

Arabic Language Environment for Islamic Boarding School Student Language Acquisition: Capturing Language Input, Interaction, and Output

*Imam Muttaqin¹, Bakri Mohamed Bakheit², Mamluatul Hasanah³

^{1,3}Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang, Jl. Gajayana No. 50, Malang, East Java, Indonesia

²Universitas Islam Omdurman, HCFX+4RV, Omdurman, Sudan

*muttaqinaimama31@gmail.com

ABSTRACT: *This study aims to learn more about the Arabic language environment and its relationship to input, interaction and output in student language acquisition. The approach used is a qualitative approach with a case study type. Determination of informants using purposive techniques. Data collection techniques include observation, interviews, and documentation. Data analysis using the Miles, Huberman and Saldana models, namely data condensation, data presentation, and conclusions. The results of the study show that the Arabic language environment consists of a formal Environment containing classroom learning, Mhārḥ al-qirā'ah, mhārḥ al-kitābah, al-Istimā' wa-al-kalām, Informal Environment containing language activities outside the classroom; ilqā' al-mufradāt, al-muḥādathah, al-taw'iyah al-dīnīyah, al-khaṭṭ al-'arabī, muhadlarah, and maḥkamat al-lughah. Related to input, interaction, and output, the Arabic language environment is concerned with formal and informal environments. The formal environment of language input in the form of structured teacher utterances originates from dialogue and language exercises, patterned language interactions between individual teachers and groups of students and interactions between groups of teachers and groups of students, while the language output is in the form of structured student utterances according to Arabic language structure patterns. While the informal environment of language input in unstructured teacher utterances originates from natural language, the language interaction in it is patterned, the interaction between individual teachers and individual students or vice versa, while the language output is in the form of student utterances obtained naturally. It should be noted that this study is limited to the aspects of the Arabic Language Environment and Language Acquisition. The findings of this study show the importance of an Arabic language environment that can enrich language input, interaction, and output in the language acquisition process.*

Penelitian ini bertujuan untuk mengetahui secara detail tentang lingkungan bahasa Arab, dan relasinya terhadap input, interaksi dan output, dalam proses pemerolehan bahasa siswa. Pendekatan yang digunakan adalah pendekatan kualitatif dengan jenis studi kasus. Penentuan informan menggunakan teknik

¹  orcid id: <http://orcid.org/0009-0005-2537-9947>

²  orcid id: <http://orcid.org/0000-0001-6959-3607>

³  orcid id: <http://orcid.org/0009-0008-7804-2944>

purposive. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Analisis data menggunakan model Miles, Huberman dan Saldana yaitu kondensasi data, pemaparan data, dan kesimpulan. Hasil kajian menunjukkan lingkungan Bahasa Arab terdiri dari; Lingkungan Formal yang berisi pembelajaran dalam kelas; *Mhārḥ al-qirā'ah*, *mhārḥ al-kitābah*, *al-istimā' wa-al-kalām*, Lingkungan Informal berisi kegiatan bahasa luar kelas; *ilqā' al-mufradāt*, *al-muḥādathah*, *al-taw'iyyah al-dīnīyah*, *al-khaṭṭ al-'arabī*, *muhadlarah*, and *maḥkamat al-lughah*. Terkait input, interaksi, dan output, dalam lingkungan bahasa arab, menyangkut lingkungan formal dan informal. Lingkungan formal input bahasa berupa ujaran dari guru yang terstruktur bersumber dari dialog dan latihan bahasa, interaksi bahasa berpola interaksi individu guru dan kelompok murid serta interaksi kelompok guru dan kelompok murid, adapun output bahasa berupa ujaran siswa yang terstruktur sesuai pola struktur bahasa arab. Sedangkan lingkungan informal input bahasa berupa ujaran dari guru yang tidak terstruktur bersumber dari bahasa alami, interaksi bahasa di dalamnya berpola; interaksi individu guru dan individu murid atau sebaliknya, adapun output bahasa berupa ujaran siswa yang diperoleh dengan alami. Perlu diketahui bahwa penelitian ini terbatas pada aspek Lingkungan Bahasa Arab dan Pemerolehan bahasa. Temuan Penelitian ini menunjukkan pentingnya lingkungan bahasa Arab yang dapat memperkaya input bahasa, interaksi, dan output pada proses pemerolehan bahasa.

