The Strategies for Cultivating an Arabic Language Environment

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Abstract
This study aims to describe the strategy of forming an effective Arabic language environment in Islamic boarding schools. Arabic as the main language in Islamic literature requires a learning approach that is not only theoretical, but also practical through the creation of a linguistic environment. This study uses a qualitative approach with a descriptive method. Data collection was carried out through in-depth interviews, participatory observations, and documentation. The research informants consisted of pesantren caregivers, Arabic teachers, and students. The results of the study show that the strategy of forming an Arabic environment in Islamic boarding schools is carried out through various programs, such as the habit of speaking Arabic in daily communication, muhadatsah (conversation) training, speech competitions, and the preparation of a structured schedule for the use of Arabic. The main supporting factors include support from pesantren leaders, commitment of teaching staff, and student discipline. The inhibiting factors include limited learning facilities, lack of professional teaching staff, and differences in the background of students' ability in Arabic. This study concludes that the success of the strategy for the formation of an Arabic language environment is highly dependent on the continuity of programs, institutional support, and a conducive pesantren culture.

Keywords: Arabic Language, Language Environment, Strategy

INTRODUCTION

Arabic has a very important position in the Islamic world. It is not only a language of communication, but also the main language in understanding religious teachings, such as the Qur'an, Hadith, and various classical books (kutub al-turats) which are the main references in Islamic studies. Therefore, mastery of Arabic is a basic need for students in Islamic boarding schools. However, Arabic teaching is often still theoretical and not applicable in daily life, so effective strategies are needed to create an environment that supports comprehensive Arabic learning (Wandira, et all, 2025).

The language environment is one of the important approaches in improving students' language skills (Islami, F., & Fadli, A, 2024). In the context of Arabic language learning, the language environment refers to the atmosphere and conditions that allow students to use Arabic not only in the classroom, but also in daily life at the Islamic boarding school. Strategies for building an environment such as the use of Arabic in daily communication, the procurement of special programs such as muhādatsah, muhadharah, and hiwar are crucial efforts in building the practical skills of students.

Islamic boarding schools as traditional Islamic educational institutions in Indonesia have characteristics that allow the formation of an intensive language environment. The attachment of students to the boarding school system provides a great opportunity for the implementation of a language environment strategy. However, not all islamic boarding schools are able to optimize this potential. The lack of competent teaching staff, limited support facilities, and lack of innovation in teaching strategies are challenges that must be overcome.

Therefore, research on strategies for the formation of an Arabic language environment in Islamic boarding schools is very relevant. By identifying effective strategies in its implementation, it is hoped that pesantren can strengthen their role in producing a generation that not only understands religious science, but also has active Arabic language competence. Research on learning Arabic has also been

conducted by Rosikh, but has not reviewed much about the strategy for developing the language environment (Rosikh, 2018). The purpose of this research is to focus on discussing the strategy for the formation of a language environment in Islamic boarding schools.

METHODOLOGY

This study uses a qualitative approach with a descriptive type. This approach was chosen because it is suitable to describe and understand in depth the strategies used in the formation of the Arabic environment in Islamic boarding schools. Qualitative research allows researchers to gain a holistic understanding of social phenomena, especially in the context of value-based and culture-based education such as in Islamic boarding schools (Moleong, 2019; Creswell, 2014).

The location of the research was determined purposively, namely the Sunan Drajat Paciran Lamongan Islamic Boarding School which has implemented an intensive Arabic language environmental program. The informants in this study include pesantren leaders, Arabic teachers, students, and language environment program managers. The selection of informants was carried out using purposive sampling techniques, with the consideration that they have direct involvement in the planning and implementation of Arabic environmental strategies.

The data collection techniques used include: In-depth interviews to explore information about strategies, programs, constraints, and perceptions of the effectiveness of the formation of a language environment. Participatory observation to see firsthand the implementation of the use of Arabic in the pesantren environment, such as in daily activities, learning, and extracurricular activities. Documentation to collect data in the form of work programs, activity schedules, Arabic language usage guides, and other relevant archives.

