Differentiated Learning to Solve Arabic Learning Problems Faced by Non-Muslim Learners

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Abstract: This study examines the application of differentiated learning to address challenges faced by non-Muslim students learning Arabic in the 11th-grade Science class at SMAN 11 Bandung. Differentiated learning, which adjusts teaching methods to students' readiness, interests, and learning profiles, was implemented to tackle linguistic and non-linguistic barriers in Arabic language acquisition. A qualitative case study method was employed, involving interviews, observations, and document analysis to collect data. Key findings indicate that non-Muslim students face difficulties in phonetics, vocabulary, and grammar, compounded by non-linguistic issues such as limited teaching materials and environmental distractions. Differentiated learning strategies—tailored content, processes, and products—helped mitigate these challenges by aligning teaching with individual needs. The study highlights the universal appeal of Arabic as a language and recommends employing differentiated learning to enhance inclusivity and learning outcomes in diverse classrooms. This approach provides a framework for educators to foster equitable learning opportunities, ensuring all students can thrive academically

INTRODUCTION

Quality education is one that is capable of meeting and supporting the needs of each student.[1] Every student possesses unique characteristics as individuals, differing from one another in various ways.[2] Although students attend the same school and are placed in the same class, differences in characteristics among students are inevitable, such as variations in interests, learning styles, backgrounds, and abilities in acquiring information about the subjects being taught. On the other hand, students often become frustrated and unmotivated to learn if they only come to school for tests and exams. These differences in characteristics can lead to varying levels of ability among students at the same grade level and differences in

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[1] Alfurqan, A., Trinova, Z., Tamrin, M., & Khairat, A. "Building a Teaching Personal Philosophy: The Concept of Basic Development and Education." *Tarbiyah Al-Awlad: Journal of Islamic Education at the Elementary Level* 10, no. 2. (2020). https://ejournal.uinib.ac.id/jurnal/index.php/alawlad/article/view/2579/0).

[2] Mujiono, M., Degeng, I. N. S., & Praherdhiono, H. "Development of a blended learning system based on *universal design for learning* for inclusive classrooms." *Journal of Education: Theory, Research, and Development* 3, no. 6 (2018): 758-763.

learning outcomes. Additionally, other factors contributing to these issues include inadequate use of learning resources such as teaching methods, learning media, and an unsupportive school environment.

From these differences among students, we can observe various individual differences, including cognitive differences, language proficiency differences, motor skills differences, background differences, talent differences, learning readiness differences, achievement level differences, family environment differences, cultural and ethnic background differences, and educational factors. There are two perspectives regarding individual differences: horizontal and vertical aspects. The horizontal aspect refers to differences in mental aspects, such as awareness, talent, interests, memory, emotions, and so on. The vertical aspect refers to differences in physical aspects, such as body shape, height, size, strength, and others. Both of these individual difference aspects significantly impact learning activities. In addition to these two aspects, individual differences can be caused by two factors: genetic factors (inherited traits) and milieu factors (environment). Both factors influence students' development. While one factor may be more dominant than the other, each factor impacts development, and consequently, no two individuals are the same.[3]

Similarly, students at SMAN 11 Bandung come from various backgrounds. Among them are Muslim and non-Muslim students. At this school, students in certain classes are required to take Arabic language subjects. In preliminary observations, the researcher found several issues faced by non-Muslim students in the 11th grade Science class at SMAN 11 Bandung, including difficulties in understanding the material presented. Arabic language teachers at the school have noted a significant difference in learning outcomes between Muslim and non-Muslim students in Arabic language instruction. Teachers also reported difficulties in delivering material in the classroom. One of the reasons for this issue is the differences in backgrounds among students.

A classroom marked by diverse backgrounds and cultures demands various strategies to differentiate teaching in order to meet the needs of a wide range of students. In a differentiated classroom, educators start teaching based on students' needs, readiness (where students are positioned), and interests, and then use various teaching models and instructional arrangements to ensure that students achieve their potential.[4] Differentiation involves adapting lessons according to each student's learning needs and styles. The model of differentiated learning used is differentiated instruction. To address the issues at SMAN 11 Bandung, the

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[3] Nutresnaningsih, Ineu. "Students' problems in learning Arabic and efforts to overcome them." *Al-Suniyat: Journal of Arabic Language, Literature and Culture Research* 1, no. 1, (2018). https://ejournal.upi.edu/index.php/alsuniyat/article/view/24196/11701

[4] Arends, R. I. *Learning to Teach*. New York: Mc Graw Hill Companies, 2007.

researcher recommends employing a differentiated learning model. Differentiated instruction is an effective teaching process or philosophy that provides different ways for all students in a diverse classroom to understand new information, including ways to: master content; process, build, or discuss ideas; and develop learning products and assessment measures so that all students in a multi-ability class can learn effectively.

