

Integrating The ASSURE Model in Animation Based Differentiated Instruction for Arabic Language Learning

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ABSTRACT

An appropriate and student-centered learning strategy is highly needed, especially to accommodate the diverse abilities, interests, and learning styles of students. This study aims to explore the use of the ASSURE model in differentiated Arabic language learning using the Plotagon application. The study was conducted on 30 seventh-grade students at MTs Qur'anic Scientia in the 2025/2026 academic year. This study employs a descriptive qualitative approach, utilizing data collection techniques that include observation, interviews, and documentation. This study employs the six stages of the ASSURE model to analyze research findings. The findings indicate that the use of differentiated learning, facilitated by Plotagon media, can address the diverse characteristics of students and enhance their engagement and desire to learn. When communicating in Arabic, students demonstrate high enthusiasm, active participation, and increased self-confidence. These results reinforce the belief that the use of learning media that aligns with students' characteristics enhances the learning process. This study confirms that the ASSURE model and digital animation media can function as an innovative alternative to improve the quality of Arabic language learning in madrasahs.

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Introduction

Learning the Arabic language in madrasahs often faces various challenges (Berdiyeva, 2024; Kleinheksel, 2020), especially those related to differences in students' abilities (Iman, 2024), learning methods (Laraphaty, 2021), and motivation (Albab, 2019; Furoidah, 2020). Within the same class, there is a lack of uniformity in students' ability to grasp learning strategies, as well as diversity in their understanding of the lesson material (Farraj, 2020; Fowler, 2020). For example, in Arabic language learning, teachers often face situations where

some students quickly understand the material through visuals, while others find it easier to grasp ideas through sound or movement (Fauzia, 2023; Trisnani, 2024). These differences suggest that each student has a distinct learning style and requires a tailored approach.

In a pedagogical context, one way to address this issue is through individualized learning, which allows each student to learn according to their abilities, interests, and learning patterns (Iman, 2024; Karuru, 2024; Muqdamien, 2021). Tomlinson (2023) explains that individualized learning is the process of modifying content, methods, and learning outcomes to suit the unique needs of each student. In the context of teaching Arabic, this method can be applied through various activities tailored to the students' abilities. On the other hand, technological advancements provide new opportunities for educators to create more engaging and interactive learning experiences (Alam, 2022; Husna, 2024). One digital tool that has great potential in this regard is Plotagon, an application that allows the creation of dialogue-based animated videos (Jamil, 2022; Laily, 2020). With visually and auditorily captivating animated videos, students can learn language skills, particularly *hiwar* (conversation). Furthermore, digital tools like Plotagon also support independent and collaborative learning processes, in line with the learning needs in the 21st century, which emphasize digital literacy and creativity (Kivunja, 2015; Orak, 2021; Reisoğlu, 2020).

Research related to differentiated learning has developed rapidly, including in Arabic language education. Several studies show that differentiated learning is designed to align content, process, and learning outcomes with the diverse needs of students, thereby promoting a more meaningful and relevant learning experience (Goyibova, 2025; Rahmawati, 2024). Within the framework of the Independent Curriculum in Indonesia, differentiation becomes increasingly important due to the demand to accommodate student diversity in an inclusive and effective manner (Fauzia, 2023; Trisnani, 2024). Evidence from other foreign language classes, particularly in the context of TEFL, also shows that differentiation contributes positively to the efficiency of language acquisition in mixed-ability classrooms, thereby reinforcing its theoretical justification in Arabic language learning (Ariani, 2014; Talafha, 2024). In addition, differentiated learning strategies significantly enhance the communicative competence of non-native Arabic language learners (Awaluddin, 2024; Ritonga, 2024; Yasmadi, 2024), especially in reading and writing skills, which affirms the strength of this approach in the context of foreign language learning (Husna, 2026; Sefriyono, 2024).

Collectively, these studies suggest that differentiated learning enhances both the effectiveness and inclusivity of language instruction by systematically addressing learner variability. However, most of these studies focus on general foreign language contexts or specific language skills, leaving a gap in understanding how differentiated instruction can be

systematically integrated with instructional design models and digital media to support speaking skills (*maharah kalām*)s in Arabic language learning.

