

Designing An Arabic Language Learning Environment In Indonesia To Enhance Speaking Skills: A Systematic Literature Review (2020-2025)

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Abstract

Mastery of speaking skills (maharah al-kalam) is one of the key indicators of success in Arabic language learning. However, many learners face the challenge of a lack of exposure to a supportive language environment (bi'ah lughawiyah). This study is a systematic literature review analyzing 49 scientific articles published between 2020 and 2025, focusing on the role of the Arabic language environment (bi'ah lughawiyah) in improving Arabic language proficiency in Islamic educational institutions in Indonesia. The articles reviewed cover various levels of education, ranging from Islamic boarding schools and madrasahs to Islamic universities. The article selection process was conducted using the PRISMA protocol via the Publish or Perish, Rayyan, and VOSviewer platforms, reducing the initial pool of 245 articles to 49 that met the criteria. The study's findings indicate that a well-designed Arabic language environment has been proven to significantly improve speaking, writing, and comprehension skills in Arabic. The success of this program relies on a combination of in-class learning activities and various out-of-class language activities, such as daily vocabulary exercises, routine conversations, Arabic-language drama performances, and language competitions. Additionally, the presence of role models who actively speak Arabic, an educational reward and punishment system, as well as institutional support in terms of facilities and policies, are key factors in its success. This study also identified several major obstacles, including low student motivation, varying initial proficiency levels, and limited teaching staff. On the other hand, advancements in digital technology open new opportunities to expand the Arabic language environment beyond the confines of the classroom. It is therefore concluded that an effective Arabic language environment is not merely a set of language rules, but a shared culture that must be consistently built, managed, and maintained by the entire educational community.

Keywords: *Arabic language environment, bi'ah lughawiyah, Arabic speaking ability, systematic literature review.*

INTRODUCTION

Many Islamic educational institutions in Indonesia face challenges in Arabic language instruction: while the theoretical foundation is strong, students still lack confidence and fluency in speaking. Various studies indicate that the creation of a bi'ah lughawiyah (Arabic language environment) serves as a crucial foundation for bridging this gap and transforming Arabic from a mere "subject" into a language actively used in daily life (Barid et al., 2025).

Arabic speaking ability (maharah kalam) is the primary means of understanding religious knowledge and communicating, yet it is difficult to master without an environment that supports intensive (continuous) practice (Oensyar et al., 2023). Furthermore, it is quite common to find

schools and universities that have not utilized the environment as a primary learning resource, resulting in speaking skills developing quite slowly (Raudatussolihah et al., 2025; Takdir et al., 2024). There are numerous challenges and obstacles encountered in the field, including students who often master the theory (grammar and morphology, vocabulary) but are afraid of making mistakes, are rigid, and rarely use Arabic in daily communication (Hafiz, 2024; Setiyadi et al., 2023). In some institutions, the lack of language policies and a language-rich environment results in only a small number of students actively using Arabic (Muhammad Jundi et al., 2024). This phenomenon indicates that the role of a language rich environment is critically needed by policymakers in every educational institution and organization with a mission and goal to enhance students' Arabic communication skills. This study is expected to make a positive contribution to the mission of creating a language-rich environment in schools and universities, as well as developing effective and optimal management and implementation strategies for such environments. Most studies examining language environments (bi'ah lughawiyah) often employ descriptive qualitative or phenomenological approaches through observation, interviews, and documentation (Lutfiani et al., 2025; Mahbubah, 2025). However, some also combine quantitative methods through pre- and post-tests and questionnaires to measure improvements in students' speaking scores and perceptions (Ihyaa'ul Mahmudah et al., 2025; Masnun et al., 2025). This study is a systematic literature review (SLR) that examines research articles published between 2020 and 2025. All articles focus on the topic of the Arabic language environment, known in Islamic scholarly tradition as bi'ah lughawiyah. The primary objective of this study is to summarize key findings from these various studies to provide a comprehensive overview of how the Arabic language environment is shaped, implemented, and has a tangible impact on students' Arabic language proficiency, particularly in Islamic educational institutions in Indonesia. This study indicates that there is still room for a systematic comparison of the effects of bi'ah lughawiyah when implemented formally and informally, as well as its relationship to students' internal factors such as motivation, anxiety, and their responses to the program (Taubah, 2017), and the optimal duration of bi'ah lughawiyah implementation for achieving a certain level of fluency.

The studies reviewed cover various types and levels of educational institutions, ranging from modern Islamic boarding schools, junior and senior high madrasahs, to Islamic universities in Indonesia. Most of these previous studies employed a descriptive qualitative approach, while a small number used a quantitative approach. The most commonly used data collection methods were observation, in depth interviews, and documentation. The diversity of research settings makes the findings of this SLR study rich in insights and representative of Arabic language learning situations across various educational contexts in Indonesia.

METHOD

This study employs the Systematic Literature Review (SLR) method because it is effective for collecting, filtering, and synthesizing various findings from previous studies scattered across various scientific journals (Snyder, 2019). Through this method, the researcher can map the best strategies and models for the Arabic language environment (bi'ah lughawiyah) that have been implemented in Indonesia over the past five years (2020-2025). To ensure transparency and the quality of the review, the article screening process in this study fully adheres to the international standard protocol Preferred Reporting Items for Systematic Reviews and Meta-Analyses, better known as the PRISMA 2020 Protocol (Page et al., 2021).

The first step in this study was to search for relevant scientific articles using the Publish or Perish (PoP) application. This application makes it easier for researchers to retrieve publication data quickly and accurately (Harzing, 2007). The academic database used as the primary search source was Google Scholar. To find articles that truly align with the topic, the researcher used a combination of specific keywords, such as: "Design of Arabic Language Environment," "Arabic Speaking Skill," "Bi'ah Lughawiyah Indonesia," and "Lingkungan Bahasa Arab." The researcher also applied a publication date restriction, limiting the search to articles published between 2020 and 2025. From this initial search phase, the researcher successfully collected a total of 245 potential scientific articles.

Before conducting an in-depth screening of the articles, the researcher performed a preliminary bibliometric analysis using the VOSviewer application (van Eck & Waltman, 2010). This stage aimed to map the relationships between keywords and identify trends in research on the Arabic-speaking community in Indonesia during the 2020–2025 period. The visualization results from VOSviewer helped the researcher understand the research focuses most frequently discussed by experts and identify research gaps that have not been extensively

studied.