Differentiated instruction is a crucial model to implement in the current era. Considering that Arabic is an international language that can be learned by people from various backgrounds, not just Muslims, differentiated instruction will adapt to students' learning needs.[5] Educators facilitate students according to their needs, as each student has different characteristics and cannot be treated the same. In implementing differentiated instruction, educators must consider acceptable steps that will be applied later, as differentiated instruction does not mean teaching through different treatments or activities for each student or segregating students based on their intelligence.[6]

Differentiated instruction is student centered.[7] It is an effort to adjust the classroom learning process to meet the individual learning needs of each student. Another way to describe differentiated instruction is providing a diverse classroom that offers opportunities to access content, process an idea, and enhance each student's learning outcomes, allowing them to learn effectively.[8]

Differentiated learning is a form of instruction that is based on diversity in readiness, learning profiles, and interests.[9] The implementation of differentiated instruction can impact schools, classrooms, and particularly students.[10] Each student has unique characteristics, and not all students can be treated the same way. Failure to provide services based on students' needs can hinder their progress and learning. The impact of classrooms that implement differentiated instruction includes everyone feeling accepted, students from diverse backgrounds feeling valued, feeling safe, having the hope for development, educators being able to teach according to learning objectives, cooperation between educators and

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[5] Herwina, W. "Optimizing student needs and learning outcomes with differentiated learning." *Perspectives on Education* 35, no. 2 (2021): 175-182. https://journal.unj.ac.id/unj/index.php/pip/article/view/22057.

[6] Uno, H. B., & Umar, M. K. *Managing intelligence in learning: an intelligence-based learning concept*. Bumi Aksara, 2023.

[7] Fitra, D. K. "Differentiated Learning in the Perspective of Progressivism in Science Subjects." *Journal of Indonesia Philosophy* 5, no. 3 (2022): 250-258.

[8] Setiyo, A. "The application of collaborative differentiated learning by involving parents and the community to realize student's well-being during the pandemic." *Biome: Scientific Journal of Biology* 11, no. 1, (2022): 61-78. https://journal.upgris.ac.id/index.php/bioma/article/view/9797/5306.

[9] Firdaus, A. M., & Bakhtiar, A. M. "Differentiated Learning Strategies to Address the Diversity of Student Response Levels at UPT SDN 25 Gresik." *Didactics: Scientific Journal of Pgsd Stkip Subang* 8, no. 2 (2022). https://journal.stkipsubang.ac.id/index.php/didaktik/article/view/529.

[10] Suwartiningsih, S. "Application of Differentiated Learning to Improve Student Learning Outcomes in Science Subjects Subject of Soil and Sustainability of Life in Class IXb Even Semester SMPN 4 Monta Academic Year 2020/2021." *Journal of Indonesia Education and Learning (JPPI) 1,* no. 2, (2021): 80-94.

students, and effectively meeting and serving students' learning needs. This effect is expected to lead to optimal learning outcomes.

Applying differentiated instruction in teaching activities can enhance student learning outcomes. In research by Alfin on "Analysis of the Implementation of Differentiated Instruction in Arabic Language Learning at SMAN 1 Lamongan," reveals that differentiated instruction can improve student learning outcomes at that school. The difference with this research is that it specifically focuses on Muslim and non-Muslim students.[11] Barlian emphasizes in his study on "Implementation of Differentiated Instruction in the Merdeka Curriculum for English Subjects" that differentiated instruction has many positive impacts on students' English learning outcomes.[12] The difference with this research is that the language taught is Arabic, not English. Although differentiated instruction in language teaching has been studied, there is still a gap in the literature regarding its application in the context of Arabic, particularly concerning differences between Muslim and non-Muslim students. This research aims to fill the gap in other studies by exploring the issues faced by Muslim and non-Muslim students in Arabic language learning and analysing differentiated instruction in this context.

