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PERSONALIZED LEARNING THROUGH DIFFERENTIATION STRATEGY: A SOLUTION IN TEACHING ARABIC SPEAKING SKILLS

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Abstract

Students of Arabic Language Departement study program have diverse characteristics, including Arabic speaking ability, learning styles, speed of comprehension, and linguistic background. This diversity of student characteristics gives rise to different learning needs, which must be accommodated well. This study aims to describe personalized learning through differentiation strategies in Arabic speaking skills which is still rarely studied and is expected to provide theoretical and practical contributions. This research is a qualitative descriptive. The subjects were 21 students of class A of the kalam lil muftadiin class first-semester 2025/2026. Data were collected through observation, speaking ability tests, in-depth interviews with students and lecturers, and documentation. Data analysis were processed and analyzed using data reduction, data presentation, and conclusion drawing. The results showed that personalization through this differentiation strategy was carried out with three differentiations: content, process, and product differentiation. This can accommodate all differences in students, both differences in language competency and learning styles. These findings indicate that personalized learning with differentiation strategies not only accommodates individual differences but also creates an inclusive learning environment that supports each student to achieve their maximum potential in Arabic speaking skills.

Keywords: *Arabic Language Teaching, Speaking Skills, Personalized Learning, Differentiation Strategy.*

Abstrak

Mahasiswa Program Studi Pendidikan Bahasa Arab (PBA) memiliki karakteristik yang beragam, baik dari segi kemampuan berbicara bahasa Arab, gaya belajar, kecepatan memahami materi, maupun latar belakang linguistik. Keberagaman karakteristik mahasiswa ini menimbulkan kebutuhan belajar yang berbeda sehingga harus diakomodasi. Penelitian ini bertujuan untuk mendeskripsikan personalisasi pembelajaran dengan strategi diferensiasi dalam keterampilan berbicara bahasa Arab, yang masih jarang dikaji serta diharapkan memberikan kontribusi teoretis dan praktis. Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek penelitian adalah mahasiswa kelas A mata kuliah *kalām li al-muḥtadiin* semester 1 2025/2026 sebanyak 21 mahasiswa. Data dikumpulkan melalui observasi, tes kemampuan berbicara,

wawancara mendalam dengan mahasiswa dan dosen, serta dokumentasi. Analisis data penelitian diolah dan dianalisis dengan alur reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa *personalized learning* melalui strategi diferensiasi ini dilakukan dengan tiga diferensiasi yaitu diferensiasi konten, proses dan produk. Hal ini dapat mengakomodir segala perbedaan yang dimiliki mahasiswa baik perbedaan kompetensi kebahasaan maupun gaya belajar. Temuan ini mengindikasikan bahwa personalisasi pembelajaran dengan strategi diferensiasi bukan hanya mengakomodasi perbedaan individu, tetapi juga menciptakan lingkungan belajar inklusif yang mendukung setiap mahasiswa mencapai potensi maksimal dalam keterampilan berbicara bahasa Arab

Kata Kunci: *Pembelajaran Bahasa Arab, Keterampilan Berbicara, Personalized Learning, Differentiation Strategy.*

INTRODUCTION

The diversity of students' characteristics has become one of the major challenges in Arabic language teaching, particularly in developing speaking skills. students in the classroom with different levels of Arabic proficiency, learning styles, learning pace, motivation, and linguistic backgrounds, resulting in diverse learning needs that cannot be effectively addressed through a one-size-fits-all instructional approach. Such heterogeneity may create learning gaps when instructional practices fail to accommodate individual differences. Takdir stated that problems in Arabic learning can be classified as linguistic and non-linguistic. Linguistic problems encompass everything related to language, such as phonetics, morphology, and structure. Non-linguistic problems include those related to learning motivation, learning resources, teaching methods, learning time, and the learning environment.¹ Given these various problems, appropriate strategies are needed that offer solutions and promise to improve and enhance Arabic speaking skills. Consequently, Arabic language teachers require adaptive instructional approaches capable of accommodating learners' diverse characteristics and learning needs. Maghfurin stated that teaching speaking skills requires innovative strategies and methods so students can learn and master Arabic speaking skills well.²

