

Preparation of Arabic Language Environmental Program at Az-Zahra Lawang Islamic Boarding School

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Abstract

Language Environment is very necessary to support the habituation of students' speaking skills. Where students are conditioned to use Arabic in daily activities, so it requires the preparation of language programs that support this activity. The Arabic Language Environment Program is a teacher mentoring program of Az-Zahra Islamic Boarding School which is carried out periodically by involving teachers in educational activities. This activity aims to provide insight to teachers regarding the strategy and implementation of Arabic environmental programs that can be implemented in the Az-Zahra Islamic Boarding School. The implementation of this assistance uses the RRA (Rapid Rural Appraisal) method, while the method in its implementation uses the PRA (Participatory Rural Appraisal) technique where this method consists of the preparation stage, namely observation and interview, then the implementation stage, and ends with the evaluation stage. After the Assistance program, teachers who were initially passive in optimizing language activities became more active and creative, besides that other changes that can be observed are from the lack of information and awareness of teachers related to the urgency of the language environment to be aware of the importance of strategies and implementation of the Arabic language environment program to make students actively speak Arabic.

Keywords: *Arabic Language; Language Environment*

Introduction

Speaking skills have an important role considering the function of language is as a means of communication. Speaking skills are productive skills by which a person can convey his ideas and ideas to others (Noviani, 2022). Maharah Kalam as a productive skill other than maharah kitabah has always received great attention (Aminata et al.,

2021). Given the function of language is a means of communication. So of course kalam learning aims to make learners able to express their ideas and thoughts in Arabic. The achievement of maharah kalam learning objectives is one of the benchmarks for Arabic language proficiency (Syamaun, 2016)

The learning objectives of maharah kalam include: ease of speaking, clarity and accuracy of word articulation, responsibility, forming critical listening, forming learners' habits in speaking Arabic (Bariyah & Muassomah, 2019). So look at the goals and achievements of maharah kalam learning. Teachers carry out various methods and approaches as an effort to achieve learning objectives.

The language environment has a very large role (Aminata & Junaidi, 2022) in foreign language learning, where the environment around students will be conditioned to familiarize students with using their language knowledge correctly. This is supported by the theory of Behaviorism and also the Theory of Interactionism (Latifah, 2016) Where according to these two theories the environment has a very large influence on a person's language acquisition. the theory of Behaviorism believes that language behavior is strongly influenced by stimuli and responses (Hamid et al., 2019). While interactional theory refers to language behavior is an interaction between mental learning abilities and the language environment.

The language environment can be interpreted as environmental conditioning with the aim of familiarizing students with using the language learned (Purba, 2013) Efendi's convoluted language environment is everything that learners see and hear as it relates to the target language. So by providing a language environment students will be conditioned to see, hear and communicate with the target language (Muhammad Samin et al., 2023)

Az-Zahra Islamic Boarding School is one of the Islamic boarding schools that pays great attention to the teaching of Arabic, this can be seen from the learning resources used. This cottage is located on Jalan Agrobimo no 33 Rt 01 Rw 06 Lawang, East Java Indonesia. This

boarding school was founded by al-Habib Abu Bakar bin Ali Baagil, Lc. An ustadz who studied fiqh, Hadith, and Arabic once studied at the Darut Tauhid Malang Islamic Boarding School under the care of Ust Abdullah bin Awwadh Abdun. After that he continued his studies at Hudaidah Hadramaut University, Yemen.

The teachers who teach at the Az-Zahra Islamic Boarding School, are alumni of several Islamic boarding schools and religious and Arabic education institutions in Indonesia and outside Indonesia. Such as the Mamba'us Shalihin Suci Gresik Islamic Boarding School, Ma'had Darullughah Wadda'wah Bangil Pasuruan, Darul Zahraa Tarim Hadhramaut Yemen and Rubat al-Habib Zain bin Semeit Saudi Arabia. So that they already have the ability to speak Arabic, while the teachers who teach at Az-Zahra Lawang Junior and Senior High School, are alumni scholars from various public and private universities in Indonesia. Such as IKIP Negri Jakarta, UM Malang, Unair Surabaya, Unmuh Malang. Learning at the Az-Zahra Islamic Boarding School is divided into 6 grade levels.

