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The Effect of Differentiated Learning on Facial Skin Care Learning Outcomes Reviewed from the Learning Motivation of Vocational School Students

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Abstract

This study aims to determine the effect of differentiated learning models on learning outcomes in terms of student learning motivation. This type of research is a quasi-experimental study with a 2x2 factorial design using Posttest-Only Control Group Design. The sampling technique uses random sampling in equivalent classes. The results of the study show the following findings: (1) There is a significant difference in learning outcomes between students who follow differentiated learning and conventional learning (Fcount = 10.797 > Ftable = 4.08); (2) There is a significant interaction effect between learning models and learning motivation on learning outcomes (FABcount = 65.253 > Ftable = 2.85); (3) In the group of students with high learning motivation, the learning outcomes of facial skin care students taught with differentiated learning (average 94.36) are significantly better than conventional learning (average 80.2); and (4) In the group of students with low learning motivation, the learning outcomes of facial skin care students taught using conventional learning (average 87.7) were better than those taught using differentiated learning (average 81.73). It can be concluded that differentiated learning is very effective in the facial skin care subject, especially in maximizing the potential of students with high learning motivation.

Keywords: Conventional Learning, Differentiated Learning, Learning Motivation, Learning Outcomes

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INTRODUCTION

As the times develop, humans are required to continue to move forward in order to improve their quality so that they are able to compete in the midst of a wide society. One of the things that can improve the quality of oneself is education. Education has a central role in shaping students' intellectual abilities and skills. In an increasingly diverse learning environment, it is important to ensure that teaching methods are able to respond to the individual diversity of students.

High and quality learning outcomes are obtained from a quality learning process, to produce a quality learning process an educator needs the ability to apply learning methods that suit the needs of students, where the incompatibility of the learning methods applied by teachers can reduce the quality of the learning process itself. One of the recognized approaches to improve the quality of the learning process is through the application of differential learning.

Differentiated learning is one of the learning strategies that can be used to overcome students' ways of thinking which is very important to support 21st-century skills. Differentiated Learning can be carried out after looking at assessments of 3 components, namely student readiness, student interest and student learning style choice. Students' learning styles include visual, auditory, kinesthetic (Rintayati, 2022). Through learning settings that allow for customization of methods, difficulty levels, and learning materials, differentiated learning creates an environment where each student can reach their maximum potential. Differentiated learning requires teachers to be flexible in their approach to students when teaching, adapting the curriculum, and presenting information to students.

Three important elements in differentiation learning in the classroom, namely: 1) *Contents* (*Input*) is about what students learn, 2) the process is how students will get information and make ideas about what they learn, 3) *Product* (*Output*) is how students will show what they have learned. These three elements will be changed and adjusted based on assessments that have been carried out according to the level of student readiness, interest and *learning profile* Students (Purwowidodo & Zaini, 2023).

The characteristics of differentiated learning are that they have different approaches between students, based on interests, learning profiles, learning readiness, and have different processes, and will produce different products as well. According to a study by Tomlinson, a differentiated approach can help students feel more valued and motivated to learn according to the needs of the student (Tomlinson, 2014). The implementation of differentiated learning can increase learning motivation by creating a conducive atmosphere for students according to

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different learning needs (Alfath et al., 2023). In addition, the application of differentiated learning can improve learning outcomes.

An important aspect that also influences the learning process is motivation. Motivation and learning are two things that affect each other. Learning is a relatively permanent change in behavior and potentially occurs as a result of practice or *reinforced practice* based on the goal of achieving a certain goal. Dimyati and Mudjiono stated that learning motivation is a psychological aspect that undergoes development, meaning it is affected by physiological conditions and psychological maturity. Dimyati and Mudjiono also said that learning motivation is a mental force that encourages the learning process (Sardiman. 2016). Low motivation to learn can cause students to not achieve their expected learning goals.

To be able to improve the acquisition of learning outcomes, especially in the field of facial skin care, in addition to the need for student learning motivation, teachers need to consider learning methods that are in accordance with the conditions and potentials of their students, as well as in accordance with the characteristics of the learning material. The learning method developed by teachers should be a student-centered learning strategy.

