Differentiated Instruction as a Form of Merdeka Belajar in Arabic Language Learning

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Abstract

The purpose of this study is to examine and describe the concepts and principles of differentiated instruction models and examples of their implementation in Arabic language learning. This is an effort to determine practical procedural steps that can be taken and followed by Arabic language teachers to benefit from differentiated instruction. Through differentiated instruction, it is expected that the role of the teacher is not just to exhaust the material, but to optimize the learning process of each student; differentiation becomes a prerequisite for the learning process, not just an additional element that is "nice to have". To achieve this goal, this research uses a literature study approach with an inductive descriptive method design to present views and theories about differentiated instruction and how it is applied in Arabic language learning. With this approach, this research seeks to explore theories and opinions regarding differentiated instruction models, analyze them, and utilize them to be used as procedural steps in Arabic language learning. The results of this research indicate that the differentiated instruction model can be a learning solution that can be implemented to answer the needs of diverse students. Differentiated instruction is learning that begins with a diagnostic assessment to map the characteristics of students so that teachers are able to design learning well

according to students' needs. Differentiated instruction can be applied through content, process and product aspects. It is hoped that the results of this research can provide benefits for teachers and provides insight into the application of differentiated instruction in Arabic language learning.

Keywords: Differentiated instruction; Arabic language learning; Merdeka Belajar

Introduction

Nowadays, the learning curriculum has been covered with technological urgency as an effort to align essential human resources with globalization. Accompanied by the pandemic case, all parties involved in the world of education are urged to continue to innovate in overcoming the many problems or crises that occur. In Indonesia, the crisis in question is learning loss conditions due to the pandemic. These conditions became the main background for the formation of a new curriculum, namely Merdeka Curriculum (Sabriadi & Wakia, 2021 in Usman)[1].

Merdeka curriculum is interpreted as a learning design that provides students with the opportunity to study calmly, relaxed, fun, stress-free and pressure-free, to show their natural talents. Merdeka Belajar focuses on freedom and creative thinking[2]. Merdeka Belajar is a policy program launched to return the national education system to the essence of the law by giving freedom to schools, teachers and students to be free to innovate, free to learn independently and creatively, where this freedom to innovate must start from teachers as the driving force of national education. To face the era of revolution 4.0, education through schools must provide learning according to students' needs[3].

The new learning paradigm provides freedom for teachers to formulate learning and assessment plans according to students' characteristics and needs. The new learning paradigm ensures learning practices are student-centered. Learning is a cycle that begins with mapping competency standards, planning the learning process, and implementing assessments to improve learning so that students can achieve the expected competencies (Kemdikbud, 2021 in Ade

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[1] Usman Usman et al., "Pemahaman Salah Satu Guru Di Man 2 Tangerang Mengenai Sistem Pembelajaran Berdiferensiasi Pada Kurikulum Merdeka," *Jurnal Review Pendidikan Dan Pengajaran* 5, no. 1 (2022): 32–36, https://doi.org/10.31004/jrpp.v5i1.4432.

[2] Asep Herry; Prihantini Rahayu, Restu; Rosita, Rita; Rahayuningsih, Yayu Sri; Hernawan, "Implementasi Kurikulum Merdeka Belajar Di Sekolah Penggerak Restu," *Jurnal Basicedu* 6, no. 4 (2022): 6313–19.

[3] Sherly, Edy Dharma, and Betty Humiras Sihombing, "Merdeka Belajar Di Era Pendidikan 4.0," *Merdeka Belajar: Kajian Literatur*, 2020, 184–87.

Sintia[4]). The development of students as complete subjects or individuals, their identity and personality is as important as increasing qualifications (what students can do and understand as a result of the learning process) and also developing values and strengthening positive norms that students need as part of the world community[5].

Merdeka curriculum which has flexible characteristics provides a new paradigm for teachers to implement differentiated instruction according to students' abilities and adapt learning to local contexts and materials[6]. In this case there is a differentiated instruction model which is the appropriate learning model to be used in the teaching and learning process. Differentiated instruction is a learning practice that adapts the curriculum, teaching strategies, assessment strategies, and classroom environment to the needs of all students[7]. The adjustments in question are related to students' interests, learning profiles and readiness so as to achieve improved learning outcomes.

Arabic language learning should also follow the progress of the new educational paradigm by implementing differentiated instruction models in the Arabic language learning process. Arabic language learning in Indonesia should focus on the needs of students so that learning is carried out interactively using a variety of appropriate methods so that it can accommodate all students who have their own unique characteristics. By using a differentiated instruction model, students can learn Arabic according to their needs, level of understanding, interests, motivation and learning style. The learning atmosphere will be active, interesting and fun so that learning is not boring for teachers and students. Learning that accommodates all the needs of each student ensures that learning objectives are achieved effectively and can improve the quality of Arabic language learning.

Teachers must provide opportunities for each student to learn and achieve their goals optimally. Teachers can use a variety of learning resources, learning methods, and evaluation methods that enable them to plan Arabic language learning that suits each student's learning needs in the form of learning

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[4] 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.

