

## Differentiated Learning and Its Impact on Students' Arabic Learning Outcomes: Analysis of Learning Strategies at Madrasah Tsanawiyah Negeri 2 Purworejo

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*Abstract: Differentiated learning is an approach that tailors learning to students' readiness, interests, and learning profiles. This study aims to analyze its implementation in improving Arabic learning outcomes at Madrasah Tsanawiyah Negeri 2 Purworejo. Using qualitative methods, data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman model (data reduction, presentation, and conclusion). Data validity was maintained through triangulation of sources and methods, as well as member checks and discussions with peers. The results showed that the implementation of differentiated learning at Madrasah Tsanawiyah Negeri 2 Purworejo was successful and had a positive impact on student learning outcomes. The process included diagnostic assessment, teaching plan preparation, and implementation covering four elements: content, process, product, and learning environment. The material is tailored to students' understanding, teaching methods follow learning styles, and students are free to demonstrate their understanding through various forms of assignments. The application of these strategies has increased student activity, motivation to learn, and learning outcomes in Arabic. The novelty of this research lies in the mapping of the implementation of the stages of preparation, implementation, and assessment of differentiated learning in the four maharah (istimā', kalām, qirā'ah, kitābah). Thus, differentiated learning can be an alternative effective learning strategy to improve Arabic learning outcomes in madrasah.*

**Keywords:** Arabic Language, Differentiated Learning, Learning Outcomes, Learning Strategies.

Abstrak: Pembelajaran berdiferensiasi adalah pendekatan yang menyesuaikan pembelajaran dengan kesiapan, minat, dan profil belajar siswa. Penelitian ini bertujuan menganalisis implementasinya dalam meningkatkan hasil belajar bahasa Arab di Madrasah Tsanawiyah Negeri 2 Purworejo. Dengan metode kualitatif, data dikumpulkan melalui observasi, wawancara, dan dokumentasi, lalu dianalisis menggunakan model Miles dan Huberman (reduksi data, penyajian, dan kesimpulan). Keabsahan data dijaga melalui triangulasi sumber dan metode, serta member check dan diskusi dengan rekan sejawat. Hasil penelitian menunjukkan bahwa penerapan pembelajaran berdiferensiasi di Madrasah Tsanawiyah Negeri 2 Purworejo berjalan baik dan berdampak positif terhadap hasil belajar siswa. Prosesnya meliputi asesmen diagnostik, perencanaan perangkat ajar, serta pelaksanaan yang mencakup empat elemen: konten, proses, produk, dan lingkungan belajar. Materi disesuaikan dengan pemahaman siswa, metode mengajar mengikuti gaya belajar, dan siswa bebas menunjukkan pemahaman melalui berbagai bentuk tugas. Penerapan strategi tersebut mampu meningkatkan keaktifan, motivasi belajar, serta hasil belajar siswa dalam mata pelajaran Bahasa Arab. Kebaruan penelitian ini terletak pada pemetaan implementasi tahapan persiapan, pelaksanaan, dan asesmen pembelajaran berdiferensiasi pada empat maharah (istimā', kalām, qirā'ah, kitābah). Dengan demikian, pembelajaran berdiferensiasi dapat menjadi alternatif strategi pembelajaran yang efektif untuk meningkatkan hasil belajar bahasa Arab di madrasah.

**Kata Kunci:** Bahasa Arab, Hasil belajar, Pembelajaran berdiferensiasi, Strategi pembelajaran



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## INTRODUCTION

Human resources greatly influence a country's progress, and the quality of education greatly influences human resources. Education plays an important role in building an intelligent, peaceful, open, and democratic society [1]. Therefore, educational reform is necessary to improve the quality of education in Indonesia. Various efforts to improve the quality of education are expected to enhance the dignity and status of the Indonesian people [2].

Education is one of the basic needs of humans, because every Indonesian citizen has the right to education. Education is considered important because it enables a nation that is lagging behind to transform into a developed country. Educational activities, which are usually organized by the private sector and the government, can be used to develop human potential [3], [4]. Education is the process of developing all of a person's potential to become educated cognitively, affectively, and psychomotorically. Education is the process of educating people to become useful to the country, nation, and state [5]. This process is difficult and does not produce immediate results, because education is a long-term investment whose results will be felt when the educated person can play a role in the advancement of the country, nation, and state in their field in the future [6].

