

## CIPP Analysis of the Implementation of Project-Based Learning Assisted by Kahoot in Differentiated Classrooms

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### Abstract

The 21st century competencies identified by the Partnership for 21st Century Skills (P21) include communication, collaboration, critical thinking, and creativity. However, the achievement of these competencies is often hampered by the lack of student learning motivation. This study aims to evaluate the application of project-based learning (PjBL) assisted by Kahoot media in differentiated learning in class IX-H MTsN Bangkalan. The type of research used is descriptive qualitative with a CIPP (Context, Input, Process, Product) evaluation approach. The results showed that choosing the right learning media context can increase student motivation and creativity. Innovation in PjBL learning combined with differentiated learning is proven to increase active student involvement. The well-planned learning process reflects the success of classroom management by the researcher. In addition, the achievement of evaluation results shows that students feel more motivated and enthusiastic in participating in learning and show increased creativity in the assigned tasks. The fun assessment atmosphere also contributed to the positive learning experience. The implication of this study shows that the implementation of PjBL with Kahoot media can be an effective strategy to increase students' motivation and engagement in differentiated learning.

Keywords: CIPP, kahoot, motivation, differentiated

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## INTRODUCTION

The competencies needed by students in the 21<sup>st</sup> century, according to the Partnership for 21<sup>st</sup> Century Skills (P21), include "The 4Cs": communication, collaboration, critical thinking, and creativity (Sari et al., 2021). These competencies are very important to be taught in learning activities. However, the achievement of these competencies is often hampered by low student motivation. Students who are less motivated tend not to feel at home following learning and are more easily tempted to do other activities (Nurzarrah et al., 2023).

Based on observations in class IX-H of MTsN Bangkalan, it was found that students' literacy interest in packaged books borrowed from the madrasah library was very low. This is caused by the display of letters and pictures that are less attractive, which results in distraction of students' attention. Many students prefer

talking to friends, sleeping, or doing other things rather than reading books. In addition, low learning motivation is also caused by the lack of use of interactive learning media. Students' creativity is also hampered because during learning, they only record what the teacher says on the blackboard, without any desire to explore the material further. Students often do not feel confident to ask questions or express their opinions.

Learning motivation is the drive to carry out learning activities, which is very important in determining the success of student learning. Students who have high intelligence but are not motivated will have difficulty in achieving optimal learning outcomes (Souisa & Huliselan, 2020). Therefore, it is important to arouse students' motivation so that they can receive lessons better (Munir et al., 2022).

Factors that influence learning motivation can be classified into two categories: intrinsic and extrinsic. Intrinsic factors come from within the student, such as the desire to succeed and the need to learn, while extrinsic factors come from the external environment, such as appreciation, parental support, and interesting learning activities (Nursakdiah et al., 2023). One of the intrinsic factors that can be overcome is student boredom, which can be turned into a pleasant learning experience through innovation in learning.

Innovation in education is very important, especially in today's digital era. With the development of technology, new opportunities arise to implement interactive teaching methods, which can be tailored to students' interests and needs. Conventional learning that prioritizes lectures and memorization is starting to be abandoned because it is less effective in meeting the demands of the times. The use of digital media in the education process is hailed as an effective and less time-consuming method. However, it requires the help of parents and others, as well as other factors that influence the experience (Pradana, 2023).

One innovation that can be applied is the use of interactive learning media, such as Kahoot, which is a game-based quiz platform. Kahoot can create a fun and competitive learning experience, so that students are more actively involved in the learning process. Research shows that Kahoot app is effective in increasing students' interest in learning, thanks to its features that support online learning.

When Kahoot is integrated with project-based learning (PjBL) approach, it becomes an effective tool to evaluate students' understanding of the project. PjBL allows students to solve problems and conduct analysis, as well as practice critical thinking and find scientific solutions (Jariah et al., 2024). Through PjBL, students can work on relevant projects, provide real experience, and apply knowledge practically.

However, to meet the needs of diverse students, it is important to implement differentiated learning. Differentiated learning is a customized process to create learning experiences that suit students' needs, including objectives, learning experiences, content, and evaluation (Putra, 2024). With this approach, teachers can customize tasks and learning processes according to students' competencies, interests, and learning styles, so that students are more proficient in exploring the material.

