Implementation of Arabic Language Learning in Sociolinguistic Contexts at Darussalam Sumani Islamic Boarding School

Melinda Dewi Srirehani [1], Sintya Rahmadewi [2], Syaiful Mustofa [3]

[1,2,3] Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Abstract

This study examines the implementation of Arabic language learning within a sociolinguistic context at Darussalam Sumani Islamic boarding school. Arabic is not only a means of conveying religious teachings, but also serves to understand linguistic phenomena that appear in society. This research aims to explore the mastery of Arabic through social factors around it. Using a qualitative descriptive method, data were collected through observation, interviews, and documentation. The object of the research was 30 students of the Darussalam Sumani Solok Islamic boarding school. Data analysis was carried out using Mailes and Hubberman techniques, collecting data, analyzing data, displaying/describing data and conclusions. Findings reveal that social factors such as talent, interest, and motivation significantly influence students' mastery of Arabic. Talent refers to natural potential, while interest and motivation are shaped by environmental and educational support. The study concludes that integrating social factors into teaching strategies can enhance Arabic language learning outcomes.

INTRODUCTION | مقدمة

The origin of the word *learning* is derived from the Indonesian root word *ajar*, which evolves into *belajar* (learning) by the addition of affixes. However, the concept of learning itself cannot be explained in a simplistic manner, as it encompasses a range of complex human behaviors and cognitive activities.(Rani, 2017) According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is defined as the process of interaction between students, educators, and learning resources within a structured educational environment.(Rohayati et al., 2024)

This law also outlines the use of foreign languages in education, stating that foreign languages may be used as the language of instruction in specific educational units to enhance students' language proficiency(Mustafa, 2021) In the context of this study, the foreign language referred to is Arabic. Arabic is recognized as one of the official languages of the United Nations, alongside English, French, and Mandarin.(Mustofa, 2021) Despite its global importance, Arabic language education in Indonesia often encounters both linguistic and non-linguistic challenges, ranging from grammatical complexity to a lack of daily exposure and limited teaching resources (Sofa et al., 2021)

Arabic, however, holds a unique social significance in Indonesia, particularly within Islamic

education and communities. Its usage extends beyond formal instruction and penetrates various aspects of social and religious life, influencing social norms and interactions.(Jamil & Agung, 2022) This is where the study of sociolinguistics becomes relevant. Sociolinguistics, a field that explores the interaction between language and society, provides critical insights into how language reflects and shapes social structures and cultural practices.(Abdurrahman, 2008) Language is not only a system of rules but also a medium through which social relationships are formed and maintained. As such, sociolinguistics emphasizes the social function of language and the contextual factors that influence its use.

In this regard, Arabic language learning should not be seen merely as a cognitive-linguistic endeavor but also as a socially embedded process. Sociolinguistics merges the disciplines of sociology, which studies social systems, family structures, and community dynamics, and linguistics, which analyzes language structure and function. In sociolinguistic research, it is crucial to consider both aspects, as the effectiveness of language learning is influenced by the learner's immersion in a socially meaningful context(Habibah et al., 2023)

Based on the theoretical foundation outlined above, this study aims to examine Arabic language learning from a sociolinguistic perspective. The rationale behind this is the observation that students who are exposed to authentic social environments such as dormitory settings where Arabic is used informally demonstrate a higher level of language proficiency. Through these interactions, learners begin to internalize language as a tool for real-life communication, thus bridging the gap between classroom instruction and everyday usage. This supports Vygotsky's (1978) sociocultural theory, which posits that cognitive development, including language acquisition, is fundamentally shaped by social interaction within a cultural context.

Unlike previous studies that tend to approach Arabic language learning in a general and decontextualized manner, this research situates language instruction within the lived experiences of students. By doing so, it highlights the potential of integrating sociolinguistic principles into language pedagogy to enhance communicative competence, boost learner confidence, and foster meaningful engagement with the Arabic language in both academic and non-academic settings.

METHOD | منهج

This research uses a qualitative approach with a case study research method. Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. (Strauss & Corbin, 2003)Meanwhile, case study is a qualitative research which means a research conducted on natural objects, where the researcher is the instrument, data collection techniques use triangulation, analysis is inductive and research results emphasize meaning rather than generalization.(Hidayat, 2021). It can be concluded that case study research is a research method whose research sources come from one or more individuals, groups, or certain situations that are used as objects of study to gain an in-depth understanding of the phenomenon being studied. The study area in this research is the Darussalam Samuni solok boarding school.

