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Students' Perceptions of the *Da'irat al-Lughah* Policy in Supporting Learning Motivation and Arabic Speaking Practice at Muhammadiyah Boarding School Yogyakarta/Persepsi Santri terhadap Kebijakan *Da'irat al-Lughah* dalam Mendukung Motivasi Belajar dan Praktik Berbicara Bahasa Arab di Muhammadiyah Boarding School Yogyakarta

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Abstract: This study explores the implementation of *Daʾirat al-Lughah* in supporting students' learning motivation and Arabic speaking confidence at Muhammadiyah Boarding School Yogyakarta. Employing a qualitative case study with a phenomenological perspective, the study involved language supervisors, student language committee members, and new students. Data were collected through observations, open-ended questionnaires, and supporting needs and response questionnaires. The findings indicate that *Daʾirat al-Lughah* fosters intrinsic motivation, habitual speaking practice, and confidence in using Arabic through a structured language environment beyond the classroom. Despite challenges related to language awareness, role modeling, and supervision, gradual habituation and program reinforcement supported the sustainability of the policy. This study underscores the role of a structured language environment in facilitating Arabic speaking practice in modern Islamic boarding schools.

Abstrak: Penelitian ini mengkaji penerapan "*Daʾirat al-Lughah*" (Area Wajib Berbahasa) dalam mendukung motivasi belajar dan kepercayaan diri santri dalam berbicara bahasa Arab di Muhammadiyah Boarding School Yogyakarta. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus dan perspektif fenomenologis. Partisipan penelitian meliputi pembina bahasa, pengurus bidang bahasa, dan santri baru. Data dikumpulkan melalui observasi, angket terbuka, serta angket kebutuhan dan respon santri sebagai data pendukung. Hasil penelitian menunjukkan bahwa "*Daʾirat al-Lughah*" berkontribusi positif terhadap motivasi intrinsik, pembiasaan berbicara, dan rasa percaya diri santri dalam menggunakan bahasa Arab. Lingkungan bahasa yang terstruktur mendorong santri lebih aktif berkomunikasi di luar kelas. Meskipun terdapat tantangan dalam implementasi, strategi pembiasaan bertahap dan penguatan program membantu menjaga keberlangsungan kebijakan ini.

Introduction

Speaking skill (*maharah kalām*) is a crucial component of Arabic language learning, as it represents learners' actual communicative ability. Through speaking, learners are not only required to understand linguistic structures and vocabulary but also to use the language actively in daily interactions. However, in practice, Arabic language instruction in many educational institutions, including Islamic boarding schools, still tends to emphasize cognitive and grammatical aspects, such as vocabulary memorization and grammatical knowledge, without being adequately supported by oral practice.[1] As a result, students often have limited opportunities to practice Arabic communicatively in authentic contexts.

In addition to limited speaking practice, low learning motivation also affects students' engagement in Arabic language learning. Learning motivation plays a significant role in determining the intensity of participation and the sustainability of the language learning process.[2] In Arabic language learning, students' motivation is influenced by various factors, including interest in the language, personal goals, and a supportive learning environment that provides consistent opportunities for practice.[3] Therefore, creating a conducive learning environment is considered an important strategy to support students' learning motivation and speaking practice.

According to Al-Fauzan, Arabic language learning involves three main components: linguistic competence, communicative competence, and cultural competence[4]. Among these components, speaking skill holds a particularly important role, as language fundamentally functions as a medium for expressing ideas and conveying information effectively.[5] Nevertheless, Arabic speaking skill often remains

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[1] Alya Alshammari dkk., "Instruments Measuring Motivation to Learn Arabic as a Second Language: Evidence of Validity and Reliability," *Humanities and Social Sciences Communications* 11, no. 1 (2024): 887, https://doi.org/10.1057/s41599-024-03381-y; Ainul Yakin, *Problematika Pembelajaran Bahasa Arab di Indonesia dan Implikasinya Terhadap Pengembangan Kurikulum Bahasa Arab*, 7, no. 1 (2022).

[2] Halimatus Sa'diyah dan Maman Abdurahman, "Pembelajaran Bahasa Arab di Indonesia: Penelitian Terhadap Motivasi Belajar Bahasa Asing," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2021): 51–69, https://doi.org/10.32699/liar.v5i1.1665.

[3] Nurhayati & Nasution, *Hubungan Antara Motivasi Belajar dan Minat Belajar terhadap Hasil Belajar Bahasa Arab pada Siswa Kelas Viii SMPIT Fajar Ilahi Batam*, 2 (1) (2022): 100–115.

