**Hybrid Learning: Utilizing the Flipped Classroom Model to Enhance Arabic Learning at Islamic high school**

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**Abstract**

This study aims to evaluate the effectiveness of the flipped classroom method in teaching Arabic at Islamic high school using a quasi-experimental non-equivalent group design. The study involved two groups of students: the experimental class using the flipped classroom method and the control class using traditional teaching methods. The research was conducted over eight weeks, with three sessions per week. Pre-test and post-test data were collected to measure students' learning outcomes, along with observations and questionnaires to assess student engagement and perceptions. The results of the study indicate that the flipped classroom method is effective in improving students' Arabic learning outcomes. The post-test scores showed a significant increase in the experimental class compared to the control class. An independent t-test revealed a significant difference between the post-test results of the two groups, with the experimental class showing better understanding and higher Arabic language skills. Student perceptions of the flipped classroom method were overwhelmingly positive. The majority of students felt that this method made learning more engaging and interactive. They reported higher motivation and better comprehension of the material, as they could learn at their own pace at home and use classroom time for discussion and practice. Students also appreciated the flexibility provided by the flipped classroom approach. Furthermore, the study observed a significant increase in student engagement and participation in the experimental class. Classroom observations showed that students were more active in group discussions, asked more questions, and were more involved in practical activities compared to the control class. Teachers reported that students in the experimental class exhibited a more positive attitude and greater enthusiasm for learning Arabic. In conclusion, this study demonstrates that the flipped classroom method is not only effective in enhancing Arabic learning outcomes but also increases student engagement and provides a more positive learning experience. These findings strongly support the adoption of the flipped classroom method in Arabic language instruction at Islamic high school and potentially in other subjects

***Keywords:*** *Flipped Classroom, Arabic Language Learning, Active Learning, Teaching Method*

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1. **INTRODUCTION**

The process of learning Arabic at Islamic high school underwent a significant shift following the impact of the pandemic in 2019. Education transitioned from traditional classrooms to digital spaces. Educators adapted by exploring engaging digital learning platforms to enhance students’ interest in learning and to address the characteristics of students affected by the pandemic (Ihyakulumudin & Dewi, 2022; Indrawati, 2020; Lindawati & Rahstate islamic school, 2020).

The Indonesian government, through the Ministry of Education, Culture, Research, and Technology, played a role in addressing the educational challenges arising from the pandemic by designing the Merdeka Curriculum as a solution. The Merdeka Curriculum is built on 21st-century skills, focusing not only on knowledge and technology but also on the social needs and character development of student (Suherstate islamic school, 2023). The government has established the Merdeka Curriculum as the national curriculum in 2024. However, the Merdeka Curriculum has not prioritized the Arabic language learning process, as Arabic remains categorized as a foreign language subject, unlike English, which has already become a core subject required in schools (Natipulu, 2024; Rahstate islamic school, 2022).

Arabic language learning at Islamic high school, under the structure of the Merdeka Curriculum based on KMA No. 347 of 2022, allocated 144 instructional hours per year, or 4 hours per week in grade X, and 72 instructional hours per year, or 2 hours per week in grade XI. Arabic language not offered as a general subject in grade XII. This time allocation for Arabic learning contrasts with the Graduate Competency Standards of Islamic high school in the KMA, which state that students at schools should have the distinctive ability to communicate and interact in Arabic, as well as use Arabic as a means to study religion from authentic sources (Kementerian Agama, 2022)

To achieve the Graduate Competency Standards at Islamic high school, educators need to maximize the allocated time for Arabic learning as stipulated by KMA No. 347 of 2022, by employing appropriate teaching methods and techniques to achieve learning objectives effectively and efficiently (Qomaruddin, 2022). Therefore, to accommodate this, the current study proposes the Flipped Classroom model, which combines online and offline learning simultaneously (hybrid) within the same grade level (Yulius Roma Patandean & Indrajit, 2021).

