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OPTIMIZING RECEPTIVE AND PRODUCTIVE SKILL INSTRUCTION IN ARABIC THROUGH MY KLASS: A DIGITAL CASE STUDY OF THE TA'BIR SYAFAWI COURSE

Fitri Zakiyah

Universitas Muhammadiyah Yogyakarta
fitri.zakiyah@umy.ac.id

Moh. Idris

Universitas Islam Indonesia Yogyakarta
moh.idris@uui.ac.id

Abdel Rahman El Sayed Abdel Ghaffar Balah

Universitas Al-Azhar Cairo Mesir
mdd12359@gmail.com

Abstract

The rapid advancement of digital technologies has significantly transformed educational practices, though their integration into language instruction remains uneven. This study explores the digitization of receptive and productive language skills in the ta'bir syafawi (oral expression) course within the Arabic Education Department at Universitas Muhammadiyah Yogyakarta, Indonesia, focusing on the use of the institutionally mandated My Klass platform. Framed within broader debates on Arabic digital pedagogy, the study focuses on reconfiguring oral skills instruction. Utilizing a qualitative case study approach, data were collected through detailed observation and documentation of My Klass usage, and analyzed following Miles and Huberman's model—data reduction, data display, and conclusion drawing. Findings indicate that My Klass, a Moodle-based Learning Management System (LMS), supports two central components: instructional activities (attendance, assignments, discussion forums, feedback) and instructional content (uploaded files, hyperlinks). The platform supports flexible, centralized learning that fosters autonomy and enhances linguistic skills. Nonetheless, the study identifies persistent challenges, including lecturers' limited technological proficiency, decreased learner engagement, social isolation, and concerns about data privacy. The research highlights My Klass's pedagogical contributions while underscoring the need for sustained institutional support and enhanced technological capacity to optimize its implementation in Arabic language education.

Keywords: Digitalization, Receptive and Productive Skills, Ta'bir Syafawi, My Klass, Arabic Language Education.

Abstrak

Kemajuan teknologi digital yang pesat telah merevolusi dunia pendidikan, namun penerapannya dalam pembelajaran bahasa masih menunjukkan disparitas yang

signifikan. Penelitian ini bertujuan untuk mengkaji proses digitalisasi pengajaran keterampilan reseptif dan produktif dalam mata kuliah ta'bir syafawi (ekspresi lisan) di Program Studi Pendidikan Bahasa Arab Universitas Muhammadiyah Yogyakarta melalui pemanfaatan platform *My Klass*. Kajian ini ditempatkan dalam kerangka diskursus yang lebih luas mengenai transformasi pedagogis dalam pengajaran bahasa Arab di era digital, khususnya dalam konteks pengembangan keterampilan ekspresi lisan. Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui observasi mendalam dan dokumentasi aktivitas pembelajaran di *My Klass*, kemudian dianalisis secara deskriptif dengan mengacu pada model Miles dan Huberman yang mencakup reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa *My Klass* sebuah platform pembelajaran daring berbasis Moodle yang penggunaannya diwajibkan secara institusional menyediakan dua komponen utama, yaitu aktivitas pembelajaran (seperti presensi, penugasan, forum diskusi, dan umpan balik) serta konten pembelajaran (berupa unggahan file dan tautan eksternal). Platform ini mendukung pembelajaran yang bersifat fleksibel, interaktif, dan terintegrasi, serta mampu meningkatkan kemandirian belajar dan performa berbahasa mahasiswa, khususnya dalam aspek reseptif dan produktif. Kendati demikian, sejumlah tantangan masih dihadapi dalam implementasinya, antara lain keterbatasan literasi digital dosen, minimnya partisipasi aktif mahasiswa, kecenderungan isolasi sosial, serta kekhawatiran terkait perlindungan data pribadi. Studi ini menegaskan potensi pedagogis dari platform *My Klass* dalam mendukung pengajaran bahasa Arab secara digital, sekaligus menekankan pentingnya dukungan kelembagaan yang berkelanjutan dan peningkatan kapasitas teknologi demi optimalisasi proses pembelajaran.