[4] A.I. Al-Fauzan, *Durus Al-Daurat Al-Tadribiyah Li Al-Mu'allim Al-Lughah Al-'Arabiyah Li Ghairi Nathiqin Biha* (Riyad: Muassasah al-Waqf al-Islâmi., 2004).

[5] Ahmad Fuad Effendy, *Metodologi Pengajaran Bahasa Arab*, 8 (MISYKAT Malang, 2022); Muhammad Yusuf, "Kompetensi Interkultural Pengajaran Bahasa Arab sebagai Bahasa Asing pada Jenjang Madrasah Aliyah," *al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2020): 77–98, https://doi.org/10.14421/almahara.2020.061.05.

challenging for students due to limited practice opportunities, low self-confidence, and the absence of an environment that encourages the active use of Arabic in everyday communication.[6]

One widely adopted approach to addressing these challenges is the development of a language environment (*biʾah lughawiyyah*). A language environment enables learners to be exposed to Arabic in contextual and continuous ways[7], thereby facilitating the formation of speaking habits in real-life situations.[8] An effective language environment not only reinforces classroom learning but also promotes positive communication practices, enhances learners' self-confidence, and fosters creativity in using Arabic.[9][10]

Within this context, Muhammadiyah Boarding School Yogyakarta (MBS) implements the *"Daʾirat al-Lughah"* policy, also known as the "Language Area," as an effort to establish a structured language environment. This policy designates specific areas within the boarding school where Arabic is obligatorily used as the medium of daily communication. Its implementation is supported by language supervisors through monitoring mechanisms, educational sanctions, and reward systems for students who actively use Arabic.[11] The policy is intended to encourage students' consistent engagement in Arabic speaking practice beyond formal classroom instruction.

Previous studies have indicated that language environments play a role in supporting speaking practice and learners' self-confidence. Basith and Setiawan reported that the implementation of a language environment in Arabic course dormitories supported informal *maharah kalām* practice, although their study did not systematically

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[6] Sakdiah dkk., "Gamification in Islamic Religious Education: Developing Interactive Learning Media via Quizizz with the Addie Model," *Edukasi: Jurnal Pendidikan dan Pengajaran* 12, no. 01 (2025): 187–207, https://doi.org/10.19109/d48tv716.

[7] Hanife Salbaş dan Emrah Ekmekci, "The Impact of Classroom Environment on Students' Willingness to Communicate in Foreign Language Learning," *International Journal of Educational Research* 129 (2025): 102517.

[8] İsmail Karakuş, "International Students' Experiences on Speaking and Writing Skills in Language Learning Processes in Higher Education," *PLoS One* 20, no. 8 (2025): e0329331.

[9] Widi Astuti Aji Cahya Edi Setyawan, Irvan Maulana, "Penerapan Biah Lughawiyah dalam Pembiasaan Maharah Kalam di Pondok Pesantren Ibnul Qayyim Putra Yogyakarta," *Jurnal Ihtimam* 3, no. 1 (2021), https://doi.org/10.36668/jih.v3i1.222.

[10] Basmala, Basmala, et al. "Peran Mu 'askar al-Lughah dalam Meningkatkan Keterampilan Berbicara Bahasa Arab/The Role of Mu'askar al-Lughah in Improving Arabic Speaking Skills." *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 4.1 (2023): 1-16.

[11] Andri Septilinda Susiyani, "Manajemen Boarding School dan Relevansinya dengan Tujuan Pendidikan Islam di Muhammadiyah Boarding School (MBS) Yogyakarta," *Jurnal Pendidikan Madrasah* 2, no. 2 (2017): 327, https://doi.org/10.14421/jpm.2017.22-08.

examine internal policy frameworks.[12] Yusrinawati and Ammar highlighted the use of Arabic in daily communication as contributing to vocabulary acquisition without specifically analyzing policy-based interventions.[13] Meanwhile, Setiyadi et al. revealed that *bi'ah lughawiyyah* is associated with improved communication skills and self-confidence, yet they did not elaborate on implementation strategies in detail.[14]

In contrast to previous studies, the present research specifically examines the *"Daʾirat al-Lughah"* policy as a structured language environment policy implemented through defined governance, strategic area designation, and supervision systems. This study aims to: (1) describe Arabic language learning at Muhammadiyah Boarding School Yogyakarta; (2) analyze the implementation of the *"Daʾirat al-Lughah"* policy within the boarding school environment; (3) explore students' and administrators' perceptions of the policy's role in supporting learning motivation and Arabic speaking practice; and (4) identify challenges and strategies in its implementation. By focusing on a modern Islamic boarding school with formal regulations and organized language programs, this study contributes to the discussion of language environment policies as strategies for fostering Arabic language use.