The teaching Arabic speaking skills in Pendidikan Bahasa Arab Universitas Islam Negeri (UIN) Sunan Ampel has not yet paid sufficient attention to individual differences among students in the classroom, so students who are not yet proficient in speaking Arabic often find the course challenging. In addition, the teaching materials provided to students lack variety and therefore do not adequately accommodate all learning styles. To address these issues, One strategy that can be implemented to address problems in teaching arabic speaking skills is personalized learning through

¹ Takdir, "Problematika Pembelajaran Bahasa Arab," *Jurnal Naskhi Jurnal Kajian Pendidikan Dan Bahasa Arab* 2, no. 1 (2020): 40–58, <https://doi.org/10.47435/naskhi.v2i1.290>.

² Ahmad Maghfurin et al., "Enhancing Arabic Speaking Skills In Traditional Pesantren." *Alsinatuna* 9, no. 1 (2023): 17-29.

differentiation strategy. Personalized learning is an educational approach that recognizes individual differences in learning styles and needs. In personalized learning, teachers identify each student's learning style and adjust teaching methods and learning materials to suit their individual needs. The primary goal of personalized learning is to improve student understanding and achievement. The greatest benefit of personalized learning is the interactions are facilitated by presenting the information, media, and specific flow desired or tailored to the student's learning preferences. Personalization also needs to be tailored to the specific learner in the right way and at the right time.³

This personalized learning can be achieved through a differentiation strategy, a strategy that offers a learning process that adapts to the various individual differences in the class, including differences in ability levels, learning styles, talents, and interests, and so on. Learning with this differentiation strategy is learning where lecturers deliver lessons with adjustments to students' readiness, interests, and learning styles, with recognizing that they are different, diverse, and have unique characteristics.⁴ Tomlinson defines differentiation as a learning approach that accommodates individual student differences through variations in content, processes, products, and learning environments. Process differentiation specifically focuses on how students process information, understand concepts, and develop skills through activities tailored to their characteristics.⁵ This learning is carried out in order to provide learning services both classical and individual to accommodate differences in competencies, learning styles, uniqueness, potential and motivation of diverse students. So the learning process and also intervention between one student and another cannot be same, but must be carried out according to the needs of each student. This differentiation strategy is a solution to overcome the problem of student diversity so they can learn according to their readiness, interests and learning styles. So they obtain more optimal learning outcomes. With the efforts of lecturers who continue to learn the diversity of their students, the meaningful, mindfull, enjoyfull, and professional learning will be realized.

Several previous studies have explored the importance of accommodating individual student needs, but there is a clear conceptual segregation gap in the current literature. Research by

³ Meidiani Elsandra Pratiwi, Kunto Imbar, and Dewi S. Prawiradilaga, "Pemanfaatan Prinsip Personalisasi Belajar Dalam Pembelajaran Daring Pada Mata Kuliah Designing E- Learning," *Jurnal Pembelajaran Inovatif* 5, no. 1 (2022): 56–62, <https://doi.org/10.21009/jpi.051.07>.

⁴ Wijaya Kusumah and Tutik Alawiyah, *Guru Penggerak Mendorong Gerak Maju Pendidikan Nasional* (Yogyakarta: ANDI, 2021), 33.

⁵ C. A Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms* (Alexandria: Association for Supervision and Curriculum Development (ASCD), 2001), 72.

Winarno⁶ and Gunawardena dact.⁷ focuses on personalized learning as a broad umbrella for personalizing education to achieve students' full potential. Archa's research⁸ on technology-based personalized learning in Indonesia generally focuses on the software or standalone apps used by students. On the other hand, Shofwani⁹ and Asmawati & Ulia¹⁰ examine the effectiveness of differentiated learning separately to improve specific aspects such as communication skills and learning motivation. So far, no research has explicitly integrated differentiated learning strategies as a tactical instrument for executing the vision of personalized learning within a single learning model. Most literature positions the two as separate entities, creating a gap in understanding how differentiated learning syntax can operationalize personalized learning principles simultaneously.

