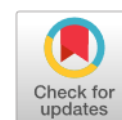# The Implementation of The Teaching at Right Level (TaRL) Approach to Enhance Students' Interest and Learning Outcomes in Reading Skills at Malang Islamic Senior High School

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ABSTRACT

This study aims to examine the effectiveness of the Teaching at the Right Level (TaRL) approach in enhancing students' interest and learning outcomes in reading skills among Grade XI E students at Islam Malang Senior High School. The research employed a classroom action research design involving 30 students as participants. Data on student interest were collected through multiple-choice questionnaires. At the same time, learning outcomes were measured across two cycles, each consisting of planning, implementation, observation, and reflection stages based on students' proficiency levels. The results indicated an increase in student interest, with questionnaire scores rising from 68.5% in the pre-cycle to 76.3% in the post-cycle. Learning outcomes also showed significant improvement across all proficiency groups. In the beginner group, average scores increased from 56.9 (pre-cycle) to 80.5 (cycle one) and 93.9 (cycle two). The intermediate group improved from 86 (pre-cycle) to 88 (cycle one) and 91 (cycle two). The advanced group showed consistently high performance, rising from 96.5 (pre-cycle) to 100 in both subsequent cycles. These findings demonstrate that the implementation of the TaRL approach positively impacted both student interest and reading proficiency in Arabic.

1. Introduction

Education has an important role in building and educating the nation's life, especially in the context of Islamic education in Indonesia (Rahman, 2015). At SMA Islam Malang, learning Arabic, especially reading ability, is one of the mandatory subjects for students. Arabic language learning at SMA Islam Malang is taught in the language specialization class, namely class XI E. One approach that can be applied to solve this problem is Teaching at Right Level (TaRL). This approach focuses

on the individual needs of students by grouping them by ability level rather than by age or class (Hanafi, 2024). TaRL allows teachers to provide material that is in accordance with each student's level of understanding so that the learning process becomes more effective and engaging (Palihah et al., 2024). Students with low abilities do not feel left behind, while students with high abilities still feel challenged. This approach has proven to be successful in educational contexts in various countries, including India (Chatminingtyas et al., 2024). Now, it is hoped that it can be applied to Arabic language learning in Indonesia. TaRL is an approach to learning that treats learners based on their ability level (Aguslani, 2023).

The application of the TaRL approach is expected to increase interest and learning outcomes reading ability. Through grouping based on reading ability, teachers can design learning strategies that are more in line with student's needs. For example, beginner students can be given simpler basic material, while students with better abilities can be given more complex texts. In addition, the use of active learning methods such as small group discussions and Arabic text-based educational games can also increase student engagement in the learning process.

The primary purpose of this study is to determine the increase in students' interest and learning outcomes through the Teaching at Right Level approach in learning reading ability at SMA Islam Malang. It is hoped that the results of this study will provide guidance for teachers in applying this approach and serve as a model for other schools that face similar challenges in learning Arabic or other subjects.

Several studies have shown that the TaRL approach can improve students' interest and learning outcomes. The research conducted by Maulida Nur Avianty entitled "Improving Student's Learning Outcomes of Second Grade of Senior High School through Teaching at Right Live (TaRL) Approach on The Excretory System Material." The results of this study show that the application of differentiated learning with TaRL is able to improve student learning outcomes. The results of the pre-test show the percentage of student learning completeness above the standard of learning values, therefore based on the results of this study, it can be concluded that the application of differentiated learning using the TaRL approach can improve student learning outcomes (Maulida et. al, 2023). The next one is research entitled "Learning with TaRL Approach to Improve Student's Interest and Learning Outcomes". This study explains how the interests and learning outcomes of students are compared before and after the implementation of the TaRL approach. The results showed that the average percentage of learning interest increased after the implementation of the TaRL approach in classroom learning (Jauhari et al., 2023). Then, the research conducted by "Implementation of Teaching at The Right Level (TaRL) to Learning Outcomes of Indonesian Language in Fifth Grade of Elementary School." results showed that as many as 85% of students expressed completeness in the Indonesian learning process with the application of the TaRL

approach because they felt grouped according to the level of individual ability and enjoyed cooperation in groups. This study implies that the TaRL approach can effectively improve the Indonesian learning outcomes of class V students (Syafaah, 2024).