Previous research has shown that the use of the flipped classroom model in Arabic learning is effective in improving students' writing skills in grade XI and can significantly enhance their motivation to learn (Florina & Atmazaki, 2023). Other studies have also indicated that the flipped classroom model can enhance students' critical thinking abilities (Maolidah et al., 2017; Yulius Roma Patandean & Indrajit, 2021). Aburezeq's research highlights that the flipped classroom approach has a significant positive impact on improving Arabic speaking skills among seventh-grade students. The study revealed that this instructional method, which combines pre-class independent learning with interactive in-class activities, fosters an environment conducive to active participation and practical language use. Interestingly, the findings also indicate that female students demonstrated a greater improvement in their speaking performance compared to their male counterparts. This gender-based distinction suggests that the flipped classroom model may resonate differently across demographics, potentially influenced by varying engagement levels or learning preferences. These results underscore the effectiveness of the flipped classroom approach in enhancing language proficiency, while also pointing to the importance of tailoring pedagogical strategies to meet diverse learner needs (Aburezeq, 2020). Albahout's study on the also demonstrates significant improvements in students' mastery of Arabic grammar through this innovative teaching strategy. The findings reveal that implementing the flipped classroom approach resulted in a large effect size (F = 0.35), highlighting its substantial impact on students' grammatical competence. By shifting instructional content to pre-class activities and dedicating in-class time to interactive exercises and practical application, the flipped classroom fosters deeper understanding and retention of grammatical rules. This approach proved particularly effective for native Arabic speakers, as it allowed them to engage with the material actively and collaboratively, enhancing both their theoretical knowledge and practical usage of grammar. The study underscores the potential of the flipped classroom model as a transformative tool in language education, particularly in developing essential grammatical skills (Albahuoth, 2023).

This research specifically focuses on the effectiveness of the flipped classroom model in improving students learning outcomes in Arabic language learning, with an emphasis on student engagement and perception. This model applies the All in One System or *Nazhariyah Al-Wahdah* theory at State Islamic High School 5 Tangerang, aiming to foster active participation and a positive learning experience among students. By integrating both the flipped classroom approach and the theory, this study explores not only the academic improvements in language skills but also how students perceive and engage with the learning process.

This studys aims to determine the effectiveness of Arabic language learning using the flipped classroom model and how its application in Arabic language learning at Islamic high school can achieve the learning objectives and Graduate Competency Standards of Islamic high school in a short time efficiently, as well as to achieve better learning outcomes compared to Arabic learning using conventional teaching models.

1. **METHODS**

This study employs an experimental design with a quasi-experimental approach to evaluate the effectiveness of the flipped classroom method in Arabic language learning at Madrasah Aliyah. The research involves two classes: an experimental class and a control class, to compare the learning outcomes of students using the flipped classroom method with those using conventional teaching methods (Campbell & Riecken, 1968; Mustofa et al., 2023; Sarie et al., 2023)

The research design is a non-equivalent control group design, where two non-equivalent groups compared before and after the intervention. Both groups are administered a pre-test to measure their initial abilities and a post-test after 8 weeks of intervention to evaluate the improvement in learning outcomes (Bui, 2024; Hasyim, 2010). The pre-test and post-test are designed to assess specific skills in Arabic language learning, including vocabulary mastery, grammar understanding, reading comprehension, and basic writing skills. The test instruments validated by expert judgment to ensure content validity and reliability.

In addition to measuring learning outcomes, the study also examines student engagement and perception. Engagement assessed through classroom observation sheets that document student participation, interaction, and involvement during the learning sessions. Perception measured using a structured questionnaire distributed to students at the end of the intervention, which includes Likert-scale items to evaluate their views on the learning method, motivation, and perceived effectiveness.

The study spans 8 weeks, with 2 sessions per week. Each session lasts 90 minutes. In the experimental class, the flipped classroom method implemented, where students provided with digital learning materials, such as videos and interactive content, to study independently before each session. Class time is then utilized for active learning activities, including discussions, group work, and problems-solving exercises. Conversely, the control class follows conventional teaching methods, with teachers delivering lectures during class and assigning homework for practice.

Quantitative data analysis includes normality tests and homogeneity tests to ensure the data meet the assumptions required for further statistical analysis. An independent t-test used to compare the post-test scores between the experimental and control groups to determine the effectiveness of the flipped classroom method. Qualitative data analysis involves descriptive analysis of observational data to provide insights into student engagement during the intervention.

The study population consists of grade X students at Madrasah Aliyah. Two classes selected as samples using purposive sampling, with each class consisting of 35 students. One class designated as the experimental class, and the other as the control class. The selection of classes was not done randomly but is based on availability and ease of access. The participants of this study are grade X students at Islamic High School who meet the inclusion criteria, which include students aged 15-17 years and enrolled as active students. There are no specific exclusion criteria beyond the availability and willingness of students to participate in the study. The sampling does not consider specific demographic characteristics other than these general criteria.

