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THE IMPACT OF GOOGLE CLASSROOM-BASED BLENDED LEARNING ON ARABIC WRITING SKILLS (*MAHARAH AL-KITABAH*) OF MADRASAH ALIYAH STUDENTS 3 SERANG

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Abstract

Blended learning using Google Classroom is a face-to-face and online learning method that utilizes the Google Classroom platform to connect student and teacher interactions outside the classroom. This study aims to determine the impact of blended learning implementation using Google Classroom on writing skills. The problem in developing writing skills based on *blended learning* to improve the competency of Madrasah Aliyah students can be formulated as follows: due to limited classroom time, many students experience difficulties understanding Arabic language materials, including writing skills. This can be caused by teaching methods that are less engaging and less relevant to their needs. This study uses a quantitative method with an experimental research type. This study involved 30 eleventh-grade students at Madrasah aliyah students 3 Serang. Data collection was conducted through pre- and post-tests, as well as a questionnaire. The questionnaire assessed five aspects: Google Classroom usage, learning interaction, technology accessibility, comfort and satisfaction, and the impact of *blended learning*. The results of output pairs 1 and 2 obtained a significance value (2-tailed) of 0.000, and based on the independent sample t-test, a significance value (2-tailed) of 0.000 was obtained in the variance similarity section for homogeneous data. This study proves that the implementation of the blended learning method can significantly improve the learning process of Arabic writing skills.

Keywords: *Blended learning*, Google Classroom, Arabic Writing Skills, Madrasah Aliyah

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INTRODUCTION | مقدمة

Rapid technological developments have brought significant changes to various aspects of life, including education. Entering the era of Society 5.0, intelligent technologies such as *Artificial Intelligence* (AI), the *Internet of Things* (IoT), big data, and robotics have become key pillars in creating a balance between the digital and physical worlds. In this context, education faces the challenge of not only adapting to new technologies but also harnessing their potential to improve the quality of learning. The positive impact of technological advances on learning is the ability to facilitate understanding of learning materials and improve students' skills in achieving desired learning objectives. One example is the use of *e-learning* media.(Arokful, 2025)

E-learning is a learning system that utilizes electronic materials as a learning tool. One of the advantages of *e-learning* for learning is effective, fast, and credible interaction between teachers and students. A disadvantage of e-learning is that a lack of computer proficiency can slow down the learning process. Based on this fact, it can be concluded that learning media is a crucial tool that can help reduce boredom and facilitate interactive and innovative learning(Meyniar, 2025). E-learning, which combines offline methods with the learning process,

utilizes digital media and the internet to deliver material while still incorporating offline learning activities. This method allows students to access materials online, complete assignments, and discuss them through digital platforms, while still receiving direct guidance from educators or engaging in offline practice.

Online learning is a teaching and learning process conducted via the internet, without the need for face-to-face meetings. Teachers and students interact using digital devices such as mobile phones, laptops, or computers(Buton, 2022). The advantages of online learning include innovative learning that provides a high level of engagement because students can participate from anywhere and at any time, according to their individual circumstances. It also encourages optimal use of technology, so that students and educators become more accustomed to using various digital platforms and diverse learning resources. Furthermore, learning materials can be accessed whenever needed, helping students review and deepen their understanding. Disadvantages of online learning include limited internet access and devices, which are major obstacles, especially for students in areas with unstable networks. Direct interaction between educators and students is more limited, which can reduce the effectiveness of communication and material comprehension (Fatah, 2024).

Offline learning is a teaching and learning process that takes place face-to-face in one location, without relying on an internet connection. It usually takes place in a school, campus, or classroom. The advantage of offline learning is that it allows direct interaction between teachers and students, making communication clearer and easier. Students can directly ask questions, engage in discussions, or receive direct guidance, allowing them to develop a faster understanding of the material. The disadvantage of offline learning is that time and space constraints become obstacles, as students must be present at a specific time and location, making it less flexible. In offline learning, material is delivered directly through oral explanations, discussions, questions and answers, exercises, and assignments. The media used can include textbooks, whiteboards, printed modules, teaching aids, and student worksheets. The interaction that occurs is more intense because the teacher can directly observe students' responses, attitudes, and learning progress.

