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A Functional Comparison of Google Classroom (LMS) and Padlet (Collaboration Tool) in Online Arabic Language Learning

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ABSTRACT

This study aims to compare the functional roles of Google Classroom and Padlet in online Arabic language learning. Using a descriptive qualitative approach, it analyzes their effectiveness in class management, interaction, and language skill development. The results indicate that Google Classroom provides structured and organized learning management, while Padlet fosters creativity, collaboration, and student engagement. The integration of both platforms supports interactive, adaptive, and effective Arabic language learning in the digital era.

Keyword

Google Classroom; Padlet; Arabic Learning; Online Education, Collaboration

مستخلص البحث

Padlet و Google Classroom تهدف هذه الدراسة إلى مقارنة الأدوار الوظيفية في تعلم اللغة العربية عبر الإنترنت. باستخدام نهج وصفية نوعية، تحلل الدراسة فعاليتهما في إدارة الفصل الدراسي والتفاعل وتطوير المهارات اللغوية. تشير النتائج يوفر إدارة تعليمية منظمة ومنسقة، بينما يعزز Google Classroom إلى أن الإبداع والتعاون ومشاركة الطلاب. يدعم دمج كلا المنصتين تعلم اللغة Padlet العربية بشكل تفاعلي وتكفي وفعال في العصر الرقمي.

Padlet, Google Classroom, تعليم اللغة العربية, التعليم عبر الإنترنت, التعاون

كلمات أساسية

Introduction (المقدمة)

The development of digital technology today has brought significant changes to the world of education, including Arabic language learning (al Munawar, et al. 2025). Innovations in educational technology have given rise to various platforms that facilitate online learning. One of the most notable innovations is the use of Learning Management Systems (LMS), which are designed to support digital learning activities. In the context of Arabic language learning, two commonly used LMS platforms are Google Classroom and Padlet. These two platforms not only provide convenience for educators and students in accessing materials, submitting assignments, and interacting flexibly, but also open up opportunities for more innovative and engaging learning processes.

Google Classroom has advantages in terms of structured class management, integration with various Google services, and ease of organising the learning process systematically (Mu'minah & Gaffar, 2020). Meanwhile, Padlet offers a more interactive and collaborative display through a digital board that allows students to write, upload, and share ideas in the form of text, images, and links (Azizah, N. 2025). Both have great potential in supporting creative and communicative Arabic language learning, especially in improving writing and reading skills through digital media.

However, the implementation of these two LMS is not without various obstacles and challenges, such as limited technological capabilities among some educators and students, dependence on the internet, and differences in platform characteristics that can affect the effectiveness of interaction and the achievement of learning objectives. These challenges are important factors that need to be considered so that the use of LMS can run optimally in accordance with the needs and characteristics of Arabic language learning.

This conceptual article aims to compare the use of Google Classroom and Padlet as LMS in online Arabic language learning. The discussion will focus on the aspects of ease of use, effectiveness of interaction, support for language skills, and potential obstacles faced by educators and learners. Through this analysis, it is hoped that a more comprehensive picture of the most suitable LMS model to support interactive, adaptive, and meaningful Arabic language learning in the digital era can be obtained.

This article was compiled using a descriptive qualitative approach, with the scope of research covering four main focuses, namely: (1) Google Classroom as a *Learning Management System* (LMS), (2) Padlet as a Digital Collaboration and Interaction Tool, (3) Functional Comparison in Arabic Language Skills, (4) Synergy Models and Challenges.

Results & Discussion (نتائج البحث ومناقشاتها)

Google Classroom as a *Learning Management System* (LMS)

Google Classroom is widely recognized as an efficient learning management system (LMS) designed to manage the structural and administrative aspects of online learning. Its main role is to simplify the complexity of traditional lessons, creating a centralized, organized platform for academic activities. Unlike simple communication tools, Google Classroom has core functions that support comprehensive classroom management, which is essential in the context of structured online Arabic language learning.

The functionality of LMS on Google Classroom focuses on the efficient distribution and management of assignments. The application facilitates the creation, distribution, and collection of assignments in a paperless manner. This efficiency is supported by built-in integration with the Google ecosystem, such as Google Drive and Google Docs, which enable automatic synchronization and centralized, secure file storage. Thus, Google Classroom serves as a single point of access for all materials and assignments, facilitating effective workflow management for both teachers and students.

A crucial aspect that justifies Google Classroom's role as an LMS is its reliable assessment and tracking features. Teachers have the ability to set clear deadlines for each assignment, and the system will automatically monitor the status of student submissions. This allows teachers to quickly track uncompleted assignments. The transparent gradebook feature further strengthens Google Classroom as a managerial backbone. Teachers can directly give grades and feedback to students through the platform. The strict enforcement of assignment submission deadlines indirectly instills the discipline and time management skills that students need, while saving teachers time on administrative work.