The similarities between this research and those researchers are in implementing Teaching of The Right Level (TaRL) for student's learning outcomes and the method used in classroom action. The difference between these research studies is in the assessment. The assessment used cognitive diagnostic, while this research used multiple-choice questions and descriptions. The researcher also used the Kemmis and Mc. Taggart models. This research focuses on learning reading ability and increasing students' interest and learning outcomes of Reading. Students are able to get an understanding of vocabulary, basic sentence structure and the capacity to analyze the substance of the content. It also focuses on student's needs as well as the addition of more intensive and discussions with peers.

Based on the description above, the researcher, as a teacher who teaches in class XI E of the Malang Islamic High School Specialization, tries to apply the use of the Teaching at Right Level approach in learning Arabic in the classroom, especially reading ability. This aims to enable students to take part in learning according to their level of ability in learning Arabic. The researcher will further study and pour the results of his observations in an article entitled The Implementation of the Teaching at Right Level (TaRL) to Enhance Students Interest and Learning Outcomes in Reading Skills at Malang Islamic Senior High School.

2. Method

This study uses a classroom action research design. Namely, it is a scrutiny of activities that are deliberately raised and occur in a class (Jacub et al., 2020). This research was conducted from February 24 to May 9, 2025, at SMA Islam Malang, involving 30 students in the XI E Language specialization class at SMA Islam Malang, applying the TaRL approach. As part of the classroom action research, a cycle system was used, with each cycle consisting of the stages of action planning, implementation of actions, observation, and reflection. The learning method used is the Teaching at The Right Level (TaRL) approach in learning reading skills in grade XI. The TaRL approach is a learning approach that does not refer to the class level but refers to the level of ability of students (Audah et al., 2023). The research design used the Kemmis and Mc.Taggart models. Conducting classroom action research involves carrying out research responsibilities (Anugrah, 2019). This model depicts a spiral consisting of several cycles of activity. Each cycle has four stages, namely planning, implementation, observation and reflection (Machali, 2022). Classroom action research is a way to improve social practice reasoning through reflection and collaboration (Tanjung, 2024). The steps of classroom action research are shown in the following image.
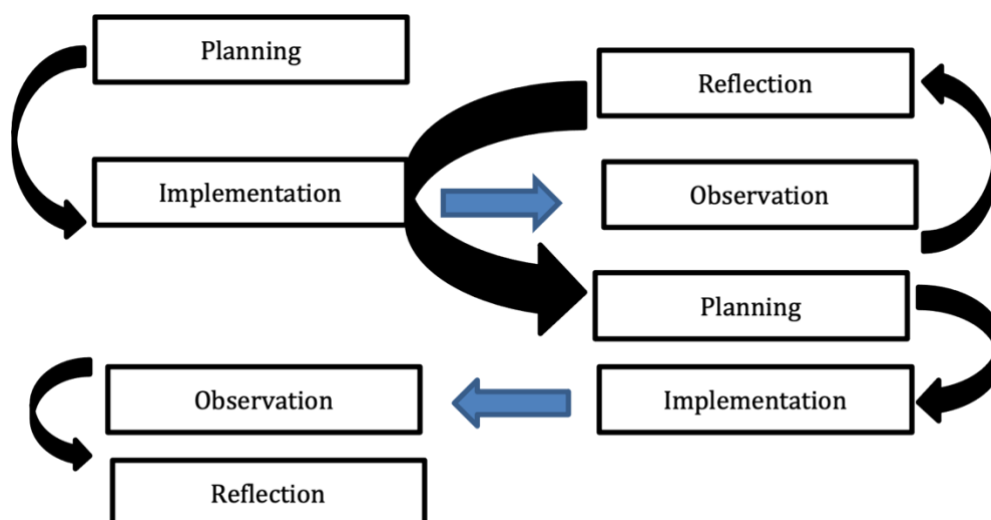
Figure 1. Kemmis and Mc.Taggart models

Planning the design activities, the researcher prepares learning tools using the Teaching at The Right Level (TaRL) approach as material for research (Ardiawan, 2020). Implementation means that it is guided by the planning. The researcher carries out actions through the process of learning actions with the application of the Teaching at The Right Level (TaRL) approach. Observation means that during the learning process, the researcher will be guided by the supervisor and the teacher to conduct observations and data collection (Khasanah & Aswar, 2024).

