Aksaruna: Journal of Arabic Language Education
Volume 1 Number 1, August 2026 pp. 1-18
E-ISSN : 3164-4627
Open Acces : https://ejournal.edure.id/index.php/aksaruna

Implementation of the Blended Learning Model in Arabic Language Teaching: Exploring Pedagogical Interaction at MAN 1 Gowa

Mawadda Warahmah*[1], Muh Syaifullah[2], Agil Bukhari Muslim[2], Ernayenti[3], Windri Afriani[3]
[1]Universitas Negeri Islam Maulana Malik Ibrahim Malang, Indonesia
[2]Ma'had Aly As'adiyah Sengkang, Indonesia
[3]Sekolah Tinggi Agama Islam Balaiselasa, Indonesia
*Coresponding Author: mawaddahmw021@gmail.com

Article Information:
Received: 27 July, 2026
Revised: 8 August, 2026
Accepted: 12 August, 2026

Keywords:
Blended Learning, Arabic Language Teaching, Pedagogical Interaction

ABSTRACT

This study aims to describe the implementation of the blended learning model in Arabic language teaching and to explore pedagogical interactions between teachers and students at MAN 1 Gowa. The study employed a qualitative approach with a descriptive case study design. The participants consisted of two Arabic language teachers and ten eleventh-grade students who were purposively selected based on their direct involvement in blended learning for one semester. Primary data were obtained through observations and interviews, while secondary data were collected from lesson plans, learning materials, and documentation of learning activities. Data were analyzed using the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing and verification. The findings indicate that blended learning was implemented by combining face-to-face and online learning through Google Classroom, Google Meet, and Quizizz. Face-to-face interaction involved material explanation, question-and-answer activities, Arabic language practice, feedback, and discussion, whereas online interaction was primarily used for delivering materials, submitting assignments, limited discussions, and communication beyond the classroom. The findings further indicate that pedagogical interaction was not evenly distributed. Face-to-face interaction tended to be more intensive because it allowed direct communication and immediate feedback, while online interaction was more limited and largely oriented toward task completion. The challenges identified included limited internet connectivity, device availability, delayed student responses, and differences in technological competence. These findings suggest that implementing blended learning requires teachers and students to be prepared to maintain active and sustained pedagogical interaction in both face-to-face and online learning

This is an open-access article under the CCBY-NC license
Copyright © 2026 by Author. Published by PT. Edu Research Publication

INTRODUCTION

The transformation of education in the digital era has reshaped the nature of teaching and learning, particularly in the ways teachers and students communicate, access learning resources, and construct knowledge (Noor et al., 2023). These changes are particularly relevant to language education because language learning involves not only the acquisition of linguistic knowledge but also communication, interaction, and meaning-making within increasingly technology-mediated social contexts (Doni et al., 2025). The development of educational technology has encouraged the adoption of learning models that integrate face-to-face and online environments (Jabbar & Fadli, 2025). One such model is blended learning, which integrates face-to-face and online instruction within a structured pedagogical design (Akla, 2021). This integration concerns not only the delivery of learning materials but also the patterns of interaction and participation that emerge throughout the learning process.

In Arabic language teaching, the implementation of blended learning places learning activities within two environments with distinct communicative characteristics. Learning Management Systems (LMS), Google Classroom, WhatsApp, and Google Meet are used to deliver learning materials, assign tasks, provide feedback, conduct discussions, and maintain academic communication between teachers and students (Fathuddin et al., 2025). This integration shifts learning from an exclusive reliance on classroom meetings toward a process that connects face-to-face and online activities. Therefore, the implementation of blended learning involves more than the availability of digital technology; it also concerns how teachers incorporate technology into their pedagogical strategies and how students participate across the two learning environments (Ali et al., 2023).

Previous studies have examined blended learning from various perspectives. Luo and Zhou reported that combining online and face-to-face activities supported speaking development in English language learning (Luo & Zhou, 2024). Rahmi et al. found that technology-based learning was associated with the development of basic language competence while identifying technical constraints and differences in digital literacy as challenges in its implementation (Rahmi et al., 2024). These studies indicate that research on blended learning in language education has largely focused on learning outcomes, language competence, student engagement, and technology use. Comparatively less attention has been given to the pedagogical interaction that takes place between teachers and students throughout the implementation of blended learning (Popov et al., 2023).

Pedagogical interaction is a central component of Arabic language learning because language development involves communication, practice, feedback, negotiation of meaning, and active participation in learning activities (Lazuardi & Syaheed, 2025). The Interaction Hypothesis positions interaction and negotiation of meaning as important components of language acquisition, while Social Constructivism views learning as a process of knowledge construction through social interaction (Hanifansyah & Mahmudah, 2024). These perspectives provide a basis for understanding how the movement between face-to-face and online learning environments relates to changes in the ways teachers present materials, ask questions, provide feedback, and organize student participation. At the same time, students need to adjust how they communicate, respond to instructions, participate in discussions,

and engage in learning activities across different environments (Subita & Ahsanuddin, 2022).

The distinct characteristics of face-to-face and online learning also present challenges to the continuity of pedagogical interaction. Face-to-face learning is characterized by direct communication, spontaneous responses, immediate feedback, and teachers' observation of student engagement. Online learning, in contrast, may involve synchronous and asynchronous communication, with responses and participation occurring at different times (Kurniati, 2022). These differences shape the ways teachers manage discussions, provide feedback, monitor student activities, and engage students in the learning process. Limited internet connectivity, device availability, delayed student responses, and differences in technological competence may further complicate communication across the two learning environments (Ansari et al., 2023). Consequently, examining blended learning requires attention to the actual conditions of teacher–student interaction rather than focusing solely on the availability or use of digital platforms (Mufidah & Surjanti, 2021).

