

Implementing Andragogical Principles In Arabic Language Learning Through A Blended Learning Approach

Received 2025-11-16

Accepted 2026-02-19

Published 2026-07-27

Norasyikin Osman^{*1}, Norhayati Che Hat², Mohd Shahrizal Nasir³, Mohd Ala-Uddin Othman⁴, Mohd Firdaus Yahaya⁵

¹²³Faculty of Languages and Communication, Universiti Sultan Zainal Abidin, Malaysia

norasyikinoman@unisza.edu.my^{*1}, norhayatich@unisza.edu.my²,

mohdshahrizal@unisza.edu.my³, mohdalauddin@unisza.edu.my⁴,

mohdfirdaus@unisza.edu.my⁵

To cite this article: Osman, Norasyikin., Che Hat, Norhayati., Nasir, Mohd Shahrizal., Othman, Mohd Ala-Uddin., Yahaya, Mohd Firdaus. (2026). Implementing Andragogical Principles In Arabic Language Learning Through A Blended Learning Approach. *Ijaz Arabi: Journal of Arabic Learning*, 9 (3), 1383-1392, DOI: <https://doi.org/10.18860 /ijazarabi.V9i3.37282>

Abstract

Andragogy Theory, introduced by Malcolm Knowles, emphasizes that adult learners have different learning characteristics from children. These include the need to understand the goal of learning, the idea that experience serves as the foundation for learning, the propensity to learn of one's own accord, and a problem-solving mindset. In this sense, the blended learning strategy -- which combines in-person and virtual instruction -- is seen as a successful way to address the educational requirements of adult learners. This study uses a blended learning strategy to explore Arabic language acquisition, grounded in Andragogy Theory. This study employs a quantitative methodology, collecting data from adult learners enrolling in Arabic language courses via questionnaires. This study included 34 adult learners from a variety of backgrounds. According to the study's findings, learners have positive attitudes toward blended learning in Arabic education. Most respondents agreed that integrating face-to-face and online learning is an effective strategy. In addition, learners agreed with the use of Andragogy Theory in the Arabic language learning process. They believe that adult learners must be motivated and clear about their learning objectives. This study suggests that Arabic language learning programs for adult learners should continue employing a blended learning approach based on Andragogical principles. This strategy is likely to enhance the effectiveness of the learning process and promote adult learners' active participation in mastering Arabic.

Keywords: Andragogy Theory; Arabic Language Learning; Adult Learners; Blended Learning.

INTRODUCTION

Technological advancements in education have resulted in substantial changes to teaching and learning methods, particularly in the field of language learning. Arabic is an important language in numerous fields; including academia, religion, and international communications. As a result, a flexible and effective learning method is essential for meeting the demands of adult learners. In this context, blended learning, which integrates face-to-face and online learning, is gaining popularity as an appropriate strategy for adult learners due to its adaptability and effectiveness in enhancing student engagement and knowledge (Garrison & Vaughan, 2008).

Adult learners have contrasting learning characteristics than children. Based on the Andragogy Theory introduced by Malcolm Knowles (1980), adult learners learn more effectively when they:

1. Have a motivation to understand the purpose and advantages of learning.
2. Learning is based on past experiences that shape their understanding.
3. Being independent and responsible for their learning.
4. Have an orientation towards solving problems that are relevant to everyday life.
5. Have higher intrinsic motivation than extrinsic motivation (Knowles, 1980).

The application of Andragogy Theory towards adult Arabic learning is essential as it enables adult learners to gain more meaningful learning experiences that can be tailored to their needs. Previous studies has demonstrated that self-directed and experiential language learning is more beneficial for enhancing Arabic language competency among adult learners (Alwi & Hussein, 2020).

With the advancement of technology, blended learning has emerged as a technique that connects traditional teaching methods with digital technologies to boost learning effectiveness. In this paradigm, learners not only meet with instructors in person, but they also have access to a variety of online learning materials which enable them to learn at their own pace (Graham, 2013).

Although blended learning offers many advantages, its application in Arabic language learning among adult learners still requires further research -- especially in understanding the perceptions and challenges faced by them. Therefore, this study was conducted to:

1. Identify the form of blended learning in Arabic language learning for adult learners.
2. Study the application of Andragogy Theory in Arabic language learning based on blended learning.

By highlighting aspects of flexibility and more active participation in the learning process, the study's findings should help instructors and educational institutions design more successful Arabic language learning programmes for adult learners.