The sampling technique used in this study is purposive sampling, where participants are selected based on specific criteria relevant to the research objectives.(Nyimbili & Nyimbili, 2024) This includes individuals who are directly involved in Arabic language learning processes, such as teachers, curriculum developers, and students with consistent participation in learning activities.(Jendli & Albarakati, 2024) The selection is made intentionally to ensure the richness

and relevance of the data collected.

Ethical considerations were also an integral part of this study. Prior to data collection, informed consent was obtained from all participants, ensuring their voluntary participation.(Alhabsi, 2024) Participants were also assured of the confidentiality and anonymity of their responses. The research adhered to ethical guidelines by respecting participants' rights, minimizing potential harm, and maintaining transparency throughout the research process.(HWANG, 2023)

Data collection techniques are carried out by observation, interviews and documentation. observation is a way or method of collecting information or data carried out by systematically observing and recording the phenomenon that is being observed.(Mania, 2008) According to Kerlinger, an interview is the role of an interpersonal face-to-face situation where one person (interviewer), asks one interviewee, several questions made to get answers related to research problems. (Fadhallah, 2021). Documentation is a form of activity or process in providing various documents by utilizing accurate evidence based on records from various sources. (Hasan, 2022) Meanwhile, the data analysis in this study includes data reduction, data presentation and drawing conclusions.

Data analysis was conducted using an inductive approach through thematic analysis. The process began with organizing and familiarizing with the data through repeated reading of transcripts and field notes. Then, codes were generated to identify patterns and themes emerging from the data.(Nyaaba et al., 2025) These themes were categorized and interpreted based on the research questions. Triangulation was employed by comparing data from different sources interviews, observations, and documentation to enhance the validity and reliability of findings. Finally, conclusions were drawn by linking the emerging themes with theoretical frameworks and previous studies, ensuring the credibility of interpretations.(Marlina et al., 2025)

RESULT | نتائج

Arabic language learning in the Darussalam Islamic Boarding School environment, as explained in the results of interviews with one of the Arabic language teachers, shows that social factors, in this case sociolinguistics, have a close relationship and a very important role in improving the effectiveness of learning. One of the main social factors that influence the success of language learning is students' aptitude, interest and motivation. These three factors interact complexly in supporting the Arabic learning process, which is not only limited to academic aspects, but also to the social and psychological aspects of students.

Talent

Talent, referring to a person's natural ability or potential in a field, also plays an important role in Arabic language learning. Some students may have a natural aptitude for learning languages, which allows them to more quickly grasp Arabic structures, pronunciation and grammar. This aptitude is often related to students' intellectual ability, memory and cognitive ability to grasp language patterns. However, although aptitude has a role in the speed of learning Arabic, it is not the main determining factor. Other factors such as motivation and interest have a greater influence in sustaining long-term learning. Students who have aptitude in Arabic but do not have strong motivation or interest may not develop their Arabic language skills to their full potential.
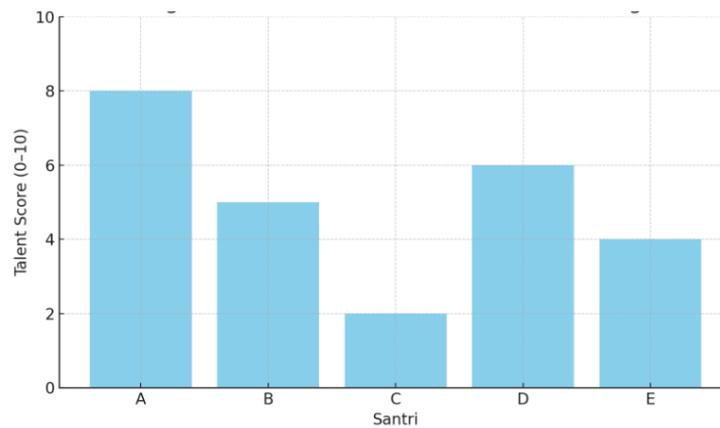
Figure 1: Santri Talent

Figure 1 explains that at Pondok Darussalam, students are given space to develop their talents, both in the religious, academic and other life skills fields. Students' talents can be seen from their ability to understand religious teachings, Arabic speaking skills, writing skills, or even talents in art (calligraphy). Pondok Darussalam tries to identify the talents possessed by each student early on and provide appropriate training and guidance. Special programs, such as additional classes in Arabic and English, training in da'wah skills, or teaching Islamic arts and culture, become a means to develop santri talents. In addition, the pesantren also utilizes santri talents in extracurricular activities that actively involve santri in various fields.

