

Analyzing the Implementation of Blended Learning in Arabic *Mufrodat* Instruction at MA Al-Mubarak Bandar Mataram, Central Lampung

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ABSTRACT

This study examines the implementation of the blended learning approach in teaching *mufrodat* (Arabic vocabulary) to students at MA Al-Mubarak Bandar Mataram, Central Lampung. The research employs a qualitative case study design, focusing on how face-to-face instruction is combined with online learning platforms such as Google Classroom, WhatsApp, and Quizizz. Data were collected through classroom observation to explore students' learning behavior, participation, and responses toward the blended learning environment. The findings reveal that the blended learning method creates a more flexible instructional atmosphere, enabling students to access learning materials beyond classroom hours and to reinforce vocabulary mastery through repeated exposure and self-directed learning. The implementation encourages active participation, increases students' motivation, and facilitates more dynamic teacher–student interaction. Students were found to be more engaged during activities involving games-based assessment and collaborative online tasks. Nevertheless, several challenges were identified, including unstable internet connectivity for some learners and inconsistent submission of assignments. These obstacles indicate the need for improved technological support and stronger learning management strategies. Overall, blended learning demonstrates strong potential as an effective instructional method for enhancing Arabic vocabulary acquisition when supported by adequate infrastructure, teacher readiness, and structured learning design. The study suggests further exploration related to digital literacy development among teachers and students to optimize blended learning implementation in Islamic educational institutions.

Keywords: *blended learning; mufrodat instruction; Arabic vocabulary learning; qualitative case study; Islamic senior high school.*

A. INTRODUCTION

The rapid expansion of digital technology has influenced almost every aspect of education, transforming how teachers deliver instruction and how students engage with learning materials. The shift from conventional face-to-face learning toward technology-assisted models has become a global trend, driven by the need for flexible access to learning resources and more student-centered instructional environments. According to Li (2022), technology-integrated learning can enhance autonomy and provide a wider range of learning experiences compared to traditional classroom settings. In the Indonesian context, the integration of digital platforms into instructional practice is increasingly seen as a necessity, especially within Islamic educational institutions, which are encouraged to adapt to changing learning demands in the era of digital transformation (Ritonga, 2023).

In the field of language teaching, technology plays a particularly important role. Vocabulary mastery is widely recognized as a fundamental component of language competence, forming the basis for communication skills such as speaking, reading, writing, and listening. Students with limited vocabulary will struggle to comprehend texts and express ideas effectively (Yohana, 2021). In Arabic language education, *mufrodat* serves as the essential foundation for learning other skills and grammatical structures. However, many students at the madrasah level still face difficulties in vocabulary retention due to the dominance of teacher-centered methods and limited opportunities for repeated practice (Hidayat & Nur, 2020). These learning patterns often result in passive classroom behavior and low motivation, which ultimately affect learning outcomes.

To address these limitations, blended learning has emerged as an instructional approach that combines the strengths of classroom interaction and online learning environments. Blended learning provides opportunities for students to access materials beyond classroom hours, review lessons independently, and receive feedback through digital platforms. Studies have shown that blended learning can increase student motivation, participation, and overall academic performance (Farhan & Nur, 2022). In vocabulary learning, repeated exposure through online tools is known to support deeper retention and improve students' ability to recall and apply new words (Dariyadi, 2024). Additionally, learning platforms such as Quizizz, Wordwall, and Google Classroom have been reported to enhance student engagement and make vocabulary practice more interactive (Jamil, 2022). These findings demonstrate that blended learning has strong potential to improve the teaching of *mufrodat*.

Although the concept of blended learning has been widely explored in various educational contexts, research focusing specifically on its implementation in Arabic *mufrodat* instruction remains relatively limited. Much of the existing literature discusses blended learning in relation to general language competence, reading comprehension, or technology acceptance, rather than vocabulary mastery in Arabic language classrooms (Sari & Hamzah, 2021). Furthermore, most studies are conducted in urban schools with adequate technological facilities, while fewer studies explore blended learning in rural Islamic schools where infrastructure and digital literacy may differ significantly (Nabilah, 2022). These contextual differences can affect the success of blended learning, making it important to investigate how the model operates in less-resourced environments.

Blended learning implementation is influenced by various supporting and limiting factors, such as teacher readiness, availability of devices, internet connectivity, school policy, and students' digital habits (Subita & Ahsanuddin, 2022). When these factors are aligned, blended learning can function effectively; however, when support is weak, the model may encounter obstacles such as low participation, digital fatigue, or technical difficulties. Understanding these dynamics is crucial for developing practical strategies that match the needs and realities of schools.