However, the Arabic language environment cannot be implemented at the Az-Zahra Islamic boarding school due to the lack of knowledge related to language programs and their implementation in students' daily lives. Teachers who have the potential to speak Arabic still find it difficult to train students' ability to communicate in Arabic. So that Arabic language learning, which should focus on speaking and communicating practices, tends to be passive and text-based. So that teachers need more information on how to prepare language programs according to their needs and implementation (Zahro & Khiyarusoleh, 2021).

The implementation method carried out in assisting Arabic environmental programs to obtain initial data is the RRA (*Rapid Rural Appraisal*) method (Bakri, 2017) which is a method to obtain accurate data in a fast time to understand the condition of asatidz in compiling Arabic environmental programs which is combined with scientific knowledge in the field of Arabic language education combined with

mentoring activities in order to foster awareness of Asatidz the importance of the role of the Arabic language environment in mastering Arabic language skills.

While in the implementation of assistance in the preparation of Arabic environmental programs using the PRA (*Participatory Rural Appraisal*) method (Bakri, 2017) which is a method that perfects the RRA (*Rapid Rural Appraisal*) method. Technically this PRA method is a method to study the condition of Asatidz from, with and by Asatidz itself, in other words this method involves more stakeholders who Facilitated by outsiders as facilitators rather than instructors, and this method also involves the entire asatidz in various activities(Ahmad Muhsin, Laila Nafisah, 2018). Because the PRA method aims to make asatidz as researchers, planners and implementers of Arabic environmental programs not just objects(Hudayana et al., 2019).

Result

This activity is carried out by carrying out stages, including the preparation stage which includes observation, interviews and problem identification. The information obtained by the service members in the preparation stage is explained in the following table:

Table 1.

Preparation Stage

No	Data Source	Result
1.	Observation	<ol style="list-style-type: none"> 1. Arabic language learning is only done in the classroom 2. No habituation in the form of language activities outside the classroom 3. Students Seem Less Enthusiastic
2.	Interview	<ol style="list-style-type: none"> 1. Teachers have minimal information related to the Arabic language environment program 2. Teachers do not know the process of preparing the Arabic language environment program
3.	Problem Identification	<ol style="list-style-type: none"> 1. There is no habituation 2. Lack of information related to language programs

The second stage is the implementation of the program which includes program socialization and implementation assistance. And the last stage is the evaluation and monitoring stage.

At the preparatory stage of the Service to assist in the preparation of Arabic language programs, the Service made observations at the Az-Zahra Islamic boarding school located on Jalan Agrobimo Lawang. During the observation, the devotee met directly with the caretaker of the Az-Zahra Lawang Islamic boarding school, namely Ustadza Nur bint abu bakar assegaf. At the meeting he showed the devotees the ongoing learning situation and displayed the service to see the environment around the Azzahra Islamic boarding school. In addition to meeting with caregiver of the Islamic boarding school, the service also met with the ranks of asatidza who taught in the cottage both at school and while in the dormitory.

In this observation, the devotees found that the learning that took place already used Arabic content. As well as teachers who have Arabic language competence. However, this is not accompanied by language programs outside of learning so that the Arabic language environment is not yet available at the Islamic boarding school.

After the observation stage, the devotees conducted a brief interview with the caretakers of the Az-Zahra Islamic boarding school. At that time, the caregiver expressed his desire to produce students who were proficient in Arabic through the language environment so that the caregiver felt the need to compile an Arabic environment program in the Islamic boarding school area

In addition, the devotees also conducted interviews with asatidz and musyrifah who accompanied the students in the boarding school. The devotee asked what were the obstacles why not carrying out language environment activities outside of classroom learning. So Asatidz and Musyrifah stated that they did not know how to prepare the Arabic environmental program. Therefore, based on the results of the observations and interviews above, the servicer has conducted a needs analysis related to the assistance program for the preparation of

the Arabic language environment program at the Az-Zahra Lawang boarding school The next stage is Mentoring is carried out for 6 face-to-face sessions, which are carried out by service workers for 1 and a half months at the Az-Zahra Islamic boarding school. In this stage, there are several materials that are presented, including about the importance of the language environment so that teachers understand the function and role of the language environment on the habituation of students' Arabic speaking skills, The next material was the facilitator conveyed the stages of preparing the Arabic language environment program according to the needs of teachers, this is a fundamental thing because the needs of teachers and students are different so that adjustments are needed in the preparation of the language program. Other material presented was about the implementation of language program activities such as information related to various activities that can be applied in intra-curricular, co-curricular, and extracurricular activities. Types or varieties of games, as well as motivation and tips in the implementation of the Arabic language program. The assistance was carried out at the asatidz and musyrifah of the azzahra Islamic boarding school. Which will be explained in the following table:

Table 2.

