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Teacher's Strategies for Establishing an Arabic Language Environment at Bilingual Islamic Senior High School in Bangil

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Abstract

Arabic-speaking environments are commonly associated with Islamic boarding schools, but similar programs are increasingly being developed in non-boarding Islamic schools. These programs position Arabic as both a classroom subject and a language for communication across the school environment. This study examines teachers' strategies for establishing an Arabic language environment at a private bilingual Islamic senior high school in Bangil, East Java. It adopts a qualitative case study approach, with data collected through interviews and observations. Data were analyzed using the Miles and Huberman model, comprising data reduction, data display, and conclusion drawing and verification. The findings indicate that the school sought to establish its language environment through planned and structured strategies involving school personnel, particularly teachers. Teachers encouraged students to speak Arabic, modeled its use in classroom interaction, provided language development activities, and supported participation in internal and external competitions. However, implementation remained uneven: Arabic was used mainly by Arabic teachers, and concerns about declining enrollment limited stronger institutional enforcement. The study highlights the importance of teacher participation, consistent institutional support, and sustained opportunities for practice in developing an Arabic language environment beyond boarding school settings.
Keywords: *Arabic Language Environment, Teacher Strategies, Bilingual Islamic Senior High School, Language Practice.*

Abstrak

Lingkungan berbahasa Arab umumnya dikaitkan dengan pondok pesantren. Namun, program serupa semakin banyak dikembangkan di sekolah-sekolah Islam nonpesantren. Program tersebut menempatkan bahasa Arab tidak hanya sebagai mata pelajaran di kelas, tetapi juga sebagai bahasa komunikasi dalam lingkungan sekolah. Penelitian ini bertujuan untuk mengkaji strategi guru dalam membangun lingkungan berbahasa Arab di sebuah sekolah menengah atas Islam swasta bilingual di Bangil, Jawa Timur. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Pengumpulan data dilakukan melalui wawancara dan observasi. Data dianalisis menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa sekolah berupaya membangun
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lingkungan berbahasa Arab melalui strategi yang terencana dan terstruktur dengan melibatkan warga sekolah, khususnya para guru. Guru mendorong siswa untuk berkomunikasi menggunakan bahasa Arab, memberikan keteladanan dalam penggunaan bahasa Arab selama interaksi pembelajaran, menyelenggarakan kegiatan pengembangan kemampuan bahasa, serta mendukung partisipasi siswa dalam berbagai kompetisi internal maupun eksternal. Namun, pelaksanaannya belum berjalan secara merata karena penggunaan bahasa Arab masih didominasi oleh guru bahasa Arab. Selain itu, kekhawatiran terhadap penurunan jumlah peserta didik membatasi penerapan kebijakan kelembagaan yang lebih tegas. Penelitian ini menegaskan pentingnya keterlibatan guru, dukungan kelembagaan yang konsisten, serta penyediaan kesempatan praktik berbahasa secara berkelanjutan dalam mengembangkan lingkungan berbahasa Arab di luar konteks pondok pesantren.

Kata Kunci: *Lingkungan Berbahasa Arab, Strategi Guru, Sekolah Menengah Atas Islam Bilingual, Praktik Berbahasa.*

INTRODUCTION

Second-language learning is influenced by the opportunities available for communication and by learners' motivation, emotions, and social relationships. Research on teacher support, classroom social climate, and learner enjoyment provides a basis for examining these factors together.[1] The amount of practice is therefore relevant alongside the interpersonal conditions under which students attempt to use the target language.[2]

A school language environment can provide repeated opportunities to encounter and use a foreign language through classroom interaction, teacher modeling, peer exchanges, and activities beyond scheduled lessons. Research on peer interaction identifies opportunities for learners to address difficulties and build understanding collaboratively,[3] while studies of informal language learning examine additional opportunities beyond classroom boundaries.[4] These perspectives inform the present discussion of how Arabic practice can be organized in a non-boarding school.

[1] Mohammad Hosseini, H., Fathi, J., Derakhshesh, A., & Mehraein, S. (2022). A model of classroom social climate, foreign language enjoyment, and student engagement among English as a foreign language learners. Frontiers in Psychology, 13, Article 933842. https://doi.org/10.3389/fpsyg.2022.933842; Wang, Y., Derakhshan, A., & Zhang, L. J. (2021). Researching and practicing positive psychology in second/foreign language learning and teaching: The past, current status and future directions. Frontiers in Psychology, 12, Article 731721. https://doi.org/10.3389/fpsyg.2021.731721; Zhao, Y., & Yang, L. (2022). Examining the relationship between perceived teacher support and students' academic engagement in foreign language learning: Enjoyment and boredom as mediators. Frontiers in Psychology, 13, Article 987554. https://doi.org/10.3389/fpsyg.2022.987554

[2] Kamilatin Azizah, Nurul Qomariyah, and Heni Listiana, "Penggunaan Media Ajar Digital Berbasis Deep Learning Dalam Evaluasi Pembelajaran PAI Di Sekolah Dasar," *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 3, no. 1 (November 2025): 1–13, https://doi.org/10.38073/pelita.v3i1.2807.