Curriculum is always related to education because curriculum is a tool used to achieve educational goals [7]. Therefore, the curriculum can be considered a reference for the implementation of education in Indonesia. The curriculum should not be viewed merely as a document. Rather, it should be used as a tool and reference to help teachers plan teaching and learning activities in the best way possible to achieve educational goals. The curriculum describes the philosophy of education [8], [9]. This certainly illustrates the educational goals to be achieved. Curricula are designed to make education easier. Current curricula change frequently, causing confusion and hindering the educational process.

One of the main challenges in learning is the diversity of student characteristics in the classroom. Each student has different levels of readiness to learn, learning styles, and interests. This interest in learning is very important because it will influence the understanding of the material received and the learning outcomes that will be obtained [10]. Learning that is still uniform and teacher-centered tends to be less able to accommodate these differences, so that some students have difficulty understanding the material presented [11]. Therefore, a learning strategy is needed that can adapt the learning process to the individual needs of students.

Differentiated instruction is a teaching approach designed to adapt the learning process to the diverse needs, readiness, interests, and learning profiles of students. In this approach, teachers do not provide the same instructional treatment to all students; instead, they make adjustments to the content, process, product, and learning environment so that every student has the opportunity for optimal learning. Differentiated instruction also places students at the center of learning (student-centered learning), so that teachers act as facilitators who can identify student characteristics and design flexible learning strategies. Thus, this approach is believed to be able to increase student engagement, motivation, and learning outcomes because the learning process takes place in accordance with the needs and abilities of each student [12].

The implementation of differentiated learning in Arabic language learning has been applied in several Madrasah Tsanawiyah. For example, at Madrasah Tsanawiyah Nahdhotul Wathon Mercepada, the application of project-based differentiated learning has shown an increase in students' understanding of Arabic vocabulary [13]. This method involves students in projects that suit their interests and abilities, thereby improving their Arabic learning outcomes [14]. At Madrasah Tsanawiyah Negeri 4 Sidoarjo, the implementation of

differentiated Arabic teaching modules has also yielded positive results. Teachers begin each lesson with greetings and prayers, then relate the material to the students' daily experiences. This approach helps students understand the material better and improves their language skills [15].

From the examples above, differentiated learning has also been implemented by Madrasah Tsanawiyah Negeri 2 Purworejo to improve Arabic language learning outcomes. The teacher begins the lesson with a greeting, then links the Arabic material to *mahārah istimā'* and *mahārah kalām* by providing worksheets to identify students' learning needs and review previous material with Arabic vocabulary. This approach helps students understand the material better and improves their Arabic language skills [16].

Madrasah Tsanawiyah Negeri 2 Purworejo is an Islamic school under the Purworejo district ministry of religious affairs. Madrasah Tsanawiyah Negeri 2 Purworejo is unique in that it combines general education with Islamic values. At this madrasah is one of the state madrasah tsanawiyah with a good reputation in Purworejo. This school is known for its high-quality education program that focuses on developing the full potential of its students.

Madrasah Tsanawiyah Negeri 2 Purworejo implements an independent curriculum that provides flexibility for teachers and students in choosing learning materials that are relevant to students' interests and talents. In addition, at this research location also has several excellent programs, namely religious programs, academic programs, and extracurricular programs. The madrasah is also equipped with various adequate facilities to support the learning process of students, including classrooms, laboratories, a library, a sports field, and worship facilities.

Differentiated learning systems have the primary goal of creating an inclusive and effective learning environment where every student can reach their full potential [17]. In other words, this system is designed to meet the diverse learning needs of all students. Here, researchers hope that students at this madrasah can learn comfortably and to their full potential, because each student has different strengths and unique learning styles. With differentiated learning, we respect these differences and provide opportunities for each student to develop and maximize their potential [18].