Kata Kunci: Digitalisasi, Keterampilan Reseptif dan Produktif, *Ta'bir Syafawi*, *My Klass*, Pendidikan Bahasa Arab.

INTRODUCTION

The COVID-19 pandemic brought significant changes to many sectors, with education among the most affected. Traditional learning modalities rooted in face-to-face interaction rapidly shifted to digital platforms, prompting a global reevaluation of pedagogical models. This transition reshaped instructional delivery, redefined student engagement, and transformed assessment practices and learning structures.¹ Educational institutions, in response, accelerated the adoption of digital tools to maintain instructional continuity, giving rise to a surge in research exploring various

¹ Sarah K. Howard et al., "Ready, Set, Go! Profiling Teachers' Readiness for Online Teaching in Secondary Education," *Technology, Pedagogy and Education* 30, no. 1 (January 2021): 141–58, <https://doi.org/10.1080/1475939X.2020.1839543>; Torrey Trust and Jeromie Whalen, "Should Teachers Be Trained in Emergency Remote Teaching? Lessons Learned from the COVID-19 Pandemic," *Jl. of Technology and Teacher Education*, 2020; Torrey Trust and Jeromie Whalen, "K-12 Teachers' Experiences and Challenges with Using Technology for Emergency Remote Teaching during the Covid-19 Pandemic," *Italian Journal of Educational Technology* 29, no. 2 (2021): 10–25, <https://doi.org/10.17471/2499-4324/1192>; Zhuojing Zhang and Sarrah Wasie, "Educational Technology in the Post-Pandemic Era: Current Progress, Potential, and Challenges," in *The 15th International Conference on Education Technology and Computers* (New York, NY, USA: ACM, 2023), 40–46, <https://doi.org/10.1145/3629296.3629303>.

online learning strategies, including inquiry-based approaches.² In this context, digital education has emerged not merely as a supplementary mechanism but as a core component of institutional resilience. However, the success of these transformations has varied, depending heavily on technological infrastructure, faculty adaptability, and systemic support. Language education, in particular, presents unique challenges, as it demands high levels of interactivity, multimodal engagement, and immediate feedback—elements not easily replicated in online environments.

In anticipation of such digital shifts, Universitas Muhammadiyah Yogyakarta (UMY) introduced *My Klass* in 2017, a Moodle-based Learning Management System (LMS) developed to support teaching and learning across academic disciplines. The platform enables faculty to design and deliver digital content, monitor participation, assess student performance, and facilitate both synchronous and asynchronous interactions through forums, conferencing tools, and feedback mechanisms.³ *My Klass* has thus provided UMY with a solid digital foundation, enabling a more seamless transition during the pandemic-induced shift to online instruction.⁴ Despite the platform's structural robustness, its pedagogical application across disciplines remains inconsistent. This inconsistency stems from disparities in technological readiness, instructor confidence, and the degree to which the LMS aligns with the unique demands of specific subjects especially courses that prioritize communicative interaction, such as Arabic language instruction.

While studies affirm the effectiveness of Moodle-based LMS platforms in fields like computer science and technical education,⁵ their implementation in language instruction—particularly Arabic—poses distinct challenges. Language learning emphasizes emotional engagement, spontaneous interaction, and timely feedback. Arabic, with its diglossic nature, unique orthographic system, and culturally embedded communicative practices, complicates digital adaptation further. Recognizing this, UMY has made *My Klass* usage mandatory in all courses, supported by SPADA (*Sistem Pembelajaran Daring*, or Online Learning System) grants designed to strengthen digital pedagogy. Nonetheless, the platform's potential remains underutilized, often constrained by inadequate faculty training, insufficient instructional alignment, and limited

² Fatwiah Noor, "The Implementation of Inquiry Strategy in Arabic Online Class," *Ijaz Arabi Journal of Arabic Learning* 5, no. 12 (2022): 357–72.

