



The Use of Google Classroom Learning Management System as a Medium for Learning Arabic

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Abstract

This study aims to describe the use of the learning management system (LMS) Google Classroom as a medium for teaching Arabic. It explores its historical development, key features, advantages, disadvantages, and practical application in the learning process. Employing a qualitative descriptive approach through library research, data were gathered from various written sources, including articles, scientific journals, and documents discussing the use of Google Classroom in online learning. The data were analyzed descriptively by reviewing, recording, and organizing relevant literature. The findings indicate that Google Classroom facilitates teachers in managing classes, sharing materials, assigning tasks, and conducting assessments online. The platform supports the mastery of the four Arabic language skills-*istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitabah* (writing)-through interactive features integrated with other Google services. However, challenges such as limited internet access, low digital literacy, and reduced direct interaction remain obstacles. These require mitigation through creative and collaborative learning strategies to enhance the effectiveness of Arabic language learning in the digital era.

Keywords: Open Distance e-Learning (ODEL), Higher Education Institution, Online Learning, Bicol Region, Distance Education

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Introduction

The development of information and communication technology in the 21st century has fundamentally transformed the field of education, particularly in how educators and learners interact

and how educational activities are managed. The digitization of education has enabled the creation of a more flexible, interactive, and accessible learning system for both teachers and students (Chen & Chen, 2025). A prominent innovation in modern education is the Learning Management System (LMS)-a digital platform that facilitates the management of the online learning process, from delivering materials and assignments to assessment and communication between teacher and learner (Zamiri & Esmaeili, 2024).

Google Classroom is one of the most widely used LMS platforms across various educational levels (Tekir, 2025). Developed by Google, it aims to simplify the task of managing digital classrooms effectively and efficiently. It integrates seamlessly with other Google services such as Google Drive, Google Docs, and Google Meet. According to (Bukar Gana, 2024), Google Classroom is a web-based platform that enables teachers and students to interact, exchange educational materials, and complete academic tasks remotely. Their research shows that using Google Classroom in Arabic language teaching provides easy access to learning content, allows learners to self-pace their learning, and enhances the effectiveness of acquiring language skills.

Furthermore, (Ningsih et al., 2025)confirmed that Google Classroom can streamline tasks, foster collaboration, and improve communication between teachers and students. This system proved vital in supporting distance learning, especially during the COVID-19 pandemic, and remains relevant in today's technology-based education. Similarly, (Stecula & Wolniak, 2022) noted that the advantages of Google Classroom outweigh its disadvantages in e-learning, as it simplifies assignment collection, material review, and virtual interaction during lectures.

Methodology

This study employed a library research method with a qualitative descriptive approach. This method was implemented by examining various written sources, such as articles, scientific journals, and other documents relevant to the use of the LMS Google Classroom in online learning. Research data were obtained from secondary data sources, namely references discussing the concepts of Google Classroom, online learning, and educational technology (Table 1). Data were collected through literature studies and reviews by reading, recording, and organizing relevant information from each source. Data analysis was conducted descriptively by describing the content and findings of each reference. The results of the analysis are presented as a comprehensive description of the use of Google Classroom as an online learning medium in the digital age.

Table 1. Key Features of google classroom for Arabic language learning

Feature		Description	Relevance to Arabic learning
Material Upload		Teachers can upload text, audio, video, and presentations.	Supports listening (<i>istima'</i>) and reading (<i>qira'ah</i>) skills.
Assignment Distribution		Tasks can be assigned with due dates and attachments.	Facilitates writing (<i>kitabah</i>) and grammar practice.
Interactive Quizzes		Integrated with Google Forms for assessments.	Enables vocabulary and comprehension testing.
Comment Section		Allows Q&A, discussions, and feedback.	Enhances speaking (<i>kalam</i>) practice in written form.
Google	Meet	Enables live virtual classes and oral	Supports real-time speaking and

Feature	Description	Relevance to Arabic learning
Integration	interaction.	listening practice.
Classwork Organization	Topics and materials can be categorized by week/unit.	Helps structure lessons for gradual skill building.
Mobile Accessibility	Available on smartphones and tablets.	Allows flexible, on-the-go learning.

