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Enhancing Arabic Writing Proficiency through Genially-Based Differentiated Learning

Anisah Firdausi Nuzula[1], Maftukh Ghulam Mursyidan[2], Muhammad Baihaqi[3]
Universitas Islam Negri Sunan Ampel Surabaya, Indonesia [1 2 3]
anisahfirdausi07@gmail.com,[1] Maftukhg@gmai;.com,[2] baihaqi@uinsa.ac.id,[3]

Abstract: This study examines the effectiveness of Genially-based differentiated learning in enhancing students' Arabic writing proficiency. Using a quantitative pre-test and post-test design, the research involved seventh-grade students at MTsN 4 Sidoarjo. Differentiated instruction was applied by adjusting content, process, and product based on students' learning styles—visual, auditory, and kinesthetic—through Genially's interactive features such as multimedia presentations, quizzes, and animations. Data were collected via observation, interviews, documentation, and writing tests, and analyzed using paired-sample t-test and N-Gain calculations. The results showed a significant improvement in writing performance, with the average score rising from 62 to 85 and an N-Gain value of 0.61 (moderate–high). Students demonstrated better paragraph organization, idea development, vocabulary use, and grammatical accuracy, along with increased motivation and confidence. The study concludes that integrating Genially into differentiated learning effectively accommodates student diversity and improves Arabic writing skills. This approach aligns with the Independent Curriculum (Kurikulum Merdeka), emphasizing adaptive, student-centered, and technology-based learning. Teachers are encouraged to optimize digital media to create engaging, personalized, and future-oriented Arabic instruction.
Keyword : *differentiated learning; Genially; Arabic writing; digital media; Independent Curriculum*

Abstrak: *Penelitian ini bertujuan untuk menganalisis efektivitas pembelajaran berdiferensiasi berbasis Genially dalam meningkatkan keterampilan menulis bahasa Arab siswa. Penelitian menggunakan pendekatan kuantitatif dengan desain pre-test dan post-test pada siswa kelas VII MTsN 4 Sidoarjo. Pembelajaran berdiferensiasi diterapkan dengan menyesuaikan konten, proses, dan produk pembelajaran berdasarkan gaya belajar siswa—visual, auditori, dan kinestetik—melalui fitur interaktif Genially seperti presentasi multimedia, kuis, dan animasi. Data dikumpulkan melalui observasi, wawancara, dokumentasi, dan tes tulis, kemudian dianalisis menggunakan uji paired-sample t-test dan perhitungan N-Gain. Hasil penelitian menunjukkan peningkatan signifikan kemampuan menulis, dengan rata-rata nilai meningkat dari 62 menjadi 85 dan nilai N-Gain sebesar 0,61 (kategori sedang–tinggi). Siswa menunjukkan peningkatan pada organisasi paragraf, pengembangan ide, penggunaan kosakata, dan ketepatan gramatikal, disertai motivasi dan kepercayaan diri yang lebih baik. Disimpulkan bahwa integrasi Genially dalam pembelajaran berdiferensiasi efektif mengakomodasi keragaman siswa dan meningkatkan keterampilan menulis bahasa Arab. Pendekatan ini sejalan dengan prinsip Kurikulum Merdeka yang menekankan pembelajaran adaptif, berpusat pada siswa, dan berbasis teknologi.*

Kata kunci : *pembelajaran berdiferensiasi; Genially; menulis bahasa Arab; media digital; Kurikulum Merdeka*

Corresponding Author:
Anisah Firdausi Nuzula
Universitas Islam Negri Sunan Ampel Surabaya, Indonesia; anisahfirdausi07@gmail.com

Introduction

Arabic language education in Indonesia continues to evolve in line with the Independent Curriculum, which emphasizes adaptive, creative, and student-centered learning. This requires teachers to design learning experiences that actively engage students and respond to their individual needs.(Muhammad & Ariani, 2020) Arabic language education in Indonesia continues to evolve with the Independent Curriculum, which promotes flexible, student-centered, and competency-based learning. This curriculum gives teachers greater freedom to design learning activities that match students' needs, abilities, and learning contexts. Consequently, teachers are expected to create more engaging and adaptive instructional strategies(Radhiani et al., 2023)

