Effectiveness Learning Differentiate to Creativity and Motivation Learn *the Attention, Relevance, Confidence and Satisfaction* Model *(ARC)* To Students Class VI of Inpres Elementary School Maponu Sarjo District, Regency wood installation

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ABSTRACT

Paradigm in curriculum independent characterized by Student - centered and student - centered learning. Student - centered learning contain meaning that the learning process must be put student as object constructivist learner understanding through the information obtained from various source Study with help facilitation learning by teachers. Formulation problem study Whether learning differentiate effective in increase creativity and motivation learning ARCS model in students Class VI at SD Inpres Maponu. Research objectives This that is Analyze effectiveness learning differentiate to creativity and motivation learning ARCS model in students Class VI at SD Inpres Maponu. Research methods quantitative is research process Lots use numbers from start data collection , interpretation to the data, as well as appearance the results. Research results This is Instrument questionnaire consists of from 28 grains statement that has been through the validation process expert conducted by Mr. Dr. Sunarto Amus , M.Si as validator lecturer. The results of the validation process the show that the entire instrument will used declared valid according to with criteria that have been set. After declared valid, then the instrument is tested return For measure its validity in non - groups is sample study with use Product Moment formula.

Keywords: Learning Effectiveness, Differentiation, Learning Motivation, ARCS.

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INTRODUCTION

Education is one of the right fundamental for the people who must fulfilled by the state. The 1945 Constitution article 31 paragraph 1 which states that every citizens have the right get education (Ode- sri et al. 2025) . In addition , to do development in our beloved country of Indonesia This requires primary capital namely source Power superior and competitive human being so that must acknowledged that role education is very important in print source Power quality human being the (Claresta, Juniarso , and Redjeki 2025) . Therefore that , very much appropriate if it is said that education is source progress nation (Sari, Rahmawati, and Andayani 2025) .

School as institution formal education becomes place For create atmosphere comfortable and enjoyable learning for student (Angelina) Hapsary , Elysia Anjani, and Vina Maryati 2025) . This is in accordance with objective curriculum independent that is create culture positive at school For grow flower students who have character profile

Pancasila students (Wahyudi Kiswah , Adrias Adrias , and Salmaini Safitri Syam 2025) . Form real principle learning This is hope for educator For apply learning that is centered and based on needs students. There are many benefits that will obtained if learning This Can implemented optimally , including become place for student For hone character learner throughout life through meaningful learning (Andrian et al. 2025) .

In line with matter mentioned above , the curriculum independence at the moment This has enforced , encouraging the learning process Can give understanding and experience holistic learning from A material studied (Lakapu , Tanggur , and Benu 2025) . Efforts to realize draft This is with carry out the learning process fun that is not only enjoyed by the group student certain , but by all existing students in class. Impact the learning in question can push creation welfare psychological for student (Damayanti and Hidayati 2025) . Conditions This is one of characteristics student -centered and student - centered learning Because educator can show attitude accept , appreciate and accommodate diversity interest all student in a learning process.

Paradigm in curriculum independent characterized by Student - centered and student - centered learning. Student - centered learning contain meaning that the learning process must be put student as object learner who constructs understanding through the information obtained from various source Study with help facilitation learning by teachers (Azizah and Astutik 2025) . While meaning student - centered learning must be interpreted that teachers must open accept all difference character and needs heterogeneous students in class and most importantly is give service learning in accordance with needs , interests as well as style Study students. The effort will influential to development creativity student (Limbong 2025) .

Rooted creativity from the word creative be one of dimensions from objective education national. Every student duly capable bring up creativity in learning (Dewantari and Nuris 2024). Learning design that provides freedom to student in be creative will help student imagine so that help student get impact positive towards learning and making the learning process as fun activities. Creativity need grown since early as supplies in think practical in finish problems faced (Keller et al. 2025) .

Other aspects that need to be considered be noticed in effort grow creativity student is create atmosphere safe and comfortable learning for all students. Design learning must give chance to student with various heterogeneity For explore thinking them and produce solution innovative in various task the project they are do it (Wijaya 2024) . In addition , teachers as facilitator learning must always bring up interaction learning that allows student feel believe self to error from results his creativity. Selection Instructions or question the right trigger by the teacher will also maximize realization creativity student during learning (Nurhidayati 2025) .