[3] Chen, M. H., & Ye, S. X. (2022). Extending repair in peer interaction: A conversation analytic study. Frontiers in Psychology, 13, Article 926842. https://doi.org/10.3389/fpsyg.2022.926842

[4] Lee, J. S., Xie, Q., & Lee, K. (2024). Informal digital learning of English and L2 willingness to communicate: Roles of emotions, gender, and educational stage. Journal of Multilingual and Multicultural Development, 45(2), 596–612. https://doi.org/10.1080/01434632.2021.1918699; Lee, J. S., Yeung, N. M., & Osburn, M. B. (2024). Foreign language enjoyment as a mediator between informal digital learning of English and willingness to communicate: A sample of Hong Kong EFL secondary students. Journal of Multilingual and Multicultural Development, 45(9), 3613–3631. https://doi.org/10.1080/01434632.2022.2112587; Zadorozhnyy, A., & Lee, J. S. (2025). Informal digital learning of English and willingness to communicate in a second language: Self-efficacy beliefs as a mediator. Computer Assisted Language Learning, 38(4), 669–689. https://doi.org/10.1080/09588221.2023.2215279

Developing a language environment requires more than displaying materials or delivering explanations. Students need attainable opportunities to speak and constructive responses when communication is difficult. Research on feedback and language anxiety emphasizes the importance of how feedback is provided,[5] while work on task-based instruction examines the relationship between communicative tasks, attention to form, and learning outcomes.[6] These findings support a focus on purposeful practice rather than unsupported fixed percentages of information retention.

Recent studies have examined how classroom environments, supportive relationships, and emotions are associated with willingness to communicate.[7] However, much of this literature concerns English as a foreign language. It can inform the interpretation of Arabic learning environments, but it does not establish that the same relationships or effect sizes hold at the school investigated here. This study therefore focuses on the strategies used to create opportunities for Arabic practice in a specific institutional setting.[8]

Recent research provides a complementary perspective on these environmental influences. Teacher immediacy and rapport are associated with learners' willingness to communicate,[9] while teacher support and classroom social climate are related to engagement and enjoyment.[10] A supportive setting therefore involves more than exposure to the target language; it also includes relationships and emotional conditions that make participation possible. Research on classroom environment and willingness to communicate identifies enjoyment, anxiety, and boredom as relevant intervening factors.[11] These studies concern other foreign language contexts and are used here to inform interpretation, rather than to establish outcomes for Arabic learners at the study site.

Whereas earlier studies emphasized the potential benefits of a language environment, the present study focuses on the strategies through which a school attempts

[5] Gregersen, T. (2023). Feedback matters: Thwarting the negative impact of language anxiety. Annual Review of Applied Linguistics, 43, 56–63. https://doi.org/10.1017/s026719052300003x

[6] Spada, N. (2022). Reflecting on task-based language teaching from an instructed SLA perspective. Language Teaching, 55(1), 74–86. https://doi.org/10.1017/s0261444821000161

[7] Cai, M. (2021). The predictability of Chinese English as a foreign language students' willingness to communicate through teachers' immediacy and teacher–student rapport. Frontiers in Psychology, 12, Article 769424. https://doi.org/10.3389/fpsyg.2021.769424; Li, C., Dewaele, J.-M., Pawlak, M., & Kruk, M. (2025). Classroom environment and willingness to communicate in English: The mediating role of emotions experienced by university students in China. Language Teaching Research, 29(5), 2140–2160. https://doi.org/10.1177/13621688221111623; Li, Z., Li, B., Wang, X., & Zhen, L. (2025). Clustering perceived learning environment as antecedents of willingness to communicate in a second language. Language Teaching Research, 29(7), 2777–2794. https://doi.org/10.1177/13621688221122611

[8] Yuni Khairun Nisa et al., "Implementasi Strategi Ekspositori Dalam Pembelajaran Sejarah Kebudayaan Islam Di Madrasah Aliyah," *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 3, no. 1 (November 2025): 107–21, https://doi.org/10.38073/pelita.v3i1.3627.

[9] M. Cai, The predictability of Chinese English as a foreign language students' willingness to communicate through teachers' immediacy and teacher–student rapport (2021).

[10] Mohammad Hosseini et al., A model of classroom social climate, foreign language enjoyment, and student engagement among English as a foreign language learners (2022).; Zhao & Yang, Examining the relationship between perceived teacher support and students' academic engagement in foreign language learning: Enjoyment and boredom as mediators (2022).

[11] C. Li et al., Classroom environment and willingness to communicate in English: The mediating role of emotions experienced by university students in China (2025).; Z. Li et al., Clustering perceived learning environment as antecedents of willingness to communicate in a second language (2025).

to establish one. The research question is: How do teachers establish an Arabic language environment at Bilingual Islamic Senior High School in Bangil.

METHOD

This study adopts a qualitative case study approach to examine teachers' strategies for establishing an Arabic language environment. Its principal data consist of interview accounts and observations rather than statistical measurements. The analysis emphasizes descriptions of participants' experiences, school practices, and the institutional conditions surrounding Arabic use. Numerical information about lesson duration, program allocations, and competition rankings is treated as contextual information rather than as evidence of a measured intervention effect.

Data were collected through interviews and observations. The supplied research records identify interviews with the Arabic teacher, Ana Mahbubah, and the principal, Farhadi, on 15 October 2019. The reported analysis involved three stages: data reduction, data display, and conclusion drawing and verification. Information relevant to the research focus was selected and organized, displayed to support interpretation, and used to develop conclusions that were checked against the available data. The present revision retains this reported analytical procedure and does not introduce a different fieldwork method.