Keywords: *Language Environment, Arabic Language, Language Acquisition, Pesantren Language.*

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I. INTRODUCTION

The language environment is stated as the most critical position in language learning today (Cunha et al., 2024), including the Arabic-language environment, which has a significant role and function in learning Arabic for both native speakers and non-native Arabic learners (Hanifah & Rakhmawati, 2020). In its application, it can be felt both directly and indirectly; directly interpreted there is a willingness and effort from the teacher to utilize the environment by the desired expectations, and indirectly interpreted as a positive influence on improving the expected aspects without realizing it (Sadoughi & Hejazi, 2024). The application of the Arabic-language environment is undoubtedly done because of urgency (Hansen & Broekhuizen, 2021), and without the application of the environment Arabic learning is far from the values that can be achieved from the environment (Marlius et al., 2021), or it can be said that Arabic acquisition has no environmental elements.

As part of the Arabic learning discourse, the Arabic language environment cannot be separated from the discussion of language learning and language acquisition (Khasawneh, 2022). Language learning is a conscious activity to master a particular language in second and foreign languages (Mitchell et al., 2019). Meanwhile, language acquisition is an activity carried out unconsciously that can help master a second language or foreign language (Ellis, 2015). The two discussions are different but ideally have the same goal: how language can be owned by language learners, including the

Arabic language, which has the same characteristics as another language (Almelhes & Alsaiani, 2024).

In Arabic itself, the Arabic environment related to the language learning process and the language acquisition process, the difference is not seen significantly, meaning that the Arabic environment can affect both things and in essence is the language environment used for learners being able to have Arabic ideally. The existence of a combination of language learning discourse and language acquisition in an Arabic language environment or vice versa indicates that Arabic language skills can be possessed and mastered with both of these things and utilizing the existence and essence of the Arabic language environment can optimize learners in having Arabic language skills more quickly and flawlessly (Harnika et al., 2024).

A learner through language learning or language acquisition to have Arabic language skills using the Arabic language environment cannot be separated from the existence of 3 main elements of language, input, interaction, and output (Kager et al., 2023). Input is audible speech or readable language expression (Isik & Krashen, 2020; S. Krashen, 2016). Interaction is the process of a language learner using the speech he hears and the expressions he reads for his language development (Long, 1981, 2020). Output results from input and interaction in the form of speech spoken by language learners and speech written by language learners (Gass & Mackey, 2020; Mahmood et al., 2023). They combine mastery of the four language skills: listening, speaking, reading, and writing, as well as the three elements of language: language sounds, vocabulary, and sentence structure (Gass & Mohamed, 2017).

Some research on the Arabic language environment has been done in Arabic learning. Like the research conducted by Zahrotul Qotrunnada who found that speaking skills in learning Arabic in the classroom can be improved through the language environment in the form of language motivation, memorization efforts and speaking practice, the research he has done is still limited to learning Arabic in the classroom. From the findings it is suggested that there is a thorough and intense application of the language environment (Qotrunnada & Hendra, 2024). Widiya Yul's research found the main problem in mastering Arabic is the need for an Arabic language-rich environment with Arabic elements, such as literature, culture, and history, for the Arabic learning process. The research was conducted at the Madrasah Aliyah level and suggested an environment that supports the use of Arabic (Yul et al., 2023).

Then Kuswoyo's research found that supporting activities for Arabic language learning was a component of the Arabic language environment, this research was conducted at the level of Madrasah Ibtidaiyah and only focused on supporting activities for Arabic language learning, this study suggested the existence of supporting activities that could enable the creation of an Arabic language environment (Kuswoyo et al., 2021). Dwi Wulandari's research, which examines foreign language learning, the learning environment, and its influence on students, found that language learners in madrasahs are very familiar with Arabic. However, communication skills still need to improve, and the right solution is required to solve language acquisition problems (Wulandari & Noor, 2020).

Previous research has discussed at least three crucial aspects related to the Arabic language environment: First, the function of the language environment for international students; second, Efforts to create a language environment through supporting language activities; third, the influence of the Arabic environment for Arabic language learners.