Methods

This study employed a qualitative approach using a case study design with a phenomenological perspective.[15] The approach was selected to explore students lived experiences and perceptions of the *"Daʾirat al-Lughah"* policy in their daily language practices within a natural setting. The study was conducted at Muhammadiyah Boarding School Yogyakarta (MBS), where the policy has been formally implemented as part of the institutional language program. This research was observational in nature and did not

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[12] Abdul Basith dan Yusuf Setiawan, "Implementasi Biah Lughowiyyah Dalam Meningkatkan Maharah Kalam," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 2, no. 1 (2022): 140–54, https://doi.org/10.30739/arabiyat.v2i1.1428.

[13] Azifa Yusrinawati dan Farikh Marzuki Ammar, "Analisis Penerapan Penggunaan Mufradat dalam Komunikasi Bahasa Arab di Pondok Pesantren Islamic Center eLKISI Mojokerto," *Academicia Globe: Inderscience Research* 2, no. 3 (2023), https://doi.org/10.47134/academicia.v2i3.2.

[14] Alif Cahya Setiyadi dkk., "Bī'ah Lughawiyah Programs in Arabic Language Learning to Improve Student's Arabic Speaking Skills," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 7, no. 1 (2023): 29–46, https://doi.org/10.15575/jpba.v7i1.24173.

[15] J.W Creswell dan C.N Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th Edition (SAGE Publications, 2018); M Sulthan Alfadly Thalabi dkk., "Analisis Lingkungan Belajar Santri Dalam Menumbuhkan Akhlak di Pondok Pesantren Daarul Muhajirin Kota Bogor," *Mimbar Kampus: Jurnal Pendidikan dan Agama Islam* 22, no. 1 (2023): 199–207, https://doi.org/10.47467/mk.v22i2.2454.

involve any manipulation of variables, focusing instead on understanding how the policy was experienced, perceived, and enacted by students and language administrators.

The participants consisted of two groups. The first group included language supervisors and student administrators from the Muhammadiyah Student Association (as known as IPM) language division for the 2024/2025 period, who were selected through purposive sampling due to their direct involvement in planning, supervising, and implementing the "*Daʾirat al-Lughah*" program. The second group comprised 54 first-year students from Grade 7 and the Takhaṣṣuṣ program who had experienced the policy for at least five months. These students were selected through limited random sampling within the defined participant group to capture diverse experiences while maintaining contextual relevance, with no intention of statistical generalization.

Data were collected through multiple qualitative techniques to ensure depth and triangulation. Participatory observation was conducted for approximately three weeks to document students' language use and interactions within designated "*Daʾirat al-Lughah*" areas. Open-ended questionnaires were used as an alternative to face-to-face interviews [16], allowing both students and language administrators to provide written narrative responses based on their experiences and perceptions. In addition, a structured questionnaire using a four-point Likert scale was administered to explore students' needs and responses toward the policy. Although the questionnaire produced numerical data, it functioned as a complementary source to support qualitative interpretation rather than as the primary basis for quantitative analysis. Documentation, including field notes, policy records, activity schedules, and photographic materials, was also collected to support and contextualize the primary data. Secondary data were obtained from official institutional documents and publicly accessible information from the Muhammadiyah Boarding School Yogyakarta website [17] to enrich the analysis and corroborate the findings.

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[16] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Pearson Education, 2012); Lynda Johnston dan Robyn Longhurst, "Interviews: Structured, Semi-Structured and Open-Ended," *The Field Guide to Mixing Social and Biophysical Methods in Environmental Research*, 2025, 503; Peter Jones dkk., "Towards a Paramethodology: Exploring Equitable Methods for Interviewing Participants with Alternative Communication Requirements About Their Experiences of Air Travel," *Journal of Transport & Health* 44 (2025): 102150.

Results and Discussion

Arabic Language Learning at Muhammadiyah Boarding School Yogyakarta

Based on data obtained from open-ended questionnaires completed by language administrators and supervisors, Arabic language learning at Muhammadiyah Boarding School Yogyakarta is perceived and described as being organized through an integration of formal and non-formal learning pathways. This integration reflects participants' views of the boarding school as a modern Islamic educational setting that intentionally combines academic instruction, religious values, and the development of Arabic language skills within everyday educational practices.

