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BLENDED LEARNING IN ARABIC LANGUAGE LEARNING: OPPORTUNITIES AND CHALLENGES OF USING THE FLIPPED CLASSROOM MODEL

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Abstract:

Arabic language learning in the digital era presents both new challenges and opportunities that demand innovation in teaching methods. One approach considered effective is the Flipped Classroom model, which shifts the delivery of learning materials outside the classroom while focusing classroom time on interactive activities. This study aims to explore the opportunities and challenges of implementing the Flipped Classroom model in Arabic language learning through a literature review. The study employs a qualitative method using library research techniques by reviewing relevant scholarly sources published in the last five years. The findings reveal that the Flipped Classroom model offers opportunities to enhance students' active engagement, facilitate flexible learning, and utilize various interactive digital learning resources. However, the implementation also encounters challenges such as limited technological infrastructure, digital literacy gaps, insufficient modern vocabulary standards, and risks related to digital security. The implications of this study highlight the need for strategies to strengthen digital competencies among teachers and students, as well as improving supporting infrastructure to optimize Arabic language learning based on the Flipped Classroom model.

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A. Introduction

In the 21st century, both teachers and students must be able to learn and have hard work skills. skills and soft skill. This ability is very important to have because, as a result of advances in science, technology, information, and communication, lifestyles have begun to change significantly, even in education in Indonesia. Its existence is closely related to a number of opportunities and challenges that must be overcome. The 21st century is marked by an increasingly interconnected and collaborative scientific community. Space and time are getting smaller. Both educators and students must be able to learn and have hard and soft skills in the 21st century[1]. The development of digital technology has made various media accessible in everyday life, thus highlighting the importance of digital literacy. Proficiency in modern types of literacy is essential for the success of a country and also for society. In order to compete in today's global world in terms of intellectual, educational, and economic progress, a country must have digital media literacy and the ability to advance intellectually, educationally, and economically[2].

It is undeniable that in this millennial generation, students' lives cannot be separated from technology because of its rapid development. However, not a few of them use technology as a learning tool. Among individuals who learn using technology. Learning and teaching using internet media are included in the educational category technology. The use of technology in language teaching and learning itself has been developed since the 1960s. Among the various benefits of teaching and learning through online platforms, there are three benefits shared by Deni Danawan for students, instructors, and learning culture. The benefits for students are that learning resources can be available even though they are very far away, encouraging students to feel comfortable speaking politely and ethically with people who do not look like them and offering educational opportunities to students in different regions or even different countries. students who live in different parts of the world or even abroad[3]. The flipped learning model is one of the initiatives to address critical thinking issues that can be applied in schools in the 21st century. The basic idea behind the Flipped learning model Classroom is that students learn by

[1] Sahkholid Nasution et al., "Learning Arabic Language Sciences Based on Technology in Traditional Islamic Boarding Schools in Indonesia," *Nazhruna: Jurnal Pendidikan Islam* 7, no. 1 (2024): 77–102, https://doi.org/10.31538/nzh.v7i1.4222.

[2] Ubaidillah Ubaidillah et al., "The Importance of Digital Media in Arabic Language Learning; The Use of Canva in Vocabulary Learning," *Jurnal Al-Maqayis* 10, no. 1 (2023): 36–52, https://doi.org/10.18592/jams.v10i1.8675.

[3] Ubaidillah, "Pembelajaran Maharah Istima' Berbasis Online : Blended Learning Dalam Istima'," *Al-Ittijah* 12, no. 1 (2020): 45–54.

understanding the material that has been presented by the teacher at home, and in class, they work on problems and find solutions, as they usually do at home[4]

With the emergence of various technologies, such as Virtual Classroom, Arabic language teaching has undergone a dramatic change in the modern digital era. With the use of virtual classrooms, teachers and students can communicate directly without being limited by distance. However, there are still obstacles that must be overcome to practice this strategy, including technological issues, access restrictions, and gaps in student skill levels. The purpose of this study was to determine the difficulties faced when using virtual classrooms and the opportunities that can be utilized to improve the effectiveness of Arabic language learning. It is hoped that a thorough understanding of both aspects will produce suggestions for teachers and educational institutions on how best to utilize technology in language teaching[5] Interest, motivation, and learning outcomes vary across courses using the blended paradigm. learning, that is why this paradigm is very popular for the educational process. The learning process makes extensive use of learning models. This technique can create a learning environment that focuses on the needs of students. Students become more enthusiastic about learning as a result of the interaction in the blended learning paradigm. Thus, it can be said that teaching that uses blended learning can improve students' understanding. Learning that uses blended learning learning has a positive impact on student understanding. Teachers can utilize this paradigm to encourage innovative learning and improve student learning outcomes[6].

