



ASSESSING THE EFFECTIVENESS OF DIFFERENTIATED INSTRUCTION IN READING SKILLS LEARNING: ITS IMPACT ON STUDENT MOTIVATION

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Abstract

This research is motivated by heterogeneous class condition especially in Arabic language learning, where students' abilities significantly differ. This difference is especially seen between students with a background in Islamic boarding school education and those without, thus requiring a learning approach responsive to this diversity. This study aims to examine the effectiveness of differentiated learning in Arabic language learning, especially reading skills, and to analyze its impact on students' intrinsic and extrinsic motivation. The method used is quantitative research with a pre-experimental one-group pretest post-test type design. The subjects of this study were 24 students of class XI IPS who had followed the differentiated learning process. The main instrument was a motivation questionnaire compiled based on Gardner and Lambert's theory and observations during the learning process. Differentiated learning was implemented by dividing students into three groups (superior, medium, and low) based on the initial diagnostic assessment. Adjustments were made to the context of the reading text and trigger questions as an implementation of the process differentiation. The data analysis showed a significant difference between the pretest and post-test scores of students' learning motivation, as evidenced by the Paired Samples t-test with a significance value of 0.00 ($p < 0.05$). This finding indicates that the application of differentiated learning effectively increases students' learning motivation and improves Arabic reading skills. These findings confirm that adaptive and student-centered learning strategies are essential to creating meaningful learning experiences. Differentiated learning is effective in increasing student learning motivation. With this approach, students become more active in asking questions without feeling inferior to their smarter friends. They also show higher persistence in completing assignments despite facing challenges because the level of difficulty of the material is adjusted to their respective abilities.

In addition, differentiated learning also contributes significantly to strengthening students' reading skills.

Abstrak

Penelitian ini dimotivasi oleh kondisi kelas yang heterogen, khususnya dalam pembelajaran bahasa Arab, di mana kemampuan siswa sangat berbeda. Perbedaan ini terutama terlihat antara siswa dengan latar belakang pendidikan sekolah berasrama Islam dan mereka yang tidak, sehingga membutuhkan pendekatan pembelajaran yang responsif terhadap keragaman ini. Studi ini bertujuan untuk menguji efektivitas pembelajaran diferensiasi dalam pembelajaran bahasa Arab, khususnya keterampilan membaca, dan untuk menganalisis dampaknya terhadap motivasi intrinsik dan ekstrinsik siswa. Metode yang digunakan adalah penelitian kuantitatif dengan desain pra-eksperimental satu kelompok pretest post-test. Subjek penelitian ini adalah 24 siswa kelas XI IPS yang telah mengikuti proses pembelajaran diferensiasi. Instrumen utama yang digunakan adalah kuesioner motivasi yang disusun berdasarkan teori Gardner dan Lambert serta observasi selama proses pembelajaran. Pembelajaran diferensiasi diimplementasikan dengan membagi siswa menjadi tiga kelompok (unggul, sedang, dan rendah) berdasarkan penilaian diagnostik awal. Penyesuaian dilakukan pada konteks teks bacaan dan pertanyaan pemicu sebagai implementasi proses diferensiasi. Analisis data menunjukkan perbedaan signifikan antara skor pretest dan posttest motivasi belajar siswa, sebagaimana dibuktikan oleh uji t sampel berpasangan dengan nilai signifikansi 0,000 ($p < 0,05$). Temuan ini menunjukkan bahwa penerapan pembelajaran diferensiasi secara efektif meningkatkan motivasi belajar siswa dan meningkatkan kemampuan membaca bahasa Arab. Temuan ini menegaskan bahwa strategi pembelajaran adaptif dan berpusat pada siswa sangat penting untuk menciptakan pengalaman belajar yang bermakna. Pembelajaran diferensiasi efektif dalam meningkatkan motivasi belajar siswa. Dengan pendekatan ini, siswa menjadi lebih aktif dalam mengajukan pertanyaan tanpa merasa rendah diri dibandingkan teman-teman mereka yang lebih pintar. Mereka juga menunjukkan ketekunan yang lebih tinggi dalam menyelesaikan tugas meskipun menghadapi tantangan karena tingkat kesulitan materi disesuaikan dengan kemampuan masing-masing. Selain itu, pembelajaran berdiferensiasi juga memberikan kontribusi signifikan dalam memperkuat kemampuan membaca siswa.

