

Arabic Language Learning in the Post-Method Era: Evaluating ICT-Driven Environmental Engineering for Enhanced Communicative Skills

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Abstract

Entering the post-method era, Arabic language learning in State Islamic Higher Education Institutions (PTAIN) has shifted from rigid, conventional methods to a holistic, integrative approach to learning environment management. This study evaluates the effectiveness of ICT-driven environmental engineering in enhancing students' communicative skills, specifically speaking (*kalam*) and reading (*qira'ah*). Utilizing a multi-site comparative qualitative approach and SWOT analysis, the research examines empirical realities across six institutions: UIN Jakarta, Yogyakarta, Malang, and IAIN Serang, Semarang, and Surabaya. The findings reveal that while institutions are committed to environment-based learning, the optimization of ICT as an engineering instrument remains varied. UIN Malang stands out as a pilot project for its boarding program (*Ma'had*), which closely integrates formal and informal environments. Engineering visual (*al-bi'ah al-mar'iyah*) and auditory (*al-bi'ah al-sam'iyah*) environments, using modern language labs, internet access, and international television broadcasts (*al-Jazeera* and *Arabsat*), have been proven to deliver a cognitive impact six times stronger than traditional lecturing. This synergy fosters a "joyful learning" atmosphere that eliminates the stigma surrounding Arabic as difficult and habituates students to active communication. The study concludes that future curriculum models must be based on an integrated system that responds to scientific and technological challenges without neglecting the socio-cultural values of native speakers.

Keywords: Post-Method Era; Environmental Engineering; ICT; Communicative Skills; Higher Education; PTAIN

INTRODUCTION

Arabic occupies a very strategic position in the contemporary global constellation, both as a medium of religious expression for billions of Muslims and as an official international communication tool recognized by the United Nations since 1973. As the language of the holy Qur'an, Arabic serves as a bridge (*jisr muwashshil*) for understanding the Qur'an and Sunnah, as well as a unifying medium for Muslims from various cultural and national backgrounds ('Abd al-Fattah, 2002). In Indonesia, the urgency of mastering Arabic is clearly reflected in the curriculum of State Islamic Higher Education Institutions (PTAIN), where this language is not only seen as an institutional identity, but also as a

substantial basis for the development of in-depth Islamic studies. However, despite this urgency, empirical reality shows that the effectiveness of Arabic language learning still faces significant psychological and methodological challenges, where Arabic is often perceived as a very difficult field of study, even becoming a “scary specter” for students. These psychological barriers stem from a lack of interest, heterogenous educational backgrounds, and an unconducive classroom environment, even though linguistically, no language is truly difficult as long as the environment is managed appropriately.

Entering the 21st century, the paradigm of learning has undergone a fundamental shift towards what is known as the post-method era, in which the role and function of rigid conventional methods have begun to be reduced and replaced with holistic learning environment management. Teachers in the post-method era are no longer merely users of methods, but must also act as managers, researchers, and drivers of creativity who are able to utilize multimedia and the multiple intelligences of their students (Ratnaningsih, 2024). In this context, language environment engineering (*bi'ah lughawiyyah*) becomes a determining factor that encompasses and provides context for the language acquisition process of students. Sociolinguistic research proves that there is a very significant relationship between the quality of the environment and second language proficiency. Theoretically, the informal environment provides the main input for natural language acquisition, while the formal environment in the classroom functions as a monitoring mechanism that edits and corrects students' linguistic discourse. The synergy between the two is crucial because contact with language in informal environment alone does not guarantee improved proficiency unless students are actively and productively involved in using the language through repeated practice (Halimi, 2009).

This research gap arises from the fact that although many Islamic higher education institutions in Indonesia are committed to utilizing the environment, the integrated optimization of the functions of the Arabic-Islamic language and culture is still minimal and does not yet show a clear model. The curricula, syllabi, and textbooks used in many universities have not been systematically designed to be environment-based, so the learning atmosphere tends to be boring and “dry” of authentic Arab-Islamic culture touches (Makmur, 2024). Furthermore, the learning orientation is still very dominant in reading skills (*qira'ah*) of classical texts with a heavy grammatical load (*nahwu-sharaf*), while communicative and functional speaking skills (*kalam*) are often neglected in daily social practices. The absence of curriculum development model that synergizes audio-visual, academic, and social aspects of joyful learning in PTAIN is an academic gap that requires in-depth evaluation and reconstruction. In addition, the use of Information and Communication Technology (ICT) as an instrument of environmental engineering is still very limited at the software level, even though ICT integration is an urgent need to respond to the demands of globalization.