In addition to its task management functions, Google Classroom also serves as an important centralized data storage center for LMS activities. All class data, from teaching materials and uploaded content to student grades, is stored in one centralized location (synchronized with Google Drive). The application automatically creates a Drive folder for each assignment and student, ensuring that all documents remain organized. This means that Google Classroom not only facilitates interaction but also provides the structured managerial framework needed for organizing, storing data, and conducting formal evaluations in an efficient and organized distance learning process.

Padlet as a Digital Collaboration and Interaction Tool

Padlet is a digital platform that functions as a virtual interactive board, where users can share ideas, writings, images, and various other types of media in a collaborative space. In general, Padlet is designed to support participatory and collaborative learning processes, where teachers and students can interact directly even though they are in

different locations. With these features, teaching and learning activities become more lively, inclusive, and encourage active participation from each student.

In the world of education, Padlet provides great benefits, especially in improving students' writing and communication skills. Through its simple and easy-to-use interface, students can upload text, images, videos, and links. This opens up opportunities for various learning activities such as discussions, self-reflection, and brainstorming (Qulub & Renhoat, 2020).

In addition, Padlet is also very flexible because it can be accessed via computers, tablets, and mobile phones. Its multimedia features make Padlet an attractive learning medium that is suitable for various learning styles. Teachers can also provide direct feedback, making the learning process more interactive and student-centered.

With these various advantages, Padlet has now become one of the most important digital media in modern education. Whether in distance learning or face-to-face learning, its use has been proven to increase students' creativity, collaboration, and motivation to learn. The integration of Padlet in virtual classrooms not only strengthens student engagement but also fosters critical and reflective thinking skills in a technology-based learning environment (Yon, 2021).

Functional Comparison in Arabic Language Skills

A functional comparison between Google Classroom and Padlet in the context of online Arabic language learning shows that there are significant differences in their roles, with the two complementing rather than replacing each other. Google Classroom functions as a holistic Learning Management System (LMS) that focuses on structure, administration, and academic workflow. In Arabic language learning, its main function is as a virtual school control center. Teachers can upload lesson materials (such as videos, PDF files on Arabic grammar/vocabulary), distribute and collect assignments (mahârah) in a structured manner (e.g., reading/qirâ'ah assignments, quizzes), and conduct assessments and provide detailed personal feedback (Al-Wasiti, 2020).

This platform allows teachers to organize virtual classes, provide information, and track student progress efficiently. Its advantage is that it facilitates easy and flexible access to materials, which supports student independence in learning (Irmasani & Rahmat, 2024). Google Classroom ensures that all elements of learning are documented and centralized.

In contrast, Padlet operates as a dynamic collaboration tool (Web 2.0) that focuses more on interaction, brainstorming, and practicing specific skills. Padlet offers a “virtual wall” or digital whiteboard that is highly effective in increasing student engagement through various multimedia inputs (text, images, audio) posted in real-time (Azizah, Karisma, & Chandra, 2025; Monika, Yundayani, & Arsyad, 2022). In Arabic language learning, Padlet greatly supports the development of Mahârah Kitâbah (writing skills), where students can share their writing, compose essays, and receive quick and visual feedback (Monika, Yundayani, & Arsyad, 2022). Padlet excels at creating a creative, interactive, and collaborative classroom atmosphere.

In summary, Google Classroom provides a basic structure and administration for online Arabic classes, while Padlet provides an effective space for interaction and collaborative practice to train language skills in depth. The combination of the two is often considered the best approach: Google Classroom as the main platform, and Padlet as a tool for specific collaborative activities within it.

Synergy Models and Challenges

Virtual classroom learning can lead to more effective and active Arabic language learning. Learning through Google Classroom serves as a central hub for managing teaching and learning activities. According to (Atikah Rini, 2021), Google Classroom enables more effective communication between teachers and students, as well as among students. Teachers can create assignments, send announcements, and initiate class discussions directly, while students can share materials with one another and interact within the class stream or via email. Teachers can also quickly see who has and hasn't completed their assignments, and provide real-time grades and feedback.

The analysis by (Atikah Rini, 2021) shows that learning through Google Classroom has a significant impact, as seen in students' increased participation in the learning process itself. This positive factor is due to the platform's secure system and user-friendly features, which make it easy for both teachers and students to engage in the learning process without difficulty. Another positive factor is that students can learn more flexibly, and Google Classroom-based learning helps save both time and cost (Wahib Dariyadi and Moh. Fauzan, 2019). In addition, another advantage is Google Classroom's ability to connect with various other educational applications, such as Classcraft, Pear Deck, Quizizz, and Little SIS, which further supports the learning process. This inter-platform collaboration also has the potential to assist educators in delivering materials effectively during class sessions.

According to (Liansari & Zulikhatin Nuroh, 2024) learning through the Padlet application has been proven to foster students' activeness and enthusiasm in the learning process. This is evident when students apply it by focusing on listening to the lecturer, collaborating with peers, making positive statements, and taking risks wisely. In relation to this, Arabic language learning using Padlet can positively affect students' engagement because it is an innovative approach that encourages creativity in language skills.