Andragogy Theory introduced by Malcolm Knowles in 1980, distinguishes the characteristics of adult learning from a traditional, more student-centered pedagogy. Andragogy Theory has several key principles:

1. Need to Know Prior to being fully engaged, adult learners intend to comprehend the advantages of learning (Knowles, 1980). Adult learners of Arabic are more likely to be motivated if they perceive the significance of the language in their daily life, such as in academic, professional, or religious contexts (Alwi & Hussein, 2020).
2. Autonomy & Self-directed Learning – Compared to children, adults are more likely to take charge of their own education (Merriam & Bierema, 2013). To address this demand, a blended learning strategy that provides flexible access to online learning resources is ideal.
3. Experiential-based Learning – According to Brookfield (1986), adult learners' learning is influenced by their life experiences. Studies indicates that learning Arabic that integrates personal experiences with course information is more successful than a method that relies solely on memorisation (Harsono, 2019).
4. Problem-Solving Centered Learning – Adult learners are more likely to acquire knowledge that will enable them to address real-world issues than children, who are taught according to curriculum structures (Knowles et al., 2015). This indicates that a

communication-based and application-based approach to learning Arabic is more successful than a purely theoretical one.

5. Blended Learning in Adult Education -- Blended learning is defined as a combination of face-to-face and online learning that provides learners with the flexibility to learn at their own pace and needs (Garrison & Vaughan, 2008).

A study conducted by Graham (2013) showed that blended learning increases learning effectiveness as it integrates the advantages of face-to-face learning such as social interaction and direct guidance with the advantages of online learning such as access to learning materials at any given time. Blended learning gives learners the opportunity to practice their language skills in both online and real-world settings at the same time. This approach has been shown to be successful in enhancing language proficiency since it gives learners the chance to speak, listen, read, and write in a range of contexts (Sharma & Barrett, 2018).

However, learners' capacity to adjust to technology is a critical component of blended learning's success in adult education. Implementing this strategy can be problematic because some adult learners struggle with using technology for learning -- according to a study by Boelens et al. (2017). Challenges in Implementing Blended Learning for Adult Learners. Although blended learning offers various advantages to adult learners, there are several key challenges identified through previous literature reviews:

1. Weakness in Digital Skills; according to a 2013 study by Merriam and Bierema, not all adult learners possess the digital skills necessary to participate in online learning successfully. Their capacity to access educational resources, communicate via digital platforms, and finish tasks requiring the use of particular software or applications may be hampered by this lack of technological proficiency.
2. Reliance on Self-Motivation; adult learners must also possess a high degree of self-motivation in order to adopt blended learning. Learning in this setting emphasises self-directed learning, which calls for learners to be self-disciplined, self-sufficient, and driven to meet learning objectives without continual guidance from instructors (Garrison and Vaughan, 2008).
3. Quality of Interaction with Instructors; the quality of interactions between learners and instructors in virtual settings presents another significant obstacle. These interactions must be thoughtfully planned, according to a study by Sharma and Barrett (2018), to prevent learners from feeling isolated or unsupported while they are learning. Learners' comprehension and motivation to actively participate in their education may be impacted by a lack of meaningful contact.

This instance demonstrates that blended learning is a suitable and possibly highly effective strategy for Arabic adult learners. This strategy is consistent with the Andragogy Theory's tenets, which place an emphasis on a learner's autonomy, experience, and learning needs that are applicable to their everyday life. With blended learning, adult learners can still receive in-person learning support while having the freedom to choose the time and learning style that best suits their situation.

However, the capacity to overcome a number of significant obstacles will determine the efficacy of this study. One among these concerns is that some adult learners may find it difficult to use digital platforms efficiently due to a lack of technological skills. Furthermore, a high degree of self-motivation is necessary for blended learning implementation, which not all learners necessarily possess. Additionally, learners might

feel isolated and become less involved in the learning process as a result of ineffective online interactions.

Blended learning has been widely researched as an approach that combines face-to-face instruction with technology-mediated learning. Previous studies, particularly in English language teaching, have highlighted its potential to enhance flexibility, learner engagement, interaction, autonomy, and learning outcomes (Boelens et al., 2017; Alammery et al., 2014).

However, despite this extensive research, the application of blended learning in Arabic language learning, particularly among adult learners, remains comparatively underexplored. Existing Arabic language research has addressed various approaches to language learning, but empirical research focusing specifically on blended learning for adult Arabic learners remains limited. This gap is important because adult learners have distinctive needs, prior experiences, learning purposes, and expectations for flexibility.

In this regard, this study was conducted to identify adult learners' acceptance of the use of blended learning in Arabic language learning and to examine the appropriate elements of Andragogy Theory implementation. The results of this study are expected to provide useful guidance for improving the design of Arabic language learning that is more suited to adults and effective in the context of modern learning.

