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Learning Management System-Based Vocabulary Instruction Management Through Total Physical Response and *Adab* In Action Materials for Young Learners

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Abstract:
This study examined how LMS-based Total Physical Response vocabulary instruction using Adab in Action materials was planned, implemented, and evaluated for young learners. Vocabulary instruction for children requires engaging and developmentally appropriate strategies. However, physical participation in movement-based learning does not always indicate lexical mastery. This study employed a qualitative case study design in a nonformal English holiday program in Indonesia. Data were collected through observations and interviews and analyzed descriptively. The first finding shows that planning aligned vocabulary targets, Islamic values, LMS materials, and multimedia resources. Tutors differed in their emphasis: one prioritized character integration, while the other prioritized vocabulary mastery. The second finding reveals that implementation combined LMS input, flashcards, videos, modeling, commands, and learner responses. Familiar Adab practices supported engagement and comprehension. The third finding indicates a gap between embodied performance and verbal recall. Some learners performed actions accurately but struggled to pronounce, recall, or explain expressions. Evaluation required quizzes, oral checks, observation, and video tasks. This study highlights the implications of a digitally mediated, value-integrated Total Physical Response learning management model for improving vocabulary instruction in young learners. Future research should test this model across broader contexts using mixed-method designs.

INTRODUCTION

Vocabulary learning in early childhood English education is not merely a linguistic concern but a broader social and educational issue, as vocabulary forms the foundation for children's later communicative competence, literacy development, and participation in increasingly globalized learning environments. In multilingual societies such as Indonesia, early exposure to English is often expected to prepare learners for broader academic and social opportunities. Yet, this exposure must be pedagogically appropriate for children's developmental characteristics. Young learners generally learn more effectively when language is introduced through concrete experiences, visual stimuli, repetition, and meaningful interaction rather than abstract memorization. Total Physical

Response (TPR) has therefore received sustained attention because it connects language input with bodily movement, reducing anxiety and supporting comprehension through action (Bilgiç & Kutlu Demir, 2025; Xie, 2021). At the same time, blended and LMS-supported learning has become increasingly relevant for vocabulary instruction because digital platforms can extend exposure beyond classroom time and provide multimodal learning resources (Polakova & Klimova, 2022; Sarajari & Gilakjani, 2024). Thus, research on LMS-based TPR vocabulary instruction is socially important because it addresses the need for child-friendly, engaging, and technologically adaptable language learning.

Despite the growing demand for early English learning, many young learners still struggle to retain vocabulary when instruction relies primarily on word lists, translation, or teacher explanation. The problem becomes more complex in nonformal learning contexts, where learners often differ in age, prior English exposure, learning readiness, and parental support. In such settings, vocabulary learning may appear successful when children can imitate actions or participate enthusiastically, but physical participation does not necessarily indicate stable lexical mastery. This concern is particularly relevant in LMS-mediated environments, where learners may complete video-based tasks with varying degrees of independence, and teachers may find it difficult to verify whether students genuinely understand the target vocabulary. Research on embodied language learning suggests that movement can strengthen memory, but the relationship between gesture, meaning, and verbal recall still requires careful instructional mediation (Chang & Aberash, 2026; Macedonia, 2025). Therefore, the general problem underlying this study is the need to understand how vocabulary instruction can balance engagement, comprehension, verbal production, and assessment validity in digitally supported young learner classrooms.

Previous studies have shown that TPR is effective for young learners because it enables students to associate commands, actions, and meanings through direct bodily response. This approach is consistent with embodied cognition theory, which views learning as grounded in sensorimotor experience rather than separated from physical action (Duan, 2021; Xie, 2021). In vocabulary instruction, TPR can lower affective barriers, increase participation, and help children process language through concrete experiences. However, much of the existing literature still positions TPR mainly as a classroom technique rather than as a managed instructional system. Studies often emphasize learners' enthusiasm, action accuracy, or vocabulary improvement, but pay less attention to how teachers plan objectives, organize learning materials, integrate digital resources, and evaluate vocabulary mastery beyond physical responses. This limitation creates a research gap because the effectiveness of TPR depends not only on the method itself but also on how instruction is systematically designed and assessed. Consequently, the present study positions TPR within a broader learning management framework to examine how planning, implementation, and evaluation shape vocabulary learning outcomes.