The available account does not specify the total number of participants, interview duration, observation schedule, sampling criteria, or detailed procedures for establishing trustworthiness and obtaining consent. These omissions limit assessment of the study's methodological rigor. The recent literature used in this article updates the theoretical discussion while the empirical findings remain tied to the original fieldwork period.

RESULTS AND DISCUSSION

Environmental Perspectives on Language Acquisition

A language learning environment includes social relationships and emotional conditions as well as opportunities for exposure and practice. Research on classroom social climate and engagement examines how the learning setting relates to enjoyment and participation.[12] Studies on classroom environment and willingness to communicate also consider enjoyment, anxiety, and boredom as relevant intervening factors.[13] This perspective directs attention to students' experience of the environment rather than to the existence of language rules alone.

Supportive teacher behavior is one part of this environment. Conceptual work on interpersonal communication and teacher affirmation discusses their relevance to motivation and engagement,[14] while empirical research associates teacher caring and

[12] Mohammad Hosseini et al., A model of classroom social climate, foreign language enjoyment, and student engagement among English as a foreign language learners (2022).
[13] C. Li et al., Classroom environment and willingness to communicate in English: The mediating role of emotions experienced by university students in China (2025).
[14] Gao, Y. (2021). Toward the role of language teacher confirmation and stroke in EFL/ESL students' motivation and academic engagement: A theoretical review. Frontiers in Psychology, 12, Article 723432. https://doi.org/10.3389/fpsyg.2021.723432; Xie, F., & Derakhshan, A. (2021). A conceptual review of positive teacher interpersonal communication behaviors in the instructional context. Frontiers in Psychology, 12, Article 708490. https://doi.org/10.3389/fpsyg.2021.708490

rapport with willingness to communicate.[15] These findings provide a contemporary basis for examining how teachers encourage participation and respond to learners' attempts to speak.

Positive psychology research in language education draws attention to enjoyment, engagement, emotional regulation, persistence, and supportive institutional conditions.[16] These perspectives complement a focus on repeated practice by recognizing that participation also depends on how learners experience classroom relationships and communicative demands. They are used here as interpretive frameworks rather than as variables measured in the present case study.[17]

For the present analysis, the school's language environment is considered through several practical dimensions: access to written and visual Arabic materials; opportunities for listening and audiovisual exposure; interaction during instruction and daily routines; organizational support and language expectations; and the emotional climate surrounding participation. These dimensions organize the description of school practices rather than constituting a validated measurement scale. Research on classroom climate and communicative willingness provides a comparative basis for interpreting the relational dimension.[18]

The Arabic Language Environment

In this study, an Arabic language environment refers to the material resources, communicative opportunities, institutional practices, and interpersonal conditions that support Arabic learning and use across school life. The term includes what students hear and read, the activities in which they participate, and the support they receive when attempting to communicate. This working definition guides the case description and is informed by recent research on language classroom environments and teacher support.[19]

Organized practice can connect language use with meaningful classroom and school activities. Peer interaction can create learning opportunities through clarification and repair,[20] and research on collaborative dialogue examines how structured interaction

[15] Song, L., Luo, R., & Zhan, Q. (2022). Toward the role of teacher caring and teacher-student rapport in predicting English as a foreign language learners' willingness to communicate in second language. Frontiers in Psychology, 13, Article 874522. https://doi.org/10.3389/fpsyg.2022.874522

[16] Y. Wang et al., Researching and practicing positive psychology in second/foreign language learning and teaching: The past, current status and future directions (2021).; Wang, Y., & Marecki, M. (2021). Positive psychology 2.0 in a foreign language classroom: Students' emotional experience in English classroom interaction in China. Frontiers in Psychology, 12, Article 789579. https://doi.org/10.3389/fpsyg.2021.789579

[17] Samsul Huda, "Peran Biah Arabiyah Dalam Meningkatakan Kecapakan Berbahasa Arab Di Pondok Pesantren," *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 2, no. 2 (May 2025): 215–24, https://doi.org/10.38073/pelita.v2i2.2748.

[18] Z. Li et al., Clustering perceived learning environment as antecedents of willingness to communicate in a second language (2025).; Ma, W., Yang, W., & Bu, Q. (2024). Interconnected factors in EFL engagement: classroom climate, growth mindset, and achievement goals. Frontiers in Psychology, 15, Article 1353360. https://doi.org/10.3389/fpsyg.2024.1353360

[19] C. Li et al., Classroom environment and willingness to communicate in English: The mediating role of emotions experienced by university students in China (2025).; Z. Li et al., Clustering perceived learning environment as antecedents of willingness to communicate in a second language (2025).; Zhao & Yang, Examining the relationship between perceived teacher support and students' academic engagement in foreign language learning: Enjoyment and boredom as mediators (2022).

[20] Chen & Ye, Extending repair in peer interaction: A conversation analytic study (2022).

relates to oral performance.[21] In the present school, these perspectives help interpret the provision of speaking activities without assuming that practice alone guarantees proficiency gains.

Recent research adds that interpersonal support can affect whether students actually use the opportunities available to them. Conceptual reviews discuss teachers' positive communication behaviors, affirmation, and self-disclosure in relation to motivation and participation.[22] Studies of teacher caring and rapport likewise identify associations with willingness to communicate.[23] These findings support examining both opportunities for practice and the way teachers respond to students' attempts to speak.