Arabic language education in Indonesia continues to evolve with the Independent Curriculum, which promotes flexible, student-centered, and competency-based learning. This curriculum gives teachers greater freedom to design learning activities that match students' needs, abilities, and learning contexts. In line with this, differentiated learning is one approach that supports these goals by adjusting the content, learning process, and final learning products based on students' abilities, interests, and learning profiles (Ayumi & Nasution, 2025; Azizah et al., 2025; Umam & Hasan, 2025). This strategy helps increase student motivation, engagement, and overall learning outcomes.(Goyibova et al., 2025) However, in practice, teachers still face challenges in implementing differentiated learning effectively. The diversity of students' abilities, interests, and levels of motivation often makes it difficult to achieve optimal learning outcomes, especially in developing Arabic writing skills.(Suharni et al., 2025) Writing in Arabic is not only related to mastery of grammar, but also involves creativity and confidence in expressing ideas. These conditions indicate a research gap, namely, the limited availability of instructional models that integrate differentiated learning with the use of digital technology to support the improvement of Arabic writing skills.(Nazwa Awallul Rahma et al., 2024)

Advancements in educational technology present significant opportunities to address various challenges in traditional learning. The digitalization of learning media not only provides flexibility but also facilitates the personalization of the

learning experience.(Surur et al., 2024) The integration of interactive technology in language learning can significantly enhance student engagement while reducing the anxiety that often arises when learning a foreign language. In the context of Arabic language instruction, the use of technology-based media provides teachers with opportunities to design activities that cater to diverse learning styles, enabling students to participate actively according to their individual preferences. (Alshammari, 2025)

The combination of differentiated learning and digital media is essential for fostering the competencies required in the 21st century (Azizah & Usman, 2023; Hakim et al., 2025). By promoting critical thinking, creativity, collaboration, and communication, educators can prepare students to navigate the complexities of modern life and achieve success in an increasingly connected world. Implementing this approach enriches the learning experience while equipping students with the skills they need for the future (Silmi et al., 2025). Technology-based Arabic language learning plays a crucial role in enhancing students' critical literacy skills as well as their intrinsic motivation. The development of differentiated learning models supported by digital media not only bridges gaps in classroom practices but also expands the meaningful use of Arabic in fostering global competencies. Implementing this approach enriches the learning experience while equipping students with the skills necessary to thrive in an interconnected world.(Rima Ajeng Rahmawati, 2024)

Several previous studies have highlighted the relevance of differentiated learning in improving student outcomes. Prasetyo and Suciptaningsih (2022), through a qualitative classroom-based study, showed that the incorporation of humanistic learning principles in differentiated instruction was effective in increasing students' motivation and participation. However, their research focused primarily on affective aspects and did not explore its impact on specific language skills.(Prasetyo & Suciptaningsih, 2022) Meanwhile, Rahayu and Hidayat (2023) examined the use of Genially as a digital learning tool to support teachers in creating interactive and visually engaging materials. Their findings showed that Genially can assist teachers in presenting differentiated instructional content suited to students' learning needs. Nevertheless, the study emphasized media development and teacher usability rather than examining how the media supports differentiated learning processes in practice.(Hasanah et al., 2024) Hardiansyah (2024) examined the application of differentiated digital learning through a quasi-experimental design in secondary classrooms. The study found that adjusting task difficulty and providing multimedia supports through digital platforms increased student engagement and comprehension compared to traditional instruction. However, the research was

limited by a short implementation period and varying levels of students' digital literacy. In addition, the study did not specifically address the development of particular language skills, leaving its effectiveness in contexts such as Arabic writing still unexplored.(Hardiansyah et al., 2024)

Therefore, this study aims to fill this gap by examining the effectiveness of Genially media in differentiated learning for enhancing students' Arabic writing skills. Genially, as an interactive digital tool, is believed to facilitate visual, auditory, and kinesthetic learners through various features such as interactive presentations, quizzes, and animations. This provides students with opportunities to learn according to their individual characteristics. The main objectives of this study are to: (1) determine the level of Arabic writing proficiency of seventh-grade students at MTsN 4 Sidoarjo; (2) describe the implementation of differentiated learning based on learning styles utilizing Genially; and (3) analyze the effectiveness of using Genially in improving students' Arabic writing skills. Consequently, this study is expected to provide theoretical contributions to the development of Arabic language learning models, as well as practical benefits for teachers in optimizing digital media according to students' needs.

