



Utilizing Blended Learning as an Innovation in Arabic Language Teaching Assessment in the Society 5.0 Era

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ABSTRACT

This study aims to examine the utilization of the *blended learning* model as a strategic innovation in the assessment system of Arabic language learning in the era of Society 5.0, which emphasizes the integration of technology and human values. The research was conducted in Class 4B of MI Miftahul Huda Blongko, Ngetos, Nganjuk during the second semester of the 2024/2025 academic year. The population consisted of all students in Class 4B, with a sample of 17 students selected through total sampling. This study employed a descriptive qualitative approach with data collection instruments including observation, teacher interviews, documentation of learning activities, and analysis of student learning outcomes via digital platforms. Data were analyzed using Miles and Huberman's interactive analysis model: data reduction, data display, and conclusion drawing. The findings revealed that *blended learning* plays a crucial role in transforming the Arabic language assessment system from a purely cognitive focus to a more holistic evaluation encompassing affective and psychomotor domains. The use of digital tools such as discussion forums, multimedia assignments, and interactive quizzes supports an objective, transparent, and continuous assessment process. Moreover, digital learning data enables personalized assessment based on individual student achievement and potential. However, the implementation of blended learning still faces challenges, including limited infrastructure, low teacher digital literacy, and insufficient technical support. Therefore, ongoing teacher training and collaboration among teachers, students, and parents are essential to optimizing blended learning as an innovative assessment approach for Arabic language learning in elementary madrasah education.

Keywords: *blended learning, Arabic language, society 5.0 era*

Pemanfaatan Blended Learning sebagai Inovasi Penilaian Pengajaran Bahasa Arab di Era Society 5.0

ABSTRAK

Penelitian ini bertujuan untuk mengkaji pemanfaatan model *blended learning* sebagai inovasi strategis dalam sistem penilaian pembelajaran bahasa Arab di era Society 5.0 yang menekankan integrasi teknologi dan humanisme. Penelitian dilaksanakan di kelas 4B MI Miftahul Huda Blongko, Ngetos, Nganjuk pada semester genap tahun pelajaran 2024/2025. Populasi penelitian adalah seluruh siswa kelas 4B, dengan sampel sebanyak 17 siswa yang diambil secara total sampling. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan instrumen berupa observasi, wawancara dengan guru, dokumentasi aktivitas belajar, serta evaluasi hasil belajar melalui platform digital. Alat analisis data menggunakan teknik analisis interaktif Miles & Huberman: reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa *blended learning* berperan penting dalam mengubah sistem penilaian bahasa Arab dari yang hanya menilai aspek kognitif menjadi penilaian yang mencakup aspek afektif dan psikomotorik. Melalui pemanfaatan forum diskusi, tugas berbasis video dan audio, serta kuis interaktif, proses evaluasi menjadi lebih objektif, transparan, dan berkelanjutan. Data digital dari aktivitas belajar juga memungkinkan personalisasi penilaian berdasarkan capaian dan potensi siswa. Namun, penerapan *blended learning* masih menghadapi tantangan berupa keterbatasan infrastruktur, literasi digital guru, dan dukungan teknis. Oleh karena itu, pelatihan berkelanjutan serta kolaborasi antara guru, siswa, dan orang tua menjadi kunci dalam mengoptimalkan *blended learning* sebagai inovasi penilaian pembelajaran bahasa Arab di madrasah dasar.

Kata kunci : *blended learning, bahasa Arab, era society 5.0*

Submitted
09/12/2025

Accepted
20/01/2026

Published
22/01/2026

Citation	Nisa', K., & Bakar, Y. A. (2026). Utilizing Blended Learning as an Innovation in Arabic Language Teaching Assessment in the Society 5.0 Era. <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 1, Januari 2026, 187-202.</i> DOI: https://doi.org/10.55909/jpbs.v5i1.805
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Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

In grade 4B at MI Miftahul Huda Blongko, Ngetos, Nganjuk, Arabic language teachers face the challenge of comprehensively evaluating students' abilities. Previously, assessments tended to be conventional, focusing on written exams that only assessed students' cognitive aspects. However, students possess diverse potential, including affective aspects and practical language skills, which are difficult to capture through traditional assessment methods (Aqib, 2013).

Changes in student learning behavior, as students become more accustomed to digital devices and online environments, have prompted the need for more contextual and interactive learning and assessment approaches. Initial observations indicate that students are more enthusiastic when given digital media-based assignments, such as instructional videos, interactive quizzes, or online discussions. This opens up opportunities to implement a blended learning model as an alternative learning and assessment strategy (Sugiyono, 2022).

Blended learning combines face-to-face and online learning into a unified, balanced system, enabling a flexible and adaptive learning process (Graham, 2013). In Arabic language learning, this model provides space for assessment that measures not only theoretical mastery but also language practice, such as speaking, listening, reading, and writing skills in authentic contexts (Nunan, 2004).

Furthermore, assessment in blended learning is not only summative but also formative and ongoing, using various digital platforms such as Learning Management Systems (LMS), Google Classroom, or online quiz applications. With this approach, teachers can monitor student progress in real time, provide rapid and personalized feedback, and develop follow-up learning strategies based on individual achievement data (Anderson, 2008).