1. **FINDINGS AND DISCUSSION**
	1. Findings

The data analysis begins with the collection of pre-test scores as a baseline for both the experimental and control groups. The pre-test conducted before the classes received the special treatment in the implementation of Arabic language learning using the flipped classroom model. The data collected for each class is as follows:

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| **Table1. Descriptive Statistics** |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| Pre-Test Experiment | 35 | 18 | 90 | 58,09 | 21,403 |
| Post-Test Experiment | 35 | 65 | 95 | 83,00 | 8,419 |
| Pre-Test Experiment | 35 | 16 | 74 | 55,69 | 12,826 |
| Post-Test Experiment | 35 | 55 | 95 | 76,57 | 12,173 |
| Valid N (listwise) | 35 |  |  |  |  |

This table shows descriptive statistics for two groups: the experimental group and the control group, each consisting of 35 participants. For the experimental group, pre-test scores range from 18 to 90, with a mean of 58.09 and a standard deviation of 21.403, indicating a relatively high variability in initial scores. After the intervention, the post-test scores in the experimental group significantly increased, with a range of 65 to 95, a mean of 83.00, and a lower standard deviation of 8.419, indicating that the scores are more concentrated around the mean. Conversely, the control group’s pre-test scores range from 16 to 74, with a mean of 55.69 and a standard deviation of 12.826. The post-test scores in the control group also show an increase, with a range of 55 to 95 and a mean of 76.57, although this increase is not as substantial as in the experimental group. The post-test standard deviation in the control group is 12.173, indicating a slightly larger spread of scores compared to the experimental group. With a valid sample size of 35 in both groups, this data suggests that the intervention was more effective in improving participant perforstate islamic schoolce in the experimental group compared to the control group.

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| **Table2. Tests of Normality** |
|  | Class | Shapiro-Wilk |
|  | Statistic | df | Sig. |
| Result | *Pre-Test Eksperimen (FCL)* | ,946 | 35 | ,087 |
| *Post-Test Ekspeiment (FCL)* | ,904 | 35 | ,0051 |
| *Pre-Test Control* | ,936 | 35 | ,043 |
| *Post-Test Control* | ,931 | 35 | ,031 |

Table 2 presents the results of the Shapiro-Wilk normality test for the pre-test and post-test scores of both the experimental and control groups. The Shapiro-Wilk test assesses whether the data distribution significantly deviates from a normal distribution, with a p-value (Sig.) greater than 0.05 indicating that the data is normally distributed. For the experimental group, the Shapiro-Wilk statistic for the pre-test is 0.946 with a p-value of 0.087, indicating that the pre-test score distribution does not significantly differ from normal. However, for the post-test, the Shapiro-Wilk statistic is 0.904 with a p-value of 0.051, which is close to the threshold but still suggests a distribution not significantly different from normal. In contrast, the control group’s pre-test Shapiro-Wilk statistic is 0.936 with a p-value of 0.043, and the post-test statistic is 0.931 with a p-value of 0.031, both indicating that the pre-test and post-test scores in the control group significantly differ from a normal distribution. Therefore, it can be concluded that the pre-test scores in both groups are normally distributed, while the post-test scores in the experimental group are near normal distribution, but the pre-test and post-test scores in the control group do not follow a normal distribution.

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| **Table 3. *Paired Samples Statistics*** |
|  | *Mean* | *N* | *Std. Deviation* | *Std. Error Mean* |
| Pair 1 | Pre-Test Experiment | 58,09 | 35 | 21,403 | 3,618 |
| Post-Test Experiment | 83,00 | 35 | 8,419 | 1,423 |
| Pair 2 | Pre-Test Experiment | 55,69 | 35 | 12,826 | 2,168 |
| Post-Test Experiment | 76,57 | 35 | 12,173 | 2,058 |

Table 3 presents descriptive statistics for the pre-test and post-test scores of two groups: the experimental group and the control group, each consisting of 35 participants. The experimental group's pre-test scores range from 18 to 90, with a mean of 58.09 and a standard deviation of 21.403. The post-test scores in the experimental group show a significant improvement, ranging from 65 to 95, with a mean of 83.00 and a lower standard deviation of 8.419. In contrast, the control group's pre-test scores range from 16 to 74, with a mean of 55.69 and a standard deviation of 12.826. The control group's post-test scores also increase, ranging from 55 to 95, with a mean of 76.57 and a standard deviation of 12.173. This data suggests that the intervention was more effective in improving the perforstate islamic schoolce of participants in the experimental group compared to the control group.