Language Environment Program Implementation Series

Meeting	Material
First Saturday, April 29, 2023	Socialization The importance of the Language environment
Second Saturday, May 6, 2023	Assistance in the preparation of language environmental programs as needed
Third Saturday, May 20, 2023	Assistance in the Implementation of Arabic Environmental Programs (Language activities)
Fourth Saturday, June 3, 2023	Assistance in the Implementation of Arabic Environment Programs (Arabic games)

Meeting	Material
Fifth June 17, 2023	Assistance in the Implementation of Arabic Environmental Programs (motivation and tips)
Sixth July 15 2023	Evaluation of Arabic language environmental programs

During the Community Service Socialization, conveying information related to the importance of a good environment for Islamic boarding schools and assistance programs for the preparation of language environments. The material was delivered by Diah Dina Aminata, M.Pd and Rifqi Junaidi M.Pd. The duration of each meeting was 90 minutes including the delivery of material and discussion. There were no obstacles in this session, all teachers and the Islamic boarding school worked well together in the implementation of this program.

The activity continued with mentoring which included an analysis of the needs of Islamic boarding schools for language programs, where it is known that Islamic boarding schools need language activities that can familiarize their students to communicate actively in daily activities. Language activities that can explore the potential and talents of students. Meanwhile, the opportunity that devotees can find at the Azzahra Islamic boarding school is the potential of Arabic language possessed by teachers who can be used for capital in assisting students in communicating Arabic, besides that students who have had experience learning Arabic in the classroom can apply their basic knowledge in active communication.

On the other hand, the challenges faced when implementing the language environment program are the shyness and lack of confidence that students feel in participating in language activities, so that at the beginning of the implementation of the language program students find it difficult but it does not last long because they are getting used to and enthusiastic about language activities. After that, the service accompanies the teachers in compiling language programs that will be

carried out either daily, monthly or annual activities. As well as providing alternative language programs that can be considered.

After conducting the observation and interview stages, it was followed by program socialization and mentoring. The service conducts evaluation and monitoring as the final stage of the mentoring program. Where the service members held a sharing session with teachers and companions or *musyrif* related to the progress and obstacles experienced during the implementation of the Arabic language environment program. In this session, the service provided input and made joint improvements related to the preparation of the Arabic language environment program, in this session the teachers and *musyrif* also expressed the enthusiasm of students in participating in the language programs that were implemented such as *kulaimah*, *mubadhoroh* and *P'lanat*.

The results of intensive assistance were given to teachers, musyrif dormitory assistants, and caregivers of Azzahra Islamic boarding school. There are changes in both knowledge and skills, with details as presented in the following Table:

Table 3.

Changes in Teacher Knowledge and Skills during Mentoring

No	Before mentoring	During the mentoring	After mentoring
1	Completely ignorant of Arabic environmental programs	Providing insight and skills about the Arabic language environment	90% of teachers can understand the knowledge of the Arabic language environment and the technical steps to implement it
2	Lack of knowledge related to various Arabic language activities	Providing insights related to various Arabic environmental programs and their implementation steps	90% of teachers can understand the variety of Arabic environmental programs and their implementation steps
3	There is no language environment program implemented in the	Providing motivation and technical steps for the preparation of language programs	Implementation of Arabic language programs such as <i>kulaimah</i> ,

No	Before mentoring	During the mentoring	After mentoring
	Islamic boarding school environment.		muhadhoroh and Planat
4	There are no guidelines for the implementation of Arabic language programs in Islamic boarding schools	Providing insights related to the Arabic language program and making efforts for the preparation of Arabic language environment program modules	The preparation of the Arabic language environment module which is a guide in the implementation of the language program

Teachers experience a change in mindset from initially finding it difficult to develop a language environment program to better understand and be able to implement a language program that is fun for students. So that students become more excited and motivated in proficient Arabic.

While the obstacle faced is the courage of students in communicating still needs to be improved. Because students are still shy to express ideas and gain in communicating. Shyness and insecurity can be an obstacle to the development of students' competencies (Maidarlis et al., 2023). Another obstacle is the need for a special division that focuses on developing this program. So that this program continues and grows.