This chart illustrates significant variation in students' (santri) natural talents. For example, Santri A demonstrates a high talent level (score of 8), whereas Santri C scores much lower (2). This highlights the need for differentiated instructional approaches tailored to individual potential. While talent influences initial learning ease, it is not the primary factor in long-term success. Sustained interest and motivation are more decisive in maintaining engagement and progress.

Interest

Interest is a deep interest or attention to a field, which in this case is the Arabic language. A strong interest in Arabic can make students more active in learning because they feel personally connected to the material being studied. Interest often arises from the positive experiences they have related to the language, such as understanding the beauty of religious texts or feeling the direct benefits of being able to speak Arabic. Teachers play an important role in fostering student interest.

The results of the interview with Ustazah "D", one of the ways she does is by providing real experiences to students outside the classroom. For example, by speaking Arabic in daily activities, such as when asking how students are doing. With language, students will more easily see the relevance of Arabic in their lives, both in the pesantren and outside the pesantren. In addition, students' interest can also be influenced by the approach used by the teacher, such as creative and fun teaching methods, role playing, or the use of interesting media.

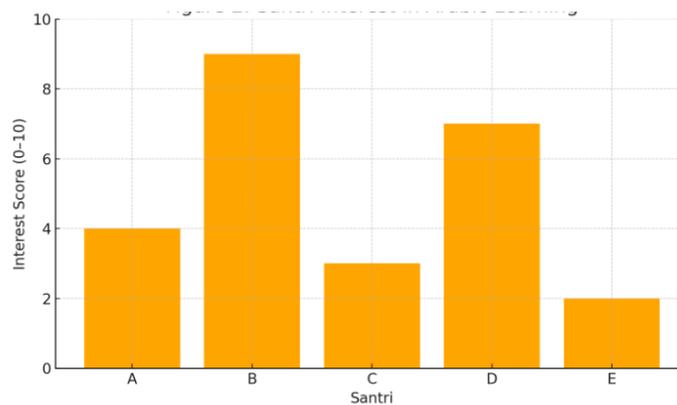**Figure 2: Santri's interests**

Figure 2 explains that each santri has different interests or interests in certain fields, for example, some are interested in tafsir, hadith, fiqh, or Arabic and English language skills. To support santri interests, Pondok Darussalam provides facilities and opportunities to participate in various activities related to their interests. For example, those who are interested in tafsir or hadith can join discussion groups or additional classes outside of regular class hours. In addition, the boarding school also often holds competitions or exams to hone the ability and measure the achievement of students in various fields. Thus, santri's interests are highly considered and facilitated to ensure that they can explore their full potential. Supporting these interests is crucial to creating a sense of enjoyment and engagement in the learning process, which ultimately improves santri achievement.

The second figure shows the differences in students' interest levels in Arabic. Santri B, with a high interest score of 9, contrasts sharply with Santri E, whose score is only 2. This underscores the importance of meaningful and engaging teaching strategies. A student's interest often stems from positive experiences and perceived relevance of the subject. Enhancing this factor can significantly boost participation, enthusiasm, and long-term retention.

Motivation

Motivation is one of the most significant elements in improving the quality of learning. In

the context of Arabic, motivation can be divided into two main categories: intrinsic motivation and extrinsic motivation.

a) Intrinsic motivation is the drive from within students to learn Arabic due to curiosity, interest in Arabic culture, or desire to understand Islamic religious texts written in Arabic, such as the Qur'an and Hadith. Students who have high intrinsic motivation tend to be more enthusiastic in taking Arabic lessons and participate more in learning activities.

b) Extrinsic motivation refers to external motivation, such as the hope of getting good grades, recognition from others, or meeting academic demands. This extrinsic motivation is equally important as it can be the initial impetus for students to start and continue the Arabic language learning process.

From the results of interviews that researchers have conducted with one of the teachers at the Darussalam Islamic Boarding School in Arabic language learning, motivation can also be given by teachers to create a pleasant classroom atmosphere and make students feel comfortable. Ustazah "D" gives an example by greeting students using Arabic before starting the lesson, even though they live in a dormitory together, and speaking Arabic outside the classroom. This not only serves to improve students' speaking skills but also builds their learning spirit, both emotionally and cognitively.

