

Strategy for Developing the Arabic Environment at Madrasah Tsanawiyah Negeri (MTsN) 3 Malang

Strategi Pengembangan Lingkungan Bahasa Arab di Madrasah Tsanawiyah Negeri (MTsN) 3 Malang

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Abstract

Learning Arabic in a madrasah requires special conditions to enrich the active language experience. More is needed in a conventional classroom, and an environment that supports the Arabic learning process is also needed. This paper aims to describe the role of the language environment in Arabic language learning, the strategic steps of MTsN 3 Malang in developing Arabic language environment development programs, and their impact on language learning. This research uses qualitative research methods with a case study approach. This approach was chosen because it aligns with the research objective to gain an in-depth understanding of the strategies for developing the Arabic language environment at Madrasah Tsanawiyah Negeri (MTsN) 3 Malang. The results show that the development of the Arabic language environment at MTsN 3 Malang is carried out in three strategic steps, namely 1) the formation of Arabic language drivers, 2) the installation of Arabic language zones, and 3) the socialization and reinforcement of Arabic language competencies for teachers. These strategic steps have an impact on 1) improving students' Arabic language skills, 2) improving the competence and quality of teachers, 3) using innovative teaching methods, 4) forming an Islamic learning environment, 5) strengthening students' religious identity in the MTsN 3 Malang environment.

Keywords: Arabic Environment, Arabic Acquisition, Madrasah Tsanawiyah.

Abstrak

Pembelajaran bahasa Arab di madrasah mutlak memerlukan kondisi khusus yang didesain untuk memberikan pengayaan pengalaman berbahasa secara aktif. Tidak cukup dengan kelas konvensional, diperlukan juga lingkungan yang mendukung proses pembelajaran Bahasa Arab. Tulisan ini bertujuan mendeskripsikan peran lingkungan bahasa dalam pembelajaran bahasa Arab, langkah strategis MTsN 3 Malang dalam mengembangkan program pengembangan lingkungan Bahasa Arab serta dampaknya dalam pembelajaran bahasa. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi kasus. Pendekatan ini dipilih karena sesuai dengan tujuan penelitian untuk memahami secara mendalam tentang strategi pengembangan lingkungan Bahasa Arab di Madrasah Tsanawiyah Negeri (MTsN) 3 Malang. Hasilnya menunjukkan bahwa pengembangan lingkungan Bahasa Arab di MTsN 3 Malang dilakukan dalam tiga langkah strategis, yaitu 1) pembentukan penggerak bahasa Arab, 2) instalasi zona bahasa Arab, dan 3) sosialisasi serta penguatan kompetensi (reinforcement) bahasa Arab bagi guru. Langkah strategis tersebut berdampak pada 1) peningkatan kemampuan bahasa Arab siswa, 2) peningkatan kompetensi dan kualitas guru, 3) penggunaan metode pengajaran inovatif, 4) terbentuknya lingkungan pembelajaran Islami, 5) penguatan identitas keagamaan siswa di lingkungan MTsN 3 Malang.

Kata Kunci: Lingkungan Bahasa Arab, Pemerolehan Bahasa Arab, Madrasah Tsanawiyah

Introduction

Arabic language must be taught in madrasahs at every level, including at the Madrasah Tsanawiyah (MTs) level. Arabic language learning ideally covers all aspects of language, from elements to skills. As is common in languages, the ability to speak Arabic as a foreign language can develop along with the user's experience. Conversely, language can develop socially through interaction and communication between language users.¹

Based on language function, learning a language, especially a foreign language, is to train habits or automate receptive functions, namely what is heard and read, and productive functions of conveying thoughts orally and in writing. However, realizing learning goals is challenging. The process has various difficulties, both from academic and non-academic factors.²

In its implementation, Arabic language learning at various levels is still focused on strengthening theoretical aspects and needs to give more to practical ones. It only

¹ علي أحمد مدكور, *تدريس فنون اللغة العربية (القاهرة: دار الفكر العربي, ٢٠٠٦)*.