³ Liyana Ahmad Afip, "Motivating Adult Learners Using Blended Learning in Higher Education Institution," *International Refereed Research Journal* 5, no. 3 (2014): 35-42, <https://doi.org/10.1177/1046878114534383>; Florence Martin et al., "Global Standards for Enhancing Quality in Online Learning," *Quarterly Review of Distance Education* 18, no. 2 (2017): 1–10.

⁴ Paul Kirvan and Kate Brush, "What Is a Learning Management System (LMS)?," 2023, <https://www.techtarget.com/searchcio/definition/learning-management-system>.

⁵ Syamsul Rizal dan Birrul Walidain, "Pembuatan Media Pembelajaran E-Learning Berbasis Moodle pada Matakuliah Pengantar Aplikasi Komputer Universitas Serambi Mekkah," *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan Dan Pengajaran* 19, no. 2 (2019): 178, <https://doi.org/10.22373/jid.v19i2.5032>.

confidence in technological integration. These limitations illustrate the broader challenge of translating infrastructure into meaningful pedagogical outcomes.

One course that illustrates these challenges is *Ta'bir Syafawi* (oral expression), a core component of the Arabic Education Department's curriculum at UMY. This course aims to cultivate both receptive (listening and reading) and productive (speaking and writing) skills, with particular emphasis on oral proficiency in Arabic. Delivered in the early stages of the undergraduate program, *Ta'bir Syafawi* serves as a crucial link between theoretical understanding and practical language use. Students are expected to engage in structured dialogues, respond to auditory texts, and deliver oral presentations with fluency and accuracy. In face-to-face settings, these objectives are achieved through drills, real-time corrections, and immersive simulations. Transposing such pedagogical approaches into a digital platform presents inherent difficulties, as the spontaneity and interactivity of oral practice are difficult to replicate online. Thus, analyzing how *ta'bir syafawi* is implemented via *My Klass* is essential to assess the platform's instructional efficacy and to identify strategies that preserve the communicative integrity of the course.

In applied linguistics, receptive and productive skills are recognized as essential components of language proficiency, each engaging distinct cognitive and psychomotor domains. Receptive skills entail comprehension through listening and reading, while productive skills involve language production through speaking and writing. These abilities are interdependent; receptive exposure often scaffolds productive capabilities. In Arabic instruction, this dynamic interplay is further complicated by linguistic and orthographic factors unique to the language.⁶ Accordingly, the development of these skills must be deliberately sequenced and integrated. The Indonesian *Kurikulum Merdeka Belajar* (Freedom to Learn Curriculum) reflects this pedagogical orientation, emphasizing holistic development across cognitive, affective, and psychomotor domains. Any digital adaptation of Arabic language instruction must therefore preserve these principles and ensure that virtual tools effectively mediate skill acquisition.

Despite the institutional integration of *My Klass*, its use in *Ta'bir Syafawi* remains partial and inconsistent. While the platform offers robust features such as attendance logs, assignment uploads, discussion boards, and automated feedback empirical observations indicate limited utilization of these tools. This underuse can be attributed to several factors, including instructors' limited digital literacy, misalignment between platform functions and course objectives, and time constraints. These gaps significantly impact a course that relies on active verbal engagement,

⁶ Faizmailiatu Sofa et al., "Analysis of Assessment of Arabic Receptive and Productive Skills in Arabic Language Book," *An Nabighoh* 25, no. 1 (2023): 1, <https://doi.org/10.32332/an-nabighoh.v25i1.5764>.

contextual responsiveness, and ongoing formative assessment. Without fully leveraging the platform's capabilities, *Ta'bir Syafawi* risks devolving into passive content delivery, rather than promoting meaningful communicative competence. Thus, this study underscores the importance of examining not merely the existence of digital infrastructure, but its practical alignment with pedagogical goals and its impact on student engagement.