Online learning is a learning method that utilizes internet connections and three main features: accessibility, flexibility, and connectivity. This method also allows for various interactions during the learning process. Student involvement during the learning process[7]. Therefore, all parties involved in the learning process must prepare themselves to implement online learning, including having an internet network with adequate connectivity. Such as a well-connected internet network and additional resources that can help the online learning process. In

[4] Irna Septiani Maolidah, "Efektivitas Penerapan Model Pembelajaran Flipped Classroom Pada Peningkatan Kemampuan Berfikir Krit," *Edutcehnologia* 3, no. 2 (2017): 160–70.

[5] S Amalia, L Hakim, and I Ikhlas, "Penggunaan Blended Learning System Dengan Model Flip Classroom Dalam Pembelajaran Bahasa Arab (Studi Kasus Di MTsS. Sepatan)," *Al-Muyassar: Journal of Arabic …*, 2023, https://doi.org/doi.org/10.31000/al-muyassar.v2i1.7845.; M B Sanjaya, M F R Nasution, and ..., "Mengoptimalkan Media Teknologi Dalam Pembelajaran Bahasa Arab: Analisis Tantangan Dan Peluang Di Era Digital," *Jurnal Nirta …* (ejournal.nlc-education.or.id, 2024), https://www.ejournal.nlc-education.or.id/index.php/JNSI/article/view/99; Nasution et al., "Learning Arabic Language Sciences Based on Technology in Traditional Islamic Boarding Schools in Indonesia."

[6] Amalia, Hakim, and Ikhlas, "Penggunaan Blended Learning System Dengan Model Flip Classroom Dalam Pembelajaran Bahasa Arab (Studi Kasus Di MTsS. Sepatan)."

[7] Yuni Fitriani, "Pemanfaatan Media Sosial Sebagai Media Penyajian Konten Edukasi Atau Pembelajaran Digital," *Journal of Information System, Applied, Management, Accounting and Research* 5, no. 4 (2021): 1006–13, https://doi.org/10.52362/jisamar.v5i4.609.

addition, it is also necessary to prepare facilities that can support the successful implementation of the online learning process. Open universities in the United States and England have used online learning as a distance learning paradigm since the mid-1960s. Lectures and simulations have been converted into videotapes, which were then developed using the internet, CDs, and DVDs. using the internet, DVDs, and CDs, allows lecturers and students to learn remotely via video calls, allowing teachers and students to communicate via video calls, which facilitates learning and exploration of knowledge. Six students learn and investigate information[8].

Every development and change must have positive and negative impacts. The development of the digital era has a negative impact, namely making people lazy to socialize because everything can be obtained online[9] On the other hand, the digital era has a positive impact, namely making information more accessible. Previously, getting information was very difficult, especially for students who were working on their final assignments. Now, it is very easy to get information and only requires a quota, and the emergence of the digital era has made it very easy to send and receive messages, even when they are in a far away place. This also has a significant impact on the world of education, because learning no longer has to travel far from home thanks to the internet, or what is known as online learning[10] .Of course, the digital era has a significant impact on Arabic language education. One example is the abundance of media and applications for learning Arabic. These include platforms for speaking practice, word learning applications, and grammar comprehension tools. The availability of these platforms allows students to learn independently and improve their Arabic language skills. It is also important to highlight that these platforms and applications are well designed and provide accurate and relevant content[11] When it comes to learning Arabic online, some people are sometimes not interested in how the process of learning the language can change the conversational ability of Arabic, a language that is widely used throughout the world[12]. Compared to learning using online learning resources such as Google Meet, Google Classroom, Zoom, and others, direct classroom instruction undoubtedly has a higher probability of changing the communicative function of Arabic. learning Arabic online, some

[8] Amalia, Hakim, and Ikhlas, "Penggunaan Blended Learning System Dengan Model Flip Classroom Dalam Pembelajaran Bahasa Arab (Studi Kasus Di MTsS. Sepatan)"; H Hamsiah, *Penerapan Blended Learning Untuk Mengatasi Kejenuhan Pebelajar Dalam Pembelajaran Bahasa Arab Kelas XI MAN 2 Parepare* (repository.iainpare.ac.id, 2023), https://repository.iainpare.ac.id/id/eprint/8630/.

