



Integration of Differentiated Learning and Counseling: Development of an ADDIE-Based Module to Reduce Student Boredom

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Abstract

Integration of Differentiated Learning and Counseling: Development of an ADDIE-Based Module to Reduce Student Boredom. This study aims to develop a module based on a differentiation and counseling approach as an effort to reduce learning boredom among students at the Ibnu Katsir 1 Islamic Boarding School in Jember. The research method used is Research and Development (R&D) with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The limitations of this study focused on the development and limited trials involving four students at the research site. The assessment results showed that the module was very feasible to use with a validation score of 83% from material experts, 82% from language experts, and 81% from practitioners' assessments. The results of the field trial showed a significant decrease in the level of learning boredom among the research subjects. The implications of this study provide practical contributions for Islamic boarding school managers in implementing more personalized and adaptive learning strategies. The use of this module allows educators to address

psychological barriers among students in a structured manner through the integration of counseling techniques into the curriculum. Thus, this module can be a reference for mental health and academic intervention models in boarding-based educational environments.

Keywords: *Differentiated Approach; Counseling; Learning Saturation*

A. Introduction

The world of education generally aims to shape the character and personality of students for the better. Furthermore, education aims to explore the positive potential of students and create an education that is noble, creative, and independent, and students are able to take responsibility for their educational duties as students. The numerous activities and activities in educational institutions, especially schools, and the demands that must be experienced by students can lead to the emergence of symptoms such as physical fatigue involving the senses, lack of enthusiasm in participating in teaching and learning activities, lack of motivation to learn, lack of high interest in learning, and the emergence of boredom during learning (Ashari, et al.: 2021). From the symptoms that appear above, it can be stated that students are experiencing learning saturation.

This is also experienced by students at the Ibnu Katsir 1 Islamic Boarding School in Jember, an educational institution that focuses on three areas of learning outcomes: students' memorization ability in accordance with predetermined targets, students' ability to read yellow books, and students' ability to complete undergraduate studies on time. The complex demands of learning outcomes have led some students to experience symptoms of learning burnout.

The learning boredom experienced by students is very disruptive to the student's learning process, so that all kinds of knowledge learned cannot be properly acquired. Learning boredom is a mental condition of a person when experiencing extreme boredom and fatigue, resulting in reluctance, lethargy, and lack of enthusiasm for learning activities. This causes students to disrupt their

concentration in the learning process (Siregar et al., 2022). This is also felt by students at PPA Ibnu Katsir 1 Jember. Many students are found to experience boredom due to three complex learning achievement demands, which must be completed simultaneously. However, in reality, not a few students at PPA Ibnu Katsir 1 Jember are unable to complete these three demands simultaneously.

Based on observations, researchers found indicators of learning saturation that occurred in the field that refer to the opinion (Arumia, 2023): Emotional exhaustion characterized by the inability to control emotions, excessive anxiety and feelings of depression. Then physical fatigue characterized by physical weakness and restlessness during the learning process. And cognitive fatigue characterized by the inability to concentrate during learning. Finally, loss of motivation with a loss of enthusiasm and a feeling of boredom in learning. Providing an understanding to students about the importance of learning objectives in general is still considered difficult to understand so that efforts are needed in the form of services that can help students in resolving conflicts within themselves. One of them is through guidance and counseling services. Guidance and Counseling has nine services which are assistance and guidance activities provided to individuals in general and school students in particular in order to improve quality (Astuti, 2015).

As for the temporary assumption, an effective effort to overcome the problem of learning boredom that occurs at the Ibnu Katsir 1 Islamic Boarding School in Jember, researchers are trying to develop a differentiation and counseling approach. The differentiation approach is often known as an instructional approach that helps teachers manage classes, lead classes, encourage and monitor students so that they have good learning abilities and outcomes for each student (Rahmah et al., 2022). Teachers need a learning model that has a structured and logical direction to achieve a learning goal, so that the differentiation approach can more optimally manage classes that have different student learning styles (Faizah & Fathurrahman, 2024).