INTRODUCTION

In the ever-evolving world of education, new paradigms in learning provide educators with the freedom to formulate learning according to the characteristics and needs of students so that learning practices are centered on students rather than teachers

¹. Currently, most learning classes consist of students with diverse cultural, linguistic, and academic backgrounds, so it is not uncommon for students' cognitive abilities in a class to differ from one student to another. Therefore, differentiation learning strategies are present as a response to this diversity so that each student benefits from an interesting learning experience and has the opportunity to reach their potential so that all students can succeed, regardless of their abilities or backgrounds ².

The learning method commonly used by most teachers is the traditional method. This method emphasizes the dominant role of teachers in managing learning. This method focuses on completing lesson materials and its orientation is more towards the material being taught, rather than students' understanding of the material ³. Teachers deliver material through lectures, expecting students to understand and respond to the material, with textbooks as the primary guide. This traditional method is no longer effective in meeting the diverse learning needs of students. The application of differentiation strategies in learning allows teachers to adjust learning to each student's readiness, understanding, and interests. The teaching strategy in the "middle" of the class often bored advanced students, and struggling students become frustrated ⁴. Differentiation strategies address this by providing appropriate challenges for all students and ensuring that no one is left behind or held back during the learning process.

Arabic language learning should also follow the development of the new paradigm by implementing a differentiated learning model in its learning process. Reading skills are one of the four language skills that students must master. Learning reading skills as a form of receptive skills is very important to achieve overall Arabic language proficiency. Reading skills in Arabic language learning as an intermediary for students to improve their ability to read and understand Arabic texts and strengthen the basics of Islamic knowledge, most of which are sourced from Arabic ⁵.

Learning reading skills often becomes a challenge when students in a class have different levels of understanding, so there is a gap in ability between students. In Arabic lessons, the gap in ability between students will be even more significant if some students in a class come from Islamic boarding schools and others do not. Students from Islamic boarding schools tend to underestimate and lack motivation to follow the lesson because the material is too easy or the material they have learned before. On the other hand, students who do not come from Islamic boarding schools often find it difficult and lose

¹ Ade Sintia Wulandari, "Literature Review: Pendekatan Berdiferensiasi Solusi Pembelajaran Dalam Keberagaman," *Jurnal Pendidikan Mipa* 12, no. 3 (2022): 682–89, <https://doi.org/10.37630/jpm.v12i3.620>.

² Pearl Subban, "Differentiated Instruction: A Research Basis," *International Education Journal* 7, no. 7 (2006): 935–47.

³ Zulfan Mazaimi and Irma Sary, "Perbandingan Efektivitas Pembelajaran Tradisional Dan Pembelajaran Berbasis Video Di Sekolah Menengah Atas" 2, no. 1 (2023): 72–79, <https://doi.org/10.56854/tp.v2i1.221>.

⁴ Subban, "Differentiated Instruction: A Research Basis."

⁵ Moh Syaifudin et al., "Leveraging Small Group Discussion Technique with Kahoot Application for Maharah Qira ' Ah Learning Design in Higher Education" 16, no. 1 (2024): 346–65, <https://doi.org/10.24042/albayan.v16i2.23400>.

motivation to follow Arabic lessons. The learning methods that have been used previously have not accommodated the differences in ability in the class, so students are often not motivated to follow the lesson.

Learning motivation is an important component that influences student involvement and performance in the learning process ⁶. When lacking motivation, students often lose interest and enthusiasm to develop their ideas during learning. Students feel less motivated to participate and work harder to produce better results when they do not feel supported, respected, or actively involved in the learning environment ⁷. As a result, teachers must build a stimulating and interesting learning environment by using various techniques, including setting clear learning objectives, providing learning materials according to student's ability levels, and so on. Although motivation is one of the most difficult concepts to understand, Leontiev (1971) in ⁸ explains that researchers recognize that the most important component of motivation is action. So, being motivated means being moved to do something. Someone who does not feel the urge or inspiration to do an action can be characterized as unmotivated, whereas someone excited or moved to achieve a goal is considered motivated ⁹.

The socio-educational model of language learning motivation developed by Gardner and Lambert ¹⁰ and supported by relevant studies on motivation in the field of psychology ¹¹, there are three relevant measures of motivation ¹², namely as follows: 1) General motivation, effort, and commitment that students are willing to spend to learn the target language to achieve learning goals. 2) Instrumental orientation refers to language learners' perceptions of the usefulness of the target language and their intentions to use the target language for pragmatic purposes, such as future studies, travel, work, or financial gain. 3) Integrative orientation is language learners' intentions to learn the target language to communicate with target language speakers and their interest in the culture, worldview, and way of life of the target language speakers.