Preliminary observations at MAN 1 Gowa indicate that blended learning in Arabic language teaching combines face-to-face classroom activities with digital learning activities. Teachers use WhatsApp, Google Classroom, and Google Meet to deliver materials, assign tasks, communicate with students, and support learning activities. The observations also indicate differences in the intensity of interaction between face-to-face and online learning. Face-to-face interaction involves material explanation, question-and-answer activities, Arabic language practice, discussion, and immediate feedback. Online interaction is more frequently centered on material delivery, task submission, and limited communication between teachers and students. Student participation in the online environment is not uniform. Responses to messages and assignments do not always occur promptly, while internet connectivity and device availability also affect the continuity of learning communication. These preliminary conditions indicate that the integration of two learning environments does not automatically produce uniform or sustained patterns of pedagogical interaction.

Within the Indonesian educational context, research on blended learning in language education has expanded, yet studies specifically describing pedagogical interaction in Arabic language teaching within madrasahs remain limited. The research gap addressed by this study concerns the limited empirical understanding of how teacher–student interaction is formed across face-to-face and online learning environments, how teachers integrate instructional strategies across these environments, and what challenges arise in maintaining pedagogical interaction. Previous studies have devoted greater attention to learning outcomes and technology use, while the dynamics of pedagogical interaction as part of the implementation process have received less detailed examination, particularly in Arabic language teaching within Indonesian madrasahs. The preliminary observations at MAN 1 Gowa further indicate empirical issues related to differences in interaction intensity, student participation, responsiveness in online communication, and technological constraints. Therefore, this study examines the implementation of blended learning and the dynamics of pedagogical interaction in Arabic language teaching at MAN 1 Gowa.

Based on this research gap, this study aims to: (1) describe the implementation of the blended learning model in Arabic language teaching at MAN 1 Gowa; (2) explore the forms and patterns of pedagogical interaction between teachers and students in face-to-face and online learning environments; (3) describe the instructional strategies used by teachers to integrate face-to-face and online learning; and (4) identify the challenges encountered by teachers and students in maintaining pedagogical interaction throughout the implementation of blended learning. The study is intended to provide an empirical account of how blended learning is implemented and how teacher–student interaction unfolds within Arabic language teaching in the context of an Indonesian madrasah.

METHODS

This study employed a qualitative approach with a descriptive case study design. This approach was chosen to gain an in-depth understanding of the implementation of *blended learning* and pedagogical interaction in Arabic language teaching at MAN 1 Gowa. The study focused on: (1) the implementation of *blended learning*, (2) the forms and patterns of teacher–student interaction in face-to-face and online learning, and (3) teachers' instructional strategies and the challenges encountered in maintaining pedagogical interaction (Fitri et al., 2026). The participants consisted of two Arabic language teachers and ten eleventh-grade students selected through purposive sampling based on their direct involvement in *blended learning* for one semester (Nopriansyah et al., 2026). Data were collected through observation, semi-structured interviews, and documentation to obtain information on the learning process, interaction, instructional strategies, student participation, and challenges encountered during implementation (Dalimunthe et al., 2025).

Data were analyzed using the Miles and Huberman interactive model, which comprises data reduction, data display, and conclusion drawing and verification (Miles & Huberman, 2014). Data from observations, interviews, and documentation were selected, coded, and categorized according to the research focus, and then presented descriptively to identify patterns and themes. The themes included *blended learning* implementation, face-to-face and online interaction, teachers' instructional strategies, and learning challenges. Data credibility was established through source and technique triangulation by comparing information obtained from teachers and students and cross-checking the findings from observations, interviews, and documentation (Sugiyono, 2019).

The study was conducted in accordance with research ethics through participant consent, an explanation of the research purpose, and protection of participants' confidentiality. The names of teachers and students were not disclosed in the report and were replaced with codes. All data obtained were used solely for academic purposes and managed responsibly. The study was intended to describe the implementation of *blended learning*, patterns of pedagogical interaction between teachers and students, instructional strategies, and challenges encountered in Arabic language teaching at MAN 1 Gowa.

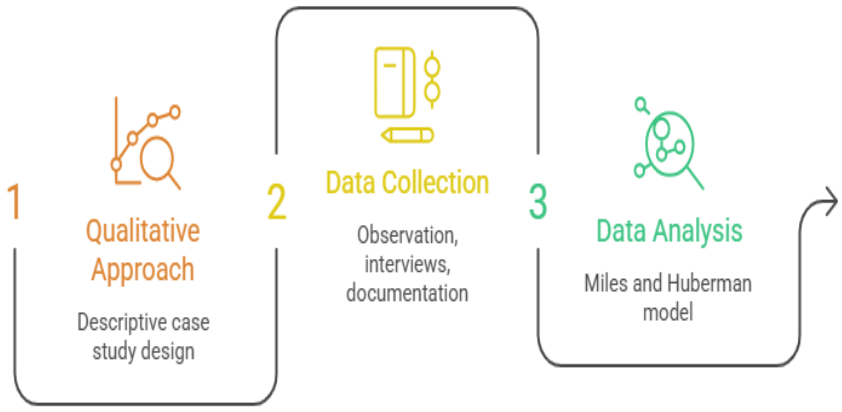


Figure 1. Blended Learning Research Method

RESULT AND DISCUSSION

Implementation of Blended Learning in Language Instruction

The findings indicate that the implementation of blended learning in Arabic language instruction at MAN 1 Gowa is organized through the integration of face-to-face and online learning as two complementary components. Face-to-face learning remains the primary setting for direct pedagogical interaction, particularly for explaining learning materials, providing examples of Arabic language use, conducting question-and-answer activities, facilitating discussions, and guiding language practice. Online learning, meanwhile, functions as an extension of classroom activities through the provision of supplementary materials, assignments, submission of students' work, and communication between teachers and students beyond classroom sessions. The findings therefore indicate that blended learning at MAN 1 Gowa is not implemented by simply alternating between offline and online instruction. Rather, the two learning environments are assigned different pedagogical functions according to the characteristics of the learning activity.



