The Implementation of an Arabic Language Environment to Enhance Kalam Skills of Science Stream Students in a Boarding School

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Abstract: This research aims to examine the implementation of the Arabic language environment to enhace kalam skills of science stream students in a boarding school. The method used by the researcher in this study is qualitative research. This research is categorized as field research, where data is obtained directly from the research location, namely the science class at Boarding School MAN 2 Bima City. Data collection was conducted through observation and interviews. The researcher studied the application of the Arabic language environment directly by involving students, teachers, and the school as research subjects. As a result of the research conducted, it can be concluded that the application of the Arabic language environment at Boarding School MAN 2 Bima City plays an important role in improving students' speaking skills. Various programs implemented, such as mufrodat memorization, muhadatsah, tausiah, Arabic Week, and yellow book learning, provide an intensive communication experience for students. Periodic evaluations and coaching for new students also support the successful implementation of this language environment. From the results of the research, it can be seen that students are more accustomed, confident, and able to use Arabic in their daily lives.

Keywords: Boarding school; Kalam skills; Language environment; Science class

Introduction

Speaking skills or maharah al-kalam is one of the essential skills that must be possessed in mastering Arabic, as its main function is as a means of communication. In the context of science-stream (IPA) students at boarding schools, the development of kalam skills not only supports language proficiency but also enhances cognitive and verbal expression which are vital in scientific presentations and discourse. Implementing an Arabic language environment provides immersive exposure that helps learners internalize vocabulary, grammar, and confidence in speaking. Therefore, integrating such an environment into daily student life in science classes is expected to

significantly improve their kalam skills in a more natural and sustainable way (Mailani et al., 2022; Watson, L., Thomas, A., & Davis, 2023). Speaking skills make students able to communicate orally smoothly and accurately without experiencing obstacles in using the language they are learning (Maretalinia et al., 2023; Meishanti et al., 2020). In addition, the mastery of this skill is also expected to form intelligent, skilled, and noble individuals, so that they are able to develop science, technology, and culture in the midst of the rapid development of globalization (Ramadhan, 2019).

In fact, the actualization of kalam skills often encounters obstacles. In many educational institutions, learners experience signsificant challenges in expressing thoughts in Arabic, despite having been involved with

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theoretical components such as grammar and vocabulary (Marlius et al., 2021). These difficulties arise from a variety of factors, including the lack of a supportive language environment for active Arabic habituation (Bambang et al., 2023). This is in line with the behavioristic learning theory which states that the process of language acquisition obtained through environmental engineering and the existence of repetitive habituation activities can make proficiency in language skills (Paujiah et al., 2022).

Thus, the language environment plays a role as an external as well as internal factor in language acquisition, especially Arabic (Permata et al., 2023). This environment can motivate learners to improve their Arabic language skills as well as encourage them to use them in their daily lives. With a supportive environment, Arabic learning can run optimally and achieve the expected goals (Paujiah et al., 2022).

Boarding school is an educational institution where students not only learn, but they live and live together in the institution. Boarding schools combine the students' residence in a school institution far from their homes and families with religious instruction and the study of several subjects (Mariyani et al., 2022; Rachmad et al., 2023; Sukmawati et al., 2022). Life in a boarding school that integrates education with student residence makes it an ideal environment to apply Arabic intensively. With students living together in one environment, daily interactions can be directed using Arabic, both in academic activities and in social life. The learning pattern in boarding schools that prioritize discipline and language habits also supports the formation of a consistent language environment. In addition, the existence of special rules and programs, such as daily conversations in Arabic, Arabic book studies, and the use of language in formal and informal activities, further strengthens students' speaking skills. Therefore, boarding schools are a very appropriate place to apply an Arabic language environment to improve students' communication competencies effectively and sustainably.

Boarding School MAN 2 Bima City is an educational institution that began to be established at the end of 2019 and officially operated in 2020. This boarding school is under the auspices of MAN 2 Bima City with one of its main visions, which is to create the next generation who excel in communicating using Arabic and English. To achieve this goal, the boarding school environment is designed with an Arabic and English-based learning system to develop students' speaking skills (maharatul kalam). The application of this language environment is carried out through various methods and strategies that support the use of foreign languages in daily life, both in the classroom and outside the classroom.