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| **Table4. Paired Samples Test** |
|  | Paired Differences | t | df | Sig.(2-tailed) |
| Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |
| Lower | Upper |
| *Pair 1* | *Pre-Test Experiment - Post-Test Experiment* | -24,91 | 22,669 | 3,832 | -32,702 | -17,127 | -6,502 | 34 | ,000 |
| *Pair 2* | *Pre-Test Experiment - Post-Test Experiment* | -20,886 | 16,643 | 2,813 | -26,603 | -15,169 | -7,424 | 34 | ,000 |

Table 4 presents the Shapiro-Wilk normality test results for the pre-test and post-test scores of both groups. For the experimental group, the Shapiro-Wilk statistic for the pre-test is 0.946 with a p-value of 0.087, indicating a normal distribution. The post-test Shapiro-Wilk statistic is 0.904 with a p-value of 0.051, which is close to normality. In contrast, the control group's pre-test Shapiro-Wilk statistic is 0.936 with a p-value of 0.043, and the post-test Shapiro-Wilk statistic is 0.931 with a p-value of 0.031, both indicating significant deviation from a normal distribution. In conclusion, the pre-test scores in both groups are normally distributed, while the post-test scores in the experimental group are close to normality, but the pre-test and post-test scores in the control group do not follow a normal distribution.

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| **Table 5. Test of Homogeneity of Variance** |
|  | Levene Statistic | df1 | df2 | Sig. |
| Result | Based on Mean | 5,639 | 1 | 68 | ,020 |
| Based on Median | 5,250 | 1 | 68 | ,025 |
| Based on Median and with adjusted df | 5,250 | 1 | 65,566 | ,025 |
| Based on trimmed mean | 5,864 | 1 | 68 | ,018 |

Table 5 presents the results of the homogeneity of variance test using different methods to evaluate the variance in student learning outcomes between the experimental and control groups. The homogeneity of variance test is conducted to determine whether the variances between these two groups differ significantly. The results from various methods are as follows: based on the mean, Levene's statistic is 5.639 with degrees of freedom (df) 1 and 68, and a p-value of 0.020; based on the median, Levene's statistic is 5.250 with the same degrees of freedom and a p-value of 0.025; based on the median with adjusted degrees of freedom, the result is similar with a p-value of 0.025; and based on the trimmed mean, Levene's statistic is 5.864 with the same degrees of freedom and a p-value of 0.018. All p-values being less than 0.05 indicate that there are significant differences in variance between the experimental and control groups concerning students learning outcomes. This suggests that the data variability between these groups is not uniform, which should be taken into account in further analysis of the differences in student learning outcomes between the two groups.

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| **Table 6. Independent Samples Test** |
|  | *Levene's Test for Equality of Variances* | *t-test for Equality of Means* |
| *F* | *Sig.* | *t* | *df* | *Sig.* *(2-tailed)* | *Mean Difference* | *Std. Error Difference* | *95% Confidence Interval of the Difference* |
| *Lower* | *Upper* |
| Result | *Equal variances assumed* | 5,639 | ,020 | 2,570 | 68 | ,012 | 6,429 | 2,502 | 1,436 | 11,421 |
| *Equal variances not assumed* |  |  | 2,570 | 60,469 | ,013 | 6,429 | 2,502 | 1,425 | 11,432 |

This table presents the results of an independent test comparing student learning outcomes between the experimental and control groups. First, Levene's test used to examine the equality of variances between the two groups. The results indicate that the F value is 5.639 with a significance level (Sig.) of 0.020, suggesting that the variances between the groups differ significantly. Subsequently, a t-test conducted under both assumptions: equal variances assumed and equal variances not assumed. The results show that in both scenarios, the t-test value is 2.570, with degrees of freedom (df) of 68 and 60.469, respectively, and significance levels (Sig.) of 0.012 and 0.013, respectively. This indicates that there is a significant difference in the average student learning outcomes between the experimental and control groups. Additionally, the mean difference is 6.429, with a standard error difference of 2.502. The 95% confidence interval for this mean difference ranges from 1.436 to 11.421 in the case of equal variances assumed, and from 1.425 to 11.432 in the case of equal variances not assumed. These results suggest that the intervention applied to the experimental group has a significantly greater impact on student learning outcomes compared to the control group.