Accordingly, this research investigates the digitization of *ta'bir syafawi* instruction through the *My Klass* platform at UMY. It aims to assess how the platform facilitates the development of receptive and productive skills, how instructors implement its features, how students respond to its interface, and what pedagogical benefits and constraints arise in practice. This course-specific analysis contributes to a broader understanding of digital language instruction by contextualizing technological integration within a linguistically intensive learning environment. Employing a qualitative case study method, the research offers empirical insights into the intersection of technology, pedagogy, and language learning. It argues that successful digital instruction in language education requires more than infrastructure—it demands intentional pedagogical design, contextual adaptation, and sustained institutional support. The findings are intended to inform future efforts to optimize LMS use in Arabic language teaching and similar educational contexts.

METHOD

The focal point of this study is the *Ta'bir Syafawi* course, a compulsory second-semester language subject offered by the Department of Arabic Education, Faculty of Language Education, Universitas Muhammadiyah Yogyakarta. Functioning as a continuation of the first-semester *Al-Istima' wa al-Kalam* course, *Ta'bir Syafawi* is designed to enhance students' receptive (listening) and productive (speaking) skills through a range of oral activities. This course plays a critical role in preparing students for their future roles as Arabic educators and language practitioners by fostering spoken fluency and communicative competence.⁷ With approximately 50 students enrolled, divided into two classes (A and B), *Ta'bir Syafawi* was selected as the unit of analysis due to its distinct pedagogical orientation and reliance on interactive verbal practice, which make it a compelling context for investigating digital instructional strategies. The selection also reflects broader imperatives within higher education concerning the digital transformation of oral language instruction.

This research employed a qualitative case study design to examine how digital technologies specifically the *My Klass* platform mediate the teaching of receptive and productive Arabic skills. A

⁷ Tim Penyusun Kurikulum, "Dokumen Kurikulum OBE Prodi Pendidikan Bahasa Arab UMY" (UMY, 2023).

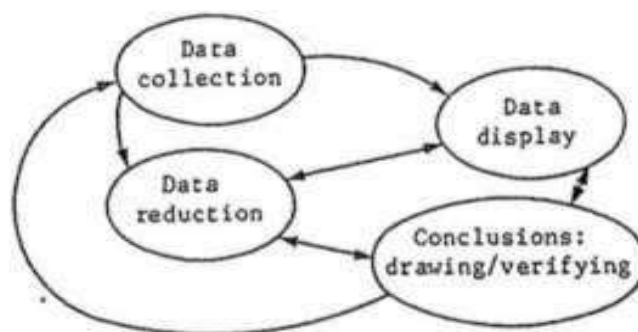
case study approach is particularly suited for investigating phenomena that are closely embedded within their real-life context and require an in-depth, holistic understanding. Aligned with Creswell's (2013) perspective on qualitative inquiry, this design allows the researchers to explore bounded systems such as classrooms where specific pedagogical innovations occur. The qualitative nature of the study facilitates the exploration of how *My Klass*, a Moodle-based Learning Management System (LMS), is utilized in practice to support instructional delivery. The study was conducted during the actual implementation of the course, ensuring that data collection captured authentic teaching and learning dynamics in real time. Rather than seeking statistical generalizability, the research prioritizes contextual insights, consistent with interpretivist traditions in language education research.

Primary data were gathered from two sources: (1) documentation available on the *My Klass* platform and (2) in-depth observations of the teaching process within the *Ta'bir Syafawi* course. These sources were selected for their capacity to provide comprehensive, firsthand insights into how digital pedagogy is operationalized and experienced by both instructors and students. Platform documentation offered a detailed view of the course's digital structure, including learning activities, assessment feedback, and uploaded resources. Observational data focused on how instructors navigated the platform's features, structured lesson delivery, and responded to student engagement. By emphasizing naturally occurring digital artifacts and classroom interactions, the study sought to capture the lived realities of digitally mediated language instruction. Additional references to course syllabi and semester learning plans were used to contextualize pedagogical objectives and align them with the digital delivery format. These sources enabled robust triangulation, enhancing the credibility and interpretive depth of the study.