Another important body of literature concerns blended learning, LMS-based instruction, and content-based instruction in language education. Blended learning research indicates that digital platforms can support vocabulary learning by providing repeated exposure, flexible access, multimedia input, and learner autonomy (Sato et al., 2020; X. Wang & Zhang, 2022). Meanwhile, content-based instruction highlights the importance of connecting language learning with meaningful themes, real-life contexts, and culturally relevant content (Hossain, 2024; Rasmah et al., 2026). These perspectives

are relevant to *Adab* in Action materials because Islamic manners can provide familiar behavioural contexts for vocabulary learning. However, previous research has rarely examined the intersection of LMS-supported TPR, young learner vocabulary instruction, and value-based Islamic content within a single empirical framework. Existing studies tend to investigate TPR, digital learning, and content-based instruction separately, providing only a limited explanation of how these elements interact in actual instructional practice. This gap is important because language learning in religious or character-oriented educational contexts requires careful alignment between linguistic goals and value formation. Therefore, this study contributes by integrating these strands into an analysis of LMS-based TPR vocabulary instruction.

The state of the art of this study lies in its attempt to move beyond viewing TPR as a stand-alone teaching technique and instead conceptualizing it as part of a digitally mediated learning management model. This study introduces a more integrated perspective by examining how tutors transform *Adab* in Action materials into vocabulary objectives, digital content, physical-response activities, and assessment procedures. The novelty is found in the combination of three dimensions: embodied vocabulary learning, LMS-supported instruction, and Islamic value-based content. This combination is significant because it reflects the contemporary reality of nonformal education, where teachers are expected to design learning that is engaging, technologically supported, culturally meaningful, and pedagogically measurable. Rather than assuming that movement-based activities automatically lead to vocabulary mastery, this study critically examines how physical participation must be linked to verbal recall, pronunciation, comprehension, and learner independence. Therefore, the study offers a new conceptual contribution by framing LMS-based TPR as a tri-layered instructional process involving planning alignment, embodied-digital implementation, and triangulated evaluation.

Based on this background, the central research problem addressed in this study is how LMS-based TPR vocabulary instruction using *Adab* in Action materials is planned, implemented, and evaluated for young learners in a nonformal English learning context. The study argues that effective vocabulary learning does not emerge solely from the use of TPR or digital media, but from the coherence between instructional objectives, material selection, tutor interpretation, classroom interaction, learner response, and assessment practices. The provisional argument is that LMS-based TPR can enhance learner engagement and support meaning-making when vocabulary is embedded in familiar Islamic practices. Yet, its pedagogical impact remains incomplete if physical response is not followed by explicit verbal reinforcement and valid assessment. Accordingly, this study contributes to English language pedagogy by offering an empirically grounded model of value-integrated, embodied, and digitally supported vocabulary instruction. Its expected impact is both theoretical and practical: theoretically, it extends the discussion of TPR into LMS- and value-based contexts; practically, it provides teachers with guidance in designing more balanced vocabulary instruction for young learners.

RESEARCH METHODS

This study employed a qualitative case study design to investigate the learning management of vocabulary instruction through Total Physical Response (TPR) and *Adab* in Action materials for young learners in a nonformal English learning context. A case study approach was selected because the research focused on a bounded instructional

program, namely a holiday English program that integrated vocabulary learning, physical response activities, Islamic values, and Learning Management System (LMS)-based materials. The study aimed to explore how tutors planned, implemented, and evaluated vocabulary learning through LMS-supported TPR activities, rather than measuring the method's statistical effectiveness. This approach enabled an in-depth understanding of instructional practices within their natural educational setting (Miller et al., 2023; Mtisi, 2022).

The research was conducted at a nonformal English course in Indonesia that organized a holiday program for young learners. The program involved 25 learners aged 4–12 years, divided into three classes based on age and prior English learning experience. Two observed classes were selected as the focus of the study, representing very beginner and higher beginner levels. In addition, two English tutors who implemented TPR during the program participated as interview informants. The site and participants were selected through purposive sampling because they provided rich insights into the integration of English vocabulary instruction, Islamic character education, physical response activities, and digital learning media (Ahmad & Wilkins, 2025; Tajik et al., 2025).