The actual condition of teaching Arabic speaking skills shows several realities that need to be considered, including the following : The dominance of conventional approaches that only emphasize the mastery of translation grammar which is still widely practiced at many levels of education, The limited resources in many institutions both in terms of educational staff and learning support resources, there are still many educators who have not fully taught by paying attention to individual differences and student characteristics, and the existence of an Arabic language teaching evaluation system that still emphasizes the assessment of grammar aspects and vocabulary mastery compared to verbal communication skills. These conditions are interesting to find solutions so that various problems in Arabic language teaching especially those related to Arabic speaking skills can be properly unraveled. This Research on persnalized learning through differentiation strategy as an innovative strategy in developing Arabic speaking skills. In terms of theoretical contributions, it will enrich the theoretical treasury about personalized learning through differentiation strategy in Arabic language teaching, especially in teaching Arabic speaking skills that consider individual differences and student characteristics. Meanwhile, in the application aspect, it will add to the treasury in terms of developing teaching Arabic speaking strategies that are more inclusive and adaptive to the diversity of student characteristics as well as transforming the Arabic language

⁶ Winarno Winarno, "Implementasi Personalized Learning Menggunakan Litercy Ict Digital : Sebuah Systematic Literatur Review," *HINEF: Jurnal Rumpun Ilmu Pendidikan* 3, no. 1 (2024): 26–37, <https://doi.org/10.37792/hinef.v3i1.1169>.

⁷ Maya Gunawardena, Penny Bishop, and Kithmini Aviruppola, "Personalized Learning: The Simple, the Complicated, the Complex and the Chaotic," *Teaching and Teacher Education* 139 (2024): 104429, <https://doi.org/10.1016/j.tate.2023.104429>.

⁸ Arka Prabaswara, Dan Hana, and Rania Ardiani, "Penerapan Sistem PesonalizedLearning Bebrasis BIG Data Secara Integratif Guna Mewujudkan Pendidikan Indonesia Yang Fleksibel," *Kumpulan Karya Tulis Ilmiah Tingkat Nasional 2021, 2021*, 235–52, <https://journal.itelkom-sby.ac.id/lkti/article/view/134>.

⁹ Yulia Shofwani, Mahyudin Zuhri, and A Wahab Jufri, "Penerapan Pembelajaran Berdiferensiasi (Diferensiasiasi Proses) Untuk Meningkatkan Kemampuan Komunikasi Peserta Didik Di Kelas X-4 SMA Negeri 1 Mataram," *Jurnal Literasi Dan Pembelajaran Indonesia* 3, no. 2 (2023): 10–14.

¹⁰ Widhi Asmawati and Nuhyal Ulia, "Implementasi Pembelajaran Diferensiasi Sebagai Upaya Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia Kelas V Di Sdn Tlogosari Wetan 02 Semarang," *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 11, no. 2 (2025): 253-262.

learning paradigm from a homogeneous teacher-centered approach to a student-centered approach that accommodates diversity.

METHOD

This research is a qualitative descriptive that aims to understand and describe social phenomena in depth from the perspective of participants in a natural context.¹¹ Through qualitative research, researchers seek to gain a comprehensive understanding of the object of study by collecting data in the form of words, actions, documents, and various relevant information from data sources. The participants in this study were 21 first-semester students in PBA Study Program at UIN Sunan Ampel Surabaya during the 2025/2026 academic year. The participants were selected through purposive sampling, as this study required individuals who met specific criteria relevant to the research objectives. The inclusion criteria comprised the heterogeneity of students' characteristics, particularly variations in Arabic speaking proficiency as well as differences in learning style preferences. These criteria were intended to ensure that the participants represented the diversity of learner profiles commonly found in Arabic language classrooms. Consequently, the selected participants provided comprehensive and information-rich data that enabled an in-depth exploration of the implementation of personalized learning through differentiation strategies in teaching Arabic speaking skills.

Data collection was conducted using some techniques like interview, Observation, and documentation.¹² This research uses 4 data collection techniques, namely: 1) In-depth interviews with students and lecturers about the learning process, 2) Observations during the learning process, 3) Documentation related to student materials and assignments, and 4) Speaking ability test on class A students.