The modules developed in assisting the Arabic language environment program contain a variety of Arabic language programs, objective competencies, and technical steps for implementation. It also contains Arabic games and tips on communicating in Arabic. Here's an overview of the Arabic environment program module.

Discussion

In the process of preparing Arabic environmental programs, devotees combine programs with Arabic learning strategies in the form of systems, activities or language games (Alfitri et al., 2020). The importance of the role of learning strategies (Dalle & Jundi, 2021) in this activity is the main foundation for service to develop an Arabic-speaking environment at Az-Zahra Lawang Islamic Boarding School.

Learning strategies (Astuti & Sarbaini, 2020) are very important in supporting the learning process, besides that learning strategies have a function to make learning situations more interesting, effective so that they will help teachers to realize learning goals. Therefore, the community service feels the need to provide information related to learning strategies for teachers, this will help teachers to deliver material creatively and students will also get a fun and memorable learning experience (Bahrudin et al., 2020). In addition, with the right strategy, it will make the potential of students visible so that teachers can develop this potential to be more optimal (Mohammad Sofi Anwar, 2023).

There are several types of language environment programs designed to obtain language competence (Hady, 2019) both listening competence (*istima*), speaking skills (*kalam*), reading skills (*qiro'ah*), writing skills both separately and obtaining four language competencies simultaneously. In addition, there are also programs or activities that focus on acquiring language elements (*anashir al lughob*) (Suib et al., 2022) including sound, vocabulary, sentence structure and meaning. Because as we know that mastery of language elements will also affect a person's skills in speaking (Noviani, 2022).

In addition, the programs and activities arranged at the Az-Zahras Islamic boarding school also hone students' courage in practicing language in front of others, both in front of teachers and peers. Just as the embarrassment experienced by students becomes less and less due to habituation as believed by the theory of behaviorism (Akla, 2021). Because language as its function is as a communication tool (Takdir, 2019) so students must be able to practice and use language according to their goals or ideas and ideas (Awwaludin et al., 2022).

The program that has been prepared will train students not only to use language but will also strengthen the cohesiveness and value of togetherness, this is based on social factors in linguistic theory (Subir, 2020). This Arabic environment preparation program fully involves human resources in the Az-Zahra Islamic boarding school, this is done so that teachers, and human resources can become facilitators, partners

and can directly monitor the implementation of the Arabic language environment program in the Az-Zahras Islamic boarding school. In its implementation, strong cooperation is needed from students, teachers, and stakeholders so that the Arabic language environment program can run well.

Figure 1.

Arabic Language Learning Process at Az-Zahra Lawang Islamic Boarding School



Conclusion and Suggestion

After conducting the mentoring program, there are several changes that have been seen in learning Arabic at the Az-Zahra Islamic boarding school, namely; First, Arabic Language Learning, which was initially only carried out in the classroom, is now more varied and creative so that it can be done inside and outside the classroom so that students become more enthusiastic in carrying out learning, this can be seen from their enthusiasm in participating in activities. Second, with the mentoring program, the habit of communicating Arabic in the form of a language environment has begun to be formed. Where previously there was no habit in communicating with Arabic both in learning and in activities outside of learning.

On the teaching side, there are also some very good changes, namely an increase in information related to the importance and function of the Arabic language environment in learning Arabic. So as

to increase the awareness of teachers of the need for Arabic communication habituation activities in the form of language activities. In addition, previously the teachers still did not know the process of preparing the Arabic language environment program, However, after the service ends, the teachers know the technical steps in compiling a language program, both from analyzing needs, formulating types of activities, arranging and scheduling language activities that are applied in various intra-curricular, co-curricular and curricular activities. Teachers are also equipped with a module for preparing a language environment program that contains various language programs and how to implement them so that it is easier for teachers to prepare environmental programs and make the programs implemented more varied.

However, in order for this program to be sustainable, the evaluation that needs to be considered is the need for an Arabic vocabulary enrichment program to update students' knowledge of Arabic vocabulary and the integration of Arabic language teaching materials with the language environment program implemented so that the results of the mentoring will be more optimal, in addition to that should continue to carry out internal evaluations in Islamic boarding schools related to progress, Necessity and Challenges of the Arabic Language Environment Program.

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