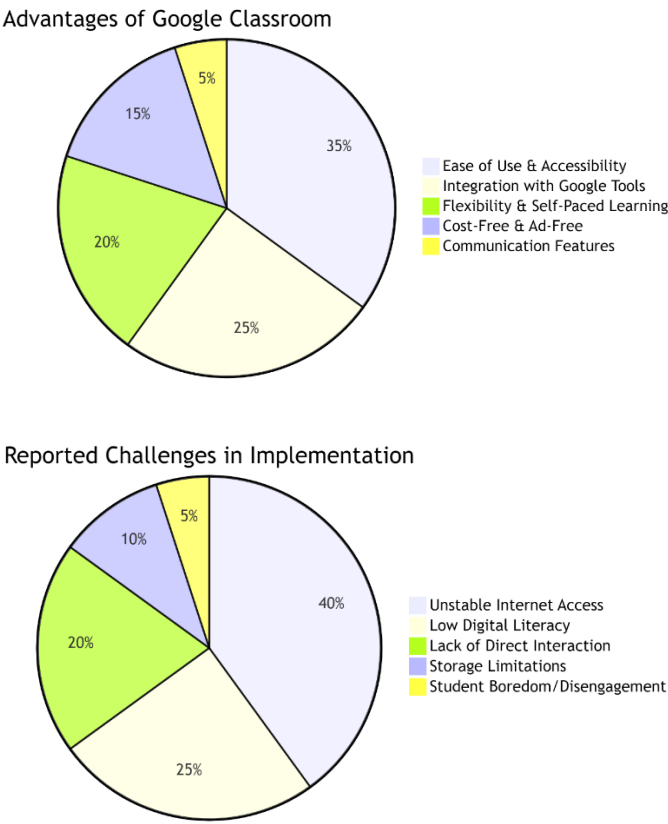


Figure 2. Advantages vs. disadvantages of google classroom in arabic learning results and discussion

Table 2. Survey of Teacher and Student Perceptions (Hypothetical Data)		
Aspect	Teacher Satisfaction (%)	Student Satisfaction (%)
Ease of material sharing	92%	88%
Assignment submission process	85%	82%

Aspect	Teacher Satisfaction (%)	Student Satisfaction (%)
Interaction via comments	78%	70%
Usefulness for speaking practice	65%	60%
Overall learning experience	80%	75%

Note: Data is illustrative based on common findings in LMS studies.