[9] Masahiko Keshav, Laura Julien, and Jessica Miezel, "The Role Of Technology In Era 5.0 In The Development Of Arabic Language In The World Of Education," *Journal International of Lingua and Technology* 1, no. 2 (2022): 79–98, https://doi.org/10.55849/jiltech.v1i2.85.

[10] Ahmad Mohmmad Alzubi, "The Role of Digital Media Technology in Arabic and English Classes in the Kingdom of Jordan," *Alsuna: Journal of Arabic and English Language* 6, no. 1 (2023): 55–72, https://doi.org/10.31538/alsuna.v6i1.3419.

[11] Sanjaya, Nasution, and ..., "Mengoptimalkan Media Teknologi Dalam Pembelajaran Bahasa Arab: Analisis Tantangan Dan Peluang Di Era Digital."

[12] Nasution et al., "Learning Arabic Language Sciences Based on Technology in Traditional Islamic Boarding Schools in Indonesia."

individuals are sometimes not interested in how the process of learning the language can change the conversational ability of Arabic, a language that is widely used throughout the world. Compared to learning using online learning resources such as Google Meet, Google Classroom, Zoom, and others, face-to-face instruction in the classroom undoubtedly has a higher probability of changing the communicative function of Arabic. The phenomenon of language learning through online media has created its own challenges, where maintaining the communicative component of the language becomes important when learning through online media[13].

B. Research Methode

This study uses a qualitative approach with a literature review method to collect and analyze relevant data. Literature Selection Criteria, namely sources of academic articles, books, and research reports related to the use of virtual classrooms in Arabic language learning. For Quality only includes sources that have gone through a peer-review process and are relevant to the topic discussed. The search was conducted in the database like Google Scholar, Google Books, Publish or Perish and ERIC. Published studies in five years lastly, the relevant one with challenges and opportunities in the virtual classroom Data Analysis and Synthesis with m categorize findings based on relevant themes, such as challenge technical, psychological, and pedagogical. analyzing connection between study, identify pattern, and provide interpretation from the data found. Presenting analysis results synthesis, comparing with study previously, and explained implications from findings.

There are several previous studies that can strengthen this research, "Implementation Yellow Book Learning through the Flipped Classroom Learning Model"[14] research by Kanza and Muassomah regarding "Flipped Classroom Learning Model in Learning Skills Reading at MTs Al - Hikmah Breb[15], research by Agus et al. regarding "Digital Material EPUB Based to Understand Tarkib: Is Flipped Classroom

[13] S Abdullah, "Pembelajaran Bahasa Arab Komunikatif Melalui Media Pembelajaran Online: Peluang Dan Tantangan," *AL-WARAQAH Jurnal Pendidikan Bahasa Arab*, 2021, https://doi.org/: 10.30863/awrq.v1i1.1908.

[14] Renaldi Faturachman, Dava Muhammad Rizki, and Salman Al Faridzi, "Dimensi Moralitas Terhadap Hukum," *Iblam Law Review* 2, no. 3 (2022): 1–11, https://doi.org/10.52249/ilr.v2i3.73; Anggi Rahmani, "PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS VIDEO ANIMASI Pendahuluan Pendidikan Merupakan Kegiatan Suatu Proses Interaksi Antara Pendidik Dengan Peserta Didik Untuk Memperoleh Pengetahuan , Sikap Dan Keterampilan Yang Perlu Dimilikinya . Pendidikan Menurut " 6, no. 1 (2022): 1–7.