Based on these considerations, there is a clear research gap regarding the practical implementation of blended learning in Arabic *mufrodat* instruction, especially within the context of Islamic senior high schools in rural regions. Research that examines actual classroom conditions and student responses is needed to complement previous quantitative findings and experimental studies. Such research can provide valuable insights into how blended learning functions on a daily basis and what improvements are necessary for maximum impact.

In response to this gap, the present study analyzes the implementation of blended learning for *mufrodat* instruction at MA Al-Mubarak Bandar Mataram, Central Lampung. The school has adopted a blended learning approach using platforms such as Google Classroom, WhatsApp, and Quizizz to support vocabulary learning. This study aims to describe the blended learning process in the Arabic classroom, examine students' engagement and learning experiences, and identify supporting factors and challenges encountered during implementation. The results are expected to contribute to the development of more effective technology-based instructional strategies in Islamic educational institutions.

B. RESEARCH METHODS

This research employed a qualitative case study design aimed at exploring the implementation of blended learning in teaching *mufrodat* to students at MA Al-Mubarak Bandar Mataram, Central Lampung. The qualitative approach was selected because it enables the researcher to analyze learning activities in their natural setting and to interpret how students interact with instructional processes in the classroom (Creswell, 2018). A case study design was considered appropriate because it focuses on an in-depth examination of a specific learning environment and provides a detailed understanding of contextual factors that influence the success of blended learning (Yin, 2019).

The research was conducted at MA Al-Mubarak Bandar Mataram, located in Central Lampung, Indonesia. The school has recently implemented blended learning as a learning innovation following the increasing integration of digital technology in education. The study involved 35 students from the eleventh grade, who participated in Arabic language classes focusing on *mufrodat* instruction. The selection of participants used a purposive sampling technique, on the basis that these students were directly involved in the implementation of blended learning and could contribute relevant

experiences to the research focus (Sugiyono, 2017).

The primary data collection technique in this study was observation. Classroom observations were conducted both during face-to-face learning activities and online sessions to examine student participation, interaction patterns, learning responses, and the instructional strategies used by the teacher. Observation was chosen because it allows the researcher to capture authentic learning behaviors and provides insight into real teaching practices that may not appear through survey responses alone (Miles, Huberman, & Saldaña, 2020). The researcher recorded field notes regarding instructional flow, student engagement, and emerging challenges during the implementation of blended learning.

In addition to classroom observation, document analysis was conducted to obtain supporting materials such as lesson plans, assignment records, online learning screenshots, and platform usage documentation from Google Classroom, WhatsApp, and Quizizz. These documents helped provide background information and strengthened the data gathered during observation (Moleong, 2019).

Data analysis was carried out using an interactive analysis model consisting of data reduction, data display, and conclusion drawing. This process was conducted continuously throughout the research to ensure that emerging patterns and themes remained grounded in the data (Miles et al., 2020). The validity of the data was ensured through prolonged engagement, persistent observation, and triangulation between observational data and digital documentation. These strategies helped maintain data accuracy and ensure that interpretations reflected actual classroom conditions.

C. RESULTS AND DISCUSSION

1. Implementation of Blended Learning in *Mufrodat* Instruction

The findings of this study show that the implementation of blended learning in the *mufrodat* class at MA Al-Mubarak Bandar Mataram combines face-to-face learning with the use of digital platforms such as Google Classroom, WhatsApp, and Quizizz. The teacher begins learning activities with a direct explanation in the classroom, followed by reinforcement activities conducted online. Students receive vocabulary lists, task instructions, and learning materials through Google Classroom, while WhatsApp functions mainly as a communication channel for reminders and coordination. Meanwhile, Quizizz is used as a tool for practice, repetition, and formative assessment.

Observation results indicate that students responded positively to the learning structure. They tended to be more active during vocabulary practice sessions using Quizizz and showed higher enthusiasm when interacting with digital learning media. This supports findings from Farhan and Nur (2022), who note that the integration of digital tools in language learning can increase participation and emotional engagement. Similarly, Jamil (2022) emphasizes that gamified platforms enhance students' motivation because competitive learning environments stimulate enjoyment and reduce anxiety during vocabulary recall.

2. Student Engagement and Learning Responses

Student engagement during learning activities appeared stronger in blended settings compared to fully face-to-face instruction. During face-to-face sessions, many students tended to be passive listeners; however, when digital tools were integrated, students became more responsive, especially in answering questions, competing in games, and completing online tasks. This observation aligns with research by Dariyadi (2024), who found that blended learning environments foster more active participation because students feel supported by access to flexible learning resources and repeated exposure to material.