From the description above, there is a gap in the integration of differentiated learning with instructional design models such as ASSURE, particularly when combined with digital animation media to support the development of *maharah kalām*. This gap indicates an important area for further research. In response to this, this study aims to analyze the implementation of the ASSURE model (Altin, 2021; Lei, 2024). In differentiated Arabic language learning supported by Plotagon animation media at MTs Qur'anic Scientia.

Beyond its practical focus, this study offers a theoretical contribution by reconceptualizing the ASSURE model within the framework of differentiated instruction and technology-enhanced language learning. Specifically, it demonstrates how the stages of ASSURE can be adaptively interpreted to accommodate learner diversity, rather than being applied as a linear procedural model. In addition, this study proposes an integrative perspective that connects instructional design, differentiation strategies, and digital media use as interdependent components in facilitating the development of speaking skills (*maharah kalām*). By doing so, this research contributes to the theoretical discourse on Arabic language pedagogy by providing an empirically grounded model that explains how differentiated instruction can be operationalized through instructional design and digital media integration.

Method

Research Design

This study was conducted at MTs Qur'anic Scientia. This school was chosen because it has utilized digital technology in its teaching and learning process. This is relevant to the implementation of the ASSURE model with the assistance of Plotagon animation video media. This study uses a descriptive qualitative research design to gain an in-depth understanding of how this model is implemented in differentiated Arabic language learning using the Plotagon application. This research design was chosen because the focus of the study lies on the learning process, the implementation and dynamics of classroom interaction, as well as the evaluation of differentiated Arabic language learning using the Plotagon application. This is done to gain an in-depth understanding of the process of implementing this learning model, students' reactions, and the role of animation media in supporting learning.

Data Collection and Analysis Techniques

The data sources or respondents were 30 seventh-grade students and one Arabic language teacher. The learning implementation was carried out in two meetings (2x80 minutes per meeting) based on the six stages of the ASSURE model. The process began with an analysis of the students' characteristics through initial classroom observation and simple

diagnostic assessments to identify students' learning preferences as well as their initial Arabic language abilities. These findings then became the basis for formulating learning objectives using the ABCD (audience, behavior, condition, and degree) format, with an emphasis on students' abilities to carry out simple communicative dialogues about school facilities. School facilities-themed Plotagon animation was used as the main stimulus in the development of *maharah kalām*.

Through participatory observation, questionnaires, and interviews, the data were collected from students and the teacher. Classroom observations were conducted using structured observation sheets to document student participation in dialogue practices. The indicators of participation included: (1) initiating dialogue voluntarily, (2) responding to teacher or peer questions, (3) engaging in group discussions, and (4) willingness to correct pronunciation after receiving feedback. The observation data were quantified by comparing the number of students demonstrating active participation indicators with the total number of participants and then converted to percentages to illustrate changes in participation levels before and after the implementation.

To ensure instrument validity, the observation sheets and questionnaires were first subjected to expert judgment involving two specialists in Arabic language pedagogy and educational research methodology. Revisions were made based on their feedback to improve content validity and clarity. The questionnaire instrument was also tested for internal consistency using Cronbach's Alpha, indicating an acceptable level of reliability.

Likert-scale questionnaires were administered to all students after the learning process was completed. This instrument measured students' perceptions of media appeal, increased motivation, vocabulary comprehension, and self-confidence in speaking. The questionnaire data were analyzed descriptively by calculating the percentages of responses. To enhance the trustworthiness of the data, this study employed methodological triangulation by combining observation, questionnaires, and interviews. In addition, member checking was conducted by confirming key findings with the teacher to ensure the accuracy of interpretations. Prolonged engagement during one semester also contributed to a deeper understanding of the research context.

Ethical considerations were carefully addressed in this study. Before data collection, informed consent was obtained from the school, the teacher, and the students. Participants were assured that their responses would remain confidential and would be used solely for

research purposes. Furthermore, students' identities were anonymized in all data reporting to protect their privacy.