The study needs to specifically address efforts to shape the language environment at the Madrasah Tsanawiyah level and its specific use in acquiring Arabic students through Arabic input, interaction, and output.

Furthermore, based on the description above, the researcher will discuss the formation of an Arabic language environment and how the environment can improve Arabic language acquisition, especially for high school students, by describing the patterns of language input, language interaction, and language output obtained by students. Without an Arabic language environment that contains elements of language input, interaction, and output, Arabic language learners will not get the language acquisition process needed to improve their Arabic language skills.

II. METHOD

The research approach used in this study is qualitative, case study research design type. This study aims to determine how the Arabic language environment is created and how language acquisition is acquired in an environment containing language input, interaction, and output. The location of the study is in the Intensive Arabic Language Learning Program organized by Pusdiklat Darussalam Gontor University for Students of MTsN 1 Ponorogo Based on Islamic Boarding Schools at the Main Campus of Darussalam Gontor University. The researcher used a purposive technique (Palinkas et al., 2015). In this case, the research subjects include Teachers, Tutors, Program Committees, and Students. Research data were collected from primary and secondary data sources. Data were collected directly from observations, interviews, and documentation. Meanwhile, data analysis was carried out using the Miles, Huberman, and Saldana analysis model, which includes data condensation, data presentation, drawing and verifying conclusions (Miles et al., 2014). For data validation, triangulation of sources and methods was chosen to validate research data.

III. RESULT AND DISCUSSION

Learning Arabic cannot be separated from its relationship with the environment. Haidi C. Dulay expressed the opinion that the language environment is significant in language learning; whatever language is intended for language learning, it cannot deny the role of the language environment in improving language learners' language skills. His explanation that the language environment is everything that can be heard and seen by language learners related to the language he is learning emphasizes that the language environment is also a primary need in language learning. Furthermore, he elaborated more clearly that general and situational circumstances such as the practice of buying and selling transactions in canteens or shops, conversations with peers, watching television, and reading street signs and newspapers, are significantly related to the language environment, especially special and very conducive to language learning such as; language class activities, textbooks and learning recordings containing language material, are also included in the content of the language environment (Bialystok et al., 1982).

The above opinion is in line with what Stephen D. Krashen expressed regarding the language environment, he explained that the language environment consists of 2 environments. First, the formal or artificial language environment can be found in the classroom. This environment is one of the language environments that focuses on how

language and its rules can be learned consciously. Second, the informal or natural environment can be found outside the classroom, and it is one of the general, natural, uncreated language environments encompassing everything that language learners hear and see, often also called the actual language environment (S. D. Krashen, 1976). These two environments are related, are not separate, and constantly influence each other, a learning will get excess benefits by conditioning these two things.

Krashen's description of the two environments leads to specific criteria that show the differences. Iskandarwassid (2016) added a related explanation; he showed the characteristics of each environment. First, the formal environment has characteristics: a. artificial, or artificial, b. Students are given directions about language rules or correcting language, and c. are part of language learning activities in an educational institution. Second, the informal environment has its characteristics: a. natural, b. students communicate with language, c. presence of model figures that are exemplified and imitated, d. communication support. The characteristics of these two types of environments are an essential prerequisite in seeing the state of the language environment that is present in student language learning, in a formal environment, it can be tried as far as possible and as much as possible so that it can improve the results of the language learning process, as for the situation of the informal environment which is then adjusted to the needs of language learners will complement and improve the results of student language learning.

Furthermore, in associating the language environment with language acquisition, Rahmawati et al. (2022) see that the environment must be suitable for learning Arabic. Explained the virtues of the language environment: the language environment plays an essential and crucial role in the effectiveness of learning; the language environment that has been formed is a critical asset in an educational institution; The formal and informal language environment provides input on language acquisition, and in Arabic language learning, a language environment that is conducive, appropriate, positive, healthy and beneficial (Rahmawati et al., 2022; Ritonga et al., 2021). The description of the virtues of the language environment gives an overview that its influence is enormous on students' Arabic language learning, even so, for every language teacher and educational institution who pays great attention to learning Arabic to maximize the use of the language environment for children's language acquisition.