Formally, Arabic language learning is embedded in the school curriculum and includes core subjects such as *nahw*, *sharf*, *tamrin al-lughah*, *muthala'ah*, and *imla'*. These subjects are taught from the junior secondary level (JHS) through senior secondary level (SHS), with learning materials structured progressively according to students' educational stages and language proficiency levels. For first-year students, Indonesian is still used as a supporting medium of instruction, particularly for those with limited prior exposure to Arabic. However, according to administrators' responses, Arabic is gradually introduced as the primary language of instruction starting from the second semester, including its use in classroom explanations, discussions, and written assessments.

In terms of instructional methods, Arabic language teaching at Muhammadiyah Boarding School Yogyakarta employs a combination of grammatical approaches (*qawa'id*), communicative practices (*muhadatsah*), and thematic learning through reading texts (*muthala'ah*) relevant to students' daily lives. These methods are implemented not only to develop structural understanding of Arabic but also to encourage students to use the language actively in both spoken and written forms. Learning activities reported by respondents include group discussions, short presentations, and conversational exercises that emphasize fluency and students' willingness to express ideas rather than linguistic accuracy alone.

Non-formal Arabic language learning takes place intensively through students' daily life in the boarding school environment. A key component of this non-formal learning is the creation of a language environment (*bi'ah lughawiyyah*) that promotes the use of Arabic as the primary means of communication outside formal classroom hours. The implementation of this environment is managed by the language division of the

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[17] MBS Yogyakarta, *Website Resmi Muhammadiyah Boarding School*, School, 2024, https://mbs.sch.id/.

Muhammadiyah Student Association, which is responsible for organizing and enforcing Arabic language regulations in students' daily activities. These regulations include the designation of specific language areas, scheduled language practice times, and supervision mechanisms for monitoring students' language use.

According to the administrators' responses, the implementation of these regulations is supported by teachers, dormitory supervisors, and boarding school staff to ensure consistency across different settings. This collaboration enables Arabic language learning to extend beyond formal instruction and become part of students' habitual communication practices. As a result, Arabic language learning at Muhammadiyah Boarding School Yogyakarta is not limited to cognitive and academic dimensions but is also oriented toward developing students' practical speaking habits within an institutionalized language environment.

Implementation of the *"Daʾirat al-Lughah"* Policy at Muhammadiyah Boarding School Yogyakarta

Based on data obtained from open-ended questionnaires completed by language administrators and supervisors, the *"Daʾirat al-Lughah"* policy at Muhammadiyah Boarding School Yogyakarta is implemented as a strategic effort to establish a structured Arabic language environment that encourages students to use Arabic in their daily activities. According to participants' responses, the policy was introduced to address the gap between students' passive understanding of Arabic language materials and their ability to use Arabic actively in oral communication.

The implementation of the policy is carried out through several structured approaches. First, specific areas within the boarding school are designated as mandatory Arabic-speaking zones, including dormitories, the cooperative store (*syirkah*), the canteen, the mosque, bathrooms, guest receptionist place, and school areas. These zones were selected based on the intensity of student interaction, with the aim of embedding Arabic language use into everyday communicative situations. Administrators reported that the designation of these strategic areas was intended to create natural contexts in which students are required to use Arabic to fulfill daily communicative needs, thereby supporting functional language use beyond classroom instruction.

Figure 1. *Da'irat al-Lughah* Signs in Selected Boarding School Areas

Another distinctive feature of the policy implementation is the use of contextual visual language support. Based on administrators' responses, thematic vocabulary lists and sentence expressions are displayed in various locations according to their functional contexts. For example, bathrooms display simple expressions related to hygiene activities, while dormitories and common areas provide greetings and daily conversational phrases. This initiative is part of the language administrators' work program and is intended to assist students in accessing context-appropriate expressions while increasing continuous exposure to Arabic. Participants perceived these visual supports as helpful in facilitating students' engagement with Arabic expressions in daily interactions.

Figure 2. Contextual Vocabulary Displays in *Da'irat al-Lughah* Areas.