⁶ Bilal Afsar and Waheed Ali Umrani, "Transformational Leadership and Innovative Work Behavior: The Role of Motivation to Learn, Task Complexity and Innovation Climate," *European Journal of Innovation Management* 23, no. 3 (2020): 402–28, <https://doi.org/10.1108/EJIM-12-2018-0257>.

⁷ Asnawi et al., "The Influence of Differentiate Learning and Student Learning Motivation on Nationalistic Insight of Elementary School Students," *JURNAL PENDIDIKAN DAN PENGAJARAN* 57, no. 1 (2024): 150–61, <https://doi.org/https://doi.org/10.23887/jpp.v57i1.66236> 150.

⁸ Larisa Nikitina, Zuraidah Mohd Don, and Loh Sau Cheong, "Construction and Validation of a Questionnaire on Language Learning Motivation," *Zbornik Instituta Za Pedagoska Istrazivanja* 48, no. 2 (2016): 284–300, <https://doi.org/10.2298/ZIPI1602284N>.

⁹ Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions," *Contemporary Educational Psychology* 25, no. 1 (2000): 54–67, <https://doi.org/10.1006/ceps.1999.1020>.

¹⁰ R. C. Gardner, *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation* (London: Edward Arnold, 1985), <https://doi.org/https://doi.org/10.1037/h0083787>; R. C. Gardner and W. E. Lambert, *Attitudes and Motivation in Second Language Learning* (Rowley: Nebury House Publishers, Inc., 1972).

¹¹ Ryan and Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions."

¹² Nikitina, Don, and Cheong, "Construction and Validation of a Questionnaire on Language Learning Motivation."

One of the professors in the field of Arabic language learning conveyed in his inaugural speech about the phenomenon of demotivation in Madrasah, namely that there is a phenomenon of demotivation in Arabic language learning at the elementary and secondary education levels, especially those under the auspices of the Ministry of Religion. Based on this, Ainin¹³ also conducted a limited survey which showed that the foreign languages that were the main choices were English (79%), Arabic (20%), and Japanese (1%). The reasons for choosing English as the main choice were more pragmatic-instrumental, namely for work, further study, and because English is one of the subjects in the National Examination. Meanwhile, the reasons for choosing Arabic were closer to integrative motivation, namely, to continue studying Arabic at university and as a religious language. This phenomenon also does not rule out the possibility of occurring in educational units under the auspices of the Ministry of Education and Culture.

Learning should accommodate each student's interests so that they can give their best performance in learning. Therefore, differentiated learning can be an alternative solution to accommodate these differences in ability. Differentiated learning is a learning approach or learning technique teachers use by modifying learning materials or lesson content and teaching learning materials according to student needs previously found through diagnostic assessments¹⁴. By implementing differentiated learning, teachers can meet each student's individual needs, hoping that better learning objectives and learning outcomes can be achieved.

The application of differentiated learning can facilitate each student's diverse learning needs and allow each student to explore their potential. The purpose of implementing differentiated learning is to provide a learning experience that is relevant, challenging, and appropriate to the individual ability level of students¹⁵. Therefore, the application of differentiated learning in Arabic language learning can make students learn Arabic according to their needs, level of understanding, interests, and learning styles so that the learning atmosphere will be active, interesting, and enjoyable so that learning is not boring for students, which ultimately makes them motivated during learning.

The presence of a learning paradigm that is oriented towards the diversity of students' potential and abilities is strengthened by seeking research that is in line with the discussion of this research. Among them is research conducted by Rahmawati, et al., which shows that a differentiated learning model can be a learning solution that can be applied to meet the diverse needs of students. Differentiated learning begins with a

¹³ (2021)

¹⁴ Nailur Rahmawati and Mohammad Nasrul Fata Al-muayyad, "Differentiated Instruction as a Form of Merdeka Belajar in Arabic Language Learning" 8, no. 2 (2024): 873–96.

¹⁵ Hernita Chantika, Wirda Hanim, and Uswatun Hasanah, "Teori Pembelajaran Berdiferensiasi Dan Pengaruhnya Dalam Mengidentifikasi Gaya Belajar Peserta Didik Sekolah Dasar," *Innovative: Journal Of Social Science Research* 4, no. 3 SE-Articles (2024): 13896–907.

diagnostic assessment to map student characteristics so teachers can design learning well.

16.