Figure 2. Blended Learning Cycle in Arabic Instruction

The observations further demonstrate that teachers determine the learning mode according to the instructional demands of the material and activity. Materials requiring detailed explanation, pronunciation practice, conversation, reading, language-structure practice, and immediate correction are predominantly conducted through face-to-face learning. During these activities, teachers observe students' responses, identify errors in Arabic use, provide direct corrections, and guide students to revise their performance. Conversely, supplementary materials, assignments, submission of students' work, and follow-up communication are primarily conducted through online learning. This pattern demonstrates that technology is not positioned as an independent instructional component, but is incorporated according to the pedagogical function required by each learning activity.

This finding is reinforced by the statement of an Arabic language teacher:

"*Face-to-face learning is still used for materials that require direct explanation and language practice. For assignments, supplementary materials, or communication after the lesson, I use online media. So, online learning is mainly used to continue the activities that have already been carried out in the classroom.*"

The teacher's statement indicates that online learning does not replace direct classroom instruction. Instead, it extends activities that have already been initiated during face-to-face sessions. Direct classroom meetings are retained for activities requiring physical presence, observation of students' language use, immediate responses, and direct correction, while digital media are used to maintain the continuity of learning after the classroom session. This division of functions demonstrates that the implementation of blended learning at MAN 1 Gowa is based on pedagogical complementarity: face-to-face learning provides intensive interaction and language practice, whereas online learning provides continuity, access to materials, assignment management, and communication.

Table 1. Pattern of Blended Learning Implementation in Arabic Language Instruction at MAN 1 Gowa

Learning Aspect	Face-to-Face Learning	Online Learning
Material delivery	Explanation, elaboration, and clarification of materials	Supplementary materials and activity instructions
Interaction	Question-and-answer sessions, discussions, practice, and direct responses	Communication and discussion through digital media
Language practice	Speaking, reading, pronunciation, and language-structure practice	Follow-up assignments and exercises
Assignments	Explanation and discussion of assignments	Assignment distribution and submission
Feedback	Direct correction and explanation	Responses to assignments and follow-up communication
Learning function	In-depth learning and direct interaction	Follow-up and continuity of learning activities

As shown in Table 1, each learning mode has a distinct but interconnected function. Face-to-face learning is dominant in activities that require direct explanation, observation, practice, and immediate feedback, while online learning supports activities that can be continued independently beyond classroom meetings. The table therefore reinforces the finding that the implementation of blended learning is based on the functional distribution of learning activities, rather than on the simultaneous use of two modes.

This pattern is particularly significant in Arabic language instruction because several aspects of language proficiency require direct interaction and immediate feedback. During pronunciation, conversation, and reading activities, teachers can directly observe students' language production, identify errors, demonstrate appropriate forms, and ask students to repeat or revise their responses. Such interaction is more prominent in face-to-face sessions than in online follow-up activities. The finding supports the *Interaction Hypothesis*, which positions interaction and negotiation of meaning as important components of language acquisition (Shurygin et al., 2024). In this context, face-to-face learning provides an environment in which students can engage directly with teachers and receive immediate responses to their language production.

At the same time, the online environment expands the temporal and spatial boundaries of learning. Teachers use digital media to provide supplementary materials, distribute assignments, receive students' work, and maintain communication after classroom sessions. Students can access the materials and continue completing learning activities outside scheduled classroom hours. This function does not diminish the role of face-to-face learning; instead, it provides a continuation of the learning process.

The student's account supports this interpretation:

"In class, the teacher explains the material, and we can ask questions or practice directly. After that, assignments or materials are usually provided online. So, after the classroom session ends, we can continue working on the assignments and review the materials provided by the teacher."

This statement indicates that students view online learning as a continuation of in-class learning rather than as a standalone learning activity. The relationship between the two modes is evident in the interconnection among learning activities, where each activity serves as a basis for the subsequent stage of learning. Materials introduced and discussed during face-to-face sessions provide the foundation for subsequent online assignments or supplementary activities, allowing students to review, practice, and further develop their understanding beyond classroom hours. Student work completed through online activities is then reviewed by the teacher and used as a basis for providing feedback, clarification, and follow-up activities in subsequent learning sessions. This process also allows teachers to monitor students' understanding after classroom instruction and identify aspects that require further explanation or practice. Thus, learning at MAN 1 Gowa proceeds as a continuous process involving the presentation of material, direct interaction and practice, assignment and completion of tasks, teacher feedback, and subsequent follow-up activities.

