

Linguistic Environment and its Impact on Motivation in Arabic Language Learning: An Analysis of Advantages and Constraints

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ABSTRACT

This study investigated (1) the implementation model of the Linguistic Environment program and (2) its advantages and disadvantages concerning the learning motivation of students in the Arabic Language Education Department at the State Islamic University of Bone. The research utilized a qualitative, descriptive analysis approach based on data collected through interviews, observation, and documentation (triangulation technique) from the department's students and administrators. The Linguistic Environment program is systematically implemented through a weekly schedule and is strategically supported by the Language Course and Arabic Language Camp. The main advantages found were its effectiveness in (a) facilitating speaking and increasing self-confidence, (b) expanding vocabulary and enhancing speaking boldness, (c) improving speaking and listening skills, and (d) consolidating the practical understanding of grammatical rules. The program successfully fosters intrinsic motivation by turning the university space into a realistic training environment for peer-led interaction. However, the study also noted several implicit disadvantages, including incomplete compliance from senior students, a lack of dedicated linguistic support materials, and challenges in comprehensive program evaluation. A major limitation is the study's reliance on qualitative data, thus lacking a precise quantitative measure of the program's impact on proficiency. Future research is recommended to employ mixed-methods designs to quantify learning outcomes and to focus on developing effective evaluation metrics and integrating digital tools to ensure sustained program effectiveness

Keywords: *Linguistic environment; Learning motivation; Arabic language-education.*

INTRODUCTION

Language is not only a tool for communication but also a reflection of the cultural identity of a specific society or group. In every conversation, language becomes a spark that reflects a community's unique values, traditions, and identity. Beyond being a system for communication, language plays a crucial role in the world of education. As one of the main pillars in the learning process, language allows for the effective transmission of knowledge and information (Sholehah et al., 2025).

In this scientific era, the need for language skills, including Arabic, is increasingly emphasized in higher education curricula. A deep understanding of the four language skills is considered vital, not only as an academic goal but also as a foundation for developing individual thinking and communication. In this context, it

is clear that these four skills are not only interconnected but are also reflected through an individual's linguistic thought process (Samin et al., 2024).

Arabic is one of the Semitic languages spoken by approximately 310 million people worldwide. It belongs to the Afro-Asiatic language family and is recognized as an official language in numerous countries in the Middle East and North Africa. Furthermore, Arabic is the liturgical language in Islam, utilized in the Quran, the holy book of Muslims (Jailani & Abror, 2020).

Teaching Arabic involves understanding and mastering the language structure, vocabulary, and the use of the language in various communication contexts. Learners in Arabic language education face the task of mastering four main language skills: listening, speaking, reading, and writing. These four skills are closely interrelated and are determined by the process of linguistic thought. It is asserted that a person's language reflects their thoughts, and the more proficient a person is in the language, the clearer and more directed their thoughts become (Adynata, 2025).

Motivation is the spark that ignites the desire to learn and is the driving force that pushes students to exert effort and perseverance in facing linguistic challenges. The relationship between the linguistic environment and motivation is considered complementary and direct (positive); if a supportive and stimulating environment is provided that offers opportunities for practice and interaction, students' motivation toward learning usually escalates and grows, leading them to achieve notable educational accomplishments and attain a high level of linguistic competence (A'yun et al., 2025).

The imposed penalties have not yet achieved complete effectiveness. Some students in the final level have not yet demonstrated exemplary behavior in language use towards their younger peers, often due to their advanced age and keen desire to graduate. Furthermore, there is a lack of supporting resources, such as language-specific posters or bulletin boards, which could serve as tools to enhance students' literary culture. Among the advantages noted in applying a linguistic environment are: Linguistic events are consistently the most anticipated and desired for participation. During these activities, students are motivated to showcase their artistic talents integrated with the target language. They practice daily up until the event, thereby improving their linguistic skills. The presence of incentives motivates them to continue utilizing the Arabic language. Finally, the existence of intrinsic motivation is observed among students, particularly as they witness their peers actively conversing in Arabic (Fatoni, 2019).