Based on the results of an interview conducted with the Principal of SMK Negeri 1 Mas Ubud, Mr. I Komang Purwata, S.Pd., M.Pd., he said that the school had implemented an independent learning curriculum but in the learning process facial skin care had not implemented differentiated learning (Principal interview). The low learning outcomes of facial skin care are closely related to components such as student input *(raw input),* the quality of the learning process related to the selection of strategies, models or learning methods chosen by learners in learning. To improve the quality of the learning process, teachers are the spearhead. However, so far, especially at SMK Negeri 1 Mas Ubud, most teachers have not tried to implement learning innovations to improve the quality of the learning process. The learning strategies used by teachers are mostly undifferentiated, and the learning process is more dominated by teachers or *teacher-centered* learning. The learning model developed by teachers should be student-centered learning, while teachers play the role of facilitators for students in carrying out the learning process.

The learning process at SMK Negeri 1 Mas Ubud implements learning with a one-track learning model, comprehensive for all students without being adjusted to the learning needs of students, such as delivering material only by lecture method, without any other method that facilitates the diverse learning needs of students, teachers convey learning and provide product assignments by generalizing to all students without considering readiness, students' learning interests and profiles, even though the students have different learning characteristics and needs

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so that students cannot learn according to their readiness, and learning models that are in accordance with the student's learning characteristics, and in the end there is a decrease in learning motivation in some students of SMK Negeri 1 Mas Ubud.

By implementing differentiated learning, students can learn at a level that is appropriate to the potential and needs of the students, and teaching can be delivered in a more engaging and meaningful way for students. This can increase students' motivation to learn because students feel supported and valued in the learning process and are motivated to be more active and effective. Based on this description, the researcher is interested in conducting research on the effect of differentiated learning on facial skin care learning outcomes reviewed from the learning motivation of grade XI students of Beauty Etiquette at SMK Negeri Gianyar Regency.

RESEARCH METHODS

This study is a quasi-experimental research with *nonequivalent control group design* with the consideration that in determining the experimental group and the control group. The experimental design used is *The Postest-Only Control Group Design.* The type of analysis uses two-path Anava. In this study, an experimental design was used, using statistical tests. As an experimental group in this study, it is a group of students who in carrying out the learning process using differentiated learning and conventional learning models have high learning motivation in connection with the increase in facial skin care in cosmetics students in grade XI of SMKN 1 Mas Ubud, and SMKN 1 Tampak Siring for the 2025/2026 school year.

The population in this study is all beauty students in class XI of SMKN 1 Mas Ubud, SMKN 1 Tampak Siring and SMKN 1 Sukawati for the 2025/2026 academic year which consists of two classes. Classes are arranged based on the academic potential test obtained by students. The total population in this study is 100 students. The determination of the sample in this study was carried out by random sampling technique for the class. In determining experimental classes, differentiated learning was applied and control classes were applied to conventional learning models in this study carried out on classes that had equality. To get an equivalent class, it is done by calculating the average score of students on the results of the final test of the second semester at the previous level in facial skin care lessons, then tested using the t-test with the formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left(\frac{SD_1^2}{N_1} + \frac{SD_1^2}{N_2}\right)}}$$ (Arikunto & J., 2010)

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RESULTS AND DISCUSSION

Normality Test Results

Table 4. Normality Test Summary

Sample	N	χ^2_{Count}	χ^2_{Table}	Conclusion
A1	22	5,9603	11,07	Normal
A2	20	4,6218	11,07	Normal
A1B1	11	4,8518	9,488	Normal
A1B2	11	1,3377	9,488	Normal
A2B1	10	3,5413	9,488	Normal
A2B2	10	0,9244	9,488	Normal

Variance Homogeneity Test Results

The variance homogeneity test in this study was carried out using the Bartlett test. There are two homogeneity tests carried out in this study, namely: homogeneity testing of four cell groups in the research design (between students who follow a differentiated learning model and have high learning motivation, students who follow a differentiated learning model and have low learning motivation, students who follow a conventional learning model and have high learning motivation, and students who follow a conventional learning model and have low motivation to learn.