Blended learning is a learning model that integrates two main elements: in-person learning and offline (traditional) learning. With this method, students not only learn in a conventional classroom environment but also utilize digital media and information technology to access materials, interact, and complete assignments boldly. The goal is to optimize the learning process by combining the advantages of both methods, so that learning becomes more flexible, effective, and interactive (Astriani, 2024). The *Blended learning* model can also be implemented using in-person learning media. *Blended learning* consists of four learning stages: the first stage (*information delivery*) and the second stage (*student guidance*) use face-to-face learning, while the third stage (*practice*) consists of practice or exercises and the final stage (*learning assessment*) uses Google Classroom-based learning (Dian, 2023).

Blended learning based on Google Classroom brings innovation to educational practice through the systematic integration of face-to-face learning and online learning. This model not only combines the two approaches but also creates a more flexible learning environment, where students can access materials, complete assignments, and interact with teachers and peers without being limited by space and time. Thus, the learning process is no longer rigid and confined to classroom meetings, but occurs continuously (Sertiawan, 2021). Another novelty lies in centralized and digitalized learning management. Through the Google Classroom platform, all learning tools such as teaching materials, assignments, and evaluations can be managed in a

single integrated system. This provides significant efficiency compared to conventional methods, while also supporting the implementation of paperless learning. In addition, the available interactive features enable more intensive two-way communication, thereby enhancing students' active participation in the learning process (Sunita, 2022).

Arabic language learning in various educational institutions, particularly in Indonesia, still faces various challenges. Some of the main obstacles include limited relevant learning resources, less innovative teaching methods, and low student motivation in learning this language. This research is motivated by problems in Arabic language learning related to students' writing skills, namely students' difficulties in writing. This is caused by limited face-to-face learning time in class, lack of practice, and inappropriate learning methods (Fitriah, 2024). Arabic writing (*maharah al-kitabah*) is one of the most difficult language skills for students to master. Based on the reality in the field, many students still struggle to express their ideas and thoughts in written Arabic correctly. The results of their writing are generally simple, less coherent, and contain many grammatical errors (nahwu and sharaf), vocabulary choice (*mufradat*), and spelling and lettering (*imla'*). Many students have difficulty distinguishing word patterns, word types, and correct punctuation, making it difficult to write sentences that comply with the rules (Susanto, 2021).

Based on this reality, it is necessary to find other alternatives by innovating and approaching the use of effective learning methods, as well as adapting to technological advances and being able to support learning activities to deliver material to students during the learning process in the classroom. Thus the learning process can take place actively, innovatively, creatively, effectively, and enjoyable. One approach that can realize this learning situation is the learning approach using the Google Classroom-based *Blended learning* Method which can be accessed via computer or smartphone. With Google Classroom, such as discussion forums, online assignments, and direct feedback, it is hoped that students can be more active in the learning process and improve their writing skills (Nugroho et al., 2021). The beginning of Arabic learning with the Google Classroom-based *blended learning* method can prepare learning materials and tools including materials to be taught in Arabic learning with writing skills, namely *isim nakiroh* and *isim ma'rifah*. Then the technological media used are laptops and smartphones, and finally, evaluation using pre-tests and post-tests to determine the extent of students' understanding of Arabic learning with writing skills (Zulfitria, 2024).

In the context of Arabic language learning, particularly writing skills, the use of Google Classroom-based blended learning can help overcome challenges faced by students, such as difficulties understanding sentence structure, comprehension, and grammar. With specially designed modules, students can practice writing with structured guidance and receive real-time feedback through digital platforms, one of which is Google Classroom (Bakar, 2020). Google Classroom-based *blended learning* is expected to be a solution to achieve this ideal condition. By utilizing existing features in Google Classroom, such as discussion forums, online assignments, and direct feedback, it is hoped that students will be more active in the learning process and improve their writing skills. Therefore, it is necessary to develop learning methods that can motivate and enhance student practice. One such method is to develop a *blended learning* method that encourages students to practice frequently, combined with easily accessible learning theories and attention to learning stages to motivate students. This study will explore in depth the impact of Google Classroom-based *blended learning* methods on Arabic language learning and examine the impact of using Google Classroom-based *blended learning* methods on students' writing skills (Anggraeni, 2021).

METHOD | منهج

The research method used was descriptive quantitative research. Quantitative research focuses on analyzing numerical data through statistical methods to uncover significant group differences or relationships between studied variables. This research focuses on theoretical analysis through data collection and a literature review (Fitriadi, 2022). Before data collection was conducted, the researcher first requested permission from the school as the research location. In addition, the researcher also provided an explanation to the respondents regarding the purpose of the research, the procedures that would be carried out, and the expected benefits of the research. Various literature related to the concept of blended learning and Arabic language learning will be combined to provide a comprehensive overview.