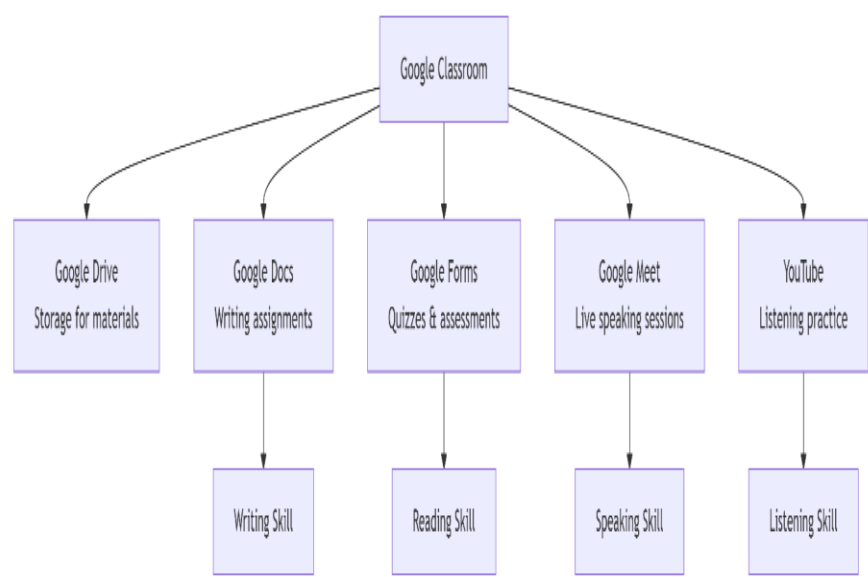


Figure 3. Integration of google classroom with other tools for Arabic skills

Table 3. Suggested strategies to overcome challenges

Challenge	Suggested Strategy
Unstable Internet	Provide downloadable offline materials; use lightweight file formats.
Low Digital Literacy	Offer brief training sessions; create tutorial videos for students and teachers.
Lack of Direct Interaction	Schedule regular live sessions via Google Meet; use breakout rooms for small groups.
Limited Speaking Practice	Integrate Flipgrid or Voice Thread for oral assignments; use peer feedback.
Student Disengagement	Gamify lessons with Quizizz or Kahoot; use varied media (podcasts, short videos).

Google Classroom is an online learning platform developed by Google to support internet-based learning activities. Through this service, teachers can easily manage classes, share materials,

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assign tasks, and assess students without needing face-to-face meetings. Google Classroom also facilitates communication between teachers and students, enabling learning to occur anytime and anywhere, unrestricted by place and time (Caramihai et al., 2025).

Historical development of google classroom

Google Classroom was announced on May 6, 2014. An experimental version was released to a group of G Suite for Education users. The platform was then officially launched for public use on August 12 of the same year, aiming to support digital education, simplify assignment distribution and grading, and reduce paper use in educational institutions. In 2015, Google added an Application Programming Interface (API) to enable website integration, allowing school administrators and developers to link the platform directly with other educational software. Google Calendar was also integrated to help schedule assignment deadlines and various school activities. In 2017, Google Classroom became available for personal accounts, allowing individuals to join classes without needing a special educational account. In April of the same year, users gained the ability to create and manage virtual classes independently. In 2018, the platform underwent a comprehensive update, including the addition of the Classwork tab, improved assessment features, and the ability for teachers to reuse assignments from other classes, along with clearer content organization by topic. In 2019, Google enhanced the platform's visual aspect by adding 78 new illustrated themes and a Drag and Drop feature to facilitate arranging lessons and assignments in the classwork section.

Implementation of Google Classroom in Arabic language learning

Google Classroom is applied as a medium for learning Arabic by utilizing its various features that support the digital learning process. Teachers upload learning materials in the form of texts, videos, and presentations (e.g., PowerPoint), allowing students to study Arabic independently anytime and anywhere. Assignments are distributed and collected online through the platform itself, making the assessment process easier and more efficient. Evaluation is conducted through interactive quizzes using Google Forms or by directly uploading answers into the system. The comment feature serves as a limited discussion forum for teachers and students to exchange opinions and ask questions about vocabulary, grammar, or tasks. Direct communication can also occur via the platform or through integration with Google Meet, making learning more interactive.