Data were collected through classroom observations and semi-structured interviews. Classroom observations were conducted to examine instructional planning, implementation, and evaluation, with particular attention to learners' physical responses, classroom interaction, tutor guidance, LMS utilization, and assessment practices. Semi-structured interviews with the tutors explored lesson planning, material selection, teaching strategies, classroom management, assessment procedures, and the integration of Islamic values into vocabulary instruction. The combination of these methods enabled the researcher to compare tutors' perspectives with classroom practices, thereby deepening the findings.

Data were analyzed using descriptive qualitative analysis following the framework of (Goldsmith, 2021; Lim, 2025), which includes data condensation, data display, and conclusion drawing. Observation notes and interview transcripts were repeatedly reviewed, coded, and organized into themes related to instructional planning, implementation, and evaluation. Relevant information was condensed and displayed in thematic descriptions and interpretive explanations before conclusions were drawn. To enhance the credibility of the findings, data source triangulation was used by comparing information from classroom observations and tutor interviews, thereby ensuring the trustworthiness of the study (Meydan & Akkaş, 2024; Morgan, 2024).

RESULTS AND DISCUSSION

Results

The findings of this study reveal that LMS-based TPR vocabulary instruction using *Adab* in Action materials was structured into three interconnected stages: planning, implementation, and evaluation. Tutors integrated English vocabulary with Islamic values, utilized multimedia resources and LMS features to support learning, and employed physical-response activities to enhance learner engagement. Although learners demonstrated strong participation in movement-based tasks, evaluation results indicated that physical performance did not always reflect vocabulary mastery, underscoring the need for a balanced assessment of embodied understanding and linguistic comprehension.

Planning of LMS-Based TPR Vocabulary Instruction

Planning refers to the tutors' deliberate process of setting vocabulary-learning goals, selecting *Adab* in Action materials, organizing digital learning content, and preparing multimedia resources before instruction begins. The planning of LMS-based TPR vocabulary instruction did not only concern lesson preparation in a technical sense. It also involved pedagogical decisions about how Islamic manners could become meaningful contexts for vocabulary learning. The tutors planned the lessons by linking target vocabulary with daily Islamic practices, such as greeting others politely, eating with the right hand, sitting while eating, and showing respectful behaviour. Therefore, planning functioned as the initial stage in which language objectives, value-based content, and physical response activities were connected through the LMS.

The first tutor viewed planning as a process of integrating English vocabulary with Islamic character development. She explained, "Before the class started, I uploaded the *Adab* in Action materials to the LMS. I wanted the children to learn words such as greet, sit, and eat with your right hand, but I also wanted them to understand the manners behind the words." This statement indicates that the tutor did not treat vocabulary as isolated lexical items. Instead, she framed vocabulary as part of meaningful social and religious behaviour. The researcher interprets this orientation as a value-integrated planning model, in which vocabulary learning and character formation are developed through the same instructional material.

The second tutor showed a slightly different orientation. He stated, "My main focus was the vocabulary. The *Adab* theme helped the children understand the actions, but I arranged the lesson around simple commands, pictures, and repeated movements." This excerpt shows that the second tutor positioned *Adab* in Action primarily as contextual support for vocabulary acquisition. Unlike the first tutor, who placed Islamic manners at the centre of the lesson, the second tutor emphasized vocabulary mastery through repetition, command-based input, and physical responses. The researcher interprets this difference as evidence that both tutors used the same materials but organized them according to different instructional priorities.

Table 1. Interview Findings on the Planning of LMS-Based TPR Vocabulary Instruction

Position of Informant	Interview Excerpt	Indicator
English Tutor 1	"Before the class started, I uploaded the *Adab in Action* materials to the LMS. I wanted the children to learn words such as *greet*, *sit*, and *eat with your right hand*, but I also wanted them to understand the manners behind the words."	Integration of vocabulary learning and Islamic character values
English Tutor 2	"My main focus was the vocabulary. The *Adab* theme helped the children understand the actions, but I arranged the lesson around simple commands, pictures, and repeated movements."	Vocabulary-oriented planning through commands, visuals, and movement
English Tutor 1	"I prepared songs, short videos, and examples of actions because the children are still young. They need to see and move, not only read the words."	Preparation of age-appropriate multimedia resources
English Tutor 2	"The LMS helped me organize the materials. I could put flashcards, videos, and assignments in one place so the learners knew what to watch and what to do."	Use of LMS as a structured instructional platform

The table shows that both tutors shared the goal of making vocabulary learning accessible to young learners, though they differed in their instructional focus. Tutor 1 emphasized integrating vocabulary learning with Islamic character values, whereas Tutor 2 focused more on vocabulary acquisition through commands, visuals, and repeated movements. This finding suggests that planning in LMS-based TPR instruction was influenced not only by the curriculum content but also by the tutors' pedagogical interpretations of the *Adab* in Action materials.