This study uses a pre-experimental approach, with pretests and posttests. To measure academic ability, scores before and after blended learning can be compared. The population in this study was all 30 eleventh-grade students at Madrasah aliyah students 3 Serang. All 30 students were used as the research sample. The sampling technique used is saturated sampling (total sampling), which is a technique for determining the sample by taking all members of the population as the research sample. The population in this study is all students of class Madrasah aliyah students 3 Serang, totaling 30 students. Because the population size is relatively small, all members of the population are taken as the research sample.

The researcher chose Madrasah aliyah students 3 Serang because the school had not yet implemented Google Classroom-based blended learning in Arabic, and there were issues with writing skills relevant to the study. The data analysis technique used was descriptive statistical analysis. This descriptive statistical analysis was calculated using SPSS and Microsoft Office Excel. to obtain data, the researcher calculated the median, mode, mean, normality test, validity test, and hypothesis test t-test. This data analysis technique can be used in the data reduction, data presentation, and conclusion drawing stages of this study (Rachmawati, 2025).

RESULT | نتائج

The research results show that the pre-test and post-test results of students' Arabic writing skills can be seen in diagram 1.

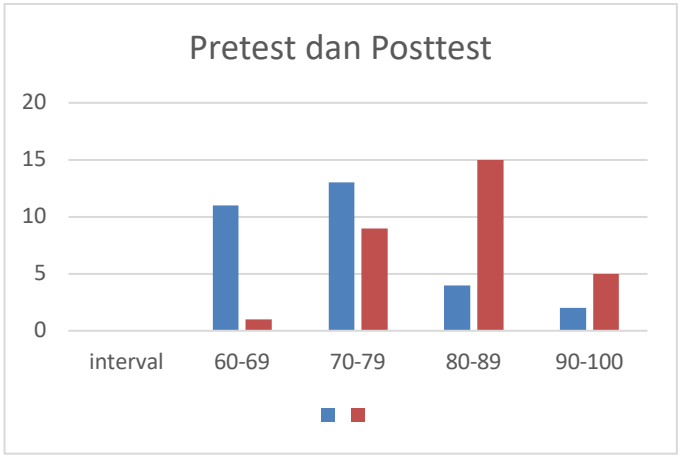

Figure.1 (Pre-test and post-test scores for writing ability)

The research results show that the mean, median, and mode of the Arabic writing ability test scores of the students can be seen in Table 1.

Table.1 (Mean, Median, Mode)

Statistics

hasil_belajar

N	Valid	30
	Missing	0
Mean		80,5000
Median		80,0000
Mode		80,00
Std. Deviation		7,11361

The research results show that the normality test value of the Arabic writing skills test of the students can be seen in Table 2.

Table.2 (Results of the normality test of writing ability)

One-Sample Kolmogorov-Smirnov Test

N		30
Normal Parameters[a,b]	Mean	80,5000
	Std. Deviation	7,11361
Most Extreme Differences	Absolute	,139
	Positive	,128
	Negative	-,139
Test Statistic		,139
Asymp. Sig. (2-tailed)		,146[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The research results show that the validity test value of the Arabic writing skills test of the students can be seen in Table 3.

Table.3 (Results of the validity test of writing ability)

Correlations

		posttest	pretest
posttest	Pearson Correlation	1	,757**
	Sig. (2-tailed)		,000
	N	30	30
pretest	Pearson Correlation	,757**	1
	Sig. (2-tailed)	,000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

The research results show that the t-test scores of students' Arabic writing ability tests can be seen in tables 4 and 5.

Tables 4 and 5 (Results of the t-test hypothesis test)

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	66,67	30	8,644	1,578
	posttest	80,50	30	7,114	1,299

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	,757	,000

DISCUSSION | مناقشة

Learning activities took place over three meetings in the experimental class using a blended learning method based on Google Classroom. In the experimental class, the Problem Based Learning learning model based on blended learning provided opportunities for students to play an active role, use a more scientific understanding, recognize problems related to everyday life so that the learning process was more interesting and not boring, and sparked students' interest in learning (Hidayah, 2021). The results of the study showed that learning using Google Classroom was very efficient, especially for students, which was seen from the increase in student scores in answering questions in Google Classroom and student activeness in learning Arabic with writing skills using the blended learning method based on Google Classroom (Haka et al., 2020). Thus there is a reciprocal effect from the teacher's actions with the students' efforts to understand the lesson material (Kurianti, 2022) .