Table 4.1 Summary of Variance Homogeneity Test Results with Bartlett Test Learning Outcomes Data of Facial Skin Nurses Four Treatment Groups

Sample	Dk	1/dk	SD	S2	log S2	dk.log S2	dk. S2
1	11	0,0909	3,8800	15,0545	1,1777	165,6000	12,9543
2	11	0,0909	3,8234	14,6182	1,1649	160,8000	12,8138
3	10	0,1000	2,8983	8,4000	0,9243	84,0000	9,2428
4	10	0,1000	5,2292	27,3444	1,4369	273,4444	14,3687
Total	42	0,3818	15,83	65,4172	4,70371	683,84444	49,3797

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Hypothesis Test Results

Table 4.2 Two-Lane Anava Summary

Source of Variance	JK	Db	RJK	Calculation	*Sig*
Corrected Model	1335,192a	3	445,064	27,347	0,000
Intercept	309911,238	1	309911,238	19042,865	0,000
Model_Pembelajaran	175,715	1	175,715	10,797	0,002
Motivation	69,096	1	69,096	4,246	0,046
Model_Pembelajaran * Motivation	1061,953	1	1061,953	65,253	0,000
Error	618,427	38	16,274		
Total	313274,000	42			
Corrected Total	1953,619	41			

Learning Outcomes of Differentiated Learning and Conventional Learning (A1 and A2)

Between-Subjects Effects						
Dependent Variable: Hasil_belajar						
Source	Type III Sum of Squares	df	Mean Square	F	Say.	Partial Eta Squared
Corrected Model	1335,192a	3	445,064	27,347	0,000	0,683
Intercept	309911,238	1	309911,238	19042.865	0,000	0,998
Model_Pembelajaran	175,715	1	175,715	10,797	0,002	0,221
Motivation	69,096	1	69,096	4,246	0,046	0,101
Model_Pembelajaran * Motivation	1061,953	1	1061,953	65,253	0,000	0,632
Error	618,427	38	16,274			
Total	313274,000	42				
Corrected Total	1953,619	41				
a. R Squared = 0,683 (Adjusted R Squared = 0,658)						

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The results of the calculation with two-path variance analysis (Anava) obtained an FA value of 10.797 while the Ftable value at dbA = 1, dbin = 41, α = 0.05 is 4.08, this means that Fcount > Ftable (dbA = 1, dbin = 41, α = 0.05). Thus, it can be concluded that there is a significant difference in the learning outcomes of facial skin nurses between students who follow the differentiated learning model and students who follow the conventional learning model. This can be shown from the average score obtained by students who follow the differentiated learning model of 88.05 which is more positive than the average score obtained by students who follow the conventional learning model of 83.95. The average learning outcomes of skin and hair nurses obtained by students who follow the differentiated learning model $(\overline{Y_{A1}} = 88{,}05 > \overline{Y_{A2}} = 83{,}95)$are more positive than the average learning outcomes of facial skin nurses obtained by students who follow the conventional learning model.

The Effect of Interaction Between Learning Model and Learning Motivation on Learning Outcomes of Facial Skin Nurses.

The results of the two-path variance analysis test showed that the calculation price of FAxB was 65.253 (the results of the calculation can be studied in full on Appendix 12 Page 217, and the price of Ftable with db = 3, dbin = 38, and α = 0.05 is 2.85, this means that Fcalculate > Ftable (dbAB = 3, dbD = 38, α = 0.05). Thus, it can be concluded that there is an influence of interaction between students who follow the differentiated learning model and students who follow the conventional learning model in improving the learning outcomes of facial skin on learning motivation. To make it easier to digest the test results above, it can be visualized graphically in Figure 1.

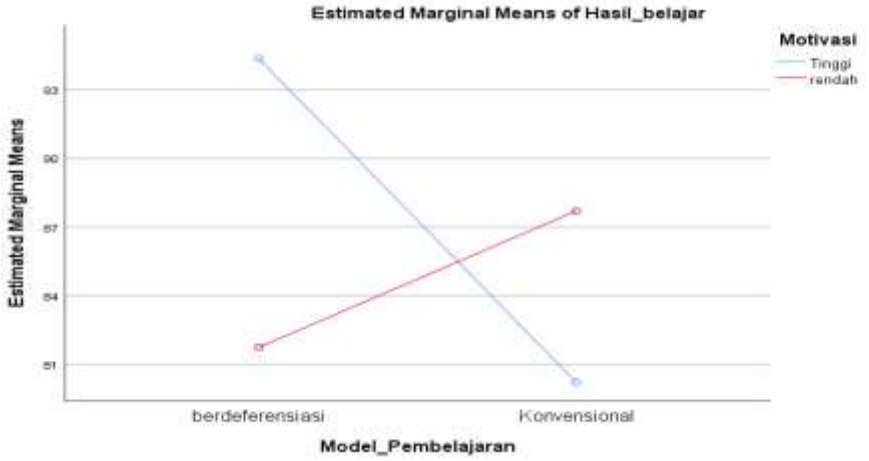


Figure 1: Interaction Between Learning Models and Facial Skin Nurse Learning Outcomes