After mapping research trends, the 245 collected articles were uploaded to the Rayyan QCRI platform. This web-based platform is used to help researchers screen articles collaboratively, systematically, and in a well-monitored manner (Ouzzani et al., 2016). This screening process was divided into two main manual stages. First, researchers screened the articles based on their titles and abstracts. In the initial stage on Rayyan QCRI, researchers read the titles and abstracts of the 245 articles to assess their basic alignment with the research theme. From this process, 120 articles were deemed eligible because they were

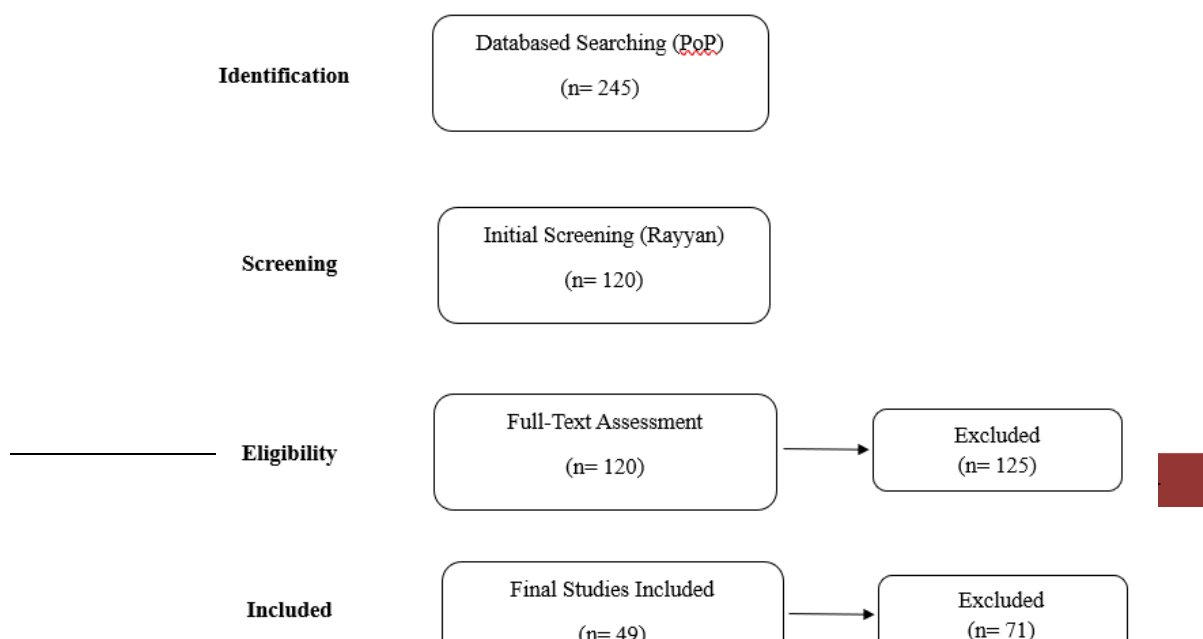
relevant to Arabic language environmental design, while the remaining 125 articles were eliminated as they did not align with the study's focus.

This was followed by a full-text review (eligibility assessment) of the 120 articles that passed the first stage. The researcher conducted an in-depth review by reading the entire text (full-text review). This step aimed to ensure that the articles met the inclusion criteria established by the researcher, namely: a specific focus on students' speaking skills, a focus on the design of the Arabic language environment, being located in Indonesia, being scientific journal articles rather than non-journal articles, and the absence of duplication.

Based on a manual review of the full texts, the selection process resulted in the exclusion of 71 articles from the list. The reasons for exclusion included articles that did not focus on language environment design, articles not published in journal format (such as theses, dissertations, or books), or the presence of duplicate data. Furthermore, no "maybe" articles were identified, as all articles could be definitively identified through discussions among the research team. After undergoing the entire rigorous selection process described above, a final set of 49 high-quality scientific articles that met all inclusion criteria was obtained. These 49 articles constitute the final data set and are ready for further analysis to address the objectives of this study.

Through this method, researchers will obtain a robust database regarding the effectiveness of language immersion on speaking proficiency in Islamic boarding schools, schools, and universities (Efendi et al., 2025; Yul et al., 2023). Researchers will also obtain data on variations in language immersion program designs across various programs, such as short-term immersion, exchange programs, bilingual Islamic boarding schools, and cooperative learning, as well as indicators for evaluating the success of these programs (Murtadho et al., 2025).

Table 1.1 Diagram Prisma Model SLR



FINDING AND DISCUSSION

Overview of the Arabic Language Environment

Across all the articles reviewed, researchers consistently emphasize that the Arabic language environment, or *bi'ah lughawiyah*, is one of the most effective ways to help learners master Arabic naturally and comprehensively. This concept refers to the atmosphere and conditions in which Arabic is actively used in daily life, both inside and outside the classroom. In such an environment, students not only learn language theory but also become accustomed to hearing, speaking, reading, and writing in Arabic directly and repeatedly.

A study by Astuti and colleagues (W. Astuti et al., 2020) conducted at the Ibnul Qayyim Islamic Boarding School in Yogyakarta showed that the implementation of a language immersion environment directly helped students get accustomed to speaking Arabic in their daily activities. Meanwhile, Rachmawati (2021), in her study at UHAMKA in Jakarta, found that after the implementation of an Arabic-language environment, the number of students who found the Arabic-language environment boring decreased drastically, and conversely, more students felt that Arabic was part of their daily lives.

A study by Rini Astuti and colleagues (2020) at MAN 1 Metro also found that an Arabic language environment model comprising three dimensions the visual environment (Arabic text and images), the audio environment (Arabic sounds and conversations), and the audiovisual environment (a combination of both) proved effective in addressing various challenges students face in naturally acquiring the Arabic language. This model provides a direct and tangible language experience, not merely theory on paper.