Meanwhile, the data analysis technique is carried out with an interactive analysis model according to Miles and Huberman (2014), which includes three

main stages: data reduction, data presentation, and conclusion/verification. The validity of the data is strengthened through the triangulation technique of sources and methods, which is comparing data from various informants and different data collection techniques to obtain more accurate and reliable results.

With this methodology, it is hoped that the research can provide a comprehensive overview of the strategy for the formation of an Arabic environment in Islamic boarding schools, as well as provide input for the development of a more effective and applicable Arabic language learning program.

RESULTS AND DISCUSSION

A. Strategy for the Formation of Arabic Language Environment at Sunan Drajat Islamic Boarding School, Paciran Lamongan

Sakholid Nasution (2020) in his book entitled The Formation of the Arabic Language Environment in Islamic Universities explains that the Arabic language environment is all forms that can be seen and heard by students in learning Arabic. The environment in question is an artificial product formed in the formal and informal education environment.

The environment is one of the most important factors in the success of learning, especially regarding the Arabic language. The language environment is a facility for students in acquiring language knowledge. The relationship between the language environment and the aspects that support the process of developing speaking skills, both from human behavior, nature and place is very important to fulfill Arabic speaking skills.

At the Sunan Drajat Islamic Boarding School there are two language dormitories, namely an Arabic dormitory and an English dormitory. Thus, it was decided that there would be no determination of a language day. Every day, Arabic boarding students are required to communicate using Arabic, and vice versa in English dormitories.

The Arabic language environment was formed to form students who are capable of mastering Arabic, both verbal and written. In its implementation, the Arabic language environment at the Sunan Drajat Islamic Boarding School uses the following strategies:

1. **Commitment to realizing an Arabic environment in Islamic boarding schools**

    Realizing an Arabic environment is not easy, there is a lot of effort to be done and seriousness in implementing it. The running of a program cannot be separated from the good commitment of the actors to maintain the continuity of a program, including in the formation of an Arabic language environment. Through the results of observations, the researcher found an incident where as an educator and supervisor of the Arabic language dormitory, Ustadzah Lina Muflihah's efforts in controlling the Arabic dormitory were always moving from one dormitory to another with a duration of approximately one to two weeks, so that all activities of the administrators and students were fully monitored by Ustadzah Lina Muflihah. This information is in line with the results of an interview with the language department of the dormitory Umu Salamah as well as the Deputy Head of the Language Department said:

    "Even though Ustadzah Lina is located in one of the Arabic dormitories, but when she sees students or administrators who are in other Arabic-language dormitories and do not speak Arabic, then she will immediately reprimand them right away". Then the results of the observation also found that as a language dormitory advisor, the effort made by Ning Biyati Ahwarumi in controlling the progress of the Arabic dormitory was a weekly evaluation on Thursday. This was also conveyed by Ustadzah Muttoharoh as the Head of the Language Department saying:

"The language is still being evaluated to find a way to find a way to make this language dormitory a really good language dormitory. Therefore, Ning Biyati Ahwarumi continuesly invites fellow administrators to evaluate the problems in the field which used to be carried out every Friday and now is replaced on Thursday.

As for the commitment of the students and administrators in the formation of the language environment, through the results of research observations, there is still no real commitment from the Arabic dormitory students and their administrators except for a few people who are also because they are the language administrators. In an interview with Ustadzah Lina Muflihah as the Supervisor of the Arabic language dormitory said:

"I think this is still lacking, I don't think there is still a sense of belonging. For example, the language part of the dormitory must have run its own without strong support from other sections."

2. Make Arabic language activities active

Activities with nuances of Arabic in shaping the Arabic language environment can be carried out with celebrations that are identical to Arabic and activities that support Arabic language learning. Until now, both from the central management, there is still no competition program with nuances for students and administrators except for the event on World Arabic Day which is only enlivened by the management of the Arabic language dormitory.