Observation of the suitability of learning steps using the Teaching at The Right Level (TaRL) approach and observation of students starting from activities in learning and learning outcomes after activities. Reflection means that after collecting data, the researcher works with the teacher to describe the knowledge that emerges from the implementation of the cycle. If the target is not achieved, the fix is carried out with the same flow until the specified target is achieved (Melanti, 2023)

The primary and secondary data sources in this study are primary and secondary. The primary data source comes from students in grade XI E of the Malang Islamic High School language specialization for the 2024/2025 school year, which is the subject of the application of the Teaching at the Right Level (TaRL) approach, with a total of 30 students. Meanwhile, secondary data sources include supporting documents such as Modules, Learning Implementation Plans, Arabic textbooks, and documentation of learning activities. The research instruments used include several data collection tools that are tailored to measurement needs. To measure students' interest in learning towards reading ability, the student learning interest questionnaire was used that was distributed before and after the implementation of the TaRL approach. This questionnaire aims to find out the scores of each student, both high and low. The purpose of high and low scores in this questionnaire is to identify and measure differences in levels of response

and opinion among respondents. High scores indicate a stronger response, while low scores indicate a weaker response. In measuring the improvement of student learning outcomes, the researcher used an assessment in the form of multiple-choice questions and descriptions that tested the ability to comprehend Arabic reading texts. In addition, observation sheets are used to record the activities of students and teachers during the learning process. The primary purpose of multiple-choice assessment in this research is to measure student's understanding and knowledge objectively and efficiently. Multiple-choice questions can be applied to test various levels of cognitive ability, from remembering facts to application and evaluation. In addition, multiple-choice assessments also provide quick feedback to students and teachers.

The data collection techniques used in this study include direct observation of learning activities, dissemination of learning interest questionnaires to students, implementation of learning outcome tests both before and after (post-test), and the application of the TaRL approach. The main data used as the basis for this study was the acquisition of student's learning outcomes in the form of increased scores in each cycle. The formula used by the author in analyzing the data is: Average learning outcomes formula: Score obtained x 100 Maximum Score (Rachmat, 2023).

3. Results and Discussion

3.1. Implementation of Teaching at the Right Level

3.1.1. Pre-Cycle

At this pre-cycle stage, learning still does not use the TaRL approach. The researcher conducts a pre-test to find out the students' initial learning outcomes and the distribution of questionnaires to find out their learning interests. Based on the results of the learning interest questionnaire given to students, it is known that the majority of students show a low level of interest in learning Arabic, especially Reading ability. This is characterized by a lack of enthusiasm to participate in learning activities, a lack of initiative in repeating lessons at home, and low motivation to understand the content of reading in depth. In addition, the classroom atmosphere tends to be monotonous, with one-way interaction between teachers and students. The results of the pre-test conducted before the implementation of the TaRL approach show that some students still get learning results below the average Minimum Completeness Criteria (KKM). This indicates that there is a significant gap in the ability of students to understand reading texts.

3.1.2. Cycle 1

a. Planning

At the planning stage, teachers develop learning strategies by referring to the Teaching at the Right Level (TaRL) approach. The first step taken is to group students based on the results of the pre-test and previous observations. Students are grouped into three levels of ability, namely beginner, intermediate, advanced. Each group is designed to obtain materials, methods, and

achievement targets that match their abilities. Teachers also prepare learning tools such as customized lesson plans, Arabic reading materials with different levels of difficulty, student worksheets (LKPD), and evaluation instruments to assess learning processes and outcomes.

b.   Implementation

At this stage of implementation, teachers divide students into three groups based on ability levels and give drills according to the needs of each group. At the basic level, students practice reading simple words and sentences and understanding basic vocabulary. At the intermediate level, students begin to be directed to understand the content of simple texts. Meanwhile, the group with the highest abilities was given the task of analyzing the main idea and understanding the text.

c.   Observation

The results of the observation showed an increase in student learning activities compared to the pre-cycle condition. Students seem more enthusiastic and engaged in group activities, mainly because the material they receive is in accordance with their abilities. Interaction between students in groups also increased, as seen from the many light discussions, asking each other questions, and helping to understand reading. Teachers and observers noted that the classroom atmosphere was more dynamic, and students no longer seemed to be as passive as in previous learning. However, in the low group, there are still some students who have difficulty recognizing basic vocabulary, so they need more intensive guidance.

d.   Reflection

Based on the results of implementation and observations in Cycle I, the application of the Teaching at the Right Level (TaRL) approach shows an increase in terms of student learning activities. However, the overall improvement in learning outcomes is not significant. The post-test results showed that although some students made progress, most students still did not reach the KKM. Especially in the group of students with low ability, it is still challenging to recognize basic vocabulary and understand the meaning of simple sentences in reading texts. Therefore, in Cycle II, learning strategies will be improved by adding drill activities more intensively, especially for low groups. The teacher will give additional time to practice reading, recognize vocabulary, and understand basic sentence structure, both individually and in small groups. It is hoped that with this approach, students' understanding of Arabic reading texts can increase more significantly and proportionate to the interest in learning that has begun to grow.