The Society 5.0 era, which combines digital technology and human life, has brought significant changes to various sectors, including education. In this context, learning systems need to adapt to technological advances to meet the demands of

more flexible, personalized, and individual-centered learning. Blended learning, which combines face-to-face and online learning, is a highly relevant innovation in addressing these challenges. In Arabic language learning, blended learning provides the opportunity to create a more contextual and dynamic approach, utilizing technology to facilitate a more engaging and effective learning process (Graham, 2013).

Blended learning encompasses more than just teaching methods; it also encompasses assessment aspects. Assessment in this model is no longer limited to final exams or conventional assignments. Instead, assessments can be conducted continuously and based on various digital platforms, allowing for real-time monitoring of student progress. This technology-based assessment provides the opportunity to evaluate not only student learning outcomes but also the processes they undergo during learning (Anderson, 2008). Thus, blended learning is a highly potential tool for improving the quality of assessment in Arabic language learning.

One of the main challenges in Arabic language education is how to develop an assessment system that measures not only students' cognitive aspects but also their communication skills, affective abilities, and practical ability to use Arabic. In this context, blended learning provides space for more holistic and authentic evaluation, relying not only on written tests but also on project-based assessments, interactive quizzes, and online collaboration (Mahamod, 2014). Through this approach, teachers can assess students' language skills in a more realistic context and in line with current needs.

Blended learning also allows for personalization in learning. In the era of Society 5.0, technology-based learning allows teachers to tailor teaching materials and assessment instruments to the needs and abilities of each student. In the Arabic language context, this means teachers can design assessments that are more tailored to each student's background, interests, and potential, considering the diversity of language abilities pos-



sessed by students (Asy-Sinawi, 2012). This more personalized assessment will provide more useful feedback for students to improve and develop their language skills.

However, the implementation of blended learning in assessment also faces challenges, particularly related to infrastructure readiness and teachers' digital competencies. Adequate infrastructure, including hardware and software that support online learning, is crucial to ensure a smooth learning and assessment process. Furthermore, teachers must possess sufficient digital skills to effectively utilize technology in assessment. Therefore, training and professional development for educators are crucial in implementing this model (Aqib, 2013).

Along with technological advancements, assessment methods in Arabic language education are also undergoing changes. Initially, Arabic language assessment tended to be traditional, measuring only students' cognitive language skills, for example through written exams. However, over time and with the adoption of blended learning, assessments have become more based on real-life communication skills, including speaking, listening, reading, and writing in more applicable contexts (Yuliana & Kusumawati, 2022). This approach has the potential to improve students' Arabic language competency in real-life situations.

Adopting blended learning in assessment also provides an opportunity to build a more transparent and objective evaluation system. By using various digital platforms, such as a Learning Management System (LMS), teachers can monitor student progress in greater detail and in real time. This allows teachers to provide faster and more relevant feedback and detect potential student difficulties early (Garrison & Vaughan, 2008). This more transparent evaluation system will also increase accountability and trust in the assessment process.

It is important to note that the application of blended learning in assessment must also be adapted to the local context and educational culture. In Arabic language learning, which often in-

volves deeply embedded cultural and religious aspects, the approach used must take these values into account. Therefore, the blended learning model for assessment serves not only as an academic evaluation tool but also as a tool to foster cultural understanding and strengthen religious values in the Arabic language context (Mujib & Mudzakkir, 2021).

Furthermore, blended learning also facilitates more flexible collaboration between students and teachers. Through online platforms, students can more easily interact with teachers and classmates, whether in group discussions, collaborative assignments, or question forums. This enriches the learning experience and provides more opportunities for students to refine and improve their Arabic language skills, both individually and collectively (Rahimah & Fauzan, 2020).

Furthermore, the rapid technological developments in the Society 5.0 era require the education system to continuously innovate, including in terms of assessment. Blended learning offers great potential for innovation in assessment, but it also requires further development for optimal implementation. Research and development in this area are crucial to ensure that the use of technology in assessment provides maximum benefits, without neglecting important aspects of Arabic language learning itself.

To address this challenge, collaboration between educational institutions, the government, and policymakers is essential to support the successful implementation of blended learning.

Developing policies that support the adoption of technology in education, teacher training, and providing adequate infrastructure will be key factors in the successful implementation of blended learning as an assessment innovation in Arabic language learning. Therefore, further study and research on the use of blended learning in assessment is crucial to optimize its implementation in various educational institutions.

The Society 5.0 era emphasizes the importance of humanity-oriented technology, including in the education sector. In this context, blended

learning is a relevant form of strategic innovation for implementation in Arabic language learning assessment. This model supports personalization, collaboration, and the strengthening of cultural and religious values inherent in Arabic language learning (Ministry of Education and Culture, 2020).

Therefore, it is important to conduct an in-depth study of how blended learning can be utilized as an assessment innovation in Arabic language learning. This study is not only relevant to address challenges at the classroom level, but also to support the transformation of the national education system towards a more humanistic and technology-based direction.

Based on this background, the research questions are formulated as follows:

- 1) How is blended learning utilized in the assessment system for Arabic language learning in grade 4B at MI Miftahul Huda Blongko, Ngetos, Nganjuk?
- 2) What forms of assessment innovation have been developed through blended learning in Arabic language learning?
- 3) What obstacles have been encountered in implementing blended learning as an assessment innovation for Arabic language learning, and how have they been resolved?