Motivation in learning is one of the topic is still interesting For researched. This is No let go from understanding that motivation become an important factor in determine the quality of the learning process experienced student (Nadeak and Simbolon 2025) . Growing motivation Study student is one of stages important thing to do done by the teacher before learning started. Maintain motivation Study student during the learning process also becomes determinant the success of the learning process. This is in line with a number of results study previous show that motivation high

learning in students influential significant to achievement objective learning (Nurul Sulasmiyatningsih , Ramly , and Salam 2025) .

Observing the magnitude influence motivation to learning , then various method done For increase matter It's just that , the effort grow motivation Study students in today's world will faced with various challenges. The rapid development technology that already exists venturing into activities daily can divert attention students. In addition , individual factors such as difference style learning , interests , and background behind social economy students also become challenge alone (Handoko and Istiqomah 2025) .

As effort For overcome challenge and grow it motivation Study students , then need under consideration a number of aspect important. The thing that is meant in the form of a learning process that is designed to be relevant with life real students and provide chance for all student For develop interests and talents that are owned. Atmosphere the environment also participates influential to learning so that need created environment fun , inclusive and supportive learning growth motivation. In addition , the use of technology need maximized For support active and interactive learning processes (Key nd) .

Motivation play a role in grow passion , joy and enthusiasm in learn. The more big motivation learn , then will the more great success in learning. One of the strategies for know as well as evaluate motivation Study student is Motivation Model Attention, Relevance, Confidence, and Satisfaction (ARCS). This model based on the idea that there is four element key in the learning process that can push or support motivation Study students. This is will can achieved through implementation proper learning , namely implementation learning differentiate (Rahmita , Wardana, and Hadiyanti 2024) .

As a facilitator learning , teachers should understand that diversity interest , style Study until need Study student in One class is facts that are not Can refuted. The difference style Study should become consideration for teachers to designing a varied learning process in the classroom. It is natural if in One class will there is part students who like style visual learning , but part other to like style learning that allows they For moving (kinesthetic). A group of students who have interest to material certain or method Study certain show existence diversity in interests students. Likewise with Power different absorption in students indicates existence difference need learn differently.

Implementation learning in the curriculum independence also emphasizes the need various effort in realize student -centered learning. The expectation is can come true if the teacher is able build supportive ecosystem learning student so that they Can feel grow flower in accordance with its nature. With thus , when to design activity learning at school , then student should become consideration main. Principles learning mentioned above is characteristics from learning differentiated.

However , until moment This is the learning process at SD Inpres Maponu , especially in class VI, still tend place teachers as center learning so that activity learning is also carried out in accordance with what the teacher wants. Diversity interest student in learning Still neglected and pattern applied learning is One learning For all students. Even though diversity student in class is things that are not Can avoided by a teacher.

Designing learning is also done without moreover formerly do diagnostic assessment as the part that is not inseparable from learning differentiated.

METHOD

Types of research This is study quantitative. (Nilasari and Wartono 2025) quantitative is research process Lots use numbers from start data collection, interpretation to the data, as well as appearance the results. The qualitative data obtained through observation and documentation in research This used For supports quantitative data. The research design used in study This is study correlation, namely research conducted For know level connection between variable learning differentiation, creativity and motivation learn ARCS without do changes, additions, or manipulation against the data that is indeed Already There is.

FINDING AND DISCUSSION
RESEARCH RESULT

Research instrument testing used For know how much big level validity , reliability of the instruments used as data collector. Before test hypothesis , especially formerly prerequisite test conducted namely the normality and homogeneity tests. After fulfil condition in testing said , then done testing hypothesis with using the F test. Instrument questionnaire consists of from 28 grains statement that has been through the validation process expert conducted by Mr. Dr. Sunarto Amus , M.Si as validator lecturer. The results of the validation process the show that the entire instrument will used declared valid according to with criteria that have been set. After declared valid, then the instrument is tested return For measure its validity in non - groups is sample study with use Product Moment formula.

Stage instrument validation in research This using the IBM SPSS Statistics 25 program to make it easier researcher in validity test Instruments. Criteria testing validity instrument based on r table with level 5% significance Started with determine degrees freedom with formula dk = n − 2. then look for r table at the 5% level if r count ≥ r table so instrument declared valid. However on the other hand , if r count < r table so instrument invalid.