[15] Kanza Rufaida and Muassomah Muassomah, "Model Pembelajaran Flipped Classroom Dalam Pembelajaran Ketrampilan Membaca Di MTs Al-Hikmah Brebes," *Tarling : Journal of Language Education* 5, no. 1 (2021): 93–108, https://doi.org/10.24090/tarling.v5i1.4369.

Effective?"[16] research by Nurkhamimi and Rozhan regarding "A Hybrid E-Learning Framework for Arabic Language Flipped Classroom E- Learning Framework Hybrid For Arabic Language Turnaround Classes"[17] The research This more focuses on "Using the Flipped Method Classroom in Arabic Language Learning by Considering Opportunities and Challenges."

C. Result of Research and Discussion

Model Flipped Classroom is considered as one of the contemporary technological solutions that reduces the shortcomings of traditional learning, such as wasting time on retelling previous experiences and presenting basic conceptual material, so that class time can be used to conduct exercises intended to increase students' confidence[18]

Flipped learning style Classroom combines the benefits of face-to-face teaching, which e- learning cannot provide, with the advantages of e- learning, including the use of various forms of multimedia, hypermedia, and distance learning both directly (synchronous) and indirectly (asynchronous)[19]

Flipped method classroom involves preparing materials before class through learning videos and pre -class assignments. This method provides an opportunity for students to study basic materials independently before attending class, so that they can come with a better initial understanding. Thus, class time can be allocated for more interactive and practical activities, such as discussions and practice exercises, which are very important in learning listening skills. These activities not only deepen understanding of the material but also train students' listening skills in a more applicable context[20].

The concept of blended learning with the Flipped approach Classroom. This approach is currently popular because it is considered to combine the benefits of using technology and direct teaching. This approach combines direct teaching and the use of

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[16] Hayati Nufus,erlina, koderi, Mahendra Utama, and Cahya Ramadhan, "Development of Tarkib Teaching Materials Based on Motion Graphic in Islamic Junior High School ةمدق م تانوكلما ملع نوكم لك رثؤي ثيح مامتهلا ةرينلما تايجيتارتسالاو ةيتاولما تلاحلا قيقحت ىلإ ملعلما ج" ١٤ ةيجهنم ةقيرطب ملعلما اهب موقي ةيلمع ميلعتلا نإ . ملعتلما, no. 1 (2022): 40–57, https://doi.org/10.24042/albayan.v.

[17] Nurkhamimi Bin Zainuddin, Rozhan Bin, and M Idrus, "A Hybrid E-Learning Framework for Arabic Language Flipped Classroom Kerangka E-Pembelajaran Hibrid Untuk Kelas Berbalik Bahasa Arab," *Urnal Sultan Alauddin Sulaiman Shah (JSASS)* 3, no. 1 (2016): 1–12.

[18] Fitriani, "Pemanfaatan Media Sosial Sebagai Media Penyajian Konten Edukasi Atau Pembelajaran Digital."

[19] YUAN MARTINA DINATA, "STRATEGI FLIPPED CLASSROOM DALAM PENGEMBANGAN KETERAMPILAN BERBICARA BAHASA ARAB DI MADRASAH (Studi Pada MTs Daarul 'Uluum PUI Majalengka Jawa Barat)," 2022.

[20] Fatihatus Sa'adah and Zuhrotul Mufidah, "Metode Flipped Classroom Dalam Pembelajaran Maharoh Istima ': Studi Kasus Dan Hasil" 4, no. 3 (2024): 178–83, https://doi.org/10.58737/jpled.v4i3.351.

technology. Bergmann and Sams, two chemistry teachers at Woodland Park High School, first used this technique in 2007. Sams and Bergmann were Woodland Park High School teachers. Initially, they recorded live classroom lessons with the aim of allowing absent students to still follow the lesson[21]

One of the 21st century learning approaches is "Flipped Learning". Classroom", which uses internet media outside of class meetings to flip learning sessions. Flipped classroom sometimes called with models, strategies, methods learning that presents various cracked learning that is accessed participant educate before learning. With with this strategy, participants educate enter class No with head empty[22]. Flipped Approach Classroom This is the opposite from the learning model traditional demanding student study inside class and work homework. In the traditional model, the teacher is active and the students passive. The teacher plays a role as the transmitter information and students only become listener. While In the Flipped Classroom model, teachers must critical and analytical in finish problems, and students submit various unresolved issues understood from results study it in a way independent[23]