The Efforts to establish an Arabic language environment that ensures the process of acquiring children's language can be carried out by all educational institutions (Alsubaie, 2022), with various types of programs that can support the implementation of these efforts. Supporting programs that can accommodate the language environment can be in the form of regular and intensive programs (Oakley et al., 2022; Warnis et al., 2019). Regular programs are daily and long-term, while intensive programs are weekly or in limited periods with more intensity than regular programs (Ashari et al., 2023). The effort to form an Arabic language environment through this intensive program can be found in the intensive Arabic language training held by the UNIDA Gontor Education and Training Center and MTsN 1 Ponorogo for 8th-grade students (Setiyadi et al., 2023). The relationship between the Arabic language learning-intensive program, the formation of the Arabic language environment, and the process of acquiring the Arabic language in the program is described below.

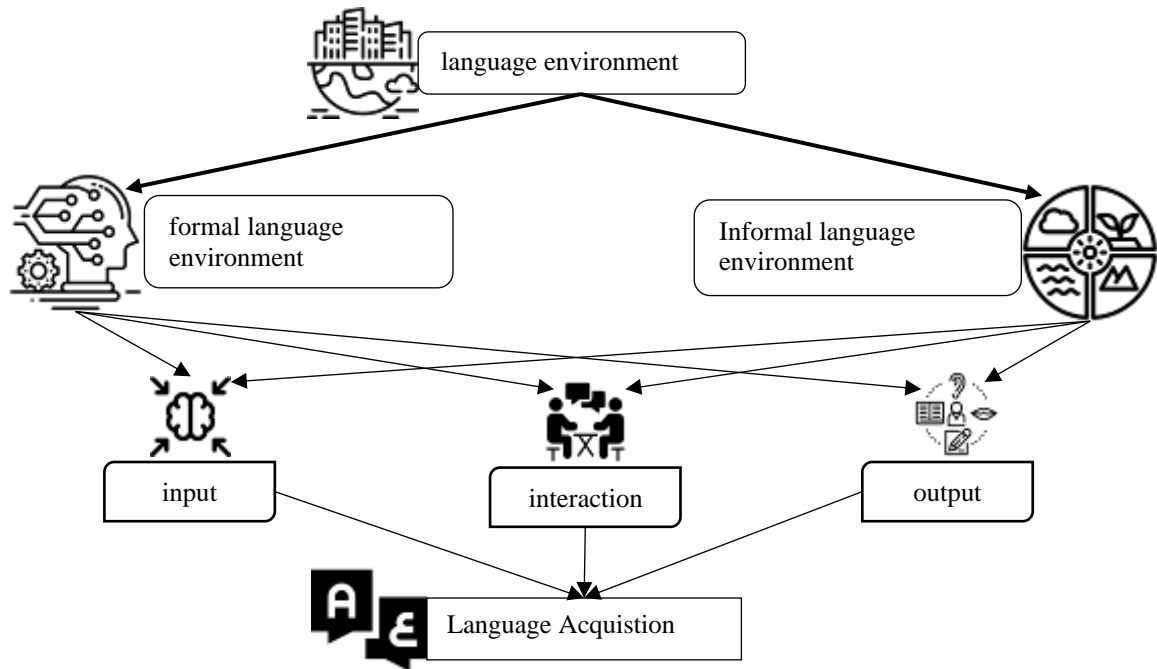


Figure 1. Language environment and language acquisition

Arabic Language Environment; Formal and Informal Arabic Environment

Researchers found the Arabic language environment in the Arabic training week program for grade 8 MTs was regularly structured and integrated. The Arabic environment in the training is formal and informal (Murriss et al., 2018), and this combination of environments relates to students and teachers.

Table 1. Composition of Arabic language environments

Characteristic	Arabic language formal environment	Arabic language informal environment
Environmental shape	Artificial in Arabic language learning classes	Natural outside the classroom Arabic language learning
Curriculum model	<i>al-barāmij al-akādīmīyah</i> , contains teaching activities in the classroom involving teachers or tutors, subject matter, learning media, and references to learning books	<i>al-barāmij all'kādymyħ</i> , which contains existing non-academic activities and is inspired by the natural routine of Islamic boarding school life
Language focus	Arabic rules	Communicative use of Arabic
The role of the teacher	Subject	Object
The role of the student	Object	Subject
Language content	The subject matter consists of; Arabic, <i>mhārħ al-qirā'ah</i> , <i>mhārħ al-kitābah</i> , <i>al-istimā' wa-al-kalām</i> . The book references for each subject matter are, the Arabic	In the form of activities such as; <i>Ilqā' al-mufradāt</i> , <i>al-muħādathah</i> , <i>al-taw'iyah al-dīnīyah</i> , <i>tahsīn qirā'ah al-</i>