Data collection was conducted using two core techniques: immersive classroom observation and systematic document analysis. Observations were carried out throughout the semester to monitor instructional practices within the *My Klass* environment, including how lecturers selected and used specific LMS features and how students responded to assigned tasks. Simultaneously, platform-generated documents such as attendance logs, assignment records, discussion forum interactions, feedback archives, and uploaded materials were examined to map the full range of digital instructional practices. The integration of these methods ensured both breadth and depth in the data and strengthened the study's methodological rigor. In keeping with qualitative traditions, data were collected inductively and interpreted within their sociocultural context, rather than being subjected to statistical quantification. Ethical protocols were strictly followed, including obtaining informed consent and ensuring confidentiality for both student and instructor data.

Data analysis followed the Miles and Huberman framework, comprising three interconnected stages: data reduction, data display, and conclusion drawing/verification.⁸ This analytical model was chosen for its systematic approach to managing and interpreting complex qualitative data. During the data reduction phase, raw data from observations and documents were coded and organized into thematic categories to reveal recurrent patterns. In the data display phase, visual tools such as matrices and flowcharts were employed to juxtapose key variables and highlight pedagogical processes. The final stage involved synthesizing these patterns to generate interpretive insights into the affordances and constraints of using *My Klass* in the *Ta'bir Syafawi* course. This analytic process facilitated a nuanced understanding of how digital platforms shape instructional strategies, student participation, and skill development. Moreover, it illuminated the structural and ideological dimensions of digital language instruction in higher education, thereby extending the relevance of the findings beyond the immediate case study.

Figure 1. Qualitative Research Steps⁹



RESULTS AND DISCUSSION

Utilization of *My Klass* in the *Ta'bir Syafawi* Course

Ta'bir Syafawi is a core course designed to help students achieve the graduate profiles envisioned by the Arabic Language Education Department at Universitas Muhammadiyah Yogyakarta. These profiles encompass three professional domains: educators, language practitioners, and entrepreneurs in the field of Arabic.

Within this curriculum, *Ta'bir Syafawi* contributes to the attainment of Program Learning Outcomes (PLO) 2 and 9. PLO 2 expects graduates to demonstrate oral and written Arabic communication skills while upholding academic values, norms, and ethics in alignment with

⁸ Djoko Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, Penerbit Alfabeta (Alfabeta, 2013), 45.

⁹ YY. Chu, PH. and Chang, "John W, Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," *Journal of Social and Administrative Sciences*, 2017, 50.

advances in information technology. PLO 9 emphasizes graduates' ability to compete professionally in the Arabic language and education sectors by mastering both spoken and written competencies.¹⁰

To support these objectives, *My Klass* serves as the principal online learning platform used in the course. As a Learning Management System (LMS) developed by Universitas Muhammadiyah Yogyakarta and based on Moodle, *My Klass* is officially integrated into institutional teaching practices. Online learning through platforms like *My Klass* aligns with the *Merdeka Belajar* curriculum, which emphasizes innovation and creativity in educational delivery.¹¹ Research also indicates that students have successfully employed self-regulated learning strategies in online Arabic language instruction.¹²

My Klass comprises two main components: (1) tools for designing learning activities and (2) modules for delivering instructional content.

Figure 2. *Ta'bir Syafawi* Course Page on *My Klass*



Upon entering the *Ta'bir Syafawi* course page on *My Klass*, students are greeted by an introductory message from the lecturer, which includes motivational remarks, a summary of the course content, intended competencies, contact details (email or phone number), and essential academic references drawn from the syllabus or Semester Learning Plan (RPS). Instructors are also encouraged to upload a casual, friendly photograph of themselves to foster a welcoming and approachable learning environment.

¹⁰ Tim Penyusun Kurikulum, *Dokumen Kurikulum OBE*, 25.

