

Students' Learning Motivation Towards the Subject of Pancasila Education Grade 7 at Smp Negeri 3 Cerenti

Uci Nengwati¹, Hendra Burhan², Marwa Marwa³

¹ Universitas Lancang Kuning; ucinengwatimutiara@gmail.com

² Universitas Lancang Kuning; hendra08978@gmail.com

³ Universitas Lancang Kuning; marwa@unilak.ac.id

Abstract: Pancasila Education has a strategic role in shaping the character and national identity of students in the era of globalization. However, the effectiveness of learning is highly dependent on the level of student learning motivation. Therefore, understanding the condition of student motivation is important to ensure that the internalization of Pancasila values can run optimally. This study uses a descriptive quantitative approach with a survey technique. The subjects of the study were 43 seventh grade students of SMP Negeri 3 Cerenti. Data were collected through a learning motivation questionnaire and analyzed using descriptive statistics, including the average value, standard deviation, skewness, and kurtosis. The results of the analysis showed that the level of student learning motivation was relatively high with an average score of 89.70. The data distribution was close to normal (skewness -0.126 and kurtosis -0.275), which reflects a relatively even and symmetrical distribution of scores. These findings show that students have an interest and enthusiasm in taking Pancasila Education lessons. The results of this study are in line with several previous studies that emphasize the importance of innovative teaching methods, the role of teachers as motivators, and a supportive learning environment in increasing student learning motivation. However, there is a difference with other studies that reported moderate to low levels of motivation, indicating the importance of local context and teaching strategies. Students' learning motivation towards Pancasila Education at SMP Negeri 3 Cerenti is relatively high. Efforts to maintain and improve this motivation are essential for the success of Pancasila-based character education.

Keywords: *Learning motivation, Pancasila Education, junior high school students, learning strategies, character.*

1. INTRODUCTION

Education plays a fundamental role in the development of a nation, becoming the main vehicle in transforming values, knowledge, and skills to the next generation. In the midst of globalization and modernization, education is not only required to produce individuals who are intellectually intelligent, but also have a strong character and are based on the noble values of the nation. In this context, the subject of Pancasila Education holds a strategic position in the education curriculum in Indonesia. More than just conveying information about the foundation of the state and the nation's ideology, Pancasila Education aims to instill the values of Pancasila as a guideline for living as a nation and state, forming citizens who are responsible, have noble morals, and have a sense of love for their country. Pancasila Education has a fundamental role in shaping the character of the Indonesian nation in the era of globalization. As a philosophical system and foundation of the state, Pancasila is an ethical and moral foundation in community life (Purnamasari et al., 2024). Through civic education learning, the values of Pancasila are instilled to build the character of the nation in accordance with the national ideology (Firmansyah & Dewi, 2021). Pancasila education is not only important in formal education environments, but also for the general public to form personalities and morals that uphold unity and oneness (Jannah & Kusno, 2020). With Indonesia's diversity, Pancasila education plays an important role in forming the next generation who have characters according to the nation's ideals, becoming a binder and driver in upholding independence (Rasyid et al., 2024).

The success of the noble goals of Pancasila Education is greatly influenced by various factors, one of which is student learning motivation. Learning motivation is an internal and external force that encourages individuals to be actively involved, diligent, and enthusiastic in the learning process (Schunk, 2012). A high level of motivation will encourage students to be more focused, have initiative, and be persistent in facing learning challenges. Conversely, low learning motivation can result in lack of participation, decreased interest in the subject matter, and ultimately affect overall student learning outcomes. Learning motivation plays an important role in the success of Pancasila Education learning. Research shows that student learning motivation in PPKn is still moderate, influenced by factors such as difficulty understanding the material and a non-conducive learning environment (Candra et al., 2023). There is a positive relationship between learning motivation and student learning outcomes in PPKn subjects (Rofek & Hakim, 2022). The right learning motivation can be a driver of the formation of Pancasila student character, especially in personal and social development (Lubis et al., 2024). Learning motivation is considered as a driving force that influences learning

interest and directs learning activities to achieve expected goals (Siregar & Veronika, 2013). Therefore, it is important for teachers to apply effective learning strategies and methods to improve students' learning motivation in Pancasila Education.