material is <i>durūs al-lughah al-‘arabīyah, altmrynāt; mhārḥ al-qirā’ah</i> (reading skills) material is <i>al-qirā’ah al-rashīdah al-ūlā, mhārḥ al-kitābah</i> (writing skills) material is <i>durūs al-ta’bīr, al-inshā’ lil-ṣaff al-thānī</i> 2nd grade KMI; <i>al-istimā’ wa-al-kalām</i> (listening and speaking skills) material is <i>al-‘arabīyah bayna yadayk</i>	<i>Qur’ān</i> , Life skills and <i>al-nisā’īyah, al-khaṭṭ al-‘arabī, al-muḥāḍarah</i> , Friday night, and Court <i>lughoh or maḥkamat al-lughah</i>
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The formal Arabic environment in intensive Arabic language training for grade 8 students of MTs Ponorogo is an environment that is held officially in Arabic learning classes, related to *al-barāmij al-akādīmīyah* or official academic activities, in the form of teaching activities in the classroom involving teachers or tutors, subject matter, learning media, and learning book references. In this case, the lecturer is a UNIDA lecturer or several PBA students who get teaching practice assignments, and the subject matter consists of Arabic language, *mhārḥ al-qirā’ah, mhārḥ al-kitābah, al-istimā’ wa-al-kalām*. The book references for each subject matter are *durūs al-lughah al-‘arabīyah, altmrynāt; mhārḥ al-qirā’ah* (reading skills) material is *al-qirā’ah al-rashīdah al-ūlā, mhārḥ al-kalām* (writing skills) material is *durūs al-ta’bīr, al-inshā’ lil-ṣaff al-thānī* 2nd grade KMI; *al-Istimā’ wa-al-kalām* (listening and speaking skills) material is *al-‘arabīyah bayna yadayk*.

The formal environment related to this academic activity is carried out daily by following the schedule determined by the intensive Arabic language training committee of Pusdiklat UNIDA Gontor. The schedule of educational activities is divided into two parts, morning lessons starting from 07.00 WIB to 12.15 WIB, and afternoon lessons starting from 14.00 WIB to 15.00 WIB. Both academic activities are held in classrooms determined by PUSDIKLAT, namely in the classrooms of Ibn Sina Building and UNIDA Gontor Jami' Mosque. Every subject matter taught through these activities is given regular learning evaluations once a week, and students are given exams in the form of written and oral tests.

The informal environment of Arabic in intensive Arabic language training held by the UNIDA Gontor Training Center is a natural environment which exists outside the Arabic learning classroom, related to *al-barāmij all’kādymyḥ* non-academic activities that exist and are inspired by the natural routine of Islamic boarding school life and have run into the sunnah of sacred Islamic boarding school life. The environment outside the classroom is inherently orderly, and it is closely related to activities such as *ilqā’ al-mufradāt, al-muḥāḍathah, al-taw’īyah al-dīnīyah, taḥsīn qirā’ah al-Qur’ān*, Life skills and *al-nisā’īyah*, sports, *al-khaṭṭ al-‘arabī, muhadlarah*, Friday night, and *maḥkamat al-lughah*. These activities exist and are carried out by involving the roles of those in charge of activities: lecturers, committees, male and female dormitory coaches, and participants in intensive Arabic language training.

The informal environment associated with these non-academic activities is carried out at specific times; some are daily, once a week or twice. At the end of the training program, there was a closing procession, which featured several performances: Arabic drama by students and students, Arabic songs, Arabic poetry, Arabic speech, and Arabic

vocal group. These performances during the program have been carefully prepared, from determining who is performing and rehearsal time to the rehearsal stage to rehearsal. From the observations, it was also found that the activities participated by students and grade 8 students of MTs Ponorogo for 24 hours were very full, there were no empty hours that made them relax.