¹¹ Ahmad Muradi et al., "Tutors and Students Activities in Online Arabic Learning: A Freedom to Learn Perspective," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaan* 8, no. 1 (2021): 32–45, <https://doi.org/10.15408/a.v8i1.20663>.

¹² Azkia Muharom Albantani, Ahmad Madkur, and Abd. Rozak, "Student Self Regulated Learning Strategy in Online Arabic Learning," *Ijaz Arabi Journal of Arabic Learning* 5, no. 1 (2022), <https://doi.org/10.18860/ijazarabi.v5i1.13582>.

The platform enables lecturers to construct a diverse range of learning activities using 22 available tools (see Table 1). These tools support instructional design that aligns with communicative goals, particularly in developing students' listening and speaking abilities.

Table 1. Learning Activity Tools in *My Klass*

No.	Activity Type	No.	Activity Type
1	Assignment	12	Glossary
2	Attendance	13	Interactive Content
3	BigBlueButtonBN	14	Lesson
4	Chat	15	Offline quiz
5	Choice	16	Questionnaire
6	Custom certificate	17	Quiz
7	Database	18	Read Aloud
8	External tool	19	SCORM package
9	Face-to-face	20	Survey
10	Feedback	21	Wiki
11	Forum	22	Workshop

Among these tools, four were actively implemented in the *Ta'bir Syafawi* course: Attendance, Assignment, Forum, and Feedback. Each plays a unique role in supporting receptive and productive language skill development. The Attendance feature allows lecturers to record and manage student attendance. It can be configured manually or automatically, providing flexibility in monitoring participation in both synchronous and asynchronous sessions. The Assignment tool facilitates structured assessments. In this course, one notable task required students to produce a short video titled “*A Day in My Life*,” upload it to a social media platform, and submit the corresponding URL via *My Klass*. This task integrated speaking practice with digital literacy and creative expression. The Forum is used to create interactive dialogue spaces between students and the lecturer, centered around previously covered topics. Real-time or scheduled discussions fostered collaborative learning and allowed deeper engagement with course content. Finally, the Feedback tool enabled students to provide reflections on instructional content and learning experiences. Instructors used it, similarly to the forum, to encourage academic dialogue and enhance student involvement.

Figure 3. List of Learning Activities in *My Klass*



Beyond learning activities, *My Klass* also facilitates access to diverse instructional resources.

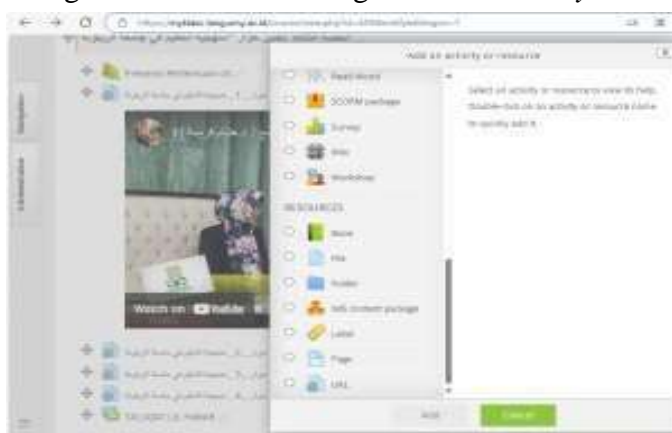
Seven types of learning materials can be uploaded, as listed in Table 2:

Table 2. Types of Learning Resources in *My Klass*

No.	Resource Type
1	Book
2	File
3	Folder
4	IMS Content Package
5	Label
6	Page
7	URL

The seven types of learning resources utilized in the *Ta'bir Syafawi* course are illustrated in Image 3 within the *My Klass* application.

Figure 4. List of Learning Resources in *My Klass*



The second major function of the *My Klass* platform is the provision of instructional resources. The platform supports seven types of resources, of which two File and URL were utilized in the *Ta'bir Syafawi* course. The File feature is employed by instructors to distribute lecture materials in various formats, including Word documents, PDFs, and PowerPoint presentations. Through this function, students were granted flexible access to course content anytime and anywhere. In the *Ta'bir Syafawi* course, materials uploaded included lesson plans, instructional texts on listening and speaking skills, and supplementary readings on Arabic culture.