Table 2. Field Findings on Blended Learning Implementation

Field Finding	Teacher Activity	Student Activity	Pedagogical Meaning
Face-to-face sessions serve as a space for direct interaction	Explaining, questioning, providing examples, and correcting	Responding, asking questions, discussing, and practicing	Direct interaction and immediate responses occur
Language practice is conducted in class	Guiding practice and providing corrections	Using Arabic during practice activities	Language use receives immediate feedback
Online activities function as follow-up activities	Sending materials and assignments and providing instructions	Accessing materials and completing assignments	Learning activities continue beyond classroom sessions
Communication takes place through digital spaces	Providing information and responses	Asking questions and submitting work	Learning-related communication continues outside class
Face-to-face and online activities are interconnected	Linking materials, assignments, and follow-up activities	Participating in the sequence of activities	Continuity is established across the learning process

Table 2 demonstrates that the implementation of blended learning involves more than the presence of online activities alongside face-to-face instruction. The two modes are connected through teacher and student activities that form a continuous learning sequence. The teacher establishes the connection by linking classroom materials with online assignments and subsequent feedback, while students continue their engagement with the learning materials beyond the physical classroom. This finding indicates that continuity is the defining feature of the blended learning implementation observed at MAN 1 Gowa.

The cycle illustrates that blended learning at MAN 1 Gowa has a connected and cyclical structure. Face-to-face learning initiates and deepens the learning process through explanation, interaction, and language practice. Online learning subsequently extends the process through materials, assignments, communication, and submission of students' work. The results of online activities then become part of subsequent feedback and follow-up learning. Technology therefore functions as part of the management of learning continuity, while teachers remain responsible for establishing the pedagogical relationship between one activity and the next.

The findings demonstrate that the integration of face-to-face and online learning at MAN 1 Gowa provides complementary opportunities for students to interact and use Arabic. Face-to-face activities facilitate direct communication, discussion, language practice, and immediate feedback, while online activities extend these interactions through assignments, digital communication, and follow-up

activities. The findings further demonstrate that the pedagogical value of digital learning does not lie merely in the use of multiple learning platforms, but in the connection between online activities and direct classroom interaction. The online environment becomes pedagogically meaningful when it functions as a continuation of the learning process initiated in the classroom, a pattern that is consistent with the view that interaction and negotiation of meaning are important components of language acquisition (Shurygin et al., 2024). The use of digital learning environments can also broaden opportunities for students to participate in interaction beyond conventional classroom boundaries (Firdaus & Aziz, 2024).

Overall, the implementation of blended learning at MAN 1 Gowa demonstrates a functional integration of face-to-face and online learning. Face-to-face instruction is primarily used for activities requiring direct explanation, language practice, observation, and immediate correction, whereas online learning extends the process through supplementary materials, assignments, submission of students' work, and communication. The teacher and student interview data further demonstrate that the two modes operate as an interconnected sequence rather than as separate forms of instruction. Therefore, the implementation of blended learning in this context is best understood not simply as the use of two learning modes, but as a pedagogically organized continuity between classroom interaction and digitally mediated learning activities.

Forms and Patterns of Teacher–Student Interaction in Face-to-Face and Online Learning

The findings indicate that the implementation of blended learning at MAN 1 Gowa establishes teacher–student interaction across two interconnected learning environments, namely face-to-face and online learning. These two environments demonstrate different interactional characteristics in terms of communication patterns, student responses, teacher roles, feedback, and language practice. In face-to-face learning, interaction occurs through question-and-answer activities, discussions, presentations, language practice, and direct feedback. Meanwhile, online interaction takes place through the provision of learning materials, task instructions, assignment submission, and communication between teachers and students. Thus, blended learning does not replace direct interaction but extends the space in which teacher–student interaction takes place. This finding is consistent with Long's (1996) Interaction Hypothesis, which emphasizes that interaction and negotiation of meaning provide an important condition for second language development. In the context of Arabic language learning at MAN 1 Gowa, interaction becomes a space in which students receive linguistic input, produce language, respond to questions, and obtain feedback from teachers.

In face-to-face learning, teacher–student interaction demonstrates a more immediate and responsive pattern. Teachers explain learning materials, ask questions, provide opportunities for students to respond, and guide students in practicing Arabic. During language practice, students are encouraged to use Arabic through conversation, pronunciation, reading, discussion, and presentation activities. Teachers can directly observe students' language production and provide immediate correction when linguistic problems occur. This condition is important in language learning because students need opportunities not only to receive linguistic input but

also to produce language and modify their responses based on feedback. Loewen and Sato (2018) explain that interaction in instructed second language learning provides opportunities for learners to engage with input, produce output, and receive feedback during communicative activities. Therefore, the face-to-face interaction observed at MAN 1 Gowa provides a pedagogical space in which students can actively use Arabic while teachers guide and correct their language production.

The teacher's role in this process can further be understood through Vygotsky's sociocultural perspective, which views learning as a socially mediated process. Through interaction with a more knowledgeable other, learners can accomplish activities that may not yet be fully achievable independently (Vygotsky, 1978). This principle is reflected in the teacher's role during Arabic language practice at MAN 1 Gowa. Teachers do not merely provide explanations but also guide students, ask questions, provide examples, correct errors, and assist students in developing appropriate language responses. Such assistance represents a form of pedagogical mediation through which students are supported in moving from their existing level of language competence toward more developed forms of language use. Accordingly, teacher–student interaction in the classroom functions not only as a mechanism for transferring knowledge but also as a process of scaffolding students' Arabic language development.

The online learning environment demonstrates a different pattern of interaction. Teachers use digital platforms to provide supplementary materials, give instructions, distribute assignments, receive students' work, and maintain communication after face-to-face sessions. Students can access learning materials, complete assignments, and formulate their responses before communicating them to teachers. Consequently, online interaction is more flexible and is not always simultaneous. This condition gives students additional time to review learning materials and organize their responses. The finding is relevant to the view of Pratiwi, who conceptualize online learning as an environment in which meaningful educational interaction can be constructed through the relationship between teaching presence, social presence, and cognitive presence (Pratiwi et al., 2025). In the context of MAN 1 Gowa, the teacher's provision of materials, instructions, feedback, and follow-up activities demonstrates the presence of pedagogical guidance within the online environment.