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Comparison of Students' Higher Learning Motivation

From the results of the calculation with the Tukey test (*Tukey's HSD Test*), the difference in the learning outcomes of facial skin nurses who have high learning motivation between students who follow the differentiated learning model and students who follow the conventional learning model is 13.34 ($Q_{1\ count}$ = 11.363), the results of the calculation in full can be studied in Appendix 13 Page 222) While the value of Qtable at α = 0.05 with degrees of freedom (n1 + n2 – 2 = 20 + 19 – 2) = 37 is 2.96, Q1 is calculated > Qtable (db = 32 $_{\alpha = 0.05)}$. Based on the average scores of the two groups, it can be seen that in the group of students who have high learning motivation, the average learning outcomes of facial skin nurses in students who follow the differentiated learning model of 94.36 ($\overline{Y_{A1B1}}$ = 94.36) are greater than the average score in students who follow the conventional learning model of 80.2 (= 80.2). $\overline{Y_{A2B1}}$Thus, it can be concluded that students who have high motivation to learn, there is a difference in the learning outcomes of facial skin nurses between students who follow the differentiated learning model and students who follow the conventional learning model.

Comparison of Students' Low Learning Motivation

From the results of the calculation with the Tukey test (*Tukey's HSD Test*), the difference in the learning outcomes of facial skin nurses who have low learning motivation between students who follow the differentiated learning model and students who follow the conventional learning model is -4.793 (Q1 = -4.793) (the results of the calculation can be studied in full in Appendix 13 Page 222) While the Qtable value in α = 0.05 with degrees of freedom (n1 + n2 – 2 = 11 + 10 – 2 = 19 of 2.96, Q1 calculate > Qtable (db = 1, $_{\alpha = 0.05)}$ and Qcalculate < Qtable (db = 1, $_{\alpha = 0.05).}$ This means that the zero (Ho) hypothesis that in students who have low learning motivation, there is no difference in facial skin nurse outcomes between students who follow the differentiated learning model, students who follow the differentiated learning model and students who follow the conventional learning model, is rejected. On the other hand, the alternative hypothesis (Hi) which states that in students who have low learning motivation, there is a difference in the learning outcomes of facial skin nurses between students who follow a differentiated learning model and students who follow a conventional learning model, is accepted. By paying attention to the average scores of the two groups, it can be seen that in the group of students who have low learning motivation, the average learning outcomes of facial skin nurses in students who follow the differentiated learning model of 81.73 (= $\overline{Y_{A1B2}}$81.73) is smaller than the average value

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of learning outcomes of facial skin nurses in students who follow the conventional learning model of 87.7 (= 87.7). $\overline{Y_{A2B2}}$Thus, it can be concluded that students who have low learning motivation, there is no significant difference in the learning outcomes of facial skin nurses between students who follow the differentiated learning model and students who follow the conventional learning model.

DISCUSSION

Student Learning Outcomes

The average learning outcomes of facial skin nurses who took lessons with a differentiated learning model were 88.44 and the learning outcomes of facial skin nurses who took lessons with conventional learning models were 83.92. So that overall, the learning outcomes of facial skin nurses of students who take lessons with a differentiated learning model are better than students who follow a conventional learning model.