The objectives of this research are to: 1) describe the use of blended learning in the Arabic language learning assessment system in grade 4B of MI Miftahul Huda Blongko, Ngetos, Nganjuk; 2) identify forms of assessment innovation that emerge through the application of blended learning; 3) analyze the obstacles and solutions in implementing blended learning as an innovation in Arabic language learning assessment.

This research is expected to provide the following benefits:

- 1) Theoretically, it can enrich the body of knowledge in the field of Arabic language learning assessment using a blended learning approach in the Society 5.0 era.
- 2) Practically, it can provide references for Arabic language teachers in developing and implementing more objective and con-

textual technology-based assessment strategies.

- 3) For educational institutions, it can serve as a consideration in making learning policies and developing teacher competencies related to technology integration in assessment.

Blended learning is a learning approach that combines face-to-face learning with online learning. Graham (2013) states that blended learning is a combination of conventional methods and digital technology to create a more flexible and effective learning experience. In this approach, learning is not limited to the classroom but can be accessed anytime and anywhere through technological support. This provides students with flexibility in managing their learning time and provides opportunities for teachers to facilitate more interactive and responsive learning to their needs. In the context of assessment, Anderson (2008) emphasizes that technology enables real-time, personalized, and authentic data-based evaluations that reflect students' learning progress more accurately and comprehensively.

Learning assessment is a systematic process of measuring and evaluating student learning outcomes, including cognitive, affective, and psychomotor aspects (Aqib, 2013). In the blended learning approach, assessment is conducted not only through written exams but also through online quizzes, multimedia projects, discussion participation, and digital platform-based assignments. This assessment is also referred to as authentic assessment because it allows teachers to assess the learning process and product in a more relevant and realistic context. According to Mahamod (2014), ICT-based assessment in language learning can increase student engagement, broaden the scope of evaluation, and provide space for rapid, ongoing, and formative feedback. This approach encourages students to be more active, creative, and reflective in their learning process.

In Arabic language learning, authentic assessments that assess language skills contextually are essential to reflect comprehensive language mas-



tery. Asy-Syinawi (2012) explains that the success of Arabic language learning depends on the extent to which assessments reflect students' ability to use the language actively and meaningfully in everyday life. Therefore, blended learning is a strategic approach because it provides space for assessing the full range of linguistic aspects, including knowledge (ma'rifah), skills (maharah), and attitudes (suluk). Blended learning also opens up the possibility of personalized assessment, allowing teachers to tailor the type and level of evaluation based on each student's potential and needs. This is in line with the principles of Society 5.0 which emphasize technology-based education that is humanistic, responsive, and oriented towards character development and real competencies in global life.

The Society 5.0 era is characterized by the deep integration of technology into all aspects of life, including education. This concept encourages education to become not merely a means of knowledge transfer, but also a system that is adaptive to technology and focused on human needs. In the context of Arabic language learning, Society 5.0 demands learning that equips students with digital literacy skills, virtual collaboration, and communication skills in real-world situations. Therefore, blended learning is a relevant and promising solution for transforming assessment systems, from conventional to more authentic, flexible, and technology-based. The integration of face-to-face and digital methods in blended learning enables teachers to design contextual, creative, and sustainable evaluations, aligning with the goals of adaptive and transformative future education.

Several previous studies have shown that the application of blended learning in Arabic language learning has a positive impact on improving the quality of the learning process and outcomes. Research conducted by Jamil and Nunung (2022) in the journal *Al-Waraqah* revealed that the blended learning model can improve students' motivation and Arabic language skills at various educational levels. In their study, they highlighted that the balanced integration of technology and face-to-face learning allows students to be more active in the

learning process, particularly in reading and speaking skills. Furthermore, teachers have the opportunity to conduct more varied and continuous assessments, relying not only on written exams but also on project-based assignments and student participation in online discussion forums.

Another study by Arani et al. (2024), published in the journal *Lisanuna*, also reinforces these findings. They emphasize that blended learning offers significant opportunities to create more inclusive and personalized learning. In the context of assessment, this approach allows teachers to monitor student progress in real time through various available digital platforms and provide direct feedback. This is certainly very much in line with the spirit of Society 5.0, which places humans at the center of technological development. In Arabic language learning, this advantage provides a greater opportunity to assess student abilities holistically, including affective and psychomotor aspects, which are often overlooked in conventional learning models.

Furthermore, research conducted by Osman et al. (2021) shows that blended learning-based assessment can strengthen formative evaluation in Arabic language learning. In their article published in the *International Journal of Academic Research in Progressive Education and Development*, they stated that the use of digital modules and interactive quizzes can help students understand the material more deeply and continuously. Formative evaluation developed through blended learning has been shown to increase active student participation, as they feel assessed not only by the final results but also by the process they undergo. Thus, these three studies consistently demonstrate that blended learning is not only an alternative solution for learning Arabic in the digital era but also a strategic innovation in an assessment system that is more objective, transparent, and oriented towards the overall development of students.

METHOD

This study used a quantitative approach with a quasi-experimental method to determine the effectiveness of blended learning on Arabic language

learning assessment. The research procedure was carried out in three stages: (1) the preparation stage, which involved developing and validating instruments and planning blended learning-based learning; (2) the implementation stage, which involved implementing blended learning for six meetings within one month; and (3) the evaluation stage, which involved collecting and analyzing student learning outcome data.