When it comes to the formal and informal environment, the Arabic language in this intensive Arabic training program is deeply intertwined with the nurturing and supportive environment created by the teachers and the efforts of the students themselves. Teachers, including lecturers and students who take on teaching roles, as well as tutors and dormitory coaches, are deeply committed to the process of student language development. They meticulously prepare comprehensive learning plans, provide supportive learning materials, encourage direct interaction in Arabic, offer guidance and support, and facilitate various activities. This supportive environment ensures that students derive joy and satisfaction from learning Arabic.

The students, namely intensive Arabic language training participants from grade 8 MTs students, follow the learning process provided by the teacher and develop their language skills seriously, they live in a dormitory on the UNIDA campus for a specified time of 24 hours, use Arabic directly according to their abilities, follow the routine of being students who obey the al-Sunnah of Islamic boarding schools on the UNIDA Gontor campus. The routines outside the classroom and inside the classroom they follow closely, there is a combination of a trilogy of good education; the home, community, and school that they hear, see, and feel every day contributes significantly to their future development (Hendra et al., 2024; Wajdi et al., 2023; Zarkasyi, 2020). Finally, with this program they have been able to fill the difficulties they have experienced so far in learning Arabic, where when at school they did not get the totality of time learning Arabic for 24 hours, and all the material and meaningful elements that the school has not been able to provide.

Language Acquisition Based on Input, Interaction and Output

Language processing, or language acquisition, produces what is obtained and what is mastered. Although the real thing as Krashen (1976) says about the processing of language that he has done is accidental, voluntary entry, through input interspersed with monitoring, does not require the language learner to explain what he gets but to give what he gets (Alharbi, 2024; Bahruddina & Febriani, 2020; Chen, 2022; Febriani et al., 2021). This is when a child is assertive, pursues something and gets satisfaction, expressed willingly because he feels amazed and happy.

In some questions and answers conducted on the trainees, it was revealed that their impressions were very good of this training, they said this training: "fun, exciting, extraordinary, is the best, and excellent". This short phrase represents the words they feel, a natural result; learning Arabic is learning about happiness with Arabic.

Some of the documents that the researchers found also have similarities. This similarity was obtained from other direct questions and answers in the previous training program, namely training for IT Junior High School students Thoriq bin Ziyad. Q&A was conducted and recorded because when several people were asked about what they were looking for in the training program, they replied:

“True education, Arabic language and sciences that can change my immortality for the better, I seek Arabic language and noble morals in personality, education, because what

is important in Gontor is education that exists every day, I seek education in Arabic and discipline and noble morals, I seek true Arabic and language proficiency in Indonesian and Arabic, I am looking for Arabic knowledge, and Arabic lessons here in Gontor, in Gontor I am looking for Arabic.”

As for the follow-up question about that is what they get here, the answer is as follows:

“The first is al-Adab and how about cleanliness and in language skills, here I learned Arabic and how to be polite with the teachers, I learned Arabic and how to organize myself, I learned about *al-mufradāt*, *al-muṭāla‘ah*, I learned Arabic such as: *al-muṭāla‘ah*, *durūs al-lughah*.”

The description of the answers to questions or in the form of responses from the training participants is undoubtedly the result of the efforts of UNIDA Gontor and the schools that have and are collaborating in implementing this program through an MOU between the two institutions. The answers that exist as responses to these participants researchers will relate to how the results of observations on the process of language acquisition through mastery of language input, language interaction and language output (Gass & Mackey, 2020; Liu, 2022). The description is as follows:

Table 2. Language input, interaction, and output

Language Acquisition Components	Arabic language formal environment	Arabic language informal environment
Language input sources	Dialogue and language exercises from the teacher.	Natural language from teachers, friends, or books.
Language input	Structured by grammatical complexity	Unstructured but made understandable by the teacher
Language interaction	Interactions between individuals and groups; teachers and groups of pupils	Interactions between individuals; teacher and pupil
Classroom composition	Group interaction between groups; teacher group and student group	In informal activities; lunch, student briefing after asr, reading the qur'an after asr
Language output	In official activities; <i>ilqā' al-mufradāt fī al-ṣabāḥ</i> , <i>w' lqā' al-mufradāt fī al-nahār</i> , <i>tashjī' al-lughah</i> , <i>maḥkamat al-lughah</i> , and <i>wālmḥādth fī al-ṣabāḥ</i>	The target language learner reaches the second language proficiency standard, then "i+1" can be achieved
Pressure to speak	All target language lessons reach the second language proficiency standard	Output is not the main problem; it will be achieved naturally
Error correction	Structured repetition and grammatical pattern responses	A "silent period" is expected

