The Effect of Blended Approach on Arabic Language Learning

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DOI: https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0620

Received: 12 October 2025; Accepted: 18 October 2025; Published: 10 November 2025

ABSTRACT

This study explores how blended learning affects Arabic language learners at the college of Islamic and Arabic studies, MSU-TCTO. It seeks to answer these questions: what is the student's demographic profile such as year lever, age, gender, and civil status? What challenge do they face in using blended learning? How do these challenges affect their engagement and progress? What benefits does technology bring to their Arabic learning? Using a descriptive survey method, data was gathered from mostly second-year, young, single female students. Challenges like poor internet, technical problems, information overload, and motivation issues were common. Despite these, students actively used digital tools and found technology helpful for studying. Findings showed that blended learning improved access to materials, increase confidence, allowed learning at their own pace, and enhanced interaction with their and peers. Overall, blended learning a positive impact on their Arabic studies. The study recommends improving internet access, providing technical support, training teachers, developing more digital content, and encouraging Arabic-speaking activities to strengthen blended learning for students.

Keyword: Blended Learning, Arabic Language Acquisition, Student Challenges, Educational Technology, Student Engagement

INTRODUCTION

The integration of technology with traditional teaching presents a promising path for Arabic language education, which is essential for accessing Islamic knowledge. Blended learning, which combines face – to – face and digital instruction, can address evolving learner needs and enhance engagement. However, its effectiveness remains under – researched specific contexts like the College of Islamic and Arabic Studies (CIAS) in, Bongao, Tawi – Tawi.

This study grounded in the Qur'anic principle of utilizing diverse resources for knowledge (Surah Ar-Rum 30:22). In the study of Akram et al., ((2022), as cited by Jamil & Abdullayev, 2024) argues that blending technology with conventional methods can significantly improve Arabic instruction. While research, such that by Manan & Hanafi (2020), shows blended learning aids language acquisition, few studies focus on its application within the unique cultural and pedagogical environment of Islamic higher education.

Therefore, this research investigates how blended learning influences Arabic proficiency and student engagement at CIAS. The findings aim to modernize instruction in a way that respects Islamic educational values, making Arabic more accessible in line with the divine wisdom that facilitates learning (Surah Al-Qmar 54:17).

Objectives of the Study

This study aims to examine the challenges students face in implementing blended learning in Arabic language education and explore potential solutions for improving its effectiveness. Specifically, it seeks to:

1. Profile the student respondents based on key demographic characteristics.
2. Identify the primary challenges students face in a blended learning environment.
3. Analyse the impact of these challenges on student engagement and academic performance.
4. Examine the technological, instructional, and psychological factors contributing to these difficulties.

Research Questions

This study aims to investigate the challenges and impacts of blended learning on Arabic language students at the College of Islamic and Arabic Studies (CIAS), MSU-TCTO. This research study addressed the following questions:

1. What is the demographic profile of the respondents according to their year level, age, civil status, and gender?
2. What challenges do students face when implementing blended learning methods in the teaching Arabic program?
3. How often do students use technology in blended learning?
4. What are the technological instruction, and psychological factors that contribute to these challenges?

LITERATURE REVIEW

The Grammar – Translation Method (GTM) remains a traditional cornerstone of Arabic language education, where students acquire grammar and vocabulary through translation exercise (Afriati, et al., 2025)). While effective for building grammatical proficiency, this method is widely criticized for neglecting the communicative skills necessary for practical use and cultural interaction (Qasserras, 2023; Irfan, 2022). In the study of Cheng (2022) showed that emotional skills like resilience and intelligence significantly impact translation quality; learners' skills in reading comprehension improved with the aid of translation in instructional strategy (Alaboud, 2022).

In response to these limitations, recent studies have explored more innovative, student – centered approaches. In the study of Jamil, & Abdullayev (2024) highlight the effectiveness of integrating technology in Arabic language instruction; improve learner's motivation and communicative performance (Saad, Baharudin, & Nik Yusoff, 2025), and blended learning models (Alenezi, 2021). These methods, including flipped classrooms, aim to promote authentic language use, cultural understanding, and learner independence by making class time more interactive and collaborative. This shift reflects an evolved perspective on the roles of educators and students, encouraging the use of real – world applications to connect learning with the learners' environment (Khair, 2025; Alhitani, 2019).

The preference for these more dynamic methods is echoed by both teachers and learners, with studies finding a significant lean towards interactive strategies that enhance motivation, self – confidence, and overall language achievement (Jamil & Abdullayev (2024); Saad, Baharudin, & Nik yusoff, 2025). Despite these advancements, a blend of traditional and modern methods is still commonly observed in many institutions (Aqeela, Munas, & Athena, 2023). Consequently, Alshayban (2025) stress the necessity for further research, particularly on adapting Arabic pedagogy for non – Arabic speaking environments while carefully considering learners' diverse cultural, linguistic, and educational backgrounds.