²A. Hidayat, "BI'AH LUGHOWIYAH (LINGKUNGAN BERBAHASA) DAN PEMEROLEHAN BAHASA (Tinjauan Tentang Urgensi Lingkungan Berbahasa Dalam Pemerolehan Bahasa)" (Riau, June 2012), <https://doi.org/http://dx.doi.org/10.24014/an-nida.v37i1.311>.

emphasizes Arabic as knowledge, ignoring Arabic as a skill. In addition, the absence of a conducive language environment as the primary support for the activation of Arabic communicatively, such as student dormitories (mashed) or other language-intensive activities, further makes Arabic only limited to subject matter that is understood not as an applied skill. At the same time, the language environment is considered the main factor in the success of learning language skills, especially active speaking.^{3 4}

Learning Arabic in a madrasah requires special conditions to enrich the active language experience. It is not enough to have a conventional classroom; an environment that supports the Arabic language learning process is also needed. The Arabic language environment is vital in creating a conducive atmosphere for students to practice and develop their language skills naturally. MTsN 3 Malang has implemented effective strategies in developing the Arabic language environment to improve the school's language learning quality.⁵

Implementing the Arabic language environment effectively impacts improving students' active communication skills in Arabic.⁶ Conceptually, in the theory of behaviorism, the environment is one of the most critical aspects of second language acquisition and learning.⁷ In this context, the language environment is everything students can hear, see, and feel about the target language being learned.

³Muhammad Awwaludin, Stevan Malik, and Nopri Dwi Siswanto, "Pembentukan Lingkungan Bahasa Arab Dalam Meningkatkan Penguasaan Bahasa Arab Pada Pesantren Bahasa Arab (MIM LAM)," *Definisi: Jurnal Agama Dan Sosial-Humaniora* 1, no. 1 (January 2022): 55-64, <https://doi.org/10.1557/djash.v1i1.16716>.

⁴Alimuddin Rivai et al., "Pembiasaan Berbahasa Arab Melalui Lingkungan Berbahasa Di Pondok Pesantren Assalam Manado," *Tarsius: Jurnal Pengabdian Tarbiyah, Religius, Inovatif, Edukatif Dan Humanis* 3, no. 2 (December 2021): 19-26.

⁵Ahmad Mohammad Atouf Aldershawi et al., "استراتيجيات تعلم مهارة الكلام لدارسي اللغة العربية في تركيا / Strategies for Learning Speaking Skill for Arabic Language Learners in Turkey for Beginners," *مجلة الدراسات اللغوية والأدبية (Journal of Linguistic and Literary Studies)* 13, no. 2 SE-Linguistic Studies (November 29, 2022): 5-19, <https://journals.iium.edu.my/arabiclang/index.php/jlls/article/view/990>.

⁶A Junaidi and Fitriatun Hidayah, "PENGARUH LINGKUNGAN BERBAHASA TERHADAP KETERAMPILAN BERBICARA BAHASA ARAB BAGI SISWA KELAS X MA PONDOK PESANTREN USWATUN HASANAH CEMPAKA PUTIH DESA AIK DAREK KECAMATAN BATUKLIANG," *El-Tsaqafah: Jurnal Jurusan PBA* 17, no. 2 (December 28, 2018): 173-87, <https://doi.org/10.20414/tsaqafah.v17i2.465>.

⁷Sayyidaturrohimah and Langgeng Budianto, "TEORI BEHAVIORISME DALAM LINGKUNGAN BERBAHASA ASRAMA PUTRI PONDOK PESANTREN AL-ISLAM," *Jurnal Tawadhu* 7, no. 2 (October 12, 2023): 152-60, <https://doi.org/10.52802/twd.v7i2.590>.

Arabic language subjects receive special attention at MTsN 3 Malang. They are taught during class hours and provide a supporting environment so that Arabic is not taught as knowledge alone but up to habituation in activities (habituation). This is done considering that the environment is believed to play an essential role in a person's language acquisition because the stimulus provided by the environment spurs the activity of a person's language acquisition tool.⁸

The existence of the Arabic language in the MTsN Malang 3 Lawang environment is currently still one of the essential elements in the learning system, mainly because of its status as a madrasa that emphasizes Islamic religious education. Arabic is one of the compulsory subjects at MTsN 3 Malang. As part of the curriculum integrating religious education, Arabic language learning focuses on reading, writing, listening, and speaking skills. Students learn grammar, vocabulary, and the skills to understand Arabic texts, especially those related to Islamic religious texts such as the Qur'an and hadith. Apart from being a subject, Arabic is also often used in various religious activities at school. For example, you read the Quran, recite prayers, and study the yellow book.

Overall, Arabic should be an integral part of the academic and daily life of the MTsN 3 Malang 3 community, not only as a subject but also as a medium for religious activities and student skill development. Therefore, creating an Arabic language environment allows students to learn contextually.

Realizing the importance of developing a language environment, MTsN 3 Malang organizes a bilingual superior class program by choosing Arabic as the language of instruction. However, how does MTsN 3 Malang carry out the strategy in implementing the program?