[5] Najelaa Shihab, *Diferensiasi Memahami Pelajar Untuk Belajar Bermakna Dan Menyenangkan*, ed. Bukik Andini, Siti Nur; Setiawan, cetakan 3 (Tangerang Selatan: Literati, 2021).

[6] I Komang Wahyu Wiguna and Made Adi Nugraha Tristaningrat, "Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar," *Edukasi: Jurnal Pendidikan Dasar* 3, no. 1 (2022): 17, https://doi.org/10.55115/edukasi.v3i1.2296.

[7] Wisman Hadi et al., "Desain Pembelajaran Diferensiasi Bermuatan Problem Based Learning (Pbl) Mendukung Critical Thinking Skill Siswa Pada Era Kenormalan Baru Pascapandemi Covid-19," *Basastra* 11, no. 1 (2022): 56, https://doi.org/10.24114/bss.v11i1.33852.

readiness, interests, and learning styles[8]. Learning must be adapted to the needs and ability levels of students and adapted to the context of their lives. Arabic language learning must also be student-centered so that interactive learning can be created to help students master Arabic language skills. With the differentiated instruction model, students will be more active in learning Arabic and achieve learning goals more effectively so that learning will be of high quality and meaningful.

With the presence of a new learning paradigm in the independent curriculum, which is oriented towards the diversity of students' potential, it can have an impact on improving their learning outcomes. This is of course strengthened by searching for research that has discussions in line with this research. Among them, Nasarudin's research (2023)[9] entitled "The Urgency of Carroll Ann Tomlinson's Concept of Differentiation in Arabic Language Learning". The results of this research show that 1) The concept of differentiation proposed by Carol Ann Tomlinson is very important in learning Arabic, because teachers can fail to meet the needs of each student. Through the application of differentiation, students can adapt to differences in learning styles, interests, ability levels and special needs of students. 2) The need for teachers to master the basic principles in implementing differentiated instruction, because by understanding the basic concepts of the differentiation approach, teachers can accommodate the differences in learning styles of participants educate.

The second research was by Ma'wa[10] with the title "Application of Differentiated Instruction Project Based in the Implementation of the Independent Curriculum in Arabic Language Learning". The results of this research show that the application of project-based differentiated instruction shows positive results in increasing students' understanding of *mufrodat* or vocabulary in learning Arabic at MTs NW Mercapada.

The third research was by Ni Putu Swandewi[11] (2021) with the title "Implementation of Differentiated instruction Strategies in Learning Fable Texts for Class VII H Students of SMP Negeri 3 Denpasar". The results of this research show that the application of differentiated instruction strategies makes

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[8] Ujang cepi Barlian, Siti Solekah, and Puji Rahayu, "Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan," *Journal of Education and Language Research* Vol 1, No., no. 1 (2022), https://doi.org/10.21608/pshj.2022.250026.

[9] Nasarudin et al., "Urgensi Konsep Diferensiasi Carol Ann Tomlinson Dalam Pembelajaran Bahasa Arab," *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab* 14, no. 1 (2023): 1499–1515, https://prosiding.imla.or.id/index.php/pinba/article/view/452.

[10] Auladatil Ma'wa, Azmy Abdurrahman, and ..., "Penerapan Pembelajaran Berdiferensiasi Berbasis Proyek Dalam Implementasi Kurikulum Merdeka Pada Pembelajaran Bahasa Arab," *Al-Kalim: Jurnal ...* 2, no. 2 (2023), https://doi.org/10.60040/jak.v2i2.31.

[11] Ni Putu Swandewi, "Implementasi Strategi Pembelajaran Berdiferensiasi Dalam Pembelajaran Teks Fabel Pada Siswa Kelas VII H SMP Negeri 3 Denpasar," *Jurnal Pendidikan DEIKSIS* 3, no. 1 (2021): 248–53, https://doi.org/10.59789/deiksis.v3i1.54.

students more enthusiastic in participating in learning, the learning atmosphere in class seems more enjoyable and less monotonous.

The fourth research was by Lucky Taufik Sutrisno[12] (2023) with the title "Effectiveness of Differentiated instruction as an Approach to Independence". The results of this research show that one of the keys to differentiated instruction can be carried out well is by recognizing and supporting the interests and talents of each student. This makes students more motivated to learn because they feel more appreciated and can provide space to develop special skills according to their respective interests and talents.

From various previous studies, it should be noted that most of the research presented previously focused on the application of differentiated instruction models in several subjects. These studies have not shown the procedural steps that can be applied by Arabic teachers in implementing the differentiated instruction model. In contrast to previous studies, this research tries to offer practical steps for using the differentiated instruction model so that Arabic teachers can take advantage and apply it in classroom learning.

The differentiated instruction model offers a proven approach to meeting the needs of diverse learners. According to Sutrisno in Kurniasandi[13], by paying attention to student differences, we can create an inclusive learning space, where each individual feels recognized and supported in the learning process.