One student explained:

"In class, we usually have to answer immediately when the teacher asks a question. In online learning, I can read the material or the task first and think about my answer before sending it. If I do not understand something, I can review the material again."

The statement demonstrates that online learning establishes a different rhythm of communication from face-to-face learning. In the classroom, students are generally required to respond directly to teachers' questions, whereas the online environment provides greater opportunity to review materials, understand instructions, and formulate responses before submitting them. For Arabic language learning, this condition is particularly relevant because students may require time to select appropriate vocabulary, construct grammatical expressions, or formulate responses in Arabic. Thus, the difference between the two environments does not simply

concern the medium of communication but also concerns the temporal characteristics of interaction.

Table 3. Forms and Patterns of Teacher–Student Interaction

Aspect	Face-to-Face	Online
Form of communication	Question-and-answer, discussion, practice, presentation	Messages, instructions, assignments, responses, and digital communication
Student response	Immediate and spontaneous	Provided after reviewing materials or completing tasks
Teacher's role	Explaining, guiding, observing, and correcting	Providing materials, instructions, responses, and follow-up
Feedback	Provided directly during activities	Provided through responses to assignments or communication
Language practice	Conversation, pronunciation, reading, and presentation	Exercises and tasks related to the learning materials
Interactional characteristics	Direct, responsive, and dialogic	Flexible, documented, and not always simultaneous
Main function	Practice and development of direct communication	Reinforcement, follow-up, and continuity of interaction

Table 3 shows that the difference between face-to-face and online interaction does not lie in the presence or absence of communication, but in the form, timing, and pedagogical function of interaction. Face-to-face learning provides opportunities for immediate responses, direct observation, language practice, and spontaneous communication. Online learning, on the other hand, provides greater flexibility for accessing materials, completing assignments, communicating responses, and continuing learning activities beyond classroom hours. This pattern indicates that the two learning environments have different but complementary interactional functions and become pedagogically meaningful when they are deliberately integrated within a single instructional process (Rahmaini & Assingkily, 2026). The findings at MAN 1 Gowa reinforce this perspective by demonstrating that the effectiveness of blended learning depends on how teachers connect the respective functions of face-to-face and online interaction.

The interaction between the two learning environments is also evident in the continuity of learning activities. Materials introduced during face-to-face sessions become the basis for online assignments or supplementary activities, while students' online work can subsequently become material for teacher feedback and follow-up activities in face-to-face sessions. This pattern demonstrates that teacher–student interaction continues even when the learning environment changes. The continuity observed at MAN 1 Gowa indicates that blended learning functions as an integrated instructional process rather than as two separate instructional modes, as classroom and online activities are deliberately connected within the learning process. Recent research similarly shows that technology-supported learning can extend learning

interaction beyond conventional classroom settings (Fitrianto, 2024). In the present study, this integration is reflected in the way teachers connect classroom explanations with online assignments and use students' online work as a basis for subsequent instructional activities.

The continuity of interaction at MAN 1 Gowa is evident in the way teacher support remains present across face-to-face and online learning environments. Teachers provide explanations, guidance, and direct assistance during classroom activities and continue this support through online instructions, feedback, and follow-up activities. The findings demonstrate that changes in the learning environment do not terminate the teacher's mediating role; rather, pedagogical assistance continues through different forms of interaction. This pattern reflects the view that learning develops through social interaction and mediation involving teachers and other learners (Vygotsky, 1978). In the context of blended learning at MAN 1 Gowa, teacher mediation therefore extends beyond the physical classroom and becomes part of the continuous learning process across both learning environments.