The School as a Constructed Language Environment

Schools can create opportunities for students to participate in language-related activities during and beyond lessons. Participation is relevant to both practice and social interaction, but the benefits of a particular activity need to be assessed in its own setting. Research on student engagement emphasizes teacher–student relatedness and classroom climate as factors relevant to participation.[24]

The present manuscript does not measure students' leadership, intelligence, decision-making, or general social development. Its findings therefore concern the organization of language opportunities rather than broad developmental outcomes. Research on social relationships and persistence[25] and on teacher support, enjoyment, and willingness to communicate[26] offers a narrower comparative basis for discussing how sustained participation might be encouraged.

Conditions for Establishing an Arabic Language Environment

Establishing a schoolwide language environment involves coordinated participation by teachers, school leaders, and other staff. In this case, staff language competence, access to learning resources, and consistent program support are practical implementation concerns. Recent research on teachers' work engagement and students'

[21] Cai, Y., & Zhang, L. J. (2023). Effects of mobile-supervised question-driven collaborative dialogues on EFL learners' communication strategy use and academic oral English performance. Frontiers in Psychology, 14, Article 1142651. https://doi.org/10.3389/fpsyg.2023.1142651

[22] Gao, Toward the role of language teacher confirmation and stroke in EFL/ESL students' motivation and academic engagement: A theoretical review (2021).; Liu, X., & Zhu, L. (2021). The role of EFL teachers' self-disclosure as predictors of student's willingness to communicate and their engagement. Frontiers in Psychology, 12, Article 748744. https://doi.org/10.3389/fpsyg.2021.748744; Xie & Derakhshan, A conceptual review of positive teacher interpersonal communication behaviors in the instructional context (2021).

[23] Song et al., Toward the role of teacher caring and teacher-student rapport in predicting English as a foreign language learners' willingness to communicate in second language (2022).

[24] Gan, S. (2021). The role of teacher-student relatedness and teachers' engagement on students' engagement in EFL classrooms. Frontiers in Psychology, 12, Article 745435. https://doi.org/10.3389/fpsyg.2021.745435; Ma et al., Interconnected factors in EFL engagement: classroom climate, growth mindset, and achievement goals (2024).

[25] Cui, T., & Yang, Y. (2022). Social relationships and grit in English as a foreign language learning among high school students: A three-wave longitudinal study. Frontiers in Psychology, 13, Article 1038878. https://doi.org/10.3389/fpsyg.2022.1038878

[26] Yang, Y., Cui, Y., & Yao, S. (2024). Teacher support, grit and L2 willingness to communicate: The mediating effect of foreign language enjoyment. BMC Psychology, 12(1), Article 383. https://doi.org/10.1186/s40359-024-01877-5

engagement,[27] together with conceptual work on teacher enthusiasm,[28] supports considering teachers' participation as an important dimension of the learning environment. These studies do not, however, specify a universal staffing or funding formula for an Arabic program.

These conditions place responsibility at the institutional level. Teacher enthusiasm and engagement are relevant to the quality of participation students encounter.[29] Relatedness between teachers and students, teachers' emotion regulation, and rapport have also been discussed as contributors to student engagement.[30] These studies provide a basis for considering staff development alongside facilities and language rules.

Formal and Informal Language Environments

The case distinguishes scheduled classroom instruction from opportunities for practice beyond lessons. Research on task-based instruction provides a framework for examining purposeful communication within teaching,[31] while studies of informal digital learning investigate out-of-class language experiences.[32] The school's Friday program and organized competitions are institutionally structured extracurricular activities; they should not be treated as equivalent to self-directed informal digital learning.

The pedagogical implications of recent research include creating purposeful tasks, giving students opportunities to interact, attending to form when relevant, and providing supportive feedback.[33] Peer exchanges and collaborative dialogue can also be examined as sites of language use.[34] At the study school, varied materials and activities can be considered means of organizing these opportunities; their effectiveness would require direct evaluation rather than inference from the number of activities offered.[35]

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[27] Zhang, A., & Yang, Y. (2021). Toward the association between EFL/ESL teachers' work engagement and their students' academic engagement. Frontiers in Psychology, 12, Article 739827. https://doi.org/10.3389/fpsyg.2021.739827

[28] Peng, C. (2021). A conceptual review of teacher enthusiasm and students' success and engagement in Chinese EFL classes. Frontiers in Psychology, 12, Article 742970. https://doi.org/10.3389/fpsyg.2021.742970

[29] Peng, A conceptual review of teacher enthusiasm and students' success and engagement in Chinese EFL classes (2021).; Zhang & Yang, Toward the association between EFL/ESL teachers' work engagement and their students' academic engagement (2021).

[30] Gan, The role of teacher-student relatedness and teachers' engagement on students' engagement in EFL classrooms (2021).; Wang, F., & Ye, Z. (2021). On the role of EFL/ESL teachers' emotion regulation in students' academic engagement. Frontiers in Psychology, 12, Article 758860. https://doi.org/10.3389/fpsyg.2021.758860; Zhou, X. (2021). Toward the positive consequences of teacher-student rapport for students' academic engagement in the practical instruction classrooms. Frontiers in Psychology, 12, Article 759785. https://doi.org/10.3389/fpsyg.2021.759785

[31] Spada, Reflecting on task-based language teaching from an instructed SLA perspective (2022).

