kelas IV Sekolah Dasar. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(2), 4979-4994.
- Direktur Jendral Guru dan Tenaga Kependidikan (2023). *Platform Merdeka Belajar 1.33.0*. Jakarta. Kementrian Pendidikan, Kebudayaan, Riset dan Teknologi.
- DePorter, B., & Hernacki, M. (2007). *Quantum learning: Unleashing the genius in you*. (Cetakan ke-24 ed). Mizan Pustaka.
- Eliyanti, E., Taufina, T., & Hakim, R. (2020). Pengembangan Bahan Ajar Keterampilan Menulis Narasi dengan Menggunakan Mind Mapping dalam Pembelajaran Tematik di Sekolah Dasar. *Jurnal Basicedu*, 4(4), 838-849.
- Faiz, A., Pratama, A., dan Kurniawaty, I. (2022). Pembelajaran Berdiferensiasi dalam Program Guru Penggerak pada Modul 2.1. *Jurnal Basicedu*, 6(2), 2846-2853.
- Fauzia, R., & Ramadan, Z. H. (2023). Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka. *Jurnal Educatio FKIP UNMA*, 9(3), 1608-1617
- Firwana, S. S. 2017. *The effect of differentiated instruction on learning English vocabulary and grammar among second graders in UNRWA schools (Unpublished doctoral dissertation) The Islamic University, Gaza.*

- Gay, L. R.; Geoffrey E. Mills; dan Peter W. Airasian. 2012. Educational Research: Competencies for Analysis and Applications, 10th Edition. USA: Pearson Education, Inc.
- Hanifah, H., Susanti, S., & Adji, A. S. (2020). Perilaku dan karakteristik peserta didik berdasarkan tujuan pembelajaran. *Manazhim: Jurnal Manajemen dan Ilmu Pendidikan*, 2(1), 105-117.
- Hanifah, H., Fuadi, D., & Rahmawati, F. P. (2023). Pengelolaan Pembelajaran Berdiferensiasi Pada Pembelajaran Tematik Siswa Kelas Iv Sdn Gemolong 3 Kabupaten Sragen (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Harisuddin, M. I. (2019). *Secuil Esensi Berpikir Kreatif dan Motivasi Belajar*. Bandung: PT Panca Terra Firma
- Hasanah, R. Z. (2021). Gaya Belajar (Learning Style). Literasi Nusantara. <https://kurikulum.kemdikbud.go.id/perbandingan-kurikulum>
- Hetilaniar, H., Subyantoro, S., & Pristiwati, R. (2022). Penerapan Pembelajaran Berdiferensiasi pada Materi Pewara Mahasiswa Semester III Prodi Pendidikan Bahasa Indonesia Universitas PGRI Palembang. *Wahana Didaktika: Jurnal Ilmu Kependidikan*, 20(3), 385–397. <https://doi.org/10.53299/jppi.v1i2.39>
- Husni, T. (2013). Memerdekakan Peserta Didik Belajar Melalui Pembelajaran Berdiferensiasi. *Jurnal Pendidikan*, 2(3), 1-12.
- Indrawati, Bahri, S., Rusmayadi, M., Isnawan, M. G., & Pakhrurrozi, I. (2022). Pelaksanaan asesmen diagnostik: tes kepribadian siswa kelas VII di SMPN 4 Keruak. *Rengganis Jurnal Pengabdian Masyarakat*, 2(1), 1-8.
- Insani, F. D. (2019). Sejarah Perkembangan Kurikulum di Indonesia Sejak Awal Kemerdekaan Hingga Saat ini. *Assalam: Jurnal Studi Hukum Islam & Pendidikan*, 8(1), 43-64.
- Iskandar, D. (2021). Peningkatan Hasil Belajar Siswa pada Materi Report Text Melalui Pembelajaran Berdiferensiasi di Kelas IX.A SMP Negeri 1 Sape Tahun Pelajaran 2020/2021. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 1(2), 123-140. <https://doi.org/10.53299/jppi.v1i2.48>

- Kamar, K., Asbari, M., Purwanto, A., Nurhayati, W., Agistiawati, E., & Sudiyono, R. N. (2020). Membangun Karakter Siswa Sekolah Dasar Melalui Praktek Pola Asuh Orang Tua Berdasarkan Genetic Personality. *JINoP (Jurnal Inovasi Pembelajaran)*, 6(1), 75. <https://doi.org/10.22219/jinop.v6i1.10196>
- Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi. 2021. Buku Saku Tanya Jawab Kurikulum Merdeka. Manual. Sekretariat Jenderal, Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi: Jakarta.
- Kosasih, Engkos. 2014. Jenis-jenis Teks dalam Mata Pelajaran Bahasa Indonesia. Bandung: Yrama Widya.
- Liou, S. R., Cheng, C. Y., Chu, T. P., Chang, C. H., & Liu, H. C. (2023). Effectiveness of differentiated instruction on learning outcomes and learning satisfaction in the evidence-based nursing course: Empirical research quantitative. *Nursing Open*, 00, 1–14. <https://doi.org/10.1002/nop2.1926>
- Mahsun. 2014. Pembelajaran Bahasa Indonesia Berbasis Teks 2013. Depok: Raja Grafindo Persada.
- Manggalastawa, M. (2023). Analysis of differentiated learning in mathematics lessons for the independent curriculum in elementary school. *Jurnal Analisis Ilmu Pendidikan Dasar*, 4(1), 34-40.
- Marlina, M. (2020). Strategi Pembelajaran Berdiferensiasi di Sekolah Inklusif. Padang: Afifa Utama.