The authenticity and novelty of this research lies in its multi-site comparative analysis approach involving six major institutions in Java, namely UIN Jakarta, UIN Yogyakarta, UIN Malang, IAIN Serang, IAIN Semarang, and IAIN Surabaya. The selection of these locations is based on their different characteristics and academic reputation; for example, UIN Malang is known for its strong leadership (political will), through an intensive one-year student boarding program (*Ma'had 'Aly*) to create a natural and artificial language environment. On the other hand, UIN Jakarta and UIN Yogyakarta excel in developing competency standards through TOAFL and IKLA' system. This research does not only capture one model but also synthesizes and reformulates various

empirical experiences to find the most effective alternative model for improving students' communication skills. The use of SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) to evaluate ICT-based environmental engineering at the six sites is an innovation that is expected to produce a more modern, innovative, and competitive curriculum design in the digital era.

The significance of ICT-based environmental engineering is reinforced by the findings of al-Sâmarraî's research, which shows that the level of knowledge acquisition through sight reaches 75%, and that a combination of images and words (audiovisual) has six times more impact than conventional lecture methods (Al-Ushaili, 1999). Therefore, the use of modern language laboratories, wireless internet access (free hotspot areas), and exposure to immersive media such as international television broadcasts (al-Jazeera, Arabsat, al-Arabiyya) on campus is an integral part of the strategy of visual (*al-bî'ah al-mar'iyyah*) and auditory (*al-bî'ah al-sam'iyyah*) environments engineering (Darve, 2021). In addition to the technological aspect, the integration of cultural context, students tend to experience interference from their native language patterns of thinking, where they use Indonesian logic to construct Arabic expressions that are unfamiliar to native speakers. Through cross-cultural understanding, students are expected to not only excel linguistically, but also have professional communicative and cultural competencies in line with Arab traditions.

The background of this research ultimately confirms that the transformation of Arabic language learning at PTAIN requires a collective commitment from the entire academic community to create a learning ecosystem that encourages and familiarizes students. By synergizing formal curricular instruction with informal activities in dormitories and the intelligent use of digital media, the negative image of Arabic can be eliminated and replaced with an atmosphere of "happy learning". This multisite study aims to formulate an environment-based curriculum and syllabus design that can respond to the challenges of science and technology without abandoning the roots of Islamic civilization. Through an in-depth evaluation of ICT-based environmental engineering in various leading PTAINs, this study seeks to make a theoretical and practical contribution to the development of Arabic language education in Indonesia so that is more prospective and globally competitive. Based on all these considerations, this research is highly relevant as a foundation for reformulating an effective, dynamic, and integrated model for teaching speaking and reading skills.

The acquisition of Arabic in the context of contemporary higher education is a multidimensional phenomenon that requires a holistic understanding of the nature of language itself as an arbitrary, productive, dynamic, and human verbal symbols system used by speech communities to communicate based on collective culture (Jauhar, 2011). As one of the oldest Semitic language families that still exists today, Arabic has extraordinary strategic attributes, both as the language of the Holy Qur'an and the official language of international organizations such as the United Nations (UN), and as a means of communication in more than 22 countries. This position is inseparable from the long history of Arabic, which reached its peak since the Jahiliyyah period through a strong literary tradition, and then received "divine protection" through its function as a vessel for the expression of revelation. The history of Islamic civilization records that Arabic was once the language of the state, bureaucracy, intellectualization, which was very progressive, especially during the Umayyad and Abbasid dynasties through a massive translation movement at Bait al-Hikmah. This historical success was driven by the elastic

characteristics of the Arabic language, which adheres to comprehensive system of derivation (*isytiqâq*) and analogy (*qiyâs*), and has a rich vocabulary capable of accommodating developments in science and technology (Anîs, 1973).

Entering the 21st century, the paradigm of language learning has undergone a fundamental transformation towards a post-method era that transcends rigid conventional methodological boundaries. In a post-method context, the role and function of traditional methods have begun to diminish because they often stifle the creativity and improvisation of educators in the classroom (Muid, 2024). Teachers in this era are required to not only be users of method, but also to act as managers, observers, researchers, and motivators who are able to utilize the multiple intelligences of students and create a conducive learning environment (Abd Aziz, 2025). Although communicative approaches and eclectic methods remain the main preference due to their high level of familiarity, educational practitioners are now more focused on contextual variables such as student ability level, class size, and utilization of the environment. The language environment (*bi'ah lughawiyyah*) is a determining factor because its presence always surrounds and gives a real nuance to the language acquisition process.