This study aims to provide a comprehensive description of the application of project-based learning assisted by Kahoot media in differentiated learning in class IX-H MTsN Bangkalan. Hopefully, the integration of PjBL and differentiated learning can increase students' motivation and creativity, because they feel involved

in learning activities that suit their needs. When students feel involved, they will be more optimistic in completing projects, increasing understanding, and deepening their experience by exploring real life.

## **RESEARCH METHODS**

### **Research Design**

The type of research used is descriptive qualitative research with an evaluative case study approach. This research aims to evaluate learning activities using benchmarks that have been set (Pramesti, 2020). The evaluation model used is CIPP (Context, Input, Process, Product), which includes assessing the relevance and effectiveness of the learning media used (Context), analyzing teacher readiness, facilities and infrastructure, and learning materials used (Input), observing the implementation of learning and interaction between teachers and students (Process) and measuring student learning outcomes, including increased motivation, creativity, and understanding of the material (Product) (Habib Akbar Nurhakim & Fahrudin, 2022).

The CIPP method was used in this study because of its suitability to the object of evaluation. CIPP serves as a program evaluation model and allows a thorough assessment of the following aspects: context appropriateness (students' needs), input quality (teachers' abilities and resources), implementation process efficiency, and product impact or learning outcomes. CIPP has a clear structure that aids systematic data collection and analysis at each phase of the program.

The evaluation components are operationalized as follows: Context is assessed through analyzing student learning needs, evaluating the suitability of learning media, initial observation of classroom conditions. Input is assessed including teacher pedagogical competence, availability of learning facilities, design of teaching materials. Process is monitored through field notes of learning activities, video documentation of interactions, teacher reflection journals. Finally, the Product is measured from student work portfolios, learning progress notes, and in-depth interview results.

### **Location and Subject of Research**

This research was conducted at MTsN Bangkalan in the 2024-2025 academic year, from July to August 2024. The research subjects consisted of 30 students in class IX-H. The sample selection was carried out using the total sampling technique, where all students in the class were used as research subjects. Key informants in this study include teachers, students, and the head of the madrasah.

### **Data Collection Technique**

This research uses triangulation of data sources so that the data produced is more valid and reliable. Triangulation of data sources in qualitative research is a technique used to increase the validity and credibility of research findings by utilizing various data sources. Triangulation of data sources is carried out to ensure that data collected from various sources support each other so as to provide a more comprehensive and in depth picture of the phenomenon under study. The advantage of using data source triangulation is that researchers can reduce bias, strengthen the validity of findings, and ensure that research results reflect a broader and more diverse reality (Luthfiyani & Murhayati, 2024).

In triangulating data sources, researchers can use various data collection techniques simultaneously to obtain more and comprehensive information. Data collection techniques in this study include interviews, observation, and documentation (Ardiansyah et al., 2023). The first technique is interviews. Each interview lasted 10 minutes and utilized a guide that included questions about learning experiences, views on learning media, and student motivation. Example questions include: "What do you think about using Kahoot media in learning?". The second technique is observation. The observation sheet covered aspects such as student engagement, teacher-student interaction, and the use of learning media. Observations were conducted during 8 meetings. Observations were made directly to record student activities and classroom dynamics. The third technique is documentation. The types of documents collected include photos of learning activities, student work (such as Pop-up Book and PPT), and evaluation documents that include grades and feedback from teachers (Ardiansyah et al., 2023).

### **Data Analysis**

The data obtained were analyzed through three stages according to the Miles & Huberman model including data reduction, data presentation and conclusion drawing (Habib & Fahrudin, 2022). The first stage, data reduction, involves classifying data based on themes, such as student motivation, creativity, and effectiveness of learning media. For example, grouping student interview quotes that expressed increased interest in learning after using interactive media. The second stage, data presentation, entails organizing information in the form of narrative text, tables or graphs. An example, presenting observation data in a table that shows the level of student engagement during learning. The final stage, drawing conclusions, involves deriving conclusions from data analysis that can be justified. For example, concluding that the use of Kahoot and PjBL media significantly increases students' motivation and creativity based on the analyzed data.