Result and Discussion

ASSURE Model Implementation

The findings of this study are presented based on data collected through participatory observation, semi-structured interviews with the teacher, and documentation of students' learning outputs. The integration of these data sources enabled a more comprehensive understanding of how the ASSURE model operates within differentiated Arabic language instruction supported by digital animation media. Observation data revealed that students' participation patterns varied significantly before the intervention, with most students showing low confidence and limited engagement in speaking activities. However, after implementing the ASSURE model, a gradual increase in active participation was observed, particularly in students' willingness to initiate dialogue, respond to questions, and engage in collaborative tasks. These findings were further supported by interview data, in which the teacher reported noticeable improvements in students' confidence, pronunciation accuracy, and responsiveness during classroom interaction. Documentation in the form of students' video projects also demonstrated a shift from passive reproduction of dialogue toward more contextualized and expressive language use.

At the stage of analyzing learners, the data indicate that the identification of diverse learning styles (visual, auditory, and kinesthetic) was not merely descriptive but functioned as a pedagogical basis for structuring differentiated learning activities. This suggests that, within the ASSURE framework, learner analysis plays a critical role in shaping instructional decisions rather than serving as a preliminary formality. In the State Objectives stage, the formulation of objectives using the ABCD model provided a measurable and structured target; however, the findings also indicate that such formulation requires alignment with differentiated learning pathways to accommodate varying student readiness levels.

Furthermore, during method, media, and material selection, the use of Plotagon animation media contributed not only to increased engagement but also to the contextualization of language input. Nevertheless, the data suggest that the effectiveness of digital media depends on its integration with differentiated strategies rather than its mere presence in the classroom. This highlights a critical point that the ASSURE model, when applied in a differentiated learning context, requires adaptive interpretation rather than procedural implementation. Thus, this study contributes to the theoretical understanding of ASSURE by demonstrating that its stages function dynamically and interactively when combined with learner diversity and technology-enhanced instruction.

Based on the results of the observation, this study was conducted based on six stages within the framework of the ASSURE model, namely analyzing learners, formulating learning objectives, selecting methods, media, and teaching materials, using media and teaching materials, encouraging learner participation, and evaluating and revising (Lei, 2024). In the stage of analyzing learners, an analysis was conducted on the characteristics of the learners, particularly related to learning types and basic Arabic language skills. Based on the results of the initial observation, students showed a variety of learning types, including visual, auditory, and kinesthetic. These findings serve as the basis for designing differentiated learning tailored to the characteristics of the learners so that the learning process can proceed more optimally.

The State Objectives stage focuses on formulating learning objectives using the ABCD format (Audience, Behavior, Condition, Degree) (Wapner, 1952). According to the success criteria set by the teacher, the formulated learning objective is for students to be able to perform a simple conversation about school facilities using Plotagon animation media with correct pronunciation. At the Choose Method, Media, and Materials stage, different learning methods are selected using Plotagon animation videos themed around school facilities. Learning becomes more contextual, engaging, and meaningful because the selection of media and learning materials is adjusted to the abilities and learning types of the students.

At the beginning of the learning activities, a Plotagon animation video was used as a stimulus to carry out the stage of using media and materials. Next, students were divided into learning groups according to their learning types. Students with a visual learning type were directed to observe the scenes and take notes on important vocabulary, students with an auditory learning type practiced imitating the pronunciation of the dialogues shown in the video, and students with a kinesthetic learning type engaged in role-playing activities based on the dialogues presented. At the stage that required student participation, students were asked to perform dialogue simulations with scenarios modified from the video they had previously watched. The aim of this activity was to increase students' active participation, creativity, and mastery of Arabic vocabulary and pronunciation in a communicative context relevant to their daily lives.

The final stage, Evaluate and Revise, is carried out by observing the learning process, teacher reflection, and student response questionnaires. The purpose of this evaluation is to determine whether the ASSURE model, assisted by Plotagon animation media, is implemented properly in differentiated Arabic language learning, and as a basis for making improvements in the planning and implementation of subsequent learning.