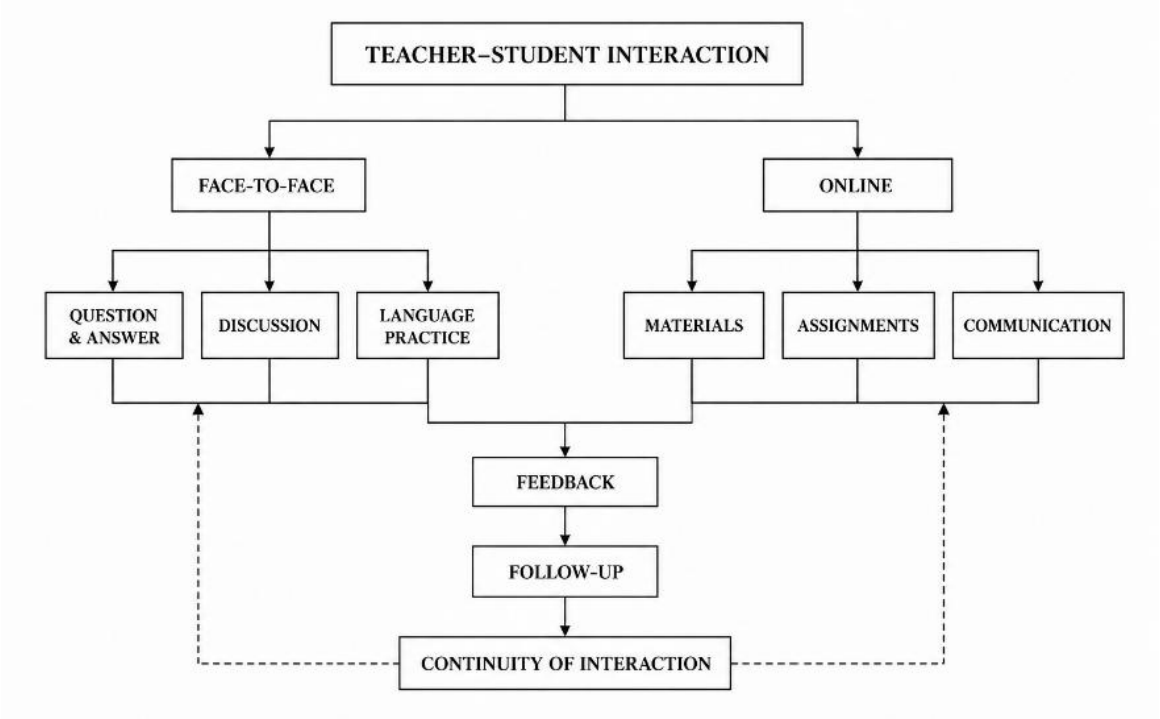


Figure 3. Patterns of Teacher-Student Interaction

Figure 3 reinforces the finding that teacher–student interaction in blended Arabic language learning at MAN 1 Gowa develops across face-to-face and online environments and remains connected through feedback and follow-up activities. Face-to-face learning provides direct interaction, spontaneous communication, language practice, and immediate responses, while online learning extends the interaction through digital communication, learning materials, assignments, and follow-up activities. The findings demonstrate that the change in learning environment does not interrupt the interactional process because teachers continue to provide guidance and feedback while students remain engaged with learning activities beyond scheduled classroom sessions. Thus, teacher–student interaction in blended learning at MAN 1 Gowa can be understood as a continuous pedagogical

process in which classroom communication and digitally mediated activities are connected through learning tasks, feedback, and subsequent activities.

Teachers' Instructional Strategies and Challenges in Sustaining Pedagogical Interaction

The findings indicate that teachers play a central role in maintaining pedagogical interaction across face-to-face and online learning environments at MAN 1 Gowa. Teachers did not simply select digital platforms but organized learning activities according to the pedagogical functions of each environment. Activities requiring direct explanation, speaking practice, discussion, presentation, and immediate correction were primarily conducted face-to-face, while supplementary materials, assignments, submission of students' work, and follow-up communication were conducted online. This strategy demonstrates that the integration of blended learning depends on teachers' ability to connect the two learning environments into a coherent instructional process. In this context, teachers function not only as providers of learning materials but also as organizers who determine how, when, and where particular learning activities should be conducted. The findings therefore show that the implementation of blended learning at MAN 1 Gowa is characterized by the deliberate distribution of instructional activities according to their pedagogical purposes.

The division of activities according to their characteristics is particularly relevant to Arabic language learning because students need opportunities to use the target language through meaningful interaction. Observations showed that teachers used face-to-face sessions for speaking practice, reading, question-and-answer activities, discussions, and presentations, allowing teachers to observe students' language performance directly and provide immediate correction. Selected activities were subsequently continued through online assignments and supplementary materials. This pattern indicates that teachers did not treat online learning as a replacement for classroom instruction, but as an extension of activities that had already been initiated. Recent research on blended Arabic language learning also indicates that the integration of learning environments can support language development when learning activities are organized according to the needs of language learners (Lai, 2025).

The interview findings reinforce this interpretation. One teacher explained:

"I divide the activities according to their needs. If students need speaking practice or I need to explain something and correct them directly, those activities are mostly conducted in class. After that, I provide assignments or supplementary materials online so that the learning activities can continue."

This statement shows that teachers' instructional decisions were based on the characteristics of learning activities rather than technological preference. Face-to-face learning was prioritized when students required direct interaction and immediate correction, whereas online learning was used to extend activities that could be completed independently. The teacher consequently assumed a coordinating role in connecting classroom activities with online learning activities. The use of technology did not reduce teacher involvement; instead, it required teachers to determine the appropriate relationship between instructional objectives, learning activities,

interaction, and follow-up. This finding demonstrates that the teacher remains an important component in ensuring that the two learning environments operate as an integrated instructional process.

Assignments and feedback also functioned as important strategies for sustaining interaction beyond classroom meetings. Online assignments were connected to materials previously discussed in face-to-face sessions, allowing students to continue learning after leaving the classroom. Meanwhile, teachers provided immediate correction during face-to-face language practice and feedback on students' submitted work in the online environment. This pattern demonstrates that assignments were not merely additional tasks but part of a continuous instructional sequence. Feedback allowed teachers to monitor students' understanding and provided students with information for improving their subsequent performance. Recent research on blended language learning similarly identifies interaction, implementation, and teacher–student engagement as important dimensions that determine how blended learning operates in practice (Rahmaini & Assingkily, 2026). In the context of MAN 1 Gowa, these dimensions are reflected in the way teachers connect assignments, student work, feedback, and subsequent learning activities.

Despite these strategies, teachers encountered several challenges in sustaining pedagogical interaction. The first concerned maintaining continuity between face-to-face and online activities. Teachers needed to ensure that online assignments remained connected to classroom materials rather than becoming isolated tasks. The second concerned student engagement, since students were required to manage their time, access materials, follow instructions, and complete assignments with greater independence outside the classroom. Teachers consequently needed to monitor participation and provide reminders when students did not respond to activities as expected. The third challenge involved technical conditions, particularly device availability and internet connectivity, which could interrupt communication and delay planned activities. These conditions demonstrate that the implementation of blended learning requires teachers to manage not only instructional activities but also student participation and the technical conditions that support online learning. The findings therefore position teachers' digital competence and instructional readiness as important conditions for maintaining interaction across the two environments.