Arabic is vital, especially in Islamic education, because it is the primary language in the holy Qur'an and other Islamic literature. Efforts to develop an Arabic-speaking environment in Islamic educational institutions such as Madrasah Tsanawiyah Negeri (MTsN) 3 Malang require effective strategies based on scientific studies. Therefore, this article analyzes previous literature studies on developing Arabic language environments in educational institutions.

⁸Subyantoro, *Teori Pemerolehan Bahasa; Pengantar Memahami Pemerolehan Bahasa Anak* (Yogyakarta: CV. Mahata, 2020).

The first relevant study is a research conducted by Anwar Sadat (2018)⁹, which focuses on the importance of the Arabic language environment as a practical learning medium in schools. In his study, Anwar showed that the Arabic language environment can increase students' motivation to use Arabic daily. However, this study emphasizes that the success of such an environment is highly dependent on teacher support and the availability of adequate learning media.

The second study comes from research by Abdul Hafz Bin Zaid (2024)¹⁰, which examines implementing the communicative approach to improving Arabic Language Skills. The communicative approach in Arabic language learning emphasizes listening and speaking skills, enabling students to communicate effectively. Its implementation involves continuous practice, focuses on mastering vocabulary, and encourages students to express their thoughts, thus improving *Maharatul Kalam* (speaking skills).

Furthermore, a study conducted by Sarah (2020)¹¹ Discusses Technology Integration in Arabic Language Skills Development in the Digital Age. This research reveals that the use of technology-based learning applications can be a solution to improve students' Arabic language skills, especially listening and speaking skills. However, the main challenge in this study is the gap in access to technology between students in urban and rural areas, which affects the effectiveness of the application of the technology.

The fourth study is a research conducted by Shofwatul Fuadah (2024)¹² On the role of school culture in supporting the development of the Arabic language environment. The results of this study emphasize the importance of school culture, such as the existence of a weekly Arabic language program, Arabic-based extracurricular activities, and competitions between students. A strong school culture can build Arabic language habits among students and teachers. However, this study found that the lack of active participation could have been improved, but it could have improved the program's implementation.

⁹Anwar Sadat, "Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab," *AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab Dan Pengajarannya* 2, no. 1 (2018): 1–17, <https://doi.org/10.52266/al-afidah.v2i1.161>.

¹⁰Abdul Hafidz bin Zaid et al., "Implementasi Pendekatan Komunikatif (Communication Approach) Dalam Meningkatkan Keterampilan Berbahasa Arab," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 7, no. 2 (September 22, 2024): 682, <https://doi.org/10.35931/am.v7i2.3769>.

¹¹Sarah Sarah et al., "Technology Integration in Arabic Language Skills Development in the Digital Era," *Al-Fusha: Arabic Language Education Journal* 6, no. 2 (July 11, 2024): 74–81, <https://doi.org/10.62097/alfusha.v6i2.1735>.

¹²Shofwatul Fu'adah et al., "AL-USUS AL-TSAQAFIYAH LI I'DADI MAWAD TA'LIM AL-LUGHHAH AL-'ARABIYAH," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 5, no. 2 (July 15, 2024): 163–81, <https://doi.org/10.35316/lahjah.v5i2.163-181>.

Another study that makes a significant contribution is the research by Ali Mahmud al-'Usmu'i Ismail (2023)¹³, which discusses the effect of intensive training on teachers' competence in managing the Arabic language environment. The results showed that continuous training can improve the quality of Arabic language teaching and help teachers create a classroom atmosphere conducive to language learning. However, the study also underlines the importance of post-training supervision and evaluation to sustain the results.

Finally, the study by Fatwa Arifah (2024)¹⁴ This study highlights the effect of a project-based approach in Arabic language learning. The study found that students who engaged in Arabic-based projects, such as drama, group discussion, or creative writing, showed significant improvements in speaking and writing skills. However, time constraints and a lack of resources often become challenges in implementing such projects.

Although the literature reviews above significantly contribute to developing the Arabic language environment, some research gaps still need to be filled. Anwar Sadat's study (2017) only emphasizes the role of the environment in general and provides specific details of strategies to create and manage the environment at the madrasah level. Abdul Hafz Bin Zaid's study (2024) focused more on the communicative approach rather than on exploring the synergy between this approach and Arabic language culture development programs in schools.

Sarah's study (2020) provides an exciting view of technology integration but needs to discuss how technology can be implemented sustainably in madrasahs with limited resources. Meanwhile, Shofwatul Fuadah's study (2024) highlights school culture but only links it to development strategies that involve some elements of the school, including teachers, students, and management.