This research aims to describe the concepts and principles of differentiated instruction models as well as the urgency and implementation of differentiated instruction models in Arabic language learning. It is hoped that the results of this research can help teachers understand the concept of differentiated instruction, and can help teachers implement differentiated instruction in Arabic language learning. Through research and investigation regarding differentiated instruction models, it is hoped that we can build a strong foundation for improving the quality of education and ensuring that every student has a fair opportunity to develop optimally.

To achieve this goal, this research is based on a library approach or library research, namely a series of research activities that involve collecting data from the library, reading, taking notes, and processing research materials[14]. The data in this research was obtained from library literature in the form of books, scientific articles, documents, or the results of previous research. Researchers

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[12] Lucky Taufik Sutrisno, Tatang Muhtar, and Yusuf Tri Herlambang, "Efektivitas Pembelajaran Berdiferensiasi Sebagai Sebuah Pendekatan Untuk Kemerdekaan," *DWIJA CENDEKIA: Jurnal Riset Pedagogik* 7, no. 2 (2023), https://doi.org/10.20961/jdc.v7i2.76475.

[13] Didik Kurniasandi et al., "Strategi Pembelajaran Berdiferensiasi Dan Implikasinya Untuk Menciptakan Pembelajaran Yang Inklusi Di Setiap Jenjang Pendidikan," *Jurnal Cerdik: Jurnal Pendidkan Dan Pengajaran*, 2023, 56–64, https://doi.org/10.21776/ub.jcerdik.2023.003.01.06.

[14] Zed Mestika, *Metode Penelitian Kepustakaan* (Jakarta: Pustaka Obor Indonesia, 2008).

collect relevant data then read, record and process it to reach a conclusion. The research design uses an inductive descriptive method. With The data collection technique for this research is indirect in the form of secondary data from existing research. The data collection technique used in this research is a documentation technique, namely the researcher looks for data regarding variables in the form of notes, books, papers or articles, journals, and so on[15]. In this research, researchers read and understand each source that has been collected, then record important information, concepts and arguments related to the research topic. The validity test applied is in the form of data source triangulation.

The data analysis technique used is content analysis by selecting, comparing, combining and sorting different concepts until the relevant concepts are determined [16]. The method of data analysis used in this research is by analyzing the content of the theory collected. This analysis is carried out by 1) looking for similarities and dissimilarities, 2) providing opinions, 3) comparing, and 4) providing a summary. The steps taken in the research are: 1) determining the topic and formulating the problem, 2) searching for literature material, 3) analyzing the results of the literature obtained, and 4) writing a literature review of the material that has been obtained. In analyzing this research data, researchers identify patterns or relationships that emerge from the data that has been organized and use an inductive approach to draw conclusions from the existing data, by connecting specific findings to broader generalizations.

Findings and Discussion

Differentiated instruction

Differentiated instruction is a learning approach or instructional technique used by teachers using various teaching methods to meet the individual needs of each student. The needs in question are existing knowledge, learning styles, interests and understanding of the subjects studied[17]. Differentiated instruction is implemented and determined by teachers to be able to facilitate students' learning processes according to their needs, because each student has different characteristics, so they cannot be given the same treatment[18]. Teachers can modify lesson materials or content and teach learning

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[15] Suharsimi Arikunto, "Prosedur Penelitian Suatu Pendekatan Praktik" (Jakarta: Rhineka Cipta, 2006).

[16] Evita Roesnilam Syafitri and Wiryo Nuryono, "Studi Kepustakaan Teori Konseling 'Dialectical Behavior Therapy,'" *Jurnal BK Unesa*, 2020, 53–59, https://core.ac.uk/download/pdf/287304825.pdf.

[17] Ahmad Teguh Purnawanto, "Pembelajaran Berdiferensiasi," *Jurnal Ilmiah Pedagogi* 2, no. 1 (2023).

[18] Agus Purwowidodo and Muhammad Zaini, *TEORI DAN PRAKTIK MODEL PEMBELAJARAN BERDIFERENSIASI IMPLEMENTASI KURIKULUM MERDEKA BELAJAR*, 1st ed. (Yogjakarta: Penebar Media Pustaka, 2023).

materials according to students' needs that have been discovered previously through diagnostic assessments. Diagnostic assessments are carried out before the learning process begins to determine the differences that students have[19].

Differentiated instruction has principles that are used as principles or rules in its application. Among these principles are: 1) continuous assessment in the teaching and learning process, where teachers continuously collect information about how students learn so that they can prepare learning plans that have been adapted to students' needs, 2) in the process, teachers guarantee the process learning by recognizing the existence of all students, 3) in one group, teachers combine students flexibly according to their level of readiness and interests, 4) there is continuous coordination and collaboration between classroom teachers or field of study teachers and special teachers, 5) formation of commitment between teachers and students to realize the expected learning outcomes, 6) the application of learning strategies is expected to vary[20].