The data analysis in this study uses the interactive model of Miles and Huberman, namely data reduction, data presentation, and drawing conclusions.¹³ In the data reduction stage, researchers select data relevant to the research focus and group the data based on certain themes or categories. The data presentation stage is carried out by compiling and displaying the reduced data into a systematic form so that it is easy to understand and analyze. Meanwhile, the final stage is drawing conclusions, finding meaning, patterns, relationships, similarities, differences, or propositions from

¹¹ M Suharsiw, Mohamad Syarif Sumantri, and Fauzi, *Sukses Penelitian Kualitatif* (Pasaman Barat: CV. Azka Pustaka, 2022), 44.

¹² Umar Hamdan Nasution and Listya Devi Junaidi, *Metode Penelitian* (Sumatera Barat: Serasi Media Teknologi, 2024), 74.

¹³ Urip Sulistiyo, *Metode Penelitian Kuantitatif*, ed. Much Rinaldi (Jambi: PT. Salim Media Indonesia, 2023), 72.

the data that has been presented and verification through data rechecking, source triangulation, and confirmation with informants to obtain valid and accountable research findings.

RESULT AND DISCUSSION

RESULT

Speaking skills (*mahārah kalam*) is one of the fundamental aspects in Arabic language learning that requires a special approach for students of the Arabic Language departement (PBA) UIN Sunan Ampel Surabaya. Before implementing this teaching Arabic speaking skills, a diagnostic assessment was conducted which included a speaking ability test and a learning style test. This test was conducted on first semester PBA students, Class A. Based on the results of the speaking skills test with assessment components: pronunciation (*Nuṭq*), fluency (*Talaqah*), grammatical accuracy (*qawāid*), vocabulary appropriateness (*Mufradāt*), and meaningfulness of content (*fahm*), the classification of Arabic speaking skills and learning style in class A of the PBA study program is as follows:

Table 1. Classification of student abilities class A

Group	Student
Basic (<i>low profile</i>)	7
Intermediate (<i>midle profile</i>)	10
advenced (<i>high profile</i>)	4
Total	21

Based on the table above, it shows that 33.3% (7 students) were classified as having a basic level of speaking proficiency (low-profile), 47.6% (10 students) were in the intermediate level (middle-profile), and 19.1% (4 students) were categorized as advanced (high-profile). These data indicate a challenging classroom situation due to a wide competency gap. The basic group (33%) still needs reinforcement of fundamental elements such as mastery of vocabulary, fluency, and self-confidence; the intermediate group (47%) is already able to construct sentences but needs guidance on istirsal and qawaid; while the advanced group (19%) needs acceleration space in the form of analytical-argumentative topics to avoid motivational stagnation due to overly easy material.

Table 2. Learning style test results of Class A

Group	Student
Visual	9
Auditorial	7

Group	Student
Kinesthetic	5
Total	21

The table above shows that the results of the student learning style test in the class showed diverse characteristics. Based on the data obtained, the group of students with a visual learning style dominated the class, reaching 43% (9 students). Second place was occupied by the auditory group at 33% (7 students), and the minority group was students with a kinesthetic learning style at 24% (5 students). These findings indicate that no single learning style absolutely dominates the entire class. This composition reflects the diversity of learning preferences that need to be considered in learning design. Students with visual learning styles tend to understand material more easily through graphics, images, diagrams, or visual presentations. Conversely, auditory students learn best through oral explanations, discussions, and listening activities, Meanwhile, kinesthetic learners find it easier to learn through practice, simulations, role-playing, or activities involving movement.

Given the diversity of students in the class, lecturer conduct their teaching to accommodate various differences by personalizing the learning experience. The personalization of Arabic speaking skills instruction at PBA UIN Sunan Ampel Surabaya, using differentiation strategies, is implemented through three types of differentiation: content, process, and product differentiation. *First*, content differentiation. Content differentiation in speaking skills learning is classified based on student competence. Students with a high-profile classification, namely students who have high abilities (*mutaqoddim*) in Arabic speaking skills, are given material by telling stories and communicating about the theme being studied freely with the help of main ideas that have been created. Students in this category are able to tell stories freely without relying on the theme text. Students at this level are also able to access more sophisticated content such as journal articles, classical literature in its original form, and specialized texts according to their field of study. They are also able to analyze Arabic rhetorical structures, understand nuances of meaning, and engage in academic discussions using Arabic. Therefore, they only create concept maps as material for storytelling and communicating systematically. The strategies commonly used for students with abilities at this level include structured debates on issues, Individual or group presentations, conference or talk show simulations, analysis and discussion of news or articles.¹⁴