Method

The method used by the researcher in this study is qualitative research, qualitative research is an approach in conducting research that is oriented to natural phenomena or symptoms. In addition, qualitative research is also research using qualitative descriptive methods and approaches in analyzing data. Qualitative descriptive research is used to describe, explain, and answer in detail the problem being researched by studying as much as possible an individual or group, or studying an event (Irwan et al., 2024). Qualitative research is fundamental and naturalistic or naturalistic, and cannot be done in the laboratory, but in the field. Therefore, this kind of research is often called naturalistic inquiry, or Field study (Sukmawati et al., 2022; Susanty et al., 2023). This study uses a qualitative approach with a descriptive method. This approach is used to understand the phenomenon of applying the Arabic language environment to kalam learning in depth and contextually. Qualitative descriptive research focuses on collecting data in the form of relevant words, behaviors, and documents to get a comprehensive picture (Judijanto, 2024; Sukmawati et al., 2022). The research location was in the science class at Boarding School MAN 2 Bima City. The researcher studied the implementation of the Arabic language environment directly by involving students, teachers, and the school as research subjects. With qualitative research, the author will examine in depth how the application of the Arabic language environment develops students' kalam skills at Boarding School MAN 2 Bima City. With this approach, the research will explore various strategies and methods in the implementation of the Arabic language environment in the school. Through direct observation and interviews with teachers and students, this study is expected to provide a comprehensive overview of the application of the Arabic language environment for Kalam Skills Learning at Boarding School Bima City. The collected data will be analyzed using qualitative data analysis based on Miles and Huberman's interactive model, which consists of data reduction, data display, and conclusion drawing/verification.

Result and Discussion

Boarding School implements an intensive Arabic-speaking environment system to improve students' speaking skills (maharatul kalam). From the results of interviews conducted by the researchers, this implementation is carried out through various programs that have been well structured, including daily, weekly, and periodic evaluations to ensure their effectiveness. This observation aims to analyze the implementation of

the Arabic language environment in learning kalam skills at the boarding school. The main focus of this study is how the language environment supports the development of students' speaking skills, the factors that support their success, and the obstacles faced in their implementation. The observation method used in this study is participatory observation. Observations were carried out by recording the behavior of students, coaches, and interactions in Arabic in the boarding school environment.

Table 1. Use of Arabic by Students

Observed indicators	Observational findings	information
Students use Arabic in everyday conversations in the dormitory.	Students are required to use Arabic in the dormitory environment both when communicating with friends and coaches	Students use Arabic in their daily communication but there is still a mixture of Indonesian vocabulary in it for vocabulary that they have not mastered
Students use Arabic when talking to friends during leisure activities.	Students are required to use Arabic when communicating with friends	In public places, students are still seen using Arabic, but when in the room, there are still students who tell stories or communicate in Indonesian or regional languages
Students use Arabic when talking to coaches outside of class.	Students are required to use Arabic when communicating with the Supervisor even outside the classroom environment	Students always use Arabic to communicate with the coach.
Students deliver greetings, greetings, or greetings in Arabic.	Students are required to convey greetings, greetings, or greetings in Arabic.	Students always convey greetings, greetings, or greetings in Arabic.
Students use Arabic in formal activities	Students are required to use Arabic when attending events or being MCs but are not required to use full Arabic during meeting activities	Students always use Arabic when they are MCs, but in meeting activities only use Arabic at the beginning of the opening of the event

In the context of the dormitory environment, students are required to use Arabic in their daily conversations, both with their peers and trainers. However, despite this mandate, there is still a noticeable mix of Indonesian vocabulary, especially for words that students have not yet fully mastered in Arabic. This indicates that, while students are encouraged to use Arabic, their language acquisition process is still ongoing, and they continue to face challenges in mastering certain vocabulary. Similarly, during recreational activities with friends, students are expected to converse in Arabic, but their language choice varies depending on the setting. In public spaces, students tend to use Arabic more frequently, yet in private spaces, such as their rooms, they often revert to Indonesian or their local dialects, likely due to a sense of comfort and ease in these more relaxed settings.

When it comes to communication with trainers outside of the classroom, students consistently use Arabic, demonstrating their adaptation to the formal expectations of the environment. This consistent use of Arabic in more professional contexts suggests that students have internalized the need to communicate in Arabic, likely due to clear directives from their trainers. Moreover, the use of Arabic is a non-negotiable requirement when greeting others, as students always follow this social norm, highlighting the importance of

Arabic in cultural etiquette. This consistent practice shows the students' adherence to the rules, even in simpler interactions such as greetings.