Figure 3: Intrinsic and Extrinsic Motivation
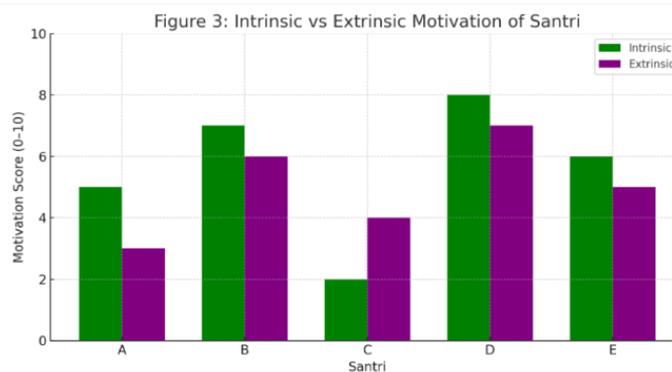
The Figure 3 above explains that the motivation of the santri at Darusslam Sumani Solok develops through various religious activities, such as book studies, routine recitation, and the practice of Islamic teachings in daily life. These activities arouse the inner drive of the santri to continue to explore religious knowledge, practice Islamic teachings, and improve the quality of their lives in accordance with Islamic values. This motivation arises not because of coercion or external rewards, but because of internal awareness and desire to get closer to Allah and become a better person.

This graph shows the comparison between intrinsic and extrinsic motivation. Santri D, for example, has high levels of both intrinsic and extrinsic motivation, while Santri C has lower levels of both. This combination of motivation is important because intrinsic motivation supports long-term and deep learning, while extrinsic motivation can encourage initial engagement.

DISCUSSION | مناقشة

Sociolinguistics, as a study that addresses the relationship between language and social context, can play an important role in supporting Arabic language learning. In this study, sociolinguistics focuses on how social interactions that occur between teachers and students, as well as among students themselves, can support Arabic language acquisition. The use of Arabic in real social contexts outside the classroom, such as in daily life in the dormitory, gives students the opportunity to practice the language in non-formal situations. This enriches their learning experience and improves their ability to speak and understand Arabic.

As seen in daily life at Pondok Pesantren Darussalam, social interaction using Arabic outside the classroom becomes an effective way to improve students' language skills. As more and more students get used to interacting using Arabic, they will be more confident in using it, not only in class but also in their social life. This is in line with the concept of sociolinguistics, which emphasizes the importance of social context in understanding and using language.

From observations made of students, it can be concluded that students who have high intrinsic motivation will be more active in seeking opportunities to speak in Arabic, both inside and outside the classroom. They also tend to be more diligent in seeking additional information through teachers or other media and participating in extracurricular activities related to Arabic. Students who have an Arabic social background will be more dominant in interacting using Arabic, which in turn encourages other students to follow them. This not only improves their communication skills in Arabic, but also broadens their understanding of the use of Arabic in various social contexts.

Students' involvement in Arabic language learning based on this social interaction can train the variety of Arabic language use, both in oral and written forms, and increase their confidence in using the language. Thus, the combination of motivation, interest, and talent supported by an effective sociolinguistic approach can have a positive impact on students' mastery of Arabic.

These findings have significant practical implications. The social interaction-based learning model implemented at Pondok Pesantren Darussalam can be adopted by other Islamic boarding schools by adapting it to their respective local contexts.(Mohajeri et al., 2020) The use of Arabic in daily life at the boarding school can significantly improve students' communicative competence. Therefore, it is recommended that educational policies at boarding schools support the use of Arabic in various aspects of boarding school life, not limited to academic activities. Although this approach shows positive results, teachers face challenges in implementing it. One of the main challenges is the diversity of students' backgrounds, both in terms of language ability and learning motivation. Teachers need to develop adaptive and inclusive teaching strategies to accommodate these differences. Additionally, limited resources and training for teachers in applying sociolinguistic approaches also pose obstacles that need to be addressed.

CONCLUSSION | خاتمة

The implementation of Arabic language learning at Pondok Darussalam Sumani Solok

involves the factors of talent, interest, and motivation that affect the success of students in learning the language. Linguistic talent makes it easier for students to master Arabic, but it needs to be supported by other factors for optimal learning. The santri's high interest in Arabic, especially those related to understanding Islam, increases their seriousness in learning. Intrinsic motivation, such as the desire to explore religion, is the main driver, while extrinsic motivation also strengthens the spirit of learning. These three factors, in addition to influencing the learning process, also play a role in the formation of santri's social and religious identity, making Arabic an important part of their cultural identity. However, this study has limitations, particularly the small sample size and the focus on a single institution, which may restrict the generalizability of the findings. Further research involving multiple pesantren in diverse geographical areas is recommended to provide a broader understanding of Arabic language learning dynamics across different contexts. For practical implementation, pesantren and other Islamic educational institutions are encouraged to develop learning strategies that enhance both intrinsic and extrinsic motivation. Tailored learning programs that accommodate varying levels of linguistic talent and leverage students' interest in religious texts could further support language acquisition. Integrating Arabic learning with identity-building activities may also strengthen students' engagement and long-term retention of the language.

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