3.1.3. Cycle 2

a.   Planning

In the planning stage of Cycle II, the researcher made improvements based on reflections from Cycle I. The primary focus was directed at strengthening students' basic reading skills, especially

for groups with low ability levels. The researcher developed an updated learning tool, adding more intensive drill activities in recognizing basic vocabulary and understanding simple sentence structure.

b. Implementation

At the implementation stage, the researcher again divided students into three groups based on ability level. Each group gets customized materials and exercises. The lower group received intensive guidance in the form of vocabulary drills and simple sentence-reading exercises. The intermediate group was directed at the practice of understanding simple texts. In contrast, the high group was focused on the analysis of the main idea and contextual meaning of the reading.

c. Observation

Observations during the implementation of Cycle II showed a significant increase in student activities and learning outcomes compared to conditions in Cycle I. Students in the lower group began to show better ability to recognize basic vocabulary and understand the meaning of simple sentences. Interactions in groups become more active and directed, the classroom atmosphere is more active, and students show higher confidence in asking questions and discussing. The teacher and the observer noted that most of the students were able to complete the exercises independently, and the results of the post-test conducted at the end of the cycle showed a significant improvement. Most students, including those from low-ability groups, have managed to achieve the KKM that have been set.

d. Reflection

Based on the reflections carried out after the implementation of Cycle II, it can be concluded that the application of the Teaching at the Right Level (TaRL) approach with strategic adjustments has succeeded in increasing student activities and learning outcomes. The improvement can be seen in the aspects of mastery of basic vocabulary, understanding simple sentence structure, and the ability to analyze the content of the text. Through discussions with observers, it was agreed that an approach that focuses on the needs of the student level, as well as the addition of more intensive and structured drill activities, is efficacious in improving the reading skills of grade XI students. Because the research objective, which is to improve student's reading skills to reach the KKM, has been achieved, this class action research was stopped in Cycle II.

3.2. Interest in learning

3.2.1. Pre-Cycle (Before the implementation of TaRL)

The following are the results of the student learning interest questionnaire in cycle 1

Table 1. Pre-Cycle Interest Survey Results

Information	Maximum scale	Percentage
Lowest student questionnaire score	2,6	52%
Highest student questionnaire score	4,1	82,7%

Average overall percentage	3,4	68,5%

Based on the results of the initial learning interest questionnaire filled out by students in grade XI E as shown on table 1, it was obtained that students' learning interest in reading learning before the implementation of the Teaching at the Right Level (TaRL) approach was in the medium to high category. The average score obtained by students ranges from 3.4 to a maximum scale of 5, which, if converted in the form of a percentage, shows an achievement of between 68.5%. This shows that most students already have an interest in reading lessons, although there are still some indicators that have relatively low scores.

Some of the statements that received a relatively high score were related to students' liking for reading lessons, enthusiasm for learning, and concentration and involvement when the teacher explained the material. On the other hand, indicators that indicate independent learning activities such as reading books before lessons or repeating lessons at home still show scores that tend to be low. This indicates that although students enjoy the lessons in class, they have not fully shown a strong interest in learning activities outside of the classroom. In general, the results of this questionnaire are the initial foothold that describes the condition of students' learning interest before the intervention is carried out and is an important basis for designing a learning strategy that is more in line with the needs and characteristics of students.

3.2.2. Post-Cycle (After Cycle 1 and 2 TaRL Implementation)

The following are the results of the student learning interest questionnaire in cycle 1

Table 2. Post-Cycle Questionnaire Results

Information	Maximum scale	Percentage
Lowest student questionnaire score	3,2	63,8%
Highest student questionnaire score	4,7	93,8%
Average overall percentage	3,8	76,3%

Based on the results of the learning interest questionnaire after the implementation of the Teaching at the Right Level (TaRL) approach filled out by students in class XI E as shown on table 2, data was obtained that there was a significant increase in learning interest compared to the initial conditions before the implementation of this strategy. The average student answer score shows a tendency in the category of "agree" to "strongly agree", which, when converted into numbers, shows an average score of 3.8 on a maximum scale of 5 or equivalent to 76.3% in percentage form.