In the research at the Al-Adawiyah dormitory itself, there is still no celebration celebrated by the administrators and students at the Al-Adawiyah dormitory, but the nuances of the araban can be seen from the language program that is carried out every day in the morning other than Tuesday and Friday. Innovations made by the management in adding to the

nuances of familiarity are also carried out, such as outing, the use of media in learning such as paper media, flashcards, and song media. In addition to media, the methods used by administrators in learning also vary. The mubasyarah method in muhadatsah and qowaid material, the discussion method in qowaid material and crossword puzzle games in mufradat and qowaid material, coupled with the addition of mufrodat at night.

The results of research interviews with the management of the Al-Aminah dormitory are almost the same as the Al-Adawiyah dormitory, only in the al-Aminah dormitory they rarely use games and more often use ice breaking in learning.

The formation of activities with nuances of Arabic at the Umu Hanny dormitory will begin with the launch of a new program, namely CCA (Cerdas Cermat Arabic). This has been revealed by the dormitory language administrator, Ukhty Vela said:

"Umu Hanny Dormitory will launch a flagship program called CCA (Cerdas Cermat Arabic). This program will be held once a month, on Tuesday morning, exactly one week before the muhadharah of the dormitory. Where the winning students will get rewards that will be given during the dormitory muhadharah program."

In the results of observations at the dormitory, Umu Hanny also found that the dormitory muhadharah program was also translated into Arabic, especially in the Master of Ceremony and khithobah or speech sections. Other innovations are also sought by the management in providing nuances of familiarity and positive images, including outings during language learning, reviewing material with games, describing with interesting image media, using various media and methods such as crossword puzzle games, snowball, eat bulaga, song media in memorizing mufradat.

So far, the efforts made by the Al-Humairah dormitory in providing programs with nuances of harmony are not much different from the Umu Hanny dormitory. The innovation carried out by the Al-Humairah dormitory is a punishment for students who do not speak the language by making mufradat songs or making crossword puzzles

The results of interviews from the Arabic language dormitory administrators of new students in providing a sense of familiarity in each dormitory are different. Ukhty Nadya Romadhona as the language of the dormitory said that:

"In the As-Sa'diyah dormitory, we hold an outing once a month because it is scheduled to alternate with other dormitories, holding an exam where the highest score will be rewarded as a form of program with nuances carried out by the As-Sa'diyah dormitory management."

As a result of observations in the As-Sa'diyah dormitory, in addition to the procurement of exams, the As-Sa'diyah dormitory also held mufrodat deposits in their respective classes which were also given attendance, as well as learning in the class which was exciting by utilizing songs in memorizing mufradat, and learning surrounded by exciting games.

Furthermore, the results of observations in the Az-Zakiyah dormitory in an effort to give the aura of the Arabic language by means of language switching when muhadhoroh activities in the dormitory and students who get part of the speech must be replaced with Arabic. Because the students in the Az-Zakiyah dormitory are new, they are allowed to read while giving speeches.

Then the results of observations at the Umu Salamah dormitory in an effort to create a program with nuances of Arabic in addition to outside learning and the provision of media in the learning process, the Ummu Salamah dormitory management also provided Arabic motivations through

real experience of the dormitory administrators. It can be seen that the programs or activities carried out in the Arabic language dormitory are efforts that are expected to be able to provide a nuance of Arabic.

From the results of interviews and research observations in the context of activities with Arabic nuances in Arabic dormitory there are 2 very good dormitories, namely Umu Hanny and Al-Humairah, because each dormitory has 7 efforts in the context of Arabic nuanced activities. This is not spared from the environmental conditions which are also dormitories that have junior high school students, so that their enthusiasm and curiosity dominate.

The two dormitories that are very lacking, namely Az-Zakiyah and Umu Salamah, each of these two dormitories have 2 and 3 efforts in the context of activities with Arabic nuances. Even though it has new students or is still in the 1st grade, the composition of the management must also be considered. Of the seven Arabic language dormitories, both dormitories have a lacking composition of administrators.