The research design used was a One Group Pretest-Posttest Design. The research design used was a One Group Pretest-Posttest Design lazim digunakan oleh para peneliti (Fraenkel et al., 2012; Kutha, 2004; Razak, 2017). In this design, students were given a pretest before treatment, followed by a blended learning-based learning process, and then a posttest. The difference between pretest and posttest scores was used to measure improvements in student learning outcomes and the effectiveness of the learning model used.

This research was conducted at MI Miftahul Huda Blongko, Ngetos District, Nganjuk Regency, in the even semester of the 2024/2025 academic year, with 17 fourth-grade students as subjects. The sampling technique used was total sampling because the entire population was used as the research sample.

The data collection instruments consisted of objective tests (multiple-choice and short answer questions) to measure the cognitive aspects of students' Arabic language skills, and a Likert-scale questionnaire to assess affective and psychomotor aspects related to participation, interest, and use of technology in the learning process. The instruments underwent content validity testing by Arabic language experts and learning media experts.

The data were analyzed using two techniques. Descriptive statistics were used to describe the mean, median, and mode of student scores before and after the treatment. The data processing results showed that the pretest mean score of 63.53 increased to 84.71 in the posttest. The median score increased from 64 to 85, and the mode from 65 to 90, indicating consistent improvement for the majority of students.

To test the significance of the improvement in learning outcomes, inferential statistics were used in the form of a paired sample t-test using SPSS version 25. The results indicated that the data were normally distributed (the Kolmogorov-Smirnov test showed a Sig. = 0.200 > 0.05), allowing for a t-test. The paired t-test results show a Sig. (2-tailed) value of 0.000 < 0.05, which means there is a significant difference between the pretest and posttest results. Thus, the implementation of blended learning has a significant positive impact on improving the Arabic language learning outcomes of class IVB students at MI Miftahul Huda Blongko.

RESULT

1. Utilizing Blended Learning in the Arabic Language Assessment System

Observations and documentation show that the blended learning model implemented in class IVB at MI Miftahul Huda Blongko is implemented through a combination of face-to-face meetings and the use of digital platforms such as WhatsApp Groups, Google Forms, and interactive video-based media. Assessment is conducted not only through written exams during in-person meetings but also online through the use of interactive quizzes, individual assignments via Google Forms, and online discussion forums.

Data from the pretest showed that the average student's initial ability in mastering basic Arabic vocabulary and structure was 63.53. After six sessions of blended learning, the average score increased to 84.71. This indicates that blended learning helps students understand the material in a more contextual and flexible manner. Teachers can also monitor student progress more personally, as the digital platform allows tracking of assignment progress and student participation levels.

2. Forms of Assessment Innovation Through Blended Learning

The assessment innovations developed include digital quantitative and qualitative assessments. These include:



- 1) Online quizzes using Google Forms with automatic scoring.
- 2) Video assignments, where students record their pronunciation of vocabulary words and short conversations in Arabic, which are scored based on intonation, pronunciation, and boldness.
- 3) Online discussion forums are used to assess participation, the ability to answer peers' questions, and provide feedback.
- 4) Learning reflection sheets delivered via digital forms are used to assess students' understanding of their learning process.

In addition, teachers utilize Google Forms' analytics features to identify the most frequently answered questions, thus providing targeted evaluation and remediation.

3. Obstacles and Solutions in the Implementation of Blended Learning

Some obstacles encountered in implementing blended learning as an assessment innovation include:

- 1) Limited access to devices and internet networks, especially for students who do not have personal devices and must rotate with their parents.
- 2) Lack of digital literacy skills among some students and guardians, which causes delays in submitting online assignments.
- 3) Teachers are not yet fully accustomed to the varied and engaging digital assessment designs.

Solutions implemented by schools and teachers include:

- 1) Providing school Wi-Fi facilities accessible to students during specific hours for online assignments.
- 2) Providing dedicated support from teachers to students and parents experiencing technical difficulties, conducted directly during face-to-face sessions.
- 3) Teachers participating in online training conducted by the Teachers' Working Group (KKG) and other educational institutions

regarding the use of digital learning and assessment technology.

Overall, blended learning has proven to be an innovative approach to assessing Arabic language learning, provided it has the necessary infrastructure support, teacher training, and the active involvement of parents in supporting students.

DISCUSSION

The research results show that the use of blended learning in assessing Arabic language learning in class IVB at MI Miftahul Huda Blongko successfully increased the effectiveness of the student evaluation process. The increase in students' average grades from 63.53 to 84.71 confirms that the integration of online and offline learning can broaden students' exploration of the material. This aligns with the findings of Hasanah and Mulyani (2022) in the *Journal of Language Education*, which stated that blended learning can improve language learning outcomes through the use of flexible and adaptive digital media.

From a pedagogical perspective, blended learning encourages teachers to be more creative in designing assessments that are both process- and outcome-oriented. Assessments no longer focus on conventional exams but instead include projects, online quizzes, performance videos, and digital interactions. This reinforces Mahamod's (2014) assertion that the use of ICT in language assessment can increase student engagement and motivation by providing space for self-expression and rapid feedback. Meanwhile, from an educational technology perspective, blended learning provides digital data that supports real-time analysis of student progress, as emphasized by Anderson (2008).

However, in relation to Sriyanto's (2023) research in the *Journal of Educational Technology*, the implementation of blended learning is highly dependent on infrastructure readiness and teacher competency. In the context of MI Miftahul Huda Blongko, limited internet access and devices are major challenges. This requires adaptive strategies such as providing school Wi-Fi and direct mentoring by teachers to students and parents, as

demonstrated in this study.