The findings also indicate that both tutors considered multimodal preparation essential for young learners. Rather than relying solely on written vocabulary lists, they incorporated digital flashcards, songs, audio recordings, videos, and action-based demonstrations to support comprehension. Observation data confirmed that the LMS modules contained a variety of multimedia resources and were organized sequentially, beginning with visual exposure, followed by tutor modelling and learner response. The materials were also adjusted to learners' proficiency levels, with simpler commands for beginners and more independent tasks for higher-level learners.

Planning LMS-based TPR vocabulary instruction involved more than uploading materials to a digital platform. Tutors transformed *Adab* in Action content into a structured learning sequence that connected vocabulary, movement, Islamic manners, and digital media. The data reveal a consistent pattern: tutors selected vocabulary from daily Islamic practices, converted it into digital and physical learning activities, organized it through LMS features, and supported learning with multimedia resources. This demonstrates that effective planning depends on aligning content, media, learner characteristics, and instructional objectives.

Implementation of LMS-Based TPR Vocabulary Instruction

Implementation refers to the way tutors enacted the planned LMS-based TPR vocabulary instruction during the holiday program. Implementation included the delivery of digital materials, tutor modelling, learner physical response, guided practice, independent video submission, and limited verbal production. The implementation followed the core principle of Total Physical Response, in which learners understand language through physical action before producing it verbally. However, in this case, the tutors adapted TPR to an LMS-supported environment. Learners did not only respond to live commands but also watched pre-recorded videos, used digital flashcards, joined synchronous sessions, and submitted recorded physical responses through the platform.

Tutor 1 explained the implementation process as follows: "I asked the learners to watch the video first on the LMS. After that, during the online meeting, I gave commands such as eat with your right hand or sit when you eat, and they showed the action on screen." This statement indicates that the tutor implemented TPR through a combination of asynchronous exposure and synchronous guided response. The researcher interprets this as a digital adaptation of the modelling and guided-response stages. The LMS provided initial input, while the virtual meeting enabled the tutor to check whether learners could connect spoken commands to the correct actions.

Tutor 2 described a slightly different practice: "I usually started with flashcards because some children needed to see the picture and the word before moving. After that, I showed the action video and asked them to record their own response." This excerpt shows that the tutor used visual scaffolding before physical response. The researcher interprets this strategy as an effort to reduce learners' cognitive load. Since young

learners may struggle to process spoken English commands, flashcards helped them recognize the target vocabulary before acting. This implementation pattern suggests that LMS-based TPR requires staged support rather than immediate physical response. The implementation flow can be represented as follows:

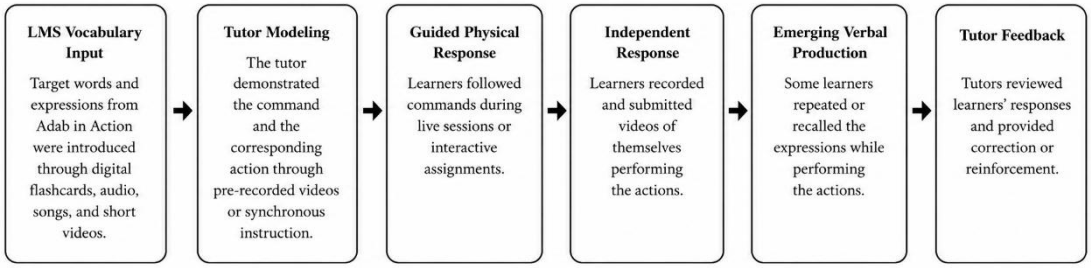

Figure 1. Flow of LMS-Based TPR Vocabulary Instruction Using *Adab* in Action Materials

This flow in Figure 1 shows that implementation moved from input to action and then from action to partial verbal production. The LMS did not replace the physical nature of TPR. Instead, it extended the learning space by allowing learners to revisit videos, repeat actions at home, and submit evidence of their response. The researcher interprets this flow as a blended form of embodied vocabulary learning, where digital media supported repeated exposure and physical movement supported meaning-making.

