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Effectiveness of the Station Rotation Blended Learning Model in Mastering *Mufradat*

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Abstract

This study examines the effectiveness of the station rotation blended learning (BL) model in enhancing the mastery of mufradat (Arabic vocabulary) among Grade VII students at MTs Anwar Futuhiyyah Yogyakarta. The research was motivated by the low vocabulary mastery among students, attributed to limited instructional time and a lack of innovation in Arabic language teaching. To address this, the researcher introduced a station rotation BL model designed to promote student engagement and deepen vocabulary understanding. The study employed a quantitative approach using a quasi-experimental design with a pretest-posttest control group. The sample consisted of 16 students from classes 7A and 7B, selected through simple saturated sampling. The Mann–Whitney test results showed no significant difference in pre-test scores between the control and experimental groups ($p = 0.954 > 0.05$), indicating comparable initial proficiency. Post-test results analyzed with an Independent Sample T-Test also showed no significant difference between the two groups ($p = 0.097 > 0.05$), suggesting that the station rotation BL model did not significantly improve students' vocabulary mastery. Based on these findings, it is recommended that teachers explore alternative instructional models to enhance mufradat acquisition at MTs Anwar Futuhiyyah.

Keywords: *Blended Learning Model, Station Rotation Type, Mastery Mufradat, Arabic Learning.*

Introduction

Arabic holds an important position in learning.[1] The importance of learning Arabic stems from its role as the key to understanding the Qur'an and Hadith, the primary foundations of Islamic teachings.[2] Another important reason for every Muslim to learn Arabic is that it is the language of worship. To perform worship solemnly, it is necessary to understand every Arabic sentence recited during prayers.[3]

Moreover, Arabic is an international language that broadens access to vast knowledge.[4] The number of Arabic speakers exceeds 313 million and continues to grow globally as the language maintains its purity.[5]

For Muslims, acquiring knowledge of the Arabic language is essential since understanding the Qur'an and Sunnah is a religious duty.[6] Therefore, introducing Arabic to children is essential for parents and teachers. Children exposed to Arabic early on will develop a deeper understanding of their religion and greater potential to cultivate a love for Islam.[7]

For a Muslim, learning Arabic is a religious duty, as studying the Qur'an and the Sunnah is compulsory.[8] Therefore, parents and teachers need to introduce

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[1] Aufa Alfian Musthofa et al., "The Effectiveness of Mysterious Card Box Learning Media (KoKaMi) to Improve Student Learning Outcomes in Muthola'ah Lessons," *Mantiqu Tayr: Journal of Arabic Language* 4, no. 2 (July 25, 2024): 517–33, DOI: https://doi.org/10.25217/mantiqutayr.v4i2.4671

[2] Xuan Di et al., "Social Cognitive Theory-Assisted Learning of Arabic: A Study of Self-Regulated Learning Strategies, Social Media Usage, and Motivation," *Environment and Social Psychology* 8, no. 1 (June 14, 2023), DOI: https://doi.org/10.18063/esp.v8.i1.1543

[3] R. Taufiqurrochman et al., "Students' Perceptions on Learning Management Systems of Arabic Learning through Blended Learning Model," *Al-Bayan Journal: Journal of the Department of Arabic Language Education* 12, no. 1 (May 31, 2020): 22–36, ALSO: https://doi.org/10.24042/albayan.v12i1.5276

[4] Duha Mohamed Adam Bakhit, Lawrence Nderu, and Antony Ngunyi, "A Hybrid Neural Network Model Based on Transfer Learning for Arabic Sentiment Analysis of Customer Satisfaction," *Engineering Reports* 6, no. 10 (October 2024): e12874, DOI: https://doi.org/10.1002/eng2.12874

[5] A. Alharbi, "Arabic Sentiment Analysis Using Deep Learning and Ensemble Methods," *Arabian Journal for Science and Engineering*, 2021, DOI: https://doi.org/10.1007/s13369-021-05475-0

[6] Kristina Imron et al., "A New Model of Kalam Material Through Cybernetic Approach: Development Stages and The Influence Towards Speaking Skill of Students," *Al Bayan Journal: Journal of the Department of Arabic Language Education* 15, no. 1 (June 11, 2023): 207–23, DOI: https://doi.org/10.24042/albayan.v15i1.16199