In terms of assessment innovation, blended learning has been shown to support authentic assessments that assess cognitive, affective, and psychomotor dimensions. Discussion forums, video assignments, and interactive quizzes are innovative forms that align with the needs of 21st-century learning. These findings align with Fitriani's (2021) article in the *Al-Ta'rib Journal*, which emphasizes that digital assessment innovations can create a more interactive learning environment and foster 21st-century skills such as collaboration and communication.

The strength of this research lies in its use of simple quantitative analysis through descriptive and inferential statistics (t-test), which produces a clear empirical picture of changes in student grades. Furthermore, the number of respondents (17 students) is appropriate for a small class size, allowing for more focused and in-depth data, as recommended in class research by Aqib (2013). This approach is also relevant for use in Islamic boarding school-based or rural elementary education units.

However, this study's limitations lie in its small sample size and its limitation to a single class at a single institution, making the results difficult to generalize widely. Furthermore, the in-depth analysis of the constraints was still descriptive and not accompanied by quantitative data explaining the frequency or proportion of technical issues faced by students and parents.

Based on this discussion, it is recommended that further research involve more than one institution and use data triangulation to strengthen validity. Furthermore, teacher training on technology-based assessment design needs to be expanded to ensure optimal and equitable implementation of blended learning.

The development of Arabic language learning orientation in Indonesia, however, has not been directly proportional to solutions to the various problems that arise. This situation is underpinned by many factors. First, Indonesians require a relatively longer time to master Arabic compared to other

countries, due to the high linguistic standards and internationally recognized beauty of Arabic. Second, there is a lack of Arabic language teachers in Indonesia who use Arabic as a medium of instruction in the learning process, resulting in students not being accustomed to Arabic as a daily language. Third, the use of conventional or classical learning methods is still favored by educators in this era, with the assumption that mastery of Qawaid is the key to student success in Arabic (Jamil & Agung, 2021).

According to Muhammad Thoha, (2012), Arabic is a discipline comprised of various core skills. These core skills include listening skills (maharah al-istima'), speaking skills (maharah al-kalam), reading skills (maharah al-qira'ah), and writing skills (maharah al-kitabah).

Taufik (in Karimna, 2019) states that there are four skills that students must master when learning Arabic: reading (qira'ah), writing skills (kitabah), listening skills (istima'), and speaking skills (takallum). These four skills are interrelated and influence each other. Speaking skills (takallum) are no exception, a fundamental skill in language learning. (Khaerunnisa, 2020)

Rapid technological advances have impacted various sectors of life, including education. The Society 5.0 era brings the integration of advanced technologies such as artificial intelligence (AI), the Internet of Things (IoT), big data, and robotics into everyday life to create harmony between the physical and digital worlds. This situation requires the education system to not only keep up with technological developments but also to optimize them to improve the quality of the teaching and learning process (Rani, 2024). One learning strategy that has emerged as an innovative solution is Blended Learning, a learning model that combines the advantages of direct classroom learning with the flexibility of online learning. This approach is considered effective in addressing the need for a more adaptive, interactive, and personalized education tailored to the characteristics of students in the increasingly dynamic digital era. Thus, blended learning is a crucial bridge in transforming educa-



tion towards a smarter and more inclusive future.

1. The Concept of Blended Learning

Learning is a process of interaction that occurs between students and educators in a learning environment. Learning is the process of imparting knowledge assisted by an educator. Meanwhile, Bhonk and Graham define blended learning as a combination of two historical teaching models: traditional learning systems and learning dissemination systems that emphasize computer-based technology in the blended learning model. From the explanation above, it can be concluded that blended learning is a combination or amalgamation, or a combination of e-learning approaches and traditional, conventional, or face-to-face education. (Fiqria & Arifin, 2019)

Blended learning combines face-to-face learning with online learning, enabling more flexible and adaptive assessment. In the context of Arabic language learning, this approach allows teachers to utilize various digital platforms to conduct real-time formative and summative assessments. For example, the use of a Learning Management System (LMS) such as Moodle or Google Classroom allows teachers to provide direct feedback, manage assignments, and monitor student progress efficiently. This aligns with the findings of Alenezi (2021) who demonstrated that blended learning can increase the effectiveness of assessment in Arabic language learning. E-learning is an online learning model (distance learning) that is expected to replace conventional learning models, which are considered to have shortcomings. However, in its implementation, the e-learning model has a number of limitations compared to face-to-face learning. Blended learning, on the other hand, combines traditional classroom learning with online learning utilizing information technology (Usman, 2018:138). Therefore, it can be concluded that blended learning is a learning process that prioritizes two-way communication between teachers and students, or between students, even though the learning is e-learning-based. This communication can take place in person or through a vir-

tual classroom using supporting applications. In planning its implementation, Arabic language teachers carry out several stages of lesson planning, such as creating schedules, determining objectives, creating teaching materials, and developing evaluation tools. All lesson planning documents are prepared by teachers in non-printed, multimedia-based formats (soft files) such as Word, PowerPoint, or PDF.