Table 1 Results of Instrument Validity Test

Question Items	r count	r table	Status
P.1	0.710	0.576	Valid
P.2	0.614	0.576	Valid
P.3	0.686	0.576	Valid
P.4	0.661	0.576	Valid
P.5	0.730	0.576	Valid
P.6	0.843	0.576	Valid
P.7	0.602	0.576	Valid
P.8	0.760	0.576	Valid
P.9	0.863	0.576	Valid
P.10	0.779	0.576	Valid

P.11	0.796	0.576	**Valid**
P.12	0.760	0.576	**Valid**
P.13	0.688	0.576	**Valid**
P.14	0.838	0.576	**Valid**
P.15	0.361	0.576	**Invalid**
P.16	0.798	0.576	**Valid**
P.17	0.660	0.576	**Valid**
P18	0.588	0.576	**Valid**
P19	0.738	0.576	**Valid**
P20	0.731	0.576	**Valid**
P21	0.598	0.576	**Valid**
P22	0.702	0.576	**Valid**
P23	0.762	0.576	**Valid**
P24	0.643	0.576	**Valid**
P25	0.762	0.576	**Valid**
P26	0.510	0.576	**Invalid**
P27	0.762	0.576	**Valid**
P28	**0.430**	**0.576**	**Invalid**

Based on Validity test results in study This There are 3 instrument items question invalid questionnaire due to r - count more small from r- table namely P15, P26 and P28 so that No worthy used in research , while the rest own r- value count more big from r- table and feasible used in study this. Item valid statement at this stage This furthermore reliability testing was carried out.

After instrument study declared valid through a series of validity tests , then step furthermore test reliability instrument the For ensure that instrument in study This give consistent results from time to time. Here is instrument reliability test results.

Reliability Test Results

Cronbach's Alpha	N of Items
.762	25

Based on table on obtained that rehabilitation test results obtained mark Cronbach alpha of 0.762 more big from 0.600 to can concluded that whole instrument question questionnaire used in study This it is said *reliable* and worthy used in study This.

Analysis descriptive is step an important beginning in summarize data statistically. Analysis descriptive describe the data collected from class that becomes target study in a way detailed. After the data is collected from with use sheet observation , steps furthermore is do analysis statistics descriptive For give description general regarding the data obtained.

Improvement creativity student like recorded on average results observation in every learning show mark significant improvement in each indicator. Meeting First obtained score as much as 29 of score maximum 48. With thus percentage results

observation at the meeting First by 60.42%. Achievement value This show that results observation at the meeting This is in the category enough. Next at the meeting second happen improvement percentage mark get namely by 79.17%. This result due to existence improvement score acquisition namely 38 out of 48 scores maximum so that category results observation at the meeting second This Already is in the category Good.

While at the meeting third and fourth very significant improvement happen namely reach score maximum 42 at a meeting third and 45th at the meeting fourth. After analyzed , then with acquisition score maximum mentioned , achievements presentation at the meeting third is by 87.50% and the meeting fourth by 93.75%. This result indicates that approach differentiate capable create environment conducive learning for development creativity student.

DISCUSSION

Points important from implementation learning differentiate lies in the ability For increase engagement and motivation Study students. If material lesson customized with needs and interests they , students tend feel more interested and motivated For learn. They will feel appreciated and understood Because learning No Again feel as uniform load. This also helps reduce the frustration and boredom that often occurs appear when learning No in accordance with style Study them. With Thus , learning differentiate grow Spirit learn more positive and sustainable in students (Rahmita et al. 2024) .

Study This use sample research originating from from One class only , namely Class VI of Inpres Elementary School Maponu. Learning process implemented during four meetings. The instrument used For collect research data has through a validation process that involves evaluation lecturer expert and trials to class No sample , namely in class VI of SDN Maponu Baru which consists of of 24 students. Validation process important For ensure that the instrument used can give consistent and reliable results reliable in measure creativity and motivation student in accordance objective research. Trial results the furthermore analyzed using SPPS version 25 for ensure the validity and reliability of the instrument. Research data collection done with observe attitude creativity student during learning implemented with using approach learning differentiated. While the motivation data obtained with give questionnaire motivation to students at the meeting the last lesson.

Improvement creativity student like recorded on average results observation in every learning show mark significant increase. The average percentage value of four times implementation learning on indicators produces original idea reached 81.25%. While the indicator produced original works and actions 83.33%. Furthermore , the indicator has flexibility think in look for alternative solution problem reached 91.67%. Achievement This show that implementation learning differentiate impact positive to creativity student.

Improvement creativity student the No let go from learning differentiated which is characterized by existence differentiation content , process and product , creating student become start brave find as well as put forward new ideas in learning although in very simple form. Gives challenge for student For find relatedness material lesson with phenomenon in life everyday also becomes lighter for student in express

experience , emotions and abilities think critical (Dirman , Kusumaningsih , and Ginting 2025) . Activities This be one of fun activities Because student get Instructions Study as well as teacher guidance with avoid existence communication and interaction negative in the form of punishment or threat verbally (Munfariqoh 2025).