METHOD

Based on the Andragogy Theory, the methodology of this study was developed to evaluate how adult Arabic learners perceived learning a language through a blended learning approach. To gather precise data for statistical analysis, this study employed a quantitative approach using a questionnaire survey method. This study employed a survey design to understand and analyse adult learners' acceptance of learning Arabic through a blended learning approach. According to Creswell (2014), this design was selected because it was appropriate for quickly gathering data from a large sample. Additionally, by employing a pre-established measurement scale, this design enabled researchers to identify patterns in learners' perceptions (Fraenkel et al., 2019).

This study employed a quantitative approach since it is appropriate for objectively measuring adult learners' acceptability of the usage of blended learning in Arabic language learning, according to Andragogy Theory. According to Neuman (2014), this approach allows researchers to analyse data in a systematic manner and provide meaningful and reliable conclusions. As a result, the study design and approach are expected to provide a clear and comprehensive picture of adult learners' acceptability of blended learning implementation.

The study included adult learners from varied backgrounds who attended Arabic language classes. These classes were held either in mosques or in public locations. These learners ranged in age from 20 to 69 years, which corresponded to Knowles et al.'s (2015) definition of adult learners based on the Andragogy Theory. Prior studies on blended learning, Andragogy Theory, and language acquisition served as the foundation for the questionnaire's development (Garrison & Vaughan, 2008; Sharma & Barrett, 2018). The questionnaire employed a 5-point Likert scale for each statement (1 = Strongly Disagree and 5 = Strongly Agree) to guarantee a more lucid response and allow for statistical analysis (Likert, 1932). This survey was disseminated online. A descriptive analysis was performed on the collected data. According to frequency, percentage, mean, and standard deviation, this is intended to determine the data's distribution (Cohen et al., 2018).

The questionnaire consists of demographic information, the form of blended learning approach and acceptance of the implementation of Andragogy Theory in blended learning. The demographic information contains basic information about the study respondents, namely gender, age, occupation and Arabic language background. The second part is the form of blended learning approach in learning Arabic for adults. The design has eight parts which focus on the application of this integrated learning strategy towards Arabic language instruction. Learning modes, activities, interactions, and the roles of instructors and learners are some examples of these items. Ten items have been developed to collect respondents' opinions on the implementation of Andragogy Theory in blended learning. These categories comprised the learning experiences, motives, and tendencies of learners in relation to Andragogy Theory.

The objective of this study's methodology is to get precise and thorough information on adult learners' acceptance of learning Arabic using blended learning. This study can objectively determine the learners's view and provide more useful suggestions for developing adult Arabic language learning methodologies by employing a quantitative methodology.

RESULTS AND DISCUSSION

This study examines the adult learners' perceptions of Arabic language learning through a blended learning approach based on the Andragogy Theory. Data analysis was conducted based on mean values obtained through a questionnaire. The two aspects that were analysed included forms of blended learning approaches in Arabic language learning and application of Andragogy Theory in Arabic language learning.

The Form of Blended Learning Approach in Arabic Language Learning

Table 1. Mean Values For The Form Of Arabic Language Learning Approach Based On Blended Learning

	Item	Mean
1.	Arabic language learning does not only happen in the classroom face-to-face but also online.	4.26
2.	Online learning requires learners to access all activities or information that has been provided.	4.12
3.	All online activities or assignments must be followed by all students.	4.12
4.	A topic can be discussed in class and also through online.	4.29
5.	Online interaction between instructors and learners during online learning sessions is necessary.	4.15
6.	Instructors act as facilitators, not just as a source of knowledge.	4.18
7.	Instructors will plan and manage learning activities.	4.24
8.	Learners are fully responsible for their learning.	3.85

The mean value for the form of Arabic language learning approach based on blended learning. Learners agreed that Arabic language learning should be done in two platforms (face-to-face and online) (mean = 4.26). This proves that the blended learning approach provides flexibility to adult learners in determining the learning method that is most suitable for them. A study by Alwi & Hussein (2020) stated that blended learning improves learners' understanding because it allows them to learn at their own convenience. This interpretation is consistent with Garrison and Vaughan's (2008) view that effective blended learning requires the purposeful redesign of learning experiences through the integration of face-to-face and online environments.

In addition, learners emphasised that online interaction with instructors is important (mean = 4.15). This indicates that online learning cannot rely solely on reading materials, but needs to involve two-way communications to increase the learners' understanding and motivation. This is in line with Harsono's (2019) study which explained that effective online communication increases the effectiveness of language learning. The findings are also consistent with international research on language education. Systematic reviews of blended learning in English as a Foreign Language (EFL) contexts have reported benefits for language skills, learner engagement, motivation, and autonomy, particularly when online and face-to-face activities are deliberately connected (Altay & Altay, 2019; Nguyen, 2024).