Diagram 1 The bar chart shows the distribution of participants' pretest and posttest scores across several score intervals, namely 60–69, 70–79, 80–89, and 90–100. The diagram shows that in the pretest results, most participants were still in the medium to low score interval. The largest number of participants were in the 70–79 score interval, followed by the 60–69 score interval. Meanwhile, relatively few participants obtained high scores in the 80–89 and 90–100 score intervals. This condition illustrates that the participants' initial abilities before being given treatment or learning were not optimal and were still dominated by medium to low scores.After the learning process, the posttest results showed significant changes. The distribution of participants' scores shifted to higher intervals. The 80–89 interval had the largest number of participants, followed by the 70–79 interval. Furthermore, the number of participants reaching the very high score interval, 90–100, also increased compared to the pretest results. Conversely, the number of participants in the low score interval, 60–69, decreased drastically, leaving only a few participants. Overall, the comparison between the pretest and posttest results showed an improvement in participants' learning outcomes.

Table 1 shows that the learning outcome data for all 30 students analyzed are valid. The mean score for the participants' learning outcomes was 80.50, indicating that the overall learning outcomes were in the good category. The median score of 80.00 indicates that half of the participants scored above 80 and the other half below 80. The most frequently occurring score (mode) was also 80.00, indicating that 80 was the most common score among the participants. The standard deviation of 7.11 indicates that the distribution of learning outcome scores is relatively moderate and does not vary significantly. This indicates that most participants' scores do not differ significantly from the mean. Overall, the data indicates that participants' learning outcomes are fairly even, with scores tending to be around 80, indicating good learning outcomes.

Table 2, the results obtained with a significance level of α = 0.05 and p - $Value > \alpha$, namely for the experimental class 0.200 > 0.05 and the control class 0.200 > 0.05. It can be concluded that the data is normally distributed. The learning outcome data analyzed amounted to 30 students with an average value of 80.50 and a standard deviation of 7.11. The results of the normality test show that the maximum difference between the data distribution and the normal distribution, both in absolute values and positive and negative, is at a relatively small value, with an absolute value of 0.139. The statistical test value is also 0.139, while the asymptotic significance value (Asymp. Sig. 2-tailed) is obtained at 0.146. It can be concluded that the data is normally distributed, meaning that the blended learning method assisted by Google Classroom has an effect on improving Arabic writing skills.

Table 3 shows a significance value of 0.000 < 0.05, indicating a statistically significant correlation. The results of the correlation analysis indicate a strong relationship between pretest and posttest scores. The Pearson correlation coefficient is 0.757, indicating a positive correlation, meaning that the

higher the pretest score obtained by the participants, the higher the posttest score. This relationship is considered strong, indicating a strong link between the participants' initial abilities and learning outcomes after the learning process. Therefore, it can be concluded that the instrument used is valid because it is able to measure what it is intended to measure and demonstrates consistency in results between the pretest and posttest.

Tables 4 and 5 show the results of the t-test calculation, namely the value of p - $value$ = 0.000 < α = 0.05, so $H0$ is rejected and $H1$ is accepted. The paired sample statistics show a clear difference in the mean scores between the pretest and posttest. The mean pretest score was 66.67 with 30 participants, with a standard deviation of 8.64 and a standard error of 1.58. This value indicates that the participants' initial abilities were still in the moderate category, with relatively large variations in scores. After receiving the learning, the mean posttest score increased to 80.50 with the same number of participants, namely 30 people. The standard deviation for the posttest was 7.11 and a standard error of 1.30 indicating that the distribution of scores after learning tended to be more homogeneous than the pretest. With a sample size of 30 students, a correlation coefficient of 0.757 was obtained, indicating a positive relationship. Participants with higher pretest scores tended to have higher posttest scores. A significance value of 0.000 indicates that the relationship is statistically significant. Therefore, it can be seen that the Google Classroom-based blended learning method has an impact on students' Arabic writing skills in the experimental class.