Based on the results of the hypothesis test, it is shown that the differentiated learning model is superior in the learning of facial skin nurses than the conventional learning model. In this differentiated learning model, teachers provide students with freedom based on students' learning interests. The advantages of using differentiated learning models are evidenced by the results of research from Nylil Ulya, et al., (2023), that 1) There is an influence between the problem-based learning model and differentiated learning strategies and conventional learning models on student learning outcomes, 2) There is a significant influence between students who have high learning motivation and low learning motivation on student learning outcomes, and 3) There is a significant interaction between students who have high learning motivation and low learning motivation on student learning outcomes, and 3) There is a significant interaction between students who have high learning motivation and low learning motivation on student learning outcomes, and 3) There is a significant interaction between students who have high learning motivation and low learning motivation on student learning outcomes, and 3) There is a significant interaction between students who have high learning motivation and low learning motivation on student learning outcomes, and 3) There is a significant interaction between students who have high learning motivation and low learning motivation Significant difference between the problem-based learning model with differentiated learning strategies and the conventional learning model with learning motivation for student learning outcomes.

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Differentiated learning with a learning style perspective can increase students' motivation to learn. This is in agreement with the research of Ramdhani et al., (2024), namely that differentiated learning applied based on students' learning styles influences student learning motivation. Differentiated learning is able to change students' perspectives and increase learning motivation. In addition, learning motivation encourages students to be active in learning so that learning outcomes during the learning process are also achieved. This is also proven in research by Purba et al., (2023) that the influence of learning motivation on learning outcomes is related to how learning motivation can continue to improve student learning outcomes. The factual results prove the same correlation with the results of the research obtained by the researcher that two variables, namely learning motivation, will affect learning outcomes.

Based on the above explanation, it seems clear that differentiated learning is better applied to students than conventional learning, because in the process of differentiated learning students are actively involved, student-centered learning, students as subjects in learning, social interaction occurs in group discussions, students learn to express opinions, and independent attitudes are formed in students. Meanwhile, in conventional learning, students are passive, teacher-centered, lack of a cooperative attitude in solving a problem, students are not used to expressing opinions. Thus, the learning outcomes of facial skin nurses of students who follow the differentiated learning model are better than students who follow the conventional learning model.

The Effect of Interaction Between Learning and Learning Motivation on Learning Outcomes

The application of differentiated learning makes students more active in the learning process and increases confidence, and gets an interesting learning experience. Where students will solve problems with their groups in the same way of student learning, so that students are able to understand and apply facial skin care in daily life. Thus, differentiated learning in facial skin nursing material can increase student learning motivation and learning outcomes because of this. This is in accordance with the theory according to Uno (2007), where motivation can be influenced by the desire and desire to succeed, the drive and need to learn, future hopes and ideals, appreciation in learning, interesting learning activities, and also a conducive learning environment.

Meanwhile, conventional learning is learning that philosophically focuses on the delivery or transmission of information from teachers to students. The direction of this information delivery only occurs in one direction and never in two directions. Students are considered not to

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know the lessons given by their teachers. As a result, teachers will always lecture in providing teacher-centered lessons or learning instead of student-centered. The impact of the centralization of activities on teachers is that students are passive. Students are just waiting for their teachers to provide learning, there is no initiative from students to seek information, students are not excited and feel bored to learn because the activities in the classroom are dominated by teachers.

From the above explanation, for students who have high motivation, the average learning outcomes of facial skin nurses of students who follow the differentiated learning model are better applied to students compared to the application of conventional learning models, while for students who have low motivation, the average learning outcomes of facial skin nurses who follow the conventional learning model are better applied to students compared to the application of learning models differentiated. This means that there is an influence of interaction between the learning model and learning motivation on the learning outcomes of facial skin care in grade XI students of Beauty SMK Negeri 1 Mas Ubud.

Learning Outcomes of Facial Skin Nurses Students Who Have High Learning Motivation

The application of differentiated learning is able to increase learning motivation through the role of teachers in the principles of its application, namely the 5 basic principles of differentiated learning, namely a learning environment that includes a learning environment, a quality curriculum that brings student involvement, continuous assessment, responsive teaching, and leadership and routines in the classroom to form conducive classroom conditions. In addition, differentiated learning objectives include increasing motivation and learning outcomes; confidence, accommodation facilities for the learning needs of all students; the growth of good relations between teachers and students; students grow into independent learners; and independent teachers in implementing and implementing various learning strategies according to student characteristics. Teachers as an external motivational factor continue to strive to support and innovate in appropriate learning so that they grow interest and motivation to learn which affects student learning outcomes.