Differentiated instruction starts from mapping students' learning needs. Mapping students' learning needs can be carried out through mapping differences in learning readiness, learning interests, and learning styles or learning profiles (Tomlinson, 2001 in Komalasari[21]). To find out the differences between each student, teachers need to carry out a diagnostic assessment. The purpose of carrying out diagnostic assessments is to determine students' readiness in studying teaching material and achieving planned learning objectives[22]. Apart from diagnostic assessments to assess cognitive readiness, in the diagnostic assessment process teachers also need to add the system needed to map students' learning profiles and interests, which is called non-cognitive diagnostic assessment.

After a diagnostic assessment is carried out and students' learning needs can be mapped, teachers can start implementing differentiation in the learning process. In its implementation, teachers have the authority to differentiate or pay

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[19] Linda Jhon and Alfiandra Alfiandra, "Implementasi Pembelajaran Berdiferensiasi Dalam Pembelajaran PPkn Di SMP Negeri 33 Palembang," *Jurnal Pendidikan Tambusai* 8, no. 1 (2024): 1713–20, https://doi.org/10.31004/jptam.v8i1.12637.

[20] Grahita Marlina; Efrina, Elsa; Kusumastuti, "Model Pembelajaran Berdiferensiasi Untuk Peningkatan Keterampilan Sosial Anak Berkebutuhan Khusus Di Sekolah Inklusif," *Laporan Akhir Penelitian Terapan Unggulan Perguruan Tinggi*, 2019, http://repository.unp.ac.id/27935/1/2019 Laporan Akhir DRPM Model Pembelajaran Berdiferensiasi di Sekolah Inklusif-marlina.pdf.

[21] Mahilda Dea Komalasari, "Pemetaan Kebutuhan Belajar Peserta Didik Dalam Pembelajaran Berdiferensiasi," in *Prosidng Seminar Nasional Pendidikan Guru Sekolah Dasar UST*, vol. 1 (yogyakarta, 2023), 27–32, https://jurnal.ustjogja.ac.id/index.php/sn-pgsd/article/view/15116/5913.

[22] Muhammad Ridha, "Pembelajaran Berdiferensiasi Dan Asesmen Pada Kurikulum Merdeka," *Workshop Implementasi Kurikulum Merdeka Di MAN 3 Banjarmasin*, no. July (2023), https://www.researchgate.net/publication/372246813_PEMBELAJARAN_BERDIFERENSIASI_DAN_ASESMEN_PADA_KURIKULUM_MERDEKA.

attention to three important elements in differentiated instruction which consist of: (1) *content* (input) which concerns what students will learn, (2) *process* or how students will get information and create ideas about what they will learn, (3) *product (output)* includes anything that students will demonstrate or produce after they learn something[23].

Content or the material is related to what students will know to understand and learn. There are two ways to create lesson content that is in accordance with the principles of differentiated instruction, namely teachers adjusting what will be taught or what students will learn based on their level of readiness and interest and adjusting how the content will be taught or learned by students based on their profile or style. learning that each student likes[24].

To implement the differentiation process, other elements that can be implemented by teachers are: *process*. *Process* can be interpreted as a way or activity for students to gain knowledge, understanding and skills based on the content to be studied. These activities are said to be effective if they are based on the level of knowledge, understanding and skills of each student[25]. In this activity, teachers can determine whether learning will be carried out independently or in groups[26].

After the learning process is complete, there is a final learning result that will be carried out or demonstrated by students through differentiation elements called *product*. In understanding, *product* is the result of work or performance that students must do in the form of essays, speeches, recordings, diagrams, videos or something that exists in the form of[27]. The product differentiation process can be carried out individually or in groups. If carried out in groups between teams, the assessment system is set based on the contribution of each team member in their group in the process of working on the product[28].

Differentiated instruction in principle emphasizes continuous assessment in the teaching and learning process so that teachers can improve the learning

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[23] Ma'wa, Abdurrahman, and ..., "Penerapan Pembelajaran Berdiferensiasi Berbasis Proyek Dalam Implementasi Kurikulum Merdeka Pada Pembelajaran Bahasa Arab."

[24] Desy Wahyuningsari et al., "Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar," *Jurnal Jendela Pendidikan* 2, no. 04 (2022): 529–35, https://doi.org/10.57008/jjp.v2i04.301.

[25] Suwartiningsih Suwartiningsih, "Penerapan Pembelajaran Berdiferensiasi Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran IPA Pokok Bahasan Tanah Dan Keberlangsungan Kehidupan Di Kelas IXb Semester Genap SMPN 4 Monta Tahun Pelajaran 2020/2021," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 1, no. 2 (2021): 80–94, https://doi.org/10.53299/jppi.v1i2.39.

[26] Swandewi, "Implementasi Strategi Pembelajaran Berdiferensiasi Dalam Pembelajaran Teks Fabel Pada Siswa Kelas VII H SMP Negeri 3 Denpasar."