Furthermore, data from the open-ended questionnaires indicate that the policy adopts a gradual habituation approach, particularly for new students. Students are initially encouraged to use simple Arabic expressions, such as greetings and basic requests, before progressing to more complex forms of communication. This gradual process is implemented consistently across designated language areas under the guidance of language administrators and dormitory leaders (*mudabbir and mudabbirah*). According to participants, this approach aims to reduce students' anxiety and build confidence progressively, especially among those who are not accustomed to speaking Arabic in social interactions.

The implementation of the *"Daʾirat al-Lughah"* policy is further supported by internal collaboration among various institutional actors, including school leaders, Arabic language teachers, dormitory supervisors, and student language administrators. Their roles extend beyond supervision to fostering a supportive atmosphere that encourages positive language use and reinforces daily language practices across different settings within the boarding school.

In addition, administrators reported that the policy is reinforced through several supporting programs organized on daily, weekly, and annual bases. Daily activities include vocabulary enrichment programs aimed at expanding students' lexical resources and encouraging immediate application in daily communication. Weekly activities comprise language correction sessions (*Ishlah al-Lughah*), contextual conversation practice (*Muhadatsah*), and applied language instruction (*Ta'lim Lughawi*), which focuses on the practical use of grammatical concepts. Annual programs, such as the Language Festival, provide students with opportunities to participate in various language-related competitions and activities designed to enhance engagement and enthusiasm for Arabic language use.

Overall, findings from observations and participants' responses suggest that the *"Daʾirat al-Lughah"* policy supports the formation of habitual Arabic language use within students' daily lives. Students were reported to engage more frequently in Arabic communication across designated areas, supported by consistent exposure to contextual vocabulary and structured language activities. In addition, participants noted that students' willingness to speak Arabic appeared to develop gradually through continuous practice and participation in language-related programs, particularly those that provided interactive and experiential learning opportunities.

Student's Perceptions of the Daʾirat al-Lughah Policy in Supporting Learning Motivation and Arabic Speaking Practice

Students' perceptions of the *Daʾirat al-Lughah* policy were explored through a needs analysis questionnaire and a response questionnaire administered to 54 first-year students. Although the questionnaires employed a Likert-scale format, the data were used to identify general perception tendencies rather than to measure causal effects or statistical relationships. The results provide an initial overview of how students perceive

the role of the policy in supporting their learning motivation and Arabic speaking practice.

The needs analysis questionnaire focused on five main aspects: internal learning motivation, speaking practice habits, self-assessment of speaking ability, oral comprehension and response, and self-confidence.

Table 1. Students' Perceptions of the *Daʾirat al-Lughah* Policy (Needs Analysis)

No.	Aspect	Dominant Perception
1	Intrinsic Learning Motivation	Strongly encouraged
2	Speaking Practice Habituation	Practiced frequently
3	Self-Assessed Speaking Ability	Moderately improved
4	Oral Comprehension	Moderately good
5	Speaking Confidence	Moderately comfortable

As presented in Table 1, students' dominant perceptions across the identified aspects reflect generally positive views toward the implementation of the "*Daʾirat al-Lughah*" policy. Many students perceived the policy as encouraging their intrinsic motivation to engage in Arabic speaking, while regular exposure to Arabic in daily interactions supported the development of habitual speaking practice beyond the classroom.

In terms of self-assessed speaking ability and oral comprehension, students' responses tended to fall within moderate categories. This indicates that although students did not yet consider themselves highly proficient speakers, they were aware of gradual improvements in their ability to understand and respond to spoken Arabic. These perceptions suggest that the "*Daʾirat al-Lughah*" policy functions as a supportive environment that facilitates steady progress in Arabic language use rather than immediate mastery.

These patterns suggest that students perceive the policy as contributing to a gradual process of language habituation rather than immediate mastery. The presence of designated language areas appears to provide repeated opportunities for practice, which students associated with increased familiarity and comfort in using Arabic during daily interactions.