Most students stated that they were more enthusiastic about participating in reading learning, found it easier to understand Arabic reading materials, and were more actively involved in group discussions and learning activities. The increase was most noticeable in indicators such as enjoyment of lessons, confidence in reading Arabic texts, and the desire to improve one's abilities independently. The application of differentiated learning strategies based on ability level

has been proven to reduce boredom, foster confidence, and increase interaction between students.

3.3.   Learning outcomes

3.3.1. Pre-Cycle

In this pre-cycle stage, the researcher took data on the initial learning outcomes of students in grade XI E Language specialization. The researcher used an initial assessment with a written test instrument, as many as 10 multiple-choice and five short essays from the learning outcome data. The researcher grouped students based on their ability level. The following are the pre-cycle learning results of each group.

Table 3. Pre-Cycle Beginner Group Learning Outcomes Scores/10 Students)

Number of students	Learning outcome scores (KKM 75)
4 Students	25-50
6 Students	50-72
Lowest score	25
Highest score	73
Average	56,9

From the results of the observation of the initial test scores of the beginner group as shown on table 3, it is known that all participants, as many as 10 people, still get scores below the KKM (75), with an overall average score percentage of 56,9. Some of the obstacles found include the fact that the material for the low group still feels difficult for students. Therefore, improvements are planned in the next cycle in the form of the preparation of learning materials that are in accordance with the level of ability of students.

Table 4. Pre-Cycle Intermediate Group Learning Outcomes Scores/12 Students)

Number of students	Learning outcome scores (KKM 75)
5 Students	80-85
7 Students	85-90
Lowest score	85
Highest score	90
Average	86

From the results of the observation of test scores in the intermediate group as shown on table 4, it was found that all students got scores above KKM (75). With an overall average score percentage of 86, thus this intermediate group will be re-evaluated to get even higher scores in the next cycle.

Table 5. Pre-Cycle Advanced Group Learning Outcomes Scores/12 Students)

Number of students	Learning outcome scores (KKM 75)
3 Students	90-95
5 Students	95-100
Lowest score	95
Highest score	98
Average	96,5

For the group of students at the advanced level as shown on table 5, it can be seen that

students can understand the lessons and can complete the test well so all of them get a score above the KKM with a percentage of 96.5. The next step is how to see if there is a return improvement in the next cycle.

3.3.2. Cycle 1

After carrying out a series of activities in the pre-cycle part and getting groups based on the level of students' ability, then the researcher continues to the learning process cycle 1 in accordance with the theory of Kemmis and Mc.Taggart, then the learning results of students based on the level group are obtained as follows,

Table 6. Cycle 1 Beginner Group Learning Outcomes Scores/10 Students)

Number of students	Learning outcome scores (KKM 75)
6 Students	70-85
4 Students	86-95
Lowest score	70
Highest score	95
Average	80,5

As shown on table 6 cycle 1, it can be seen that the learning results of the beginner group with an average of 80.5 for the lowest score of 70 and the highest score of 95, when compared to the results of the pre-cycle score, there is an increase from the previous average of 56.9 to 80.5, then the next is how in the second cycle the score of students in the beginner group can be even higher.

Table 7. Cycle 1 Intermediate Group Learning Outcomes Scores/12 Students)

Number of students	Learning outcome scores (KKM 75)
6 Students	80-85
6 Students	86-90
Lowest score	85
Highest score	90
Average	88

In this first cycle as shown on table 7, it can be seen that the learning results of the intermediate group with an average of 88 for the lowest score of 85 and the highest score of 90, when compared to the results of the pre-cycle score, there is an increase from the previous average of 86 to 88. From the observation results, it was seen that some students experienced a decrease in grades, but on the other hand, some students experienced an increase in grades, so that the average between pre-cycle and cycle one was too significant, then the next will be seen whether in cycle two there will be an increase.