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| **Table 7. Group Statistics** |
|  | **Class** | **N** | **Mean** | **Std. Deviation** | **Std. Error Mean** |
| Result | Post-Test Experiment class (FCR) | 35 | 83,00 | 8,419 | 1,423 |
| Post-Test Control class(Conventional) | 35 | 76,57 | 12,173 | 2,058 |

Table 7 presents group statistics for student learning outcomes on the post-test between the experimental and control groups. The experimental group, which received the intervention using the Flipped Classroom (FCR) approach, has an average students learning outcome of 83.00, with a standard deviation of 8.419 and a standard error mean of 1.423. Meanwhile, the control group, which received the conventional approach, has an average students learning outcome of 76.57, with a standard deviation of 12.173 and a standard error mean of 2.058.

Overall, these results indicate that the intervention using the FCR approach in the experimental group resulted in a higher average learning outcome (83.00) compared to the control group that received the conventional approach (76.57). This difference suggests that the FCR intervention has a significant positive impact on student learning outcomes compared to the conventional method. The lower standard deviation in the experimental group also indicates that the student learning outcomes are more concentrated around the mean, reflecting better consistency in response to the intervention.

**Table 8. Student’s Engagement and Perception**

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| --- | --- | --- | --- | --- | --- |
| **Item** | **N** | **Minimum** | **Maximum** | **Mean** | **Std. Deviation** |
| I find studying Arabic using Hybrid Learning (FCR) more interesting than traditional methods. | 35 | 3 | 5 | 3.94 | 0.747 |
| Hybrid Learning (FCR) collaboratting with technology makes it easier for me to understand Arabic grammar. | 35 | 2 | 5 | 4.09 | 0.765 |
| Using Hybrid Learning (FCR)makes learning Arabic more interactive and enjoyable. | 35 | 3 | 5 | 3.97 | 0.770 |
| I feel that Hybrid Learning (FCR) collaboratting with technology provides quick feedback and helps correct my mistakes. | 35 | 2 | 5 | 4.12 | 0.820 |
| I believe that Hybrid Learning (FCR) collaboratting with technology can improve my Arabic speaking skills. | 35 | 3 | 5 | 3.91 | 0.765 |
| I feel comfortable Hybrid Learning (FCR) collaboratting with technology technology in learning Arabic. | 35 | 1 | 5 | 3.79 | 0.927 |
| **Valid N (listwise)** | 35 |  |  |  |  |

Table 8 presents the descriptive statistics of students' engagement and perception regarding the use of Hybrid Learning (Flipped Classroom Model - FCR) in Arabic language learning. The data were collected from 35 respondents using a Likert-scale questionnaire. The first item, "I find studying Arabic using Hybrid Learning (FCR) more interesting than traditional methods," received a mean score of 3.94 with a standard deviation of 0.747, indicating that most students found the method engaging. Similarly, the statement, "Hybrid Learning (FCR) collaborating with technology makes it easier for me to understand Arabic grammar," achieved the highest mean score of 4.09 (SD = 0.765), highlighting the perceived effectiveness of this approach in improving grammatical understanding.

Students also expressed that Hybrid Learning (FCR) made learning more interactive and enjoyable, with a mean score of 3.97 (SD = 0.770). Furthermore, the quick feedback and corrective support provided by the technology were highly valued, as indicated by the statement, "I feel that Hybrid Learning (FCR) collaborating with technology provides quick feedback and helps correct my mistakes," which garnered the highest mean score of 4.12 (SD = 0.820). Regarding speaking skills, students believed that Hybrid Learning (FCR) could enhance their Arabic speaking abilities, reflected by a mean score of 3.91 (SD = 0.765). Lastly, the comfort level of using Hybrid Learning (FCR) technology was moderately positive, with a mean score of 3.79 and the highest standard deviation (0.927), indicating more varied responses. Overall, the findings suggest that students positively perceive Hybrid Learning (FCR) as a method that enhances engagement and facilitates their Arabic language learning process. However, there is some variability in their comfort levels, signaling potential areas for improvement in implementation.