Table 1.2

No.	Researcher Name	Year	Title	Key Findings
1	Rini Astuti, Akla Akla, & Albarra Sarbaini	2020	Strategies for Creating an Arabic-Language Environment in Madrasah Aliyah	There are three models of Arabic language environments that have proven effective: the visual environment (Arabic text and images), the audio environment (Arabic sounds and conversations), and the audiovisual environment (a combination of both).
2	Astuti, W., Setyawan, C. E., & Aji, I. M	2020	The Implementation of the Language Environment Model in Developing Speaking Skills at the Ibnul	This habit-forming process occurs gradually and consistently, making Arabic a natural part of the students' daily lives. A structured language

			Qayyim Boys' Islamic Boarding School in Yogyakarta	environment supported by active instructors encourages students to continue practicing speaking Arabic.
3	Ulfa Febriyanti	2021	Implementation of the Bilingual Area Policy Regarding Punishment and Reward	The bilingual area program at Pesantren Daruttakwien Bekasi applies rewards and punishments in a proportionate and educational manner, rather than physical punishment. Punishments take the form of educational activities such as memorizing vocabulary and translating texts, while rewards are given as a form of motivation to actively use the language.
4	Ilmiani, A. M., & Muid, A	2021	The Arabic Language Environment in the Society 5.0 Era Through Students' Use of Social Media	In the Society 5.0 era, the concept of the Arabic language environment is no longer limited to specific places and times but extends to social media platforms such as Instagram, YouTube, and Facebook.
5	Rachmawati, M	2021	Establishment of an Arabic language environment based on ' <i>bi'ah lughowiyah</i> ' for Arabic Language Education (PBA) students at UHAMKA Jakarta (strategy and implementation)	The percentage of students who use Arabic as their daily language of communication increased from 32% to 68%. Those committed to practicing Arabic daily rose from 37% to 63%.
6	Nurlaila, N	2021	The Establishment of a Language Immersion Program to Improve Speaking and Writing Skills Among Students in the Arabic Language Education Program at the Faculty of Tarbiyah, Muhammadiyah Islamic Institute of Bima	The five-days language immersion program was able to improve students' speaking skills, including pronunciation accuracy and fluency in constructing sentences. Arabic writing skills also improved, particularly in terms of correct letter formation and vocabulary mastery. The methods used were direct instruction (<i>mubasyarah</i>), practical training, and small group discussions (FGD).
7	Ajyad, M., & Yusuf, K	2022	The Arabic-Language Environment as a Tool for Developing Arabic Teaching Materials for Beginner Learners	A well-established Arabic language environment can be a key strategy in determining success in learning Arabic. The development of environment-based teaching materials has a significant impact on writing, reading, speaking, and listening skills.
8	Kuswoyo, Wiranto, & Abdika Arif	2022	The Implementation of <i>Bi'ah Lughawiyah</i> as a Language Support at MI An Najihah	The language immersion program at MI An Najihah includes various supporting activities such as language motivation sessions, language

			Babussalam Mojorejo Kebonsari Madiun	meetings, language field trips, Language Day, and language ambassadors. The presence of language ambassadors (Qudwah Lughah) plays a crucial role as role models and drivers of Arabic language culture.
9	Solihati, Septi, Mufidah, Nuril, and Amrullah, Abdul Malik Karim	2022	Management of Arabic Language Programs at Arrayah Sukabumi University	The success of the Arabic language environment at STIBA AR-RAAYAH is determined by structured planning that includes daily, weekly, monthly, and annual schedules. Organization involves the student affairs, academic, and curriculum divisions working in an integrated and systematic manner.
10	Siti Imaniatul Muflihatin, Nurhasanah	2022	Strategy to Develop Arabic Language Culture through <i>Bi'ah Arabiyyah</i> in Islamic Boarding Schools	An unsupportive environment is the main obstacle for students in getting used to using Arabic in daily life. Various creative strategies need to be implemented so that students are motivated to learn independently and make Arabic a part of their identity.
11	Basith, A., & Setiawan, Y	2022	Implementation of <i>Biah Lughowiyyah</i> in Improving Maharah Kalam	Rules for speaking Arabic are strictly enforced from dawn until 11:00 PM, supervised by language officers appointed by the administration. Each student is required to memorize 10 vocabulary words per day, and teachers deliver lessons in Arabic. The observed effects include: the courage to speak even if not yet perfect, the repetition of memorized vocabulary, and a spirit of mutual motivation among students.
12	Syah, A. M., Kasyi, A. Z., Shihab, M. F. A., & Khuzaimah, A. M	2022	Mentoring the Arabic and English Club at the "Alhamdulillah Berbaur" Islamic Boarding School in Geger, Kedungadem, Bojonegoro	The mentoring program uses the ABCD (Asset-Based Community Development) approach to explore and optimize the students' language potential.
13	Hamdy, M. Z., Bahar, S., Zainullah, Z., & Zubairi, A	2023	Strategy for Establishing an Arabic Language Environment in the Palengaan Laok Village School, Palengaan Pamekasan	Grammar knowledge gained in formal classes serves as a foundation for practicing spoken Arabic in the language environment. The presence of a language environment makes the learning process more dynamic, effective, and varied.
14	Setiyadi, A. C., Hidayah, N.,	2023	<i>Bi'ah Lughawiyah</i> Programs in Arabic Language Learning to	PUSDIKLAT UNIDA Gontor has developed various <i>bi'ah lughawiyah</i> activities such as vocabulary building,

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| | Wahyudi, M., & Br Maha, M | | Improve Students' Arabic Speaking Skills | watching Arabic programs, language games, speeches, drama, poetry, and muhadatsah. This program has successfully eliminated students' hesitation in expressing their thoughts in Arabic. |
| 15 | Rochmat, C. S., Khusaini, N., Anwar, S., & Abdurrahman, M | 2023 | Implementation of a Language Environment for Non-Arabic Speakers at Modern Islamic Boarding Schools | The language environment is divided into two categories: formal (in the classroom) and non-formal (outside the classroom); the presence of a role model (qudwah) is the most important component. |
| 16 | Basmala, B., Mujahid, M., Hamzah, H., & Mahmud, B | 2023 | The Role of <i>Mu'askar al-Lughah</i> in Improving Arabic Speaking Skills | The language camp program (mu'askar al-lughah) successfully created an intensive Arabic language environment throughout the day. After participating in this program, students were able to communicate in Arabic in daily activities, including those who previously could not speak Arabic. |
| 17 | Saputra, R. J., Anwar, M. S., & Fikri, N | 2023 | Management of the <i>Usbu' Arabiy</i> Arabic Language Program at MTSN 6 Ponorogo at the Unida Gontor Training Center | Weekly Arabic language activities (<i>Usbu' Arabiy</i>) include vocabulary instruction, formal classes, memorization review, language excursions, language competitions, and language festivals. Extracurricular activities have proven to be engaging and effective in addressing the shortcomings of language learning, which has traditionally been unappealing to students. |
| 18 | Nuraini, A., Wahyuni, A. S., Syahputra, N., & Alfatha, S | 2023 | <i>Biah Lughowiyyah</i> as an Arabic Language Learning Strategy at Al Azhar Pare | The Al Azhar Pare language school combines classical and modern methods to create an active and enjoyable Arabic language environment. Effective strategies implemented include <i>bi'ah lughowiyyah</i> , active learning, vocabulary memorization, conversation practice, weekly muqabalah, and learning through singing and games. |
| 19 | Amalia, Nabila Nailil, Adzimah, Himmatul, Arifa, Zakiyah, and Mahbub, Muhammad Ihsan | 2023 | Management implementation of the <i>Bi'ah Lughowiyah</i> programs and the challenges in boarding schools based on madrasah aliyah | The <i>Bi'ah Lughowiyah</i> program employs three main strategies: <i>Tamtsiliyah</i> (drama), <i>Mumarosah</i> (practice), and <i>Ta'bir Syafawi</i> (oral expression). Linguistic barriers include a lack of vocabulary, the influence of the mother tongue, and a lack of expression patterns; non-linguistic barriers include differences in educational backgrounds as well as |