In its linguistic sense, the term 'motivation' (الدافعية) is equivalent to the word *niyyah* (intention) in Arabic. As stated, *niyyah* is the driving force that propels

an individual to perform actions or activities. Etymologically, *niyyah* is derived from the root *nawā* (نوى) or *niyyāt* (نيات), meaning purpose, a desired object, intentionally, or the intended goal, whether immediate or distant. Yusuf al-Qaradawi, in *Al-Niyyah wa Al-Ikhlās* (Intention and Sincerity), documented several definitions of *niyyah* from experts, including the definition that *niyyah* is the desire for something accompanied by the action of performing it. If this desire is not accompanied by activity, it is merely referred to as a strong wish (Hilmi & Nurhayati, 2024).

Based on the division of educational levels, as presented in the view of Mahmoud Kamel El-Nāqah (1985), the objectives of learning Arabic, particularly the speaking skill, can be directed toward forming learning motivation according to students' abilities and needs. These objectives assist students in sensing a challenge, gaining encouragement, and establishing the correct direction in the learning process: (for beginners, for intermediate learners, for advanced learners) (Wardana & Rasmi, 2025).

In this context, this study proposes the research title: "The Effectiveness of the Linguistic Environment on Student Learning Motivation in the Arabic Language Education Department at the State Islamic University of Bone." This study is expected to provide profound insights into the contribution of the Arabic linguistic environment to Arabic language learning motivation in universities, as well as providing a fundamental impetus for developing the Arabic language environment more effectively to achieve its stated objectives.

METHODS

Subject of Research

The research employed a Qualitative Research Design focusing on the exploration and evaluation of the linguistic environment's effectiveness on the learning motivation of students in the Arabic Language Education Department at the State Islamic University of Bone.

This design is guided by three core theoretical approaches: the Educational Approach (Manhaj at-Tarbawī), which views education as a science aimed at cultivating civilized, ethical individuals with noble personalities; the Sociological Approach (Manhaj al-Ijtima'ī), which frames humans as socio-cultural beings and emphasizes collective action and adaptation; and the Psychological Approach (Manhaj an-Nafsī), which examines individual behavior within organizational contexts, inseparable from environmental and internal processes.

The Subject of Research was the students enrolled and participating in the activities of the Arabic Language Education Department at the State Islamic

University of Bone. Informants for the study comprised lecturers from the Education Department and administrative staff within the daily administrative body of the Arabic Language Education Department. The study's scope was specifically centered on detailing the linguistic environment, including its phases and penalties, and evaluating its impact on student learning motivation. The research was conducted in the Education Department at the State Islamic University of Bone, with a projected timeline of less than two months following the submission of the research proposal.

Instrument

The data, defined as facts, evidence, or a set of information surrounding the research phenomenon, was collected using three primary instruments to ensure a comprehensive understanding of the research focus.

Observation was utilized as a systematic method to gather information by directly viewing and recording the target phenomena. The researcher employed an observation sheet to capture details of the teaching process as it naturally unfolded in the classroom, specifically focusing on the direct interaction between the teacher and students from the commencement to the conclusion of the session.

Interviews involved a purposeful conversation between the researcher (interviewer) and the selected informants (interviewees). This method allowed the researcher the flexibility to develop and refine questions dynamically to obtain in-depth, rich, and detailed answers concerning the linguistic environment and its effectiveness.

Documentation served as a supportive and complementary data collection technique. This involved gathering various documents—formal or informal—related to the research subject, such as images, academic records, previous research, and relevant theories, to provide contextual information about the research situation and background conditions.

Data Collection and Analysis

Data Collection was executed through the instruments described above: observation, interviews, and documentation. The collected data's credibility, or trustworthiness, was established through the process of triangulation, a data validity check technique. Specifically, the researcher employed source triangulation as suggested by Sugiyono, which involves comparing and verifying the information's credibility across different data collection techniques and sources. This was applied by systematically comparing and cross-verifying data obtained from observation with data from interviews and subsequently confirming the consistency of this information with documentary data. The purpose of this rigorous verification process was to ensure that the reported behaviors and interview statements were consistent and supported by existing documentary evidence, such as academic

fields, relevant theories, and previous research.