[27] Purwowidodo and Zaini, *TEORI DAN PRAKTIK MODEL PEMBELAJARAN BERDIFERENSIASI IMPLEMENTASI KURIKULUM MERDEKA BELAJAR.*

[28] Wahyuningsari et al., "Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar."

process that has been adapted to the needs of students[29]. According to Arifin in Izzulhaq[30] evaluation in differentiated instruction is comprehensive in the entire learning process. There are 3 types of assessments carried out to evaluate differentiated instruction, namely: (1) *Assessment for learning* is an assessment carried out during the learning process and is usually used as a basis for improving the teaching process, (2) *Assesment as learning* is an assessment carried out during the learning process and actively involves students in the assessment activities, (3) *Assessment of learning* is an assessment carried out at the final stage of learning to measure the achievement of learning objectives and the development of student competencies.

Basic Principles of Differentiated instruction

Carol A. Tomlinson and Moon in Sigalingging[31] explains that there are five basic principles in implementing differentiated instruction:

1. Learning environment

Learning Environment is a physical environment that includes classes and schools where students spend time learning while at school. This causes a learning climate for students which includes situations, relationships and interactions between students and other students as well as students and teachers. In teaching, teachers need to provide responses to determine students' readiness, interests and learning styles. Teachers can gain students' trust by: a) Providing correct assessments of students' values, abilities and responsibilities. b) Providing motivation to students so that they have the ability and enthusiasm great for studying and understanding the subject matter provided. c) Provide maximum support to students so that they can be successful.

2. Quality Curriculum

A quality curriculum can create clear learning objectives. Implementation of this curriculum can be done by mapping students into three categories, namely the PU category = Complete Understanding, the SP category = Partial Understanding, and the TP category = Don't Understand. The aim of mapping students is to make them more critical and brave in conveying their ideas. What needs to be noted regarding these 3 groups is that they make students more critical and brave in conveying their ideas and of course they are supported by classes that are active and not boring. If students have been categorized, then

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[29] Marlina, *PANDUAN PELAKSANAAN MODEL PEMBELAJARAN BERDIFERENSIASI DI SEKOLAH INKLUSIF*, 2019.

[30] Daffa Izzulhaq and Ilham Wahyu Rama, "Penerapan Evaluasi Formatif Dan Sumatif Dalam Kurikulum Merdeka Di MAN 1 Surakarta," *IJM: Indonesian Journal of Multidisciplinary* 2, no. 2 (2024): 392–98.

[31] Ropin Sigalingging, *PEMBELAJARAN BERDIFERENSIASI PADA IMPLEMENTASI KURIKULUM MERDEKA THE DIFFERENTIATIATED CLASSROOM*, ed. Hati Nurahayu (Tata Akbar, 2020).

they will take part in learning according to their phase. Students who do not really understand will receive special assistance on competencies that have not been met. Meanwhile, students who already understand will take part in enriching learning.

3. Continuous Assessment

Continuous assessment referred to here is a formative assessment that is carried out continuously in order to find out what needs to be improved in terms of what problems students face so that they are difficult to understand, what things they do not understand, and what things can be done by teachers and students. to increase his knowledge. The formative assessment referred to here is a diagnostic test assessment that does not need to be given a value (number) and can be used as a student learning process to provide monitoring to students so they can see and evaluate the development of students' potential.

4. Responsive Teaching

Through formative assessments, teachers can find out what their shortcomings are in guiding their students to understand the lesson content. After knowing these things, teachers must respond and change their teaching according to the needs of the students in their class. Therefore, teachers can modify the learning plans that have been made to suit the conditions and situation in the field at that time according to the results of the previous assessment[32].

5. Leadership and Routines in the Classroom

The leadership referred to here is that teachers can lead the class well so that students can comply with the rules that have been set and participate in learning well and in an orderly manner. Meanwhile, the classroom routines referred to here include teachers' skills in managing the class and coordinating the class well based on the structure of classroom routines that students carry out every day so that learning can run effectively and efficiently[33].

Elements/Components of Differentiated instruction

1. Content

Content is what the teacher teaches in class or what students will learn in

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[32] Anton Tamal et al., "Model Pengembangan Pembelajaran Berdiferensiasi (Differentiated Instructions) Pada Kurikulum Fleksibel Sebagai Wujud Merdeka Belajar Di SMA ATHALIA," 2021.

[33] Heni Kristiani et al., *Model Pengembangan Pembelajaran Berdiferensiasi (Differentiated Instruction) Pada Kurikulum Fleksibel Sebagai Wujud Merdeka Belajar Di SMPN 20 Kota Tangerang Selatan*, 2021.

class[34]. In differentiated instruction there are three ways to create different lesson content, namely:

a. Adjust what the teacher will teach or what students will learn based on the level of readiness.
b. Adjust what the teacher will teach or what the students will learn based on the students' interests.
c. Adjusting how the content to be taught or studied will be delivered by the teacher or obtained by students based on the learning profile of each student.

Strategies that can be used by teachers to differentiate the content that will be studied by students are:

a. Using varied materials.
b. Using a learning contract.
c. Provide student workshops of short duration (*mini workshop*).
d. Presenting material with various learning models.
e. Providing various supporting systems such as facilities, policies, routines or programs.
f. Using reading material at various readability levels.
g. Provide teaching materials on cassettes.
h. Using a reading partner.

2. Process

The processes in this section are activities carried out by students in class. The activities in question are activities that are meaningful for students as a learning experience in class, not activities that do not correlate with what they are learning[35].