Ali Mahmud al-'Usmu'i Ismail's study (2023) is more oriented towards teacher training. However, it must provide practical guidance on how this training can be integrated with the language environment management strategy.

¹³Ali Mahmud al-'Usmu'i Ismail and Intishar Muhammad Qasb, "Ta'zizu Daur Al-Muallim Ka 'Unsurin Basyari Muhimmin Fi Ta'lim Al-Lughah Al-'Arabiyyah Li Al-Nathiqina Bi Ghairiha," *Al-Wazan: Journal of Arabic Education* 1, no. 1 (January 1, 2023): 1–15, <https://doi.org/10.58223/al-wazan.v1i1.16>.

¹⁴Fatwa Arifah, Ihwan Rahman Bahtiar, and Dimas Kurnia Robby, "The Effect of the Project-Based Learning Model on Interest in Learning Arabic Language," 2024, 199–211, https://doi.org/10.2991/978-2-38476-240-8_18.

Fatwa Arifah's (2024) study on project-based approaches also has limitations, namely the need for more focus on the influence of these programs on the sustainability of Arabic language use outside the classroom. No studies specifically integrate elements such as school culture, technology, communicative approaches, teacher training, and student engagement into a holistic strategy for Arabic language environment development.

This research fills the gap by developing an integrated and applicable strategy for developing the Arabic language environment in MTsN 3 Malang based on the in-depth analysis of the literature studies above. This strategy is expected to provide more comprehensive guidance for madrasahs to create an environment that supports optimal Arabic language learning.

This article will discuss the concept of the Arabic language environment and its development strategy. Furthermore, implementing these strategies at MTsN 3, Malang will be described, including the formation of Arabic language drivers, the installation of Arabic language zones, and the socialization and strengthening of Arabic language competence for teachers. The impact of this strategic step will also be discussed, including improving students' Arabic language skills, increasing teacher competence, using innovative teaching methods, forming an Islamic learning environment, and strengthening students' religious identity in the school environment.

This research uses a qualitative research method with a case study approach. This approach was chosen because it aligns with the research objective to deeply understand the strategies for developing an Arabic language environment at Madrasah Tsanawiyah Negeri (MTsN) 3 Malang. This case study aims to explore in detail the processes, strategies, and factors that influence the formation of the Arabic language environment at the educational institution. Qualitative research allows researchers to obtain deep, meaningful, contextual data, producing comprehensive understanding.¹⁵

To obtain relevant data, this research uses three data collection methods¹⁶, namely: 1) Observation is conducted to directly understand how the Arabic language environment is developed at MTsN 3 Malang. Researchers observed daily activities at the madrasah,

¹⁵Peter Charles Taylor, "Contemporary Qualitative Research," in *Handbook of Research on Science Education, Volume II* (Routledge, n.d.), <https://doi.org/10.4324/9780203097267.ch3>.

¹⁶Sari Knopp Bogdan, Robert, C. dan Biklen, *Qualitative Research for Education : An Introduction to Theory and Methods* (London: Allyn and Bacon; Inc., 1982).

particularly the interactions between students and teachers using Arabic. Programs related to developing Arabic language skills were also observed, including extracurricular activities, classroom learning, and using Arabic in non-formal activities within the school environment. Through this observation, researchers can identify emerging patterns and social interactions that contribute to the development of the Arabic language. (2) Interviews were conducted with various parties involved in developing the Arabic language at MTsN 3 Malang, such as the head of the madrasah, Arabic language teachers, students, and parents of the students. The interview technique used is semi-structured interviews, where the researcher has an interview guide but still allows space for informants to speak freely and in-depth. The goal is to gather information on Arabic language development programs' strategies, challenges, and effectiveness. The information obtained from these interviews is then analyzed to understand how the students implement and receive these programs. (3) Documentation complements the data obtained from observations and interviews. The documents reviewed include the curriculum, syllabus, school work program, activity reports, and teaching materials used in Arabic language learning. This documentation data is essential to see how the planning of the Arabic language development program at MTsN 3 Malang is formally structured and to assess whether the program's implementation aligns with that planning.¹⁷

The data from the three methods above were analyzed using a thematic analysis approach. First, data from observations, interviews, and documentation are coded and grouped based on themes relevant to this research, such as strategies for Arabic language development, challenges in program implementation, and program effectiveness. After that, the researcher interprets the grouped data to find patterns and relationships between themes.¹⁸

The results of this analysis are expected to contribute to developing theories related to strategies for creating an Arabic language environment in secondary schools. This method is expected to provide a deep and comprehensive understanding of how Arabic language environment development strategies are implemented at MTsN 3 Malang and how these programs affect the students' Arabic language proficiency.