[32] J. S. Lee, Xie, & Lee, Informal digital learning of English and L2 willingness to communicate: Roles of emotions, gender, and educational stage (2024).; J. S. Lee, Yeung, & Osburn, Foreign language enjoyment as a mediator between informal digital learning of English and willingness to communicate: A sample of Hong Kong EFL secondary students (2024).; Zadorozhnyy & Lee, Informal digital learning of English and willingness to communicate in a second language: Self-efficacy beliefs as a mediator (2025).

[33] Gregersen, Feedback matters: Thwarting the negative impact of language anxiety (2023).; Spada, Reflecting on task-based language teaching from an instructed SLA perspective (2022).

[34] Y. Cai & Zhang, Effects of mobile-supervised question-driven collaborative dialogues on EFL learners' communication strategy use and academic oral English performance (2023).; Chen & Ye, Extending repair in peer interaction: A conversation analytic study (2022).

[35] Lutfi Rachman, "Transforming Islamic Religious Education in Response to the Challenges of Globalization and Modernity," *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 2, no. 2 (May 2025): 259–66, https://doi.org/10.38073/pelita.v2i2.3251.

Practice beyond scheduled lessons may extend the range of language experiences available to students. The school's organized programs provide one route, while curated reading, listening resources, and guided independent activities offer possible future extensions. Research on informal digital learning and self-efficacy[36] and on teacher support and self-regulation in online engagement[37] provides a comparative basis for these suggestions. The present fieldwork did not evaluate such digital extensions.

More recent research also examines learning beyond classroom boundaries. Informal digital learning has been investigated in relation to willingness to communicate, enjoyment, and self-efficacy.[38] This literature offers possible directions for extending access to Arabic materials, but the present case study did not evaluate digital informal learning as a school intervention. Similarly, research on task-based instruction emphasizes the relationship between communicative tasks, attention to form, and assessment of outcomes,[39] it provides an interpretive framework rather than a description of a method formally tested in this study.[40]

Establishing the Language Environment at the Study School

Institutional Background and Language Priorities

The research account describes an ambition to establish an integrated school comparable to one on Bandung Street in Malang. The designation "bilingual" reflected perceived community demand. Because a public Islamic senior high school in Bangil already emphasized vocational education, the new school sought a different institutional focus and selected foreign languages. Although the title identifies Bangil, other parts of the underlying research account refer to Batu; this inconsistency remains a limitation requiring confirmation of the site's official identity.[41]

Farhadi explained that the school's emphasis on foreign languages drew on his experience at a technology university in Surabaya, where English received considerable attention. He stated: "Students cannot graduate until they pass the standardized English test, TOEFL. It is therefore unsurprising that many companies and universities place their trust in the technology university in Surabaya." This is an interview statement translated from the supplied manuscript, rather than an independently verified description of that university's policy.

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[36] Zadorozhnyy & Lee, Informal digital learning of English and willingness to communicate in a second language: Self-efficacy beliefs as a mediator (2025).

[37] Yin, D., & Luo, L. (2024). The influence of perceived teacher support on online English learning engagement among Chinese university students: A cross-sectional study on the mediating effects of self-regulation. Frontiers in Psychology, 15, Article 1246958. https://doi.org/10.3389/fpsyg.2024.1246958

[38] J. S. Lee, Xie, & Lee, Informal digital learning of English and L2 willingness to communicate: Roles of emotions, gender, and educational stage (2024).; J. S. Lee, Yeung, & Osburn, Foreign language enjoyment as a mediator between informal digital learning of English and willingness to communicate: A sample of Hong Kong EFL secondary students (2024).; Zadorozhnyy & Lee, Informal digital learning of English and willingness to communicate in a second language: Self-efficacy beliefs as a mediator (2025).

[39] Spada, Reflecting on task-based language teaching from an instructed SLA perspective (2022).

[40] Muhammed Harshad K and Hassan Shareef Kp, "Integration of Classical Educational Thought into Modern Teaching: Lessons from 'Ihya Uloom al-Deen' and 'Tadhkirat al-Sami' Wal-Mutakallim'," *Afkaruna: International Journal of Islamic Studies (AIJIS)* 3, no. 1 (September 2025): 49–63, https://doi.org/10.38073/aijis.v3i1.3423.

[41] Welly Kuswanto, "Outstanding Students on the Global Stage: The Role of Content-Based English Learning," *Afkaruna: International Journal of Islamic Studies (AIJIS)* 3, no. 1 (July 2025): 75–84, https://doi.org/10.38073/aijis.v3i1.3290.

The school was established in 2010 and, according to the manuscript, has been led by Farhadi since its founding. He stated that its initial language allocation was 40% Arabic and 60% English. Enrollment subsequently declined, which he attributed to prospective students' fear of Arabic. The manuscript notes that not all applicants had graduated from Islamic schools. The school consequently changed the allocation to 20% Arabic and 80% English. The source does not clarify whether these percentages describe instructional time, program emphasis, or another measure.

Both Arabic and English were developed at the school. Students were encouraged to use the two languages in everyday school life. Other members of the school community, particularly teachers, were gradually involved to support the development of an effective language environment.

The school's Arabic environment was deliberately organized rather than naturally Arabic-speaking. Teachers and program staff created opportunities for students to encounter and use Arabic through instruction, routine interaction, and additional activities. This description concerns the school's arrangements; it does not establish equivalence with immersion in an Arabic-speaking community. Research on communicative tasks and peer interaction offers relevant perspectives for interpreting organized language practice.[42]

The case illustrates how a school outside an Arabic-speaking community can attempt to create regular opportunities for Arabic use. The effectiveness of such arrangements depends on their implementation and learners' participation. Recent studies of perceived classroom environments and willingness to communicate support examining students' experiences of support and input.[43] Comparisons with other institutions would require evidence from those institutions and were not undertaken in this study.