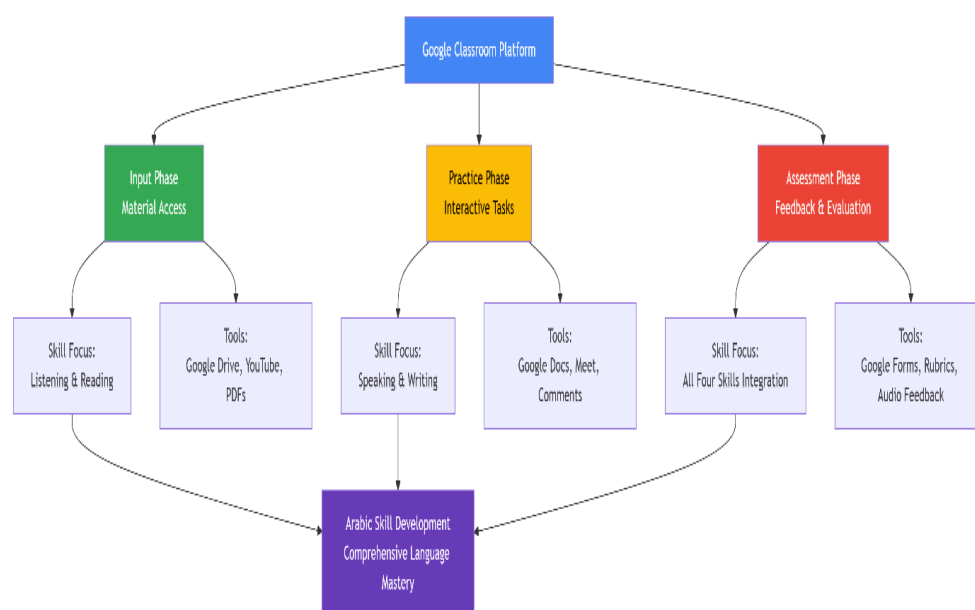


Figure 4. Process of Arabic skill development via Google Classroom

Google Classroom functions as a virtual alternative or complement to face-to-face learning, where teachers can organize schedules, categorize materials, and monitor student activity systematically. Thus, the use of Google Classroom contributes to creating a flexible, effective, and modern learning environment aligned with the development of educational technology in Arabic language teaching (Müller & Mildemberger, 2021).

Advantages and disadvantages of google classroom in arabic language learning

Google Classroom offers several advantages that support Arabic language learning in the digital age. First, the application is user-friendly for both teachers and students due to its simple interface and well-integrated features. Second, it saves time as it can be directly linked to other Google services like Google Docs and Google Forms, facilitating the provision of Arabic language materials and assignments. Third, all files are securely stored on Google Drive, allowing access to educational materials—such as Arabic texts, vocabulary exercises, and audio recordings—whenever needed. Fourth, the application is accessible on various devices (laptops or mobile phones), enabling students to learn Arabic flexibly anywhere. Furthermore, Google Classroom is free to use and advertisement-free, making the teaching and learning process more focused and convenient. Its communication features facilitate online discussions of Arabic assignments between teachers and students. Additionally, it can be integrated with other learning support platforms like Kami or Quizizz, making learning activities more interactive and engaging. However, Google Classroom also has several disadvantages.

One major drawback is its requirement for a stable internet connection; learning can be negatively impacted by insufficient internet access. (Mustafa et al., 2024) also identified network connectivity as a primary obstacle in online learning implementation, especially in rural areas. Additionally, the simple interface can lead to student boredom, particularly if Arabic language learning is not supplemented with varied media or interactive activities. Another limitation is the inability to upload files if the user's Google Drive storage is full, necessitating good storage management. Moreover, learning via Google Classroom tends to be individualistic, reducing social interaction among students. According to (Astari & Yulianto, 2025), this can affect the formation of social values in the teaching and learning process. Other shortcomings include the lack of direct interaction between teachers and students, which may slow the learning process. In the context of Arabic language learning, this limitation can hinder the mastery of speaking skills (kalam), as these skills require ample practice in direct communication. Therefore, teachers need to combine the use of Google Classroom with active and interactive learning methods to ensure the continued effectiveness of Arabic language learning.

Results

This study employed a qualitative descriptive approach through library research to examine the implementation of Google Classroom as a medium for Arabic language learning. The analysis of various scholarly sources revealed several key findings regarding its use, features, advantages, and challenges.