In process differentiation learning, the method used can be activities such as discussions. Strategies that can be used by teachers to differentiate the processes that will be studied by students are:

a. Using questions as triggers.
b. Divide into discussion groups.
c. Use an appropriate graphic organizer.
d. Using tiered activities, all students work with the same understanding and skills, and proceed with varying levels of support, challenge and complexity.
e. Providing a center of interest that encourages students to explore themselves. f) Develop a personal agenda (a list of tasks written by the teacher) that must be completed during the specified time.

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[34] Ayu Sri Wahyuni, "Literature Review: Pendekatan Berdiferensiasi Dalam Pembelajaran IPA," *Jurnal Pendidikan Mipa* 12, no. 2 (2022): 118–26, https://doi.org/10.37630/jpm.v12i2.562.

[35] Wiwin Herwina, "Optimalisasi Kebutuhan Murid Dan Hasil Belajar Dengan Pembelajaran Berdiferensiasi," *Perspektif Ilmu Pendidikan* 35, no. 2 (2021): 175–82, https://doi.org/10.21009/pip.352.10.

f.   Offer other direct support for students who need it.

3. Products

The product is the final result of learning to demonstrate students' knowledge, skills and understanding after completing one semester in the form of a summative assessment. Products can be worked on individually or in groups. If a product is worked on in a group, a fair assessment system must be created based on the contribution of each group member in working on the product[36].

Strategies that can be used by teachers to differentiate the products that students will study are:
a. Project-based learning activities are not just the activity of making a product, but go through a gradual inquiry process starting from problem selection, research, product design, to product presentation.
b. The teacher provides a choice of final products that can be selected according to students' interests to demonstrate the knowledge, understanding and skills intended as indicators.
c. Make the assessment criteria in the rubric as clear as possible so that students know what will be assessed and what quality is expected from each aspect that they must fulfill.
d. The teacher needs to explain how students can display (present) their products so that other students can also see the products they have made.
e. The products that students will work on must be differentiated according to the students' readiness, interests and learning profile.

The Urgency of Differentiated instruction in Arabic Language Learning

Learning success is marked by changes in the abilities or competencies of students. This success is through a learning process which includes knowledge, attitudes and skills. In learning Arabic, there are four skills that students need to master, namely listening, speaking, reading and writing skills. To master these four skills, teachers need to use an approach that can accommodate students' needs.

The following are some of the urgencies of differentiated instruction in Arabic language learning:

1. Able to accommodate the diverse needs of students, both in terms of readiness, interests and student profiles

Teachers as the main actors in running the wheels of education should understand that every child is unique, they have different talents, interests and

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[36] Hadi et al., "Desain Pembelajaran Diferensiasi Bermuatan Problem Based Learning (Pbl) Mendukung Critical Thinking Skill Siswa Pada Era Kenormalan Baru Pascapandemi Covid-19."

abilities. In his argument about human talents and interests, Albert Einstein illustrated that "everyone is a genius, but if someone looks at a fish based on its ability to climb a tree, then the fish will forever feel stupid because it can't climb it." This shows that humans have their own potential and talents according to how and where they gain experience and maturity of thinking[37]. Likewise, within students, each individual has different characteristics and learning styles.

Arabic language learning using a differentiated instruction model is able to accommodate all students' learning needs which include learning readiness, learning interests, and learning profiles. Through content differentiation, students can adapt learning content to students' learning needs. Learning content is not fixed on material that must be in accordance with the curriculum but is flexible according to students' learning needs. In the learning process, students can carry out learning activities in accordance with their readiness, interests and learning profile through differentiation of processes planned by students, so that students can achieve maximum learning development without being burdened by learning processes that are not in accordance with their learning needs. Likewise, at the end of the learning process, students can carry out a summative evaluation according to their abilities. With product differentiation, students can create products as learning outcomes according to their abilities, talents and interests.

2. Students can provide a relevant and meaningful learning experience for each student

Meaningful learning is a process of linking new information to relevant concepts contained in students' cognitive structures. In differentiated instruction, students can build on activities that occur in the environment, connecting knowledge mastered by students with new knowledge[38]. Apart from that, students recognize that each student has different needs, interests and abilities. Before starting learning, students can identify students' needs and interests through diagnostic assessments, observations, as well as assessments and interactions between students. For example, for students who have greater abilities in the field of shorof science, teachers can provide material that allows these students to develop optimally according to their talents. On the other hand, if there are students who have difficulty with their reading skills, teachers can provide materials, exercises and teaching approaches that are different from other students to help these students optimize their reading skills. Then students are given the opportunity to apply it in everyday life, such as reading prayers in

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[37] Aiman Faiz, Anis Pratama, and Imas Kurniawaty, "Differentiated Learning in the Teacher Empowerment Program on Module 2.1," *Jurnal Basicedu* 6, no. 2 (2022): 2846–53, https://doi.org/10.31004/basicedu.v6i2.2504.