Data Analysis followed the interactive model developed by Miles and Huberman, conducted continuously until the research was completed. This technique involves three main concurrent flows of activity: data reduction, where the data gathered from the field is summarized, selected, and focused to prepare for analysis; data display, where organized, compressed information is presented visually (e.g., in matrices or charts) to facilitate conclusion drawing; and conclusion drawing and verification, where tentative conclusions are formulated from the data display and then verified against the initial field notes and triangulation results to establish their robustness and certainty. This iterative process ensured the qualitative data was systematically processed and interpreted to address the research focus effectively.

RESULTS AND DISCUSSION

Application of the Linguistic Environment in the Arabic Language Education Department at the State Islamic University of Bone

1. Forms of the Linguistic Environment in the Arabic Language Education

Among the initiatives implemented, the Linguistic Environment Program is considered one of the most crucial educational initiatives, launched starting from the 2023-2024 academic year. This program serves as a practical solution to enhance students' skills in using the Arabic language both inside and outside the classroom. The program is an actual embodiment of the idea of learning by practice, as it does not merely restrict the linguistic content to lectures but seeks to integrate the language into the daily life context of university students.

The program aims to establish an interactive learning environment that encourages students to use the Arabic language naturally and effectively in their various daily situations—whether in university corridors, during student activities, or in social interaction among peers. It also seeks to break the psychological and linguistic barrier students may feel when using the language, by providing continuous opportunities for realistic practice that contributes to building self-confidence and developing linguistic fluency. This program receives increasing attention from the department administration and its student body, given the tangible results it achieves in improving students' linguistic performance and increasing their enthusiasm for participating in learning activities based on dialogue and interaction, rather than being limited to rote memorization and passive reception. (This statement is substantiated by the administrative affiliation certificate for the 2023-2024 academic year, which indicates participation in this program.)

The Linguistic Environment Program does not stand alone but is

maintained with integrated support from other programs, such as the Language Course and the Arabic Language Camp. These programs work in harmony to elevate students' language proficiency.

2. Activities of the Linguistic Environment in the Arabic Language Education Department at the State Islamic University of Bone

In implementing the Language Course, students receive intensive training covering grammar (naḥw), morphology (ṣarf), and conversation to enhance their mastery of language rules and speaking ability. Meanwhile, through the Arabic Language Camp, students are encouraged to practice Arabic in interactive and communicative outdoor settings, simultaneously strengthening the spirit of brotherhood among Arabic Language Education students. In an interview conducted by the researcher, Arzena Ula Andriana, as the Head of the Education and Linguistics Division, explained the following:

"This Linguistic Environment work program is carried out every Monday and applies to all students in the Arabic Language Education Department, especially the 2021, 2022, and 2023 cohorts. As for the 2024 cohort, the program is still in a trial phase, where the language is used in a 50% Indonesian and 50% Arabic ratio, and penalties have not yet been applied to students who do not fully use Arabic. This activity takes place inside the university, excluding lecture hours and official institutional meetings."

The researcher observes that the implementation of the Linguistic Environment program within the organization, coupled with support from the Language Course training and the Arabic Language Camp activities, provides a genuine contribution toward forming an active and productive linguistic environment among students. This simultaneously represents a strategy to increase students' motivation and ability to use the Arabic language outside formal classrooms.

3. Practice of Applying the Linguistic Environment

The practice involves creating a general atmosphere that encourages the natural use of the language in diverse situations, both academic and non-academic. Ayu Nastik further explained the timing of the Linguistic Environment's implementation, stating:

"Each implementation of the Linguistic Environment is scheduled once a week, specifically on Monday, from the moment students enter the university until the end of the study day, excluding formal class times and specific meetings of the Department's Student Board, to avoid conflict with professors who do not have an Arabic language background or with their teaching schedules." (Supported by the Arabic Linguistic Environment application memorandum from the

Education and Linguistics Division)".

In an interview conducted by the researcher, Razam, a member of the Student Board of the Arabic Language Education Department at the State Islamic University of Bone, clarified that the implementation of the Linguistic Environment at the university is not a novel concept but an extension of practices long applied in religious boarding schools (ma'ahid dīniyyah)..