Several other studies have revealed various findings on differentiation learning and student learning motivation. Based on this, several studies have revealed that: *first*, differentiation learning shows positive results that can improve student understanding, especially in Arabic language learning¹⁷. *Second*, there is a significant difference in the post-test between the experimental group. In the control group, the achievement of the experimental group is generally higher than the control group which proves that the differentiation method effectively improves students' writing achievement in learning Arabic as a foreign language in Malaysia¹⁸. Writing skills assessment in differentiated learning based on Project Learning can be done through product or project assessments tailored to students' needs, readiness, and abilities¹⁹. In addition, the Different Teaching Approach proves that students can improve their interactions and involvement in class to change their students' perceptions of Arabic language subjects which have previously been considered difficult to learn²⁰. *Third*, there is a significant influence of the differentiated learning model on the national insight of elementary school students, as well as an interaction between the differentiated learning model and students' learning motivation on the national insight of elementary school students²¹.

Previous studies on differentiated learning in the context of Arabic language lessons have explored various aspects of writing skills (Maharah Kitabah) and vocabulary mastery (Mufrodad). In addition, most studies use a project-based approach or quasi-experimental design with a focus on student learning outcomes. However, there is still a lack of research specifically examining the efficiency of differentiated learning in reading skills (Reading skills), especially in Arabic. On the other hand, although some studies refer to increased interaction and changes in perception among students, the aspect of learning motivation as an impact of implementing this model, especially in Arabic language learning, has not been studied in depth. Thus, there is an academic gap examining the relationship between differentiated learning, increasing reading competence (Maharah Qiraah), and its impact on students' intrinsic and extrinsic

¹⁶ Rahmawati and Al-muayyad, "Differentiated Instruction as a Form of Merdeka Belajar in Arabic Language Learning."

¹⁷ A Ma'wa, A Abdurrahman, and ..., "Penerapan Pembelajaran Berdiferensiasi Berbasis Proyek Dalam Implementasi Kurikulum Merdeka Pada Pembelajaran Bahasa Arab," *Al-Kalim: Jurnal ...* 2, no. 2 (2023): 173–88.

¹⁸ Najiba Abdullah Meyad et al., "The Effect of Differentiated Learning Method on Students' Achievement in Writing Skills in Learning Arabic as a Foreign Language," *International Journal Of Research In Education Methodology* 6, no. 2 (2014): 889–95.

¹⁹ Novita Maula Salsabila and R Umi Baroroh, "Assessment Of Arabic Writing Skills In Differentiated Learning Based On Project-Based Learning," *Ijaz Arabi Journal of Arabic Learning* 7, no. 2 (2024): 726–39, <https://doi.org/10.18860/ijazarabi.v7i2.25429>.

²⁰ N Rekain and NMRN Yusoff, "Effects of Differentiated Teaching Approaches on Mastery of Writing Skills in Year 4 Arabic Language," 2023.

²¹ Asnawi et al., "The Influence of Differentiate Learning and Student Learning Motivation on Nationalistic Insight of Elementary School Students."

motivation, especially learning Arabic as a second or foreign language. This study is expected to fill this gap with a comprehensive analysis that previous studies have not studied.

Differentiation learning strategies are worth considering for increasing student motivation in learning reading skills because, with this strategy, teachers can adjust the material, process, and learning products according to student's abilities, interests, and readiness. This aligns with the principle of student-centered learning, which focuses on empowering students during the learning process through meaningful tasks; when students play an active role in their learning process, they will tend to be more active and motivated in their learning²². In learning reading skills, differentiation strategies can be carried out through texts with different levels of difficulty, through audiovisual aids, or by offering options for reading assignments that can be created by students or teachers themselves so that students feel motivated.

This study aims to examine the effectiveness of the application of differentiated learning in Arabic reading skills and analyze its impact on students' learning motivation, both intrinsically and extrinsically. This study departs from the limitations of previous studies, which mostly focus on writing skills and vocabulary mastery and have not specifically discussed learning motivation as a variable affected by differentiated learning strategies. Based on this description, the research question is to what extent is differentiated learning effective in improving students' reading skills in Arabic learning, and what impact does the application have on students' learning motivation.

METHOD

This study reveals the effectiveness of implementing differentiated learning on learning motivation. With this focus, using a quantitative experimental research method with a pre-experimental design is necessary. This research design emphasizes the type of one-group pretest-posttest as a form of treatment and measurement in one group²³. The selection of the design is based on the accuracy of the implementation of learning with new methods, which is then compared with the conditions and attitudes of students before and after the treatment²⁴.