[38] Fahmi Hujjatul Islami, "KAJIAN LITERATUR MODEL PEMBELAJARAN BERMAKNA (MEANINGFUL LEARNING)" (Tasikmalaya, 2021), https://doi.org/10.31219/osf.io/dm284.

prayer, daily prayers and so on.

By using a differentiated approach, teachers can pay attention to the abilities of each student. Starting from providing material and exercises according to the level of students' abilities. Then, students who already have more abilities can be given more challenging assignments. By providing relevant learning experiences for students, differentiated instruction will help students be more motivated and supported in achieving their motivation. This can increase students' memory of what they have learned and they will try to achieve better results.

3. Students can use various teaching strategies, materials and assessments that are tailored to the students' needs and abilities.

After obtaining information from the results of the diagnostic assessment, teachers can adjust the learning design that will be used in the classroom. According to this adjustment, it includes content (information, ideas and skills that students will acquire to achieve learning goals), process (students' activities in obtaining and understanding key ideas in the learning process using the knowledge and skills they have), and product (learners demonstrate and expand what they know, understand and do as a result of the lesson), which is appropriate to their readiness, interests and learning profile. Differentiated instruction is an approach designed to meet needs each student in the class. Each student has different learning styles and abilities. There are some students who have an auditory learning style, where they prefer direct explanations from teachers, listening to music, and reading aloud. Meanwhile, some other students have visual and kinesthetic learning styles, such as looking at pictures while practicing. This approach adjustment aims to ensure that students can reach their full learning potential and get better results. The essence of learning Arabic is interaction between teachers and students in a conducive learning environment[39]. In differentiated instruction, teachers are free to choose strategies for integrating learning components. The strategies that can be applied in learning Arabic include, firstly, providing choices, students are given a choice of ways of learning that they like and show their understanding. For example, students may choose to write a story, create a presentation, or create a creative project to demonstrate their understanding of a particular topic. Second, use study groups. Students are grouped based on their level of ability and understanding of certain topics so they can work together and encourage each other. Third, provide additional assistance. teachers can provide additional help to students who need it. For example, students who experience difficulties in learning can be given additional time to complete assignments and teachers can provide individual guidance. Fourth, utilize technology to support differentiated instruction. For example, teachers can use various interesting platforms that can

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[39] Nasarudin et al., "Urgensi Konsep Diferensiasi Carol Ann Tomlinson Dalam Pembelajaran Bahasa Arab."

be used as learning media.

4. By implementing a differentiation approach, students feel valued, motivated and involved in the learning process

Recognizing interests and talents is an important step in creating an inclusive and responsive learning environment. Recognizing each student's interests and abilities can help them feel valued and accepted in the learning environment. Students can be more motivated to learn if their interests are taken into account. Students tend to be more interested and involved in material they like. Identifying and supporting students' interests and talents can help uncover hidden opportunities that may have never been seen before, allowing students to further explore and develop their talents. Focusing on Arabic language learning skills also allows students to develop skills especially in certain areas, such as children who are good at writing can improve their skills in the field of insha' or calligraphy, children who are good at speaking skills can improve their skills in the field of khitobah and others. Apart from that, students' interests and abilities can receive social and emotional support. When students' interests are supported, they feel more confident and accepted by their peers and students. Focusing on interests and talents also helps students understand themselves and determine career fields that suit their interests and skills[40].

Examples of implementing differentiated instruction in Arabic language learning

The implementation of differentiated instruction can be mapped into the application of content, process and product differentiation. Each of these applications is also accompanied by examples in learning readiness, interests and learning styles that can be implemented in learning Arabic. The following is a table of implementation of each aspect of differentiation learning in Arabic language learning:

1. Content Differentiation

Table 1. Plan for implementing content differentiation in Arabic language learning

Differentiation	Learning Readiness	Interest	Learning Style
Content	An Arabic language teachers class VIII Madrasah Tsanawiyah (MTs) is medium teach regarding the material for profession skills read. After teachers carry out profile analysis and students' needs, then teachers find students	An Arabic language teachers class X Madrasah Aliyah (MA) moderate teach about material for hobby skills speak. After do analysis profile and needs students, teachers then	An Arabic language teachers class I Madrasah Ibtidaiyah (MI) is teaching about the material "My family". After teachers carry out an analysis of learning styles and needs of students, teachers

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[40] Sutrisno, Muhtar, and Herlambang, "Efektivitas Pembelajaran Berdiferensiasi Sebagai Sebuah Pendekatan Untuk Kemerdekaan."

can be divided into three groups.

1. Group Students who already understand the material use grammatical structure an act (won't ,that) for +Present tense understand explicit and implicit information learn by using case study from teachers with more complexity.

2. Group of students who still have to repeat understanding in use grammatical structure + Present tense verb (won't ,that) to understand explicit information

found participant students have an interest different ones, then teacher provide text different *hiwar* different according to interests and implied from different types of texts to learn with **Exercise Questions** to be explained again later work on practice questions that have already been done in class, together with the teacher as reinforcement for the material.