In the context of Pancasila Education subjects, fostering students' learning motivation is a challenge in itself. Subject matter that is sometimes considered abstract or less relevant to students' daily experiences can be a barrier to the emergence of interest and active involvement. In fact, Pancasila values such as mutual cooperation, deliberation, unity, and social justice have deep relevance in shaping social interactions and students' character as part of Indonesian society. Therefore, efforts to increase students' learning motivation towards Pancasila Education are crucial so that these values can be internalized and implemented in everyday life. Research shows that the integration of innovative teaching methods can significantly increase students' learning motivation in Pancasila education. Game-based learning has been shown to increase student engagement, with at least a 70% increase in motivation when applied to local cultural topics (Ikrami et al., 2024). Teachers have an important role as motivators, by implementing strategies such as open communication, helping students realize their potential, and creating a vibrant learning environment (Husen et al., 2024). Collaborative activities such as group discussions and joint projects are effective in fostering values such as *gotong royong* (cooperation) (Kamelia et al., 2024). Appropriate learning motivation is essential in students' personal and social development, as well as strengthening their character to align with the principles of Pancasila (Lubis et al., 2024). These approaches contribute to a more engaging and relevant Pancasila education, as well as helping students internalize and apply Pancasila values in their daily lives.

Education plays a central role in shaping the quality of a nation's human resources. Through education, noble values, knowledge, and skills are transmitted to the next generation, equipping them to face the challenges of the times and contribute positively to society. Among the various subjects taught in junior high schools (SMP), Pancasila Education has a unique and crucial position. This subject not only aims to provide a cognitive understanding of the foundations of the state and the nation's ideology, but also to instill Pancasila values in students' behavior and character. Thus, the success of Pancasila Education learning is highly dependent on the extent to which students are motivated to be actively involved in the learning process. Pancasila Education has a crucial role in shaping the character and identity of Indonesian citizens, especially at the Junior High School (SMP) level. Pancasila Education teachers act as motivators and role models in instilling Pancasila values, which have a significant impact on student behavior, including increasing discipline (Cahya et al., 2024). The implementation of Pancasila values in learning aims to develop students' character, leadership, and citizenship (Hidayah, 2024). Pancasila education is also considered as the starting point for building intelligent, creative, and noble personal character (Fakurulloh, 2022). The values of Pancasila function as a binder and motivator in upholding and fighting for independence, reflecting the personality and desires of the Indonesian nation (Rasyid et al., 2024). Through Pancasila education, it is hoped that the next generation of the nation can be formed with character and be able to realize the ideals of the Indonesian nation.

Learning motivation is an internal and external driver that provides energy, direction, and persistence to a person's learning behavior (Schunk, 2012). Learning motivation is an internal and external factor that drives changes in student learning behavior (Andeni, 2019; Peran Motivasi et al., 2022). Research shows that learning motivation has a positive and significant influence on student learning outcomes (Saputra et al., 2018; Andeni, 2019). Internal factors of motivation include student conditions and aspirations, while external factors include the role of teachers and parental support (Peran Motivasi et al., 2022). Cognitive learning theory emphasizes the thought process in influencing behavior, while humanistic theory focuses on the development of human potential (Suryanti & Jayanti, 2024). To increase learning motivation, it is recommended that students choose a positive peer environment and teachers create a comfortable learning atmosphere and use a variety of learning methods. According to Self-Determination theory (Deci & Ryan, 2000), learning motivation can be divided into intrinsic motivation, which arises from internal interest and satisfaction with the learning activity itself, and extrinsic motivation, which comes from external factors such as rewards, punishments, or social pressure. The level of student learning motivation significantly affects the quality and learning outcomes they achieve. Students who have high motivation tend to be more persistent, have greater initiative, and are better able to overcome difficulties in learning.