¹⁷John W. Creswell, *Research Design, Qualitative, Quantitative, and Mixed Method Approaches*, Edisi Keem (SAGE Publication, 2014).

¹⁸G. S. Gumilang, "QUALITATIVE RESEARCH METHODS IN THE FIELD OF GUIDANCE AND COUNSELING," *SCHOOL QUALITY CONTROL MANAGEMENT: IMPLEMENTATION AT PUBLIC HIGH SCHOOLS IN PAREPARE*. 2(2) (2016).

Results and Discussion

1. The Role of Language Environment in Second Language Acquisition

The Arabic language environment is everything the learner can hear and see related to the Arabic language. This includes classroom situations when learning occurs, daily conversations, mass media, and other situations where Arabic is used.¹⁹ The quality of this language environment is critical to students' success in learning Arabic, whether as a first or second language.²⁰

The Arabic language environment can be naturally formed or deliberately created to support learning. In Indonesia, the Arabic language environment is often deliberately set up as a means for students to communicate using the target language. The aim is to create an atmosphere conducive to students practicing and developing their Arabic language skills naturally.²¹

The Arabic language environment consists of two main types :

- a. Formal environment (bah lughawiyah isthinaiyah): This is an officially established and planned environment, usually in a classroom or language laboratory. The focus is on conscious mastery of the rules of the Arabic language.
- b. Informal environment (bah lughawiyah thabi'iyah): This natural environment forms without special planning. Examples include daily conversations with friends, watching Arabic TV, reading Arabic magazines, etc.²²

Essential components in the Arabic language environment include Teachers and teaching staff who can communicate in Arabic, students who are motivated to learn and use Arabic, supporting facilities and infrastructure such as language laboratories, libraries, and Arabic learning media, and activities that encourage the use of Arabic, such as speech competitions, seminars, and language games.²³

¹⁹Heri Gunawan et al., "Istirātijiyāt Ibtikār Manhaj Ta`līm Al-Lugah Al-`Arabiyyah Bi Jāmi`ah Sunan Gunung Djati Al-Islāmiyyah Al-Hukūmiyyah Bandung," *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 5, no. 2 (December 28, 2021), <https://doi.org/10.15575/jpba.v5i2.16011>.

²⁰Alvin Qudrotulloh, Desky Halim Sudjani, and Syukri Indra, "Direct Method : Pembelajaran Bahasa Arab Dengan Menggunakan Metode Langsung Pembelajaran Bahasa Arab," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2021): 119–31.

²¹Hani Zahrani, "Kajian Teoritis Metodologi Pembelajaran Bahasa Arab," *Ihtimam : Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2020): 25–44.

²²Debi Febianto, "Implikasi Fase Pemerolehan Bahasa Siswa Sekolah Dasar Terhadap Proses Pengajaran Bahasa Indonesia," *Jurnal Tarbiyah Al-Awlad* 9, no. 1 (2019): 1–108.

²³Ahmad Nurcholis et al., "Strategies to Improve the Quality of Arabic Language Education at the Public Service Entity (BLU) State Islamic Higher Education," *Arabiyyatuna: Jurnal Bahasa Arab* 7, no. 1 May (May 3, 2023): 241, <https://doi.org/10.29240/jba.v7i1.5707>.

The Arabic language environment provides several essential benefits in the learning process: improving students' Arabic language skills naturally through hands-on practice, providing opportunities for students to apply theories learned in class in real situations, helping students acquire new vocabulary and language structures in meaningful contexts, increasing students' confidence in using Arabic for daily communication.²⁴

A practical environment makes Arabic language learning in madrasah more dynamic and meaningful. Students learn about Arabic and use it as a living communication tool.

The Arabic language environment in learning activities is a means of developing Arabic communicative skills. Language-oriented teaching environments and methods will make learning more effective.²⁵

The environment dramatically impacts children's education and teaching, especially language skills, because the environment influences students directly by applying the theories learned in class to them.²⁶

The Arabic language environment aims to express and demonstrate Arabic language skills as a foreign language. It is also a place designed to interact and communicate with Arabic learners.