Furthermore, this study is expected to enrich the body of methodology in Arabic language teaching in Indonesia, particularly at the madrasah tsanawiyah level. In addition, the findings can serve as a reference for curriculum policy formulation that emphasizes both linguistic and cultural competencies. It is hoped that Arabic language instruction will not only produce students who are proficient in writing but also critical, creative, and able to adapt to the dynamics of the digital era. Moving forward, this research can inform the development of innovative teaching models, guide professional development programs for teachers, and support the integration of technology in language education to better prepare students for global communication and 21st-century skills.

Methodology

This study employed a quantitative approach using a pre-test and post-test design.(Sugiyono, 2021) The design was used to measure the effectiveness of Genially as a learning medium in supporting differentiated instruction to improve students' Arabic writing skills. The research was conducted with seventh-grade students at MTsN 4 Sidoarjo. The class was selected because the students demonstrated varied learning styles (visual, auditory, and kinesthetic), which is relevant to the application of differentiated learning strategies. Data were collected through multiple techniques to obtain comprehensive and reliable findings. A structured observation checklist was used to monitor the teaching and learning

process and to examine how the teacher adapted instruction to accommodate diverse student needs. Semi-structured interviews with the teacher and selected students provided additional insights into their experiences and perceptions of using Genially. Documentation, including lesson plans and learning materials, was reviewed to verify the alignment between planning and classroom implementation. Students' Arabic writing skills were assessed through a pre-test administered prior to the intervention and a post-test conducted afterward. The comparison of these results allowed for an objective evaluation of changes in writing proficiency following the use of Genially-supported differentiated learning activities.(Mastuti et al., 2022)

Data were analyzed using SPSS to ensure accuracy and consistency in statistical processing. The analysis was carried out in three stages. First, a normality test was conducted to determine whether the pre-test and post-test scores were normally distributed, which is necessary for selecting an appropriate statistical test. Second, because the data met the assumption of normality, a paired-sample t-test was applied to compare the mean scores before and after the intervention. A significance value of less than 0.05 indicated a statistically significant difference in students' Arabic writing performance.(Kurniawan et al., 2022) Third, the N-Gain score was calculated to measure the magnitude of improvement, with interpretation categories of high (≥ 0.70), medium (0.30–0.69), and low (< 0.30). Through these analytical procedures, the study was able to provide a valid and reliable evaluation of the effectiveness of Genially-based differentiated learning in improving students' Arabic writing skills.(Kurnia et al., 2023)

Results

This study confirms the significant effect of using Genially within the framework of differentiated learning based on students' learning styles in improving the Arabic writing skills of seventh-grade students at MTsN 4 Sidoarjo. At its core, the intervention was meticulously designed to address two critical challenges that were observed during the initial phase of the study. First, the students' writing performance was considerably below the expected competency level, indicating deficiencies in various aspects of written expression, including idea development, coherence, grammar, vocabulary usage, and spelling accuracy. These deficiencies were not only a reflection of limited exposure to effective writing strategies but also revealed underlying issues such as low motivation, limited self-efficacy, and a lack of confidence in their ability to express ideas in Arabic. Second, conventional teaching methods, which often rely on teacher-centered instruction and uniform tasks, were found to be insufficient in catering to the heterogeneous needs of learners with different learning preferences, readiness levels, and cognitive abilities. Traditional

approaches typically fail to provide the necessary scaffolding or personalized support, leading to disengagement and underachievement among students with varied learning profiles.

A total of 32 students participated in this study. The descriptive statistical results indicate that the mean score of the pre-test was 66.88 (SD = 11.483), while the post-test mean score increased to 85.31 (SD = 8.793). The normality test conducted using the Kolmogorov–Smirnov and Shapiro–Wilk tests showed that both the pre-test and post-test scores met the assumption of normal distribution, with significance values greater than 0.05. The results of the paired samples t-test confirmed a statistically significant difference between the pre-test and post-test scores, $t(31) = -9.649$, $p < .001$. The mean difference was 18.438 (SD = 10.809), with a standard error mean of 1.911, and a 95% confidence interval ranging from -22.335 to -14.540. The effect size analysis indicated a Cohen's d value of 1.706, reflecting a strong magnitude of change. In addition, the N-Gain score was 0.61, which is categorized as a medium-to-high level of improvement.