The four basic skills in Arabic language learning that are enhanced through a differentiated approach at Madrasah Tsanawiyah Negeri 2 Purworejo include *mahārah istimā'* (listening skills), *mahārah kalām* (speaking skills), *mahārah qirā'ah* (reading skills), and *mahārah kitābah* (writing skills). In listening skills, students are trained using audio recordings and simple dialogues that help them understand speech and enrich their spoken vocabulary [19]. Speaking skills are developed through daily conversation exercises and dialogue practice that encourage students to be more confident in expressing ideas or introducing themselves in Arabic. In reading skills, students are accustomed to reading short texts that are tailored to their ability level, so that they can understand sentence structure and expand their vocabulary. Meanwhile, in writing skills, students are given assignments to write starting from vocabulary, simple sentences, to short paragraphs so that they are accustomed to expressing their thoughts in Arabic writing [20].

The facts discovered by researchers in the field regarding Arabic language learning indicate that students face difficulties in understanding and applying Arabic vocabulary. This can lead to a lack of confidence and courage in students when practicing speaking Arabic. These factors are caused by monotonous and boring learning methods, as well as a lack of variety in the learning approach [21]. Each student has a different background. Some students already know the basics of Arabic, while others are just getting acquainted with the language. Because teachers must tailor the material and learning methods to the different needs of each student, this shortcoming can make it difficult for them to plan and manage differentiated learning [22].

Based on initial observations at this research location, Arabic language learning shows differences in learning outcomes among students. Some students are able to follow the lessons well, while others still have difficulty understanding the material, especially in terms of vocabulary and language structure. This condition requires learning innovations that can bridge the differences in students' abilities so that learning objectives can be achieved optimally.

This study stems from the importance of implementing differentiated instruction in enhancing the effectiveness of Arabic language learning in madrasahs, particularly in accommodating differences in students' abilities, interests, and learning needs. In practice, Arabic language learning requires not only mastery of the subject matter but also the teacher's ability to design appropriate learning strategies for each language skill (*mahārah*). Therefore, this study focuses on examining several key aspects: the stages of preparing differentiated instruction for Arabic language classes at Madrasah Tsanawiyah Negeri 2 Purworejo, the implementation of such differentiated instruction across the four Arabic language skills, and the forms of assessment used and their impact on student learning outcomes. These three focuses are expected to provide a comprehensive overview of the implementation of differentiated instruction in Arabic language learning at the madrasah.

## METHODS

This study uses qualitative research methods because it systematically describes the facts, objects, or sources being studied according to their conditions, with the aim of accurately describing the facts and characteristics of the objects being studied [23]. The research was conducted at Madrasah Tsanawiyah Negeri 2 Purworejo in the 2025/2026 academic year. The data sources consisted of secondary and primary data. Primary data was obtained from interviews and direct observation of teachers and students. Secondary data was obtained from madrasah documents such as teaching plans, student records, and assessment results [24]. Data analysis was conducted in three stages, namely data reduction, data presentation, and conclusion drawing. To maintain data validity, this study used source triangulation and technique triangulation. Triangulation was conducted by comparing data from observations, interviews, and documentation to obtain valid and accountable data [25].

The research participants consisted of students from Madrasah Tsanawiyah Negeri 2 Purworejo who had diverse academic abilities in Arabic language learning. These differences included levels of vocabulary mastery (*mufradāt*), understanding of language structure, and proficiency in the four Arabic language skills. In addition, students also demonstrated differences in learning styles and learning interests, which formed the basis for the application of differentiated learning. The diversity of participant characteristics was a key consideration in adjusting the content, process, and products of learning to suit the learning needs of each student [26].

This study uses a descriptive qualitative research design that aims to systematically describe the implementation of differentiated learning in Arabic language learning and its impact on student learning outcomes [27]. This design allows researchers to directly observe the learning process, interactions between teachers and students, and changes in student learning outcomes after the implementation of differentiated learning. Data was collected through observation, interviews, and documentation, then analyzed descriptively to gain a comprehensive understanding of the effectiveness of differentiated learning in improving students' Arabic learning outcomes at Madrasah Tsanawiyah Negeri 2 Purworejo.