From the aspect of Student Responsibility for Learning, the mean value is lower than other aspects (mean= 3.85) Although adult learners are fully responsible for their learning, this shows that adult learners still need motivation and guidance to continue learning independently without co-dependence on their instructors. This interpretation is consistent with Youde's (2018) study, which demonstrates the continuing importance of effective tutoring in blended learning contexts involving adult learners. Therefore, Arabic curricula should incorporate structured scaffolding, progress monitoring, regular feedback, and opportunities for consultation rather than assuming that adult learners can function independently from the outset.

Learners see instructors as facilitators in learning (mean = 4.18). A study by Graham (2013) shows that in a blended learning approach, the role of instructors needs to change from a transmitter of information to a supporter of learning experience. Recent research on second-language blended learning similarly indicates that social, cognitive, and teaching presence can strengthen language acquisition and student engagement (Li et al., 2024).

Implementation of Andragogy Theory in Arabic Language Learning

Table 2. Mean Value For The Implementation Of Andragogy Theory In Arabic Language Learning Based On Blended Learning

	Item	Mean
1.	What is my purpose of learning Arabic.	4.38
2.	I prefer to learn through practical experiences rather than theory.	4.09
3.	Learning Arabic that is relevant to daily life is more effective..	4.32
4.	Adult learners are responsible for managing their own learning.	4.15
5.	Self-study helps to master Arabic.	4.03
6.	Past experiences influence learning styles.	4.29
7.	Learners need to be prepared to learn Arabic.	4.32
8.	Learners need to be motivated to learn Arabic	4.44
9.	Learning should be tailored to the needs and interests of the learners.	4.35
10.	Problem-solving orientation helps in the learning process	4.24

Table 2 shows the mean value for the acceptance towards the implementation of Andragogy Theory in Arabic language learning based on blended learning. Adult learners showed high motivation to learn Arabic (mean = 4.44) and wanted to understand the purpose of their learning (mean = 4.38). This shows that learning based on practical interests and individual needs is more effective in increasing their engagement. This is in line with the study by Knowles et al. (2015) which emphasised that internal motivation is the main driver for adult learners in language learning. Hasyim's study, (2015) found that

the achievement of learners who took Arabic language classes that implemented the Andragogy Theory was better than in conventional classes.

Apart from that, learners tend to learn Arabic by relating it to their daily lives (mean = 4.32). This proves that contextual and situational approaches in language teaching are more effective than theory alone. A study by Brookfield (1986) stated that personal experience plays a major role in the effectiveness of adult learning. A study by Hasan & Rido'i, (2024) reported that through Andragogy Theory, learners have gained relevant and effective learning experiences.

For Problem Solving Orientation, the mean value of (4.24) indicates that adult learners are more interested in a problem-solving approach. This is consistent with Andragogical tenets, which highlight the importance of applying knowledge in practical contexts (Knowles et al., 2015). According to a study by Sharma and Barrett (2018), adult learners benefit more from language instruction that has an emphasis on real-world application. Furthermore, according to a study by Ulum & Hadawiah (2022), Andragogy-based instruction can boost the learners' motivation for learning.

The findings broadly correspond with international evidence from EFL and second-language learning. Systematic reviews have shown that blended language learning can support flexibility, interaction, personalised learning, autonomy, and language development when instructional design is carefully structured (Chen & Jumaat, 2023; Yang & Chano, 2025). The novelty of this study lies in the integration of blended learning and Andragogy Theory within Arabic language education for adult learners. The findings suggest that an effective Arabic curriculum should combine technological flexibility with purposeful instructor support, authentic experiences, learner choice, and problem-centred activities. The model is potentially transferable to university Arabic courses, international Islamic educational institutions, continuing education programmes, and MOOC platforms.