● Groups of students who are ready are given deep challenges handling materials using arrangement (Present tense + an act + won't , that) to understand explicit information and implied from various types of study text with **Independent Practice** summarize orally/in writing the contents of the text

provide material according to the learning profile as following

● Audiovisual: material through learning videos
● Kinesthetic: Observe family environment
● Audio: listen song about family

2. Process Differentiation

Table 2. Plan for implementing process differentiation in Arabic language learning

Differentiation	Learning Readiness	Interest	Learning Style
Process	An Arabic language teachers class II Madrasah Ibtidaiyah (MI) is learning the material Individuals for the school writing skills. After doing profile analysis and participant needs	An Arabic language teachers class XI Madarasah Aliyah (MA) is learning regarding material level skills write. After	An Arabic language teachers class X Madrasah Aliyah (MA) is currently teach about material technology

students, students then find that students can be divided into three group for then disclose ideas in a way oral and written use grammatical structure ?This is who?This is who
● Group 1: those who already understand. Students who already understand learning worksheets (arranging letters into words)
● Group 2: those who still have to repeat. Students learn to use pictorial media help (copying)
● Group 3: ready to be given a challenge. Students learn by using mind mapping (composing words into sentences)

carry out profile and needs analysis learners. Based on interests, teachers divide discussion groups according to interests the same. Then the whole group given reading text for discussion with each group. Activity furthermore adapted to each groups as follows:
● Group artistic category make a mind map from the points of the reading text, then do worksheet form analyze *isim ma'rifat* and *nakirah*. After that learners given a task individual in the form of writing sentences about the theme tourism in the form of poster
● The social category presents the results of discussions in front of classmates. Then do it worksheet in the form of analyze the *isim ma'rifat* and *nakirah*. After that, the students were given an individual task in the form of creating a story about the theme of tourism

information and communication for skills listening after done profile analysis (style) study and student needs by teachers, students dig information based on learning style

●Category investigative hunt for vocabulary in random letter sheets. Then do worksheet form analyze *isim ma'rifat* and *nakirah.* After that, students are given individual tasks in the form of make *hiwar* about tourism themes.

3. Product Differentiation

Table 3. Product differentiation implementation plan in Arabic language learning

Differentiation	Learning Readiness	Interest	Learning Style
Product	An Arabic language teachers class I Madrasah Ibtidaiyah (MI) currently teach material regarding "names of fruit" for writing skills. As a product learning, students are asked for mention the names of the fruits they have known through various ways. ● Group Participant students who can already write will explain in written form. ● Group Participant students who cannot write fluently can explain in the form of pictures add one or two words and then explain it orally.	An Arabic language teachers class IV Madrasah Ibtidaiyah (MI) have a purpose learning for students understand the discourse deeply simple in the form of written text or visual text about addresses with patterns number sentences 1-30. Teachers can ask students to underline important information or conclude the information in the reading is good through written, picture, real practice directly, or verbally in the	An Arabic language teachers class XII Madrasah Aliyah (MA) is medium teach regarding the subject "Sports" for skills speak. As a product learning, students asked to tell about sports according to style study them.

form of video.

Based on the discussion of the table above, it can be concluded that in learning Arabic, teachers can apply differentiation learning based on differentiation elements or components, namely content, process or product. In implementing each differentiation component, teachers also need to adapt to students' learning readiness, interests and learning styles or what is called mapping students' needs.

As educational theory develops and there is a better understanding of individual differences in the classroom, differentiated instruction is receiving increasing attention. Research shows that differentiated instruction can improve student engagement and learning outcomes by taking into account the uniqueness of each individual.

Conclusion

Curriculum changes are a challenge for all elements of education implementation, especially teachers. The implementation of the Merdeka curriculum means that teachers need to adapt in creating a learning process that is based on the principle that each student has diverse learning needs, skills and interests.

The presence of a differentiated instruction model is one solution that can answer and overcome these problems because in its implementation it is in harmony and conformity with the independent curriculum. This harmony is proven by the planning and implementation of differentiated instruction which will be designed in such a way that it favors students and will adapted to the learning needs of students who have different characteristics. There are several urgencies for differentiated instruction, including being able to accommodate the diverse needs of students, both in terms of readiness, interests and student profiles, students can provide relevant and meaningful learning experiences for each student, students can use various teaching strategies, materials and assessments. which is tailored to the needs and abilities of students and the application of a differentiation approach makes students feel valued, motivated and involved in the learning process.

In Arabic language learning, the implementation of differentiated instruction can be carried out by adjusting the differentiation components that will be used and also adjusting it to the mapping of students' needs. Teachers can choose to use content, process or product differentiation and then implement it based on mapping students' needs from the aspects of students' learning readiness, interests or learning styles.

Even though the benefits are significant in learning, the results of this research still have limitations, including the challenges faced in implementing

differentiated instruction, namely limited resources and time for teachers to prepare and implement.

Researchers provide recommendations for further research to: (1) Create a differentiated instruction model for Arabic language learning that is more systematic and supporting evaluation tools. (2) Examining the effectiveness of differentiated instruction at various levels of education. (3) Investigate how technology can support differentiated instruction.

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