Sociolinguistically, language is not a personal product of individuals but rather a communal social product, in which individuals absorb linguistic rules through active interaction within their community. Karshen's research provides a strong theoretical foundation regarding the different roles of informal environments, which provide input to natural language acquisition and formal environments, which function as monitoring mechanisms for editing linguistic discourse (Richards, 2001). The synergy between the two is crucial, considering that contact with language in informal environments alone does not guarantee improved proficiency unless students are actively and productively involved in repeated use of the language. Professionally managed and optimized language environment engineering can be a "selling point" for institutions as well as a basis developing learning models that can eliminate the negative image that Arabic is a difficult subject to learn.

The optimization of environmental engineering encompasses five main dimensions that must be integrated systemically: the visual environment (*al-bî'ah al-mar'iyyah*), the auditory environment (*al-bî'ah al-sam'iyyah*), the social interaction environment, the academic environment, and the psychological environment. The visual environment is realized thru the visualization of Arabic texts, civilization maps, and information boards throughout the campus area to foster the habit of spontaneous reading. The auditory and visual environment must be intervened thru policies providing internal loudspeaker media (*idzâ'ah*) and international television broadcasts such as al-Jazeera or al-Arabiyya so that students are continuously trained to listen to the sounds of the language from native speakers (Madkur, 2000). The significance of this engineering is supported by empirical findings that the level of knowledge acquisition thru visual senses reaches 75%, and audiovisual combinations have an impact six times stronger than mere verbal instructions or lectures. The academic environment demands macro university policies to establish mandatory language days, such as the "*Jum'ah 'Arabiyyah*" program, which conditions all communication activities on campus to use Arabic.

The dimension of information and communication technology (ICT) has become the main catalyst in engineering the environment in this digital era. The use of multimedia, wireless internet access (free hotspot areas), modern language laboratories, and the use of interactive software and e-learning are absolute prerequisites for creating

a dynamic and competitive learning atmosphere. The principle of utilizing this technology aims to bring the "Arab world" into the campus, so that students can update real-time information on new vocabulary and dialects (Effendy, 2006). The integration of ICT into the curriculum is no longer just an addition, but an integral part of the edutainment strategy (entertaining education) so that students feel comfortable, relaxed, and happy in their learning process.

Beside technical aspects, the authenticity of acquiring the Arabic language cannot be separated from its cultural context, as language reflects the thoughts and behaviors of a nation's culture. The ideal Arabic language learning should be oriented toward achieving three competencies simultaneously: linguistic, communicative, and cultural. Cultural competence includes a deep understanding of those patterns (*anmath al-tafkir*), expression patterns (*anmath al-ta'bir*), language logic, and substantive values of the Arab nation such as seniority, spirituality, and authority (Al-Khalifah, 2003). Without an understanding of cultural context (*siyâq*), learners often get trapped in the interference of their mother tongue's mindset, where they use Indonesian syntactic logic to construct Arabic sentences, resulting in expressions that are unusual for native speakers. Therefore, a culture-based curriculum that integrates cross-cultural understanding is crucial for students to interpret and react appropriately in diverse communication situations.

A multi-site comparative study on various State Islamic Religious Universities (PTAIN) in Java shows a variety of environmental engineering models that deserve evaluation. UIN Maulana Malik Ibrahim Malang stands out with its policy of "boarding" students (*Ma'had 'Aly*) for one year, which consistently creates a natural and artificial language ecosystem through planned environmental management and control. The intensive program in this dormitory involves mentors (*musyrif*), morning vocabulary sessions (*Shabah al-Lughah*), and disciplinary oversight bodies such as the language court (*mahkamah al-lughah*), which have proven to accelerate students' speaking proficiency. On the other hand, UIN Jakarta and UIN Yogyakarta make significant contributions through the standardization of language competencies using the TOAFL and IKLA' instruments, which ensure accountability for learning outcomes at the formal academic level. IAIN Semarang and IAIN Surabaya also innovate through extracurricular activities such as the "NAFILAH" program and curriculum orientation toward functional-professional goals like tourism and translation.

The development of an Arabic language curriculum and syllabus based on the environment necessitates a strong linguistic, educational, psychological, and social foundation. The curriculum in the post-method era ideally takes the form of an integrated system that combines the four language skills with real experiences interacting with the Arab community. The curriculum design process begins with a needs diagnosis analysis that considers the demands of the global job market and technological advancements. The resulting syllabus must include competency standards that reflect the unique characteristics of the Arabic language, such as the *i'rab* system, derivation, and phonetic richness (Hassân, 2000). The learning strategies in the syllabus need to adopt the principles of active learning and a communicative approach that prioritize the ability to actively express oneself without the fear of grammatical errors.