Historical development and technical features

Google Classroom was launched in 2014 as part of Google's educational suite and has evolved significantly since then. Key developmental milestones include the 2015 integration of APIs for third-party connectivity, the 2017 expansion to personal Google accounts, the 2018 introduction of the Classwork tab and reusable assignments, and the 2019 addition of 78 thematic templates and drag-and-drop functionality (Suppiah Shanmugam et al., 2025). These updates have progressively enhanced its usability and pedagogical flexibility. The platform's core features directly support Arabic language instruction. Teachers can upload multimedia materials (texts, audio, videos), distribute and

collect assignments, conduct assessments via integrated Google Forms, facilitate discussions through comment sections, and host synchronous sessions via Google Meet (Valencia-Arias et al., 2025). Its organizational structure allows for the categorization of content by skill or unit, aiding in the systematic teaching of listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*).

Implementation in Arabic language learning

Analysis indicates that Google Classroom is implemented through a structured, three-phase process: Input, Practice, and Assessment. In the Input Phase, teachers provide materials via Google Drive and YouTube to develop listening and reading skills. The Practice Phase involves interactive tasks using Google Docs (for writing) and Google Meet (for speaking). Finally, the Assessment Phase employs Google Forms for quizzes and rubrics for project-based evaluation, aiming for integrated skill mastery. Educators utilize the platform to create a blended or fully online learning environment. Studies show its use facilitates asynchronous learning, allowing students to access materials and complete tasks at their own pace, which is particularly beneficial for mastering complex Arabic grammar and vocabulary (Albantani et al., 2025).

Perceived advantages

The research identifies several strengths of Google Classroom for Arabic learning:

1. Accessibility and Usability: Its intuitive interface and compatibility with multiple devices (laptops, smartphones) make learning flexible and location-independent (Stelea et al., 2025).
2. Efficiency and Integration: Seamless integration with Google Workspace (Docs, Drive, Calendar) streamlines material distribution, assignment collection, and scheduling, saving significant administrative time (Yeganeh et al., 2025).
3. Cost-Effectiveness: As a free, ad-free platform, it reduces financial barriers for institutions and learners (Anwar et al., 2024)
4. Organization and Transparency: The platform provides a clear, centralized space for course content, deadlines, and grades, improving course management for teachers and learning clarity for students.

Identified challenges and obstacles

Despite its advantages, the literature consistently reports several impediments:

1. Technological Barriers: Unstable or inequitable internet access remains a primary obstacle, especially in rural areas, disrupting the learning process. Limited Google Drive storage can also hinder material sharing.
2. Pedagogical Limitations: The lack of spontaneous, face-to-face interaction can impede the development of conversational Arabic (*kalam*) and reduce opportunities for immediate corrective feedback (Du Plessis et al., 2024). Furthermore, the text-heavy nature of some interactions may lead to student disengagement.
3. Human Resource Factors: Varying levels of digital literacy among both teachers and students can limit the platform's effective use. Teachers may struggle to move beyond using it as a mere file repository to designing truly interactive, communicative activities (Doloi, 2025).

Table 4. Synthesis of advantages and challenges

Aspect	Advantages	Challenges
Access & Usability	Anytime/anywhere access; user-friendly interface; multi-device support.	Requires stable internet; digital literacy disparities.

Aspect	Advantages	Challenges
Teaching & Learning	Organizes materials/assignments; supports self-paced learning.	Limits direct interaction; can hinder speaking practice; risk of passivity.
Administration	Efficient task distribution/collection; integrates with Google tools; cost-free.	Storage limitations; lacks advanced analytics for language skill tracking.

Discussion

The findings demonstrate that Google Classroom functions effectively as a facilitative and organizational tool within Arabic language education, though its role as a transformative pedagogical medium is contingent upon strategic implementation.

Google classroom as a bridge to communicative competence

The platform's utility in supporting the four language skills is not inherent but realized through deliberate instructional design. For instance, while it easily delivers audio for *istima'* (listening) and texts for *qira'ah* (reading), fostering *kalam* (speaking) requires creative integration of tools like Google Meet for synchronous practice or Flipgrid for asynchronous video responses. Similarly, *kitabah* (writing) benefits from the collaborative features of Google Docs for peer review. This aligns with the concept of technological pedagogical content knowledge (TPACK), where effective technology use requires teachers to intersect their knowledge of Arabic pedagogy with the affordances of the digital tool. The platform itself does not teach Arabic but provides a versatile environment where communicative language teaching principles can be enacted if teachers possess the necessary digital-pedagogical skills.