### **Validity and Reliability**

To increase the validity and reliability of the data, this study used source triangulation. Source triangulation is a technique that utilizes various data sources to ensure that the data collected support each other, thus providing a more comprehensive picture of the phenomenon under study. With triangulation, researchers can reduce bias and strengthen the validity of findings, ensuring that research results reflect a broader and more diverse reality (Luthfiyani & Murhayati, 2024).

## **RESULTS AND DISCUSSION**

Based on the results of observations and analysis of the application of Project Based Learning (PjBL) assisted by Kahoot media, the following are the findings obtained from the CIPP (Context, Input, Process, Product) component:

### **Context**

The use of interesting learning media can increase students' motivation and interest in literacy during learning. In class IX-H of MTsN Bangkalan, initial observations showed that only 30% of students took part in reading activities actively, while the rest tended to be passive and not very interested. In interviews, students stated that

they were bored with conventional learning approaches. "I would rather play games than read books. Books are boring and hard to understand," said one student.

More engaging learning media, such as Pop-up Book and PowerPoint from Canva, are needed to increase students' interest and motivation to read. These media not only have interesting stories, but they also have pictures that move as each page is opened (Ulfi & Hidayati, 2023). The use of pop-up books can keep students from getting bored while the instructor is giving a lesson. It can make them more interested, actively involved, and increase their desire to learn (Widyaningrum et al., 2022).

The use of PowerPoint from Canva as an innovative learning media is also proven to increase student motivation. Students become more active and learn more about what is being taught. Students said, "PPT from Canva makes the lesson more interesting." This shows that learning with interesting media can be more beneficial (Maulani et al., 2025).

Students' learning motivation greatly affects their learning success. Students with high learning motivation tend to have a good focus on learning, so they can understand the material better. In contrast, students with low learning motivation will not be interested in learning, and when the teacher explains the material, they tend not to pay attention. Students who have low learning motivation often feel bored and sleepy in class. One student revealed, "Sometimes I feel sleepy during lessons, because there is nothing interesting." In learning, motivation is a non-cognitive psychological component that can increase passion, satisfaction, and enthusiasm (D. P. Sari et al., 2021; I. Sari et al., 2021).

This result supports Ulfi & Hidayati's research (2023), which states that interactive learning media can increase student interest. This study differs from previous studies which showed that only conventional methods were used. It shows that creative media such as Pop-up Book and PowerPoint from Canva can significantly increase students' encouragement to read. However, this study is limited to a limited area in MTsN Bangkalan, so the results cannot be generalized to a wider situation.

## **Input**

Student learning outcomes are strongly influenced by teacher performance during the learning process. Teachers not only deliver lessons, but they can also create an interesting and quality learning environment. In this context, the project-based learning (PjBL) model has been proven effective in improving students' creativity and literacy. PjBL encourages students to be actively involved in the learning process through projects relevant to the real world, which helps them improve critical and creative thinking skills (Fariha Maulidia & Istiqomah, 2023).

By using PjBL in learning, there are many advantages, such as students become more understanding of concepts and more motivated to learn. They not only learn theoretically but also apply what they know in the real world by creating artworks or multimedia presentations. This shows that a student-centered learning model can improve overall learning outcomes.

In addition, using a differentiated learning approach is essential to meet students' needs and interests. Teachers can create a more inclusive and engaging learning environment by customizing teaching methods according to students' preferences and readiness. According to research, differentiated learning can increase student

motivation and engagement. Thus, literacy and creativity learning outcomes can be improved (Putri & Rachmadyanti, 2024).

In general, inputs, such as teacher performance, learning models and media used, are strongly related to learning outcomes. Students will be more motivated to learn when teachers use PjBL and differentiated learning strategies well. This has a positive impact on students' literacy and creativity.

Previous research shows that PjBL can increase student participation. This finding is in line with this finding (Fariha Maulidia & Istiqomah, 2023). However, this study found that the differentiated learning approach also increased students' desire. This study only looked at one class in one place, so it may not reflect differences in other schools. These results may differ depending on the context, so generalizations should be made with caution.