Subsection/Participants

Participants in this study used a simple random sampling technique which was carried out to be able to pay attention to strata in taking the population. Students of XI

²² Mawar Sari et al., "Meningkatkan Keaktifan Belajar Siswa Melalui Model Pembelajaran Student Centered Learning," *Warta Dharmawangsa* 18, no. 1 (2024): 219–30, <https://doi.org/10.46576/wdw.v18i1.4267>.

²³ John W. Creswell and Vicki L. Plano Clark, *Designing and Conducting Mixed Methods Research*, Third (California: Sage, 2017).

²⁴ Andini Noviyanti, "PENGARUH METODE STRUKTURAL ANALITIK SINTETIK (SAS) BERBANTUAN MEDIA FLASH CARD TERHADAP KEMAMPUAN MEMBACA PERMULAAN SISWA KELAS I SEKOLAH DASAR Universitas Pendidikan Indonesia | Repository.Upi.Edu | Perpustakaan.Upi.Edu," no. 2016 (2023): 22–33.

IPS 2 SMA Islam Al Maarif Singosari as many as 24 students were the sample of this study, who had also followed a series of differentiation learning processes in reading skills. This technique was determined based on the same students' probability and ability. In addition, researchers were also directly involved during the process of implementing differentiation learning that was by the needs of students in learning Arabic, especially in reading skills, to have an impact on student learning motivation.

Research Procedures

The stages of data collection carried out by the researcher are as follows: 1) conducting observations and initial assessments to determine the level of students' abilities and needs in reading skills; 2) implementing Arabic language learning in reading skills that have been adjusted to the concept and implementation of differentiated learning; 3) modifying the questionnaire to be able to measure students' learning motivation during the differentiation learning process, where the questionnaire was given to students twice, namely before and after treatment; 4) conducting observations during the differentiation learning process.

Research Instruments

The quantitative research data is adapted through an instrument for measuring student motivation by Gardner and Lambert's theory²⁵, and has also been refined by Gardner²⁶. The questionnaire adaptation was carried out to identify and reveal student responses²⁷, either in the form of experience and attitude when learning Arabic differentiated towards learning motivation. In addition, observations were also carried out as a form of validity in the implementation of differentiated learning.

Data Analysis

This study focuses on measuring differentiation learning on reading skills towards learning motivation which accurately uses analysis techniques with T-tests in the form of normality tests, homogeneity tests, and paired samples tests. The analysis was carried out with the help of SPSS software version 29 in measuring questionnaires in assessing the effectiveness of differentiation learning on reading skills towards student motivation. In addition, measurements were also carried out using a Likert scale on the results of observations during the differentiation learning process. This is done to determine student behavior toward the implementation of differentiated learning.

RESULT AND DISCUSSION

Differentiated learning implemented in Arabic language learning refers to the needs of students to improve their abilities which are also adjusted to their learning styles

²⁵ (1959, 1972)

²⁶ (1985)

²⁷ Ryan and Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions"; Nikitina, Don, and Cheong, "Construction and Validation of a Questionnaire on Language Learning Motivation."

and interests. This also requires adjustments to the learning process to meet each student's individual learning needs. In this case, the implementation of differentiated learning in Arabic, especially in reading skills, has several stages that are carried out, as follows:

Grouping students based on their ability level and learning needs.

In the first stage, grouping is needed as a basis for initial assessment to determine each student's capacity. As such, from the initial analysis results, dividing students into superior, moderate, and low groups is necessary. Each group in the same class receives learning according to a predetermined plan, namely being given Arabic reading text material arranged with a difficulty level that is adjusted for each group. This adjustment of material aims to ensure that each student receives material and assignments that are by the skills and understanding they previously had so that it can trigger curiosity or passion in them ²⁸.

Planning and implementing differentiated learning

The differentiation strategy used in this study focuses on content and process differentiation. In the learning process, teaching strategies are also adjusted to the needs of each group. Content differentiation is carried out by providing different reading texts to suit the characteristics of each group. In addition, researchers offer different trigger questions for each group to implement process differentiation to encourage critical thinking and in-depth understanding according to student ability level. These trigger questions reflect the learning objectives that each group must achieve. For example, for superior groups, students are invited to find explicit and implicit information in the text and draw conclusions from the text. For medium groups, students are asked to find explicit and implicit information, while for low groups, students are asked to translate sentences in simple texts and find explicit information. This approach is in line with the principle of differentiated learning, which emphasizes adjusting content or materials, processes, and products to each student's needs and ability levels ²⁹.