Overall, the findings demonstrate that teachers' strategies in implementing blended learning at MAN 1 Gowa are fundamentally directed toward connecting learning activities rather than merely combining learning media. Teachers determine which activities require direct interaction, extend appropriate activities through online assignments, provide feedback across both environments, and monitor student participation. At the same time, they face challenges related to student engagement, technical limitations, monitoring, preparation, and time management. The findings demonstrate that the success of blended learning is therefore closely related to teachers' capacity to organize meaningful relationships between classroom and online activities. The central issue is not the separate existence of face-to-face and online learning, but the ability of teachers to maintain continuity of interaction, feedback, and learning activities across both environments.

CONCLUSION

Based on the findings, the implementation of blended learning in Arabic language instruction at MAN 1 Gowa demonstrates a functional integration of face-to-face and online learning through the use of Google Classroom and Zoom Meeting. The implementation goes beyond merely transferring instructional materials into a digital environment; it is reflected in the organization of learning materials, assignment delivery, discussion, feedback provision, and the continuation of learning activities beyond the classroom. In practice, these strategies have contributed to a more dynamic pattern of pedagogical interaction, in which teachers act not only as transmitters of knowledge but also as facilitators and mentors who guide the learning process, provide reinforcement, and monitor student engagement. At the same time, students are provided with broader opportunities to participate, collaborate, express their ideas, and practice Arabic. These findings indicate that the effectiveness of blended learning is strongly determined by the coherence of instructional design across face-to-face and digital environments, enabling both modes to function not as separate components but as complementary elements in achieving Arabic language learning objectives.

Nevertheless, the implementation of blended learning continues to face both technical and pedagogical challenges, particularly unstable internet access, limited availability of digital devices, and variations in the digital competencies of teachers and students. These challenges affect the continuity of interaction and student engagement in online learning, indicating that the use of technology cannot yet be optimized in every instructional situation. This condition demonstrates that the success of blended learning depends not solely on the availability of digital platforms, but also on pedagogical readiness, users' capacity to adapt, and institutional support for its implementation. Therefore, the development of blended learning in Arabic language instruction should be directed toward strengthening teachers' digital competencies, improving digital infrastructure, and designing learning activities that establish a clear and meaningful connection between face-to-face and online learning. Through such an approach, blended learning can function as a pedagogical framework that expands opportunities for interaction, strengthens the continuity of the learning process, and accommodates the characteristics of Arabic language instruction within an increasingly digitalized educational context.

DECLARATIONS

Authors' Contributions

Mawadda Warahmah: Conceptualization, original manuscript writing, and data accuracy. **Muh Syaifullah**: Methodology, data collection, and data analysis. **Agil Bukhari Muslim**: Investigation, manuscript review, and language enhancement. **Ernayenti**: Supervision, validation, and final approval of the manuscript. **Windri Afriani**: Data collection, documentation, manuscript review, visualization, editing, and manuscript formatting.

Funding Statement

The authors declare that no financial support was received for the research, writing,

or publication of this article.

Conflict of Interest

The authors declare that this research was conducted without any conflict of interest.

Ethical Approval

The authors obtained permission from the research site to conduct the study. The institution agreed to the implementation of the research and permitted the findings to be used and published for academic purposes.

REFERENCES

Akla. (2021). Arabic Learning by Using Hybrid Learning Model in University. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, *13*(1), 32–52. https://doi.org/10.24042/albayan.v13i1.7811

Ali, J., Maulida, A. T., Fahmi, M. U., & Baroroh, R. U. (2023). Developing Arabic Language Learning Media Based on Lectora Inspire 17 Applications for Junior High School. *Journal of Arabic Linguistics and Education*, *9*(1), 41–50. https://doi.org/10.28918/alsinatuna.v9i1.2064

Ansari, B. I., Junaidi, J., Maulin, S., Herman, Kamaruddin, I., Rahman, A., & Saputra, N. (2023). Blended-Learning Training and Evaluation : A Qualitative Study. *Journal Of Intercultural Communication*, *23*(4), 155–164. https://doi.org/10.36923/jicc.v23i4.201

Dalimunthe, S. M., Asmaniah, N., Habsi, S. P., & Nopriansyah, B. (2025). Embracing The Digital Era : A Literature Review On Digital Technologies For Arabic Language Learning Among Young Learners. *Abjadia : International Journal of Education*, *10*(4), 992–1008. https://doi.org/10.18860/abj.v10i4.37094

Doni, C. P., Hasibuan, R., Jundi, M., Saleh, S. R., Pakaya, N. A., & Sarif, S. (2025). Which Online Quiz Platform Works Best for Arabic at Senior High School ?: A Comparative Empirical Study of Blooket , Quizizz , Wordwall , and Kahoot. *Langkawi: Journal of The Association for Arabic and English*, *11*(2), 380–395. https://doi.org/10.31332/lkw.v11i2.11637

Fathuddin, A. U., Jaeni, M., & Nugroho, D. A. (2025). Development of a web-based lms to enhance the effectiveness of arabic language learning at uin k.h. abdurrahman wahid pekalongan. *Journal of Arabic Linguistics and Education*, *10*(2), 201–222. https://doi.org/10.28918/alsinatuna.v10i2.11328

Firdaus, F. M., & Aziz, M. T. (2024). Pemanfaatan Aplikasi Pembelajaran Bahasa Arab : Mengubah Cara Belajar di Era Digital. *Journal of Practice Learning and Educational Development*, *4*(4), 273–278. https://doi.org/10.58737/jpled.v4i4.312

Fitri, T., Nopriansyah, B., Aldzakhiroh, N., Asmaniah, N., & Rahmah, A. (2026). Contextual Arabic Vocabulary Learning Through Meaningful Pedagogical Approach : A Case Study At Sd It Alam Talago, Indonesia. *Abjadia : International Journal of Education*, *11*(2), 714–726. https://doi.org/10.18860/abj.v11i2.41548