It is undeniable that the Arabic language is deeply associated with Islam. Islam is known for its many religious practices, most of which are implemented using the Arabic language.[13] The opportunity for non-Muslim students to learn Arabic is certainly commendable. This is noteworthy given that the teaching of Arabic has traditionally been influenced by the view that Arabic is primarily a tool for studying Islamic content.[14]

SMAN 11 Bandung is an educational institution where Arabic is a mandatory subject for students in several classes, including X IPA 1, X IPS 1, XI IPA 1, XI IPS 1, XII IPA 1, and XII IPS 1. Initially, there was significant resistance to this requirement, particularly because non-Muslim students were also required to participate in Arabic classes alongside Muslim students. However, over time, it has become evident that non-Muslim students show a high level of interest in the subject. This indicates that there is a universal aspect to the learning of Arabic, making non-Muslim students realize that Arabic is a language for everyone, not just Muslims.

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[11] Rifqiyah, Nur Alfin N. *Tahlil Tathbiqh Ta'allum Al-Tamayuz Fi Ta'allum Al Lughah Al Arabiyah bi manahij Al Ta'allum Al-Mustaqili Fi Al Madrasah Al-Aliyah Al Hukumiyah Lamongan,* tesis. Sunan Ampel State Islamic University Surabaya.

[12] Barlian, Ujang Cepi, et al. "Implementation of Differentiated Learning in the Independent Curriculum in United Kingdom Subjects." *ARMADA: Journal of Multidisciplinary Research* 1, no. 8 (2023): 815-822.

[13] Akhera, M.I et al. "Looking at Non-Muslims' Positive Perspectives on the Urgency of the Arabic Language as an Effort to Reject Sacred Stigma in Umm Society in Indonesia." *FITUA: Journal of Islamic Studies* 4, no. 1 (2023). https://ejournal.stitbima.ac.id/index.php/fitua/article/view/445.

[14] Sauri, Sofyan. "History of the Development of Arabic Language and Islamic Institutions in Indonesia." *INSANCITA: Journal of Islamic Studies In Indonesia and Southeast Asia* 5, no. 1 (2020). https://journals.mindamas.com/index.php/insancita/article/view/1332/1159.

This study argues that the implementation of differentiated instruction is a crucial strategy to address the challenges faced by non-Muslim students in learning Arabic in the 11th-grade Science class at SMAN 11 Bandung. By accommodating diverse learning needs through tailored content, processes, and products, differentiated instruction provides an inclusive framework that enables both Muslim and non-Muslim students to achieve optimal learning outcomes. The argument builds on previous research and theoretical perspectives that emphasize the significance of adapting teaching methods to students' readiness, interests, and learning profiles, particularly in multicultural and multilingual educational contexts. This study aims to fill the gap in the literature by focusing on the unique challenges faced by non-Muslim students in Arabic language learning, offering evidence that differentiated instruction not only enhances comprehension but also fosters a more equitable and effective educational experience.

METHOD

This study employs a descriptive qualitative approach to describe and analyse the implementation of differentiated learning in addressing the challenges of learning Arabic faced by non-Muslim students in the 11th-grade Science class at SMAN 11 Bandung. The population of this study encompasses all Arabic learning activities in the class, while the sampling technique used is purposive sampling, selecting one Arabic teacher and three non-Muslim students as the research sample. The primary instruments used include interview guidelines, observation sheets, and documentation, all designed to gather data related to the application of differentiated learning strategies.

Data collection was conducted through semi-structured interviews to gain in-depth insights from teachers and students, direct classroom observations to record teaching practices and student interactions, and document analysis, including school profiles and learning materials. The collected data were analyzed in stages, starting with data reduction to simplify and organize the information. The next step was data presentation in narrative form to facilitate interpretation. Finally, verification and conclusion drawing were carried out using data triangulation from various sources to ensure the validity of the research findings.

This study is limited to one class at SMAN 11 Bandung, so the results may not be generalizable to the broader context of Arabic learning in Indonesia. Nevertheless, this research provides valuable insights into how differentiated learning strategies can be implemented to address diversity challenges in the classroom, particularly in the context of students with different religious backgrounds.

RESULT AND DISCUSSION
The issues in Arabic language learning at SMAN 11 Bandung

The issues in Arabic language learning can be classified into two categories: linguistic problems and non-linguistic problems.[15]

First, Linguistic Problems. Linguistic problems refer to the difficulties students face during the learning process due to the inherent characteristics of Arabic as a foreign language. The linguistic problems faced by non-Muslim students in the 11th-grade Science class at SMAN 11 Bandung are as follows.