Meanwhile, students with a middle profile classification (*mutawassit*), they have mastered the basic structure of Arabic but still need reinforcement in practical use. Appropriate content includes

¹⁴ Interview Results on August 13, 2025.

simple narrative texts, more complex everyday dialogues, and an introduction to formal and informal language varieties. They can begin to be introduced to simplified classical literature and academic texts with limited vocabulary. Students at this level are given material by presenting a theme with the help of questions related to the theme. Using the questions, students compose their written answers and then narrate them in a guided manner. The Strategies used for this group of students include role-playing with relevant situations such as those in the market, at school, or in a hospital, small group discussions on a determined topic, and theme-based projects. Whereas Students with a low-profile classification (*mubtadi*) who still at the basic level, are given simple dialogues with fixed patterns (pattern drills) by being given complete texts and then practicing the text according to the content. Other strategies commonly used for this group of students include language games and the use of pictures and concrete objects as aids.¹⁵ The difficulty level of this material aligns with the students' speaking skill profiles, so it's making it easier for them to narrate the material they are studying.¹⁶

Second, process differentiation is carried out through various forms of process differentiation implementation in Arabic speaking skills learning conducted by lecturers in the PBA Study Program at UIN Sunan Ampel Surabaya. This process differentiation is carried out by grouping students flexibly (Flexible Grouping). Lecturers apply a flexible grouping system based on students' ability levels, interests, and learning styles. In one semester, it was found that lecturers changed the group composition at least 3-4 times to provide optimal learning opportunities for each student. Sometimes groups were formed based on homogeneous language ability levels for certain assignments, other times groups were made heterogeneous to facilitate peer tutoring. In addition, the learning process was also carried out through various activities such as role-playing and simulations, the use of various image media, videos, and concept maps to prepare speaking materials, as well as listening exercises and group discussions.¹⁷ Furthermore, this differentiation process also involves grouping students based on their learning styles. Visual learners access media in the form of videos and text, Auditory learners access audio and kinesthetic learners can access interactive learning media. Therefore, lecturers provide a variety of Arabic speaking skills learning media that students can access.¹⁸

Third, product differentiation, product differentiation in teaching speaking skills (*mahārah kalām*) in PBA shows variations in the forms of learning products produced by students. Product differentiation is implemented by considering the diverse characteristics and needs of students, so as

¹⁵ Class Observation Results on September 9, 2025.

¹⁶ Interview Results on August 13, 2025.

¹⁷ Interview Results on August 13, 2025.

¹⁸ Interview Results on August 13, 2025.

to accommodate differences in learning styles, interests, and levels of Arabic language proficiency. Product differentiation in learning Arabic speaking skills focuses on providing a variety of ways and forms of products that allow students to demonstrate their speaking competence. This strategy considers the linguistic background, previous learning experiences, and career orientation of students as prospective Arabic language teachers. Based on observation data and documentation owned by lecturers, there are several forms of product differentiation implemented in learning Arabic speaking skills in the PBA Study Program, including for students with a high profile language level making digital audio-visual products in the form of dialogue recording assignments uploaded to their platform accounts, Arabic Storytelling (*qissah*), *Khiṭabah* situational conversation simulations (Arabic speeches), Role-play (*tamsil*), and Arabic Interviews (*muqābah*). Meanwhile, for middle profile students, they make audio-visual products of simple conversation simulations and simple Arabic Storytelling (*qissah*) without being uploaded to the platform. whereas for low profile students, they make audio-visual products of simple and guided conversation simulations and storytelling without being uploaded to a particular platform.¹⁹ According to the speaking skills lecturer, the application of product differentiation in learning Arabic speaking skills in the PBA Study Program has a positive impact on students' mastery of speaking skills, such as the emergence of student motivation and confidence in learning to speak Arabic and can develop their speaking competence.²⁰