Previous research has demonstrated that differentiated learning approaches are highly effective in improving learning quality. Differentiation that adapts content (Ramadhan et al., 2025), process (Andini, 2022), and product (Kiswah et al., 2025) to student readiness and interests has been shown to increase student engagement. Implementing differentiation through layered assignments and varying learning methods has even been shown to reduce the proportion of students who fail to complete their learning from 70% to 15% (Ramadhan et al., 2025). Furthermore, combining differentiation with cooperative learning (Nurfijriati et al., 2025) and Project-Based Learning (Kiswah et al., 2025) has been shown to be effective in reducing boredom in general subjects such as social studies and chemistry. Theoretically, providing choices and adjusting the level of learning difficulty strengthens students' sense of control, which according to Control Value Theory is a key factor in preventing boredom (Tze et al., 2016; Tul'adawiyah et al., 2024).

Although the effectiveness of differentiation approaches in instructional aspects has been widely discussed, a significant research gap exists. Most previous studies (Goyibova et al., 2025; Sharp et al., 2017) have focused on the effectiveness of differentiation within formal classroom settings to improve cognitive academic achievement. Very limited research has explored the integration of differentiation approaches with specific counseling techniques to address mental health issues such as learning boredom in Islamic boarding schools (pesantren) environments with dual demands (academics and memorization).

The novelty of this research lies in the development of a module that combines the principles of differentiated instruction with counseling interventions specifically designed for the unique characteristics of students. This approach not only manages the students' learning styles externally, but also touches on emotional and cognitive aspects through recognizing individual differences, respecting personal values, and designing problem-solving strategies that suit the uniqueness of each client. Through the development of this R&D-based module, it is hoped that a logical and structured solution will be created to reduce learning

boredom levels while enhancing the personal growth of students at the Al-Qur'an Ibnu Katsir 1 Islamic Boarding School in Jember.

B. Method

This research is a developmental study that will develop a service module to assist in providing differentiated approaches and counseling to students to reduce learning boredom. The product development concept uses the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate), each of which describes the essential components of each learning activity (Isriyah et al., 2023).



Figure 1. ADDIE Model

The research was conducted at the Al-Qur'an Ibnu Katsir 1 Islamic Boarding School in Jember with a sample of module implementation on 11th grade students with a total of 17 students. Data collection techniques used in this study were observation, interviews, questionnaires, and tests. Observations were conducted to determine the extent of learning saturation experienced by 11th grade students and to observe learning activities at PPA Ibnu Katsir 1 Jember. Questionnaire techniques were used to test the validity of the module, the validity test was conducted on two experts including material experts and language experts as well as a feasibility test on practitioners. Based on the results of the validation of the material experts, the module has an average percentage of 83% and the validation of language experts has an average percentage of 82% with both categories valid and can be used with minor revisions. The results of the practitioner feasibility test have an average percentage of 81% with a valid

category and without revision. The validity criteria used in this study are as follows:

Eligibility scale %	Criteria
81-100	Very valid
61-80	Valid
41-60	Less valid
21-61	Invalid
0-20	Totally invalid

Meanwhile, the effectiveness of the module was measured using a One-Group Pretest-Posttest Design. Data obtained from the test instrument were analyzed using an inferential statistical technique, namely the Paired Sample T-Test. Before the hypothesis test was conducted, the data were first tested for prerequisites through the Normality Test (using the Shapiro-Wilk considering the number of samples $n < 50$) to ensure the data were normally distributed.

In addition, to calculate the extent of the module's influence on reducing learning saturation, an Effect Size (Cohen's d) analysis was conducted. To ensure internal validity, researchers conducted strict controls during the experimental process to ensure that the differences in learning saturation levels between the pre-test and post-test results were truly a direct implication of the use of the module, not caused by external factors such as changes in the Islamic boarding school schedule, chance factors, or the influence of other interventions outside the research design.