In formal settings, such as when attending events or serving as an MC, students are mandated to use Arabic. However, this requirement does not extend fully to meetings, where Arabic is only used at the start of the event. This indicates that, while Arabic is expected in structured and official settings, students may feel more comfortable using other languages when dealing with technical or complex matters during longer discussions. Overall, while Arabic is used more consistently in formal contexts, there remains a clear preference for other languages in informal or private situations. This reflects the ongoing challenge students face in mastering Arabic fully, both in terms of vocabulary and their ability to adapt it in various social and situational contexts.

The environment within the boarding school plays a significant role in supporting the Arabic language learning process. One of the key facilities aimed at enhancing the language acquisition is the presence of Arabic posters, banners, and motivational writings throughout the school. Coaches and language administrators are required to display these materials as part of an effort to immerse students in the Arabic language. In practice, posters, banners, and motivational writings in Arabic are prominently placed on bulletin

boards and walls within the boarding school environment. These visual aids serve as constant reminders for students to engage with Arabic and help reinforce the language in their daily lives. The presence of these materials contributes to creating an atmosphere that encourages continuous exposure to Arabic.

Table 2. Facilities and Environment that Supports Arabic Language Insert

Observed indicators	Observational findings	information
There are posters, banners, or motivational writings in Arabic at school.	Coaches and language administrators are required to attach posters, banners, or motivational writings in Arabic at boarding schools.	Posters, banners, or motivational writings in Arabic have been pasted on mading or walls in the boarding school environment
There is a special library or bookshelf for Arabic materials.	Boarding schools do not yet have a library or bookshelves dedicated to Arabic language materials	The school library and boarding school are still merged into one and are located in the vicinity of the madrasah
There are electronic media (audio or video) that support Arabic language learning.	There are already electronic media such as LCD and laptops that support Arabic language learning	In the teaching process in the classroom, coaches rarely use electronic media to deliver material
The dormitory environment provides bulletin boards or schedules in Arabic.	The hostel environment has provided Arabic madding	Students and Supervisors sometimes paste announcements in Arabic or Indonesian

However, when it comes to resources dedicated specifically to Arabic language materials, there is room for improvement. Currently, boarding schools do not have a dedicated library or bookshelf exclusively for Arabic materials. The school library is shared with the boarding school and located near the madrasah, making it a general resource center rather than a specialized one for Arabic. This lack of a distinct space for Arabic materials may limit students' access to language-specific resources that could support their learning. A dedicated bookshelf or library for Arabic materials would offer students a more focused space to explore and expand their language skills independently, making it easier for them to access books, dictionaries, and reference materials.

Additionally, electronic media such as LCDs and laptops are available in the school to support Arabic language learning. These technological tools provide the potential for integrating multimedia resources like videos and audio recordings into the teaching process. However, despite the availability of such electronic media, they are rarely utilized by coaches in the classroom. The infrequent use of these tools suggests a missed opportunity to enhance the learning experience through interactive and engaging materials. The use of electronic media could be a powerful way to support language learning by offering students diverse content, such as listening exercises, language games, and visual aids, that make learning more dynamic and engaging.

In the dormitory environment, Arabic is also integrated to some extent. The hostel has provided a bulletin board in Arabic, which can be used for displaying announcements and important information. However, students and supervisors sometimes mix Arabic with Indonesian in their announcements. This occasional blending of languages may indicate that while Arabic is present in the dormitory, there is not yet full consistency in its use. By ensuring that announcements and notices are consistently made in Arabic, the dormitory environment could further immerse students in the language, providing them with additional opportunities to practice and engage with Arabic in their day-to-day routines.

Overall, while the boarding school provides some supportive facilities for Arabic language learning, there are areas for improvement. The use of Arabic posters and banners, the availability of electronic media, and the presence of an Arabic bulletin board all contribute to a language-rich environment. However, the lack of a specialized Arabic library, the underuse of electronic media in classrooms, and the occasional mixing of languages in dormitory announcements highlight the need for more consistent and targeted efforts to create an environment fully supportive of Arabic language acquisition.

Daily Program
Mufrodat Memorization
In the boarding school, there are structured activities designed to enhance students' proficiency in Arabic and support their daily language practice. One such activity is the daily memorization of three new mufrodat (vocabulary) after the Fajr prayer. These new words must be memorized and then actively practiced in daily conversations. The primary objective of this exercise is to enrich students' vocabulary, providing them with a broader range of words to use in their speech, thus helping them become more fluent in Arabic. By introducing new vocabulary regularly, students are encouraged to incorporate these words into their conversations, facilitating both retention and natural use of the language.