Flipped Characteristics Classroom involves increasing student engagement. Where the Flipped approach Classroom to education is implemented by minimizing the amount of time teachers spend explaining material to students and maximizing the amount of time they have to interact with each other while discussing related issues. Flipped Instruction Classroom focuses more on the use of time both inside and outside the classroom so that students' understanding of the material can increase. According to Abeysekera and Dawson, the characteristics of the Flipped learning model What distinguishes the classroom from the usual learning model is:

1. Changes in the use of class time.
2. Changes in the use of time outside of class.
3. Doing activities that are traditionally considered homework in class.
4. Taking activities traditionally considered in the classroom, outside the classroom.

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[21] Indah Sari and Tasman Hamami, "Pengembangan Metode Flipped Classroom Dalam Pendidikan Agama Islam: Solusi Pembelajaran Di Masa Pandemi Covid-19," *Edukatif : Jurnal Ilmu Pendidikan* 4, no. 4 (2022): 5744–53, https://doi.org/10.31004/edukatif.v4i4.3420; Ucup Supriatna, "Flipped Classroom: Metode Pembelajaran Tatap Muka Terbatas Pada Masa Pandemi Covid-19," *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya* 7, no. 3 (2021): 57, https://doi.org/10.32884/ideas.v7i3.408.

[22] DINATA, "STRATEGI FLIPPED CLASSROOM DALAM PENGEMBANGAN KETERAMPILAN BERBICARA BAHASA ARAB DI MADRASAH (Studi Pada MTs Daarul 'Uluum PUI Majalengka Jawa Barat)."

[23] Faturachman, Muhammad Rizki, and Al Faridzi, "Dimensi Moralitas Terhadap Hukum."

5. In-class activities emphasize active, peer-to-peer learning. learning and problem solving.
6. Pre and post class activities.
7. Use of technology, especially video

Flipped Concept Classroom involves two phases of activities and flexible learning guidelines. Out-of-Class Learning (OCL) is the initial action, which involves student mentoring and technology optimization. During face-to-face teaching, the second activity is called In-Class Learning (ILC). According to this method flow, students study the subject outside the classroom before the lecturer explains it directly in the classroom, and they work together to solve any problems that arise while studying it at home. This shows that assignments that are usually done at home are transformed into group discussions during lectures[24] There is a risk that student only will Study about the topics they like or master, while ignore more fields weak, students with access limited to device technology or the internet can left behind in the learning process, creating inequality in education, Technology prone to to disturbance technical like disturbance network or damage device, which can bother continuity learning, Possibility student lost focus Study Because use gadget For activities that are not relate with Lessons.

Flipped implementation classroom offers a variety of opportunities and challenges. In accordance with the established curriculum requirements, there are opportunities to improve the quality of learning by adapting resources to the needs and interests of each student. This can increase results learning they. Technology make it easier access to source Power education international, such as simulations, films and materials addition others, which can increase quality of the learning process. Use technology can produce experience more education interesting; for example, online forums, sharing source power, and tools Work The same the team that provides chance For more modern education, access to material learning international, and greater understanding comprehensive about technology[25].

The author highlights several important elements in the use of the flipped model. classroom in Arabic language learning. After the author reviewed the relevant literature,

[24] Nasution et al., "Learning Arabic Language Sciences Based on Technology in Traditional Islamic Boarding Schools in Indonesia."

[25] Harry Saptarianto et al., "Menghadapi Tantangan Era Digital, Strategi Integrasi Media Sosial, Literasi Digital Dan Inovasi Bisnis," *Jurnal Manuhara : Pusat Penelitian Ilmu Manajemen Dan Bisnis* 2, no. 3 (2024): 128–39, https://doi.org/10.61132/manuhara.v2i3.955.

the Flipped model Classroom offers significant opportunities in Arabic language learning. With this approach, students can access learning materials flexibly through digital platforms, allowing them to learn according to their own pace and learning style[26]. This is in line with the findings in a study by[27] which stated that digital technology provides significant opportunities through online learning platforms that facilitate access and learning of new vocabulary[28]