Table 2. Key Features of LMS-Based TPR Vocabulary Instruction Implementation

Position of Informant	Interview Excerpt	Indicator
English Tutor 1	"I asked the learners to watch the video first on the LMS. After that, during the online meeting, I gave commands such as *eat with your right hand* or *sit when you eat*, and they showed the action on screen."	Modelling and guided response through LMS and synchronous interaction
English Tutor 2	"I usually started with flashcards because some children needed to see the picture and the word before moving. After that, I showed the action video and asked them to record their own response."	Visual scaffolding before physical response
English Tutor 1	"The children enjoyed the *Adab* actions because they were familiar with them. They knew the behavior, so the English words became easier to introduce."	Use of familiar Islamic practices as meaningful context
English Tutor 2	"Some learners could follow the movement quickly, but I still needed to repeat the words many times so they remembered the English expression."	Repetition as support for vocabulary retention

The findings in Table 2 indicate that the implementation of LMS-based TPR vocabulary instruction integrated three main elements: digital input, physical action, and value-based context. Tutor 1 primarily used videos and live commands to connect spoken language with physical movement, while Tutor 2 employed flashcards as visual scaffolding before learners performed the actions. These differences demonstrate that LMS-based TPR was implemented flexibly according to learners' age, readiness, and familiarity with the target vocabulary.

The data also show that Islamic manners provided a meaningful context for vocabulary learning, as the behaviours were already familiar to learners. However, familiarity with the actions did not automatically lead to mastery of the English expressions. Tutors still needed to repeat vocabulary items, model pronunciation, and provide reinforcement to strengthen learners' linguistic understanding. This suggests

that value-based content can support comprehension, but explicit language instruction remains essential.

Observation data confirmed that learners actively participated in movement-based activities, such as greeting politely, sitting properly while eating, and responding to simple commands. Beginner learners relied more on visual cues and tutor repetition, whereas higher beginner learners demonstrated greater independence in completing video assignments. Overall, the implementation followed a consistent sequence: vocabulary introduction through LMS media, tutor modelling, learner physical response, independent practice, and tutor feedback. These findings suggest that LMS-based TPR is most effective when digital resources, embodied learning, and systematic vocabulary reinforcement are integrated.

Evaluation of Vocabulary Learning

Evaluation refers to the tutors' process of assessing learners' vocabulary understanding, physical response, verbal recall, and participation through LMS-based assessment practices. The evaluation did not depend only on whether learners could perform the correct action. Tutors also used LMS quizzes, speaking practice submissions, video assignments, and synchronous observation to examine whether learners understood and remembered the target vocabulary. Therefore, evaluation functioned as a diagnostic process that revealed both the strengths and limitations of LMS-based TPR vocabulary instruction.

Table 3. Assessment Challenges in LMS-Based TPR Vocabulary Instruction

Interview Excerpt	Indicator	Informant
"Some children could do the action very well in the video, but when I asked for the English phrase, they could not answer."	Discrepancy between physical response and vocabulary recall	English Tutor 1
"The video assignments looked good, but the quiz results were different. Some learners understood the movement but forgot the words."	Gap between behavioural performance and linguistic comprehension	English Tutor 2
"Parents sometimes helped them record the video, so I needed another assessment to know whether the child really understood the vocabulary."	Need for multiple assessment sources in LMS-based learning	English Tutor 1
"Online learning made classroom control more difficult. Some children were distracted, and some submitted the task late because of technical problems."	Digital distraction and technical barriers	English Tutor 2

The table shows that the evaluation revealed a central tension in LMS-based TPR instruction. Learners could demonstrate embodied understanding by performing the correct action, but this did not always correspond to vocabulary comprehension. The first and second excerpts suggest that physical response may indicate situational understanding, but it cannot fully represent lexical mastery. A child may know what to do when hearing or seeing a command, yet still fail to recall, pronounce, or explain the English expression. This distinction is crucial because TPR emphasizes comprehension through movement, while vocabulary learning also requires retention of linguistic form.

The table also indicates that LMS-based evaluation required multiple sources of evidence. Video assignments provided visible proof of participation, but they could not always confirm independent understanding. Parental assistance, repeated recording, and the performative nature of video tasks could influence the quality of submissions.