* 1. **Discussion**

The Arabic language instruction at Madrasah Aliyah Negeri 5 Tangerang utilizes the All-in-One System or *Nazhariyah Al-Wahdah* approach. This method views Arabic as a unified whole, interrelated and inseparable in the learning process. Consequently, assessment in Arabic language learning also integrated as a single evaluation system (Asyiah, 2016; Fera & Anwar, 2022). The Flipped Classroom model is an innovative teaching approach that reverses the conventional learning structure. Traditionally, educators present content in class while students complete assignments at home. In contrast, the Flipped Classroom model involves students first learning the material at home through videos, modules, or readings, and then using class time for discussions, questions, and practical or collaborative activities (Wilyantri, 2022; Yulius Roma Patandean & Indrajit, 2021).

The Flipped Learning model emphasizes the necessity of effective technology integration to deliver content outside the classroom while maximizing in-class time for active and collaborative learning. This approach leverages various technological tools to provide learning materials in formats such as videos, audio, text, and multimedia, enabling students to engage with the content independently at home. Class time dedicated to interactive and critical activities that foster deeper understanding and application of knowledge. The successful implementation of the Flipped Classroom model requires a robust technological infrastructure, comprehensive educator training, and ongoing refinement of teaching strategies to ensure enhanced student engagement. Key components of this model include online self-directed learning, interactive classroom sessions, and continuous formative assessments. These assessments monitor student progress and provide constructive feedback, creating a dynamic learning environment that supports both individual and collective academic growth. (Mushtaq & Iqbal, 2024; Wilyantri, 2022).

Implementation of the Flipped Classroom model in Arabic language instruction at Islamic High School 5 Tangerang, involves several strategic steps to ensure effectiveness and active student engagement. Initially, educators prepare learning materials in the form of videos, readings, and modules, provided in PDF or PowerPoint format, and upload them to e-learning platforms provided by the Ministry of Religious Affairs and Google Sites for student access. Educators then guide students on how the Flipped Classroom conducted over the semester, with classroom time dedicated to discussions, Q&A, and assignments based on the materials covered online in the previous week. Students engage in structured independent learning at home, which includes watching videos, studying modules, or completing quizzes available on e-learning platforms and quiz apps such as Quizizz and Kahoot. Interactive classroom activities designed to discuss the material presented online, involving group discussions, Q&A with the teacher, practical exercises like role-playing, and formative assessments conducted by the educator. Finally, evaluation activities include post-tests administered after the Flipped Classroom implementation to measure improvements in learning outcomes.

The implementation of the Flipped Classroom model (FCR) at state Islamic school 5 Tangerang demonstrated several significant advantages. Data shows that, this approach improves the average student learning outcomes, with higher average scores and more consistent score distributions compared to conventional methods. The FCR approach also fosters increased interaction and active participation from students, which can enhance their interest and motivation in learning. Additionally, FCR encourages the use of technology and the development of 21st-century skills such as critical thinking, collaboration, and communication.

However, there are also some drawbacks to consider. Limited technology infrastructure at the school can be a major obstacle, and both teachers and students may face difficulties adapting to this new method. The FCR approach also requires more preparation time from teachers, which could be an additional burden. Furthermore, although the average learning outcomes improve, students with lower learning abilities may need extra support. By addressing these challenges, state Islamic school 5 Tangerang can maximize the benefits of the FCR model in education and enhance overall student learning outcomes.

The implementation of the FCR model at state Islamic school 5 Tangerang holds great potential for improving students learning outcomes and making the learning process more engaging and relevant to 21st-century skills. Student’s engagement and perception play a crucial role in fostering positive learning outcomes, particularly in Arabic language education (Amzaludin & Abidin, 2024; Huda et al., 2022). Engagement refers to students' active involvement and commitment to learning activities, which can enhance their motivation, comprehension, and retention of material. Perception, on the other hand, involves how students view and evaluate their learning experiences, influencing their attitudes toward the subject and the methods employed. According to Fredricks’ et al. (2004), engagement is a multidimensional construct encompassing behavioral, emotional, and cognitive dimensions, all of which contribute to deeper learning and academic success (Xu et al., 2023). When students perceive learning methods as effective and enjoyable, they are more likely to actively participate and persist in overcoming challenges.