Navigating the Interactivity Paradox

A central discussion point is the "interactivity paradox" of LMS platforms like Google Classroom. While designed to facilitate interaction, its structured, often asynchronous nature can inadvertently promote independent work over social-collaborative learning (Zabolotna et al., 2025). This study confirms that risk, particularly for language acquisition, which is inherently social. The challenge, therefore, is not merely to use the platform but to design interaction into it. Strategies emerging from the literature include:

- Structuring mandatory, graded discussions in the comment section on specific linguistic prompts.
- Using breakout rooms in Google Meet for small-group conversational practice.
- Implementing collaborative projects where students co-create documents or presentations in Arabic.

Thus, the platform's success in promoting interaction depends less on its features and more on the task design implemented by the instructor.

Equity, access, and the digital divide

The recurring issue of internet dependency highlights a critical socio-technical constraint. Google Classroom, while aiming to democratize access, can inadvertently exacerbate educational inequalities if access prerequisites are not met (Baticulon et al., 2021). This finding calls for a hybridized approach where the platform is part of a broader ecosystem. Instructors must plan for offline contingencies, such as providing downloadable materials for offline study and accepting assignments via multiple channels where internet is unreliable. Furthermore, institutions have a role

in providing digital literacy training to ensure both educators and learners can navigate the platform effectively, turning access into meaningful engagement.

Toward a balanced blended learning model

The research suggests that the most effective application of Google Classroom for Arabic learning is not as a standalone solution but as the backbone of a blended learning model. Its strength lies in managing the asynchronous components of a course—hosting materials, facilitating preparatory exercises, and administering assessments. This frees up valuable in-person or synchronous online time for the high-touch, interactive practices that are crucial for language acquisition: pronunciation drills, spontaneous dialogue, and collaborative problem-solving. In this model, Google Classroom transitions from being the primary teaching interface to a powerful support system that enables more focused and effective communicative practice during live sessions.

Conclusion

In conclusion, Google Classroom presents a significant opportunity to enhance Arabic language education by introducing efficiency, organization, and flexibility. However, its potential is maximized only when it is pedagogically situated within a communicative language teaching framework. Success depends on educators' ability to creatively overcome its limitations regarding interactivity, to design tasks that leverage its features for authentic language use, and to implement strategies that mitigate issues of digital access. Future implementation should, therefore, focus less on the platform itself and more on developing comprehensive instructional designs and teacher training programs that enable Google Classroom to serve as a catalyst for meaningful and effective Arabic language learning. The use of Google Classroom as a Learning Management System (LMS) has proven effective in teaching Arabic in the digital era. This platform facilitates teachers in organizing classes, delivering materials, assignments, and assessments online. It also enhances learner autonomy and participation in the learning process. Interactive features and integration with other Google services help strengthen the four Arabic language skills: listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). However, challenges persist, such as unstable internet connections, low digital literacy among some learners, and lack of direct interaction. These require the adoption of more creative and collaborative teaching methods to make the Arabic language learning process more effective and engaging.

Conflicts of Interest

The authors declare no conflict of interest.

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Author contribution

K. M. A. Ahamed ZUBAIR: Conceptualization; Methodology; Software; Data curation; Writing-Original draft preparation. Visualization; Investigation; Supervision; Software; Validation; Writing-Reviewing and Editing.

Declaration of generative AI in scientific writing

To ensure linguistic precision and clarity, Grammarly was employed during the drafting of

this manuscript. The final content was subsequently reviewed and curated by the author(s), who assume full responsibility for the academic integrity and accuracy of the published research.

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