Students' initial perceptions identified through the needs analysis were further supported by findings from the response questionnaire, which examined how the policy was experienced in daily practice.
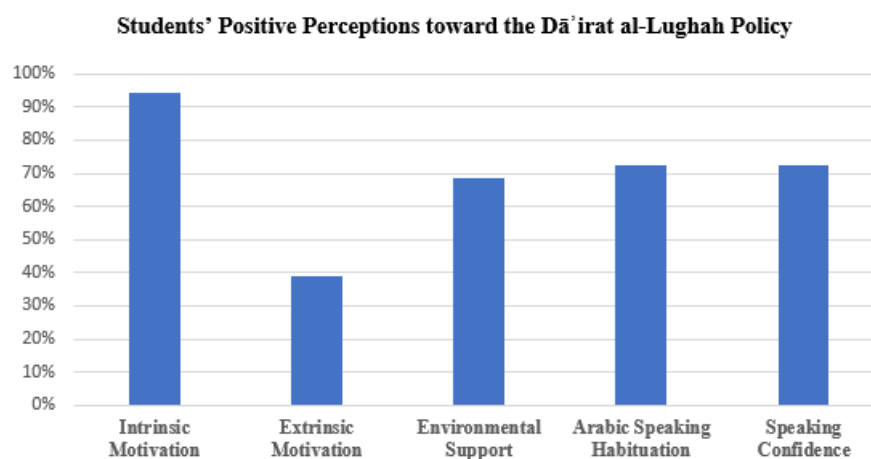
Students' Positive Perceptions toward the Dāʾirat al-Lughah Policy

Figure 3. Students' Positive Perceptions toward the *Daʾirat al-Lughah* Policy

As illustrated in Figure 3, the majority of students indicated agreement or strong agreement with statements related to intrinsic learning motivation. These responses suggest that the "*Daʾirat al-Lughah*" policy was not merely perceived as a formal regulation, but also as a supportive language environment that encouraged students' internal awareness of the importance of practicing Arabic. Students' perceptions reflect an acknowledgment of the role of a structured environment in fostering their willingness to engage in Arabic communication.

In terms of extrinsic motivation, students' responses displayed a more varied pattern. While several students recognized the influence of external factors such as institutional rules, supervision, and peer encouragement, others perceived these factors as less influential than internal motivation. This variation indicates that although external regulation remains present within the boarding school system, students' engagement in Arabic speaking practices is not solely driven by obligation, but is increasingly associated with personal awareness and self-motivation.

Students also reported positive perceptions of the boarding school environment as a factor supporting Arabic speaking practice. Most students agreed that the language environment encouraged more frequent use of Arabic, particularly within designated language areas. Furthermore, many students perceived that the "*Daʾirat al-Lughah*" policy supported the formation of speaking habits by providing consistent exposure and opportunities for contextual communication. These perceptions are in line with observational findings, which indicated that students appeared more willing to initiate Arabic conversations in daily interactions.

From an affective perspective, students commonly reported feeling more comfortable and confident when using Arabic after experiencing the implementation of the policy. This perceived increase in confidence was associated with repeated exposure to Arabic in routine, non-evaluative interactions rather than formal classroom assessments. Participation in language-related activities was also perceived as contributing to students' sense of engagement, particularly when accompanied by recognition or positive feedback.

Overall, the findings indicate that the "*Daʾirat al-Lughah*" policy is perceived positively by students, particularly in supporting learning motivation, fostering speaking habits, and enhancing confidence in using Arabic for daily communication. Rather than being viewed solely as a regulatory mechanism, the policy is perceived as an environmental support that facilitates gradual engagement with Arabic speaking practice within the context of a modern Islamic boarding school.

Challenges and Strategies in Implementing the "Daʾirat al-Lughah" Policy at Muhammadiyah Boarding School Yogyakarta

Although the "*Daʾirat al-Lughah*" policy at Muhammadiyah Boarding School Yogyakarta has received generally positive responses from students, its implementation has encountered various challenges, both cultural and structural in nature. These challenges emerge from daily language practices and influence the consistency of Arabic language habituation within the boarding school environment. Based on data obtained from open-ended questionnaires completed by language supervisors and members of the Ikatan Pelajar Muhammadiyah (IPM), the main challenges include low language awareness among students, limited vocabulary mastery, lack of self-confidence, insufficient role modeling, and constraints related to supervision and human resources.

From the students' perspective, one of the most prominent challenges is the gap between theoretical mastery of Arabic language materials and the ability to use the language orally in real communication. Although Arabic language instruction in the classroom has been designed systematically, several students indicated that written comprehension does not automatically translate into speaking competence. According to responses from language committee members and supervisors, limited vocabulary and low self-confidence remain major obstacles, particularly when students are required to respond to teachers who use Arabic as the medium of instruction. Many students reported

feelings of anxiety and fear of making mistakes, which often leads them to avoid speaking Arabic in direct interactions.

This condition is especially evident among new students. In several cases, students were able to perform well in written Arabic examinations yet still struggled to apply their knowledge orally in daily communication. This finding aligns with Nadhif's study (2022), which highlights that passive understanding of language materials does not necessarily result in effective speaking skills, particularly when learners face vocabulary limitations, fear of errors, and low confidence in verbal communication[18].