In addition, this approach also encourages active involvement of students in the learning process. By moving the delivery of material outside the classroom, class time can be focused on discussions, speaking practice (muhadatsah), and problem solving, which strengthens the mastery of practical Arabic language skills. Research by (Julinar and Yusuf 2019) emphasizes that the Flipped model Language activity-based classrooms can improve students' speaking skills through more intensive interactions in class[29]

Furthermore, the use of technology in this model allows the integration of various interactive learning resources, such as videos, language learning applications, and social media, allowing students to interact with native Arabic speakers, which can increase students' motivation and interest in learning. According to research by (Manan & Nasri, 2024), the use of innovative educational technology can be utilized to improve the quality of Arabic language learning[30]. Despite offering various opportunities, the implementation of the Flipped model Classrooms in Arabic language learning also face a number of challenges[31].

One of the main challenges is the limited technological infrastructure, especially in areas with limited internet access[32]. This can hinder students from accessing online

[26] S Arani et al., "Inovasi Blended Learning Dalam Pembelajaran Bahasa Arab: Tantangan Dan Peluang Di Era Society 5.0," *... Ilmu Bahasa Arab Dan ...*, 2024, https://jurnal.ar-raniry.ac.id/index.php/lisanuna/article/view/26612.

[27] Elok Nadlirotul Khusniya and Syafi'i, "Analisis Perkembangan Kosakata Bahasa Arab Modern : Peluang ," 6, no. 2 (2024): 118–36.

[28] Sari and Hamami, "Pengembangan Metode Flipped Classroom Dalam Pendidikan Agama Islam: Solusi Pembelajaran Di Masa Pandemi Covid-19."

[29] Samsuar A Rani et al., "(IoT) تمخضلا تناايبلاو ً ةيجولونكتلا ةيزهالجا ، ةيقمرلا قيم لا ومحو ، ةيجولونكتلا ةيزهالجا ءاي ش لا ، يملعتلا جذانم يريغتو لثم ، تيادحتلا نم ديدعلا ةقيرطلا هذه قيبطت هجاوي ، لكذ ً جمدلما لمعتلا رفوي ، ىرخ أ ةجه نم . ةيديلقتلا يملعتلا بيلاس أ لمع ظفاتح لازت لا تيلا تائيبلا ف" ١٤, no. 2 (2024): 267–86.

[30] DINATA, "STRATEGI FLIPPED CLASSROOM DALAM PENGEMBANGAN KETERAMPILAN BERBICARA BAHASA ARAB DI MADRASAH (Studi Pada MTs Daarul 'Uluum PUI Majalengka Jawa Barat)."

[31] Julinar Julinar and Fazri Nur Yusuf, "Flipped Learning Model: Satu Cara Alternatif Untuk Meningkatkan Keterampilan Berbicara Siswa," *Jurnal Penelitian Pendidikan* 19, no. 3 (2019): 366–73, https://doi.org/10.17509/jpp.v19i3.22330.

[32] Zulhamdani Napitupulu Sarwedi Harahap, "Pengaruh Teknologi Terhadap Pendidikan Di Indonesia: Systematic Literature Review," *REKOGNISI: Jurnal Pendidikan Dan ...* 8, no. 2 (2023): 9–17.

learning materials. Research by[33] shows that limited technological infrastructure is one of the obstacles to learning Arabic in the digital era[34]

In addition, there is a gap in digital literacy between teachers and students. Some teachers may not have adequate competence in utilizing technology for learning, while students may also have difficulty in accessing and using online learning platforms effectively. In the study[35] highlighted the gap in competence in the field of information and communication technology (ICT) between teachers and students, thus creating obstacles in learning Arabic[36]

Another challenge is the lack of standards in modern Arabic vocabulary due to the rapid changes in language and the addition of new terms influenced by globalization and technological developments. This can make it difficult for students to understand and master the ever-growing vocabulary. Noting that the development of new vocabulary in modern Arabic presents challenges in understanding and mastering the language[37]

Finally, digital security risks are also a concern. Lack of understanding of cybersecurity can put students at risk when accessing the internet for learning purposes. Therefore, it is important to provide education about digital security to students in the context of online learning[38]