Learning motivation is a key element in the educational process that cannot be ignored. Motivation can be interpreted as an internal drive that directs individuals to achieve a certain goal. Students who have high motivation to learn tend to be more active in following lessons, more diligent in doing assignments, and have the initiative to find out more about the material being studied. Students are also more resistant to challenges and difficulties in learning, so the chances of achieving better achievements are greater. In contrast, students who have low motivation to

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study usually show a lack of enthusiasm, laziness, and tend to neglect academic assignments. This will certainly have a negative impact on the achievement of student learning outcomes. Therefore, increasing student learning motivation is one of the priorities in efforts to improve the quality of education.

According to Purwanto (2002, p. 102) states that learning activities, an individual needs an encouragement or motivation so that something desired can be achieved. There are several factors that affect learning, including: Internal factors, which include: 1) physical and mental health; 2) study time; 3) concentration; 4) self-confidence. Meanwhile, external factors include: 1) stimuli both from the family and the learning environment; 2) strengthening; 3) the existence of a supportive learning environment that requires individuals to be able to learn well; 4) learning facilities; 5) learning atmosphere (Uno, 2011). Creative learning strategies are one of the external factors to increase student learning motivation.

The existence of high learning motivation determines learning activities, because motivated groups will be more successful than students who do not have motivation. In line with the opinion of Uno (2011, p. 23) that motivation and learning are two things that affect each other, if students have high motivation to learn, then learning outcomes will be maximized. Students who have high learning motivation tend to be more active in taking lessons, more diligent in doing assignments, and have the initiative to find out more about the material being studied. Students are also more resistant to challenges and difficulties in learning, so the chances of achieving better learning outcomes are greater.

In facial skincare learning with a differentiated learning model, students' learning motivation is important to consider. High learning motivation can have a positive effect on facial skin care learning outcomes in the application of learning model. Thus, the application of facial skin care learning models and high learning motivation can have a better effect than the application of ordinary learning models. This means that there is a significant influence of the application of a differentiated learning model on the learning outcomes of facial skin care in class XI Beauty Discipline of SMKN 1 Mas Ubud reviewed from high learning motivation.

Learning Outcomes of Facial Skin Nurses Students Who Have Low Learning Motivation

Students who have low motivation to study usually show a lack of enthusiasm, laziness, and tend to neglect academic assignments. This will certainly have a negative impact on the achievement of student learning outcomes. Therefore, increasing student learning motivation is one of the priorities in efforts to improve the quality of education. However, in reality, many

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students experience low motivation to learn. This phenomenon can be seen from various indicators, such as lack of active participation in class, low diligence in completing assignments, and passive or indifferent attitude towards lessons. Low student motivation to learn can be caused by various factors, both internal and external. Internal factors include a lack of interest in a particular subject, low self-confidence, and an inability to see the relevance of the subject matter to daily life. Meanwhile, external factors can be in the form of less attractive teaching methods, an unconducive learning environment, and a lack of support from family or peers.

From the above explanation, it seems that it is good for students who have low learning motivation, the average learning outcomes of facial skin nurses students who follow the differentiated learning model are lower than students who follow the conventional learning model, in grade XI students of beauty SMK Negeri 1 Mas Ubud, meaning that there is no effect of differentiated learning on the learning outcomes of facial skin care in students who have low learning motivation.

CONCLUSION

The conclusions that can be drawn from the results of this study are: 1) there is a significant difference in the average learning outcomes of facial skin nurses between students who follow a higher differentiated learning model and students who follow the conventional learning model, 2) there is an effect of interaction between learning models and learning motivation on the learning outcomes of skin nurses (FAxB(Count) = 89,459; $p < 0.05$). 3) In students who have high learning motivation, the application of differentiated learning models is more appropriate than conventional learning models. This is proven by the results of the tukey test (Tukey's HSD) where the difference in the score of facial skin nurse learning outcomes between students who follow the differentiated learning model and students who follow the conventional learning model is 11,363 (Q1 = 11,363; $p < 0.05$), and 4) In students who have low learning motivation, the application of differentiated learning models Not appropriate compared to conventional learning models. This is proven by the results of the tukey test (Tukey's HSD) where the difference in the score of facial skin nurse learning outcomes between students who follow the learning model is differentiated from students who follow the conventional learning model by -4.793 (Q1 = -4.793; $p < 0.05$).

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