Along with the development of educational thought in the field of language in the 20th century, the belief emerged that learners can understand a foreign language more through the process of listening and have the ability to speak the language by using it a lot to speak by connecting the topic of conversation with the situation. So, students can do this if their learning environment provides this habit. In addition, the situations and contexts in the Arabic language environment also include testing students' skills and their courage and confidence.²⁷

²⁴Muhammad Ali Bakri, "Metode Langsung (Direct Method) Dalam Pengajaran Bahasa Arab," *Al-Maraji' : Jurnal Pendidikan Bahasa Arab*, n.d., 1-12.

²⁵Andri Warseto, Hani Nurlaeli Wijayanti, Cahya Edi Setyawan, "Pandangan Stephen Krashen Dalam Pemerolehan Bahasa Dan Implikasinya Dalam Pembelajaran Bahasa Arab," *Jurnal Ihtimam 2*, no. 1 (2021): 75-105, <https://doi.org/10.36668/jih.v2i1.213>.

²⁶Syarifah Habibah, "Akhlak Dan Etika Dalam Islam ," *Jurnal Pesona Dasar 1*, no. 4 (October 2015): 73-78.

²⁷Habibur Rahman, "Amin Al-Khuli, Pendekatan Kritik Sastra Terhadap Al-Quran," *Al-Irfan : Journal of Arabic Literature and Islamic Studies 2*, no. 1 (March 30, 2019): 94-120, <https://doi.org/10.36835/al-irfan.v2i1.3386>.

The Arabic language environment (Bi'ah Arabiya) is a non-linguistic aspect that significantly affects the success of Arabic language learning. Its learning effect is that it can free students to express and practice what they learn.²⁸ The presence of a language environment is also highly appreciated because it allows mastery faster than learning outside the language environment.²⁹

The environment plays an essential role in language acquisition because the stimuli provided by the environment spur the activity of the language acquisition apparatus.³⁰ According to Dardjowodjodjo³¹ Interaction in the context of language learning is interaction with the environment, not merely one-way and external direction. The interaction process between one individual and another, between a person and various environmental objects, occurs actively. Thus, interactive means that the environment spurs the birth of innate mechanisms that cause language acquisition to develop amazingly.

Skinner suggests that humans receive language based on stimuli from the environment outside themselves, which is controlled through observation and manipulation of one's environment. According to the behavioristic theory proposed by B.F Skinner³² This theory states that external stimuli, namely the environment, control the process of first language acquisition. The stimulus of the surrounding environment influences the ability to speak and understand language.³³ The process of language development is determined by the length of practice provided by the environment.

2. Arabic Language Environment Development Strategy at MTsN 3 Malang

The development of the Arabic language environment at MTsN 3 Malang is carried out in three strategic steps, namely 1) the formation of Arabic language drivers,

²⁸Mahyudin Ritonga et al., "Arabic Language Learning Reconstruction as a Response to Strengthen Al-Islam Studies at Higher Education," *International Journal of Evaluation and Research in Education (IJERE)* 10, no. 1 (March 1, 2021): 355, <https://doi.org/10.11591/ijere.v10i1.20747>.

²⁹Y. N. Hermawan, C., Sobarningsih, N., & Rahayu, "Penggunaan Emotional Freedom Technique (EFT) Untuk Meningkatkan Hasil Belajar Siswa," *Jurnal Analisa 2*, no. 1 (2015): 1-10.

³⁰Subyantoro, *Teori Pemerolehan Bahasa; Pengantar Memahami Pemerolehan Bahasa Anak*, 1st ed. (Yogyakarta: CV. Mahata, 2020).

³¹Dardjowodjodjo, *Psycholinguistic*, 1st ed. (Jakarta: Yayasan Obor Indonesia, 2005).

³²Fabilla Nimas and Ala' Annajib, "Peran Lingkungan Bahasa Dalam Pemerolehan Bahasa Arab Sebagai Bahasa Kedua (Kajian Teoritis Pemerolehan Bahasa Arab Pada Siswa Non-Native Di Pondok Thursina IIBS Malang)," in *Shibghoh: Prosiding Ilmu Kependidikan UNIDA Gontor* (Ponorogo: Fakultas Tarbiyah UNIDA Gontor, 2023), 6-7.

³³Dewi Chamidah, Abdullah Sarif, and Syafiyatul Maf'udah, "Language Differences in the Quran and Their Implications for Arabic Teaching in Indonesia," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (November 17, 2023): 505, <https://doi.org/10.29240/jba.v7i2.8376>.

2) the installation of Arabic language zones, and 3) the socialization and reinforcement of Arabic language competencies for teachers.

a. Establishment of Arabic Language Drivers

Establishing a language community is essential in developing an effective Arabic language environment. At MTsN 3 Malang, this strategy is implemented by forming a "مركز اللغة" or language center. This language center serves as administrators, consultants, and activists in the language field. It is responsible for designing and implementing various activities that support the use of Arabic in the madrasah environment.