In addition to vocabulary practice, students also participate in the morning Muhadatsah activity before leaving for school. This activity involves all students gathering to engage in Arabic conversations as a group. The purpose of the Muhadatsah is to immerse students in daily communication using Arabic, allowing them to practice and improve their speaking fluency. By engaging in these group discussions, students become more comfortable using Arabic in real-life situations, which boosts their confidence and helps them become more adept at holding conversations in the language.

Together, these activities combined with the use of Arabic in the broader school environment help create a supportive atmosphere for learning. Through consistent vocabulary building and daily conversational practice, students gradually enhance their language skills, improving both their fluency and ability to communicate confidently in Arabic.

Tausiah in Arabic

After the Maghrib prayer, a tausiah program was held delivered by students in Arabic. Other students who act as listeners are required to participate by asking questions and resuming the content of the tausiah. The purpose of this activity is to train the courage to speak in public and improve understanding and skills in listening and summarizing information in Arabic (Rosita et al., 2019).

Weekly Program
Arabic Language Learning

The boarding school also emphasizes a comprehensive approach to Arabic language learning by organizing two dedicated sessions each week that focus on all four language skills: istima' (listening), kalam (speaking), qira'ah (reading), and kitabah (writing). These sessions are designed to ensure that students develop each of the essential language skills in a balanced manner, providing them with a well-rounded proficiency in Arabic.

The purpose of this activity is to enable students to communicate effectively in Arabic by developing their listening, speaking, reading, and writing abilities. Through istima', students improve their listening comprehension by engaging with spoken Arabic in various contexts. The kalam skill is developed through conversations, discussions, and other speaking activities, allowing students to become more confident and fluent in verbal communication. Qira'ah focuses on improving reading comprehension, enabling students to read Arabic texts with understanding and ease. Finally, kitabah helps students develop their writing skills, ensuring they can express themselves clearly and correctly in written Arabic. By addressing all four language skills in a structured and consistent manner,

these sessions provide a balanced approach to language acquisition, helping students communicate more effectively in Arabic both in everyday situations and formal contexts. This holistic approach ensures that students are well-prepared to use Arabic in diverse real-life scenarios, enhancing their overall proficiency in the language.

Learning the Yellow Book

In addition to the regular language sessions, the boarding school also organizes a weekly study of the Yellow Book, a resource dedicated to deepening students' understanding of Arabic grammar. This study session focuses on the rules of the Arabic language, providing students with the foundational knowledge necessary to understand and apply grammar effectively. The primary goal of this activity is to enhance students' comprehension of Arabic grammar, which is essential for reading, interpreting, and understanding classical Arabic texts. By studying the Yellow Book, students gain a deeper insight into the structure and intricacies of the Arabic language, equipping them with the tools to analyze and appreciate classical literary works. This knowledge also supports their overall language development, as a strong grasp of grammar is crucial for producing accurate and coherent speech and writing.

Through this focused study, students are not only improving their technical understanding of Arabic but also preparing themselves to engage with more complex Arabic texts, thereby enriching their learning experience and connection to the language's cultural and historical depth.

Muhadharah

Another weekly program is muhadarah, which is an activity that provides opportunities for students to perform various arts in Arabic, such as poetry, drama, or speech (Insani et al., 2021). The purpose of this activity is to train courage and public speaking skills in Arabic and increase students' creativity (Santoso et al., 2021).

Arabic Week and Evaluation
Arabic Week

To ensure compliance with the language program, once a week an evaluation is carried out in the form of reading a list of violations for students who violate the rules for using the Arabic language. The purpose of this activity is to provide discipline and awareness to students to continue to use Arabic in daily life. New Student Development For new students, intensive coaching is given for six months to ensure they are able to speak Arabic well. This program is designed so that new students can adapt more quickly to the language environment applied in boarding schools. The purpose of this activity is to help new students in building the

foundation of Arabic language skills so that they can communicate more confidently.

Annual Competition

As a form of appreciation for the development of students' Arabic language skills, every year a competition is held in order to celebrate the anniversary of the Boarding School. This activity includes a careful intelligence competition, speech, and storytelling in Arabic. The purpose of this activity is to provide motivation for students to continue to improve their Arabic language skills in a positive competitive atmosphere. From the results of the application of this Arabic language environment, it can be seen that students are more accustomed and confident in using Arabic in daily life. Consistency in daily, weekly, and yearly programs as well as periodic evaluations make students more disciplined and motivated to continuously improve their Arabic language skills. With this structured system, Boarding School MAN 2 Bima City has succeeded in creating an environment that is conducive to the development of students' Arabic language skills.