The first is phonetics. Each letter in Arabic has distinct characteristics and pronunciations. Non-Muslim students struggle with pronouncing Arabic letters correctly, such as the letters tsa, kha, dza, za, ja, and others. Incorrect pronunciation of Arabic letters can lead to significant misunderstandings, as even a single letter difference can change the meaning of a word. Theoretical perspectives suggest that sounds without equivalents in the learner's native language are more challenging to learn. Therefore, intensive practice and diverse examples are recommended to address this issue.[16]

The second is vocabulary. Arabic has a vast vocabulary with words that have multiple synonyms and antonyms, such as "جلس" (sitting) vs. "قعد" (seated), and "معلّم" (teacher) vs. "مدرّس" (educator). Additionally, each Arabic word can have various meanings. Non-Muslim students find it challenging to memorize and recall Arabic vocabulary. Mastery of vocabulary is crucial for language acquisition.[17]

The third is writing. A unique characteristic of Arabic is that it is written from right to left. This poses a specific challenge for non-native Arabic learners, including Indonesian students. Mastery of Arabic script is necessary to avoid writing errors.[18] Arabic script differs significantly from Latin script, with letters taking different forms depending on their position in a word (initial, medial, final). Additionally, some letters are connected while others are separated. Efforts have been made to present Arabic letters, words, and sentences in Latin script, but discrepancies remain between the text and its pronunciation.

The fourth is morphology and syntax. Arabic language has complex morphological changes and grammatical rules with numerous exceptions. Takdir notes that Arabic grammar (*qawâʿid*), including word formation (*sharʿiyyah*) and

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[15] Jamaluddin. *Problems of Language and Literature Learning*. Yogyakarta: Adi Cita Karya Nusa, 2023.

[16] Al-Khuli, M.A. *Asâlîb Tadrîs al- Lughah al-ʿArabiyyah*. Riyadh: Maktabah al-Farazdaq, 1989.

[17] Thuʿaimah, Rusydî Ahmad. *Taʿlîm al-ʿArabiyah li Ghair-al-Nâthiqîna bihâ: Manâhijuhâ wa asâlîbuhâ*. Rabath: Isesco, p. 194, 1989.

[18] Mufidah, et al. "Ana lysis of Problematics in Arabic Language Learning: Linguistic and Non-Linguistic Approaches." *Muhibbul Arabiyah: Journal of Arabic Language Education* 3, no. 2,(2023).https://muhibbul-arabiyah.uinkhas.ac.id/index.php/pba/article/view/113/43.

sentence structure (*nahwiyyah*), is often a major obstacle for learners. Despite perceptions of difficulty, mastering these rules remains a key task for students.[19]

The fifth is semantics. Semantics is defined as the study of meaning within language. Changes in meaning occur when a word's meaning shifts from its original sense. Factors influencing semantic changes include linguistic factors, historical context, the need for new vocabulary, and foreign languages. The extensive vocabulary of Arabic and its various meanings can make it challenging for students to understand sentence meanings, which requires knowledge of the context (*shiyag al-kalam*) within a sentence.[20]

Second, Non-Linguistic Problems. Non-linguistic problems are those that arise outside the intrinsic nature of the language itself. These issues can be identified through the following factors.

The first is educators. For instance, educators who lack the necessary competencies in teaching Arabic, whether pedagogical, professional, personal, or social, may face challenges. Ida Farida and Juhji argue that teachers, in their role as educators, must transform knowledge using appropriate approaches, models, strategies, methods, and techniques according to the development and needs of the students. Teachers are expected to have extensive knowledge to facilitate the learning process. Additionally, educators must be aware of students' needs, problems, and abilities to effect cognitive, affective, and psychomotor changes. A teacher is not merely a conveyor of material but can be considered the central figure in the learning process. At SMAN 11 Bandung, the Arabic language educators possess adequate competencies. They effectively understand students, design and implement lessons, develop students, and evaluate their learning outcomes to actualize their potential. Teachers prepare teaching materials from various sources to help non-Muslim students grasp the content easily, selecting examples that are neutral and not related to Islamic content. They present Arabic letters, words, and sentences in Latin script to aid non-Muslim students in reading. Professionally, they master the subject matter, concepts, and educational structures relevant to Arabic, meet competency standards, and use technology for communication and self-development. Personally, educators display maturity, authority, stability, and moral integrity, serving as positive role models. Socially, they act objectively, avoiding discrimination based on religion, gender, physical condition, race, family background, and social status, and communicate courteously with students, colleagues, and parents.