The implementation of ICT-based environmental engineering also requires collective commitment (political will) from institutional leaders to provide adequate funding for infrastructure procurement and incentives for the creative driving team. The exemplary behavior of lecturers and leaders in communicating using Arabic on campus

becomes a key factor that dynamizes the creation of an active language culture. Without consistency and sustainability (*istiqâmah*), environmental engineering will experience stagnation and lose its effectiveness (Muhdi, 2024). Therefore, an integrative monitoring system and creative program variations are needed to keep the academic atmosphere engaging and inspiring for the entire academic community.

Overall, this literature review confirms that the transformation of Arabic language learning in Indonesia from the era of conventional methods to the post-methodology era is highly dependent on the effectiveness of environmental engineering. The integration of structured curricular instruction with naturalistic practices in dormitories and laboratories, supported by advances in digital technology and authentic cultural content, is the key to successful Arabic language acquisition. Efforts to create a learning society in Islamic higher education institutions must continue to be developed through synergies between institutions and the reformulation of curriculum designs that are responsive to global demands. Through this holistic approach, it is hoped that Arabic language education graduates will not only have superior linguistic skills, but also professional communicative and culture competencies in facing competition in the international arena. Finally, the success of ICT-based environmental engineering will be an important stepping stone for a brighter, more dynamic, and progressive future for Arabic language education in Indonesia.

METHOD

This research is designed as qualitative research that places the research team as the main instrument in the holistic collection and interpretation of data to evaluate the engineering of Arabic language learning environments based on Information and Communication Technology (ICT) in the post-methodology era. The approach used is based on the naturalistic or symbolic interactionist paradigm, which views reality as a unified whole in a natural setting, allowing the researcher to closely capture the phenomenon being studied (Gioia, 2021). Methodologically, this study is a combination of library research, field research, and digital research (*dirasah raqmiyyah*) thru the exploration of various internet sites relevant to the topics of environmental engineering and communicative competence. This research does not aim to test hypotheses thru statistical testing, but rather tends to present an analytical-evaluative description thru multi-site comparative analysis at six Islamic higher education institutions on the island of Java, namely UIN Jakarta, UIN Yogyakarta, UIN Malang, IAIN Serang, IAIN Semarang, and IAIN Surabaya. The selection of locations on the island of Java is based on considerations of technical efficiency and the academic stability of these institutions, which are deemed to be continuously developing in the field of Arabic Language Education (PBA).

The data sources in this study are classified into three main categories: bibliographic data, documentation, and field data. The bibliographic data, which is theoretical in nature, is sourced from academic literature, scientific journals, and access to internet sites thru servers such as Yahoo and Google to build a theoretical foundation regarding the concept of language environment in the post-methodology era. Documentation involves a critical review of academic manuscripts, including department profiles, the structure of the PBA curriculum, and the syllabi for speaking (*kalam*) and reading (*qira'ah*) courses. Meanwhile, field data was collected directly thru direct observation, documentation study, in-depth interviews (*muqabalah 'amiqah*), and

Focused Group Discussions (FGD) at the research location (Akyıldız, 2021). The field data is positioned as a crucial unit of data analysis to be compared in order to formulate an effective curriculum design.

Data collection techniques were conducted simultaneously thru bibliographic surveys and direct interactions with key informants, including the Head or Secretary of the Arabic Language Education Department, Arabic language lecturers, and students at six research sites. As an effort to enrich the substance and theoretical comparison, the researcher also conducted interviews with experts in Arabic language learning methodology, such as Dr. Uril Bahrudin and Dr. A. Fuad Effendy (Bakalla, 1984). The researcher acts as a "living instrument" striving to understand the empirical reality of the implementation of learning with full empathy. The focus of interviews and observations is directed toward several strategic aspects, including leadership policies regarding the formation of the environment, development vision and philosophy, field constraints, and the direction of future learning model development utilizing ICT (Information and Communication Technology) and e-learning.

Data analysis is conducted following a systematic qualitative procedure that includes content analysis of bibliographic studies, comparative analysis between departments, and SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). Thru SWOT analysis, researchers map the strengths, weaknesses, opportunities, and threats of each environmental engineering model at each research site to draw a common thread for conclusion-making (Bosch, 2020). This data analysis procedure involves sorting information into specific categories, formulating data into narratives, and writing qualitative texts that emphasize essential aspects. The criteria for trustworthiness in this research are assessed based on aspects of consistency, credibility, and transferability, which differentiate it from the criteria of validity and reliability in quantitative research. This research is based on several fundamental assumptions, including the variation in language environment development strategies due to differences in the quality of Human Resources (HR), diverse methodological expertise, and the uneven availability of ICT facilities in each institution. Moreover, the effectiveness of the current environmental engineering is suspected to be not fully optimal due to the influence of heterogeneous student input factors and the non-conductive state of the integrative language learning ecosystem. Thru the synergy of the strengths of each site and the elimination of existing weaknesses, this research aims to reformulate a synthesis of a more innovative, modern, and enjoyable (joyful learning) learning model for students.