Based on the researcher's observations and experiences, variations were found in the level of learning motivation of grade VII students towards the Pancasila Education subject. Some students showed interest and active participation in learning activities, asked questions, and discussed enthusiastically. However, others

seemed less enthusiastic, tended to be passive, and showed less initiative in learning. This difference in motivation levels raises questions about the underlying factors. Are the teaching methods used, the learning environment in the classroom, students' perceptions of the relevance of the material, or internal factors within the students that play a role? Research shows that students' learning motivation varies between subjects and is influenced by various factors. A study on Pancasila education and physical education for grade 7 students found low levels of motivation, with 36.37% of students showing low motivation in physical education (Effendi et al., 2022). However, the integration of games in Pancasila education significantly increased student motivation, with at least 70% of students showing increased engagement (Ikrami et al., 2024). Similarly, the use of Quizizz Paper Mode in Pancasila education increased student motivation from 47% to 86% in three cycles (Khasanah et al., 2023). For science education, factors that influence student motivation include personal aspirations, learning abilities, environmental conditions, and teaching methods (Ritonga, 2024). These findings suggest that innovative teaching methods and interactive tools can effectively increase student motivation across subjects, addressing observed variations in engagement and participation.

A deep understanding of the level of student learning motivation towards the Pancasila Education subject at SMP Negeri 3 Cerenti is important to identify the root of the problem and design the right solution. This study aims to examine in more depth the level of learning motivation of grade VII students towards the Pancasila Education subject at the school and what factors significantly influence it. The results of this study are expected to provide practical contributions for Pancasila Education teachers at SMP Negeri 3 Cerenti, as well as become a reflection material to improve the quality of learning and foster awareness of the importance of Pancasila values from an early age. In addition, this study is also expected to provide theoretical contributions to the development of educational science, especially in the study of learning motivation in the context of the Pancasila Education subject. Learning motivation plays a crucial role in education, especially in Pancasila Education learning. Research shows that motivation can strengthen the character of Pancasila students and encourage their personal and social development (Lubis et al., 2024). The integration of games in learning has been shown to significantly increase student learning motivation, especially in the material on appreciating local culture (Ikrami et al., 2024). However, motivation is also a major factor influencing students' learning difficulties in Pancasila and Citizenship Education, with 86.11% of students experiencing difficulties due to low motivation (Anggraeni, 2020). Factors influencing learning motivation include internal aspects such as personal interests and goals, as well as external factors such as the learning environment and teaching methods (Nasution et al., 2023). A deeper understanding of motivation can help educators develop more effective teaching strategies.

In the context of Pancasila Education learning, students' learning motivation becomes increasingly important considering that this subject matter is often considered abstract or less relevant to everyday life by some students. In fact, Pancasila values such as mutual cooperation, deliberation, unity, and social justice have deep relevance in shaping the character and social interactions of students as part of Indonesian society. Therefore, understanding and internalizing these values requires strong motivation from within students to learn and internalize their meaning. Recent studies highlight the importance of motivation in Pancasila education to strengthen students' character and internalize their values. The integration of games in Pancasila learning has been shown to significantly increase students' learning motivation, with a minimum increase of 70% (Ikrami et al., 2024). Internalization of mutual cooperation values in Pancasila education also builds students' social capital, which includes trust, networks, and social norms (Anastasia, 2022). The right learning motivation serves as a driving force from within students in shaping their personal and social development (Lubis et al., 2024). The implementation of Pancasila values in schools aims to develop students' character, leadership, and citizenship, although there are still various challenges (Hidayah, 2024). These findings emphasize the importance of innovative learning methods and the integration of Pancasila values into everyday life so that learning becomes more relevant and interesting for students, and is able to strengthen their character as Indonesian citizens.

Based on initial observations and the researcher's experience as a teacher, it was found that there were variations in the level of learning motivation of grade VII students of SMP Negeri 3 Cerenti towards the Pancasila Education subject. Some students showed enthusiasm and active participation in learning, while others seemed less interested and tended to be passive. This phenomenon raises questions about the factors that influence students' learning motivation towards subjects that have an important role in shaping the character of this nation. A deep understanding of students' learning motivation will be an important foundation in designing more effective and interesting learning strategies. Research shows that teachers play an important role in increasing students' learning motivation, especially in subjects such as Pancasila and Citizenship Education.

Effective teaching strategies, including interesting methods, healthy competition, and well-structured rules, can significantly increase student motivation (Rohib et al., 2024). Teachers face challenges such as disruptive students, lack of understanding, and laziness in completing assignments (Hulu et al., 2024). To overcome this problem, educators can provide clear explanations, apply interesting teaching methods, and enforce consequences for students who do not complete assignments (Hulu et al., 2024). In addition, linking learning experiences to student motivation and meeting individual needs is essential (Sheilawati & Hasanah, 2022). Motivational techniques such as rewarding, praising, and appropriate discipline can have a positive impact on students' reading skills and overall learning experience (Maharani & Winahyu, 2024). Understanding and addressing the various factors that influence student motivation is essential to designing effective learning strategies.