Therefore, tutors needed quizzes, oral checks, and synchronous observation to identify whether learners truly understood the target vocabulary. The researcher interprets this as a need for triangulated assessment within LMS-based TPR. Tutors must assess not only action accuracy but also verbal recall, pronunciation, and learner autonomy.

Table 4. Challenges in Evaluating Vocabulary Learning Through LMS-Based TPR

Position of Informant	Interview Excerpt	Indicator
English Tutor 1	"Some children could do the action very well in the video, but when I asked for the English phrase, they could not answer."	Physical performance does not always indicate vocabulary mastery.
English Tutor 2	"The video assignments looked good, but the quiz results were different. Some learners understood the movement but forgot the words."	LMS quiz as a tool to detect vocabulary comprehension
English Tutor 1	"Parents sometimes helped them record the video, so I needed another assessment to know whether the child really understood the vocabulary."	Need for assessment validity in home-based video submissions.
English Tutor 2	"Online learning made classroom control more difficult. Some children were distracted, and some submitted the task late because of technical problems."	Digital learning challenges in young learner assessment

Table 4 indicates that evaluation in LMS-based TPR vocabulary instruction must extend beyond visible physical performance. Although video-based assignments demonstrated learners' participation and ability to imitate actions, they did not always reflect actual vocabulary mastery. Tutors therefore combined performance-based assessment with quizzes, oral checks, and live observations to determine whether learners could connect physical actions with the corresponding English vocabulary. This approach highlights the importance of using multiple assessment methods to obtain a more accurate picture of learners' linguistic understanding.

Observation data confirmed that learners often performed actions confidently in video submissions but performed more poorly in speaking checks and vocabulary quizzes. Some learners hesitated, mispronounced expressions, or failed to recall target words despite completing the movements correctly. In addition, assessment reliability was affected by factors such as parental assistance, learner distraction, and technical difficulties during online learning. These findings suggest that LMS-based TPR effectively promotes engagement and physical participation. Still, vocabulary mastery should be evaluated through a combination of embodied performance and language-focused assessment to avoid overestimating learners' vocabulary achievement.

Discussion

The findings demonstrate that LMS-based TPR vocabulary instruction grounded in *Adab* in Action materials operates as a structured instructional system that integrates planning, implementation, and evaluation as an interdependent pedagogical cycle. In comparison with established TPR literature (Mitib Altakhaineh & Sulaiman, 2025; Wen, 2021), the present study confirms that physical response significantly enhances learner engagement and comprehension at the initial stage of vocabulary acquisition. However, unlike conventional TPR settings that are predominantly classroom-based, this study extends prior work by situating TPR within a Learning Management System (LMS), thereby aligning with contemporary blended learning research (Dewi & Fatmawati, 2022;

Y. Wang et al., 2024). The integration of Islamic value-based content further differentiates this study from mainstream TPR applications, which rarely embed moral or character education within lexical instruction. The findings reveal both convergence and divergence with prior studies: while TPR remains effective in promoting comprehension through action, vocabulary retention is not automatically guaranteed when embodied activities and digital scaffolding heavily mediate instruction. This indicates that LMS-mediated TPR requires a more explicit alignment between physical engagement, lexical encoding, and cognitive reinforcement than previously emphasized in traditional TPR frameworks.

From a planning perspective, the study aligns with content-based instruction (CBI) theory, which emphasizes integrating language learning with meaningful thematic content (Dewi & Fatmawati, 2022; Y. Wang et al., 2024). The use of *Adab* in Action materials reflects this principle by embedding vocabulary within Islamic behavioural contexts. However, the empirical findings reveal a notable divergence in tutor orientation: one tutor prioritized value internalization, while the other emphasized vocabulary acquisition. This inconsistency supports earlier findings that pedagogical interpretation strongly mediates curriculum enactment (Lantolf et al., 2021; Roodsari & Harrison, 2024). Compared to prior research, which assumes relatively stable instructional alignment in CBI-based environments, this study reveals that instructional planning in nonformal LMS-based settings is more interpretative and teacher-dependent. The implication is that planning is not merely procedural but epistemic, requiring shared pedagogical framing to prevent misalignment between linguistic objectives and value-based learning outcomes. This highlights a contextual gap in the existing literature regarding how teachers negotiate dual objectives in language-value-integrated instruction.