In addition to internal student-related factors, another significant challenge concerns low language awareness, particularly among senior students. Based on statements from members of the language committee, some students continue to use Indonesian or local languages in daily interactions, even within designated Arabic-speaking zones. Such practices are often carried out discreetly when supervision is absent, thereby disrupting the consistency of the language environment. This finding supports the research of Zarkasyi et al. (2022), who identified low language awareness as a major barrier to the successful implementation of an effective language environment[19].

Another challenge identified in this study relates to the lack of role modeling. Language supervisors reported that not all senior students, boarding school administrators, or teachers consistently use Arabic in their daily interactions. The absence of strong role models from authoritative figures has, in some situations, led students to perceive the "*Daʾirat al-Lughah*" policy as a formal obligation rather than a shared linguistic culture. Consequently, some students comply with the use of Arabic primarily due to sanctions rather than intrinsic motivation to learn. This condition is further exacerbated by the limited number of language committee members compared to the large student population and the extensive areas that require supervision.

Supervision itself also poses a challenge in the implementation of the policy. Based on open-ended questionnaire responses, monitoring efforts have been carried out through nightly evaluations, language patrols, and a reporting system (*jasus*) designed to identify language violations. However, these mechanisms have not yet functioned

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[18] Nadhif, "Upaya Guru Bahasa Arab dalam Mengatasi Problematika Keragaman Latar Belakang Pendidikan & Problematika Pembelajaran Bahasa Arab Peserta Didik Kelas Vii SMP Islam Plus at-Tohari Tuntang," *Al-Fakkaar* 3, no. 1 (2022): 17–41, https://doi.org/10.52166/alf.v3i1.2856.
[19] Ahmad Hidayatullah Zarkasyi dkk., "The Language Environment and its Role in Language Acquisition for Students of Class 5 Darussalam Modern Gontor Islamic Institution for Girl," *At-Ta'dib* 17, no. 1 (2022): 67, https://doi.org/10.21111/at-tadib.v17i1.7900.

optimally due to limited human resources and the broad scope of the boarding school environment. Moreover, insufficient coordination across departments, particularly involving teachers and other administrative units, has affected the consistency of language enforcement. Without collective commitment from all institutional elements, the effectiveness of supervision remains uneven across different areas of the boarding school.

In response to these challenges, the boarding school management and the language committee have implemented several adaptive strategies to sustain the "*Daʾirat al-Lughah*" policy. These strategies include:

1. Strengthening supporting language activities, such as *muhadatsah*, *taʿlim lughawi*, *ishlah al-lughah*, and daily vocabulary enrichment, to reinforce routine and contextual language practice.

2. Structuring language programs and materials according to grade levels to ensure alignment with students' linguistic abilities.

3. Applying a gradual approach for new students by introducing simple expressions before progressing to more complex sentence structures.

4. Adjusting internal policies, including the elimination of Arabic-free days in the female dormitory and the introduction of Arabic language weeks in the male dormitory, to enhance consistency in the language environment.

5. Distributing thematic vocabulary posters in strategic areas as visual and contextual support to increase daily exposure to Arabic.

6. Enhancing cross-departmental coordination, particularly with dormitory language supervisors, to broaden the scope of supervision and strengthen collective commitment to fostering an Arabic-speaking culture within the boarding school.

The findings of this study indicate that the "*Daʾirat al-Lughah*" policy is perceived by students as a meaningful component in fostering learning motivation, speaking confidence, and comfort in using Arabic in daily interactions. These positive perceptions do not emerge merely from the existence of formal regulations, but rather from the consistent habituation process implemented across various strategic areas within the boarding school environment. This suggests that a structured language environment (*biʾah lughawiyyah*) can function as an effective bridge between formal classroom-based Arabic instruction and authentic language practice in everyday contexts.

The results highlight that sustained exposure to Arabic through daily communication enables students to gradually internalize the language as a functional tool rather than viewing it solely as an academic subject. In this sense, the "Language Area" policy supports the transition from passive language knowledge to active language use, particularly in speaking practices that occur beyond formal instructional settings. This finding aligns with the study conducted by 'Izza et al. (2021), which demonstrated that systematic speaking habituation and a supportive Arabic language environment effectively enhanced the speaking skills of new students at Pondok Pesantren Manba'ul 'Ulum[20].