Distribution of Learning Profiles as the Basis for Differentiated Instruction

To address the first research objective, observational data were systematically analyzed and classified using indicators of content, process, and product differentiation. An open coding procedure was applied to recorded instructional activities from four classroom meetings. Iterative review and categorization revealed recurring instructional patterns, enabling identification of how differentiation was operationalized in practice rather than solely at the conceptual level. The data reduction process indicated that differentiation was most evident in the dimension of learning products. Although some variation in content delivery and learning processes was observed, the most significant differentiation emerged in the diversity of student outputs, particularly within animated dialogue projects. These results suggest that the instructional design allowed for greater flexibility in performance outcomes than in curricular content, establishing product variation as the principal means of accommodating learner diversity.

To address the first research objective, observational data were systematically analyzed and classified according to indicators of content, process, and product differentiation. The analysis involved an open coding procedure applied to recorded instructional activities across four classroom meetings. Through iterative review and categorization, recurring instructional patterns were identified, allowing the researcher to distinguish how differentiation was operationalized in practice rather than merely planned at the conceptual level.

The data reduction process revealed that differentiation was most prominently reflected in the dimension of learning products. While variations in content delivery and learning processes were observable, the strongest manifestation of differentiation appeared in the diversity of outputs generated by students, particularly in their animated dialogue projects. This finding suggests that the instructional design provided greater flexibility in performance

outcomes than in curricular content, thereby positioning product variation as the primary mechanism through which learner diversity was accommodated.

Table 1. Forms of Differentiation Implemented in Plotagon-Based Learning

No	Differentiation Type	Indicators Observed	Frequency	Percentage
1	Content Differentiation	Variation of vocabulary list, thematic selection	6	20%
2	Process Differentiation	Group-based script writing, peer correction	8	26.7%
3	Product Differentiation	Animated dialogue creation, multimodal presentation	16	53.3%
Total			30	100%

The table indicates that product differentiation accounted for the largest proportion of instructional implementation, reaching 53.3%. This pattern suggests that the integration of Plotagon primarily facilitated variation in students' creative outputs rather than in the modification of learning content or instructional procedures. The dominance of product differentiation was evident in the diversity of dialogue styles, the varying levels of sentence complexity, and the incorporation of emotional expression within the animated scenes. These variations reflect how the medium enabled students to demonstrate their understanding through personalized and multimodal performance outcomes.

In contrast, process differentiation represented 26.7% of observed practices and was mainly reflected in collaborative strategies, such as assigning specific roles within groups-script writers, language editors, and voice performers. Content differentiation, accounting for 20%, appeared more limited, as the core instructional material continued to follow the same curricular framework for all learners. This distribution suggests that while the instructional design encouraged flexibility in student output and collaboration, the foundational content remained standardized.

Changes in Students Participation Levels in *Maharah Kalam*

Student participation data were obtained through structured observation and activity recording sheets. Each student was categorized based on the level of involvement during the animation production process. Data concerning students' participation were collected through structured classroom observations and activity monitoring sheets. Each student's level of engagement was documented systematically throughout the animation production process.

The observation instrument focused on identifying active involvement in speaking activities, collaborative discussions, and responsiveness during dialogue practice. By applying consistent participation indicators, the researcher was able to categorize students according to their degree of involvement rather than relying solely on general classroom impressions.

Students were subsequently grouped into participation levels based on the intensity and frequency of their engagement during the learning sessions. This categorization made it possible to capture shifts in classroom dynamics, particularly in relation to oral communication practice. Since *maharah kalām* requires both linguistic competence and communicative confidence, observing changes in participation provided insight into how the animation-based differentiated instruction influenced students' willingness to speak and interact in Arabic. The results of this categorization are presented in the following table.

Tabel 2. Student Participation Levels During Plotagon Implementation

No	Participation Level	Description	Frequency	Percentage
1	High	Active in scripting, editing, voice acting	12	40%
2	Moderate	Participated in discussion only	10	33.3%
3	Low	Minimal involvement	8	26.7%
Total			30	100%

Approximately 40% of the students were categorized as highly participative, demonstrating consistent and active involvement in the animation production process. These students contributed to script development, engaged in dialogue rehearsal, and participated confidently in voice recording activities. Their level of engagement suggests that animation-based media created an interactive and motivating learning environment that encouraged active communication. The visual and creative elements of the project appeared to reduce hesitation and foster a sense of ownership over the learning task, thereby strengthening students' willingness to participate in *maharah kalām* activities.