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[19] Destiny, Takdir. "Problems of Arabic Language Learning." *Naskhi: Journal of Arabic Education and Language Studies* 2, no. 1 (2020).

[20] Mufidah, et al. "Ana lysis of Problematics in Arabic Language Learning: Linguistic and Non-Linguistic Approaches." *Muhibbul Arabiyah: Journal of Arabic Language Education* 3, no. 2, (2023). https://muhibbul-arabiyah.uinkhas.ac.id/index.php/pba/article/view/113/43.

The second is students. This aspect relates directly to the students themselves. First, there are inherent factors such as the religious backgrounds of the non-Muslim students in the 11th-grade Science class at SMAN 11 Bandung, including two Christians and one Catholic, who had no prior experience with Arabic. Second, intelligence plays a role; the ability of students to acquire information about the subject depends on their innate capabilities and life experiences. Since they had not previously studied Arabic, they found it challenging to understand the language. Third, motivation and interest in learning are significant non-linguistic problems frequently observed in Arabic language classes. Achievement often correlates with students' motivation and interest.[21] Learning without motivation typically does not yield optimal results, especially if students have negative feelings towards the material or the teacher.[22] However, non-Muslim students exhibit high interest in learning Arabic, suggesting that there is a universal appeal to the language that makes them recognize its relevance to all people, not just Muslims.

The third is content, methods and media. At SMAN 11 Bandung, the same materials, methods, and media are used in teaching Arabic across the board. The teaching materials include "Arabic Language and Literature for SMA/MA: Specialization in Language and Cultural Sciences (Process-Based Book)." Additionally, supplementary materials related to Arabic morphology and syntax are used. The methods employed include the cognate method and mim-mem method, allowing non-Muslim students to mimic Arabic words and remember those similar to Indonesian. The aim is for non-Muslim students to master speaking by repeating words and writing using Latin script. While effective, these methods focus primarily on vocabulary and do not address other grammatical rules of Arabic. Consequently, Muslim students may find the pace slow as they follow the same methods. Choosing the right method is crucial, as incorrect or unknown methods can significantly impact teaching and learning success.[23]

The fourth is facilities and infrastructure. The facilities and infrastructure at SMAN 11 Bandung are insufficient and not fully supportive of the Arabic language learning process. Additionally, classrooms are not soundproof, which means external noise can be disruptive. Takdir notes that inadequate learning environments, such as noisy, hot, or uncomfortable conditions, can adversely affect language learning outcomes. Conversely, a pleasant learning environment can enhance students' learning achievements.

The fifth is learning objectives. The general objective of Arabic language learning at SMAN 11 Bandung is to enable students to use Arabic effectively in both speaking and writing. However, due to the presence of non-Muslim students,

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[21] Al-Ghalayaini, M. *Jâmi' al-Durûsal-'Arabiyyah*. Beirut: al-Maktabah al'Ashriyyah, 2003.

[23] Destiny, Takdir. "Problems of Arabic Language Learning." *Naskhi: Journal of Arabic Education and Language Studies* 2, no. 1 (2020).

there is an added emphasis on pronunciation and writing in Latin script. During evaluations and end-of-semester assessments, different tests are given to Muslim and non-Muslim students to assess their knowledge and understanding of Arabic. Non-Muslim students are tested orally due to their familiarity with Arabic written in Latin script, while Muslim students, who have already mastered reading Arabic script, may be tested differently.

Analysis of Differentiated Learning in Arabic Language Instruction

The diverse abilities of learners in a classroom necessitate that educators think creatively to achieve educational goals. The challenge is how to allocate time, appropriate learning materials, and attention to all students to make learning effective and maximize each learner's talents. Richard I. Arends asserts that in cognitive development theory, learners have different learning styles based on their cognitive development stages.[24]

Heterogeneity among students is a given, as they have varying emotional, intellectual, social, academic, and other capabilities. Furthermore, differences in learning styles among students often result in them not receiving instruction suited to their needs, leading to suboptimal accommodation of their talents. The readiness level of students is also considered, which affects their ability to connect different parts of the material, potentially leading to poor learning outcomes and making subjects like mathematics seem intimidating. Therefore, instruction needs to take into account the differences in students' characteristics, including learning styles, readiness, and interests.