The identification of the problem in this study focuses on the low level of learning motivation of some grade VII students of SMP Negeri 3 Cerenti towards the Pancasila Education subject. This is indicated by the lack of active participation in class discussions, lack of initiative in doing assignments, and the potential lack of deep understanding of Pancasila values. The formulation of the problem in this study is: **"What is the level of learning motivation of grade VII students of SMP Negeri 3 Cerenti towards the Pancasila Education subject?"**

2. METHODS

This study uses a quantitative approach with a single-variable survey design. The purpose of this study was to describe the level of learning motivation of class VII students of SMP Negeri 3 Cerenti towards the Pancasila Education subject, which includes two main dimensions, namely intrinsic motivation and extrinsic motivation. The population in this study were all class VII students of SMP Negeri 3 Cerenti, totaling 148 people. Of this number, a sample of 43 students or around 29% of the total population was taken. The sample selection was carried out by considering proportional representation and ease of conducting the research. The sampling technique used purposive sampling, considering variations in academic backgrounds and student involvement in the Pancasila Education learning process. This study was conducted in June 2025 and took place at SMP Negeri 3 Cerenti, Kuantan Singingi Regency, Riau Province. The data collection technique used in this study was a closed questionnaire compiled based on a five-point Likert scale, namely: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). This instrument contains statements that represent two dimensions of learning motivation, namely intrinsic motivation (such as interest in the subject, curiosity, and satisfaction in learning) and extrinsic motivation (such as the drive to get good grades, awards, and influence from teachers or parents). Before being used in primary data collection, this questionnaire has been tested for validity and reliability on a small group of students to ensure the feasibility and accuracy of the instrument. The data obtained were analyzed using descriptive statistics. The analysis was carried out by calculating the average value (mean) to determine the general tendency of students' learning motivation levels, as well as the standard deviation (standard deviation) to measure the distribution or variation of respondents' answers. In addition, percentages are used to describe the distribution of students' answers in each Likert scale category, both in the intrinsic and extrinsic motivation dimensions. The results of this descriptive analysis are used to interpret the extent of students' learning motivation towards the Pancasila Education subject.

3. FINDINGS AND DISCUSSION

The results of this study indicate that the level of learning motivation of class VII students of SMP Negeri 3 Cerenti towards the Pancasila Education subject is relatively high, with an average score of 118.75 out of a maximum score of 150. This finding is in line with the results of research by Lubis et al. (2024) which emphasizes that learning motivation plays an important role in students' personal and social development, as well as in forming character according to the principles of Pancasila. High motivation encourages active student involvement in learning and allows for the internalization of the national values taught.

Table 1. Interpretation of Descriptive Statistics of Student Learning Motivation (N = 43)

Aspect	Mark	Explanation
Number of Respondents (N)	43	Data were collected from 43 students.
Range	35	The difference between the maximum and minimum scores is 35 points (105 - 70).
Minimum Value	70	The lowest score of student learning motivation.
Maximum Value	105	The highest score of student learning motivation.
Total Score (Sum)	3857	The total number of learning motivation scores of all students.
Average (Mean)	89.70	The average score of learning motivation is included in the high category.
Standard Error of Mean	1,352	Estimate of the standard error of the mean.
Standard Deviation	8,868	Shows the degree of spread of scores from the average.
Variance	78,645	The square of the standard deviation.
Skewness	-0.126	The distribution is slightly skewed to the left (negative), but is approximately symmetric.
Standard Error Skewness	0.361	Used to test the significance of skewness values.
Kurtosis	-0.275	The distribution is somewhat flatter than the normal distribution.
Standard Error Kurtosis	0.709	Used to test the significance of kurtosis values.