Schoolwide Measures Supporting Language Use

The school used the national curriculum, which Arabic teachers developed further for their instructional needs. Additional English lessons were provided for teachers who had not yet mastered the language. The school regarded this training as a way to support its bilingual environment. These are reported institutional practices; the study did not measure changes in teacher competence or estimate the effect of training on student achievement.

Teachers who had mastered a foreign language and used it regularly at school, particularly in instruction, reportedly received higher pay than those who had not. Teachers, administration, and output were identified as factors influencing language development. At the beginning of their remarks, teachers were expected to use English or Arabic. At the end of the year, teachers who spoke Arabic received recognition and appreciation.

Students were offered additional activities such as public speaking, debate, storytelling, and news reading. These activities formed part of the school's attempt to

[42] Chen & Ye, Extending repair in peer interaction: A conversation analytic study (2022).; Spada, Reflecting on task-based language teaching from an instructed SLA perspective (2022).

[43] C. Li et al., Classroom environment and willingness to communicate in English: The mediating role of emotions experienced by university students in China (2025).; Z. Li et al., Clustering perceived learning environment as antecedents of willingness to communicate in a second language (2025).

extend language use beyond ordinary lessons. Their contribution to students' proficiency was not measured directly. Research on participatory activities and collaborative dialogue provides comparative reasons to examine how such activities create communicative opportunities.[44]

Arabic Learning during Scheduled Classroom Lessons

Arabic instruction used the 2013 Curriculum, commonly referred to as K13. Textbooks followed the prescribed Al-Hikmah materials, but teachers adapted and developed their contents. Arabic lessons were scheduled for 90 minutes each week in each class. Teaching media included LCD projection, cards or small sheets of paper, pictures, and models or puppets.

The methods included the direct method, audiovisual instruction, and the audiolingual method. Students used materials developed by the teacher. During classroom instruction, students were required to speak Arabic. For example, a student wishing to leave for the bathroom was expected to request permission in Arabic; the research account states that permission would otherwise not be granted. These descriptions report the classroom practices identified in the original fieldwork rather than a comparison of teaching methods.

This example illustrates the school's attempt to attach Arabic to an immediate communicative purpose. Nevertheless, research on feedback and anxiety suggests that the way teachers respond to difficulty matters.[45] A pedagogical implication is to provide expressions, modeling, and assistance so that routine requests become attainable opportunities for practice. This implication is drawn from the added literature, not reported as an intervention evaluated at the school.

Arabic Learning beyond Scheduled Classroom Lessons

The Arabic Program was held every Friday for students in Grades 10 and 11. Although described as an elective activity, the manuscript indicates that students were required to select it. An Arabic teacher prepared a program textbook containing everyday expressions.

Language Month was held annually and included various internal and external competitions. Internal competitions involved Arabic and English, and every class was required to send representatives. The source also mentions external Arabic and English competitions involving junior secondary schools across Greater Malang. This description is retained as reported, pending confirmation of its relationship to the study school's stated location.

To motivate students and increase their interest in Arabic, the school supported participation in competitions organized by universities and other institutions concerned with languages. Examples included poetry recitation, public speaking, and language olympiads. Native speakers, including university students from abroad, were also invited

[44] Y. Cai & Zhang, Effects of mobile-supervised question-driven collaborative dialogues on EFL learners' communication strategy use and academic oral English performance (2023).; Liu, F., Vadivel, B., Rezvani, E., & Namaziandost, E. (2021). Using games to promote English as a foreign language learners' willingness to communicate: Potential effects and teachers' attitude in focus. Frontiers in Psychology, 12, Article 762447. https://doi.org/10.3389/fpsyg.2021.762447

[45] Gregersen, Feedback matters: Thwarting the negative impact of language anxiety (2023).

to the school. The presence of these visitors is reported as a program activity; the study did not measure their effect on students' enthusiasm or language development.

The achievements reported for 2019 included second place in the Bangil Porseni arts and sports competition and fourth place in an Arabic poetry recitation competition at State University of Malang. These results were reported in the research account and are retained as case information. They are not comparative evidence that the language program caused an improvement in proficiency.

Ana Mahbubah stated that students' proficiency varied according to their knowledge before entering the school. In general, she estimated that students required approximately one year to develop sufficient command of the language and the confidence to use it in speaking. This estimate is attributed to the teacher and was not established through a longitudinal proficiency assessment.

Teacher Modeling and Supportive Interaction

The case suggests that teacher modeling was central to the school's attempt to normalize Arabic. Recent research associates teacher immediacy and caring with willingness to communicate,[46] while theoretical work links positive interpersonal communication and teacher affirmation with motivation and engagement.[47] Taken together, these studies help explain why a language rule may be insufficient unless students encounter accessible models and constructive responses. The present evidence supports describing the strategies teachers used; it does not establish a causal effect of rapport on Arabic proficiency.

Teachers' enthusiasm, work engagement, relatedness, emotion regulation, and rapport provide further ways to interpret the interpersonal dimension of the environment.[48] Teacher self-disclosure is also discussed in the literature as a possible contributor to participation.[49] Applied to this school, these findings suggest examining how teachers make communication approachable and how staff participation can be broadened beyond Arabic teachers. This remains a recommendation for development, because the manuscript does not contain systematic measurements of these constructs.