In contrast, 26.7% of the students were identified within the low participation category. Classroom observations indicated that this group often faced challenges related to limited vocabulary mastery or reduced confidence when speaking Arabic. Some students required additional prompting before initiating dialogue or contributing to group discussions. These

findings highlight that while animation media can enhance engagement for many learners, individual linguistic readiness and affective factors continue to influence participation levels.

Distribution of LearnLinguistic Performance Analysis in The Mini Dialogue Project

The pedagogical impact of the mini dialogue project was examined through observable indicators related to students' emotional engagement, collaborative interaction, and speaking confidence. These dimensions were documented systematically using structured observation sheets during the instructional sessions. Rather than focusing solely on linguistic accuracy, the analysis considered how students responded affectively and socially to the animation-based learning tasks, particularly during dialogue rehearsal and recording activities.

The observation records revealed variations in students' enthusiasm, willingness to cooperate within groups, and readiness to perform their dialogue in front of peers. Emotional engagement was reflected in students' attentiveness and expressive delivery, while collaboration was observed through shared script development and mutual correction. Speaking confidence was assessed based on students' initiative in volunteering for voice recording and their responsiveness to pronunciation feedback. By incorporating these indicators, the study captured not only measurable linguistic outcomes but also the broader pedagogical implications of differentiated, animation-supported instruction.

Table 4. Observed Pedagogical Impact Indicators

No	Impact Indicator	Frequency	Percentage
1	Increased Motivation	15	50%
2	Improved Collaboration	9	30%
3	Enhanced Confidence	6	20%
Total		30	100%

Approximately 50% of the students demonstrated a noticeable increase in learning motivation, reflected in their enthusiasm and persistence in completing the animation project. Many students showed greater initiative during script preparation and voice recording, suggesting that the creative and interactive nature of the task fostered a stronger sense of engagement. Collaboration improved among 30% of the participants, particularly in the distribution of production roles such as scriptwriting, editing, and voice performance. This collaborative dynamic indicates that the project structure encouraged shared responsibility and cooperative learning.

In addition, 20% of the students exhibited enhanced speaking confidence, especially in the accuracy and clarity of Arabic pronunciation. These improvements were observable in their

willingness to articulate dialogue more fluently and to accept corrective feedback constructively. Taken together, the findings suggest that digital media-based differentiation extends beyond cognitive gains to influence affective and social dimensions of learning. A more detailed illustration of linguistic performance development in the mini dialogue project is presented in the following figure.

The findings indicate that the implementation of Plotagon animation in Arabic language instruction functioned not merely as a technological tool, but as a structured pedagogical instrument. When examined through the lens of the ASSURE instructional design model, the results reveal a clear alignment between lesson planning and the differentiated practices observed in the classroom. The ASSURE framework outlines six essential stages analyze learners, state objectives, select methods, utilize media, require learner participation, and evaluate and revise (Altin, 2021; Ibrahim, 2015; Lei, 2024). Each of these stages was reflected in the instructional design applied in this study, demonstrating that the integration of animation media was embedded within a systematic pedagogical structure rather than implemented in an incidental manner.

The analyze learners phase was evident in the initial identification of students' diverse linguistic abilities. The variation in participation levels, categorized as high, moderate, and low suggests that the teacher recognized the heterogeneity within the classroom and structured learning activities to accommodate different degrees of contribution. This practice resonates with Carol Ann Tomlinson's theory of differentiated instruction, which emphasizes adapting content, process, and product according to learners' readiness, interests, and learning profiles Tomlinson (2023). The predominance of product differentiation (53.3%) can be interpreted through the Select Methods, Media, and Materials stage of ASSURE. Choosing Plotagon as the instructional medium allowed for broader linguistic expression compared to conventional teaching methods. Animation provided a multimodal environment, integrating visual, auditory, and textual elements-that stimulated creativity while enabling adaptation to varying learner abilities (Kleinheksel, 2020; Pujiani, 2022; Rajas, 2021). In this sense, the medium functioned not merely as supplementary support but as a learning environment that inherently facilitated differentiation.