C. Discussion

The research and development of the ADDIE model produced results that can answer two problem formulations, first: steps to reduce learning boredom through a differentiation and counseling approach, second: the level of effectiveness and validity of the development of a differentiation and counseling approach module to reduce learning boredom. The preparation of the module is very effective by using the ADDIE model as stated in the research model, the

impact produced by this research is also very effective in reducing learning boredom for college-level students.

The researcher outlined the research and development process to clarify the research. The following is a description of the ADDIE model research conducted by the researcher:

1. Analyze

The research stage of developing a differentiation and counseling approach module to reduce learning saturation begins with analyzing the needs and analysis of teaching materials. This is done to determine the conditions or situations and to see the initial picture in implementing the differentiation and counseling approach to the 11th batch of students of PPA Ibnu Katsir 1 Jember. This analysis is carried out specifically to be able to find out the obstacles experienced by the asatidz in developing student character and the difficulties experienced in efforts to reduce the level of learning saturation. The analysis process can also be a determinant of what things are developed. This analysis stage is carried out by interviewing students who are having a high level of learning saturation, and conducting interviews with the asatidz in the academic section in order to ensure the actual situation, and also to meet the needs of the module to be developed.

2. Design

After carrying out the next analysis stage, namely the stage of designing or designing a product in the form of a module also includes the appearance of components. What researchers do in the module design process includes, formulating materials, the formulation of this material is adjusted to the theme that is to be given and in accordance with the problems that are to be presented, namely understanding the differentiation and counseling approach, material on learning saturation, then starting at the stage of selecting the module format, designing the differentiation and counseling

approach by making a kind of RPL (Service Implementation Plan). From the results of the module design, a module product is obtained as follows.



Figure 2. Module View

The module developed is intended for guidance counselors/BK teachers as a reference for providing counseling services to students, the contents of the module include steps in the differentiation and counseling approach, this module can guide guidance counselors/BK teachers to provide more structured services from the understanding stage to the prevention and healing stage, with this module guidance counselors/BK teachers can easily provide appropriate services to students, especially to reduce the level of learning saturation.

3. Development

The development of a differentiation and counseling approach module to reduce learning boredom. Researchers revised the module based on the suggestions and input provided by the validators. Product feasibility analysis was obtained from quantitative and qualitative data obtained from two expert validators: a material expert and a language expert, as well as from practitioner validation.

The validation carried out aims to obtain a useful, feasible and appropriate product, to ensure that the module has the appropriate material

density, material validation is carried out, while the material expert validator is a Guidance and Counseling Lecturer at PGRI Argopuro Jember University, namely Weni Kurnia Rahmawati, M.Pd, based on the results of the material expert validation calculations, the module developed obtained a score of 83% with the criteria "feasible and can be used, with revisions to improve the writing",

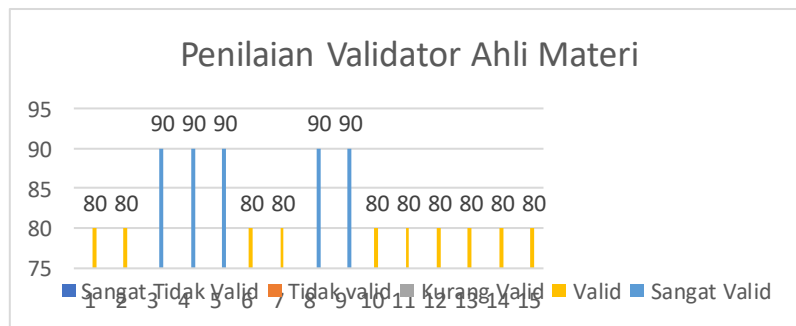


Figure 3. Material expert validation diagram

Then, to ensure that the module has good and correct language composition and is easy to understand, validation was carried out by language experts with a score of 82%, the predicate obtained was "Very suitable and can be used without revision",