Statistical Analysis of Students' Learning Motivation

The results of this study indicate that the learning motivation of Grade VII students at SMP Negeri 3 Cerenti toward the Pancasila Education subject is generally at a high level. This is reflected in the mean score of 89.70 out of a maximum of 105. The score was obtained through a learning motivation questionnaire based on a Likert scale, distributed to 43 students. Each student received a cumulative score representing their level of learning motivation. The distribution of scores demonstrates a relatively normal pattern, as shown by the skewness value of -0.126 and the kurtosis value of -0.275. Both values fall within the normal range (± 1), indicating no significant deviations from a normal distribution. Furthermore, the spread of scores can be categorized as moderate, given the standard deviation of 8.868 and variance of 78.645. This suggests that most students' motivation scores are relatively close to the average. The scores range from a minimum of 70 to a maximum of 105, with a total cumulative score of 3,857 points. This results in a score range of 35 points between the lowest- and highest-motivated students. Based on categorized score intervals—low (70–81), moderate (82–93), and high (94–105)—the average score of 89.70 falls at the upper end of the moderate category, approaching the high category. Accordingly, it can be concluded that the majority of students exhibit good enthusiasm and willingness to learn the Pancasila Education subject. The data visualization in the form of a histogram further reinforces this descriptive finding. The graph illustrates the distribution of learning motivation scores across 43 students within specific intervals, confirming that most students fall within the moderate to high score range. Although there is some variability, no significant outliers indicate extreme low or high levels of motivation. These findings suggest a generally positive attitude among students toward a subject that embodies core national values.

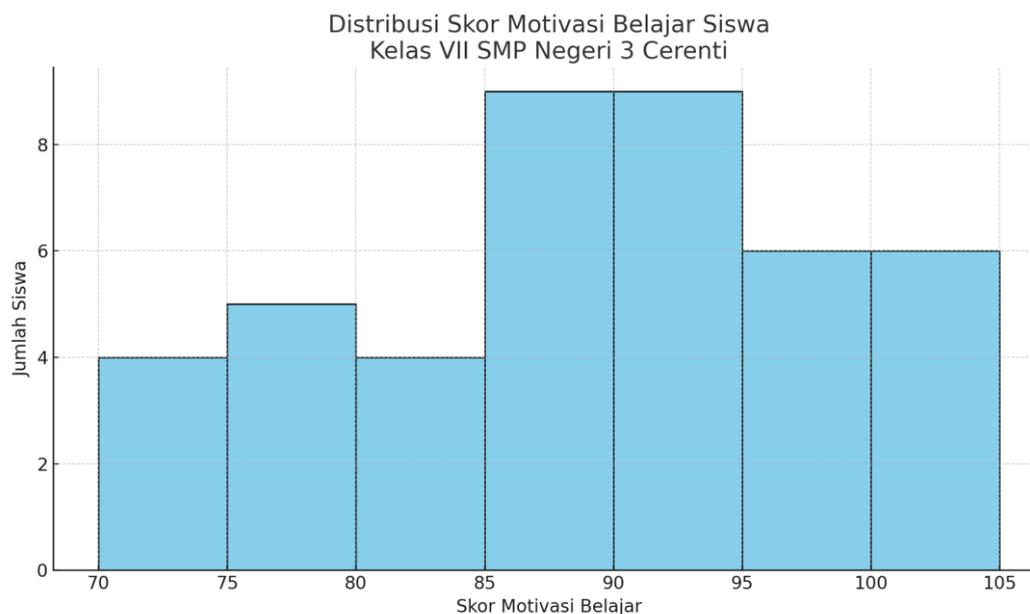


Figure 1. Interpretation of the Histogram of Student Learning Motivation Score Distribution

The histogram presented in Figure 1 illustrates the distribution of learning motivation scores among Grade VII students at SMP Negeri 3 Cerenti. Most students scored between 85 and 95, placing them within the moderate to high motivation category. The graph shows a fairly even and symmetrical distribution, with a noticeable frequency peak in the 90–95 interval. This suggests a stable and balanced pattern of motivation levels among students, with no extreme concentration of scores either at the lower or upper ends, thus closely resembling a normal distribution. The shape of the data distribution, as indicated by the skewness and kurtosis values, supports this interpretation. A skewness value of -0.126 suggests a slight negative skew, indicating the presence of a few students with very high motivation scores. However, since the value is near zero, the distribution remains relatively symmetrical. Meanwhile, the kurtosis value of -0.275 implies that the curve is flatter than a standard normal distribution, meaning that the data is more evenly spread, without sharp peaks or extreme clustering. Regarding the data's eligibility and reliability, the dataset includes 43 respondents—a sufficient sample size for descriptive analysis. Given the near-normal distribution, the data is considered valid and reliable to draw general conclusions about the students' learning motivation. Overall, the descriptive statistical analysis reveals that the learning motivation of Grade VII students at SMP Negeri 3 Cerenti toward the Pancasila Education subject is relatively high. The average score of 89.70 reflects a consistent level of student commitment, interest, and seriousness in engaging with the subject. Despite some variations in individual scores, the majority of students fall within a positive and encouraging range.