[7] Cecep Sobar Rochmat, Cela Petty Susanti, and Rosendah Dwi Maulaya, "Actualization of Arabic Language Literacy for PAI Teachers to Support Paedagogic Competence from the Perspective of Umar Bin Khattab," *Al Burhan Journal* 3, no. 2 (December 28, 2023): 21–30, ALSO: https://doi.org/10.58988/jab.v3i2.238

[8] Kristina Imron et al., "A New Model of Kalam Material Through Cybernetic Approach: Development Stages and The Influence Towards Speaking Skill of Students," *Al Bayan Journal:*

Arabic to children. Early exposure to the language helps children become familiar with their religion from a young age and fosters a deep-rooted love for Islam.[9]

Learning Arabic consists of reading, writing, listening, and speaking.[10] In certain Islamic boarding schools, strong emphasis is placed on mastering the Arabic language, both in its active and passive forms. As for the madrasah, Arabic is only used as a subject studied once a week.[11] The limited duration of Arabic lessons in madrasas presents a greater challenge in helping students understand the language. In addition, another influential challenge is the learning approach. With a narrow time, a good learning approach has the potential to be higher in learning success. It happens the other way around.

Like other madrasas, MTs Anwar Futuhiyyah also faces challenges in learning Arabic. Arabic language learning is only scheduled once a week with a narrow duration. In addition, Arabic language learning has not been integrated with other PAI materials, so the terms Arabic words in PAI materials still sound quite unfamiliar to students.

Mufradat is a core component in learning Arabic. It is the most important part that must be mastered before speaking Arabic.[12] As for through observation, it is known that MTs Anwar Futuhiyyah students cannot interpret some basic *mufradat*, let alone use it in the form of active communication. This makes most of the scores of MTs Anwar Futuhiyyah students below standard. The difficulty in memorizing and applying vocabulary in *kalam* and *kitabah* is due to time limitations and monotonous learning approaches, so they do not leave an imprint on the memory of MTs Anwar Futuhiyyah students.

At MTs Anwar Futuhiyyah, teachers have previously applied several methods to help students memorize or learn vocabulary mastery, such as lecture methods, independent memorization repetition, and routine oral tests. However,

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Journal of the Department of Arabic Language Education 15, no. 1 (June 11, 2023): 207–23, DOI: https://doi.org/10.24042/albayan.v15i1.16199

[9] Cecep Sobar Rochmat, Cela Petty Susanti, and Rosendah Dwi Maulaya, "Actualization of Arabic Language Literacy for Pai Teachers to Support Paedagogic Competence from the Perspective of Umar Bin Khattab," *Al Burhan Journal* 3, no. 2 (December 28, 2023): 21–30, ALSO: https://doi.org/10.58988/jab.v3i2.238

[10] Triadi Wicaksono, Syamsul Anam, and Asep Maulana, "Effectiveness of Cipp-Based Evaluation Management Context, Input, Process, Product in Arabic Language Communication Extracurriculars," *Munaddhomah: Journal of Islamic Education Management* 4, no. 4 (November 15, 2023): 1026–37, DOI: https://doi.org/10.31538/munaddhomah.v4i4.716

[11] Cecep Sobar Rochmat et al., "Analysis of Teacher Self-Efficacy on Increasing Student's Learning Motivation in Arabic Speaking Skill," *International Journal of Arabic Language Teaching* 6, no. 02 (July 3, 2024): 143–56, DOI: https://doi.org/10.32332/ijalt.v6i02.9351

[12] Noza Aflisia et al., "Pemanfaatan Aplikasi Kahoot Untuk Meningkatkan Penguasaan Unsur Bahasa Arab," in *Al-Mu'tamar Ats-Tsanawi Li Al-Lughah Al-'Arabiyyah*, vol. 1 (Prodi Pendidikan Bahasa Arab IAIN Curup, 2020), 1–17, http://prosiding.iaincurup.ac.id/index.php/musla/article/view/8.

this method is less effective because it tends to be one-way, where students only receive information without active interaction. Moreover, independent memorization is often poorly supervised, leaving students without effective strategies to enhance their retention. Routine oral tests also often pressure students, especially those who feel less confident in memorizing in front of their teachers or friends.