THEORETICAL FRAMEWORK

This study is grounded in educational theories that directly inform its objectives to investigate the challenges and impacts of blended learning on Arabic language students at CIAS, MSU – TCTO.

Vygotsky's Sociocultural Theory (1978) underscores the importance of social, cultural, and technological context. This lens is significance for identifying challenges, as a student's ability to operate within the "Zone of Proximal Development" (ZPD) can be hindered by lack of effective technological scaffolding or collaborative opportunities in the blended environment (Potot, et al., 2023).

Piaget's Constructivist Theory assumes learners build knowledge through experience. When technological, instructional, or psychological challenges disrupt this active process of exploration and problem – solving, they directly impact a student's ability to construct meaning, thereby hindering engagement and academic performance (Chand, 2023).

Together, these theories provide a framework for analyzing the key factors behind these difficulties. Vygotsky's focus on guided support helps examine technological and instructional factors, while Piaget's focus on individual cognitive development helps investigate psychological factors like motivation and self – confidence, which are supported by the learner – centered strategies highlighted by Haq, et al. (2024).

This framework premise that the effectiveness of blended learning is a function of how well its design provides scaffolded support (Vygotsky) and facilitates active knowledge (Piaget), directly shaping the challenges and outcomes this study aims to explore.

Together, these theories support using blended learning to enhance learning through scaffolded support, engagement, and collaboration.

METHODOLOGY

This study employed a descriptive – quantitative design to investigate the effects of a blended learning approach on Arabic language learning outcomes for students in the college of Islamic and Arabic Studies (CIAS) at MSU-TCTO. The research population consisted of Bachelor of Science in Teaching Arabic (BSTA) students enrolled in the 2024 – 2025 academic year, with participants selected through stratified random sampling to ensure representativeness.

Data had been collected using a 5 point Likert scale structured questionnaire, validated by experts in Arabic language education and tested for reliability using Cronbach's Alpha. The analysis revealed that the overall Cronbach's Alpha for the survey was 0.98, indicating excellent internal consistency. This suggests that the 20 items work well together to measure impact of blended approach on Arabic language learning.

The instrument was structured in four parts: demographic profile; frequency of technology use perceived benefits; and challenges, including technological, instructional, and psychological factors. The data gathering procedure began with securing official permission from the CIAS dean, followed by obtaining participant consent. Anonymity and confidentiality had been strictly maintained throughout the process.

The data had been analyzed using SPSS, descriptive statistics had been utilized using frequency counts and percentage in the demographic profile, while weighted mean for assessing the students' perceptions of the benefits, challenges, and frequency of technology use. Furthermore, inferential statistics using t – test analysis employed to identify significant differences in perceptions and to helped determine the effect of the blended approach on the learning experience.

RESULTS AND DISCUSSION

Demographic Profile of Respondents

Table 1 Frequency Distribution of the Demographic Profile of the CIAS

Demographic Profile	Category	Frequency	Percentage
Year Level	1st Year	0	0.00%
	2nd Year	34	38.64%
	3rd Year	26	29.55%

	4th Year	28	31.82%
	Total	88	100.00%
Age	20 Years Old	14	15.91%
	21 Years Old	21	23.86%
	22 Years Old	21	23.86%
	23 Years Old	15	17.05%
	24 Years Old	11	12.50%
	25 Years Old	4	4.55%
	27 Years Old	2	2.27%
	Total	88	100.00%
Civil Status	Single	81	92.05%
	Married	7	7.95%
	Total	88	100.00%
Gender	Male	39	44.32%
	Female	49	55.68%
	Total	88	100.00%

The study surveyed 88 students from the College of Islamic and Arabic Studies (CIAS). As shown in table 2, data analysis revealed that the sample was predominantly composed of second year students (38.64%), with majority aged 21 – 22 years (47.72% combined). Most respondents were single (92.05% and female (55.68%, indicating a young, digitally – likely cohort well – suited for a technology – integrated learning approach. The CIAS students predominantly single, and female students that indicates as a cohort of young who had been characterized as "digital natives" and generally predisposed to technology adoption in education (Lei, 2009).

Challenges, Use, and Benefits of Blended Learning

Table 2 Level of Challenges of Using Technology in Blended Learning

Item No.	Statements	Weighted Mean	Interpretation
15	I face technical issues while using digital tools for Arabic learning.	3.95	Agree
16	Internet connectivity is a barrier to my Arabic language learning.	3.82	Agree
17	I feel overwhelmed by the number of digital resources available for Arabic learning.	4.12	Agree

18	I find it challenging to stay motivated when learning Arabic through technology.	3.99	Agree
19	There is sufficient technical support available when I encounter issues with digital tools.	4.14	Agree
20	The quality of digital content for Arabic language learning is sufficient.	4.35	Strongly Agree
Overall Mean		**4.06**	**Agree**

Despite overall findings as shown in Table 3 on the value of blended learning experience. (Overall Mean = 4.06, "Agree"), students identified significant challenges. The primary challenges were not the quality of digital content, which was rated highly (M = 4.35, "Strongly agree"), but rather structural and psychological barriers. Students agreed that technical issues (M = 3.95), unstable internet connectivity (M = 3.82), and feeling overwhelmed by the volume digital resources (M = 4.12) were the key difficulties. A notable challenge was maintaining motivation in a technology – mediated environment (M = 3.99). These findings align with studies by Alammary (2019) and Rasheed et al. (2019), confirming that infrastructural and motivational support is important for blended learning success, even when quality content is available.