Based on Lev Vygotsky's Sociocultural Theory, learning occurs through social interaction and environmental support. In blended learning, Google Classroom facilitates this by offering features like comments and discussions, enabling teachers to scaffold learning outside class hours. This approach is particularly beneficial for students learning maharah al-kitabah, as it helps them overcome challenges in sentence construction, vocabulary selection, and grammar in Arabic, allowing for gradual error correction through digital feedback (Amalia, 2023). In teaching Arabic writing, educators must grasp linguistic aspects as well as adeptly utilize technology. Google Classroom, alongside Google Docs and Forms, facilitates interactive learning through collaborative writing tasks, real-time revisions, and digital rubric assessments. This approach addresses challenges in maharah al-kitabah, including poor organization of ideas, insufficient writing practice, and limited constructive feedback.

Google Classroom provides several technological advantages that assist students in overcoming challenges associated with writing in Arabic. Its real-time document editing enables students to correct their sentence structures, while the commenting feature allows teachers to offer detailed feedback on grammar, vocabulary, and coherence. Moreover, cloud storage permits students to revisit and revise their written work, promoting a more reflective writing process. However, there are drawbacks to using Google Classroom for blended learning. First, some students may find it difficult to access equipment and internet networks, which could hinder their ability to learn effectively. Second, the best utilization of technological features may be hampered by the fact that some pupils lack sufficient digital literacy. Third, face-to-face communication cannot be completely replaced by online communication, particularly when it comes to giving thorough explanations of intricate linguistic details. Fourth, the study's shortcomings include a small sample size and only one class, which limits how broadly the findings can be applied. Additionally, the study's brief duration may have an impact on the findings, particularly when it comes to assessing the development of writing skills, which calls for time and consistent practice.

The results of this study are in line with the research conducted by Afifah Asri Argatami (2019) in her thesis "The Effect of Blended learning Models on Student Learning Outcomes in the Theme of Heat and Transfer in Grade V of SD 02 Yapindo" which states that learning with the blended learning model can improve understanding, concepts, and reasoning in science materials, as well as train

students to be independent and active. Thus, it can maximize student learning outcomes. In addition, this is also in line with the results of research conducted by Kasih Lindung Sari (2021) who used Google Classroom, teaching materials can be provided in various formats such as sending learning videos that are easy for students to understand and can be played repeatedly. Google Classroom can train students to be independent in understanding the subject matter. In addition, this is also in line with the results of research conducted by Veni Oktasari (2017). There was an average difference between the experimental class of 85 and the control class of 76, and this indicates a positive difference between the cognitive learning outcomes of students in the experimental class and the control class. These findings align with those of Rasyid et al. (2023) and Ho and To (2022) in the introduction, both of whom emphasized the importance of structured questioning cycles and teacher modeling for developing critical thinking in EFL contexts. Their studies showed that students benefit from regular and supported practice before they can confidently engage in analytical and evaluative thinking. This underscores the importance of deliberate instructional design that gradually builds complexity over time.

Based on the results of the research conducted with related research, the same conclusion was reached: the blended learning model supported by Google Classroom has an impact on student learning outcomes and can improve students' Arabic writing skills. The implementation of blended learning methods based on Google Classroom allows students to focus more on the group discussion process because it provides a structured approach, making it easier to absorb knowledge. Learning using blended learning methods can increase student learning independence. By implementing face-to-face meetings and being bold, this can increase student learning independence, because internet-based learning makes learning more efficient.

CONCLUSSION | خاتمة

Based on the research findings, data analysis, and discussion, it can be concluded that the implementation of a Google Classroom-based blended learning model has a significant impact on the Arabic writing skills of students at Madrasah aliyah 3 Serang. This is evidenced by posttest scores that were consistently higher than pretest scores, as well as increased active participation and enthusiasm among students in the learning process. Quantitatively, the average score of the experimental class reached 80.50, reflecting good learning outcomes. Additionally, the results of the statistical analysis indicate that the Google Classroom-based blended learning model has a significant effect on students' learning outcomes regarding the taught material.

This was proven through a paired t-test yielding a significance value (2-tailed) of 0.000, as well as an independent t-test with a significance value (2-tailed) of 0.000 under the assumption of homogeneous data variance. Thus, the implementation of Google Classroom-based blended learning is not only effective in improving Arabic writing skills but also has the potential to develop other language skills, such as listening, reading, and speaking. Furthermore, this model helps foster a learning environment that is more active, interactive, and adaptable to advancements in educational technology. Therefore, the author recommends that further research be conducted to examine the effectiveness of blended learning in other Arabic language skills in a more specific and in-depth manner. In addition, further studies are needed to examine the long-term impact of blended learning on the sustainability of students' language proficiency.

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