Comparative Analysis of Research Results with Previous Research The results of this study indicate that the level of learning motivation of class VII students of SMP Negeri 3 Cerenti towards the Pancasila Education subject is in the high category, with an average score of 89.70 out of a maximum score of 105. This finding shows that in general students have enthusiasm, perseverance, and active participation in learning Pancasila Education. This is in line with the findings of Lubis et al. (2024) which states that the right learning motivation can encourage students' personal and social development and strengthen their character to be in line with the principles of Pancasila. The findings of this study also confirm the findings of Ikrami et al. (2024) which show that the integration of innovative approaches in Pancasila learning can significantly increase students' learning motivation. In this study, the implementation of game-based learning succeeded in increasing student engagement by up to 70%. Meanwhile, although this study did not explicitly test a particular learning method, the high motivation score can be assumed to be the result of a fairly effective learning strategy, which was able to foster students' interest in Pancasila values. However, the results of this study differ from the findings of Candra et al. (2023) who stated that students' learning motivation in PPKn subjects is still classified as moderate, mainly due to difficulty in understanding the material and a less conducive learning environment. This difference can be caused by contextual

variations, such as the teaching approach applied by teachers, school support, or different internal student factors in each research location.

Differences were also found when compared to the findings of Effendi et al. (2022), which showed that the motivation of seventh grade students to learn Physical Education and PPKn tended to be low, with 36.37% of students showing poor motivation. In contrast, the results of this study actually showed a positive tendency, where the majority of students were at a high level of motivation. This difference confirms that the level of motivation is highly dependent on teacher strategies and the context of the local learning environment. On the other hand, this study is consistent with the findings of Khasanah et al. (2023) which showed an increase in student motivation from 47% to 86% after using Quizizz Paper Mode in Pancasila Education learning. This increase emphasizes the importance of relevant and interesting media and learning methods, which is also reflected in the findings of this study although it does not explicitly mention the use of digital media. The high motivation found at SMP Negeri 3 Cerenti is most likely also related to teacher creativity in presenting contextual and participatory learning. When compared to the study of Rofek and Hakim (2022) which found a positive relationship between learning motivation and student learning outcomes in PPKn subjects, the results of this study provide an empirical basis that high motivation can indeed be a driving factor for good academic achievement, although this study did not measure learning outcomes directly. However, a high average score indicates students' readiness to absorb learning materials, which is an early indicator of an effective learning process. Furthermore, the results of this study also support the idea of Husen et al. (2024) who emphasize the role of teachers as the main motivators in Pancasila Education learning. Teachers who are able to create open communication, raise students' potential, and build a conducive classroom atmosphere will make a significant contribution to increasing students' learning motivation. It is likely that the success of learning motivation at SMP Negeri 3 Cerenti cannot be separated from the concern and professionalism of teachers in building positive interactions with students.

4. CONCLUSION

This study aims to determine the level of learning motivation of class VII students of SMP Negeri 3 Cerenti towards the subject of Pancasila Education. Based on the results of descriptive statistical analysis, it was found that the average score of student learning motivation was 89.70, with a score distribution that was close to normal and showed a tendency towards high learning motivation. This shows that most students have interest, enthusiasm, and positive commitment in participating in Pancasila Education learning. This high learning motivation shows that Pancasila values are still relevant and can be instilled effectively through a contextual, participatory, and meaningful learning process. When compared with various previous research results, these findings show a positive tendency, while strengthening the importance of the role of teachers, innovative teaching methods, and a supportive learning environment in fostering student learning motivation.

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