Memorization and understanding of Arabic vocabulary are not enough to be done at school, especially on one face-to-face occasion once a week. Understanding and memorizing Arabic vocabulary requires tenacity and a long time.[13] A model to optimize time at home and school in an engaging manner offers a solution to limited class hours. The station rotation blended learning (BL) model effectively supports this.[14] The station rotation BL model allows learning with three stations but is still integrated into one complete learning.[15]

The station rotation BL model allows students who do not understand the lessons at school to repeat them at home using technology tools.[16] There are at least three stations in the model, namely face-to-face learning in the classroom, repetition of material at home using technology media, and control by teachers using digital media such as e-learning platforms.[17] Integrating the three stations allows students to understand difficult lessons and overcome the narrow learning time.[18]

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[13] M. E. Eltahir, "The Impact of Game-Based Learning (GBL) on Students' Motivation, Engagement and Academic Performance on an Arabic Language Grammar Course in Higher Education," *Education and Information Technologies*, 2021, DOI: https://doi.org/10.1007/s10639-020-10396-w

[14] Fathor Rozi et al., "Blended Learning Approach in Arabic Learning," *Journal of Physics: Conference Series* 1779, no. 1 (February 1, 2021): 012065, DOI: https://doi.org/10.1088/1742-6596/1779/1/012065

[15] Zhihong Xu et al., "Synthesizing Research Evidence on Self-Regulated Learning and Academic Achievement in Online and Blended Learning Environments: A Scoping Review," *Educational Research Review* 39 (May 2023): 100510, DOI: https://doi.org/10.1016/j.edurev.2023.100510

[16] X. Di, "Social Cognitive Theory-Assisted Learning of Arabic: A Study of Self-Regulated Learning Strategies, Social Media Usage, and Motivation," *Environment and Social Psychology*, 2023, DOI: https://doi.org/10.18063/esp.v8.i1.1543

[17] Claude Müller and Thoralf Mildenberger, "Facilitating Flexible Learning by Replacing Classroom Time with an Online Learning Environment: A Systematic Review of Blended Learning in Higher Education," *Educational Research Review* 34 (November 2021): 100394, DOI: https://doi.org/10.1016/j.edurev.2021.100394

[18] Na Wang et al., "Blended Learning for Chinese University EFL Learners: Learning Environment and Learner Perceptions," *Computer Assisted Language Learning* 34, no. 3 (March 4, 2021): 297–323, DOI: https://doi.org/10.1080/09588221.2019.1607881

BL began to gain a place in Arabic language learning during the COVID-19 pandemic.[19] During the pandemic, BL in Arabic lessons at SD Muhammadiyah 11 Randegan fully utilized technology without face-to-face interaction.[20] Aulia Subita, in her research, revealed that the use of the BL model in Arabic learning is carried out in several stages, namely preparing media, face-to-face learning, and online learning.[21] Norasyikin Osman's research explained that the BL model requires adequate preparation and facilities for the readiness of students and lecturers.[22] Another research uses the BL model by applying ICT to *Maharah Istima'* learning. The result of this research is an increase in learning motivation and helps students add new vocabulary.[23]

The research that tests the BL model in the above study has increased students' *mufradat* of the new Arabic language. This has sparked the researchers' interest in testing the effectiveness of this learning model at different educational levels, specifically in Madrasah Tsanawiyah. Through observation, there is a match between the problems in MTs Anwar Futuhiyyah and the solution offered by the researcher, namely the application of the BL model to improve knowledge of the Arabic *mufradat* language. This study aims to test the effectiveness of the station rotation BL model on the mastery of *mufradat* in the students of MTs Anwar Futuhiyyah.