Operationally, the logic of this research is structured in a chain of reasoning that begins with the identification of issues related to the stigmatization of difficulties in learning Arabic, followed by the formulation of a theoretical framework in Chapter II to clarify key concepts such as language and cultural environments. The methodological framework in Chapter III serves as a procedural guide to address the formulated issues (Arifin, 2008). The research results are then presented in full and integrated throughout the report chapters, supported by literature validation placed in footnotes according to the UIN Syarif Hidayatullah Scientific Writing Guidelines (2007). The use of standardized transliteration guidelines is also applied to ensure the accuracy of technical terms from the Arabic language.

The implementation of this research took approximately 10 months, from March to December 2012. Although it has limitations, such as a focus limited to only six PTAIN and covering only two language skills (speaking and reading), this research is expected

to trigger the emergence of more comprehensive follow-up studies, including private higher education institutions as well as public universities (Barnadib, 1995). These limitations are honestly stated for technical and academic reasons to maintain the integrity of the study results. Ultimately, the methodology applied aims to make a tangible contribution to the development of an Arabic language curriculum that is responsive to the demands of globalization thru the optimization of technology and professional environmental engineering. Thru this systematic approach, it is hoped that the formulated learning model will be able to enhance the competitiveness of graduates and create a learning society that is competent in functionally communicating in Arabic in the digital era.

RESULTS AND DISCUSSION

This qualitative research using a naturalistic approach successfully captured the empirical reality of the Arabic language learning model based on environment and culture at six State Islamic Religious Colleges (PTAIN) in Java holistically. The research findings indicate that in the post-methodology era, the role of conventional methods is being reduced and replaced by the management of conducive learning environments thru the use of multimedia and Information and Communication Technology (ICT). In general, the six institutions, namely UIN Jakarta, UIN Yogyakarta, UIN Malang, IAIN Serang, IAIN Semarang, and IAIN Surabaya, have shown a strong commitment to making Arabic the institutional identity and the basis for the development of Islamic studies. However, the effectiveness level of ICT-based environmental engineering was found to vary significantly due to differences in the quality of human resources, mastery of methodologies, and the availability of infrastructure facilities at each site. The synergy between the formal classroom environment, which serves as a monitoring mechanism, and the informal environment that provides input for natural language acquisition, is the key to enhancing students' communicative skills (Al-Fauzan, 2005).

Findings at UIN Maulana Malik Ibrahim Malang confirm its position as the most progressive "pilot project" in language environment engineering. The main strength of this site lies in the leadership's policy (political will) that requires all new students to stay in the dormitory (Ma'had 'Aly) for one year to participate in the Special Program for Arabic Language Development (PKPBA) (Machmudah, 2008). In this environment, environmental engineering is carried out both naturally and artificially thru the labelling of objects in Arabic and the placement of motivational statements in strategic locations. Students are exposed to language input for 24 hours thru daily programs such as "*Shabah al-Lughah*" (morning vocabulary provision) and disciplinary supervision by "*Mahkamah al-Lughah*" (language court) which imposes sanctions on language rule violators. The use of ICT at UIN Malang is also very prominent thru the use of satellite TV that broadcasts international news channels like Al-Jazeera and Arabsat, allowing students to develop listening skills directly from native speakers. The learning approach used is the eclectic and communicative method, which creates a joyful learning atmosphere, thereby eliminating the stigma that Arabic is difficult.

At UIN Syarif Hidayatullah Jakarta, research found that language environment engineering is supported by established ICT infrastructure, such as free internet access facilities (free hotspot areas), digital libraries, and modern language laboratories. The institution's vision to become a model for content and learning methodologies is realized thru a curriculum that explicitly integrates cultural aspects, such as in the course *al-*

Lughah wa al-Tsaqafah al-Arabiyah. This course uses active learning methods to introduce students to the mindset, language logic, and expression patterns of Arab society in order to avoid interference from their mother tongue's mindset. The academic environment at UIN Jakarta is strengthened by the weekly program "Language Friday" and the organization of the Arab Language and Arts Week (PARAB), which includes creative competitions and international seminars. In addition, the standardization of competencies thru the TOAFL (Test of Arabic as a Foreign Language) system serves as a formal evaluation instrument that ensures the quality of students' language proficiency meets international standards.