In the context of education in Indonesia, differentiated learning is essential due to the country's multicultural reality, encompassing diverse ethnicities, cultural backgrounds, socioeconomic statuses, and geographic locations. Comprehensive teaching strategies are needed to address this multiculturalism, fostering students who are creative, critically thinking, globally diverse, cooperative, independent, and grounded in faith and good morals.

Differentiation was initially introduced by Tomlinson in 1999. Tomlinson states that in differentiated learning, educators can use various activities to meet all students' needs. However, differentiation has been present since ancient times. According to Tomlinson, differentiated learning is an effort to adjust classroom teaching processes to meet each student's individual learning needs.[25] Differentiated learning involves making reasonable decisions oriented towards students' needs. It should be rooted in addressing students' learning needs and how educators respond to those needs. This approach aligns with Ki Hajar Dewantara's educational philosophy, which emphasizes respecting the different characteristics

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[24] Arends, R. I. *Learning to Teach*. New York: Mc Graw Hill Companies, 2007.

[25] Tomlinson, C.A. *How to differentiate instruction in mixed-ability classrooms*. Upper Saddle River, NJ: Pearson Education.p: 91, 2001.

of each student. Ki Hajar Dewantara argued against standardizing things that should not or cannot be standardized, advocating for a wise facilitation of differences in abilities, talents, and skills.

According to Marlina, the objectives of differentiated learning are: First, to assist all students in learning by increasing awareness of their abilities so that learning goals can be achieved by everyone. Second, to enhance motivation and learning outcomes so that students can achieve results corresponding to the difficulty of the material provided. Third, to build a harmonious relationship between educators and students, as differentiated learning fosters strong relationships between them. Fourth, to help students become independent learners and improve educators' satisfaction with applying differentiated learning.[26]

The approach to differentiated learning requires educators to be flexible in their teaching methods, adjusting the curriculum, and presenting information according to students' needs. Differentiated learning is a theory based on the notion that teaching approaches should vary and be tailored to each student's needs. Tomlinson, in his book *How to Differentiate Instruction in Mixed-Ability Classrooms*, suggests categorizing students' learning needs can be categorized into at least three aspects, namely readiness, interest, and learning profile.
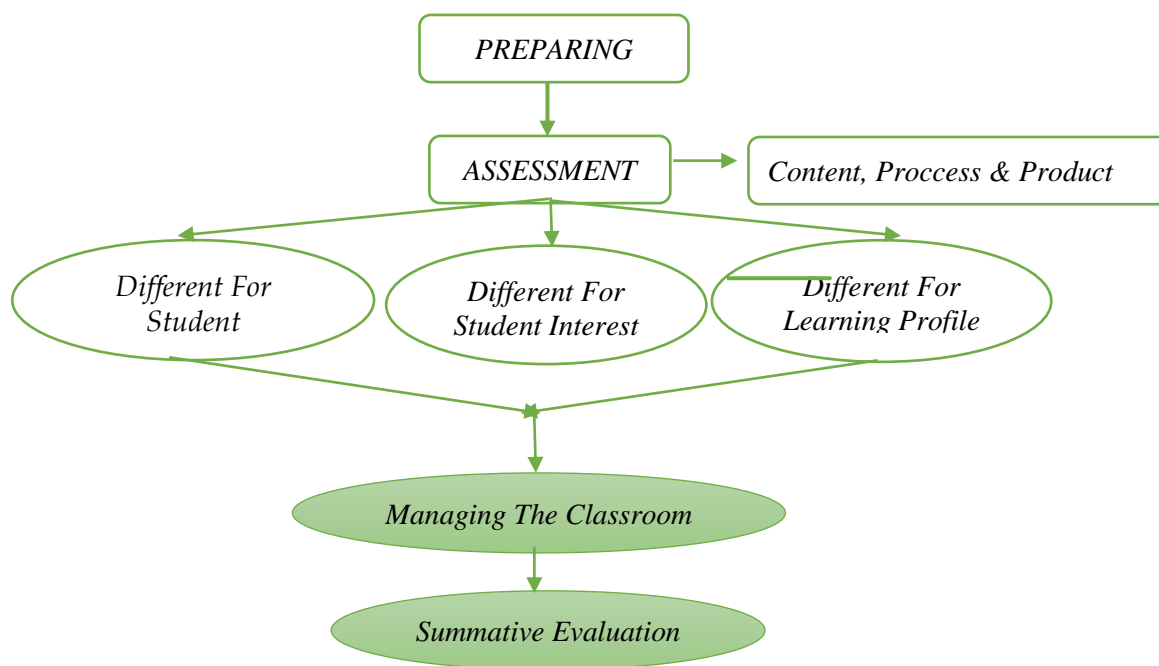
In a differentiated classroom, educators will focus on three key elements: First, content (input), which refers to what students are learning. Second, the process, which is how students receive information and develop ideas about what they are learning. Third, product (output), which is how students demonstrate what they have learned. These elements are modified and adapted based on assessments according to students' readiness, interests, and learning profiles.