Moreover, the URL function enables instructors to incorporate external digital resources, such as YouTube videos and scholarly publications, into the learning environment. In the *Ta'bir Syafawi* course, the instructor embedded videos featuring listening and speaking activities some led by native Arabic speakers as well as an academic journal article discussing learners' confidence in speaking Arabic.

Image 4 below illustrates the integration of these two resource types in the course, including Arabic listening and speaking materials in the form of PDF documents, PowerPoint slides, and embedded YouTube links.

Figure 5. Using the *File* and *URL* Features for the *Ta'bir Syafawi* Course on *My Klass*



Benefits of Using *My Klass* in the *Ta'bir Syafawi* Course

Recent research underscores numerous pedagogical advantages of employing the Moodle LMS within higher education contexts. One of its key strengths lies in its capacity to foster student engagement through a diverse range of features, including online quizzes, structured lesson plans, progress monitoring tools, and interactive communication channels.¹³ Additionally, Moodle has been shown to enhance student retention and bolster self-efficacy by facilitating continuous access to learning materials, instructor guidance, and academic support services.¹⁴ The platform also addresses the issue of transactional distance—often a challenge in online learning—by providing tools that support collaboration, timely feedback, and active instructor presence, thereby fostering a more connected and responsive learning environment.¹⁵ Moreover, Moodle contributes to overall

¹³ David González-Gómez et al., "Performance and Perception in the Flipped Learning Model: An Initial Approach to Evaluate the Effectiveness of a New Teaching Methodology in a General Science Classroom," *Journal of Science Education and Technology* 25, no. 3 (2016): 450–59, <https://doi.org/10.1007/s10956-016-9605-9>.

¹⁴ Uzunboylu Hüseyin, Tezer Murat, and Pelin Yildiz Ezgi, "The Effects of the Authentic Learning Approach with a Course Management System (Moodle) on Students Mathematics Success and Online Authentic Learning Self-Efficacy," *Educational Research and Reviews* 15, no. 11 (2020): 679–89, <https://doi.org/10.5897/ERR2020.4087>.

¹⁵ Kershnee Sevnarayan, "Moodle as a Tool to Reduce Transactional Distance at an Open Distance and E-Learning University," *Studies in Learning and Teaching* 4, no. 1 (2023): 13–29, <https://doi.org/10.46627/silet.v4i1.165>.

student satisfaction by offering accessible and organized content delivery, efficient communication systems, and mechanisms for tracking student participation and performance.¹⁶

My Klass is particularly effective in supporting these outcomes due to its intuitive design and accessibility across both mobile and desktop devices. This flexibility allows students to engage in learning activities at their own pace and convenience, an important consideration given the widespread use of smartphones for online learning.¹⁷ The platform also enables interactive and collaborative learning experiences through features that support group discussions, feedback exchanges, and multimedia integration. These features promote learner autonomy and foster academic community.

Moreover, *My Klass* accommodates diverse learner needs by supporting differentiated instruction. Instructors can tailor content and activities to address the varying competencies, interests, and backgrounds of their students, ensuring more inclusive and equitable learning experiences.¹⁸ This adaptability is critical in language education, where students may exhibit distinct levels of proficiency and confidence. In addition to its pedagogical affordances, *My Klass* serves as a centralized repository for academic materials, simplifying the distribution and retrieval of lecture content and thereby enhancing instructional efficiency. When effectively employed, the platform contributes significantly to improving students' Arabic listening and speaking abilities, fostering both independent practice and guided instruction.

Challenges of Using *My Klass* in the *Ta'bir Syafawi* Course

While the integration of *My Klass* significantly enhances students' ability to develop Arabic receptive and productive skills in the *ta'bir syafawi* course, several challenges hinder its optimal implementation. These challenges span technical, pedagogical, and socio-emotional domains.