Language acquisition in a formal Arabic environment contains language input sourced from Dialogue and Language Exercises from the Teacher, the language input is structured with grammatical complexity according to the subject matter taught, language input in the form of speech heard such as:

al-mu‘allim: "ajtm wā amāma al-ghurfah! (al-ṭullāb dākhil al-ghurfah)" "aḥsb, wāḥid, ithnān, thalāthat, arba‘at, khamsat, sittah, sab‘at, thamāniyat, tis‘ah, ‘ashrah".

al-mu'allim: "*al-salām 'alaykum wa-rahmat allāh wa-barakātuh, kayfa hālkum?* Okay, we will repeat our vocabulary lesson this morning, *mādhā al-mufradāt?* (*al-ṭullāb ystm 'wn*) *al-mufradāt hiya: astyqz-ystyqz, qwlwā jamā'at! astyqz-ystyqz.*"

al-Mu'allim: "*mā ma'nā? ḥajarah, bayt, ṣaḥn, ml'qh, wa-bāb?*"

al-Mu'allim: "what is the Arabic word for refrigerator?"

al-Mu'allim: "Arabic for *thlājh*, what?"

al-Mu'allim: "*nu'īd min al-awwal ilā al-akhīr, qwlwā jamā'at : astyqz-ystyqz, akl-y'kl, arād-yryd*"

al-Mu'allim: "*nkhttm bālḥmdlh*"

al-Mu'allim: "*shukran, wa-al-salām 'alaykum wa-rahmat allāh wa-barakātuh*"

The input is obtained directly from the teacher through language interaction, language interaction in a formal environment has a pattern of individual interaction between the teacher and the student group and teacher and student group interaction, the interaction occurs in academic activities where it has a target that all Arabic language learners achieve second language proficiency standards, this academic activity is in the form of; *Ilqā' al-mufradāt fī al-ṣabāḥ, wālmḥādthh fī al-ṣabāḥ, tashjī' al-lughah, maḥkamat al-lughah*, morning language lessons, and afternoon language lessons.

The result of interaction with input is language output, language output in a formal Arabic environment in the form of structured repetition and response to grammatical patterns, students immediately repeat what is obtained from the teacher's speech, and if errors are found the teacher immediately corrects the student's language speech, the speech of this language is as follows:

al-Ṭālib : "*w'lykm al-salām wa-rahmat Allāh wa-barakātuh*"

al-Ṭullāb : "room, house, plate, spoon, door "

al-Ṭullāb : "don't know ustadz "

al-Ṭullāb : "*thlājh*"

al-Ṭullāb : "*astyqz-ystyqz, akl-ya'kulu, arād-yryd*"

al-Ṭullāb : "*al-ḥamad lillāh*"

al-Ṭullāb : "*w'lykm al-salām wa-rahmat Allāh wa-barakātuh*"

Language acquisition in an informal Arabic environment contains language input in the form of speech listened to by students sourced from the natural language of teachers, friends, and other sources of speech, and expressions read in Arabic books, speech found such as:

al-Mu'allim : "*mā ma'nā astyqz-ystyqz?*"

al-Mu'allim : "*d' hādhihi al-kalimah (akl-y'kl) fī jumlah mufīdah!*"

al-Mu'allim : "*mādhā naqūlu fī al-lughah al-'arabīyah?* Orange"

al-Mu'allim : "*burtuqāl, mādhā?*"

Language interaction that occurs is interaction between individual teachers and students in non-academic or informal activities outside the Arabic language learning classroom, language learners through interaction can achieve the target of "I + 1" which is the most

basic language proficiency standard, the interaction occurs in activities such as; before *ilqā' al-mufradāt fī al-ṣabāḥ*, before *ilqā' al-mufradāt fī al-nahār*, and at lunch.