				shyness and fear of making mistakes. Effective solutions: forming language advocacy groups, utilizing bulletin boards to learn vocabulary, and implementing weekly conversations using pre-selected vocabulary. Environment-based teaching materials have been proven to significantly influence the four language skills: writing, reading, speaking, and listening. Language proficiency does not depend solely on innate human ability but is largely determined by the conditions of the environment surrounding the learner.
20	Jihadiy, M. A., & Yusuf, K	2023	The Arabic-Language Environment as a Tool for Developing Arabic Teaching Materials for Beginner Learners	
21	Widiyawati, L., Nahdly, M. A., & Rosyad, M. S	2024	The Application of Reward and Punishment Techniques in Creating an Arabic Language Environment at the Fathul Hidayah Islamic Boarding School in Lamongan	Rewards given range from applause and verbal praise to plaques and physical gifts on specific occasions to motivate the use of Arabic. All forms of punishment are educational, not physical, such as memorizing vocabulary, translating texts, constructing sentences, or writing essays.
22	Abidah, Z., & Chebaiki, H	2024	The Application of the Arabic-Language Environment (<i>Bi'ah Arabiyah</i>) to the Development of Arabic Communication Skills at OCEAN Kediri	OCEAN Kediri implements an integrated strategy: environmental visualization, an incentive and sanction system, study groups, daily practice, extracurricular activities, and teachers serving as language role models.
23	Jazilah, E., & Mufidah, N	2024	Management of the Arabic Culture Program in Creating an Arabic-Language Environment at an Islamic University	The main supporting factors are tutor competence, shared goals, and leadership support; obstacles stem from low commitment among tutors and participants as well as limited learning space. Classes are grouped based on Arabic language proficiency levels, using direct methods and a collaborative system.
24	Puspitaningrum, M., Ismail, M., Budiman, A., Al-latifatuzzahra, S. S., & Amaliana, S. R	2024	Creating an Audiovisual Language Environment for New Female Students in the First Semester at Darussalam Gontor Boarding School, Ngawi	Pondok Modern Darussalam Gontor mandates the use of Arabic 24 hours a day, making Arabic an integral part of every aspect of the new female students' lives. Supporting factors include a supportive environment, teamwork, competent instructors, and adequate facilities.
25	Martina, N. I., & Fauji, I	2024	The Influence of the Language Environment on the Arabic Speaking Skills	There is a significant influence between the language environment and Arabic speaking skills

			of 10th-Grade Female Students at PPDU	(significance value $0.035 < 0.05$). The correlation coefficient obtained was 0.285 or 28.5%, indicating a relationship at a low but still meaningful correlation level. These findings quantitatively prove that the quality of the language environment contributes significantly to the Arabic speaking ability of students.
26	Lintang Lutfhi Kirani	2024	The Application of the Arabic Language Environment in the Qur'an Memorization Program for Girls at Funuruku	The Ahmad Dahlan Putri Qur'an Memorization Boarding School has successfully integrated the memorization program with the Arabic language environment in a synergistic manner. Various activities are designed, evaluated, and improved periodically to support the development of the female students' Arabic language skills.
27	Muttaqin, I., Bakheit, B. M., & Hasanah, M	2024	Arabic language environment for Islamic boarding school- - student language acquisition: Capturing language input, interaction, and output	The formal Arabic language environment produces input in the form of structured teacher, structured teacher-student interaction, and output in the form of student speech conforming to Arabic language structure. The informal environment produces natural and unstructured language input, with more personal interactions between teachers and individual students.
28	Reza Fachrial Suhardi & J. Sutarjo	2024	Mastery of Arabic Speaking Skills among Students: A Study on the Influence of the Linguistic Environment	The linguistic environment plays a vital role in the process of acquiring, practicing, and mastering Arabic speaking skills. The better the quality of the language environment created, the higher the level of speaking proficiency that students can achieve.
29	Samin, S. M., Akzam, I., Pebrian, R., & Fikriansyah, M. H	2024	Enhancing the Effectiveness of Implementing an Arabic Language Environment for Students at Islamic Boarding Schools in Riau	The program resulted in improved understanding of strategies for implementing the Arabic language environment and fostered a commitment to cooperation among the boarding schools. Key recommendations include the development of a sustainable program, strengthening of teacher capacity, and the involvement of students' parents as part of the language ecosystem.
30	Jannah, R., & Hendra, F	2024	Implementation of the ISMUBA Curriculum in	The ISMUBA curriculum (Al-Islam, Kemuhammadiyah, and Arabic) creates a more dominant Arabic

			Creating an Arabic Language Learning Environment (Bi'ah Arabiyah) in Muhammadiyah Educational Institutions	language environment compared to public schools that do not offer Arabic as a subject. The integration of Arabic into various subjects aligns with Krashen's theory of natural language acquisition versus formal learning. This Islam-based curriculum facilitates students' natural absorption of the Arabic language because it is used across contexts and subjects.
31	Ahmad, M. Ibnu, Mustofa, Arif, Faruq, Muh., Ma'udah, Syafiyatul, and Fauziyyah, Eva	2024	Strategy for developing the Arabic language environment at Madrasah Tsanawiyah Negeri (MTsN) 3 Malang	The development of the Arabic language environment at MTsN 3 Malang is carried out through three strategic steps: the formation of language advocates, the establishment of Arabic language zones, and the promotion of Arabic language competencies among teachers. The Islamic values-based learning environment is further strengthened through this program, making Arabic not merely a subject but an integral part of the school's identity.
32	M. Dimas Suhaimi Zein & Muhammad Irwan Padli Nasution	2025	The Role of Formal and Non-Formal Language Environments in Modern Islamic Boarding Schools in Improving Students' Arabic Speaking Ability	Arabic speaking ability does not depend solely on formal classroom instruction but is significantly influenced by non-formal activities that shape the language culture within the boarding school. Formal environments provide a foundation in grammar, while non-formal environments such as daily vocabulary practice, muhadatsah (conversation), language weeks, and language patrols build confidence and fluency in speaking.
33	Mohammad Makinuddin	2025	Development of a Community-Based Active Arabic Language Environment at the Fathul Majid Kasiman Bojonegoro Modern Islamic Boarding School	The community-based active language environment model, which includes tiered training, peer mentoring, and thematic activities, has proven effective in shaping language habits and increasing student motivation. The success of a language environment is not just about rules, but about building a community culture where every member feels a sense of ownership and responsibility.
34	Shabrina, N., Khatimah, H., & Hidayat, T	2025	Improving the Arabic Language Environment to Enhance the Teaching Process for Female	Strategies for optimizing the Arabic language environment include: a mandatory Arabic language policy on campus, the Arabic Club, daily