One notable barrier involves generational differences in digital literacy. Some senior instructors face difficulties navigating the platform due to limited familiarity with educational technologies. Furthermore, because interactions are mediated through digital tools, students may experience reduced interpersonal engagement, fostering a tendency to adopt more socially withdrawn behaviors. Additionally, the increased reliance on digital systems raises concerns

¹⁶ Hongjiang Xu and Sakthi Mahenthiran, "Factors That Influence Online Learning Assessment and Satisfaction: Using Moodle as a Learning Management System," *International Business Research* 9, no. 2 (2016): 1, <https://doi.org/10.5539/ibr.v9n2p1>.

¹⁷ S S Al-Kindi and & M N Al-Suqri, "Mobilizing Learning: Using Moodle and Online Tools via Smartphones," *International Journal of Knowledge Content Development & Technology* 7, no. 3 (2017): 67.

¹⁸ Hani Morgan, "Maximizing Student Success with Differentiated Learning," *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 87, no. 1 (2014): 34–38, <https://doi.org/10.1080/00098655.2013.832130>.

regarding data privacy and personal information security. These challenges highlight the need for comprehensive digital training and privacy awareness to ensure safe, effective engagement.

CONCLUSION

This study concludes that the integration of *My Klass*, a Moodle based digital learning platform, effectively supports the development of both receptive and productive language skills in the *Ta'bir Syafawi* course. The findings reveal that *My Klass* enables key pedagogical functions by facilitating access to varied instructional resources such as files and URLs and by supporting interactive components including attendance tracking, assignments, discussion forums, and feedback mechanisms. The platform's affordances flexibility, accessibility, centralized resource management, and differentiated instruction allow students to engage in self-paced learning and reinforce their Arabic listening and speaking competencies in diverse settings. These features contribute meaningfully to pedagogical efficiency, particularly in fostering autonomous learning and addressing varied student needs. Nevertheless, the study also identifies several implementation challenges that complicate the full digitization of oral language instruction. These include limited digital literacy among some instructors particularly those less familiar with emerging educational technologies diminished affective engagement due to reduced face-to-face interaction, tendencies toward social disengagement in online environments, and concerns over the protection of students' personal data. Such challenges underscore the need for sustained pedagogical innovation, targeted faculty development, and robust digital ethics to ensure effective and secure language instruction in virtual contexts.

This research contributes to the expanding field of Arabic digital pedagogy by offering a focused, course-specific examination rooted in authentic classroom practice. Its value lies in bridging the theoretical affordances of digital platforms with their practical implementation in linguistically intensive settings. By centering on a course that emphasizes oral proficiency, the study illustrates how digital tools can be leveraged to mediate both receptive and productive skills without diminishing interactivity or communicative depth. In doing so, it advances the broader discourse in Arabic language education regarding the optimization of online learning environments for developing speaking and listening competencies. Furthermore, the deployment of *My Klass* as a centralized, adaptive platform demonstrates the feasibility of scalable, structured, and context-responsive digital instruction. These findings offer not only discipline-specific insights but also transferable models for digital transformation across other areas of the humanities where multimodal, dialogic learning is essential.

Despite its contributions, this study is constrained by its limited scope and focus on a single course within a specific institutional context. The sample size, course design, and technological infrastructure may not reflect the diversity of instructional conditions in other institutions or language programs. Future research should investigate comparative implementations across multiple universities and examine how varying LMS configurations influence language learning outcomes. Longitudinal studies tracking student engagement and proficiency gains over time would further enrich the understanding of digital pedagogy's long-term impact. Additionally, greater incorporation of student perspectives and targeted strategies to enhance affective engagement may help address risks of digital alienation. Ultimately, this study lays a foundation for future pedagogical models that prioritize accessibility, interactivity, and inclusivity in Arabic language instruction through digital platforms, offering actionable insights for educators, administrators, and policymakers alike.

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