Enjoyment Anxiety and Persistence

Student reluctance toward Arabic and concerns about recruitment reveal the emotional and institutional constraints surrounding the program. Research on perceived

[46] M. Cai, The predictability of Chinese English as a foreign language students' willingness to communicate through teachers' immediacy and teacher–student rapport (2021).; Song et al., Toward the role of teacher caring and teacher-student rapport in predicting English as a foreign language learners' willingness to communicate in second language (2022).

[47] Gao, Toward the role of language teacher confirmation and stroke in EFL/ESL students' motivation and academic engagement: A theoretical review (2021).; Xie & Derakhshan, A conceptual review of positive teacher interpersonal communication behaviors in the instructional context (2021).

[48] Gan, The role of teacher-student relatedness and teachers' engagement on students' engagement in EFL classrooms (2021).; Peng, A conceptual review of teacher enthusiasm and students' success and engagement in Chinese EFL classes (2021).; F. Wang & Ye, On the role of EFL/ESL teachers' emotion regulation in students' academic engagement (2021).; Zhang & Yang, Toward the association between EFL/ESL teachers' work engagement and their students' academic engagement (2021).; Zhou, Toward the positive consequences of teacher-student rapport for students' academic engagement in the practical instruction classrooms (2021).

[49] X. Liu & Zhu, The role of EFL teachers' self-disclosure as predictors of student's willingness to communicate and their engagement (2021).

teacher support and classroom social climate highlights the roles of enjoyment and boredom in engagement.[50] Reviews of motivation, enjoyment, and teacher immediacy.[51] and research on emotions during classroom interaction[52] similarly draw attention to participation conditions. Studies of achievement examine enjoyment alongside anxiety and boredom,[53] showing why a language environment should not be evaluated only through the presence of compulsory rules.

Persistence is another relevant dimension. Longitudinal research links social relationships with language-learning grit,[54] and recent studies examine grit and teacher support in relation to willingness to communicate and enjoyment.[55] Research on autonomy support, psychological needs, classroom engagement, self-efficacy, and classroom flow[56] offers possible explanations for sustained participation. The school's reported activities can therefore be discussed in terms of repeated opportunities and support, while students' actual emotions and persistence remain matters for future investigation.

Classroom Climate and Communicative Opportunities

The Friday program, classroom requests, speeches, debates, storytelling, and competitions supplied different opportunities to use language. Research on games provides evidence that a participatory activity can support willingness to communicate in an EFL setting.[57] Conversation-analytic work on peer interaction shows how learners can

[50] Mohammad Hosseini et al., A model of classroom social climate, foreign language enjoyment, and student engagement among English as a foreign language learners (2022).; Zhao & Yang, Examining the relationship between perceived teacher support and students' academic engagement in foreign language learning: Enjoyment and boredom as mediators (2022).

[51] Cao, G. (2022). Toward the favorable consequences of academic motivation and L2 enjoyment for students' willingness to communicate in the second language (L2WTC). Frontiers in Psychology, 13, Article 997566. https://doi.org/10.3389/fpsyg.2022.997566; Guo, H., Gao, W., & Shen, Y. (2022). L2 enjoyment of English as a foreign language students: Does teacher verbal and non-verbal immediacy matter? Frontiers in Psychology, 13, Article 897698. https://doi.org/10.3389/fpsyg.2022.897698

[52] Y. Wang & Marecki, Positive psychology 2.0 in a foreign language classroom: Students' emotional experience in English classroom interaction in China (2021).

[53] Dewaele, J.-M., Botes, E., & Meftah, R. (2023). A three-body problem: The effects of foreign language anxiety, enjoyment, and boredom on academic achievement. Annual Review of Applied Linguistics, 43, 7–22. https://doi.org/10.1017/s0267190523000016; Li, C., & Wei, L. (2023). Anxiety, enjoyment, and boredom in language learning amongst junior secondary students in rural China: How do they contribute to L2 achievement? Studies in Second Language Acquisition, 45(1), 93–108. https://doi.org/10.1017/s0272263122000031

[54] Cui & Yang, Social relationships and grit in English as a foreign language learning among high school students: A three-wave longitudinal study (2022).

[55] Li, G. (2024). The effect of grit on L2 willingness to communicate among Chinese junior high school students: An analysis of the differential roles of foreign language enjoyment and anxiety. Frontiers in Psychology, 15, Article 1468464. https://doi.org/10.3389/fpsyg.2024.1468464; Yang et al., Teacher support, grit and L2 willingness to communicate: The mediating effect of foreign language enjoyment (2024).

[56] Gong, W., & Xu, C. (2024). Teacher support as predictors of Chinese EFL learners' classroom flow: The mediating role of academic self-efficacy. Frontiers in Psychology, 15, Article 1452146. https://doi.org/10.3389/fpsyg.2024.1452146; Wang, Y., Luo, W., Liao, X., & Zhao, P. (2024). Exploring the effect of teacher autonomy support on Chinese EFL undergraduates' academic English speaking performance through the mediation of basic psychological needs and classroom engagement. Frontiers in Psychology, 15, Article 1323713. https://doi.org/10.3389/fpsyg.2024.1323713

[57] F. Liu et al., Using games to promote English as a foreign language learners' willingness to communicate: Potential effects and teachers' attitude in focus (2021).

create learning opportunities through repair,[58] while a study of supervised collaborative dialogue examines the relationship between structured interaction and oral performance.[59] These studies support considering interaction design, but they do not directly validate the particular Arabic activities observed in this case.