Meanwhile, UIN Sunan Kalijaga Yogyakarta stands out in the development of learning models based on the paradigm of integration-interconnection of knowledge. The strategy for achieving competencies at this site involves the intensive use of ICT thru e-learning and information technology training for lecturers to improve the quality of lectures. The institution provides theatrical spaces and religious laboratories that support students' language interaction outside the classroom. Efforts to standardize competencies are carried out thru the IKLA' (*Ikhtibar Kafa'ah al-Lughah al-'Arabiyyah*) instrument, which functions similarly to TOAFL in measuring students' academic accountability. Field findings indicate that the language interaction environment at UIN Yogyakarta is designed thru the "Yaum 'Arabi" program, initiated by the Language Service Centre to provide intensive training for non-PBA students. The synergy between the university's macro policies and departmental commitment creates an academic atmosphere conducive to the development of *maharah kalam* and *qira'ah* (Elshamawi, 2002).

Findings at IAIN Semarang indicate a strong orientation toward the development of functional and academic skills thru the student dormitory program and the "NAFILAH" forum (*Nadi Wali Songo bi al-Lughah al-'Arabiyyah*). The curriculum at this institution combines speaking and reading skills thru 17 courses that include *muhadatsah*, *muthala'ah*, *insya'*, and *bahtsul kutub*. The *bahtsul kutub* program serves as a cultural environment that trains students to read and critically analyze classical texts in depth. For competency evaluation, IAIN Semarang has developed a unique language standard called IMKA (*Ikhtibar Mi'yari li Kafa'at fi al-Arabiyyah*), which adopts the TOEFL and IELTS models with the addition of speaking and expression skills tests. However, the main challenge at this site is the consistent availability of native speakers and the still heterogeneous quality of student input.

At IAIN Surabaya, research found the authenticity of a learning model oriented toward professional proficiency for specific purposes (Arabic for Specific Purposes), such as translation and tourism (Brown, 2008). The curriculum structure at this site is uniquely designed using original Arabic course nomenclature, such as *tashmim tadrīs al-lughah* and *'ulum as-siyahiyah*, to create an atmosphere of Arab culture from the academic planning stage. Cultural content is deeply integrated thru cross-cultural understanding courses to equip students with the ability to accurately interpret communication situations. The use of ICT is focused on utilizing multimedia to support Arabic language service courses in various non-religious majors. The evaluation of communicative competence is conducted by giving high appreciation to speaking skills thru scientific debate forums that train students to argue in Arabic.

On the IAIN Serang campus, it was found that the development of the learning model is still in the stage of adapting the curriculum from UIN Jakarta. Language environment engineering is carried out thru a language month program called

"MUMTAZ" and the formation of small discussion groups for *muhadatsah* practice. The institution has provided physical facilities such as language laboratories and language centres, but their effectiveness is still hindered by the social culture of the campus community, which is still dominated by the local dialect (Sundanese) in daily interactions (Ali, 2001). This finding emphasizes that the sociolinguistic factors of the external environment significantly influence the success of internal environmental engineering within the campus. Nevertheless, the recommendation for lecturers to use Arabic as the medium of instruction is beginning to foster a collective awareness among students in language acquisition.

Substantively, this research found that the engineering of visual environments (*al-bi'ah al-mar'iyyah*) and auditory environments (*al-bi'ah al-sam'iyyah*) provide a highly significant positive contribution (Nasarudin, 2024). The use of images and multimedia has proven to have a cognitive impact three times stronger, while the audiovisual combination (images and words) has an impact six times stronger compared to conventional verbal lecture methods. This is supported by the fact that 75% of human knowledge is absorbed thru the sense of sight. Therefore, the availability of modern language laboratories, wireless internet access (free hotspot areas), and the visualization of Arabic texts throughout the campus area have become indispensable environmental engineering instruments in the post-methodology era. The synergy between formal classroom instruction and the utilization of digital technology can create a learning ecosystem that enables and habituates students to communicate actively.

A SWOT analysis of all sites reveals that the main strength of PTAIN in Java lies in its strong development vision and philosophy, as well as its possession of competent human resources in the field of Arabic linguistics (Dardjowidjojo, 2003). However, the identified weaknesses include the suboptimal university regulations in mandating the use of Arabic across all campus areas and the fluctuating institutional commitment to funding ICT facilities. A significant opportunity arises from the high global demand for graduates proficient in Arabic professionally, while the threat that needs to be anticipated is the emergence of competitors from private universities that already have more established language environment models, such as LIPIA Jakarta or ISID Gontor. The integration of Islamic values as a spirit of learning and spiritual motivation was also found to be a supporting factor that strengthens students' mental resilience in learning Arabic (Hanafi, 2012).