Advantages and Disadvantages of the Linguistic Environment in the Arabic Language Education Department at the State Islamic University of Bone

Through various perspectives from the participants, it became evident that this program holds several advantages and challenges.

1. Facilitating Speaking Arabic and Increasing Confidence

Razna, Head of the Education and Linguistics Division of the Student Board, affirmed that the application of the Linguistic Environment is one of the essential keys to opening avenues of success for students in learning Arabic. She explained that this program is not just a traditional activity but an effective educational initiative aimed at integrating the language into students' daily lives, which contributes to its natural use, away from the formal constraints of classrooms. She stated:

"I am one of the students in the Arabic Language Education Department, and I have felt a significant transformation in my self-confidence when speaking Arabic since joining the Linguistic Environment activities. I have become more comfortable and capable of expressing my thoughts, both in academic situations and in daily conversations with my peers."

The Linguistic Environment is considered a realistic training space, where students can practice the language outside the theoretical framework, allowing them to interact with their peers using the target language continuously and regularly. This repetition generates habituation, and habituation generates confidence, which is the key to fluent speaking.

2. Increasing Vocabulary and Speaking Boldness

Ainun Hashim, a 2022 batch student, mentioned that his participation in the Linguistic Environment program significantly helped improve his daily interaction using Arabic, especially in greetings and simple conversation. He added that the most prominent effect he felt was the expansion of his vocabulary and the increase in his boldness to use it, particularly in informal contexts, such as talking with friends or performing tasks within the department.

The adoption of certain unofficial rules, such as "Speak only in Arabic," motivates students to find alternative vocabulary and think directly in the target language. This training pattern helps strengthen what is known as linguistic

flexibility and increases the level of boldness and initiative in speaking, which Ainun confirmed in his testimony:

"I started using new words without hesitation, even if I wasn't sure of the precise phrasing, because I find people who correct and encourage me."

Through this, it is clear that the Linguistic Environment program is not limited to improving pronunciation or grammar but effectively contributes to expanding students' linguistic repertoire and enhancing their boldness to speak without fear or shyness, reflecting its effectiveness as an integrated educational and pedagogical tool in developing Arabic language skills..

3. Learning New Phrases from Friends

The student Shaqilah, a regular participant in the Linguistic Environment programs, confirmed that the existence of this environment within the department significantly helped her learn new phrases and structures from her friends in a natural way. She added:

"Thanks to the Linguistic Environment, it has become easy for us to learn from each other. I have learned many daily expressions that I did not learn in the classroom; rather, I heard them for the first time from my peers during daily conversations or group activities."

Through continuous interaction, students listen to how phrases are used in different contexts, which helps them understand the practical meaning, pronunciation, and even the correct intonation. These phrases are often linked to real-life situations, such as collaborating on activities, organizing events, or talking during breaks, which makes them more deeply rooted in memory and easier for daily use. Shaqilah also pointed out that some phrases she learned from her friends were unfamiliar to her before, but they became part of her daily linguistic repertoire after hearing them repeatedly in the environment. This pattern of repetition and real context is considered one of the most successful ways of language learning, as it enables the student to "live the language rather than just studying it." It is also worth noting that having peers who use Arabic daily reinforces the student's motivation to use it as well, as they feel that the language is part of the student culture and not merely a subject of study.

4. Improving Speaking and Listening Skills

Jamrud showed that the program's outcomes contribute to accelerating the improvement of students' communicative ability, especially in speaking and listening skills, by habituating them to using the language in real life. He stated:

"The program's outcomes significantly contribute to accelerating the process of developing students' communicative ability, particularly by habituating them to using the language in real life, away from the formal classroom."

Speaking and listening skills are among the most important productive and receptive skills a language learner must possess. To achieve effective mastery of these two skills, relying solely on theoretical lectures is insufficient; daily practice in a realistic environment is essential. This is what the Linguistic Environment in the Arabic Language Education Department provides by creating an atmosphere that encourages students to use the language in various contexts, both formal and informal, such as discussions, greetings, daily dialogue, and even student events. This is due to their habituation to hearing their peers speak Arabic regularly, which changes their view of Arabic from a "difficult language" to a "usable language for daily life." Additionally, realistic situations, such as asking for help, calling friends, or participating in student discussions, are genuine opportunities for students to use their speaking skills spontaneously and naturally.