- Students in the Arabic Language Education Department at Muslim Cendikia University
- activities (speeches, plays, poetry, and Arabic emceeing), and the use of digital media
- 35 Muhammad Ali Ideris Ali, Muh. Haris Zubaidillah, & Alfiannor 2025 The Role of *Bi'ah Lughowiyah* in the Development of Speaking Skills at Al-Madaniyah Jaro Modern Islamic Boarding School
- The linguistic environment contributes significantly to the development of speaking skills, particularly through mandatory conversation programs and the use of Arabic in official activities. A conducive environment encourages students to become accustomed to interacting in Arabic, boosts their confidence in speaking, and expands their vocabulary.
- 36 Yakin, A., & Hasan, Z 2025 Pesantren-Based Language Immersion at the Al-Amien Prenduan University Intensive Institute
- The *bi'ah lughawiyah* program involves practical strategies such as muhadatsah, vocabulary memorization, speech practice, and discussions designed by the language department (MENDIKBA) in collaboration with teachers and senior students. The impact of this program is clearly evident in the improvement of Arabic speaking skills and comprehension of Arabic-language academic literature.
- 37 Aziz, U. A., Arifa, Z., & Ibrahim, F. M. A 2025 The Linguistic Landscape at Pondok Modern Darussalam Gontor Ponorogo: A Study of Patterns, Functions, and Their Implications for the Language Environment
- PMDG Gontor implements a diverse linguistic landscape monolingual, bilingual, and multilingual across 208 written displays in dormitories, boarding school buildings, and classrooms.
- 38 Hidayat, F., Mas'ud, I., & Fauzan, A 2025 Strengthening the Linguistic Environment through an Arabic Language Training Seminar at Maulana Maghribi International Islamic Boarding School
- The strengthening strategy formulated by the Maulana Maghribi International Institute integrates role modeling, direct methods, daily routines, and institutional support in comprehensive manner.
- 39 Nuha, U 2025 *Biah Lughawiyah*: An Effort in Second Language Acquisition (Arabic) at RA Darul Qur'an Playen, Gunungkidul Regency
- The Arabic language environment at the RA level is built through four dimensions: visual, audio, social interaction, and school policy, and is practiced before lessons, during breaks, and during Arabic classes. The main supporting factors are the presence of a musyrif (language assistant) and teachers who consistently speak Arabic with students.

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| 40 | Wahyuni, A., Fauzi, M., Khuryati, A., & Nufrizal, A | 2025 | The Role of the Language Immersion Environment in Improving the Arabic Language Competence of Students at the Arafah Modern Islamic Boarding School in Sungai Penuh City | A conducive language environment enables students to use Arabic actively, authentically, and consistently in their daily lives. these three aspects (physical, social, and institutional) must work synergistically so that the language environment created is truly effective and meaningful for the students. |
| 41 | Lutfiani, Y., Sanah, S., & Nugraha, D | 2025 | The Language Environment Strategy for Developing Language Skills Based on the Communicative Approach | The formal Arabic language environment includes structured activities for all four language skills, while the informal environment includes vocabulary practice, watching Arabic films, language days, and competitions. |
| 42 | Huda, S | 2025 | The Role of the Arabic Language Environment in Improving Arabic Language Proficiency in Islamic Boarding Schools | The internalization of a strong Arabic language culture and the systematic development of a language-rich environment have instilled a language culture that is integrated into the daily life of the Islamic boarding school. This well-maintained environment significantly facilitates students' ability to master Arabic actively and fluently. |
| 43 | Nurcahyaningtias, Novia Dwi & Julaeha, Siti | 2025 | The Strategy of the Language Environment (<i>Bi'ah Lughowiyah</i>) in Improving Arabic Language Proficiency at the Wali Songo Islamic Boarding School in Ngabar, Ponorogo | The implementation of the language environment at Wali Songo Islamic Boarding School in Ngabar aims to develop four language competencies: listening, speaking, reading, and writing. The success of the Arabic language learning system requires an intensive, effective, and efficient approach, strategy, method, and media. |
| 44 | Raudatussolihah, B., Fathurrahman, A., Kholida, M., Rais. TM, A., & Perdana, D | 2025 | Development of the Arabic Language Learning Environment (<i>Bi'ah Lughawiyah</i>) for Speaking Skills Among Students and Faculty in the Arabic Language Education Program at UNM | The language environment development model is designed in three layers: micro (task-based learning in the classroom), meso (co-curricular activities such as Arabic Day and debates), and macro (program policies regarding Arabic usage among faculty). |
| 45 | Zein, M. D. S., & Nasution, M. I. P | 2025 | The Role of Formal and Non-Formal Language Environments in Modern Islamic Boarding Schools in Improving Students' Arabic Speaking Ability | Synergy between formal and non-formal environments creates a conducive and sustainable language ecosystem for improving Arabic speaking ability. Non-formal environments such as daily vocabulary, muhadatsah, language week, and language patrols build confidence, habits, and fluency in |