Classroom climate, growth mindset, and achievement goals have been examined together in relation to engagement.[60] Studies on perceived learning environments also distinguish students' experiences of support and input,[61] while research on classroom emotions connects environment with willingness to communicate.[62] This suggests a need to investigate whether the school's language opportunities are experienced as supportive by students with different starting levels, rather than assuming that all students benefit equally from a shared program.

Extending Practice beyond the Classroom

Informal digital learning research connects out-of-class experiences with communicative willingness, enjoyment, and self-efficacy.[63] Research on online engagement also identifies self-regulation as relevant to the relationship between perceived teacher support and participation.[64] These findings suggest possible extensions through curated Arabic recordings, short listening tasks, reading resources, and guided independent practice. They are proposed directions rather than activities documented in the original fieldwork.

Task-based research distinguishes communicative performance from broader language development and emphasizes attention to form and feedback.[65] Consequently, competition results and teacher impressions should be complemented by measures of ordinary participation and language development if the school later evaluates program effectiveness. The recent literature informs this recommendation, while the present case remains a descriptive qualitative account.

CONCLUSION

An Arabic language environment in a school provides conditions intended to support students' social, intellectual, emotional, and broader educational development. At Bilingual Islamic Senior High School in Bangil, the environment was developed through school initiatives and teacher efforts to promote Arabic use, classroom practice,

[58] Chen & Ye, Extending repair in peer interaction: A conversation analytic study (2022).
[59] Y. Cai & Zhang, Effects of mobile-supervised question-driven collaborative dialogues on EFL learners' communication strategy use and academic oral English performance (2023).
[60] Ma et al., Interconnected factors in EFL engagement: classroom climate, growth mindset, and achievement goals (2024).
[61] Z. Li et al., Clustering perceived learning environment as antecedents of willingness to communicate in a second language (2025).
[62] C. Li et al., Classroom environment and willingness to communicate in English: The mediating role of emotions experienced by university students in China (2025).
[63] J. S. Lee, Xie, & Lee, Informal digital learning of English and L2 willingness to communicate: Roles of emotions, gender, and educational stage (2024).; J. S. Lee, Yeung, & Osburn, Foreign language enjoyment as a mediator between informal digital learning of English and willingness to communicate: A sample of Hong Kong EFL secondary students (2024).; Zadorozhnyy & Lee, Informal digital learning of English and willingness to communicate in a second language: Self-efficacy beliefs as a mediator (2025).
[64] Yin & Luo, The influence of perceived teacher support on online English learning engagement among Chinese university students: A cross-sectional study on the mediating effects of self-regulation (2024).
[65] Spada, Reflecting on task-based language teaching from an instructed SLA perspective (2022).

additional language programs, and participation in competitions. These efforts demonstrate how a non-boarding school can organize opportunities for Arabic practice.

Two limitations were evident in the implementation described by the manuscript. First, Arabic was not used consistently by all students and staff; its use remained concentrated among Arabic teachers. Second, the principal was hesitant to strengthen Arabic use across the school because of concern that doing so could reduce enrollment. Thus, the findings indicate a partially implemented language environment, rather than an Arabic-speaking culture fully shared by the whole institution.

Teachers should provide varied Arabic books and texts and expand activities that develop language skills and students' interest in Arabic. The recent literature further suggests attending to teacher support, classroom climate, and opportunities for attainable communication. Future work should document students' experiences and language development directly. The author also invites readers to examine the study critically and provide suggestions for its improvement.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the authors used ChatGPT (OpenAI) to assist with translating the original Indonesian manuscript into academic English, improving language clarity and coherence, organizing arguments, and refining selected sections of the manuscript. AI assistance was also used to support literature organization and academic language editing. All AI-assisted outputs were critically reviewed, verified, and revised by the authors, who assume full responsibility for the accuracy, originality, academic integrity, and final content of the manuscript.

AUTHOR CONTRIBUTION STATEMENT

Both authors contributed to the conceptualization, research design, literature review, data interpretation, manuscript preparation, and critical revision. The study involved qualitative field research through interviews and observations to examine teachers' strategies for establishing an Arabic language environment at a bilingual Islamic senior high school in Bangil. The authors collaboratively analyzed the findings using the Miles and Huberman model, focusing on teacher modeling, classroom communication, extracurricular language activities, institutional support, and implementation challenges. Both authors reviewed and approved the final manuscript.

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DATA AVAILABILITY STATEMENT

The data supporting this study consist of qualitative interview accounts and observational records collected at a bilingual Islamic senior high school in Bangil, East Java. The analysis includes information obtained from school personnel, particularly the principal and an Arabic language teacher, concerning teaching strategies, language programs, institutional policies, and challenges in establishing an Arabic-speaking environment. Relevant findings are presented in the manuscript. Additional non-confidential research documentation may be made available by the corresponding author

upon reasonable request, subject to participant confidentiality and applicable ethical considerations.

DECLARATION OF INTERESTS

The authors declare that they have no financial, personal, institutional, or professional competing interests that could have influenced the research process, data interpretation, or publication of this manuscript.

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