The researchers adopted the BL model in the experimental class by combining face-to-face and technology-based learning (PowerPoint Text)/PPT to enhance students' learning abilities. In its execution, students received direct instruction in the classroom through discussions and Q&A sessions to enhance interaction and understanding of concepts. They accessed supplementary materials outside the classroom via digital platforms, including educational videos, interactive quizzes, and supporting learning apps. This approach allows students to learn more flexibly according to their own pace and learning styles while allowing teachers to monitor memorization progress more effectively through recorded practice or online discussions. Thus, the BL model is expected to

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[19] Danial Hilmi and Nur Ila Ifawati, "Using The Blended Learning As An Alternative Model Of Arabic Language Learning In The Pandemic Era," *Arabi : Journal of Arabic Studies* 5, no. 2 (December 31, 2020): 117, DOI: https://doi.org/10.24865/ajas.v5i2.294

[20] Novia Lu'lu'ul Muniroh and Najih Anwar, "Application of Blended Learning on Arabic Language Learning during the Covid-19 Pandemic 4th Grade in Elementary School," *Adabiyah: Journal of Islamic Education* 3 (October 10, 2022), DOI: https://doi.org/10.21070/adabiyah.v3i0.1652

[21] Aulia Subita and Mohammad Ahsanuddin, "The Utilization of Memrise in Arabic Language Learning with Blended Learning Method," *Maharaat: Journal of Arabic Language Education* 5, no. 1 (March 3, 2023): 70–85, DOI: https://doi.org/10.18196/mht.v5i1.16694

[22] Norasyikin Osman and Mohd Isa Hamzah, "Student Readiness in Learning Arabic Language Based on Blended Learning," *International Journal of Applied Linguistics and English Literature* 6, no. 5 (July 6, 2017): 83, DOI: https://doi.org/10.7575/aiac.ijalel.v.6n.5p.83

[23] N Mufidah et al., "ICT For Arabic Learning: A Blended Learning in Istima'II," *... : Journal of Arabic Language Science* …, no. Query date: 2024-10-01 07:06:23 (2019), DOI:

overcome the weaknesses of previous methods, which were often monotonous and lacked active student engagement.

This research was conducted at the MTs Anwar Futuhiyyah Jogyakarta, specifically in Krajan, Wedomartani, and Sleman Regency. The research was carried out using a quantitative experimental method with a quasi-experimental design, employing a pretest-posttest control group approach. Variable x is the station rotation BL model, and variable y is mastering *mufradat*.

In this study, the population used was the Mts Anwar Futuhiyyah students. The sampling in this study used a non-probability sampling technique using saturated sampling, namely the sampling technique if all population members are used as samples because the population size is relatively small. The sample comprised students from classes 7A and 7B, with 32 students divided equally into the experimental and control groups (16 students each).

Data collection uses triangulation techniques, namely observation, documentation, and tests. Data collection can be captured as follows:

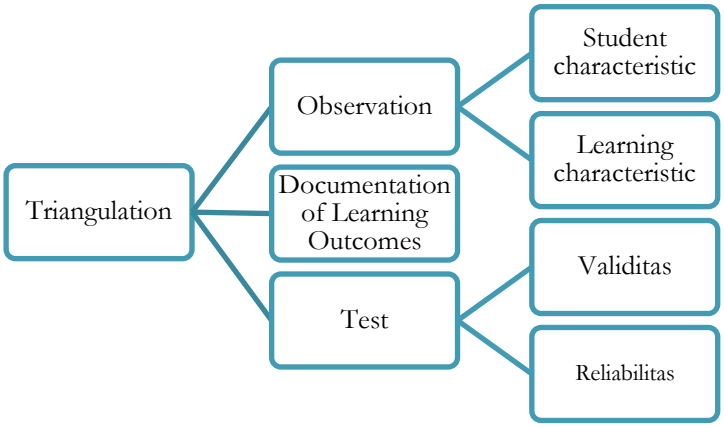

Figure 1. Data Collection.

The research instrument used is in the form of test questions with a categorization of questions based on the level of Bloom's Taxonomy as follows:

Table 1. Level Classification of Test Questions.

Question Number	Bloom's Taxonomic Levels	Lesson
1-5	Comprehension (C2)	School Supplies
6-10	Analysis (C4)	
11-20	Knowledge (C1)	
21-25	Analysis (C4)	

The table above presents the distribution of test items according to Bloom's Taxonomy levels, aimed at evaluating various cognitive abilities of students. Questions 1 to 5 are categorized under the comprehension level (C2), specifically designed to assess students' understanding of vocabulary related to school supplies. Questions 6 to 10 and 21 to 25 fall under the analysis level (C4), measuring students' ability to critically break down information and examine its components. Meanwhile, questions 11 to 20 assess knowledge recall (C1), focusing on students' basic recognition and memory of learned vocabulary. This structured classification ensures that the instrument not only tests different levels of cognitive skills but also provides a balanced measure of students' vocabulary mastery in line with the learning objectives.