As a conclusion from these findings, a synergistic model of ICT-based environmental engineering was formulated, integrating three main competencies: linguistic (*al-kifayah al-lughawiyyah*), communicative (*al-kifayah al-ittishaliyyah*), and cultural (*al-kifayah al-tsaqafiyyah*) (Buthalib, 1991). This model emphasizes that effective Arabic language learning must be interactive, dynamic, and enjoyable (edutainment) in order to eliminate students' psychological barriers. The success of this model heavily relies on five main pillars: (1) visionary leadership commitment, (2) engineering an audio-visual environment rich in language input, (3) integrating authentic cultural content into the curriculum, (4) sustainable utilization of ICT and e-learning, and (5) creating a learning society that consistently practices the Arabic language. By implementing this integrated model, Islamic Higher Education Institutions (PTAIN) in Indonesia are expected to produce graduates in Arabic language education who are communicatively competent and ready to compete on the international stage in the digital era.

Entering the post-methodological era, the paradigm of Arabic language learning in PTAINs demands a fundamental transformation that transcends rigid conventional methodological boundaries. This era marked by reduction in the role of traditional methods that often stifle educators' creativity, shifting to management of holistic and contextual learning environments. Based on research findings at six PTAIN sites in Java, discussions on the effectiveness of ICT-based environmental engineering must begin with deconstructing the collective stigmatization of students who view Arabic as a very difficult subject or a "scary bogeyman". This social fact is an acute psychological barrier rooted in a lack of interest and an unfavorable classroom environment design, even though linguistically, no language is truly difficult as long as the environment is managed professionally (Muhammed, 2025). This discussion confirms that in post-method conditions, educators must act as managers, researchers, and drivers of creativity who are able to utilize multimedia and multiple intelligences of learners to create a dynamic learning atmosphere.

The synergy between formal and informal environments is a key determinant in determining the success of students' Arabic language acquisition. Referring to Krashen's theory, the informal environment acts as the main source of input for natural language acquisition, while the formal environment in the classroom functions as a monitoring mechanism that edits and corrects students' linguistic discourse. However, contact with the language in informal environments alone does not guarantee an increase in proficiency unless students are actively and productively involved in using the language through repeated practice until it becomes an actualized culture (Effendy A. F., 2004). In this context, ICT-based environment engineering is positioned as an instrument to bring the Arab world into the campus, so that students get authentic and continuous exposure to the language.

The extraordinary success demonstrated by UIN Maulana Malik Ibrahim Malang thru the Ma'had 'Aly model provides valuable lessons on the importance of political will or visionary leadership policies. The synergy at this site is realized thru an educationally "forcing" environmental engineering, where all new students are required to stay in the dormitory for one year. This dormitory environment allows for the creation of a consistent Arabic language ecosystem 24 hours a day, integrating formal academic activities with informal practices such as morning vocabulary sessions (Shabah al-Lughah) and disciplinary supervision thru the "mahkamah al-lughah" instrument. The Malang model proves that an artificially designed environment, when run naturally, can transform students' language behaviour from merely memorizing rules to making language a living culture. This emphasizes that the existence of student dormitories is very strategic because it allows for the management and control of the environment to be designed in such a way that aligns with institutional goals (Affi, 1995).

An evaluation of ICT aspects in environmental engineering shows that the use of audio-visual media has a much stronger cognitive impact compared to conventional lecture methods. The research findings of al-Sâmarraî's prove that the level of knowledge acquisition thru the sense of sight reaches 75%, and the combination of images and words (audiovisual) increases learning effectiveness by up to six times. Therefore, the availability of modern language laboratories, wireless internet access (free hotspot areas), and exposure to immersive media such as international television broadcasts (al-Jazeera, Arabsat, al-Arabiyya) at UIN Jakarta and UIN Malang are integral parts of the strategies for engineering visual (*al-bî'ah al-mar'iyah*) and auditory (*al-bî'ah al-sam'iyah*)

environments (As-Shaghir, al-Ma'rifah wa as-Sulthah fi at-Tajribah al-Islamiyyah, 2010). The utilization of ICT is no longer just a complement, but rather a vital instrument for creating a joyful learning or edutainment atmosphere that can eliminate student boredom.

The discussion on the cultural dimension in Arabic language learning emphasizes that language reflects the mindset (*anmath al-tafkir*) and cultural behavior of a nation (As-Shaghir, 2010). Pragmatic errors often made by Indonesian students—such as the incorrect use of prepositions due to the interference of their mother tongue's thot patterns—indicate that Arabic cannot be taught in isolation from its socio-cultural context (Al-Syaibany, 1979). For example, the forced use of expressions based on Indonesian language logic often results in Arabic sentences that are unusual for native speakers. Therefore, the curriculum at PTAIN such as UIN Jakarta, which integrates the course al-Lughah wa al-Tsaqafah al-Arabiyah, becomes highly relevant in equipping students with authentic thinking logic and expression patterns. Cross-cultural understanding must be established as a foundation so that students not only master the theory of grammar (*nahwu-sharaf*) but also are able to react appropriately in various complex social communication situations.