Fitrianto, I. (2024). Innovation and Technology in Arabic Language Learning in Indonesia : Trends and Implications. *International Journal of Post Axial: Futuristic Teaching and Learning*, *2*(3), 134–150. https://doi.org/10.59944/postaxial.v2i3.375

Hanifansyah, N., & Mahmudah, M. (2024). Enhancing Arabic Vocabulary Mastery

Through Communicative Strategies: Evidence from Malaysia. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab*, *12*(2), 263–278. https://doi.org/10.23971/altarib.v12i2.9082

Jabbar, A. B., & Fadli, A. (2025). Hybrid Learning in Arabic Language Instruction : Combining Online and Face- to-Face Learning for Optimal Results. *Jurnal Ilmiah Profesi Pendidikan*, *10*(2), 1855–1862. https://doi.org/10.29303/jipp.v10i2.3547

Kurniati, D. (2022). Penggunaan Media Sosial dalam Pembelajaran Bahasa Arab dengan Model Blended Learning. *Ta'limi: Journal of Arabic Education & Arabic Studies*, *1*(2), 119–138. https://doi.org/10.53038/tlmi.v1i2.32

Lai, Z. C. (2025). The Impact of AI-Assisted Blended Learning on Writing Efficacy and Resilience. *Internstional Journal of Computer -Assisted Language Learning and Teaching*, *15*(1), 1–21. https://doi.org/10.4018/IJCALLT.377174

Lazuardi, A. M., & Syaheed, S. M. (2025). Enhancing Arabic Language Proficiency through Interactive Learning Programs. *Lahjatuna: Jurnal Pendidikan Bahasa Arab*, *4*(2), 89–102. https://doi.org/10.38073/lahjatuna.v4i2.2584

Luo, R., & Zhou, Y. (2024). The effectiveness of self-regulated learning strategies in higher education blended learning : A five years systematic review. *Journal of Computer Assisted Learning*, 3005–3029. https://doi.org/10.1111/jcal.13052

Miles, B. M., & Huberman, A. M. (2014). *Analisis Data Kualitatif*. Jakarta: Universitas Indonesia Press.

Mufidah, N. L., & Surjanti, J. (2021). Efektivitas Model Pembelajaran Blended Learning dalam Meningkatkan Kemandirian dan Hasil Belajar Peserta Didik pada Masa Pandemi Covid-19. *Ekuitas: Jurnal Pendidikan Ekonomi*, *9*(1), 187–198. https://doi.org/10.23887/ekuitas.v9i1.34186

Noor, M. L. A. H. B. M., Gani, M. Z. B. A., Ismail, N. S. B., Ahmad, N. Z. binti, Mohd, K., & Shamsudin, J. M. (2023). Implementing Arabic Educational Charade Game in Acquiring Arabic Vocabulary and Improving Arabic Speaking Skill. *International Journal of Academic Research in Business & Social Sciences*, *1*(6), 291–305. https://doi.org/10.6007/IJARBSS/v13-i6/17406

Nopriansyah, B., Aldzakhiroh, N., Asmaniah, N., & Ummah, K. khaira. (2026). Pengaruh penerapan media Strip Story terhadap Peningkatan Motivasi Belajar Bahasa Arab Siswa SMPN 1 Hiliran Gumanti, Sumatera Barat, Indonesia. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *11*(212–226). https://doi.org/10.23969/jp.v11i02.44554

Popov, N., Yaneva, R., Zlatanova, T., Tzouni, D. S.-, Naseva, E., Lazarova, M., Dzhuglarska, M., Nikolov, N., & Ivanov, I. (2023). An Analysis Of Student Satisfaction With The Organization Of Hybrid Teaching In The Department Of Health Economics. *Trakia Journal of Sciences*, *21*(2), 155–161. https://doi.org/10.15547/tjs.2023.02.014

Pratiwi, A., Azizah, N., Baharudin, Saputra, M. I., & Mustofa, M. (2025). Student Learning Outcomes: Innovative Learning with an Experimentation Blended Learning Model. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, *5*(1), 63–74. https://doi.org/10.53299/jppi.v5i1.938

Rahmaini, & Assingkily, M. S. (2026). Technology-Based Arabic Language Learning Model that Combines Digital Traditions and Innovation in Islamic Education. *Jurnal Pendidikan, Sosial Dan Agama*, *18*(1), 661–672.

https://doi.org/10.37680/qalamuna.v18i1.9013

Rahmi, U., Fajri, B. R., & Azrul, A. (2024). Effectiveness of Interactive Content with H5P for Moodle-Learning Management System in Blended Learning. *Journal of Learning for Development*, *11*(1), 66–81. https://doi.org/10.56059/jl4d.v11i1.1135

Shurygin, V., Abdullayev, I., Hajiyev, H., Yakutina, M., Kozachek, A., Zakieva, R., & 1. (2024). Blended Learning : The Effect on Students ' Self-Regulation and Academic Achievements. *Novitas-Royal: Research on Youth and Language*, *18*(1), 137–154. https://doi.org/10.5281/zenodo.11057892 137

Subita, A., & Ahsanuddin, M. (2022). The Utilization of Memrise in Arabic Language Learning with Blended Learning Method. *Maharaat: Jurnal Pendidikan Bahasa Arab*, *5*(1), 70–85. https://doi.org/10.18196/mht.v5i1.16694

Sugiyono. (2019). *Metode Penelitian kuantitatif kuantitatif dan R&D*. Bandung: CV Alfabeta.

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.