Findings and Discussion

Observation and Documentation

The observation took place through direct visits to MTs Anwar Futhuhiyyah Yogyakarta. The focus was on the learning process in the classroom, specifically during Arabic language lessons. The researcher observed the methods applied by the teacher during the lesson and the student's responses while participating in the learning.

The observation revealed that, of the 16 students engaged in the learning process, only 5 demonstrated enthusiasm, while the others participated passively, showing little to no interest in learning Arabic. When formative evaluations were conducted in the classroom before the lesson ended, only a small fraction of students could answer the questions correctly. The remaining students were not active in answering questions, and some could not respond when prompted.

To reinforce the observation findings, the researcher explored student grade documentation for the Arabic language subject. After gathering information and obtaining class grade documentation for Arabic language learning from year to year, it can be said that the Arabic language subject is complex at MTs Anwar Futhuhiyyah Yogyakarta. This is also reinforced by the admission of the Arabic language teacher, who also feels that the Arabic language subject has not become a favorite subject for students and is considered difficult.

Pre-test results

In this study, the results of the pre-test need to go through a prerequisite test, namely a normality and homogeneity test, before a hypothesis test is carried out. The goal is to see the distribution of data. If the data obtained after going through the normality test is normally distributed and after going through the homogeneity test is homogeneous, then the hypothesis test used uses the Sample T-test.

However, if the data obtained is not normally distributed or homogeneous, the hypothesis test uses Mann-Whitney.

a. Normality Test

The normality test analysis was carried out using SPSS for Windows version 24. The normality test was carried out to determine whether the data distribution in the study was normally distributed. The research data is usually distributed if the significance value (Sig.) > 0.05. The opposite applies if the significance value (Sig.) < 0.05, then the research data is not normally distributed. In the pre-test of the experimental class, the significance value obtained was 0.014, which is less than 0.05, indicating that the data distribution in the experimental class was abnormal. On the other hand, in the control class, the significance value was 0.128, greater than 0.05, meaning the data in the control class followed a normal distribution.

b. Homogeneity Test

After conducting the normality test, the instrument sample was retested with a homogeneity test to determine whether the instrument sample was homogeneous or not. Based on the output of SPSS data, the significance value is 0.257 > 0.05. This means that the data population is the same or homogeneous.

c. Uji Hipotesis (Mann Whitney)

Table 2. Statistical Test

	Learning Result
Mann-Whitney U	126.500
Wilcoxon W	262.500
Z	-.058
Asymp. Sig. (2-tailed)	.954
Exact Sig. [2*(1-tailed Sig.)]	.956b

a. Grouping Variable: Class
b. Not corrected for ties.

Because the data is abnormally distributed, the hypothesis test uses a non-parametric test, namely the Mann-Whitney (U) test. In the pre-test of the experimental class and the control class, the results of Sig. (2-tailed) were 0.954 > 0.05. Thus, the interpretation obtained is that the pre-test between the experimental and control classes does not have a significant difference in influence between the two.

Post-test Results

In the post-test instrument used, it must go through a validity and reliability test. These two tests are used to measure the distribution of the test instruments used in the research, especially the accuracy (validity) and regularity (reliability).

Through these tests, invalid and unreliable questions can be identified and eliminated. Consequently, test instruments that have passed validity and reliability testing can effectively measure students' abilities objectively.

a. Validity and Reliability of Test Instruments

The number of questions whose validity is checked is 25. Based on the validity data processed through SPSS for Windows, there are 18 valid and 7 invalid questions. Then, the 18 valid questions went through a reliability test with the interpretation that if the Cronbach Alpha value is greater than 0.6, the data can be considered reliable.