The variation of models at various research sites indicates a rich diversification of academic orientations but requires systemic standardization. While UIN Jakarta and UIN Yogyakarta excel in standardizing competencies thru TOAFL and IKLA', IAIN Surabaya instead offers a functional-professional approach by directing language proficiency toward specific purposes such as tourism and translation. On the other hand, IAIN Semarang strengthens the cultural environment thru the Bahtsul Kutub program, which trains students to read classical texts critically. However, the challenges found at IAIN Serang, where the local dialect-dominated social culture becomes an obstacle to consistent language interaction, emphasize that external sociolinguistic factors greatly influence the success of internal campus environment engineering. This indicates the need for strict university regulations mandating the use of Arabic on certain days, such as the "Jum'ah 'Arabiyyah" policy, to bind the collective commitment of the entire academic community.

Effective synergy also requires exemplary behaviour (*uswah hasanah*) from lecturers and institutional leaders in communicating using Arabic. Without the presence of driving figures and a creative team, all physical engineering of ICT-based environments will lose their spirit and utility. Student motivation is found to grow spontaneously if they feel they are learning in a comfortable, relaxed, and enjoyable atmosphere (happy learning). Therefore, the model for future curriculum development in the digital era must be based on an integrated system that combines the four language skills with real experiences of interacting in a language-rich environment. The integration of structured curricular instruction with informal activities in dormitories and language laboratories will produce graduates who are communicatively competent and ready to compete on the international stage.

Substantively, this research found that the classic constraints of limited human resources and funding can actually be overcome with strong institutional initiative and commitment. All forms of environmental engineering, from labelling objects to providing audio-visual media, must be based on the principles of consistency and sustainability (*istiqamah*) to avoid monotony. The integration of Islamic values as a spirit and motivation for learning also serves as a supporting factor that strengthens students' mental

resilience in facing the challenges of learning a foreign language. Finally, the synergy between the university's macro policies, intelligent use of ICT, and the creation of a learning society across all areas of the campus becomes the key to the transformation of Arabic language education in Indonesia, ensuring it remains prospective and responsive to advancements in science and technology in the era of globalization.

CONCLUSION

This research concludes that the transformation of Arabic language learning in the post-methodology era at State Islamic Religious Colleges (PTAIN) demands a paradigm shift from adherence to conventional methodological hierarchies toward holistic, integrative environmental engineering based on Information and Communication Technology (ICT). The effectiveness of acquiring the Arabic language is fundamentally determined by the systemic synergy between the formal environment in the classroom, which serves as a monitoring mechanism to edit linguistic discourse, and the immersive informal environment as the primary source of natural input (acquisition); where the student immersion model (Ma'had 'Aly) has proven to be the most effective living language laboratory in facilitating habituation (*ta'wid*) and enabling students to communicate actively and intuitively. The implementation of visual (*al-bi'ah al-mar'iyah*) and auditory (*al-bi'ah al-sam'iyah*) environment engineering thru the utilization of multimedia, wireless internet access (free hotspot area), modern laboratories, and immersive media exposure thru international television broadcasts (al-Jazeera and Arabsat) empirically provides a cognitive impact six times stronger compared to the verbal lecture method alone. This enables the creation of a learning ecosystem that can bring the "Arab world" into the campus in a tangible way to respond to the dynamics of science and technology in the digital era. Furthermore, the enhancement of communicative skills—particularly in *maharah kalam* and *qira'ah*—can only be authentically achieved if the curriculum and syllabus design integrates cultural competencies that encompass mastery of thot patterns (*anmath al-tafkir*), expression patterns (*anmath al-ta'bir*), and the logic of native speakers' language to minimize structural interference from the mother tongue. The success of this synergistic model necessitates a visionary political will from leadership to establish firm institutional regulations, such as the implementation of mandatory language zones and the "Jum'ah 'Arabiyyah" program policy, supported by exemplary educators (*uswah hasanah*) and collective disciplinary control instruments like the mahkamah al-lughah. By reconstructing the academic atmosphere thru the concept of joyful learning and edutainment, the collective stigma regarding the difficulty level of the Arabic language can be psychologically eliminated, thus giving rise to a learning society with global competitiveness, professional competence, and strong spiritual depth. The synthesis of the formulated model emphasizes that the future of Arabic language education in Indonesia highly depends on the consistency (*istiqamah*) of environmental engineering that can synergize linguistic, communicative, and cultural dimensions systematically and sustainably.

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