Table 8. Cycle 1 Advanced Group Learning Outcomes Scores/8 Students)

Number of students	Learning outcome scores (KKM 75)
8 Students	100
Highest score	100
Average	100

In cycle 1 as shown on table 8, it can be seen that the value of the advanced group had an average of 100 when compared to the results of the value in the cycle, an increase from the previous average of 96.5. So in the next cycle, it will be seen whether the scores of students in the advanced group have decreased or are still at an average score of 100.

3.3.3. Cycle 1

In this second cycle, the researcher again carried out a series of activities in accordance with the theory of Kemmis and Mc.Taggart started with planning, implementation, observation and reflection so that the learning results of students based on the group level were obtained as follows,

Table 9. Cycle 2 Beginner Group Learning Outcomes Scores/10 Students)

Number of students	Learning outcome scores (KKM 75)
5 Students	85-95
5 Students	96-100
Lowest score	85
Highest score	100
Average	93,9

As shown on table 9 the results of observations in the beginner group in cycle 2 obtained an increase in the value from the pre-cycle and cycle one with an average value of 93.9.

Table 10. Cycle 2 Beginner Group Learning Outcomes Scores/10 Students)

Number of students	Learning outcome scores (KKM 75)
6 Students	82-90
6 Students	91-100
Lowest score	82
Highest score	100
Average	91

As shown on table 10 in this second cycle, it can be seen that the learning results of the intermediate group have increased from pre-cycle and cycle with an average score of 91.

Table 11. Cycle 2 advanced Group Learning Outcomes Scores/8 Students)

Number of students	Learning outcome scores (KKM 75)
8 Students	100
Highest score	100
Average	100

As shown on table 11 in this second cycle, the advanced level learning group gets an average score of 100. Thus, the average score in cycle two of the second cycle is the same as in cycle one and, of course, higher than the average score in the pre-cycle.

After observing the learning outcomes of students in the pre-cycle, cycles one to two can see an increase in learning outcomes from students at each level. The improvement in learning outcomes can be seen in the following table.

Table 12. Improved overall learning outcomes

Groups	Average Learning Outcomes			Information
	Pre-Cycle	Cycle 1	Cycle 2	
Beginner	56,9	80,5	93,9	Increase
intermediate	86	88	91	Increase
Advanced	96,5	100	100	Increase

From the analysis of the average final results as shown on table 12, it can be seen that the beginner group experienced an increase in learning outcomes, which was initially in the pre-cycle with an average of 56.9. In cycle one, the average was 80.5, and in the second cycle it increased to 93.9. For the intermediate group, there was an increase in the results of the pre-cycle average score of 86, then in cycle one 88 and in cycle two with an average of 91. Then, for the advanced group, an increase was obtained from the pre-cycle with an average of 96.5, and in cycle one, it was 100, and it lasted until cycle two, with an average of 100.

In terms of increasing interest, it was proven by the increasing results of the questionnaire from the pre-cycle and post-cycle questionnaire from learning outcomes that there have also been some increases after TaRL was implemented. First, Students are more enthusiastic because they study by groups that match their ability levels. Second, they do not feel inferior to their smarter friends because their abilities are almost as good as in the learning group and for the beginner group, they can get more drills from the teacher. Third, the advanced group, can do more difficult activities than other groups. After implementing TaRL, learning activities in the classroom are more active because learning is based on the background of students' abilities, compared to before TaRL was implemented, which was more Teacher-centred.

4. Conclusion

After the researcher carried out a series of activities in the use of the TaRL approach in increasing students' interest and learning outcomes, an increased interest in learning was obtained from students after the implementation of the TaRl approach. This can be seen in the results of the presentation of the learning interest questionnaire. In the pre-cycle questionnaire, the percentage was obtained at 68.5%, and in the post-cycle questionnaire, the percentage was obtained at 76.3%. Thus, there is an increase in students' interest in learning reading after the application of the TaRL approach.

Then, for learning outcomes, an increase can be seen from pre-cycle to cycle one and cycle two. In the beginner group, there was an increase in learning outcomes that were initially in the pre-cycle with an average of 56.9, then in cycle one, the average was 80.5, and in the second cycle, it increased to 93.9. For the intermediate group, there was an increase in the results of the pre-cycle average score of 86, then in cycle one 88 and in cycle two with an average of 91. Then, for the advanced group, an increase was obtained from the pre-cycle with an average of 96.5, and in

cycle one, it was 100, and it lasted until cycle two, with an average of 100. Thus, the application of

the Teaching at Right Level approach can increase students' interest and learning outcomes.

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