## RESULTS AND DISCUSSION

This section presents the results of research on differentiated learning strategies and their impact on Arabic learning outcomes of students at Madrasah Tsanawiyah Negeri 2 Purworejo. Data were obtained through observation of the learning process, interviews with teachers and students, and analysis of learning evaluation results. The findings show that differentiated learning strategies were implemented by adjusting the content, process, and products of learning based on students' learning readiness, interests, and learning profiles. The application of these strategies not only created a more active and participatory learning atmosphere, but also contributed to an increase in students' understanding of vocabulary, sentence structure, and Arabic language skills in general. In this section, the research results will be analyzed systematically and linked to differentiated learning theory and relevant previous research findings.

### **1. Differentiated Learning in Improving Students' Arabic Learning Outcomes**

Based on observations and interviews, differentiated learning at Madrasah Tsanawiyah Negeri 2 Purworejo has been implemented through three main aspects, namely content, process, and product differentiation. In content differentiation, teachers adjust Arabic learning materials to the students' level of readiness. Students with low basic skills are given supporting materials in the form of basic vocabulary and simple sentence examples, while students with higher abilities are given enrichment materials.

In process differentiation, teachers apply a variety of learning methods and activities, such as group discussions, individual exercises, and task-based learning. Students are grouped flexibly based on their abilities and learning needs. This allows students to learn according to their own styles and paces. In addition, teachers also provide more intensive assistance to students who have difficulty understanding the material[28].

Product differentiation is realized through the provision of varied assignments. Students are given the opportunity to demonstrate their understanding through various forms of assignments, such as written exercises, simple presentations, Arabic dialogues, and summarizing material. This variety of products provides space for students to express their abilities optimally.

### **2. Students' Arabic Learning Outcomes**

Differentiated learning is a manifestation of student-centered learning that is designed, implemented, and assessed to meet the individual needs of students by taking into account their readiness, learning interest, and learning profiles. Differentiated learning must be rooted in meeting students' learning needs and how teachers respond to those needs. Based on the findings obtained by researchers during this study, it can be concluded that the implementation of differentiated learning in improving Arabic language learning outcomes has been carried out well. Differentiated learning at Madrasah Tsanawiyah Negeri 2 Purworejo has been implemented since the introduction of the Merdeka curriculum.

Differentiated learning is an approach in the teaching and learning process that adjusts the material, methods, and teaching strategies based on the abilities, interests, and needs of each student. This concept emphasizes the importance of providing space for each individual to learn according to their learning style and readiness, so that students can avoid frustration or failure in learning. According to Carol Tomlinson, differentiated learning is a process in which students are given the opportunity to learn based on what they like, what they need, and the extent of their readiness to understand the subject matter[29].

This approach requires teachers to recognize individual differences in the classroom and design flexible learning. Teachers are required to adjust teaching materials, learning activities, daily assignments, and final assessments to suit each student's learning profile. This includes

understanding students' learning styles, their ability levels, and other personal aspects that influence the learning process. Thus, differentiated learning encompasses the stages of preparation, implementation, and assessment, which aim to create a more inclusive, engaging, and meaningful learning environment so that students' learning outcomes can be optimized:

#### a. Preparation Stage for Differentiated Learning

According to Carol Tomlinson's theory, differentiated learning emphasizes the importance of understanding individual differences among students in terms of learning readiness, interests, and learning profiles, and adjusting the learning process, content, and products based on these differences. In the context of Madrasah Tsanawiyah Negeri Negeri 2 Purworejo, the application of this theory can be seen in the efforts of Arabic language teachers to conduct diagnostic assessments at the beginning of the learning process. This assessment aims to map students' cognitive and non-cognitive abilities and identify their learning styles, whether visual, auditory, or kinesthetic. The results of this assessment are used as a basis for designing learning that suits the characteristics of students, as suggested by Tomlinson. Teachers do not only use one learning approach but adjust strategies and methods to the varying learning profiles of students. This is in line with the principle of differentiated learning, which is to provide relevant and meaningful learning experiences so that students can achieve optimal learning outcomes. Thus, the implementation of differentiated learning at Madrasah Tsanawiyah Negeri 2 Purworejo is in line with the concept proposed by Carol Tomlinson[30].