Discussion

The results of this study demonstrate a significant improvement in students' Arabic writing skills after the implementation of Genially within a differentiated learning framework, as evidenced by the notable increase in the mean score from the pre-test to the post-test. This finding aligns with Naibaho. who emphasizes that differentiation allows instruction to be adapted to students' varying levels of readiness and learning preferences, thereby increasing comprehension and engagement. Likewise, the positive learning outcomes in this study support Dunn and Dunn's learning style theory, which argues that instructional strategies that match students' preferred learning modalities enhance academic achievement. (Córdova et al., 2024) In this context, Genially functioned not merely as a digital tool but as a pedagogical medium that allowed visual, auditory, and kinesthetic learners to access and interact with the content in meaningful ways.

The application of differentiated learning in this study was implemented across the dimensions of content, process, and product.(Jayanti et al., 2023) In the content dimension, instructional materials were provided at varying levels of linguistic complexity, enabling students to access vocabulary and sentence patterns suited to their readiness levels. In the process dimension, students engaged in different modes of learning—such as visual exploration through infographics, auditory input through narrated examples, and kinesthetic interaction through drag-and-drop sequencing—allowing each learner to work through the material using their preferred modality. Meanwhile, in the product dimension, students were given the option to demonstrate their writing outcomes in different forms, such as

structured paragraphs, descriptive texts, or short reflective narratives, depending on their level of proficiency.(Sinarwati, 2024)

Qualitative evidence from students' writing supports the observed improvement. In the pre-test, many students produced sentences that were fragmented and lacked logical progression. After the intervention, students' writing showed clearer idea development, more consistent transitional markers, and greater grammatical accuracy. For instance, previously isolated sentences were restructured into coherent paragraphs, demonstrating enhanced cohesion and thematic unity. This shift indicates increased control over both linguistic form and textual organization.

Students with lower initial proficiency particularly benefited from the scaffolded features embedded in the Genially-based activities. The presence of guided writing frames, model sentence banks, and step-by-step prompts reduced cognitive overload and supported gradual mastery. These supports enabled these students to participate meaningfully in the writing tasks and to produce written work that showed measurable development from baseline performance.(Yawiloeng, 2024)

The learning model also demonstrated potential for sustainability and replication. The digital instructional materials can be reused, modified, and adapted for different topics and class levels, and the structure of the differentiated learning approach is compatible with varied classroom contexts. The model's flexibility allows teachers to adjust complexity levels, task formats, and interaction modes without altering the core pedagogical framework, making it feasible to implement in other Arabic language learning environments.(Mu'min, 2025)

However, the improvement observed in this study should not be attributed solely to the use of Genially. Several confounding factors may have influenced the results. For instance, the novelty of using interactive digital media may have increased student motivation temporarily, a phenomenon often referred to as the novelty effect. Additionally, the teacher's role in facilitating personalized support during instruction may have contributed to the improvement, suggesting that the observed gains cannot be viewed as a direct outcome of the tool alone. This is consistent with research by Ramadona (2023), who highlights that technology is effective only when integrated with clear instructional scaffolding and guided practice. Therefore, while the findings indicate a positive influence of Genially, they also suggest that effective teacher mediation remains essential(Ramadona et al., 2023)

Furthermore, the improvement in students' Arabic writing skills in this study can be better understood by examining the specific components of writing that were strengthened during the intervention. Writing is a complex cognitive activity that

requires the coordination of multiple sub-skills, including vocabulary selection, sentence construction, idea organization, coherence, and grammatical accuracy. Before the intervention, many students struggled particularly with generating ideas and linking sentences into coherent paragraphs, resulting in fragmented and repetitive writing.(Syarifah, 2019) The features of Genially, such as structured writing frames, thematic prompts, and interactive visual organizers, supported students in planning and sequencing their ideas before composing sentences. This aligns with the view of Graham and Sandmel, who argue that explicit guidance during the planning and drafting phases helps students develop more coherent and meaningful written texts. In addition, repeated exposure to model sentences and instant corrective feedback helped students internalize grammatical rules and expand their lexical choices, contributing to noticeable improvements in fluency and syntactic accuracy. Thus, the enhancement of writing performance in this study was not merely a result of increased engagement but also stemmed from targeted cognitive and linguistic scaffolding embedded in the Genially-based differentiated activities.(Dewi Rahmadayani, 2022)