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| 46 | Mahbubah, L | 2025 | The Role of the Language Environment in Improving the Arabic Language Skills of Female Students at Mambaul Ulum Bata-Bata | speaking naturally. The linguistic environment at the Mambaul Ulum Bata-Bata Islamic Boarding School has been proven to improve Arabic language skills in both oral (discussions, debates, speeches) and written (regularly published Arabic-language wall magazines) forms and language immersion program. This program has also successfully fostered self-confidence and discipline among female students in using the Arabic language. |
| 47 | Insaniyah, A. L., & Adawiyah, Y. R | 2025 | Optimization of Community Roles in Building an Arabic-speaking Environment at Darussalam Blokagung Banyuwangi Islamic Boarding School | A community-based approach involving all elements of the pesantren (leadership, teachers, and students) has proven effective in building a sustainable Arabic language ecosystem. Activities such as language clubs, Arabic speaking weeks, and Arabic-language internal communication media have successfully increased students' motivation and self-confidence significantly. |
| 48 | Muhammad Samin, S., Akzam, I., Pebrian, R., & Fikriansyah, M. H | 2025 | Challenges and Strategies for Implementing an Arabic Language Environment in Islamic Boarding Schools | Recommended strategies include improving teacher quality, developing more effective teaching materials, increasing student engagement, and intensifying the use of technology in Arabic learning. |
| 49 | Nafisah, L | 2025 | Implementation of the linguistic <i>bi'ah</i> in the habit of memorizing the kalam | The linguistic <i>bi'ah</i> program at the Az-Zahra Al-Gontory Modern Islamic Boarding School includes: vocabulary instruction, a 24-hour Arabic language requirement, muhadatsah, muhadharah, language development, mahkamatul lughah, and musahamah. Then, fluent Gontor alumni instructors and a language institution capable have been driving all activities. |

Types of Arabic Language Environments

1. Formal Environment

Almost all of the studies reviewed distinguish between two types of language environments: formal and non-formal. A formal environment is one created in the classroom through a structured teaching-and-learning process. Muttaqin et al. (2024) explain that in a formal environment, teachers deliver material using structured Arabic, and students practice

conversation, read texts, and write Arabic sentences according to the patterns taught. Interactions between teachers and students, as well as among students, take place within a planned learning framework.

Research by Zein and Nasution (2025), conducted at MTs Muhammadiyah Sidomulyo Langkat, confirms that the formal educational environment provides a strong grammatical foundation through instruction in muhadatsah (conversation), qira'ah (reading), insya' (composition), nahwu, and sharaf. This foundation serves as the essential building block needed for students to communicate with greater confidence in non-formal settings.

2. *Non-Formal Settings*

Outside the classroom, the informal environment is no less important. Various language activities outside of class hours have proven to be highly influential in building confidence, developing habits, and improving fluency. Some of the most frequently mentioned informal activities in the research include daily vocabulary lessons (ilqa' al-mufradat), everyday conversations (muhadatsah), language week (usbu' lughawi), language patrols, Arabic speeches (muhadharah), Arabic-language drama performances, and the language court (mahkamat al-lughah) as a mechanism for enforcing language rules.

Research by Basmala and colleagues (2023) on Mu'askar al-Lughah at IAI DDI Polewali Mandar shows that the language immersion camp, which ran for several days, successfully created an intensive Arabic language environment. As a result, students were able to communicate in Arabic in daily activities, even those who initially could not speak Arabic at all. This program proves that a concentrated language environment, even for a short period, can have a significant impact.

Key Strategies and Programs for Creating an Arabic Language Environment

One of the most important findings of this SLR study is the diversity of strategies used by various educational institutions to establish and maintain an Arabic language environment. In general, these strategies can be grouped into several broad categories, as follows:

Mandatory Use of Arabic

The most common strategy implemented is requiring the use of Arabic in daily communication, both inside and outside the classroom. Puspitaningrum and colleagues (2024), in their study at Pondok Modern Darussalam Gontor Ngawi, found that the requirement to use Arabic 24 hours a day consistently enforced and monitored by language supervisors successfully helped new female students become accustomed to using Arabic in every aspect of their lives, from eating and sleeping to social activities. Nafisah (2025) also observed a similar pattern at Pesantren Modern Az-Zahra Al-Gontory, where the requirement

to speak Arabic throughout the entire day is supported by additional programs such as muhadatsah, muhadharah, and mahkamah language.

Daily Vocabulary Instruction

The daily vocabulary teaching program is one of the most frequently mentioned activities in research. Every day, students receive a number of new words in Arabic that they must memorize and use. Rochmat and colleagues (2023), in a study at the Darussalam Gontor Modern Islamic Boarding School, found that the *ilqa' al-mufradat* program the daily presentation of new vocabulary is one of the main pillars of the success of the language environment at the boarding school. New students gradually enrich their vocabulary, which then becomes the foundation for daily communication.

Reward and Punishment System

Many educational institutions use a combination of rewards and sanctions to encourage compliance with Arabic language rules. In her research at the Daruttakwien Islamic Boarding School in Bekasi, Febriyanti (2021) found that a system of rewards and punishments applied proportionally and consistently is effective in motivating students to continue speaking Arabic. The sanctions imposed are not physical punishments, but rather educational ones, such as memorizing vocabulary, translating texts, or constructing sentences. Meanwhile, rewards are given to those who actively use Arabic, whether in the form of praise, applause, or gifts on specific occasions.

Widiyawati and colleagues (2023) also found similar results in their study at the Fathul Hidayah Islamic Boarding School in Lamongan. The use of rewards such as verbal praise, applause, and even plaques and physical gifts at specific moments successfully boosted the students' morale. On the other hand, educational sanctions such as memorizing vocabulary and writing essays proved to be more effective and better accepted than physical punishments.

The Role of Role Models (Qudwah Lughawiyah)

Several studies emphasize the importance of role models in the success of an Arabic language environment. Rochmat and colleagues (2023) assert that the presence of a figure who consistently uses Arabic known as a *qudwah lughawiyah* is the most crucial component in fostering the development of a language environment. Without a tangible role model, students will struggle to make Arabic an integral part of their identity and daily habits. Teachers, dormitory supervisors, and senior students who are fluent in Arabic play this role as role models in a highly strategic manner.

Creative Activities and Language Competitions

Various Arabic-based creative activities have also proven effective in fostering enthusiasm for the language. Setiyadi and colleagues (2023), in a study at the SahabatQu Yogyakarta Tahfizhul Qur'an Islamic Boarding School, found that activities such as watching Arabic- language programs (musyahadah), language games, Arabic drama performances, Arabic poetry recitations, and Arabic speech contests successfully improved the students' speaking skills. These activities make the learning process feel enjoyable and less stressful, so that students are more willing to try speaking Arabic even if they are not yet perfect.

Nuraini and colleagues (2023), in their study of the Al Azhar Pare Kediri language school, also found that a combination of traditional and modern methods including weekly muqabalah sessions, Arabic language songs, and language games successfully made course participants enjoy learning Arabic and feel more motivated to continue practicing.

The Arabic Language Environment in the Digital Age

The development of digital technology has introduced a new dimension to the formation of the Arabic language environment. In their study at IAIN Palangka Raya, Ilmiani and Ilmiani and Muid (2021) found that in the Society 5.0 era, the concept of bi'ah lughawiyah is no longer limited to specific places and times. Social media platforms such as Instagram, YouTube, and Facebook are now part of the Arabic language environment that students access in their daily lives. Arabic language content circulating on social media indirectly enriches the language input received by students, even if it is not always within a structured learning context.