One good dormitory, As-Sa'diyah, has 6 efforts in the context of activities with Arabic nuances. This is influenced by environmental factors which are new dormitories for students at the junior high school level, then have a fairly firm and innovative Dormitory Language, so that the innovations provided are always welcomed and enthusiastic by students.

And 2 dormitories that are lacking, namely Al-Adawiyah and Al-Aminah because they have 4 efforts in the context of activities with Arabic nuances. This is due to the dormitory environment which is high school level students, where their curiosity is inferior to their indifference. then the lack of innovation from the management and the quality of the dormitory are also factors so that efforts in providing a sense of harmony in their dormitory are lacking.

In accordance with A. Hidayat's statement that one of the goals of creating an Arabic environment is to familiarize learners in practicing Arabic communicatively such as conversations, discussions, seminars, lectures, and expression through writing as well as fostering creativity and Arabic language activities that are integrated between theory and practice.

Table 1. Arabic language activities at boarding

No	Klasifikasi	Boarding house	Information
1.	Excellent	Umu Hanny	has 7 efforts in the context of activities with nuances of the
		Al-Humairah	
2.	Good	As-Sa'diyah	have 6 efforts in the context of activities with nuances of harmony
3.	Less	Al-Adawiyah	have 4 efforts in the context of activities with nuances of reasoning
		Al-Aminah	
4.	Very less	Umu Salamah	have 3 efforts in the context of activities with nuances of the world
		Az-Zakiyah	have 2 efforts in the context of activities with nuances of reasoning

3. **Reward and Punishment**

From the results of interviews and observations in each Arabic dormitory, it can be concluded that there are 2 Arabic dormitory that are still very lacking, namely Az-Zakiyah and Al-Adawiyah where from the two

dormitory there is already a punishment but the rules and rewards are still not there. 2 Arabic language dormitories that are lacking, namely Umu Salamah and Al-Aminah, although the language regulations have not been optimally implemented, there are already tutors who reward the students of their classes even though they are not official from the dormitory. The 2 excellent Arabic dormitories, namely As-Sa'diyah and Umu Hanny, both have rewards and rules run well. And 1 good Arabic dormitory, Al-Humairah, there is no reward yet, but the regulations are running, it's just that there is still a gap for students to speak Indonesian because there are too many students.

The implementation of rewards and punishments is not spared from the role of the Dormitory language. It can be seen that there are dormitories that are active in providing rewards and punishments, there are dormitories that have Language Administrators who are still sitting in the early to middle semester students. Therefore, the lack of action in giving rewards and punishments in the Arabic language dormitory because they have Kebaasaan who is in the final semester of lectures and then has started to be busy with their final lecture assignments.

In line with Muhbib Abdul Wahab's statement that one of the strategies in the formation of an Arabic language environment is the need to radicalize some kind of reward to learners to learners who have superior potential.

Table 2. Rewards and Punishments at boarding

No	Klasifikasi	Boarding house	Information
1.	Excellent	As-Sa'diyah	Reward and Punishment go well
		Umu Hanny	
2.	Good	Al-Humairah	There are no rewards yet, but Punishment is going well

3.	Less	Al-Aminah	There is no Punishment yet, but the Reward already exists.
		Umu Salamah	
4.	Very less	Al-Adawiyah	There is no reward yet, punishment has been made but it is not going well.
		Az-Zakiyah	

4. Presenting a figure who is able to communicate in Arabic

Arabic speaking skills (maharah kalam) is an important aspect in Arabic learning (Rosikh, at all, 2025). In each Arabic dormitory, there is already a figure in communicating Arabic who is fluent but of the 7 Arabic language dormitories, 2 of them are very good, namely Umu Hanny and Al-Adawiyah, each dormitory has 4 tutors who are good at speaking Arabic. 3 good Arabic language dormitories, namely Al-Aminah, As-Sa'diyah, Az-Zakiyah, each have 3 good tutors in Arabic. 1 Arabic dormitory that is lacking, namely Al-Humairah because it only has 2 good tutors in Arabic and 1 Arabic dormitory that is very lacking, namely Umu Salamah because it only has 1 good tutor in Arabic.