Flipped implementation classroom can be done through several important steps. First, the flipped method The classroom is divided into three stages of learning, namely, before class starts (pre-class), when class starts (in- class) and after class ends (out-class). of class). At the stage before the class starts, students have accessed the learning material that will be discussed. At this stage, students are expected to be able to remember and understand the material[39]. Then when the class starts, students can apply and analyze it

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[33] Vivi Sutinalvi et al., "Pembelajaran Bahasa Arab Di Era Digital: Tantangan Implementasi, Dan Peluang," *Jurnal Ilmu Pendidikan* 2, no. 7 (2024): 987–98.

[34] Nufus,erlina, koderi, Utama, and Ramadhan, "Development of Tarkib Teaching Materials Based on Motion Graphic in Islamic Junior High School ةمدق م تانوكلما ىلع نوكم لك رثؤي ثيح ةيجهنم ةقيرطب ملعلما اهب موقي ةيلمع ملعتلا نإ . ملعتلما مامتهلا ةريثلما تايجيتارتسالاو ةيتاولما تلااحلا قيقحت ىلإ ملعلما ج ميلعتلا."

[35] Abdul Aziz, "PEMBELAJARAN BAHASA ARAB ERA DIGITAL : PROBLEMATIKA DAN SOLUSI DALAM PENGEMBANGAN (Studi Kasus Pembelajaran Bahasa Arab Di Darul Lughah Banda Aceh) POGRAM STUDI PENDIDIKAN BAHASA ARAB (PBA) INSTITUT AGAMA ISLAM PEMALANG (INSIP)," 2024.

[36] Septi Septi, Rahman Febliansa, and Eska Prima Monique D, "Analysis Of Business Feasibility Study On The Development Of Father Yulianto's Tofu And Tempe Msme Business Reviewed From The Production And Marketing Aspects," *Jurnal Akuntansi, Manajemen Dan Bisnis Digital* 3, no. 2 (2024): 41–44, https://doi.org/10.37676/jambd.v3i2.6262.

[37] Khusniya and Syafi'i, "Analisis Perkembangan Kosakata Bahasa Arab Modern : Peluang ,."

[38] Samsuar A Rani, "INOVASI BLENDED LEARNING DALAM PEMBELAJARAN BAHASA ARAB : TANTANGAN DAN PELUANG" 14, no. 2 (2024): 267–86.

[39] Bin Zainuddin, Bin, and Idrus, "A Hybrid E-Learning Framework for Arabic Language Flipped Classroom Kerangka E-Pembelajaran Hibrid Untuk Kelas Berbalik Bahasa Arab."

through interactive activities in the classroom, either in the form of discussions or other activities. The next is the evaluation activity and working on certain projects or assignments as activities after class. The thing to note is that the pre-class stage is designed properly, usually containing readings, videos, or short audio that contain the main points of the discussion. In pre - class activities, it should be able to provide guidance to students but not include discussions that are too detailed. The success of this method depends on the interaction of activities before class and when in class. Activities when in class can clarify and strengthen discussions that have not been included in pre-class activities. Therefore, both must be interrelated and must not be disconnected[40].

D.Conclution

Based on studies that have been done, can concluded that implementation method Flipped Classroom in learning Arabic has significant potential in increase learning. Method This capable give experience learn more active, independent, and allow student For utilise technology in a way positive in support the learning process teaching. Besides that, Flipped Classroom also provides more space wide for teachers to guide and provide bait come back in a way direct during the learning process taking place in class. However Thus, the implementation method this also faces a number of challenges, such as readiness student in Study independent outside class, availability device technology, as well as need teacher adaptation in to design appropriate material. Therefore that, it requires the right strategy as well as support from various party For optimize effectiveness Flipped Classroom in learning Arabic.

It is expected results study This can become reference for educators, in particular in learning Arabic, for develop learning models innovative in harmony with need learning 21st century and capable increase skills Arabic speaking participants educate in a way comprehensive.

[40] Sari and Hamami, "Pengembangan Metode Flipped Classroom Dalam Pendidikan Agama Islam: Solusi Pembelajaran Di Masa Pandemi Covid-19."

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