Evaluation and Reflection

Reflection is a form of evaluation of the results of work based on the planning, implementation, and results stages. It plays an important role and greatly helps teachers plan learning more effectively ³⁰. In addition, students were given a motivation questionnaire before and after the treatment.

The stages of differentiation learning in Arabic are a basis for implementing learning that meets students' learning needs more responsively and procedurally. In addition, in the application of differentiation learning, it is also necessary to measure its

²⁸ Dwi Putriana Naibaho, "Strategi Pembelajaran Berdiferensiasi Mampu Meningkatkan Pemahaman Belajar Peserta Didik," *Journal of Creative Student Research* 1, no. 2 (2023): 81–91.

²⁹ Rahmawati and Al-muayyad, "Differentiated Instruction as a Form of Merdeka Belajar in Arabic Language Learning."

³⁰ Dewi Sopianti, "Implementasi Pembelajaran Berdiferensiasi Pada Mata Pelajaran Seni Budaya Kelas XI Di SMAN GARUT.," *Of Music Education* 1, no. Pendidikan Seni di Era Disrupsi (2023): 1–8.

effectiveness, which impacts students' learning motivation. In this measurement, a normality test is carried out to determine whether the pretest and post-test data are normally distributed.

Table 1.

Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.154	24	.145	.945	24	.207
Posttest	.138	24	.200*	.956	24	.369

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the Kolmogorov-Smirnov test showed that the significance value for the pretest data is 0.145, and for the post-test is 0.200. The results of the Shapiro-Wilk test show that the significance value for the pretest is 0.207, and for the post test is 0.369. The significance values in both tests, show that they are greater than 0.05, so it can be concluded that the pretest and post-test data are typically distributed. This normally distributed data meets one of the basic assumptions in the Paired Samples t-test analysis, so further analysis can be carried out to test the differences between the pretest and post-test statistically. After the normality test, the homogeneity of variance test is carried out to determine whether the data analysed has homogeneous variance. The homogeneity test is carried out using Levene's Test with the help of SPSS version 29 for Windows.

Table 2.

Tests of Homogeneity of Variances

		Levene	df1	df2	Sig.
		Statistic			
Pretest	Based on Mean	.002	1	46	.964
	Based on Median	.025	1	46	.875
	Based on Median and with adjusted df	.025	1	45.236	.875
	Based on trimmed mean	.000	1	46	.997

The results of the homogeneity test show that the significance value in the test based on the mean is 0.964, based on the median is 0.875, based on the media with degrees of freedom adjustment is 0.875, and based on the trimmed mean is 0.997. Because all significance values are greater than 0.05, it can be concluded that the pretest and post-test data variants are homogeneous. These results meet the basic assumptions for further analysis using the Paired Samples t-test.

After the data is normally distributed and has homogeneous variance, a Paired Samples t-test is then carried out to determine whether there is a significant difference after implementing differentiated learning.

Table 3.
Paired Samples Test

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Lower	Upper			
Pair 1	Pretest - Posttest	-3.95833	2.34945	-4.95042	-2.96625	-8.254	23	.000

The results of the Paired Samples t-test showed a mean difference of -3.95833, with a standard deviation of 2.34945 and a standard error of 0.47958. The t value was -8.254, with a degree of freedom (df) of 23 and a significance value (2-tailed) of 0.000. because the significance value is less than 0.05, it can be concluded that there is a significant difference between the pretest and post-test results. This finding indicates that the application of differentiated learning in practical reading skills learning impacts students' motivation.

Based on the results of the data analysis, it is known that there is a significant difference between the pretest and post-test scores after the implementation of differentiated learning. The results of the normality test show that the data is normally distributed. In contrast, the homogeneity test shows that the data variance is homogeneous, so the Paired Samples t-test analysis can be carried out validly. The significance value of the Paired Samples t-test of 0.000 ($p < 0.05$) indicates that implementing differentiated learning has a positive impact on increasing student learning motivation. The average questionnaire score after implementing differentiated learning is higher than before the implementation of differentiated learning, indicating that implementing differentiated learning effectively increases student learning motivation in Arabic language lessons.