While the language output is speech spoken and produced by students naturally, they are given time to internalize the language in a "silent period", and errors are not corrected, such:

al-Ṭālib: (*astyqz-ystyqz al-ma'ná*) "wake up"

al-Ṭālib: "*ākul al-khubz fī al-Bayt*"

al-Ṭālib: "*burtuqāl*"

Language acquisition through these two environments cannot be separated from 3 key aspects of language acquisition: the habituation aspect, the interaction aspect, and the activation aspect of the LAD device. First, the habituation aspect in this case is related to the behavioristic theory which discusses behaviour and its formation, a person's behaviour can be formed by stimulus and response (Kurniasih, 2019; Nazir, 2018; Šaban & Schmidt, 2021; Sokip, 2019). This habituation can be; 1. Get them used to listening to Arabic speech and expressions, 2. Getting them used to speaking Arabic, this is done by example from the teacher, 3. It is getting them used to reading Arabic reading, 4. Get them used to writing Arabic.

Second, the aspect of interaction exists naturally in humans, and the relationship between humans is evidenced by language. In language learning itself, interaction makes language learning dynamic, not mechanical, the breadth of opportunities provided to relate socially through this interaction influences the growth and development of children's language or language learners (Fini et al., 2021; Loewen & Sato, 2018; Mitchell et al., 2019). This interaction can be in direct Arabic with interaction patterns: 1. Interaction between individual teachers and individual students, 2 interactions between individual teachers and student groups, 3. Interaction of teacher groups and student groups.

Third, this tool can be activated consciously and unconsciously through learning that has been systematized and formatted for a specific orientation and unconsciously because there is excess freedom and freedom. The language acquisition device or LAD language acquisition device is in a human being and works automatically, without the owner realizing it; his job is to process or produce a speech product. The mechanism is gradually the presence of input (primary linguistic data; adult speech), LAD (structure or principles of general language learning) (grammatical competence), and output (child speech) (Muradi, 2018; Nazeer et al., 2023). This LAD activation can be; 1. The teacher plays the role of the teacher in providing language input in the form of Arabic speech, 2. Students process Arabic input obtained from teachers with their LAD, 3. Students produce language output in Arabic speech from their LAD activation process.

In conclusion, language acquisition through the formal Arabic and informal Arabic environments, while focusing on the three crucial aspects of language acquisition, can significantly enhance the acquisition of Arabic for non-native speakers. The Arabic language environment plays a pivotal role in this process. Therefore, the issue of obstacles in Arabic language learning, particularly those related to the environment and language acquisition, can be effectively addressed by implementing an integrated Arabic environment model. This model, which manages language input, interaction, and output, is particularly beneficial in the context of UNIDA Gontor's intensive Arabic language training.

IV. CONCLUSION

The Arabic language environment in the intensive Arabic language learning program is related to the elements of language acquisition. The language environment theory of Heidi C. Dulay and Stephen D. Krashen is the primary basis for implementing the program, and the ideas of Iskandarwasid and Rahmawati on the application of the language environment theory in Arabic language learning can be well accommodated. The relationship between implementing the language environment in Arabic language learning and the language acquisition process through the fulfilment of language input, language interaction, and language output can complement the needs of Madrasah Tsanawiyah students in learning Arabic. Meanwhile, the existence of a language environment with input, interaction, and output components in the intensive Arabic language learning program organized by Pusdiklat UNIDA Gontor is one of the proofs of the success of this program, as well as being a limitation and potential area in the learning development process. Further research and evaluation can be carried out for continuous improvement and can add to the benefits of cooperation between Pusdiklat UNIDA Gontor and MTsN 1 Ponorogo in Arabic language learning. The success of the intensive Arabic language program can be a model and example for organizing Arabic language learning. The program's principles, approaches, and formulas can be adapted to Arabic language learning programs in other institutions by considering the context and relevance. The Arabic language environment in the intensive Arabic language learning program of the UNIDA Gontor Education and Training Center, which is guided by the theory of language environment, language acquisition theory, and the values of Education and learning at the Darussalam Gontor Modern Islamic Boarding School, has provided positive results and is in demand by the community. This success emphasizes the importance of the Arabic language environment so that Arabic language learners can obtain language input, language interaction, and language output that support their language acquisition process.

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