This language community also involves students as language spies. They are tasked with observing and recording anyone who violates the rules of Arabic usage. This system helps maintain the consistency of Arabic use in the madrasah environment. In addition, the language community organizes various activities such as speech competitions, seminars, and language games to increase students' motivation in learning and using Arabic.

The formation of Arabic language mobilization team (محرك اللغة) consists of two teams: a team of teachers and a team of students. Each team consists of 5 teachers/students. The selection of team members is carried out selectively by considering the ability to mobilize, coordinate, and, of course, the ability to use Arabic. The team that has been formed is reinforced by the Madrasah Head's policy in the form of a Letter of Assignment so that the team can work effectively.

The language drive team was formed in conjunction with the *launch* of an Arabic language environment, which was packaged in the *Na'tazzu Bil Arabiyah* (NBA) program. The launch of this program is expected to motivate the entire academic community of MTs Negeri 3 Malang to form an Arabic language environment.



Picture 1. Launching of NBA Program by Arabic Language Drive Team

The launching of the NBA program was held in front of the guardians of new students and witnessed by various related parties such as the Head of the Office of the Ministry of Religious Affairs of Malang Regency, Head of Literacy of the Malang Regency Education Office, Representatives of the Nyalanesia Community, Madrasah Supervisors, Committee Management and Parent Student Association, Forkopimda Kec: Lawang, Educators and Education Personnel, and students in grades 7, 8, 9. The presence of various parties is considered essential to support the program, which will become the madrasah

b. 's flagship language Zone Installation

Installing zones designated as areas for creating an Arabic language environment is considered necessary to provide access to Arabic language learning materials and atmosphere and ease in habituating to the use of Arabic in the area. The zone is then determined through a remiss policy, such as a decree or circular letter from the Head of the Madrasah. Not only the area but also MTsN 3 Malang designed a particular classroom, or superior class, called the International Class Program (ICP).



Picture 2. Arabic language zone property installation at MTsN 3 Malang

After the zoning stage, the design of the classroom and Arabic language environment is carried out through the installation of various decorations, ornaments, property, and teaching aids for Arabic language learning, as well as posterization of linguistic material, which includes practical and thematic expressions placed in various corners of the room that are often reached and accessed by students.

If managed optimally, the environment that has been determined will be a strategic way of creating an Arabic language environment.³⁴

c. Teacher Socialization and *Reinforcement*

Teachers' socialization and reinforcement activities become the most strategic and decisive agenda because the development of the Arabic language environment will be achieved when all parties, especially teachers, have the same willingness, enthusiasm, and expectations—building a joint commitment of all parties in the environment so that the process of creating an Arabic language environment becomes a joint program that requires collective efforts.³⁵ With this capital, the program's target is more accessible and can be realized optimally. In other words, this program must be a common property, a dream, and a big goal of the entire academic community of MTs Negeri 3 Malang.



Picture 3. Arabic Language Socialization and Reinforcement for Teachers of MTsN 3 Malang

³⁴S. Tamaji, "MANAJEMEN PEMBELAJARAN BAHASA ARAB," *Dar El-Ilmi: Jurnal Studi Keagamaan, Pendidikan Dan Humaniora* 5, no. 1 (April 2018): 107–22.

³⁵Baiq Tuhfatul Unsi, "Kemahiran Berbicara Bahasa Arab Melalui Penciptaan Lingkungan Bahasa," *Tafaqquh: Jurnal Penelitian Dan Kajian Keislaman* 3, no. 1 (June 1, 2015): 123–41, <https://doi.org/10.52431/tafaqquh.v3i1.42>.

In the socialization of the concept and technical development of the Arabic language environment program, the Head of MTs Negeri 3 Malang directly intervened to emphasize his seriousness in this program further. Not only that, the socialization activities, which were also technical guidance for teachers, were also attended by the Head of the Office of the Ministry of Religion of Malang Regency, who was explicitly invited by the Head of Madrasah to support and supervise this program. The Head of the Ministry of Religious Affairs Office even suggested technical cooperation with universities that develop Arabic language learning.