Similarly, Ramadhani et al. (2024), in their study at Pondok Pesantren Terpadu Ushuluddin, reported that a structured Arabic language environment (*bi'ah 'arabiyyah*) played a significant role in improving students' speaking abilities[21]. Their research emphasized the importance of a supportive linguistic environment as a facilitating factor in the success of Arabic language learning within Islamic boarding schools. The consistency of daily language exposure was identified as a key element in promoting students' communicative competence.

Further support for these findings can be found in the research of Martina and Fauji (2024), conducted at Pondok Pesantren Daarul Ukhuwah Putri Malang, which confirmed that students' Arabic speaking skills developed more effectively within an active language environment[22]. In their study, such an environment was cultivated through peer-to-peer communication in Arabic, routine conversational practices, and continuous supervision by student administrators. These findings reinforce the notion that a dynamic and consistently maintained language environment plays a crucial role in facilitating the natural and contextual development of students' speaking skills.

Overall, the convergence of findings from this study and previous research suggests that language environment–based policies, such as the "*Da'irat al-Lughah*" contribute meaningfully to the development of students' speaking competence by

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[20] Hilda Khoiril 'Izza dkk., "Efektivitas Pembiasaan Berbicara Bahasa Arab dan Lingkungan Bahasa Arab yang Kondusif Dalam Meningkatkan Keterampilan Berbicara," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 9, no. 2 (2021): 153, https://doi.org/10.24235/ibtikar.v9i2.7232.

[21] Syadila Ramadhani dkk., "Pengaruh Lingkungan Bahasa Arab (bi'ah Arabiyah) dan Potensi Bahasa dalam Meningkatkan Keterampilan Berbicara Santri di Pondok Pesantren Terpadu Ushuluddin," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 09, no. 2 (2024), https://doi.org/10.23969/jp.v9i2.16146.

[22] Nafisa Inka Martina dan Imam Fauji, "Pengaruh Lingkungan Berbahasa terhadap Keterampilan Berbicara Bahasa Arab Santri Kelas X PPDU Putri," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 4 (2024): 3741–46, https://doi.org/10.54371/jiip.v7i4.4077.

embedding language practice within everyday social interactions. Rather than relying solely on classroom instruction, this approach emphasizes habituation, contextual use, and social engagement as central mechanisms for supporting Arabic language acquisition in modern Islamic boarding school settings.

Conclusion

Arabic language learning at Muhammadiyah Boarding School Yogyakarta is systematically designed through the integration of formal and non-formal learning pathways. The formal pathway is implemented through the school curriculum, which includes core Arabic subjects such as *naḥw*, *ṣarf*, *tamrīn lughah*, *muṭālaʿah*, and *imlāʾ*, delivered progressively according to students' educational levels. Meanwhile, the non-formal pathway is carried out through the establishment of a language environment (*bi'ah lughawiyyah*) that supports the use of Arabic in students' daily activities. This integrated approach aims not only to develop students' theoretical understanding of Arabic but also to foster practical language habits through continuous exposure and use.

The "*Daʾirat al-Lughah*" policy is implemented as a strategic effort to strengthen students' Arabic speaking practice beyond the classroom setting. This policy includes the designation of strategic zones where Arabic use is mandatory, the implementation of habituation programs such as daily vocabulary enrichment, the use of context-based vocabulary displays, and systematic supervision conducted by student language administrators in collaboration with teachers and *mudabbir*/*mudabbirah*. Through these mechanisms, the policy contributes to the creation of a supportive language environment that encourages students' confidence and competence in using Arabic for everyday communication.

The findings of this study indicate that the "*Daʾirat al-Lughah*" policy has a positive impact on students' learning motivation and Arabic speaking ability. Most students reported increased internal motivation to practice Arabic and greater confidence in oral communication. Activities such as daily vocabulary enrichment, *muḥādathah* sessions, and the use of thematic visual vocabulary media play a significant role in encouraging students to speak more actively. The language environment established through this policy also fosters students' awareness of the importance of consistent Arabic language practice in their daily lives.

Despite these positive outcomes, the implementation of the "*Daʾirat al-Lughah*" policy continues to face several challenges, including low language awareness among some students, a lack of consistent role modeling from certain authoritative figures, limitations in supervision, and an insufficient number of language administrators. In response to these challenges, the boarding school has adopted various strategies, such as strengthening language support programs, applying a gradual habituation approach for new students, enhancing cross-unit coordination, and adjusting internal policies to reinforce the consistency and sustainability of the "*Daʾirat al-Lughah*" implementation.

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