The language environment has an important role in learning language skills, especially in foreign languages such as Arabic (Brour et al., 2021). The application of a conducive language environment can help students improve their understanding, communication, and speaking, reading, writing, and listening skills in Arabic. An effective Arabic language environment allows students to interact with the language directly and naturally (Hmoud et al., 2023). Creating conditions that support the use of Arabic in daily life, students can accelerate the learning process through real-life experiences and continuous practice (Al-Qatawneh et al., 2021). The application of a conducive Arabic language environment has a great influence on the development of students' language skills. With the right strategies, a supportive environment, and an activity-based approach, learning Arabic can be more effective and enjoyable (Akmaliyah et al., 2021). Schools and educators need to play an active role in creating an atmosphere that allows students to engage in the natural and sustainable use of Arabic (Ritonga et al., 2020).

Affective Arabic language environment allows students to interact with the language directly and naturally (Al-Qatawneh et al., 2021). Creating conditions that support the use of Arabic in daily life, students can accelerate the learning process through real-life experiences and continuous practice (Hmoud et al., 2023).

Arabic Week is a dedicated event that aims to immerse students in the Arabic language and culture through a series of activities and programs designed to enhance their proficiency and engagement with the language. During this week, various activities are organized, including language competitions, cultural exhibitions, and special language sessions, all of which are centered around Arabic. The goal of Arabic Week is to create an immersive environment where students can apply their language skills in real-world contexts, practice speaking, listening, reading, and writing in Arabic, and gain a deeper appreciation of Arabic culture and traditions. This event serves as an opportunity for students to challenge themselves, showcase their abilities, and further solidify their language skills in an engaging and motivating setting.

Evaluation is a crucial aspect of the Arabic language learning process, ensuring that students' progress and achievements are consistently assessed. Evaluation during Arabic Week and throughout the regular language curriculum helps identify areas of improvement and allows both students and instructors to track language proficiency over time. This evaluation can take many forms, including quizzes, oral exams, written assignments, and participation in activities such as Muhadatsah (conversation sessions) or the Yellow Book study. By incorporating evaluation methods that assess both practical language skills and theoretical knowledge, instructors can provide constructive feedback and guide students toward further development. Additionally, evaluation fosters a sense of accomplishment among students, as they can see tangible progress in their language abilities, motivating them to continue their Arabic language learning journey.

Together, Arabic Week and the ongoing evaluation of students' skills create an environment of active learning and growth, where students are encouraged to apply their knowledge in a variety of settings while receiving valuable feedback to enhance their understanding and fluency in the Arabic language.

Conclusion

Implementation of the Arabic language environment at Boarding School MAN 2 Bima City is part of a learning strategy designed to familiarize students with using Arabic in various daily activities. The language environment implemented through various daily, weekly, and periodic evaluation programs creates an atmosphere that supports student involvement in the active use of Arabic. Some of the main programs such as memorization of mufrodat, morning muhadatsah, tausiah in Arabic, Arabic Week, and learning the yellow book are part of the practice that allows students to get used to the Arabic language in various communication contexts. The routine evaluation that is carried out serves as a reminder for students of the language rules that have been set in the school

environment. In addition, intensive coaching for new students for six months helps them in adjusting to the Arabic-speaking environment that is applied. The annual competition held in the framework of the Boarding School milad is also part of the activities that encourage students to interact more often with Arabic in various forms of expression. Thus, the application of the Arabic language environment at Boarding School MAN 2 Bima City shows how environment-based learning can play a role in getting students used to using Arabic in their daily lives. Sustainability and consistency in the implementation of these programs reflects the approach that can be used in supporting students' speaking skills in Arabic without any pressure on specific outcomes. Therefore, this model can be used as a reference in the management of the language environment in educational institutions that have a similar focus.

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Conceptualization, N.H.N, M and S.W.; methodology, N.H.N, M and S.W; software, N.H.N, M and S.W.; validation, N.H.N, M and S.W; formal analysis, N.H.N, M and S.W; investigation, N.H.N, M and S.W; resources, N.H.N, M and S.W; data curation, N.H.N, M and S.W; writing—original draft preparation, N.H.N, M and S.W; writing—review and editing, N.H.N, M and S.W; visualization, N.H.N, M and S.W; supervision, N.H.N, M and S.W; project administration N.H.N, M and S.W; funding acquisition, N.H.N, M and S.W. All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest
The authors declare no conflict of interest.

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