As is known, every new student must become a dormitory administrator. The language dormitory has a fairly wide scope, namely 7 Arabic dormitories, and 7 English dormitories, while the total number of dormitories at the Sunan Drajat Islamic Boarding School is 18. As is already known that not all new administrators understand and understand Arabic, while old students who are already in the final semester and in fact they are already proficient because they have participated in the upgrading program for many years will return to their respective homes. Conditions like this have continued from the beginning of the language dormitory until now.

Like Sujana and Rivai in the book The Formation of the Arabic Language Environment in Islamic Religious Universities, there are three types of learning environments: social environment, environment, and artificial environment. Then in accordance with the statement according to Barnadib, the first in the division of the environment that there is a human environment consisting of family, playmates, neighbors, teachers, schoolmates, and so on. Therefore, in the formation of an artificial environment, it can be ascertained the importance of figures as role models for Arabic language learners.

An upgrading program was carried out to improve the quality of Arabic from Arabic dormitory administrators. Where, the program contains additional Arabic language materials, micro teaching with material that is directly taken from the student module which is taught every day in the morning, then methods in learning in the form made by the management of their respective dormitory as upgrading exam materials on Thursday. The video will later become a learning video for future generations.

5. **The existence of supporting facilities in the practice of Arabic**

Through the results of the information obtained, several parties concerned with the formation of the Arabic language environment at the Sunan Drajat Islamic Boarding School are still lacking in providing services for the implementation of the Arabic environment formation program, except for Ning Biyati Ahwarumi as a pioneer and an advisor to the language dormitory. Where he tries to do whatever is needed in the language program to always be fulfilled.

This condition is caused by the more dominant individualism attitude in each party in the Sunan Drajat Islamic Boarding School, resulting in a lack of cooperation in providing services to the formation of an Arabic

language environment at the Sunan Drajat Islamic Boarding School. In fact, in practice, adequate allocation of funds is one of the prerequisites in the formation of a language environment, this statement was made by Ahmad Fuad Efendi.

Of the seven Arabic language dormitories, they have tried to create an environment that is both reading and listening, but in their level there are 2 good language dormitories, namely Umu Hanny and As-Sa'diyah because they both have 3 efforts in providing an environment that is read-and-hear. 3 language dormitories are lacking, namely Al-Aminah, Al-Humairah, Az-Zakiyah because each only has 2 attempts. And 2 language dormitories that are very lacking, namely Al-Adawiyah and Umu Salamah because they only have 1 effort. Pavlov therefore suggested that engineering a learning environment was an effective way to achieve language proficiency.

The creation of an environment that reads and hears cannot be separated from the role of adequate facilities and infrastructure. Because the facilities and infrastructure are still lacking, so the dormitory that should be able to realize its innovations must be pending first. This is because the media can be effective in learning Arabic (Thayyibah et all, 2025)

In accordance with Barnadib's second and third statements in the division of the environment that there is an artistic environment that includes performances, pictures, puppets, films, and so on, as well as a literary/cultural environment consisting of newspapers, magazines, reading books, and socio-cultural conditions.

CONCLUSION

Based on the results of the research on the strategy of forming an Arabic environment in Islamic boarding schools, it can be concluded as follows: The strategy of forming an Arabic environment in Islamic boarding schools is carried

out through various structured and sustainable approaches, such as the use of Arabic in daily communication, muhadatsah (conversation) activities, muhadharah (speech), setting a language schedule (yaum al-'arabī), and the formation of study groups. This strategy aims to familiarize students to use Arabic actively and functionally outside the context of formal learning. Overall, the Arabic environment that has been successfully formed is able to create a conducive and effective learning climate in improving students' Arabic language skills, both orally and in writing. However, the success of the strategy requires support from all parties as well as continuous evaluation and development of programs.

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