Implementation of Differentiated Learning

Differentiated learning requires thorough preparation. The steps to implementing differentiated learning are aimed at maximizing each student's abilities and success levels, with educators assisting in this process. The steps for implementing differentiated learning can be visualized in the following diagram.[27]

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[26] Marlina. *Guidelines for the Implementation of Differentiated Learning Models in Inclusive Schools*. PLB FIP UNP, 2019.

[27, 30] Tomlinson, C.A. *How to differentiate instruction in mixed-ability classrooms*. Upper Saddle River, NJ: Pearson Education.p: 91, 2001.

Picture 1. Steps to Differentiated Learning[28]

In the process of differentiated learning, before the preparation stage, educators must first understand the objectives of teaching Arabic in the classroom, followed by conducting assessments. Educators perform initial assessments to gauge the proficiency of each student. In this context, assessment is not synonymous with testing; rather, assessment in differentiated learning involves gathering information to set goals for guiding the learning process. The rationale for conducting assessments is that each student is unique, differing in readiness to receive the content, interest, and learning profile. These three aspects are assessed accordingly.

Table 1. Matters Assessed

Readiness	*Interest*	*Learning Profile*
✓ The level of skills and understanding of students.	✓ Hobby ✓ Likes and dislikes	✓ Social/emotional factors (language, culture, health, family circumstances, religion and other special circumstances). ✓ Learning style ✓ Multiple intelligences (multiple intelligences) of each student in the class.

The existence of this assessment has a great influence on Arabic language learning in class XI Science 1 SMAN 11 Bandung. Where students have different

readiness, interests and backgrounds such as religious differences. Each student will get different standard achievements. This is very important for educators to do, because in this way educators can find out the level of students' abilities. In providing assessments, the assessment format is simple and emphasizes what we want to know about what students understand. In conducting assessments, sometimes educators also have to carry out various strategies and not necessarily in individual form but can also do various activities. Below will be explained some examples of conducting assessments, which can be in the form of assessment formats and activities. The following is an example of an assessment format.[29]

After this process, educators can group students according to their learning levels. The learning ability levels are categorized into three as follows: First, independent level, students at this level do not need assistance and can complete tasks independently. Second, instructional level, students at this level need guidance to understand concepts and assistance with tasks. Third, frustration level, students at this level struggle significantly with lessons due to underdeveloped basic concepts and knowledge, leading to easy frustration and giving up on tasks.[30]

In differentiated learning, educators must focus on three important strategies in the classroom: First, content (Input**)**, what students are learning. Second, process, how students will receive information and develop ideas about what they are learning. Third, product (output), how students will demonstrate what they have learned. These strategies should be modified and adapted based on assessments related to students' readiness, interests, and learning profiles.

The first is content differentiation. Differentiation of content involves what is taught to students.[31] Content can be differentiated in response to students' readiness, interests, and learning profiles, or a combination of these factors. The author's approach to content differentiation includes preparing a variety of learning resources such as reading materials, videos, PowerPoint presentations, images, and environmental resources. With content differentiation, students in the 11th Grade Science class at SMAN 11 Bandung can learn Arabic topics using instructional media suited to their proficiency levels. This ensures that students' understanding of the learning material can improve according to their level. One characteristic of effective instructional media is its alignment with the characteristics of the students.[32] For students with a visual learning interest, they

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[29] Tomlinson, C.A. *How to differentiate instruction in mixed-ability classrooms*. Upper Saddle River, NJ: Pearson Education.p: 91, 2001.