The upbeat assessment that has been carried out also impacts students' learning motivation. The impact refers to the results of the questionnaire aimed at students as a response that relates to students' attitudes and learning experiences during the implementation of differentiated learning on Arabic reading skills. The results of student responses, as in the following diagram:

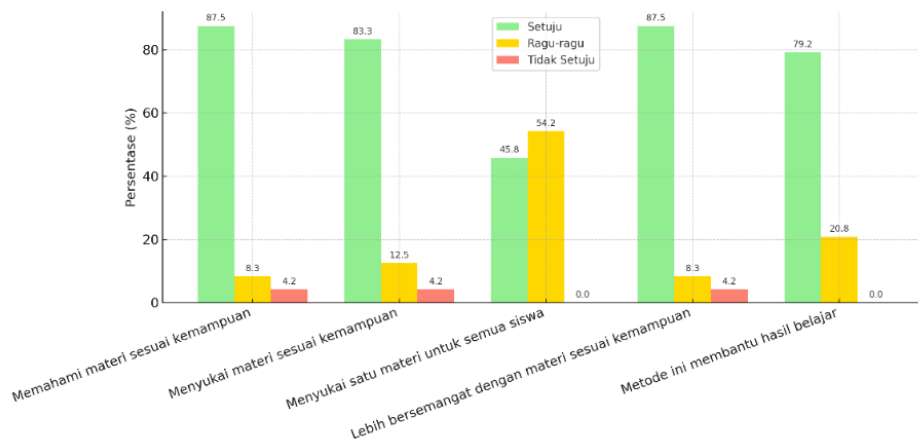


Diagram 1. Student Response Results Diagram in the Implementation of Differentiated Learning

Referring to the diagram above, most students responded positively to the application of differentiated learning in learning Arabic reading skills. Most students felt they understood the material better, liked learning more, and were more enthusiastic when it was adjusted to their abilities. In addition, they acknowledged that this method positively impacted on their learning outcomes. The adjustment of the material to the individual skills of students has been proven to increase self-confidence, learning comfort, and intrinsic motivation. However, there were a small number of students who expressed hesitation or disagreement. This happened because they needed more time to adjust to this differentiated learning method, or were not yet accustomed to a learning system that required active student involvement during learning. Overall, the results of the responses showed that the application of differentiated learning in reading skills was well received by most students and positively impacted on their understanding, motivation, and learning outcomes.

The application of differentiated learning that adjusts the difficulty level of the material and learning activities to the abilities and needs of each student provides a more personal and challenging learning experience. Students who come from Islamic boarding schools or have above-average Arabic language knowledge do not feel bored because the material is too easy; on the other hand, students who do not come from Islamic boarding schools or have below-average Arabic language knowledge do not feel frustrated because the material is too difficult. When motivated, students are more active in learning and perform best by seeking information, asking questions, and participating in discussions. Increased motivation makes students more focused and confident in facing learning materials, ultimately to improving their learning outcomes.

The significant difference in Arabic language ability between students from Islamic boarding schools and those who do not has various vital implications for the learning process in the classroom. This inequality causes an imbalance in the achievement of learning outcomes, where students with low abilities tend to have difficulty understanding the material. In contrast, more advanced students feel less challenged and potentially lose learning motivation. The mismatch between the material's difficulty level

and the student's abilities decrease overall learning motivation³¹. This problem arises as a consequence of the diverse educational backgrounds of students. Students who come from Islamic boarding schools generally have gained more intensive Arabic language experience and skills, both in terms of vocabulary, grammar, and understanding of texts, compared to students who do not come from Islamic boarding schools who may only have been introduced to Arabic formally at this school level. This explains that students who come from Islamic boarding schools already have sufficient prior knowledge or abilities so that when faced with new experiences and knowledge, they can understand or apply the latest knowledge, and vice versa. Students who do not have prior knowledge have difficulty in understanding or using the new knowledge they have acquired³². This disparity in prior knowledge causes significant differences in learning readiness within a class.

The positive impact shown in the t-test results and student responses confirms the improvement of students' reading skills, which also impacts their learning motivation. This also shows the findings in this study, which state that the application of differentiation improves reading skills by strengthening students' motivation, which is also a key factor in the success of Arabic language learning. The relationship between learning motivation and reading skill achievement is carried out to enrich the application of learning theory and practice, which can also be the basis for developing more adaptive teaching strategies.

Developing learning strategies in differentiated learning can create a conducive learning environment by facilitating students to achieve their best potential, which is also supported by learning motivation. Motivation plays a vital role in student learning in achieving learning achievement because the high and low levels of student learning achievement are often associated with the high and low levels of student learning motivation³³. As is known, motivation can be internal motivation that arises within students or external motivation from outside students, either from teachers (educators) or the strategies used. This is also in line with research by Rafiola et al., which states that the positive impact of learning motivation also has an impression on achievement that is important to support. Students with high learning motivation also have high learning achievement³⁴.