**Picture 1.** Interview with Arabic teacher Mr. Muhammad Taufik before class

#### b. Implementation Stage of Differentiated Learning

The results of research on the implementation of differentiated learning in Arabic language subjects at Madrasah Tsanawiyah Negeri 2 Purworejo show that it is in line with the theory of differentiated learning proposed by Carol Ann Tomlinson. According to Tomlinson, differentiated learning is a proactive approach to designing and implementing effective learning by adjusting the content, process, product, and learning environment based on students' learning readiness, interests, and learning profiles. Arabic teachers at Madrasah Tsanawiyah Negeri 2 Purworejo have demonstrated an understanding of the basic concepts of differentiation by recognizing the diversity of student characteristics and the importance of

adjusting learning to their needs. Although the identification of student learning profiles has not been carried out systematically using instruments such as questionnaires or diagnostic pre-tests, efforts to identify student needs through observation and informal interaction already reflect the initial steps in applying the principle of learning readiness differentiation as follows:

a. Content

The implementation of content differentiation can be seen in the variety of material presentation through text, images, audio, and video, which reflects differentiation based on learning profiles, as Tomlinson emphasizes that teachers need to adjust the way they deliver material to suit students' learning styles.

b. Process

Process differentiation has also been implemented through the use of varied and flexible learning methods, as well as individual tutoring for students who need it, in line with Tomlinson's idea that students should be engaged in the learning process through activities that are challenging but still within their zone of proximal development.

c. Products

Product differentiation, which reflects choices in how students demonstrate their understanding, is also evident in the assignment of tasks in various forms, allowing students to express their knowledge according to their preferences and abilities.

d. Learning Environment

An inclusive learning environment that encourages collaboration reflects the differentiation of environments as recommended by Tomlinson, although physical facilities still need to be improved to support the optimization of this strategy.



**Picture 2.** Implementation of Differentiated Learning Arabic lessons

However, as emphasized in Tomlinson's theory, the implementation of differentiated learning requires a strong support system, including teacher training, careful planning, and good classroom management. In the context of Madrasah Tsanawiyah Negeri 2 Purworejo, despite support from the madrasah and positive student responses, challenges such as time

constraints, limited resources, and large class sizes pose obstacles to the comprehensive and consistent implementation of differentiation. Therefore, in order for differentiated learning strategies to be implemented optimally and sustainably, commitment from all parties is needed, as well as an increase in teacher capacity in designing adaptive learning that is tailored to the diverse needs of students, as emphasized by Carol Tomlinson in the framework of differentiated pedagogy.

#### a. Differentiated Learning Assessment

Assessment in differentiated learning at Madrasah Tsanawiyah Negeri 2 Purworejo is carried out continuously to understand students' learning needs and adjust the learning approach. Arabic teachers use evaluations of students' learning products, both written and oral, as a basis for obtaining feedback and improving learning strategies. Although the assessment is not yet fully based on formal diagnostic instruments, its implementation reflects the spirit of formative assessment recommended by Tomlinson, which is to provide information about students' readiness and needs. The results of an interview with Mr. Muhammad Miftahul Huda, S.Pd. showed that teachers implement remedial programs for students who have not achieved the minimum passing grade (70), with about 20% of students per class requiring remedial assistance. Remedial assignments are presented in print and online formats, while summative questions are generally in paper form, and for material review, teachers utilize modified online media.

The achievement program is also a form of enrichment in differentiation, supporting students with greater potential to deepen their understanding of the material and prepare for Arabic language competitions. This diverse assessment allows teachers to measure learning outcomes more accurately and fairly, and gives students the opportunity to demonstrate their understanding in the most effective way for them.

**Table 1.** Final Summative Results of Differentiated Arabic Language Learning for Grades VII, VIII and IX of Madrasah Tsanawiyah Negeri 2 Purworejo

No	Class	Number of Students	Completed Students ( $\geq 70$ )	Percentage of Completion	Remedial Students (70)	Remedial Percentage	Average value
1	VII A	32	26	81,25%	6	18,75%	78
2	VII B	30	24	80%	6	20%	76
3	VII C	31	25	80,65%	6	19,35%	77
4	VIII A	32	26	81,25%	6	18,75%	79
5	VIII B	30	24	80%	6	20%	75
6	VIII C	31	25	80,65%	6	19,35%	78
7	IX A	32	26	81,25%	6	18,75%	80
8	IX B	30	24	80%	6	20%	77
9	IX C	31	25	80,65%	6	19,35%	79

Based on the final summative results of differentiated learning in Arabic at MTs Negeri 2 Purworejo for the 2025/2026 academic year, most students have achieved learning completion with scores above the Minimum Completion Level (KKM) of 70. The learning completion level in each class is around 80%, while approximately 20% of students still require remedial programs. These data indicate that the implementation of differentiated

learning is able to help the majority of students understand the material according to their individual learning needs and characteristics.