DISCUSSION

Personalized learning through differentiation strategies that was implemented in the speaking skills learning process in the PBA study program is able to accommodate the diversity of student abilities and learning styles. Students with diverse abilities, including those in the low, middle, and high-profile groups, are all accommodated and can learn well. This is in line with Tomlinson's theory, which emphasizes that good learning must respond to variations in readiness, ability, interest, and learning profile.²¹ Before implementing this strategy, lecturers also conducted diagnostic assessments to obtain data related to each student's profile. These assessments were used to detect student characteristics, thereby facilitating the determination of strategies and methods to be used in learning. This diagnostic assessment is a specific assessment conducted with the aim of identifying or determining the characteristics, competency levels, strengths, weaknesses, and learning styles of students so that learning can be designed according to the diverse competencies

¹⁹ Class Observation Results on September 9, 2025.

²⁰ Interview Results on August 13, 2025.

²¹ Caron Ann Tomlinson, *How to Differentiate Instruction in Academically Diverse Classrooms* (3rd Ed.) (Alexandria: ASCD, 2017), 124.

and conditions of students. Aan said that this diagnostic assessment was conducted before learning to develop learning planning and implementation and as a guideline for planning and implementing learning.²²

The differentiation strategy implemented in this speaking skills learning process is carried out in three differentiations: content, process, and product.²³ This is in accordance with Idam Ragil's opinion that differentiation can be done in three differentiations: content, process, and product. *First*, content differentiation. In the context of learning Arabic speaking skills, content differentiation is a strategy that allows students with various backgrounds and different abilities to develop their skills optimally. Where the lecturer provides material according to their ability level. This is based on Vygotsky's Zone of Proximal Development (ZPD) theory, which highlights the importance of providing challenges that match the learner's abilities.²⁴ Learning with content differentiation can make all students in the class learn comfortably and enthusiastically. They are also active in learning because what they learn is appropriate to their ability level. All students can also actively engage in practicing the topics they are learning in Arabic. Sueraya said students prefer a methodology that emphasizes practical communication over memorization. They benefit from the ability to apply what they have learned verbally, receive correction, and improve through practice.²⁵

Second, The process differentiation implemented by lecturers through flexible grouping will also make learning more flexible and less rigid. This learning flexibility is needed so that students have the freedom to learn and achieve minimum competencies, thus enabling more effective and efficient learning. This flexibility also allows all students to develop according to their potential. Michael Castle said that flexible grouping has been shown to significantly improve student learning outcomes. In high-needs schools, the percentage of students achieving mastery increased in 16 of 19 comparisons over a five-year period, with increases ranging from 10% to 57%.²⁶ The process differentiation carried out by lecturers in speaking skills in the form of grouping students based on learning styles is also very interesting. Students can access learning media according to their learning styles. The Media and learning styles play an important role as connectors in good

²² Aan Nurhasanah, Arrofa Acesta, and Marlina Eliyanti Simbolon, "Analisis Kebutuhan Pengembangan Asesmen Diagnostik Non Kognitif Jenjang Sekolah Dasar," *Pedagogi: Jurnal Penelitian Pendidikan* 10, no. 2 (2023): 46–54, <https://doi.org/10.25134/pedagogi.v10i2.8851>.

²³ Idam Ragil Widiyanto Atmojo, *Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka* (Surakarta: Pajang putra wijaya, 2024), 56.

²⁴ Neil J Salkind, *Teori-Teori Perkembangan Manusia: Sejarah Kemunculan, Konsep Dasar dan Contoh Aplikasi* (Bandung: Nusa Media, 2019), 43.

²⁵ Sueraya Che Haron, "The Teaching Methodology of Arabic Speaking Skills: Learners' Perspectives," *International Education Studies* 6, no. 2 (2013): 55–62, <https://doi.org/10.5539/ies.v6n2p55>.