Classroom observations also show that students who typically struggle to participate verbally in traditional settings were more confident in online activities. This corresponds with Li (2022), who argues that blended learning reduces performance pressure and increases opportunities for students with low self-confidence to participate actively. In addition, students reported that online platforms helped them review vocabulary independently at home, contributing positively to long-term retention—consistent with the conclusions of Yohana (2021), who highlights the role of frequent repetition and multimodal exposure in vocabulary mastery.

3. Supporting Factors in Blended Learning Implementation

Several supporting factors were identified as contributing to the success of blended learning at MA Al-Mubarak. First, teacher readiness and willingness to adapt to digital platforms played an important role, confirming the findings of Sari and Hamzah (2021), who state that teacher digital competence is crucial for effective blended learning implementation. Second, students' familiarity with mobile devices helped facilitate learning access. Third, the use of digital platforms that students already knew and frequently used—such as WhatsApp and Quizizz—reduced the learning curve and minimized resistance.

The existence of structured learning sequences, including pre-class preparation, in-class instruction, and post-class reinforcement through digital tasks, functioned as a strong scaffolding process. This finding supports Nabilah (2022), who asserts that blended learning must be supported by systematic instructional design to produce meaningful learning outcomes.

4. Challenges in Blended Learning Implementation

Despite the positive outcomes, several challenges emerged during the implementation of blended learning. The primary challenge was limited internet connectivity for some students, particularly those who lived in rural areas. As a result, several students submitted assignments late or could not access online quizzes. This is consistent with Subita and Ahsanuddin (2022), who state that

technological infrastructure remains the most significant barrier to blended learning in Indonesian Islamic schools.

Another challenge was uneven digital literacy among students. Some students required additional guidance to use Google Classroom effectively, resulting in delays in task submission and reduced participation. This aligns with Ritonga (2023), who found that digital literacy skills vary widely across students in non-urban Islamic institutions. Additionally, the teacher faced difficulties in monitoring the progress of each student during online sessions, confirming the findings of Miles, Huberman, and Saldaña (2020) that digital learning environments require strong monitoring strategies to maintain learning accountability.

5. Discussion of Results in Relation to Previous Studies

The findings of this study reinforce previous research showing that blended learning has a significant positive influence on vocabulary learning outcomes. Farhan & Nur (2022) and Jamil (2022) concluded that digital-based learning encourages higher participation through interactive assessment formats. Dariyadi (2024) also states that vocabulary retention improves significantly when practice includes repeated online reinforcement. The present study provides qualitative evidence supporting these conclusions by demonstrating changes in student behavior, motivation, and engagement.

However, unlike studies conducted in more technologically advanced schools, this research highlights contextual factors such as connectivity limitations and inconsistent participation that affect learning success—supporting Sari and Hamzah (2021) and Nabilah (2022), who emphasize the importance of school environment and resource availability. Thus, this research contributes new insight into how blended learning operates in semi-rural Islamic educational settings and provides practical strategies for similar institutions.

D. CONCLUSION

This study analyzed the implementation of blended learning in teaching *mufrodat* to students of MA Al-Mubarak Bandar Mataram, Central Lampung. The research findings demonstrate that the blended learning approach, which combines face-to-face classroom instruction with the use of Google Classroom, WhatsApp, and Quizizz, has a positive impact on student engagement and vocabulary learning. Students participated more actively, showed higher motivation, and demonstrated improved learning behavior during blended learning activities compared to fully conventional instruction. The integration of online practice and gamified activities provided additional opportunities for vocabulary reinforcement and allowed students to review material at their own pace.

However, the implementation was not without challenges. The findings indicate that limited internet connectivity, variation in students' digital literacy skills, and difficulties in monitoring online participation remain key obstacles that require attention. These challenges highlight the need for stronger digital infrastructure, clear learning management systems, and ongoing professional development for teachers to maximize the benefits of blended learning.

Overall, the study concludes that blended learning is an effective approach for supporting Arabic *mufrodat* instruction in Islamic senior high schools, particularly when supported by structured instructional planning and accessible learning platforms. The results also emphasize the importance of contextual adaptation to ensure that blended learning functions optimally across different school environments. Future research is recommended to analyze blended learning using mixed methods or experimental designs, allowing for broader outcome evaluation and comparative effectiveness across different instructional models.

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AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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