The results of this study also illustrate that differentiated learning, when combined with digital media, can reduce student anxiety and increase confidence in Arabic writing. This contrasts with traditional teacher-centered instruction, which often limits student autonomy and discourages experimentation. The increase in students' willingness to express ideas in writing observed in this study is consistent with Shiddiq (2024), who found that interactive and student-centered media promote emotional engagement and reduce fear of making mistakes. Here, the use of Genially provides structured opportunities for feedback, practice, and revision, allowing students to develop confidence gradually.(Shiddiq et al., 2024)

the findings of this research provide additional insight into how differentiated digital learning may influence the cognitive processes involved in writing. The structured and interactive features of Genially appear to support students' organization of ideas and clarity in written expression. Many students in the pre-test struggled with generating coherent sentence structures and maintaining thematic consistency. After the intervention, students demonstrated more logical sequencing of ideas and improved grammatical accuracy.(Yudi Pratama, 2022) This suggests that Genially's scaffolding elements—such as step-by-step writing prompts, guided templates, and instant visual reinforcement—may reduce cognitive load, allowing students to allocate more mental resources to developing content and meaning rather than merely recalling linguistic forms. This aligns with cognitive load theory, which posits that appropriately designed instructional tools help learners process complex information more efficiently(Irfan & Fajri, 2024)

Despite these positive outcomes, the study has several limitations. The research was conducted at a single school with a specific group of seventh-grade students, which limits the generalizability of the findings to broader populations. Furthermore, no control group was used, making it difficult to definitively conclude that the improvement resulted solely from the intervention rather than from external factors such as changes in student routine, peer influence, or increased teacher attention (Hawthorne effect). Future studies should employ experimental or quasi-experimental designs with control groups to strengthen causal claims and examine long-term retention effects rather than short-term gains.(Wina & Merta, 2023)

In relation to the *Kurikulum Merdeka*, the improvement in students' writing performance aligns with the *Capaian Pembelajaran* (CP) for Arabic at the junior secondary level, which emphasizes the ability to express ideas in coherent written form using accurate vocabulary and sentence structures. The results of this study indicate progress in several key components of writing competence, including coherence, cohesion, syntactic accuracy, and lexical selection. For example, students demonstrated clearer organization of ideas across paragraphs, more consistent use of grammatical structures, and a broader range of vocabulary in their post-test writing. These developments reflect the curriculum's expectation that learners not only produce correct sentences but also construct meaningful and logically connected written texts. In this way, the Genially-based differentiated learning activities supported the attainment of the curriculum's target competencies while accommodating individual differences in learning readiness and preferred learning modalities. (Alwi, 2023)

Conclusion

This study demonstrates that the use of Genially in differentiated learning based on learning styles is effective in improving the Arabic writing skills of seventh-grade students at MTsN 4 Sidoarjo. The pre-test results indicated that students' writing abilities were still low, while the post-test after the intervention showed significant improvement. This was further supported by statistical analysis using a paired-sample t-test, which yielded a significance value of < 0.05, and an N-Gain score of 0.61, categorized as medium–high.

The observed improvement not only highlights the effectiveness of Genially as a digital learning medium but also confirms that differentiated learning strategies can accommodate the diversity of students' learning styles. Students with visual, auditory, and kinesthetic learning tendencies benefited according to their characteristics, resulting in noticeable increases in motivation, self-confidence, and active participation in Arabic writing.

Therefore, this study emphasizes that Arabic language instruction should be directed toward the integration of interactive digital technology and differentiated approaches to support the implementation of the Independent Curriculum. The practical implication of this study is that Arabic language teachers can utilize Genially as an innovative learning medium to enhance the quality of writing instruction, while the theoretical implication contributes to the development of Arabic language learning models that are relevant to the needs of 21st-century education.

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