### **3. Analysis of Differentiated Learning Strategies on Students' Arabic Learning Outcomes**

The results of the study indicate that the implementation of differentiated learning has a positive impact on the Arabic learning process and outcomes of students at Madrasah Tsanawiyah Negeri 2 Purworejo. The application of content, process, and product differentiation allows teachers to accommodate differences in students' abilities and characteristics, making learning more effective and meaningful.

These findings are in line with the concept of differentiated learning, which emphasizes the importance of adjusting learning based on students' readiness, interests, and learning profiles. By providing materials and activities that suit students' needs, Arabic language learning is no longer uniform, but more responsive to the diversity of students. This is in line with the stages of differentiated learning at Madrasah Tsanawiyah Negeri 2 Purworejo, which include the preparation stage, the implementation stage, and the assessment stage.

#### **a. Preparation Stage for Differentiated Learning**

The preparation stage is the main foundation in the implementation of differentiated learning. Based on the results of research at Madrasah Tsanawiyah Negeri 2 Purworejo, Arabic teachers begin this stage by mapping the characteristics of students. The mapping includes learning readiness, interests, and student learning profiles. Learning readiness is identified through initial assessments and observations of students' basic abilities in vocabulary, language structure, and Arabic reading and writing skills. In addition, teachers also pay attention to differences in students' interests in Arabic material, such as interest in conversation (*kalām*), reading texts (*qirā'ah*), or writing (*kitābah*). Students' learning profiles, such as visual, auditory, or kinesthetic tendencies, are also taken into consideration in designing the learning process. The results of this mapping are used as a basis for developing differentiated teaching modules, selecting learning strategies, and determining various learning media and resources.

Differentiated learning planning at Madrasah Tsanawiyah Negeri 2 Purworejo is also reflected in the formulation of flexible learning objectives that still refer to the curriculum learning outcomes. Teachers prepare several alternative learning activities and teaching materials with varying levels of complexity so that each student has the opportunity to learn according to their abilities. This shows that the preparation stage is not only administrative in nature but is truly oriented towards the learning needs of students.

#### **b. Implementation Stage of Differentiated Learning**

During the implementation stage, differentiated learning is implemented through differentiation of content, process, and product. Content differentiation is carried out by providing Arabic language materials in various forms, such as simple and complex texts, vocabulary cards, conversation videos, and pronunciation audio. Thus, students can access materials according to their respective levels of understanding and learning styles.

Process differentiation is evident in the use of various learning methods and activities. Teachers group students flexibly, based on both their level of readiness and their interests. For example, students with low basic skills receive more intensive guidance through gradual exercises, while students with higher abilities are given challenges in the form of text analysis tasks or more complex conversation practice. Learning activities also involve group discussions, language games, and hands-on practice, so that students are more active and engaged in the learning process.

Meanwhile, product differentiation is realized through variations in assignment types and learning outcomes. Students are given options to demonstrate their understanding, such as creating simple dialogues, writing short texts, or presenting vocabulary in the form of posters. Providing these options gives students room to express their best abilities. The results of the study show that the implementation of differentiated learning is able to increase student participation, create a more conducive classroom atmosphere, and increase student motivation in Arabic language learning.

### c. Assessment in Differentiated Learning

Assessment in differentiated learning at Madrasah Tsanawiyah Negeri 2 Purworejo is carried out continuously and adjusted to the characteristics of the students. Teachers not only use summative assessment at the end of learning, but also apply diagnostic and formative assessments. Diagnostic assessments are used at the beginning of learning to determine the initial abilities of students, while formative assessments are carried out during the learning process to monitor student learning progress.