Shabrina and colleagues (2025), in a study conducted at the Cendekia Muslim Institute, also found that the use of digital media to expand language interaction is an effective strategy for overcoming the limitations of the Arabic-language environment outside the campus. By utilizing Arabic language videos, podcasts, and online discussions, female students can continue to be exposed to Arabic even outside of class hours. This finding aligns with the work of Aziz and colleagues (2025), who examined the linguistic landscape at Pondok Modern Darussalam Gontor, where various Arabic-language signs and signage within the physical environment of the boarding school function as "silent teachers" that constantly remind students to use Arabic.

The Arabic-language environment in modern Islamic boarding schools has now shifted toward digital formats, no longer limited to traditional methods of reading classical Islamic texts (Rochmat et al., 2023; Zein & Fadli Nasution, 2025). Students' activities are now enriched by group viewings of films in Fusha (formal) Arabic, such as animated films or educational series (Husnaeni et al., 2021). This "Group Viewing" method can improve speaking skills because it

provides real-life context, intonation, and the expressions of native speakers naturally without making students feel pressured while learning (Rasuli, 2023).

Technology integration is further strengthened by the use of various local and international applications in the classroom. The use of Duolingo at the junior high school level has successfully boosted student learning achievement from 24% to 80% through a gamification system (Handayani et al., 2025). In fact, Darussalam Gontor University has gone a step further by developing a standalone Android application based on Augmented Reality (AR) to build a self-sustaining digital ecosystem (Fauzan et al., 2020).

Social media platforms such as TikTok, Instagram, YouTube, and WhatsApp have now become an extension of the language environment (digital *bi'ah*) that has formed organically. Research from Muhammadiyah University of Sidoarjo found that the visual storytelling video format on TikTok is the most effective approach for conveying material in a contextual manner, while WhatsApp groups function as “language hubs” for daily challenges (Nafiah & Handayani, 2023). Nevertheless, the greatest challenge in utilizing these social media platforms is the presence of distracting negative content, requiring Islamic boarding schools to curate, monitor, and provide official content hubs.

Although technology adoption is widespread, the evaluation system in Islamic boarding schools remains dominated by proven conventional methods. As implemented at the Modern Daarul Ulil Albaab Islamic Boarding School in Tegal, evaluation focuses on oral exams (*syafahi*) and continuous, multi-layered supervision by language coordinators (Anam, 2022). Measuring the impact of technology itself is generally still simple, limited to pre-tests and post-tests, and has not yet been fully integrated into students' language report cards. Although digital evaluation remains a challenge, the future of Arabic language learning has clearly shifted toward a modern ecosystem that seamlessly integrates physical interaction with continuous digital notifications.

The Impact of the Arabic Language Environment on Arabic Language Proficiency

1. Improvement in Speaking Skills (Maharah Kalam)

All of the studies reviewed, an improvement in speaking ability, or *maharah kalam*, was the most frequently reported outcome. Martina and Fauji (2024), in their quantitative study at the Daarul Ukhuwwah Putri Islamic Boarding School in Malang, found a significant influence between the language environment and Arabic speaking ability, with a correlation coefficient of 28.5%. Although this figure falls into the low-to-moderate correlation range, this finding still confirms a real relationship between the quality of the language environment and the speaking ability of the students.

Suhardi and Sutarjo (2024), in a study conducted at the Insan Mulia Batanghari Modern Islamic Boarding School, found a positive, significant, and strong correlation between the language environment and Arabic speaking ability among eighth-grade students. This study confirms that the better the language environment created, the higher the speaking ability students can achieve.

2. Improvement in Writing Skills (Maharah Kitabah)

In addition to speaking, the Arabic language environment also impacts writing skills. Nurlaila (2021), during a community service activity at IAI Muhammadiyah Bima, found that after the bi'ah lughawiyah program was implemented for several days, the students showed improvement in their Arabic writing skills, particularly in terms of the accuracy of letter formation, the correctness of word and sentence structure, and vocabulary mastery. Mahbubah (2025) also reported that the strong Arabic language environment at the Mambaul Ulum Bata- Bata Islamic Boarding School had a positive impact on the writing skills of the female students, as reflected in the Arabic language wall magazines they produced regularly and consistently.

3. Non-Academic Impacts (Self Confidence and Discipline)

Several studies have also found that an Arabic-language environment has positive effects that go beyond mere language proficiency. Yakin and Hasan (2025), in a study at the Al-Amien University Intensive Institute in Prenduan, found that the language environment not only improved students' ability to speak and understand Arabic academic literature but also contributed to increased selfconfidence, discipline, and a spirit of cooperation among the students. Insaniyah and Adawiyah (2025), in a community service activity at the Darussalam Islamic Boarding School in Blokagung, Banyuwangi, also reported a significant increase in the students' motivation and self-confidence to communicate in Arabic, as well as the emergence of various independent initiatives from the boarding school community to strengthen the Arabic-language environment.

Factors Contributing to the Success of the Arabic Language Environment

Based on a synthesis of various studies, there are several factors consistently cited as key to the success of the Arabic language environment. First, the competence and commitment of teachers and language mentors are the most fundamental factors. Jazilah and Mufidah (2024), in a study of the management of the Arabic Culture program at UIN KHAS Jember, found that tutor competence is the primary factor determining the effectiveness of the program's. Without fluent and committed teachers, it will be difficult to maintain consistency in the language environment.

Second, institutional support in the form of clear and consistent policies is crucial. Solihati and colleagues (2022), in their study of language environment management at Stiba Ar-Raayah in Sukabumi, found that the success of language environment programs is largely determined by the quality of structured planning, organization, implementation, and monitoring. Institutions with well-structured daily, weekly, monthly, and annual work plans have proven to be more successful in creating a sustainable Arabic language environment.

Third, the availability of supporting facilities such as language labs, libraries with Arabic-language collections, discussion rooms, and Arabic-language signage also makes a tangible contribution. Yakin and Hasan (2025) note that such physical facilities enhance the overall effectiveness of the bi'ah lughawiyah program. Fourth, the presence of a mutually supportive community, including fellow students committed to speaking Arabic, creates a vibrant and dynamic language ecosystem.