The learning motivation that arises in students during the learning process is created through several actions, such as increasing self-confidence, encouragement to continue to be involved in learning, and increasing understanding of student learning

³¹ Carol Ann Tomlinson, "Classroom Responding to the Needs of All Learners 2nd Edition," *Articulo Cientifico*, 2014, 1–25.

³² Muhammad Idris Hasanuddin, "Pengetahuan Awal (Prior Knowledge) : Konsep Dan Implikasi Dalam Pembelajaran," *EDISI : Jurnal Edukasi Dan Sains* 2, no. 2 (2020): 217–32.

³³ Yogi Fernando, Popi Andriani, and Hidayani Syam, "Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar Siswa," *ALFIHRIS: Jurnal Inspirasi Pendidikan* 2, no. 3 (2024): 61–68, <https://doi.org/10.59246/alfihris.v2i3.843>.

³⁴ Ryan Hidayat Rafiola et al., "The Effect of Learning Motivation, Self-Efficacy, and Blended Learning on Students' Achievement in the Industrial Revolution 4.0," *International Journal of Emerging Technologies in Learning* 15, no. 8 (2020): 71–82, <https://doi.org/10.3991/ijet.v15i08.12525>.

outcomes. This is because differentiated learning refers to the cognitive aspects of students by emphasizing the affective elements of each process. This argument also aligns with Ma'youf and Aburezeq, who stated that differentiated learning contributes to students' needs by paying attention to the affective aspects in increasing learning motivation³⁵. This means that the application of differentiated learning emphasizes the importance of a more responsive approach to the diverse needs of students in the context of foreign language learning, which is also in line with the opinion of Altıntaş & Özdemir that differentiation includes teacher efforts to handle different students in class, by creating appropriate teaching to meet individual needs³⁶

CONCLUSION

This study shows that the application of differentiated learning in reading skills learning can positively impact both reading skills and students' learning motivation. By adjusting reading materials and learning activities based on students' ability levels, students feel more appreciated and get challenges that suit their needs. This result is reflected in the increase in the average student score, which exceeds the KKM standard, as well as from the results of statistical analysis using paired samples t-test, which shows a significant difference between the results before and after the implementation of differentiation.

The questionnaire's findings support this study's results by showing that as many as 87.5% of students felt more enthusiastic and easier to understand the material through the application of differentiated learning. Adjusting the material to each student's readiness level and needs makes them feel more confident and able to master the material without feeling burdened. This increase in learning motivation is an essential factor that directly drives improved learning outcomes, especially in Arabic text reading skills, because students can learn at a level that suits their abilities so that understanding becomes more optimal.

Thus, it can be concluded that differentiated learning is effective not only in improving cognitive skills but also in encouraging student's affective aspects such as learning motivation. This finding enriches the understanding of the importance of an approach that adapts learning to individual characteristics in teaching Arabic, especially reading skills. In the future, the application of differentiated learning is expected to be an integral part of efforts to improve the quality of Arabic language learning in various educational units.

³⁵ Nisreen A. Ma'youf and Ibtehal Mahmoud Aburezeq, "The Effectiveness of Differentiated Teaching Strategy in Developing Reading Comprehension Skills of Fourth Grade Students in the United Arab Emirates," *Theory and Practice in Language Studies* 12, no. 1 (2022): 17–27, <https://doi.org/10.17507/tpls.1201.03>.

³⁶ Esra Altıntaş and Ahmet Özdemir, "The Effect of the Developed Differentiation Approach on the Achievements of the Students," *Egitim Arastirmalari - Eurasian Journal of Educational Research* 15, no. 61 (2015): 199–216, <https://doi.org/10.14689/ejer.2015.61.11>.

Based on the results of this study, the researcher realizes that this study is full of limitations due to the limited number of respondents and the focus of the application of differentiated learning, which is still only on one skill, namely reading skills. First, future research should involve a larger and more diverse number of participants so that the results are more representative and can be generalized to a broader population. Second, the application of differentiated learning is not only limited to reading skills but also includes language skills, such as listening, speaking, and writing. This comprehensive approach is expected to provide a more complete picture of the effectiveness of differentiation in second language learning and improve students' language skills in an integrative manner according to their individual needs and characteristics.

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