Frequency of Technology Use

Table 3 Level of Challenges of Using Technology in Blended Learning

Item No.	**Questions**	**Weighted Mean**	**Interpretation**
1	Do you use digital tools (platforms, apps, videos) for Arabic language learning?	4.36	Always
2	How frequently do you rely on technology for Arabic Language Learning?	4.23	Always
3	Do you engage with digital content that is helpful for your learning?	4.53	Always
4	Do you use mobile apps for Arabic language practice?	4.41	Always
5	Do you access online Arabic language courses or tutorials?	4.15	Often
6	Are you involved in virtual Arabic Language classrooms or webinars?	4.00	Often
7	Does technology play an important role in your daily Arabic language learning routine?	4.35	Always
Overall Mean		**4.29**	**Always**

In Table 4, students reported consistently high engagement with technology (Overall Mean = 4.29, "Always"). They "Always" used digital tools, mobile apps and helpful digital content (M = 4.23 and M = 4.53, respectively). Participation in online courses and virtual classrooms was slightly less frequent but still "Often" (M = 4.15 and M = 4.00, respectively). This indicates that despite the encountered challenges, technology is deeply integrated

into their learning routines, supporting the concept that blended learning fosters continuous engagement (Haq, et al. 2025; Jamil & Abdullayev, 2024).

Benefits and Psychological Impact

Table 4 Benefits of Technology in Blended Learning

Item No.	Statements	Weighted Mean	Interpretation
8	Technology gas made my Arabic language learning more engaging.	4.40	Strongly Agree
9	Technology has improved my access to Arabic learning materials.	4.48	Strongly Agree
10	I feel more confident in my Arabic language skills due to the use of technology.	4.38	Strongly Agree
11	Technology has enhanced my interaction with Arabic language instructors and peers.	4.40	Strongly Agree
12	Technology allows me to learn Arabic at my own pace.	4.55	Strongly Agree
13	Technology provides me with more opportunities to practice Arabic language skills.	4.60	Strongly Agree
14	Using technology helps me track my progress in learning Arabic.	4.57	Strongly Agree
Overall Mean		**4.48**	**Strongly Agree**

Table 5 presents the perceived benefits of technology were overwhelmingly positive (Overall Mean = 4.48, “Strongly Agree”). Students strongly agreed that technology provided more practice opportunities (M = 4.60), allowed self – paced learning (M = 4.55), and helped track their progress (M = 4.57). crucially, technology boosted their confidence (M = 4.38) and made learning more engaging (M = 4.40). This interpretation aligns with Bandura's (1997) theory of self-efficacy, which posits that individuals are more likely to succeed in tasks when they believe in their abilities. In a similar study, Ahmed (2025) emphasized that blended learning enhances student autonomy and control, which are important psychological factors in academic success. Furthermore, Al-Fadhli (2008) found that learners in blended learning environments felt more engaged and confident due to the interactive and self-paced nature of digital learning platforms.

CONCLUSIONS

This study showed that blended learning has a largely positive impact on Arabic language learners at the College of Islamic and Arabic Studies (CIAS). While students aced significant challenges including unstable internet connectivity, technical issues, and occasional difficulties with motivation. that they actively and consistently use digital tools in their studies.

A significant benefit was the increased autonomy blended learning provides. Students highly value the ability to learn at their own pace, review materials as needed. This flexibility contributes to greater learner confidence, engagement, and sense of control over their educational journey.

To maximize this potential, institutional support is important. Enhancements in internet infrastructure, readily available technical support, and targeted digital literacy training are essential next steps.

In summary, when supported effectively, blended learning proves to be a powerful and adaptable model that can enrich Arabic language acquisition and create a more responsive, student – centered learning environment.

RECOMMENDATIONS

Based on the study's findings, the following actions are recommended:

1. The institution should invest in stable internet connectivity and explore programs to improve student access to reliable digital devices.
2. Implement ongoing training for instructors on effectively integrating digital tools and pedagogical strategies for blended Arabic language instruction.
3. Systematically enhance the Arabic curriculum to include high – quality, interactive digital content such as multimedia exercises, videos lessons, and online self – assessment tools.
4. Create formal and informal opportunities for language practice, such as Arabic conversation clubs or virtual language exchange platforms, to strengthen speaking and listening skills.
5. Established a dedicated support system offering both technical help and academic tutoring to assist students in the blended learning environment.
6. Promote further research to explore the long – term impacts of blended learning and its application in other academic departments.

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