### **Process**

As part of the lesson plan, the researcher implemented the lesson. Here are some of the activities that were conducted: Introduction Activity, Core Activity, and Closing Activities

#### *Introduction Activity*

The teacher started this activity by greeting the students, expressing gratitude to God Almighty, and reciting Surah Al-Fatihah with the students to get blessings during their learning. The teacher then checks the students' attendance. Next, the teacher conducts apperception and diagnostic tests to find out students' learning experiences and abilities about the topic to be discussed.

#### *Core Activity*

The teacher conducts a literacy movement by reading the material discussed at the beginning of the core activities. In this activity, the teacher uses project-based learning (PjBL) syntax, which consists of six steps: project preparation, project design, schedule preparation, project supervision, result testing, and evaluation (Pujiono et al., 2025).

Students seem to be very engaged in the core activities. For example, some students were very enthusiastic when the teacher asked them to talk in small groups. I have an idea for this project! said one of the students. We can make a video with any theme we choose. This reaction shows that students feel responsible for the project they are completing.

In addition, the group dynamics are very beneficial. Students shared information and supported each other. Another student asked, "What if we also add interesting pictures to make our presentation livelier?" as they talked in class. This shows that students are good at both group and individual work.

Students' emotional reactions can be clearly seen. Many students smiled and congratulated each other when they successfully completed part of the project. "We're almost done!" said one student who looked very excited. This is going to be the best work we've ever done. Students show this emotional engagement, which is very important, as it shows that they feel connected to the material and the learning process.

Overall, the learning method not only followed the set procedure, but also created an interactive and fun learning environment. Students showed high engagement in discussion, collaboration, and positive emotional reactions, indicating that the implementation of PjBL enhanced their drive and creativity.

Project-based learning uses six main syntaxes that are applied systematically. For the first syntax, the researcher started by showing a YouTube video to spark students' curiosity. After that, they were invited to think critically and ask questions about the video. The second syntax gave students the opportunity to be creative. They can choose to make Pop Up books or Canva PPT project products. These two creative learning media were chosen for their ability to encourage student creativity and test new ideas.

In the third syntax, students help to organize the schedule for making the product through group discussion, and the researcher actively participates in the project development in the fourth syntax by going around the class to provide guidance and direction to each group. In the fifth syntax, students were given the opportunity to present their work.

Finally, the evaluation of the learning experience involves an evaluation of the project materials and an interactive assessment using Kahoot that creates an effective and fun evaluation environment. Each syntax is intended to improve students' cognitive abilities in addition to enhancing innovation, teamwork and presentation skills.

Previous studies have shown that project-based learning can increase student participation. This finding is in line with this finding (Pujiono et al., 2025). However, this study shows that regular implementation of PjBL syntax increases students' emotional and cognitive engagement. This study had limited time to conduct each syntax, which may impact the depth of learning. These results may differ depending on the context, so generalizations should be made with caution.

#### *Closing Activities*

In the final learning activity, the researcher encourages students to engage in healthy competition. Additionally, students are invited to provide testimonials regarding their learning experiences and to share their feelings about participating in the learning process.

### **Product**

In differentiated learning in class IX-H MTsN Bangkalan, the application of project-based learning with the help of Kahoot media has a tremendous impact, namely: Increased Student Motivation and Creativity, Use of Kahoot as an Assessment Media, and Positive Interview Results

#### *Increased Student Motivation and Creativity*

When watching the video given by the researcher as a trigger activity, students are very enthusiastic. They actively asked questions and tried to answer based on their knowledge. In addition, seeing pop-up books and PowerPoints from Canva made by other groups increased students' interest in literacy.

Prior to the implementation of the instructional intervention, we conducted direct observations of students' reading behaviors in the classroom. The initial observations revealed that a majority of students displayed a lack of interest in reading activities, as indicated by disengaged body posture, short reading durations, and minimal interaction with reading materials.

After implementing the interactive project-based learning media over a four-week period, notable improvements were observed. Students showed increased engagement, as seen in their attentive body posture, longer reading durations, and active discussions related to the reading materials.



Figure 1. Changes in students' reading engagement before (figure 1a) and after (figure 1b) the instructional intervention

This figure illustrates the contrast between the initial low engagement and the improved reading participation following the intervention. These changes were also supported by interview results, indicating that the instructional approach enhanced students' motivation to learn.