Research by (Lestari et al., 2019) also supports this finding, showing that observations and interviews with Arabic language teachers revealed that learning Arabic through Padlet media increased students' interest in the learning process. Furthermore, it aligns well with the objectives of Arabic language learning, especially in developing *maharah kitabah* (writing skills). Similarly, (Jaya et al., 2022) stated that learning through Padlet proved beneficial for online learning during the COVID-19 pandemic, particularly in teaching performing arts. They emphasized that Padlet is one of the easiest applications to use, both for students and teachers. Padlet can also serve as a space for student expression, as the interactive digital board allows them to freely express their ideas, thoughts, or learning outcomes. In Arabic language learning, this expressive space can be utilized for writing sentences, short poems, or dialogues in Arabic. Padlet also helps enhance collaboration among students as well as between students and teachers. Features such as "like," "votes," "ratings," and "grading" allow students to respond to posted

content. Moreover, students can change the Padlet background according to the relevant topic (Jaya et al., 2022).

The use of Classroom and Padlet allows Arabic language learning to be conducted either online or through blended learning. Blended learning is a learning process that combines conventional face-to-face instruction with e-learning. This model makes the teaching and learning process more effective, as traditional methods are supported by information technology-based learning that is not limited by space and time (Amalia & Hakim, 2023).

According to Carman, as cited in (Amalia & Hakim, 2023), there are five key elements for implementing blended learning:

- a. Live Event – Direct or synchronous learning that takes place at the same time and location, or at the same time but in different locations.
- b. Self-Paced Learning – Combines with independent learning that allows learners to study anytime and anywhere online.
- c. Collaboration – Integrates collaboration, both between instructors and among learners.
- d. Assessment – The designer must be able to combine various types of online and offline assessments, both test-based and non-test-based.
- e. Performance Support Materials – Ensure that learning materials are provided in digital form and can be accessed by learners either offline or online.

The challenges in using both platforms lie in the difficulty of understanding the material, as not all content can be easily comprehended or effectively delivered through written explanations alone. For example, learning *Qawaid* (Arabic grammar rules) requires sequential and structured explanation so that students can fully grasp the lesson. Knowledge of *Qawaid* is essential for students' progress in understanding the Arabic language, and for educators, teaching *Nahwu* (grammar) requires direct interaction between teacher and student.

According to (Taufik et al., 2023), the teaching of Arabic language components such as *mufradat* (vocabulary) and *qawaid* (grammar) is generally implemented through interactive and practical approaches. The goal is to make the Arabic learning process more engaging, effective, and aligned with students' needs in developing their Arabic language proficiency. This is because *Ilmu Nahwu* (Arabic grammar) is a fundamental field of study that must be learned; without it, one will struggle to read Arabic texts or classical Islamic books (*kitab kuning*) (Gunawan et al., 2018).

Another challenge is that students' focus can become divided during the learning process. When learning uses these two platforms, students may open other applications or even engage in unrelated activities such as playing games or scrolling through social media. As a result, their motivation may decrease, leading to a lack of enthusiasm for learning (Surya Listya Yudhana & Andhyka Kusuma, 2021).

Another common challenge is related to internet connectivity. Not all schools have reliable Wi-Fi, not all students live in areas with good internet coverage, and not all students can afford to purchase internet access. Similarly, blended learning requires adequate internet access because its success heavily depends on the availability of a stable

and sufficient connection. If the network is unstable or inadequate, students will face significant difficulties in participating in self-directed online learning sessions (Amalia & Hakim, 2023).

Conclusions (الختامة)

Based on the analysis, it can be concluded that both Google Classroom and Padlet play essential yet distinct roles in supporting online Arabic language learning. Google Classroom functions as a Learning Management System (LMS) that focuses on structure, administration, and systematic academic management. It facilitates teachers in distributing materials, managing assignments, and conducting assessments efficiently, while maintaining centralized data storage that enhances the organization of the learning process.

In contrast, Padlet serves as an interactive and collaborative digital tool that encourages creativity, communication, and participation. Its virtual board format provides a dynamic space for students to share ideas, practice Arabic writing (maharah kitabah), and engage in meaningful peer interaction. Through Padlet, students develop higher motivation, critical thinking, and expressive skills in a more participatory learning environment.

Functionally, Google Classroom and Padlet complement each other: Google Classroom provides a structured foundation for learning management, while Padlet enriches it through interactive and creative collaboration. The integration of both platforms offers an ideal model for interactive, adaptive, and student-centered Arabic language learning in the digital era.

Nevertheless, the use of these platforms still faces challenges, such as technological limitations, internet access issues, and varying digital literacy among educators and students. Therefore, future implementations should emphasize digital competence development, internet infrastructure improvement, and innovative pedagogical strategies to optimize the potential of both tools in blended or fully online Arabic language education.

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