Table 3. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.951	18

Based on the table above, Cronbach's Alpha value is 0.951. As for 0.951>0.6, all 18 question items are considered reliable or highly determined.

b. Statistical Data

Table 4. Statistical Data

		Statistics	
		Post-test Control	Posttest of Experiment
N	Valid	16	16
	Missing	0	0
Mean		68.75	77.19
Std. Error of Mean		4.044	2.813
Median		67.50	75.00
Mode		60A	75
Std. Deviation		16.176	11.250
Variance		261.667	126.563
Skewness		-.041	.375
Std. Error of Skewness		.564	.564
Curtosis		.010	-.812
Std. Error of Kurtosis		1.091	1.091
Range		55	35
Minimum		40	60
Maximum		95	95
Sum		1100	1235
Percentiles	25	60.00	66.25
	50	67.50	75.00
	75	78.75	85.00

Based on the statistics of the post-test results in the control class of 16 students, a total score of 1100 was obtained. The average result was 68.75, and the overall score was 67.50. The general score was 60, the minimum score was 40, and the maximum score was 95. In the post-test results for the experimental class, the data for 16 students showed a total score of 1235. The average result was 77.19, and the average score was 75.00. The general score was 75, the minimum score was 60, and the maximum score was 95. The results from the statistical table indicated that there was no significant difference between the experimental and control classes in this study. Normality and homogeneity tests were conducted before the hypothesis test to assess the data distribution.

c. Normality Test

In the post-test results of the experimental class, the significance value was 0.14, which exceeds 0.05, indicating that the data distribution in the experiment was normal. As for the control class, the significance value obtained was 0.244 > 0.05, meaning that the data tolerance was generally distributed in the control class.

d. Homogeneity Test

Based on the output of SPSS data, the significance value was 0.355 > 0.05. This means that the data population is the same or homogeneous.

e. Anova Test

Table 5. Anova

ANOVA					
Mufradat Mastery					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	569.531	1	569.531	2.934	97
Within Groups	5823.438	30	194.115		
Total	6392.969	31			

Based on the above output, the significance score (Sig) is 0.097 > 0.05, so it can be concluded that the variance of the post-test separation data between the experimental and control classes is not homogeneous. This means that both groups come from the research population with the same tendency ability.

f. Hypothesis test (Independent Sample T-Test)

The results of normality showed that the data was normally distributed. The hypothesis test uses the Independent Sample T-Test (T) if the data is distributed normally. The following are the results of the Independent Sample T-Test (T) test data processing using SPP for Windows software:

Table 6. Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	f	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									wer	Upper
Mufra-dat Mastery	Equal variances assumed	881	.355	1.713	30	.097	8.438	4.926	1.622	18.497
	Equal variances not assumed			.713	6.759	.098	8.438	4.926	1.674	18.549

Based on the table above, the post-test hypothesis results for the experimental and control classes show a significance value (2-tailed) of 0.097, greater than 0.05. This indicates no statistically significant effect, meaning the null hypothesis (Ho) is accepted while the alternative hypothesis (Ha) is rejected. In other words, there is no meaningful difference between the average post-test scores of the experimental and control groups. Therefore, the station rotation type BL learning model is ineffective in learning Arabic at MTs Futuhiyyah Yogyakarta.

The Effectiveness of the Application of Station Rotation Type BL on *Mufradat* Mastery

The challenge of mastering *mufradat* is closely linked to students' struggles in pronouncing complex Arabic vocabulary and comprehending spoken words, mainly due to poor audio quality. The application of BL is to solve these problems with a technology-based approach that can be learned outside the classroom.[24]

In this case, in addition to delivering material face-to-face in the classroom, the researcher developed interactive PPT learning media with practice questions for 7th-grade students of MTs Anwar Futuhiyyah to learn. Experts have designed and validated the validity of the material. The content in the interactive PPT is

[24] Depi Kurniati, "Penggunaan Media Sosial Dalam Pembelajaran Bahasa Arab Dengan Model Blended Learning," *Ta'limi: Journak of Arabic Education and Arabic Studies* 1, no. 2 (2022): 119–38.

adjusted to the characteristics of the student's developmental age.[25] However, these efforts have not effectively increased students' mastery of *mufradat*. One of the main obstacles to implementing blended learning is poor internet connectivity, which hampers online instruction and is further compounded by limited student engagement and insufficient supervision.

Based on the results of the post-test in the experimental class, an average score of 77.18 was obtained, and the control class obtained an average score of 68.75. The difference was relatively small, so there was no significant influence on the station rotation type of the BL model applied to the experimental class.