CONCLUSION

Overall, the study's results demonstrate that adult learners have embraced the blended learning strategy based on Andragogy Theory when it comes to teaching and studying Arabic. The appropriateness of andragogical principles, such as the requirement for autonomy, prior experience, and goal-oriented learning, in meeting the particular requirements of adult learners is demonstrated by this favourable acceptance. However, a number of factors need to be considered and enhanced in order to guarantee that this strategy may reach the highest possible levels of efficacy. First, in addition to the platform's technical stability, the online learning component requires interactive materials like videos, tests, and discussion boards that are actively managed in accordance with andragogical principles, which place an emphasis on learners' autonomy over their education. Second, the instructor still plays a vital role in helping adult learners by providing them with structured tutoring to help them with their grammatical and vocabulary problems, as well as rapid feedback and in-person or online material review sessions. Third, learning materials should be more contextual and grounded in learners' real-world experiences. Examples of this include problem-based group projects, everyday life-related books and activities, and more. A focus on learner-centered instructional design will make learning more meaningful, boost student engagement, and eventually help adult learners become more proficient in Arabic. The necessity of creating Arabic

language learning programs that are both adaptable in terms of execution and sensitive to the traits of adult learners as described by Andragogy Theory is further supported by this study.

ACKNOWLEDGEMENT

This project was supported by Universiti Sultan Zainal Abidin (UniSZA) under Internal Grant (UniSZA/2023/DPU 2.0/01/RD055)

REFERENCES

- Alammary, A. (2019). Blended learning models for introductory programming courses: A systematic review. *PLOS ONE*, 14(9), e0221765. <https://doi.org/10.1371/journal.pone.0221765>
- Altay, I. F., & Altay, A. (2019). A systematic review of studies on blended learning in EFL environment. *International Journal of Curriculum and Instruction*, 11(1), 125–140
- Alwi, N., & Hussein, H. (2020). The effectiveness of blended learning in Arabic language acquisition among adult learners. *Journal of Arabic Studies*, 12(3), 45-60.
- Boelens, R., De Wever, B., & Voet, M. (2017). The design of blended learning in adult education: Evaluating learner perspectives. *Educational Research Review*, 21, 1-18.
- Brookfield, S. D. (1986). *Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices*. Jossey-Bass.
- Chen, Y., & Jumaat, N. F. (2023). Blended learning design of English language course in higher education: A systematic review. *International Journal of Information and Education Technology*, 13(2), 364–372.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to Design and Evaluate Research in Education* (10th ed.). McGraw-Hill.
- Garrison, D. R., & Vaughan, N. D. (2008). *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. Jossey-Bass.
- Graham, C. R. (2006). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.), *The Handbook of Blended Learning: Global Perspectives, Local Designs* (pp. 3–21). San Francisco, CA: Pfeiffer.
- Graham, C. R. (2013). Emerging practice and research in blended learning. *Handbook of Distance Education*, 3, 333-350.

Harsono, Y. M. (2019). Developing instructional materials for Arabic language learning using blended learning approach. *International Journal of Instruction*, 12(2), 45-60.

Hasan, L. M. U., & Rido'i, M. (2024). Pengintegrasian Asas Andragogi dalam Pengembangan Maharah Qira'ah di LPBA MASA Surabaya: Pendekatan Inovatif Pembelajaran Bahasa Arab. *EL-FUSHA: Jurnal Bahasa Arab Dan Pendidikan*, 5(1), 1-14.

Hasyim, M. (2015). Andragogi dalam pembelajaran bahasa arab. *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 2(1), 31-42.

Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. Cambridge Books.

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2015). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* (8th ed.). Routledge.

Li, X., Sulaiman, N. A., & Abdul Aziz, A. (2024). A systematic review of blended learning in higher education: Second language acquisition through the Community of Inquiry framework. *International Journal of Learning, Teaching and Educational Research*.

McKenna, L., Williams, B., & McCall, L. (2020). Adopting digital platforms to enhance student engagement in health professional education: A blended learning approach. *Nurse Education Today*, 95, 104596. <https://doi.org/10.1016/j.nedt.2020.104596>

Merriam, S. B., & Bierema, L. L. (2013). *Adult Learning: Linking Theory and Practice*. John Wiley & Sons.

Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Pearson.

Nguyen, L.-A.-P. (2024). A systematic review on the effects of blended learning in EFL higher education contexts. *International Journal of Academic Research in Progressive Education and Development*, 13(1).

Sharma, P., & Barrett, B. (2018). *Blended Learning: Using Technology in and Beyond the Language Classroom*. Macmillan.

Ulum, M., & Hadawiah, L. (2022). Pendekatan Andragogi dalam Pembelajaran Maharah Al-Kitabah di LPBA Nurul Jadid. *Al-Fusha: Arabic Language Education Journal*, 4(2), 37-44.

Yang, L., & Chano, J. (2025). The impacts of blended learning on English language proficiency in higher education: A systematic literature review. *Higher Education Studies*, 15(2), 83–96.

Youde, A. (2018). Andragogy in blended learning contexts: Effective tutoring of adult learners studying part-time, vocationally relevant degrees at a distance. *International Journal of Lifelong Education*, 37(2), 255–272.