[30] Karten, Toby J. *Inclusion Strategies That Work!: Research-Based Methods for the Classroom*. California: Corwin Press, 2005.

[31] Yani, D., Muhanal, S., & Mashfufah, A. "Implementation of Diagnostic Assessment to Determine Student Learning Style Profiles in Differentiated Learning in Elementary Schools." *Journal of Educational Innovation and Technology (JURINOTEP)* 1, no. 3, (2023): 241-250. https://jurinotep.lppmbinabangsa.ac.id/index.php/home/article/view/27/27.

[32, 35] Arsad, MI et al. "Types, Classification and Characteristics of Learning Media." *AL-MIRAH: Journal of Islamic Education* 4, no. 1 (2022). https://ummaspul.e-journal.id/Al-Mirah/article/view/5287

can use images or videos to understand the material. For students with higher cognitive abilities, more complex readings or articles can be provided. For students with kinesthetic interests, they can participate in simulations or demonstrations. With differentiated content, each student has the opportunity to learn in the way that best suits them, which in turn enhances their understanding of the learning material. Arsad stated that one of the characteristics of good and appropriate learning media is media that aligns with the characteristics of the students.[35]

The second is process differentiation. Differentiation refers to how students will understand or interpret what they are learning. This can be done in stages by providing guiding questions or challenges that need to be solved according to students' interests. With differentiated processes, students will receive questions or challenges that are tailored to their level. The differentiated process in learning Arabic in class XI IPA 1 at SMAN 11 Bandung aims to help students understand the material according to their ability and readiness. One way to apply this is by providing tiered challenges. Students who are more prepared can be given more complex tasks, such as writing dialogues using various verb forms in Arabic, which will test their deeper understanding.

On the other hand, students who need more support can be given simpler tasks, such as identifying the verbs in a sentence and explaining their meanings in Indonesian. In addition, guiding questions can be used to facilitate understanding. For students who already understand the material well, more analytical questions, such as analyzing the differences in verb usage in formal and informal contexts, can be given. Meanwhile, for students who need more support, more direct questions focusing on basic understanding, such as identifying types of sentences in Arabic, can be provided. In this way, each student can learn at their own level, which will ultimately improve their understanding and motivation in learning Arabic.

The third is product differentiation. The product is evidence of what students have learned and understood. Students will demonstrate or apply what they have comprehended. A product transforms students from "consumers of knowledge to producers with knowledge." In learning, a product is a concrete manifestation of a student's understanding of the material taught. In class XI IPA 1 at SMAN 11 Bandung, students can showcase their understanding through various types of products, such as projects, presentations, or written works. For example, after studying the structure of Arabic sentences, students may be asked to create a video or presentation explaining how to form sentences in Arabic, complete with examples of using verbs correctly. In this process, students not only consume knowledge but also produce knowledge, as they apply their understanding to create meaningful work. This transforms students from passive receivers of information into active individuals who create products based on the knowledge

they have mastered. This product could also be in the form of a portfolio task, such as writing an essay on Arab culture or creating a poster illustrating Arabic grammar, which shows how well they can apply the concepts they have learned. Therefore, the products generated become authentic evidence of their learning achievements.

CONCLUSION

The research highlights significant challenges faced by non-Muslim students in the 11th Grade Science class at SMAN 11 Bandung, categorized into linguistic and non-linguistic issues. Linguistic challenges, including phonetics, vocabulary, writing, and semantics, hinder students' ability to grasp the Arabic language effectively. Non-linguistic problems, such as issues with educators, materials, and teaching methods, further contribute to these difficulties.

The study emphasizes the importance of differentiated instruction as an effective solution to these challenges. By tailoring learning experiences to meet individual student needs, differentiated instruction can enhance student engagement and improve language acquisition. The implementation of this approach involves understanding the curriculum, assessing students' readiness, interest, and learning profiles, and differentiating content, process, and product accordingly. Through these strategies, educators can create a more inclusive and supportive learning environment.

The findings of this study underscore the relevance of differentiated instruction in addressing the diverse needs of students, especially in a multilingual and multicultural context. The implementation of these strategies not only improves Arabic language learning but also contributes to fostering a more equitable educational experience for all students. This research offers valuable insights for educators and policymakers seeking to enhance language education and overcome the barriers faced by non-Muslim students.

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