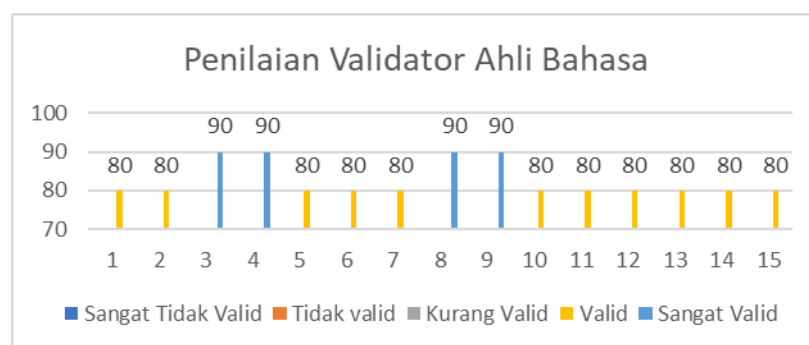


Figure 4. Linguist diagram

And the next step is to ensure the correct use of the module, this can be known by direct practitioner questions, from the assessment results given by a practitioner who is the head of academic affairs at PPA Ibnu Katsir 1 Jember, namely Ma'ruf S.Pd. The module received a score of 81% with the predicate "very suitable and can be used without revision",

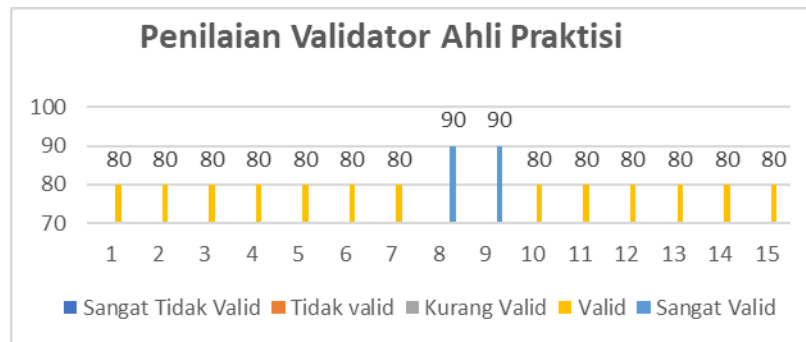


Figure 5. Expert practitioner diagram

The module was then piloted on a limited scale or in small groups to test the effectiveness of the differentiation and counseling approach module in reducing learning boredom and helping students with any concerns or boredom in their learning process. The pilot trial involved six students who had high levels of learning boredom after the pre-test.

4. Implementation

The module was then tested on a limited scale or in small groups to test the effectiveness of the differentiation and counseling approach module to reduce learning boredom, which is being experienced by Class 11 students at PPA Ibnu Katsir 1 Jember. The limited-scale trial involved 3 active students who resided at PPA Ibnu Katsir 1 Jember, this limited-scale trial was held on October 25, 2024. The differentiation and counseling approach module to reduce learning boredom can be practiced by Class 11 students anywhere.

5. Evaluation

As an evaluation of the Module with the concept of differentiation and counseling approach which was developed as a reference and guide for guidance counselors/BK teachers to be able to provide guidance and counseling services that are sequential and appropriate, only there are several terms that are not yet listed in the glossary as additional information for BK teachers, this is the subject of revision in the development of the module by the researcher.

Learning saturation is a mental state in which a person experiences extreme boredom and fatigue, resulting in feelings of reluctance, lethargy, and lack of enthusiasm for learning activities. This disrupts students' concentration during the learning process (Siregar et al., 2022). According to Vitasari (2013), learning saturation is a condition in which a person is physically and emotionally exhausted due to the many responsibilities and tasks that must be completed within a specified timeframe, making them unable to complete their tasks properly. Meanwhile, according to (Slivar, 2001), learning saturation is an emotional state in which a person feels mentally and physically tired and saturated as a result of increased work demands related to learning. In other words, learning saturation is a state of physical, emotional, or mental exhaustion due to the many demands or responsibilities that must be met, which arise from continuous learning activities by students, resulting in a feeling of learning saturation.