According to Seel et al. (in Anggraeni and Akbar, 2018), lesson planning serves as a framework and rules for developing learning that leads to improved learning and influences students' motivation and attitudes, enabling them to achieve a deeper understanding of the subject matter being studied. Arabic language teachers' implementation of blended learning planning aligns with Carman's (in Widiara, 2018) opinion that there are five keys to implementing blended learning:

- a. Live Event. Direct or face-to-face learning (instructor-led instruction) synchronously at the same time and place (classroom) or at the same time but in different places (virtual classroom).
- b. Self-Paced Learning. This combines learning with self-paced learning, enabling students to learn anytime, anywhere using a variety of content (teaching materials) specifically designed for independent learning, whether text-based or multimedia-based (video, simulations, images, audio, or a combination of these).
- c. Collaboration. This combines both students and educators, both across schools or campuses. Therefore, blended learning designers must create forms of collaboration, both among peers and between students and educators through enabling communication tools, such as chat rooms, discussion forums, email, websites/weblogs, or mobile phones.
- d. Assessment. In blended learning, designers must be able to combine assessment types, both test-based and non-test-based, or more authentic assessments (authentic assessments/portfolios).
- e. Performance Support Materials. If we want to combine face-to-face classroom learning with

virtual face-to-face learning, consider whether the resources to support this are ready, available, or not. Learning materials are prepared digitally, and can students access them offline (on CD, MP3, or DVD).

- f. The facilities and infrastructure used in blended learning rely solely on information and communication technology.

For online learning, teachers prepare several instructional videos or images relevant to the material being taught, which are then sent to students via messaging apps such as WhatsApp. This is necessary if the school does not use or own a Learning Management System (LMS). Other resources teachers receive from the school include internet quotas, which are provided in cash. Therefore, internet quota purchases are made independently. Supporting devices for online learning are not provided because teachers use their own PCs. Furthermore, teachers receive no training from the school before implementing distance learning. For face-to-face learning, teachers utilize various applications that support virtual classrooms, such as Zoom or Google Meet.

The use of an LMS during blended learning is crucial to support the distance learning process. Furthermore, as Falimbany (2019) noted, blended learning will run effectively if supported by a Learning Management System (LMS). Essentially, an LMS is an application that can assist in planning and implementing learning. The LMS function allows administrators to easily create courses or training and monitor trainees. In relation to blended learning, an LMS can be relied upon to support the learning process. The two complement each other and are interconnected. Therefore, it is crucial for educational institutions to use the best LMS when implementing blended learning (Khaerunnisa, 2020).

2. Assessment of Arabic Language Teaching

Innovation in Arabic language teaching has become increasingly crucial in the digital era, as the public's need for applicable and contextual Arabic language skills increases. Technological

developments are driving a transformation in teaching approaches, from rigid traditional models to more adaptive methods. One interesting comparison is between the conventional, direct approach and the blended learning method, which synergistically combines online and offline teaching.

Traditional approaches to Arabic language teaching generally rely on direct classroom instruction, where the teacher is the sole source of information. The learning process tends to be one-way, with an emphasis on memorizing vocabulary, grammar and grammar rules, and repeated written exercises. The advantages of this method lie in the intensity of interaction between teacher and student, as well as the teacher's full control over a structured and systematic teaching process.

Education, mentoring, and training are integral parts of a teacher's job description. These three components are essential for teachers. In addition to these three responsibilities, teachers must also be classroom managers, motivators, mediators, demonstrator, and assessors (Bakar et al., 2024). However, conventional methods have significant weaknesses. Many students find the teaching process monotonous due to the lack of variety in methods and media used. Furthermore, this method often fails to equip students with Arabic language skills in real-world communication contexts, such as active speaking or understanding everyday conversations in authentic situations.

As a solution, blended learning offers a more flexible and engaging approach. Teaching takes place not only in the classroom but also online through various digital platforms and resources. Students can access learning videos, interactive quizzes, and online discussion forums, enabling them to learn anytime and anywhere. This approach encourages students to be more active and independent in exploring Arabic language materials.

By combining face-to-face and online instruction, blended learning creates a learning environment that is more adaptive to students' needs. In addition to increasing motivation, this approach



also strengthens students' Arabic communication skills through contextual exercises. Thus, blended learning is not only an alternative but also an innovative strategy for addressing the challenges of teaching Arabic in the modern era.

3. Innovation in Arabic Language Teaching Assessment

Blended learning provides students with the flexibility to adapt the learning process to their own pace and preferences. They can access learning materials anytime and anywhere, complete assignments independently, and receive quick responses from teachers through digital platforms. This learning model creates a more personalized learning environment, encouraging students to be more actively involved in teaching and learning activities (Arani, 2024).

One of the main advantages of the blended learning approach is its contribution to developing students' communication skills. By utilizing online collaboration media, such as forums and discussion groups, students have the opportunity to dialogue with fellow learners, exchange ideas, and hone their Arabic speaking skills. These activities not only expand vocabulary but also teach the social context of real-life language use (Hilmy & Irafati, 2020).

Benefits of Technology in Language Learning:

1. **Accessibility:** Technology allows students to access learning resources from around the world without geographical restrictions.
2. **Interactivity:** Interactive features in applications and online platforms encourage higher student engagement.
3. **Flexibility:** Students can learn at their own time and place, increasing convenience in the learning process.
4. **Differentiated Learning:** Technology enables a tailored approach to individual student needs, allowing each student to learn in the way that is most effective for them (Oktaviani, 2024).