As for the normalization test and homogeneity of the pre-test data included in the prerequisites, standard data analysis using the Kolmogrov-Smirnov test and the Shapilo-Wilk test, with the results stating that the Kolmogrov-Smirnov calculation was 0.080 in the experimental class (7A). The results show a normal distribution of experimental classes. The normality test score in the control class (7 B) showed 0.200 with a normal distribution. The post-test normality test results using the Shapiro-Wilk method showed values of 0.140 for the experimental class and 0.244 for the control class. Then, the homogeneity test was said to be homogeneous with a score of 0.355, and then the analysis continued with a parametric experimental test to draw hypothetical conclusions.

Based on the results of the hypothesis test on the test data of the experimental class and control class using the Independent Sample Test (T) test with a significant result (sig 2 tailed) 0.097>0.05, Ho was accepted, and Ha was rejected. Thus, the BL model of station rotation type is not effectively applied in MTs Anwar Futuhiyyah Yogyakarta in Arabic language learning.

The findings of this study differ from two previous studies that also employed the blended learning (BL) model. Hardiansyah's research concluded that the BL model can enhance learning outcomes among them. After analysis using SPSS, the average of the experimental class in the observed object was higher than the control class. This suggests that the BL model effectively enhances Arabic language learning outcomes. Another relevant study is by Shofiyani, whose field test results showed an 84% success rate among students. Based on these findings, it was concluded that the BL model contributes to improved learning outcomes, particularly in reading Arabic text materials.[26] Another research by Mufidah uses the BL model by applying ICT to *Maharah Istima'* learning. The

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[25] Ahmad Zaki Amiruddin, "The Content Validity of Online Arabic Language Course For Blended/ Kesahan Kandungan Kursus Bahasa Arab Dalam Talian Untuk Pembelajaran Teradun Learning," *UTM: Sains Humanika* 14, no. 2 (2022): 23–29, https://doi.org/10.11113/sh.v14n2.1848.

[26] Amrini Shofiyani and Rina Dian Rahmawati, "Peningkatan Hasil Belajar Melalui Media Blended Learning Berbasis Edmodo," *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan* 8, no. 1 (n.d.): 45–49.

result of this research is an increase in learning motivation and helps students add new vocabulary.[27]

However, the BL model failed to improve the mastering of *mufradat in this study*. After evaluation, this can be attributed to several factors, including the absence of supervision in online learning. Students' awareness of learning still needs to be improved. Susanti's research examines student perceptions related to BL, showing that students prefer face-to-face learning using up-to-date learning models and media rather than only online learning.[28] Even though the learning time is so narrow, teachers need to think of other ways to make learning effective in the classroom.

In a Febriani study, the success of BL was determined from careful preparation in three stages, including 1) Learning planning, 2) Blended learning management, and 3) BL Application. Students interested in learning Arabic use the BL model using an interactive application in which there is supervision/control carried out by the teacher remotely.[29] Therefore, the lack of success in this study may be attributed to insufficient preparation across various factors, as noted by Febriani. In line with this, Norasyikin Osman's research emphasized that the effective implementation of the BL model depends on thorough preparation, adequate facilities, and the readiness of both students and instructors.[30]

This study has a limitation: the students' unpreparedness to receive lessons with the BL model. Due to the students' culture, which is not yet ready for the BL learning model with several stations that demand student independence in learning, it is recommended that teachers innovate by using other learning models suitable for student characteristics.

Conclusion

Based on the research and implementation analysis of the Station Rotation Blended Learning Model, it can be concluded that there is no difference in student results between the experimental class 7A and the control class 7B in MTs Anwar Futuhiyyah. The t-test results yielded a significance value (2-tailed)

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[27] N Mufidah et al., "ICT For Arabic Learning: A Blended Learning in Istima'II," *... : Journal of Arabic Language Science* …, no. Query date: 2024-10-01 07:06:23 (2019), DOI:

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of 0.097, greater than 0.05. The findings indicate that the Station Rotation Blended Learning model did not improve Arabic vocabulary mastery. From this study, teachers are advised to innovate by using other learning models to improve students' *mufradat* mastery in MTs Anwar Futuhiyyah students.

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