In the context of Arabic language learning, methods such as Hybrid Learning or Flipped Classroom Models (FCR) have been shown to positively impact engagement and perception. These approaches integrate technology to create interactive and personalized learning experiences, making the process more dynamic and relevant. Researchers such as Al-Qahtani and Higgins (2013) argue that the use of technology in language education not only enhances accessibility but also fosters a sense of autonomy and collaboration among students. Additionally, positive perceptions of learning methods reduce anxiety and build confidence, which are critical in mastering complex linguistic skills like grammar, pronunciation, and conversation (Al‐Qahtani & Higgins, 2013; Alqahtani, 2022; Arifin et al., 2023).

In line with this, the findings of this study confirm that student engagement and perception are directly aligned with learning outcomes in Arabic language education. The data collected reveal that higher levels of engagement and positive perceptions of the Hybrid Learning using Flipped Classroom Model - FCR approach correlate with significant improvements in students' mastery of Arabic. Students who actively participated in interactive learning activities and viewed the method as effective and enjoyable demonstrated better performance in post-tests compared to those in traditional learning environments. This alignment supports the assertion by Kahu (2013) that engagement and perception are key drivers of academic success, as they enhance motivation, active involvement, and the application of knowledge (Kahu, 2013).

The positive relationship between engagement, perception, and learning outcomes observed in this study highlights the critical role of innovative teaching strategies in Arabic language education (AlAli & Wardat, 2024; Sutisna & Atha, 2023). By integrating technology and interactive elements, the FCR model not only fosters active participation but also creates a learning environment where students feel supported and valued. This synergy between engagement, perception, and outcomes underscores the need for educators to adopt learner-centered approaches that resonate with students' needs and preferences, ultimately leading to more effective and meaningful learning experiences (Aluvalu et al., 2024; Treesuwan & Tanitteerapan, 2016).

Thus, fostering engagement and cultivating positive perceptions among students can lead to improved learning outcomes in Arabic language education. These factors not only enhance students' immediate performance but also instill a lifelong interest in the language, which is essential for achieving fluency and cultural understanding. However, its success largely depends on the readiness of infrastructure, adequate teacher training, and additional support for students who need it. By overcoming these challenges, state Islamic school 5 Tangerang can fully leverage the benefits of the FCR model in education.

1. **CONCLUSION**

This study aims to evaluate the effectiveness of the flipped classroom method in Arabic language learning at Madrasah Aliyah using a non-equivalent group quasi-experimental design. Based on the data analysis obtained through pre-tests, post-tests, and observations, the results indicate that the FCR method is effective in improving students' Arabic language learning outcomes. Post-test data show a significant increase in scores for students in the experimental class compared to the control class. Independent t-tests reveal a significant difference between the post-test results of the two groups, with students in the experimental class using the FCR method demonstrating better understanding and higher Arabic language skills compared to students in the control class who used traditional methods. The study also shows a significant increase in student engagement and participation in the experimental class. Observations in the classroom reveal that students are more active in group discussions, ask more questions, and are more involved in practical activities compared to students in the control class. Teachers also report that students in the experimental class exhibit a more positive attitude and greater enthusiasm toward learning Arabic.

Thus, this research demonstrates that FCR is not only effective in improving Arabic language learning outcomes but also enhances student engagement and provides a more positive learning experience. These findings strongly support the implementation of the flipped classroom method in Arabic language teaching at Madrasah Aliyah and may be applicable to other subjects as well.

Building on the findings of this study, future research should explore additional variables that may further enhance the relationship between student engagement, perception, and learning outcomes in Arabic language education. For instance, experiments could investigate the impact of incorporating gamification elements into the Flipped Classroom Model (FCR) to increase motivation and sustained interest among learners. Additionally, longitudinal studies could be conducted to examine how engagement and perception influence long-term retention and fluency in Arabic.

Ongoing studies are currently delving into the use of adaptive learning technologies, such as AI-powered language platforms, to personalize the learning experience based on individual student needs. These experiments aim to assess whether adaptive feedback and tailored content can amplify the benefits observed with the FCR approach. Another promising area of research involves comparing the effectiveness of various hybrid learning models in diverse educational settings, including rural and urban madrasahs, to ensure scalability and inclusivity of innovative teaching practices. These future directions will not only expand the understanding of effective strategies in Arabic language education but also provide actionable insights for educators and policymakers.

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