The utilize media and materials stage was reflected in students' use of animation to construct Arabic dialogues. Linguistic analysis showed that simple nominal sentences predominated, indicating that students were still operating at a foundational structural level. However, the emergence of verbal constructions and the use of conjunctions signaled ongoing syntactic development. This progression may be interpreted through Lev Vygotsky's social

constructivist theory, particularly the concept of the Zone of Proximal Development, where digital media can act as scaffolding that supports language growth (Zavershneva, 2021).

The active engagement of 40% of students illustrates the effectiveness of the Require Learner Participation stage within the ASSURE framework. The model underscores the necessity of meaningful learner involvement in instructional processes. Through animation production, script writing, and voice recording, students engaged in project-based learning experiences that fostered deeper participation. These findings reinforce arguments that digital media integration (Husna, Maiza, et al., 2024; Ibda et al., 2024; Rahayu et al., 2022) can shift language instruction from teacher-centered delivery toward more learner-centered interaction.

From a pedagogical perspective, the observed increase in motivation (50%) suggests that animation media possesses significant intrinsic appeal. This aligns with motivation theories in technology-enhanced learning, which propose that visual stimulation and interactivity enhance both cognitive and affective engagement. Within the ASSURE framework, such outcomes correspond to *the evaluate and revise stage*, where instructional effectiveness is assessed based on learners' responses and overall experience.

When viewed through the lens of multiliteracies theory, the use of Plotagon extends Arabic language literacy practices into digital domains (Hadiyanto, 2020). Students were not limited to producing written text; they combined spoken language, visual expression, and narrative context into a unified communicative product. This approach aligns with multiliteracies pedagogy, which emphasizes communicative competence across diverse representational modes. Consequently, the observed product differentiation represents not merely variation in assignments but a transformation in the nature of literacy practices. Interestingly, although product differentiation was dominant, content differentiation remained relatively limited (20%). This finding indicates that curricular structure continued to serve as a boundary within the differentiation process. The results suggest that innovative media alone does not automatically reshape instructional structures; meaningful transformation requires curricular flexibility and institutional support.

Theoretically, the integration of the ASSURE model and differentiated instruction demonstrates a productive synergy between systematic instructional design and responsiveness to individual learner needs (Altin, 2021; Lei, 2024). ASSURE offers an operational framework, while differentiation theory provides an adaptive pedagogical foundation. Their combination results in a digital learning model that is not only innovative but also structured and measurable. Overall, this study confirms that the use of Plotagon animation in Arabic language instruction represents more than a technological innovation. It embodies the implementation of an ASSURE-based instructional design that supports differentiation,

active participation, and linguistic development. Conceptually, the study contributes to contemporary discussions on digital Arabic language pedagogy by underscoring that the effectiveness of educational media depends largely on its integration within a coherent and reflective instructional design framework.

Conclusion

This study demonstrates that the integration of animation-based media within a structured instructional design framework contributes meaningfully to the development of differentiated Arabic language learning in Islamic secondary education. The findings imply that digital animation, when embedded within a systematic model such as ASSURE, can function as a pedagogical catalyst that accommodates learner diversity, encourages active participation, and expands linguistic expression beyond conventional classroom practices. The study contributes to the broader discourse of Arabic language pedagogy by positioning instructional design not merely as technical planning, but as a strategic bridge between differentiation theory and digital multiliteracy practices in contemporary classrooms.

Despite its contributions, this study is limited to a specific institutional context and a relatively short implementation period, which may affect the generalizability of its implications. Future research is therefore recommended to explore longitudinal implementation, comparative experimental designs, and broader institutional settings to examine the sustainability and scalability of animation-based differentiated learning. Further investigation into its impact on higher-order linguistic competence and assessment outcomes would also strengthen the empirical foundation of digital instructional design in Arabic language education.

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