²⁶ Sharon Castle, Carla Baker Deniz, and Michael Tortora, "Flexible Grouping and Student Learning in a High-Needs School," *Education and Urban Society* 37, no. 2 (2005): 139–50.

learning. Olivia said that the compatibility between media and specific learning styles creates effective learning, which can significantly improve the effectiveness and absorption of learning materials by students.²⁷

Process differentiation encourages the development of learning autonomy. Speaking projects and argumentative expositions facilitate students in taking control of their learning. This is in line with the social constructivism paradigm in language learning, which emphasizes the importance of active meaning construction by students. Social constructivism views learning as a social activity that involves all students as key actors in the formation of their knowledge.²⁸ Process differentiation with learning that focuses on speaking skills appropriate to the competency level of these students, learning becomes more meaningful and relevant to their achievements. The meaningfulness of this learning process makes students feel that what they are learning is necessary, so they will study the speaking skills material in depth. Meilasari states that the deep learning approach has a significant impact on student learning outcomes and motivation, engagement in the learning process, and enables more effective personalization of learning.²⁹ With a learning process that is tailored to the needs and personalities of students, they will master speaking skills and be able to practice them in everyday communication. Rihanatul said that learning Arabic with a skills-based approach can provide innovation and motivation in Arabic language learning for students and Arabic teachers because students can play an active role directly in various language skills learning activities in accordance with the level of ability possessed by each student in their field so that students can learn Arabic easily and enjoyably and can master the four aspects of language skills, including listening, speaking, reading, and writing. Thus, students can practice Arabic in their daily lives.³⁰ Ignatava et al. said that personalized learning focuses on the needs, talents, and interests of each student, which encourages autonomy and independent learning.³¹ With personalized learning will focus on adjusting content, support, to students' needs, and will encourage them to learn independently and learn for life.

Third, product differentiation. The research results show that product differentiation is one form of personalized learning implemented in Arabic speaking skills instruction in the PBA Study

²⁷ Olivia Ayu Wulandari and Indah Setyo Wardhani, "Media Dan Gaya Belajar Siswa : Strategi Dalam," *Jurnal Media Akademik (Jma)* 2, no. 11 (2024): xx–xx.

²⁸ Fauziah Nasution et al., "Pembelajaran Dan Konstruktivis Sosial," *Jurnal Ilmiah Multidisiplin* 1, no. 12 (2024): 837–41, <https://doi.org/10.5281/zenodo.10465606>.

²⁹ Nur Maelasari and Lusiana, "Efektivitas Deep Learning Dalam Pembelajaran: Sebuah Kajian Systematic Literature Review," *Education and Development* 13, no. 2 (2025): 298–305, <https://doi.org/10.37081/ed.v13i2.7006>.

³⁰ Rihanatul Fauziah and Yuli Imawan, "The Skilled Approach In Arabic Learning At Islam Burapha Witya School Narathiwat, Thailand," *Alsinatuna* 6, no. 1 (2020): 35–50.

³¹ Natalija Ignatova, Aldona Augustinienė, and Irina Klizienė, "The Framework of Student-Driven Learning Personalization in Project-Based Learning," in *IGI Global Scientific Publishing*, (2024): 143–158.

Program. Product differentiation is realized by providing a choice of learning outcomes tailored to student readiness, Arabic language proficiency level, and characteristics. This finding suggests that speaking skills assessment is not conducted through a single, uniform assignment for all students, but rather provides students with opportunities to demonstrate their competence through various products relevant to their abilities. Product differentiation implemented by lecturers in Arabic speaking skills instruction is an essential strategy to address the diverse needs of students. An approach focused on personalization, technology integration, and high-quality content can create a competitive advantage for Arabic language education providers. This aligns with Nasrodin's statement that product differentiation in learning can foster student creativity.³²

The product differentiation implemented by lecturers is not intended to differentiate learning outcomes, but rather to provide different pathways for students to achieve the same competencies. Adapting the product format based on learning readiness allows each student to receive challenges appropriate to their abilities (appropriate level of challenge). Thus, students with high abilities have room to develop creativity, fluency, and more authentic communication skills, while students with medium and low abilities can continue to build basic speaking competencies gradually without experiencing an excessive learning burden. Furthermore, product differentiation also accommodates variations in linguistic backgrounds, previous learning experiences, learning preferences, and career orientations of students as prospective Arabic language teachers. Providing various product formats, whether in the form of dialogues, storytelling, speeches, interviews, or role-plays, gives students the opportunity to choose the most appropriate way to demonstrate their speaking competency. This aligns with the principle of personalized learning, which positions students as active subjects in the learning process by providing various alternatives to achieve learning objectives. Nur Hayati stated that the principle of personalized learning prioritizes the learning process being tailored to the needs, interests, and learning styles of each student.³³