The forms of assessment used are also diverse, such as written tests, performance assessments, observations, and simple project assignments. In assessing learning outcomes, teachers adjust the assessment criteria to the learning objectives and the form of product chosen by the students. This allows for a more fair and objective assessment, as each student is assessed based on their own learning process and outcomes.

The assessment results show an increase in students' Arabic learning outcomes after the implementation of differentiated learning. Students who previously experienced difficulties showed significant progress, while students with high abilities were able to develop their potential more optimally. Thus, assessment in differentiated learning not only functions as a measuring tool, but also as a basis for teacher reflection to improve and adjust future learning strategies.

**Table 2.** Analysis of Differentiated Learning in Arabic Subject at Madrasah Tsanawiyah Negeri 2 Purworejo for the 2025/2026 Academic Year

No	Stages	Teacher Activities	Forms of Differentiation	Instrument/Media
1	Preparation	Conducting an initial diagnostic assessment of reading ability	Readiness to learn	Diagnostic tests
		Identifying interests and learning styles	Interests and learning profiles	Study interest questionnaire
		Develop Arabic language teaching modules	Content	Teaching module
		Determine the learning strategy for each mahārah	Process	Teaching module
		Preparing varied learning media	Media	Video and audio
2	Implementation	The teacher opens the lesson with apperception	Readiness	Question and answer

		Mahārah istimā' learning uses audio	Process	Audio
		Qira'ah learning using tiered texts	Content	Dialogue cards
		Kitabah learning with simple and advanced writing assignments	Product	Write
3	Assessment	Carrying out formative assessment during learning	Assessment	Practice
		Conducting Arabic language project and practice assessments	Product	Presentation
		Conducting a final summative test of the material	Study	Multiple choice/essay questions
		Providing remedial work to students who have not completed their studies	Follow-up	Relearning

The improvement in student learning outcomes also shows that differentiated learning can help students understand Arabic material better. Students with low abilities receive more intensive support, while students with high abilities receive appropriate challenges. This condition creates an inclusive learning environment and encourages each student to develop according to their potential.

Thus, differentiated learning can be used as an effective learning strategy to improve Arabic learning outcomes in madrasahs, especially in classes with heterogeneous student characteristics. The results of this study are expected to serve as a reference for Arabic teachers in developing learning practices that are oriented towards the needs of students.

## CONCLUSION AND IMPLICATION

Based on the results of the research conducted by the researcher, it can be concluded that differentiated learning strategies and their impact on Arabic learning outcomes of students at Madrasah Tsanawiyah Negeri 2 Purworejo in the 2025/2026 academic year can improve Arabic learning outcomes through three main stages: preparation, implementation, and assessment in differentiated learning.

### 1. Preparation for Differentiated Learning

At the preparation stage, it can be concluded that teachers conduct diagnostic assessments to identify students' needs, interests, and learning styles. The results of these assessments form the basis for designing appropriate learning strategies tailored to each student's characteristics.

### 2. Implementation of Differentiated Learning

Differentiated learning at Madrasah Tsanawiyah Negeri 2 Purworejo is implemented by adjusting the content, process, and products of learning according to the needs and characteristics of students. This strategy aims to increase student engagement and

understanding through an approach that suits their individual abilities, interests, and learning styles.

### 3. Differentiated Learning Assessment

Assessment in differentiated learning at Madrasah Tsanawiyah Negeri 2 Purworejo is conducted formatively and summatively using various methods. The aim is to continuously monitor student learning progress and assess final achievement fairly, in accordance with the characteristics and needs of each student.

The practical implications of this study on differentiated instruction in Arabic language classes at Madrasah Tsanawiyah Negeri 2 Purworejo indicate that teachers need to implement instructional strategies tailored to students' readiness, interests, and learning profiles to optimize learning outcomes. Arabic language teachers are advised to use diagnostic assessments at the beginning of instruction, vary teaching methods and media, and provide follow-up in the form of remedial and enrichment activities according to students' needs. This study has limitations because it was conducted at only one madrasah with a limited sample size, so the results cannot yet be generalized widely. Therefore, future research is recommended to be conducted at different educational levels and institutions, using different approaches and methods to examine differentiated instruction for each Arabic language skill in greater depth.

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