Another aspect of improving tutors' competencies that is now receiving increasing attention is the ability to utilize technology as a teaching tool, rather than merely as a form of entertainment. At the Yanabi'ul Ulum Wal Hikam Islamic Boarding School in Surabaya, a training and mentoring program for twenty madrasah diniyah teachers successfully improved participants' competencies by 20 to 40 percent in designing interactive learning media, including the use of Canva, interactive PowerPoint, Wordwall, Quizizz, and Google Forms as assessment tools (Fathoni & Sholihah, 2024). This increase reflects a rather surprising reality. Many Arabic language teachers actually possess strong language competencies, yet have been "locked into" conventional methods not because they are unwilling to change, but because they have never been practically introduced to digital tools.

Another model that has proven effective is empowering students as peer tutors through the small halaqah program (Ḥalaqatul Lughatil 'Arabiyyah), which yields a dual impact: the students serving as tutors develop their pedagogical competencies, while the students being taught experience a significant reduction in their fear of speaking Arabic (Rofiq & Hidayat, 2023). From this, it is evident that investing in tutor competencies is not merely about improving the quality of a single individual, but about creating a multiplier effect that reaches dozens, even hundreds, of students a far more efficient approach than simply adding more class hours.

Barriers and Challenges

On the other hand, this study also identified various obstacles that often hinder the success of Arabic language environments. The most frequently cited obstacle is the low motivation and awareness among students to use Arabic consistently. Nafisah (2025) notes that the low enthusiasm of students in learning Arabic and the lack of awareness regarding

the use of Arabic constitute the primary barriers at the Modern Az-Zahra Al-Gontory Islamic Boarding School. Samin and colleagues (2025), in a study covering 15 Islamic boarding schools in Riau, also found that the consistency of Arabic language use, limited facilities, and a lack of adequate teaching staff are the main challenges faced by Islamic boarding schools in implementing an Arabic-language environment.

Another obstacle that frequently arises is the difference in the students' educational backgrounds. Rochmat and colleagues (2023) explain that differences in initial Arabic proficiency between new students from religious schools and those from public schools present a unique challenge in implementing uniform language standards. Additionally, the influence of the mother tongue and feelings of shyness or fear of making mistakes have been cited by several studies as significant psychological barriers, particularly for beginner students.

Amalia and colleagues (2023), in a study conducted at a pesantren based senior high school, found that language barriers such as limited vocabulary and the influence of the mother tongue as well as non-language barriers such as shyness and fear of making mistakes must be addressed through well-planned strategies. Some solutions that have proven effective include forming language advocacy groups, utilizing bulletin boards as a medium for vocabulary learning, and implementing weekly conversation sessions using pre-selected vocabulary.

Management and Organization of the Arabic Language Environment Program

Several studies have specifically examined management aspects in the implementation of Arabic language immersion programs. Saputra and colleagues (2023), in their study on the management of Usbu' Arabiy at MTsN 6 Ponorogo, conducted in collaboration with the UNIDA Gontor Training Center, found that well-managed weekly Arabic activities including vocabulary instruction, formal classes, vocabulary review and memorization, rihlah lughawiyah (language excursions), language courts, and language festivals successfully created an active and enjoyable learning environment.

Raudatussolihah and colleagues (2025), in their research on the development of a linguistic environment in the Arabic Language Education Program at Makassar State University, proposed a three-tiered model comprising the micro level task based learning in the classroom the meso level co-curricular activities such as Arabic Day and debates and the macro level policies regarding the use of Arabic among faculty members. This model offers a comprehensive and adaptive framework for developing an Arabic language environment in higher education, not merely as a cultural practice but also as a systematic academic strategy.

Makinuddin (2025), in a study conducted at the Fathul Majid Modern Islamic Boarding School in Bojonegoro, emphasized the importance of a community-based approach in fostering an active Arabic language environment. The program, which includes tiered training, peer mentoring, and thematic activities, has proven effective in shaping language habits and boosting the students' motivation. This study confirms that a successful language environment is not merely about rules and sanctions, but about building a shared culture that makes every community member feel a sense of ownership and responsibility for the sustainability of that language environment.

Theoretical Foundations Underpinning the Practice of the Arabic Language Environment

Several studies in this review explicitly link the practice of bi'ah lughawiyah to established language acquisition theories. Zein and Nasution and colleagues (2025) relate their findings to Stephen Krashen's theory of second language acquisition. According to Krashen, effective language acquisition requires meaningful language input and communicative interaction in a positive emotional atmosphere. The concept of a low "affective filter" a condition in which learners feel safe, comfortable, and unafraid of making mistakes is highly relevant for explaining why a supportive and enjoyable Arabic language environment leads to better language acquisition.

In their study of the ISMUBA curriculum in Muhammadiyah institutions, Jannah and Hendra (2025) also refer to Krashen's theory regarding the distinction between language acquisition and language learning. Their findings indicate that a curriculum integrating Arabic across various subjects creates conditions that better support the natural acquisition of Arabic, rather than merely studying it as a formal subject. Ajyad and Yusuf (2022) add that although every human is endowed with an innate Language Acquisition Device, a person's language proficiency is largely determined by their surrounding environment.

CONCLUSION

Based on a synthesis of the 49 research articles reviewed in this systematic literature review, several key conclusions can be drawn, namely: The Arabic language environment, or *bi'ah lughawiyah*, is one of the most effective learning strategies for improving overall Arabic language proficiency, encompassing the four basic skills: listening, speaking, reading, and writing. Its effectiveness is not only demonstrated qualitatively through observations and interviews but also quantitatively through correlation measurements showing a positive and significant relationship.

Furthermore, the success of language immersion depends heavily on a combination of complementary formal and informal settings. The formal classroom environment provides a foundation in grammar and sentence structure, while the informal environment outside the classroom fosters habits, confidence, and fluency in speaking. Both must work in synergy to create a healthy and sustainable language ecosystem.

Not only that, but various strategies such as requiring the use of Arabic, providing daily vocabulary, implementing an educational reward and punishment system, having role models who speak the language, and conducting language based creative activities have proven effective when consistently applied and supported by strong institutional management. There is no single most effective strategy; success lies in how these various strategies are intelligently combined according to the context and needs of each institution.

The main challenges faced include low student motivation, differences in educational backgrounds, limited facilities, and a shortage of qualified teachers. These challenges can be addressed through a community-based approach, ongoing efforts to boost motivation, teacher capacity building, and the use of digital technology to extend the language learning environment beyond the physical boundaries of educational institutions.

The practical implications of this study are clear. Islamic educational institutions seeking to develop their students' Arabic language skills must view the language environment as an ecosystem that requires comprehensive and ongoing planning, management, and evaluation not merely as an incidental side project. A shared commitment from all stakeholders ranging from institutional leaders and teachers to the students themselves is an absolute prerequisite for the long-term success of the bi'ah lughawiyah.

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