The learning boredom experienced by students and university students can be proven from data obtained from needs analysis questionnaires distributed to students and interviews regarding their learning boredom. Several studies have shown that learning boredom significantly influences the learning process of students.

One strategy to reduce learning boredom among Islamic boarding school students is through a differentiation and counseling approach. The goal of this differentiation and counseling approach is to help reduce or alleviate learning

boredom among university-level students. Based on the description above, the researcher attempted to explain the effectiveness of the differentiation and counseling approach in reducing learning boredom experienced by Islamic boarding school students (student-level students).

The results of the study indicate that the module based on the differentiation and counseling approach has a very high level of feasibility, with validation from material experts (83%), linguists (82%), and practitioners (81%). These findings confirm that the integration of instructional strategies and psychological support is a valid instrument for educational interventions. The significant decrease in learning boredom after using the module aligns with the findings of Ramadhan et al. (2025), who stated that adjusting content and layered tasks can drastically reduce task fatigue. By tailoring the content, process (Andini, 2022), and learning products (Kiswah et al., 2025) to the readiness of the students, this module creates a learning ecosystem where students feel more capable and valued, which directly triggers increased motivation and active engagement in learning at the Islamic boarding school.

Theoretically, the effectiveness of this module can be explained through Control-Value Theory (Tul'adawiyah et al., 2024), where the differentiation approach that provides task choices (Goyibova et al., 2025) and adjusts the level of difficulty (Sharp et al., 2017) successfully strengthens individuals' sense of control over their learning activities. Activating multimodal learning in this module has been shown to be a key factor in preventing boredom (Tze et al., 2016). Just as the combination of differentiation with cooperative methods (Nurfijriati et al., 2025) has been shown to increase activeness in general subjects, the integration of counseling aspects in this study provides unique added value that helps students manage the emotional burden caused by the demands of the complex Islamic boarding school curriculum, thereby significantly minimizing cognitive burnout.

The implications of this research encompass both theoretical and practical dimensions. Theoretically, this study expands the application of the differentiation

model, currently dominant in formal schools, to the context of Islamic boarding schools (pesantren), and demonstrates that differentiation can function as a therapeutic tool for student mental health, not simply as a cognitive strategy. Practically, this module provides practical guidance for the management of Ibnu Katsir 1 Islamic Boarding School in Jember to implement more personalized and adaptive learning. This module enables educators to conduct early detection and independent interventions for symptoms of student burnout through a structured and meaningful guidance approach.

Despite showing positive results, this study has limitations that require attention. The main limitations lie in the relatively small sample size (17 students) and the limited scope of the study to a single institution. Therefore, generalizing the study results to a broader population or to Islamic boarding schools with different characteristics should be done with caution. Furthermore, this study focused more on the short-term effectiveness after using the module. Therefore, future researchers are advised to conduct longitudinal studies to monitor the consistency of the reduction in learning boredom over the long term and to include a control group to strengthen the validity of the experiment.

D. Conclusion

This development research using the ADDIE model resulted in a differentiation and counseling approach service module that was declared highly feasible and effective in significantly reducing student boredom. This study confirms that combining differentiated instructional strategies with counseling techniques is an applicable mental health intervention model for overcoming academic obstacles in boarding school environments with complex curriculum loads. Practically, this module can be adopted by teachers or counselors in various Islamic boarding schools as an operational guide in providing adaptive guidance services to the diverse needs of individual students. Although proven effective in a limited trial, this study has limitations in the number of samples and duration of the intervention. Therefore, it is recommended that future researchers expand the

scale of subjects and adjust the number of meeting sessions so that the therapeutic benefits can be felt more deeply by the counselee.

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