There is freedom for student For Study with Each person's style and interests are also very influential level activeness and participation student in learn. All student given equal opportunity For Study in accordance with rhythm Study as well as ability the beginning that is owned. This is make student No feel inferior to other students who have speed understand above average material. Condition learning like This cause student still challenged For For try find solution from task or bill learning Good in a way individual and also in group learn each other.

Aspects that are not lost important to support the occurrence improvement creativity and motivation Study student in learning differentiate is involvement student in evaluate learning. Although with limitations method communicate a number of students , through teacher guidance , all student can review return to the learning process that has been they go through. Some question reflection , such as " what most favorite thing from learning day this ?" makes student can recognize what to do they improve on learning next. Response student to question reflection also provides information for teachers to evaluate learning that has been implementation (Munfariqoh 2025) .

Whereas If seen from aspect motivation learning , learning differentiate proven has a very significant influence. In addition to the results questionnaire that has been filled by students , improvement motivation Study students can also seen from the learning process which all students are very enthusiastic Because they can looking for related information material with source learning that is varied. This is add interest and attention high student to material so that almost No There is students who do other activities besides activity Study. There is also a variety of teaching materials Power pull so that student participate active and participatory in every step learning.

Ability student in see benefit learning for life daily in term length is also influenced by various factors examples presented from source learning that is varied. Through activity find related information material , connecting with life everyday then poured out in form assignment do sheet Work participant educate proven capable hone ability think critical student in find connection between material with reality life everyday. This is become satisfaction alone for student in follow learning (Rohaini 2018) .

The emergence of a sense of satisfaction student every finish challenge learning like mentioned above , of course just can increase confidence self students. This is seen from enthusiasm and interest student For follow every activity learning. In fact , some student show passion and desire high tofu to activity real learning Not yet done. This is show there is a sense of trust can to finish tasks and achieve objective learning. Growth attitude This Of course just No let go from encouragement as well as teacher appreciation for all achievement Study student without to discriminate (Brother Abai and Hamli 2025) .

Study This show that learning differentiate own influence significant positive to creativity and motivation Study students. Through implementation of diverse and

adapted learning strategies with individual student needs , learning differentiate capable create environment learning that is interesting , relevant , and empowering. This is seen from improvement ability student in generate original ideas , solve problems problem with innovative way , as well as express self through various form works. In addition , learning Differentiating also improves motivation Study student with build trust self , connecting material lesson with life everyday , and provide experience fun learning.

Impact learning differentiate to creativity student can explained through a number of factors. First , with give freedom to student For explore interest and talent they , learning differentiate stimulate development thinking divergent which is foundation from creativity. Second , learning differentiate push student For think critical and solving problem with unique and innovative way. Third , with provide various choice learning activities and media , learning differentiate facilitate expression creativity student in various form (Artika, Andayani , and Yulisman et al.) .

Next , learning Differentiating also has an impact to motivation Study student with the ARCS model, namely with learning differentiate capable interesting attention student *(Attention)* through effort serve material interesting and varied lessons. Learning this also improves relevance *(Relevance)* Because connect between material lesson with experience personal , interests , and goals students. In addition , learning differentiate build trust self *(Confidence)* student through giving appropriate task with ability student as well as give bait constructive feedback (Shafina and Mukhlis 2024) . Lastly , learning differentiate increase satisfaction *(Satisfaction)* student Because can give experience positive and enjoyable learning (Nilasari and Wartono 2025) .

In general overall , results study This show that learning differentiate is an effective learning strategy in increase creativity and motivation Study students. Learning differentiate capable accommodate need Study diverse students and create environment conducive learning for development creativity and motivation Study students. Therefore that , the implementation learning differentiate need encouraged use increase quality learning and achieving objective expected education.

CONCLUSION

Learning differentiate in the eyes Science lessons in grade VI of SD Inpres Maponu own positive implications to learning. Learning This allow student can Study with style learn each so can increase creativity and motivation Study student in learning. There is significant differences in attitudes creativity and motivation Study student Class VI of Inpres Elementary School Maponu on the eyes science lessons after implementation learning differentiated. Percentage results observation to activity students who demonstrate quite an improvement substantial as well as results questionnaire motivation indicates that learning differentiate effective in increase creativity and motivation Study student.

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