5. Enhancing Understanding of Grammatical and Morphological Rules

Razna, Head of the Education and Linguistics Division, added that the benefits of the Linguistic Environment are not limited to developing communication skills but also play an important role in consolidating the practical understanding of grammatical (naḥwī) and morphological (ṣarfī) rules among students. She explained that "This environment helps students acquire linguistic structures and use them correctly through daily practice, and not only through the theories taught inside the classrooms." One of the common problems in teaching Arabic to non-native speakers, or even to those who speak it as a second language, is the gap between the theoretical aspect and the practical application.

6. Developing Love for the Language and Self-Motivation

The Head of the Arabic Language Education Department, Maria Ulfah Sharif, M.A., pointed out the program's importance in fostering students' love for the language and encouraging them to interact with it as a scientific and spiritual medium. The suitable linguistic environment plays a significant and excellent role in supporting the process of learning and mastering the Arabic language by students. An environment appropriate for the effective use of Arabic helps students form natural linguistic habits. By becoming accustomed to interacting and using it in daily activities within the university, their skills develop rapidly, fluently, and naturally. The Linguistic Environment program has proven its great benefit in developing students' language skills.

This program accelerates the improvement of students' communicative ability, especially in speaking skills, because they become accustomed to using Arabic in realistic and social contexts, not just in classrooms. Secondly, this program contributes to enhancing listening skills, as they become accustomed to

hearing Arabic in daily conversations within the university environment, which develops their ability to understand meanings and contexts with greater accuracy. Furthermore, this linguistic environment helps increase the linguistic repertoire and enhance their understanding of grammatical and morphological rules.

CONCLUSION

The primary aims of this study were to investigate (1) the implementation model of the Linguistic Environment program and (2) its advantages and disadvantages concerning the learning motivation of students in the Arabic Language Education Department at the State Islamic University of Bone. The study found that the Linguistic Environment Program is systematically implemented on Mondays, supported by integrated programs like the Language Course and the Arabic Language Camp. This model, inspired by practices in religious boarding schools, aims to integrate Arabic into students' daily lives, moving beyond the formal classroom setting. The main findings regarding the advantages of this environment are significant: it (a) facilitates speaking and increases self-confidence, (b) expands vocabulary and enhances speaking boldness by encouraging thinking directly in Arabic, (c) enables the learning of practical, daily phrases from peers in real-life contexts, (d) rapidly improves both speaking and listening skills, and (e) consolidates the practical understanding of grammatical and morphological rules. Fundamentally, the environment fosters intrinsic motivation and a genuine love for the language among students. However, the findings also implicitly highlight several limitations and disadvantages, including: (a) incomplete effectiveness of imposed penalties on senior students, (b) a lack of linguistic support materials (e.g., posters), (c) the program is time-consuming and requires intensive preparation, (d) potential unsuitability for all students, and (e) challenges in comprehensive evaluation. The findings underscore the significant causal and complementary relationship between a dedicated linguistic environment and student motivation in second language acquisition. By transforming the university space into a "realistic training space," the study confirms that learning by practice and peer-led interaction is highly effective in breaking psychological barriers and fostering linguistic fluency. This research provides a validated, structured operational model for other Arabic Language Education programs seeking to enhance communicative competence and intrinsic motivation through co-curricular linguistic activities, thus contributing directly to applied linguistics and pedagogical practice in Islamic higher education institutions. Future research should employ a mixed-methods approach (e.g., quasi-experimental or pre-test/post-test designs) to quantify the impact of the Linguistic Environment on specific learning outcomes, such as fluency scores and motivation

scales. Additionally, research should focus on developing and testing effective evaluation methods for non-formal language environments, and on strategies for integrating digital tools to address the noted lack of supporting resources and administrative efficiency. Practical recommendations include standardizing penalties for all cohorts and ensuring the continuous professional development of administrators to sustain the program's consistency.

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