This activity and other activities supporting the language program, such as discussions with native speakers, Arabic seminars, publishing Arabic wall magazines and posters, and getting used to listening and seeing, are essential to do regularly. In turn, teachers can increase the proportion of Arabic used as the language of teaching and learning inside and outside the classroom.³⁶

d. Impact of Arabic Language Environment Development at MTsN 3 Malang

Establishing an Arabic language environment at MTs Negeri 3 Malang has several significant positive impacts on students, teachers, and the educational environment. Here are some of the impacts that can arise :

1) Improvement of Students' Arabic Language Proficiency

Structured and directed assistance will significantly help students improve their Arabic language skills in reading, writing, listening, and speaking. With a supportive environment, students will be exposed to Arabic more often in everyday contexts, improving and speeding up their mastery of this language.³⁷ In addition, the situations and contexts in the Arabic language environment also test students' skills, courage, and confidence.³⁸

2) Teacher Quality Improvement

Mentoring also impacts teachers' competence in teaching Arabic. With structured mentoring, teachers receive additional training and resources to

³⁶Uli Agustina Gultom, "Strategi Pengajaran Dalam Pemerolehan Dan Pemelajaran Bahasa Kedua," *Seminar Nasional Pembelajaran Bahasa Dan Sastra (SELASAR) 4*, no. May (2020): 287-97.

³⁷Shaofeng Li et al., "Methodological Innovation in Applied Linguistics Research: Perspectives, Strategies, and Trends," *Language Teaching* 56, no. 4 (October 13, 2023): 551-56, <https://doi.org/10.1017/S026144482300023X>.

³⁸Hezi Y. Brosh, "Arabic Language-Learning Strategy Preferences among Undergraduate Students," *Studies in Second Language Learning and Teaching* 9, no. 2 (July 1, 2019): 351-77, <https://doi.org/10.14746/ssllt.2019.9.2.5>.

improve their teaching methods.³⁹ In turn, teachers can increase the proportion of Arabic used as the language of teaching and learning inside and outside the classroom.⁴⁰

3) Use of Innovative Teaching Methods

Mentoring often involves training teachers in more effective teaching methods, such as using technology in language learning or interactive methods that involve students more actively in the learning process.

4) Establishment of an Islamic Learning Environment

With the assistance in creating an Arabic-speaking environment, the madrasah will have a more Islamic educational atmosphere. Arabic is the language of Islam, and by increasing its use in daily activities, the school environment will feel more religious and support the formation of students' Islamic character.⁴¹

The environment dramatically impacts children's education and teaching, especially language skills, because the environment influences students directly by applying the theories learned in class to them.⁴²

5) Strengthening Students' Religious Identity

Students familiar with Arabic will better understand that the language is integral to worship and religious life. This can strengthen their religious identity.

From a scientific perspective, forming an Arabic-speaking environment at MTs Negeri 3 Malang has a strong foundation in educational and linguistic theories, particularly in second language acquisition. (second language acquisition). In the context of a madrasah, this environment develops students' language skills and strengthens religious identity and understanding of Islam. This approach makes learning Arabic more effective, relevant, and meaningful for students.

Conclusion

The most striking result of the research conducted at MTsN 3 Malang is the significant improvement in students' Arabic language skills, which can be attributed to the strategic

³⁹A. Susilawaty et al., *PANDUAN RISET BERBASIS KOMUNITAS (Community Based Research)*, ed. Muhsin Mahfudz, 1st ed. (Makassar : NUR KHAIRUNNISA, 2016).

⁴⁰Gultom, "Strategi Pengajaran Dalam Pemerolehan Dan Pemelajaran Bahasa Kedua."

⁴¹A. Madkur, *Tadris Funun Al-Lughah Al-Arabiyyah* (Dar Al-Fikr , 2000).

⁴²S. Habibah, "Akhlak Dan Etika Dalam Islam," *Jurnal Pesona Dasar* 1, no. 4 (2015).

development of the Arabic language environment through the formation of language promoters, the installation of language zones, and the reinforcement of teacher competencies. The implications of this research highlight the critical role played by a supportive language environment in language mastery. The findings indicate that structured initiatives can enhance language skills, the overall quality of education, and students' religious identity in a madrasah environment. This research can be applied in various educational contexts by implementing similar strategies to create an immersive language environment. Schools and educational institutions can adopt language community models, innovative teaching methods, and regular language activities to encourage better language mastery and promote cultural and religious values. Although the research has shown positive results, it is essential to acknowledge its limitations, such as the specific context of MTsN 3 Malang, which may only be generalizable to some educational settings. Additionally, this research may have a limited sample size and scope of duration. For future research, exploring the long-term effects of the language environment on students' academic performance and religious identity in various regions and types of educational institutions is recommended. Furthermore, investigating the impact of parental involvement and community engagement on language mastery could provide deeper insights into effective language learning strategies.

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