In terms of implementation, the findings corroborate research on embodied cognition and kinesthetic learning, which argues that physical movement enhances cognitive processing and memory retention (Lambert et al., 2021; Li, 2021). The LMS-supported TPR environment enabled multimodal input through videos, flashcards, and synchronous commands, consistent with Mayer's Cognitive Theory of Multimedia Learning (Cavanagh & Kiersch, 2023; Mayer, 2024). However, the study extends these theories by demonstrating that digital mediation does not replace embodied interaction but restructures it into cyclical learning sequences involving viewing, performing, and submitting recorded actions. This blended TPR model differs from earlier classroom-based studies by introducing asynchronous reinforcement through LMS platforms. Nevertheless, the findings also reveal a limitation consistent with Swain's Output Hypothesis (Pruitt & Morini, 2021), where meaningful output (verbal vocabulary use) lags behind physical performance. Thus, while implementation enhances engagement and comprehension through action, it does not automatically ensure productive vocabulary mastery, indicating a partial rather than complete realization of TPR's learning potential in digital environments.

The evaluation findings reveal a critical gap between embodied performance and lexical retention, which aligns with Schmidt's Noticing Hypothesis in (Yuan, 2025), suggesting that input must be consciously processed to become intake. Although learners successfully performed the actions, many failed to retrieve or verbalize the corresponding vocabulary, indicating weak form-meaning mapping. This discrepancy contrasts with previous TPR studies, which often equate physical responses with comprehension achievement (Namaziandost & Hwang, 2025), thereby challenging

traditional assessment assumptions. Additionally, LMS-based assessment raised validity concerns due to parental assistance and task replication, complicating the authentic measurement of learner competence. Compared to prior research on digital assessment reliability (Latif & Wasim, 2024), these findings highlight that performance-based online tasks require triangulation through quizzes, oral checks, and observation. The implication is that evaluation in LMS-based TPR must shift from single-mode performance assessment to multi-evidence language validation to ensure construct validity of vocabulary mastery.

Theoretically, this study contributes to the expansion of TPR theory by introducing a digitally mediated, value-integrated instructional model that combines embodied learning, LMS architecture, and character education. In practice, it demonstrates that vocabulary instruction for young learners benefits from multimodal scaffolding but requires structured reinforcement to bridge the gap between action and linguistic recall. The novelty of this research lies in its articulation of LMS-based TPR as a "tri-layered learning management system" consisting of planning alignment, embodied-digital implementation, and triangulated evaluation. This model extends existing TPR and blended learning frameworks by emphasizing the role of pedagogical interpretation and assessment validity in nonformal educational contexts. Future instructional designs should therefore prioritize standardized planning guidelines, stronger integration of physical and verbal output tasks, and more robust LMS-based assessment mechanisms to optimize both vocabulary acquisition and value internalization.

CONCLUSION

The study concludes that LMS-based TPR vocabulary instruction integrated with *Adab* in Action materials represents a pedagogically hybrid model in which vocabulary learning, embodied cognition, and value-based education operate in an interdependent system; the most important finding indicates that although learners demonstrate high engagement and accurate physical responses through TPR activities, these embodied performances do not consistently result in stable vocabulary recall or verbal mastery, highlighting a critical gap between action-based comprehension and lexical retention that must be addressed through more explicit cognitive reinforcement strategies. Theoretically, this study contributes to the advancement of Total Physical Response and content-based instruction by extending them into a digitally mediated LMS environment that integrates cultural and moral dimensions, thereby proposing a novel conceptual model of LMS-based embodied language learning that expands existing frameworks of multimodal pedagogy and situated cognition. In practice, the findings emphasise the need for stronger alignment among instructional planning, implementation, and evaluation, including structured verbal reinforcement, multimodal scaffolding, and triangulated assessment strategies that combine performance observation, oral production, and cognitive testing to ensure valid measurement of vocabulary mastery while maintaining meaningful engagement and value integration. However, the study is limited by its qualitative single-case design, small participant sample, and potential assessment bias within LMS-based environments, particularly due to external assistance in learner submissions; thus, future research is recommended to employ broader multi-site or mixed-method designs to empirically validate the proposed model and further investigate the relationship between embodied engagement and lexical acquisition in digital language learning contexts.

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