The survey results show that, compared to conventional learning, differentiated learning can improve students' literacy and numeracy (Novianti et al., 2023; Rahmawati, 2024). Based on figure 1 and 2, It is very clear that students' learning motivation without learning media and with learning media is different.

Students enthusiastically listening to other groups' presentations is an example of an activity that shows progress. When they are given the opportunity to directly hold the products made by their friends, there is a big change: from previously they were less interested in reading books to being very interested in reading the products they made, such as Pop-Up Book and PowerPoint from Canva. The products they made were a true testament to the students' high creativity. A person's feelings, expressions, and thoughts are strongly related to creativity. Creative students have habits, motivation, new ideas, and the ability to make or change things to make them more attractive or have added value (Atira et al., 2021).

### ***Use of Kahoot as an Assessment Media***

As a learning evaluation tool, Kahoot has generated very positive responses. Students seem very happy and compete healthily to get the best score among their friends even though they are being tested for knowledge. Students' competitive attitude is influenced by the use of Kahoot as a learning evaluation tool. They are ready to answer questions quickly and on time. By using Kahoot, students can concentrate on the questions displayed on the screen and reduce their anxiety. Students are very happy when doing digital assessment with Kahoot. Students shouted, "One more time, Mom!" after the quiz session ended and the names of the three highest scoring students were displayed. They felt addicted to doing the questions again because of the fun atmosphere during the assessment (Koten et al., 2022)

### ***Positive Interview Results***

At the end of the lesson, based on the interviews conducted by the researcher and the students, the following results were obtained: Making a Pop Up Book: One student said, "Exercising creativity, practicing cooperation in working, and exchanging ideas". Using PowerPoint from Canva: One student said, "I use Canva's PowerPoint in this digital era because I think it is easier and less complicated," while another student said, "I use Canva's PowerPoint because it is more creative



and easier." This is in line with previous research which shows that the use of Pop Up Book media not only increases students' enthusiasm for learning but also increases their overall motivation to learn. Students can use Canva's features to create animations, diagrams, and infographics and actively participate in the creation of their own learning materials. This enhances students' understanding, creativity, and connectedness (Kusnawati et al., 2024). Regarding the use of Kahoot as an assessment tool, one student noted, "The difference is that when the exam uses paper, I feel tense and confused. If you use Kahoot, it is more fun, there is a good song and there are pictures."

Thus, the results showed that students' motivation and creativity significantly improved when implementing project-based learning supported by Kahoot media and creative products such as Pop-Up Book and PowerPoint from Canva, as measured by valid and reliable tools.

This finding reinforces the study results from Novianti et al. (2023) which showed that differentiated learning can improve students' literacy. Different from previous studies which showed that conventional media are not attractive enough for students, this study shows that the use of innovative media such as Pop-Up Book and PowerPoint from Canva, can significantly increase students' motivation and creativity. The limitation of this study lies in the small sample size, which may not reflect the larger population. Generalization of these results needs to be done with caution, given that different contexts may produce different results.

## **CONCLUSION**

The evaluation results of the application of project-based learning with the help of Kahoot media for differentiated learning in class IX MTsN Bangkalan produced significant results. The research results show the following this study found that the selection of the right learning media context proved effective in increasing students' motivation and creativity; the incorporation of project-based learning with differentiated strategies succeeded in increasing students' active participation in learning; and the implementation of structured learning reflected the researcher's success in managing the class. Students have a rapidly increasing interest in literacy; their creativity is well developed; and they have greater motivation to learn. The enjoyable atmosphere of assessment also helps the success of learning. This study provides empirical evidence on the effectiveness of combining project-based learning with digital media in differentiated learning. The findings enrich the educational literature by affirming the importance of student-centered learning innovations that are relevant to 21<sup>st</sup> century learning needs. Educators can consider the use of interactive media in designing learning. Differentiated learning strategies need to be further developed to increase student engagement. Game-based assessments such as Kahoot can be utilized to create a more enjoyable evaluation. This research provides an important foundation for the development of innovative learning practices in madrasah education.

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