Important considerations in product differentiation are product design and assessment. Lecturers must carefully design the product to be worked on by students, aligning it with the knowledge, understanding, and skills they must demonstrate. Lecturers must also define assessment criteria in a rubric so students know what will be assessed and the expected quality of each aspect they must fulfill. This assessment rubric will serve as a standard for students to use in developing learning products. Suwarno stated that with a rubric, students can understand the learning targets to

³² Nasrodin, Hepni, and Ubaidillah, “Implementasi Pembelajaran Diferensiasi Produk Dalam Menumbuhkan Kreativitas Siswa,” *Jurnal Pendidikan Indonesia* 13, no. 1 (2024): 171–196.

³³ Sri Nurhayati et al., *Model Dan Pembelajaran Inovatif* (Jambi: sonpedia, 2025), 10.

be achieved and the criteria for achieving these learning goals.³⁴ The rubric provides a concrete description of student abilities. The advantage of a rubric is that it provides concrete information on student learning outcomes. The use of a rubric can also motivate students to achieve high levels of achievement and identify their strengths and weaknesses. The use of a rubric in assessment is crucial because it can be used to classify the quality of students' learning abilities. Rubrics assist educators in classroom teaching activities, help coordinate teaching and assessments, and support student learning.

Implementing product differentiation in speaking learning will develop students' skills. They will be creative and create various products according to each individual's abilities. Thus, their creativity will be well-honed. Product differentiation can also facilitate diverse learning needs and provide opportunities for each student to optimize their potential. Nasrodi's research results show that implementing product differentiation in learning will foster student creativity.³⁵ Furthermore, by implementing learning with product differentiation, students' language skills will also develop well. According to Lestari, the implementation of product differentiation can improve learning outcomes and can increase learning completion, with an average class score reaching 75.29%.³⁶ By implementing personalized learning through differentiation strategy in Arabic speaking skill, the students will be more comfortable in learning. They can also learn according to their learning needs. Thus, they will be able to achieve their goals in a mindful, meaningful and joyful way.

CONCLUSION

Personalized learning through differentiation strategies implemented in the PBA at Universitas Islam Negeri Sunan Ampel Surabaya has succeeded in creating a more inclusive learning environment that is responsive to the diverse learning needs of students. Teaching Arabic language skills through differentiation strategies implemented in three areas: content, process, and product can accommodate all differences among students. This allows students to learn in a personalized way. This study shows that personalized learning through differentiation strategies is applied in teaching Arabic speaking skills through three forms of differentiation, namely content differentiation, process differentiation, and product differentiation. *First*, lecturer differentiates content by grouping students based on their competencies. *Second*, lecturer differentiates processes by using various

³⁴ Suwarno and Candra Aeni, "Pentingnya Rubrik Penilaian Dalam Pengukuran Kejujuran Siswa," *Edukasi: Jurnal Pendidikan* 19, no. 1 (2021): 161, <https://doi.org/10.31571/edukasi.v19i1.2364>.

³⁵ Nasrodi, "Implementasi Pembelajaran Diferensiasi Produk." 178.

³⁶ Dian Puji Lestari, Ridwan Joharmawan, and Yuli Purwati, "Penerapan Pembelajaran Berdiferensiasi Dengan Model Pembelajaran Project Based Learning Untuk Meningkatkan Hasil Belajar Siswa SMP Negeri 1 Ngasem Kelas VII Mata Pelajaran IPA," *Jurnal MIPA Dan Pembelajarannya* 3, no. 1 (2023): 12–18, <https://doi.org/10.17977/um067v3i1p12-18>.

teaching methods to accommodate all differences, including differences in students' learning styles and competence. They use visual presentations, group discussions, or hands on activities to meet the different learning needs of students. Instructors give students choices in how they learn. For example, students can choose whether they want to watch videos or listen to audio recordings as sources of information. By providing choices, students will feel more involved in the learning process and more motivated to learn. *Third*, lecturer differentiates products to stimulate students to be creative and make various products according to their individual abilities. These three forms of differentiation are able to accommodate the diversity of abilities, learning readiness, and learning preferences of students so that learning becomes more adaptive, participatory, and student centered.

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