Utilizing technology in Arabic language learning not only increases the effectiveness of the learning process but also makes it more engaging and interactive. With a variety of tools and resources available, students have a greater opportunity to master the language effectively. However, it is important to remember that technology must be used as a supporting tool under the guidance of competent teachers to achieve the best results in language learning (Azhar, 2023).

Despite its many benefits, the implementation of blended learning is not without its challenges, particularly in technical aspects and human resource readiness. The unequal availability of technological devices and internet access pose major challenges. Furthermore, teachers also need to be equipped with skills in operating learning technology to optimize its use. Furthermore, disparities in access among students can lead to imbalances in the learning process (Kurniadi, 2023).

In general, the integration of technology into Arabic language teaching through blended learning opens up significant opportunities for improving the quality of education. By combining the strengths of conventional and digital methods, this approach not only strengthens language comprehension but also shapes students' ability to adapt to increasingly dynamic global communication (Jamil & Agung, 2022).

The blended learning approach is highly effective in improving mastery of various aspects of the Arabic language, such as grammatical structure, reading comprehension, and speaking skills. Digital resources such as learning apps, instructional videos, and online exercises provide support for students to hone their grammar comprehension. Automatic evaluation features through online quizzes also provide rapid feedback, allowing students to address weaknesses directly. Face-to-face interaction remains crucial as a forum for discussion and clarification of difficult concepts (Ali et al., 2022).

In developing reading skills, access to a variety of digital resources such as articles, e-books, and videos in Arabic broadens students' under-

standing of vocabulary and cultural context. Integrated listening and reading practice facilitates deeper comprehension. Face-to-face sessions are used to reflect on readings through discussions, content analysis, and writing activities such as reviews or summaries of the readings studied.

Speaking skills are also greatly enhanced through online features like video forums, AI simulations, and virtual conferences. Students can practice speaking skills in a real-life setting and receive feedback from teachers or peers. In-class activities like debates, role-playing, and presentations encourage students to use Arabic actively and confidently.

The combination of online and offline learning creates a positive synergy in the learning process. Theoretical material learned online can be directly applied in face-to-face practice. This integration strengthens the link between conceptual understanding and practical skills. Furthermore, this approach encourages students to become independent and reflective learners, traits essential for sustained language acquisition.

4. Society 5.0: The Era of Smart Technology

Indonesian education has experienced a new dynamic in the past two years, namely the transition from the Industrial Revolution 4.0 to Society 5.0. The current development of information technology is considered an open door to civilization in the Society 5.0 era (Hermawansyah, 2022). The situation created in the Society 5.0 era can be viewed from various perspectives, including education, in terms of the shift in social functions to information technology in every aspect of life. The use of online learning and teaching environments is one of the characteristics of education in the Society 5.0 era that can maintain the functionality of current education (Kahar et al., 2021; Asror et al., 2023).

Society 5.0 is a concept for a future society developed by the Japanese government in response to the challenges of the Industrial Revolution 4.0 era. While Industry 4.0 focused on industrial automation and digitalization, Society 5.0 places

humans at the center of technological development. Society in this era is expected to coexist with intelligent technology that actively solves social problems and improves the overall quality of life (Government of Japan, 2019).

This concept emphasizes the integration of artificial intelligence (AI), the Internet of Things (IoT), big data, and robotics into everyday life. This technology not only supports industrial efficiency but is also being used to provide concrete solutions in the fields of health, education, the environment, and public administration. (Fukuyama, 2018) For example, with AI and IoT systems, healthcare services can detect diseases earlier and provide treatment recommendations automatically (MIC Japan, 2020).

Society 5.0 also emerged from social challenges facing Japan, such as a growing aging population, labor shortages, and economic inequality. (Geneva, 2016) The intelligent technology in Society 5.0 aims to bridge these inequalities by distributing the benefits of technology equitably and strengthening data-driven public services. This makes technology a social solution, not just a tool of production (Harayama, 2017).

In education, Society 5.0 encourages the use of technology to create flexible and personalized learning. Concepts such as blended learning and adaptive learning are particularly relevant, as they allow students to learn at their own pace and style (Harayama, 2017). This technology also allows teachers to access student learning data and adapt teaching methods more effectively.

In the economic and industrial sectors, Society 5.0 offers opportunities to improve production efficiency and accuracy through the use of real-time data and automation. In the agricultural sector, for example, farmers can use IoT sensors and drones to monitor crop conditions in detail, thereby increasing productivity. The same is true in the logistics sector, where AI is used to optimize distribution channels.

However, the implementation of Society 5.0 faces challenges such as the digital divide, ethical technology use, and personal data protection. Not



everyone has equal access to technology or the ability to utilize it. Therefore, digital literacy and data protection regulations are crucial to prevent technology from deepening social inequality.

Overall, Society 5.0 is not just about technology, but about creating a more inclusive, sustainable, and humane society. By placing humans at the center of innovation, Society 5.0 is a new development paradigm that combines technological progress with social values. This makes Society 5.0 relevant not only in Japan but also a global inspiration.

5. Challenges in Implementing Blended Learning

The implementation of blended learning in Arabic language learning brings many benefits, but also faces a number of challenges that must be addressed to achieve success. The following are some of the main challenges in implementing this approach.

1. Limited Technological Infrastructure

One of the main challenges is technological readiness. Implementing blended learning requires adequate technological infrastructure, such as a stable internet connection and appropriate digital devices. However, many educational institutions, especially in remote areas, still face limitations in this area, which hinders the implementation of technology-based learning (Subroto, 2023)

2. Low Digital Literacy of Educators

Educators play a key role in the success of blended learning. However, the lack of digital literacy among teachers is a significant challenge. Many teachers are unfamiliar with using digital platforms for learning, which can reduce teaching effectiveness.

3. Lack of Development of Interactive Learning Media

Learning Arabic requires interactive and engaging media to stimulate student interest. Unfortunately, the development of interactive learning media is still limited, resulting in learning

that tends to be monotonous and less engaging for students.

4. Obstacles to Learning Evaluation

Evaluation in blended learning requires a different approach than conventional learning. However, many educators have not yet mastered appropriate evaluation techniques for online learning, such as the use of online quizzes or project-based assessments.

5. Lack of Institutional Policy Support

The success of blended learning implementation also depends on policy support from educational institutions. However, some institutions lack policies that support the integration of technology into learning, making it difficult for teachers to implement this method effectively.

6. Differences in Student Readiness Levels

Students have varying levels of readiness for technology-based learning. Some students may have good access and abilities, while others may struggle, which can create gaps in learning.

7. Resistance to Changes in Learning Methods

The shift from traditional learning methods to blended learning can generate resistance from both educators and students. Familiarity and comfort with old methods make some reluctant to adapt to new approaches.

8. Limited Training and Professional Development

Training and professional development for educators in the use of educational technology remains limited. Without adequate training, educators may struggle to effectively integrate technology into Arabic language learning.

Addressing these challenges requires collaborative efforts between the government, educational institutions, and educators to provide adequate infrastructure, ongoing training, and the development of innovative learning media.

6. Challenges and Solutions for Blended Learning in Arabic Language Learning

While blended learning offers many benefits, its implementation also faces a number of chal-

lenges that need to be addressed and systematically addressed:

1. Limited Access to Technology

Not all students have adequate access to digital devices and a stable internet connection.

Solution: Educational institutions need to provide technological facilities and infrastructure in schools or learning centers, such as computer labs and Wi-Fi networks. Additionally, devices can be loaned to underprivileged students and collaborations with local communities can be provided to support access outside of school.

2. Lack of Digital Skills

Teachers and students may not yet have sufficient digital competencies to optimally utilize online learning platforms.

Solution: Intensive and ongoing training on the use of Learning Management Systems (LMS), online assessment applications, and basic to intermediate digital literacy skills is required for all parties involved.

3. Shifting Learning Paradigms

Blended learning demands a paradigm shift from conventional learning methods to a more collaborative and student-centered approach.

Solution: Schools need to provide moral and professional support for teachers through modern pedagogical workshops, appreciation for innovation, and the development of adaptive curricula that facilitate this transition.

4. Lack of Face-to-Face Social Interaction

The dominance of online learning sometimes reduces the emotional closeness between teachers and students.

Solution: Maintain a balance between online and face-to-face sessions, and incorporate synchronous collaborative activities such as live discussions, group presentations, and individual mentoring.

5. Non-Adaptive Learning Evaluation

Assessment systems that have not been adapted to the blended learning approach can reduce the effectiveness of measuring learning outcomes.

Solution: Development of authentic, ICT-based

assessment instruments that encompass cognitive, affective, and psychomotor aspects, as well as the use of digital platforms for project-based or portfolio-based exams.

CONCLUSION

This study shows that the use of blended learning in the Arabic language assessment system in grade IVB at MI Miftahul Huda Blongko, Ngetos, Nganjuk, has a positive impact on improving the effectiveness and quality of student evaluations. By integrating face-to-face and online methods, teachers can conduct assessments that are more flexible, real-time, and tailored to individual student needs. This model allows for an assessment approach that encompasses not only cognitive aspects but also affective and psychomotor aspects, thus providing a more comprehensive approach.

The assessment innovations developed include online quizzes, multimedia projects, oral performance assessments, and digital discussion forums. These innovations encourage active student engagement and provide fast, accurate feedback, oriented toward contextual learning. Thus, blended learning is a strategic tool to address the demands of modern education in the Society 5.0 era, which emphasizes technology integration and the development of 21st-century competencies.

Although its implementation faces several obstacles, such as limited digital infrastructure and teacher competency, these challenges can be overcome with the support of educational institutions, teacher training, and adaptive education policies. Overall, blended learning has great potential to revolutionize the Arabic language assessment system, making it more personalized, relevant, and engaging. With the right commitment and strategy, this approach will not only improve students' Arabic language skills but also strengthen their digital literacy, a prerequisite for living in an increasingly globally connected era.

Blended learning is a strategic innovation for improving the quality of Arabic language learning assessment in the Society 5.0 era. This approach allows teachers to combine the strengths of face-



to-face learning and digital technology to create a more interactive, flexible, and student-centered learning process. Assessment becomes more personalized and contextual, tailored to the characteristics and needs of students.

Although the implementation of blended learning faces various challenges, such as limited access to technology, unequal digital skills, and the need for a shift in teaching paradigms, practical solutions are available and can be gradually implemented. With training, infrastructure provision, and policy support from educational institutions, blended learning is not only an alternative method but also a key strategy in developing Arabic language learning that is relevant to current demands.

Through the planned and continuous implementation of blended learning, students will not only become more proficient in Arabic but also better prepared to face the challenges of the 21st century, which demand digital literacy, global collaboration, and independent learning.

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