

The Application of the Arabic-Language Environment (Bi'ah Arabiyah) to the Development of Arabic Communication Skills at OCEAN Kediri

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ABSTRACT	Article Info
<i>This study aims to examine the implementation of the Arabic language environment (bi'ah 'arabiyah) in developing Arabic communication skills at OCEAN Kediri. The research employed a descriptive qualitative approach, utilizing participatory observation, in-depth interviews with instructors and students, and documentation of learning activities as data collection methods. The findings indicate that the institution applies integrated strategies, including environmental visualization, the use of incentives and sanctions, learning group arrangements, daily habituation, extracurricular activities, and teacher modeling as a language role model. These strategies proved effective in enhancing the four core language skills: speaking, listening, reading, and writing, as well as improving communicative spontaneity, self-confidence, and student motivation. The consistent integration of the Arabic language environment facilitates the internalization of Arabic into daily activities. The study emphasizes the importance of bi'ah 'arabiyah as a communicative, contextual, and sustainable learning model. The findings provide practical implications for Arabic language education institutions to create authentic learning environments that support the development of communicative competence and foster a consistent culture of Arabic language use</i>	Article history Received: 12 November 2024 Revised: 24 November 2024 Accepted: 30 Desember 2024 Keywords Application, Arabic language environment (Bi'ah Arabiyah), communication skills, Arabic Learning,
Penelitian ini bertujuan untuk mengkaji implementasi lingkungan bahasa Arab (bi'ah 'arabiyah) dalam pengembangan keterampilan komunikasi bahasa Arab di OCEAN Kediri. Penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan metode pengumpulan data berupa observasi partisipatif, wawancara mendalam dengan guru dan siswa, serta dokumentasi aktivitas pembelajaran. Hasil penelitian menunjukkan bahwa institusi tersebut menerapkan strategi terintegrasi, termasuk visualisasi lingkungan, penggunaan insentif dan sanksi, pengaturan kelompok belajar, pembiasaan harian, kegiatan ekstrakurikuler, dan percontohan guru sebagai model bahasa. Strategi-strategi ini terbukti efektif dalam meningkatkan empat keterampilan bahasa inti: berbicara, mendengarkan, membaca, dan menulis, serta meningkatkan spontanitas komunikasi, kepercayaan diri, dan motivasi siswa. Integrasi yang konsisten dari lingkungan bahasa Arab memfasilitasi internalisasi bahasa Arab ke dalam aktivitas sehari-hari. Studi ini menekankan pentingnya bi'ah 'arabiyah sebagai model pembelajaran komunikatif, kontekstual, dan berkelanjutan. Temuan ini memberikan implikasi praktis bagi lembaga pendidikan bahasa Arab untuk menciptakan lingkungan belajar autentik yang mendukung pengembangan kompetensi komunikatif dan memupuk budaya penggunaan bahasa Arab yang konsisten.	Kata kunci: Penerapan, Lingkungan Bahasa (Bi'ah Arabiyah), Keterampilan berbicara, Pembelajaran Bahasa Arab

INTRODUCTION

Arabic is classified as an international language that plays a strategic and multifaceted role, not limited to its religious function as the language of the Qur'an and hadith, but also extending to the fields of education, diplomacy, economics, and international communication. In Indonesia, the demand for Arabic language proficiency continues to experience a remarkable surge in line with the rise of Islamic educational institutions, universities, and Arabic language course centers that are now spread across the country. The paradigm shift in contemporary Arabic language teaching indicates that mastery of this language now goes beyond the ability to read classical texts or classical books, and has shifted to the development of comprehensive communication skills, especially in the realm of speaking (*maharah kalam*). In this framework, one strategy that is considered to have the potential to optimally improve communicative abilities is the creation of an Arabic language environment, or what is called *bi'ah Arabiyah*. The concept of *bi'ah Arabiyah* refers to efforts to create a supportive learning climate and system, where Arabic is fully integrated into daily routines, both in formal and informal situations.

Various empirical studies have proven the crucial value of applying *bi'ah Arabiyah* in strengthening Arabic speaking skills (*maharah kalam*), both in Islamic boarding schools, universities, and other educational institutions. Research by Basith and Setiawan reveals that the language environment has proven to be very effective in shaping Arabic language patterns among students and university students, especially through spontaneous and organized communication activities.¹ Similar findings were reinforced by Anwar, who stated that *bi'ah Arabiyah* functions not only as a learning aid but also as a catalyst that accelerates the absorption of Arabic into the daily lives of learners. Meanwhile, Astuti, Setyawan, and Aji, through their long-term research, demonstrate that the language environment successfully shapes continuous Arabic communication habits, with superior vocabulary and sentence structure retention compared to traditional learning methods.²

Another study that emphasizes the relevance of *bi'ah Arabiyah* comes from Ikramullah³, which highlights the strong statistical relationship between the quality of the language environment and learners' conversational skills (*muhadatsah*), marked by a significant positive correlation coefficient.

¹ A. Basith dan Y. Setiawan, "Implementasi bi'ah lughawiyyah dalam meningkatkan maharah kalam," *Tadris Al- 'Arabiyat: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 2, no. 1 (2022): 140–154.

² W. Astuti, C. E. Setyawan, dan I. M. Aji, "Penerapan bi'ah lughawiyyah dalam pembiasaan maharah kalam di pondok pesantren Ibnul Qayyim putra Yogyakarta,"

Ihtimam: Jurnal Pendidikan Bahasa Arab 3, no. 1 (2020): 95–120.

³ I. Ikramullah, *Pengaruh Bi'ah Lughawiyyah Terhadap Kemampuan Muhadatsah Mahasiswa Pendidikan Bahasa Arab (PBA) di IAIM Sinjai* (Disertasi doktor, Institut Agama Islam Muhammadiyah Sinjai, 2020).

Mustofa further reveals that the language environment affects not only cognitive elements in learning, but also emotional aspects such as motivation and confidence when communicating in Arabic. Nurlaila expands on this analysis by showing the comprehensive impact of *bi'ah Arabiyah*, which not only improves speaking skills (*maharah kalam*), but also writing skills (*maharah kitabah*), thus indicating a knock-on effect on various language skills. In addition, Fauzi emphasizes the vital role of teachers or facilitators as language models, who directly shape the quality and authenticity of the language environment in the teaching process.⁴

Recent research further confirms the empirical basis for the success of *bi'ah Arabiyah*. Huda proves its relevance and application in Islamic boarding schools to improve Arabic language proficiency holistically, with an emphasis on combining formal learning and informal communicative practice. Meanwhile, Utami, Istiqomah, and Hidayat emphasize that the benefits of a language environment are not limited to higher education but are also effective in secondary schools, through the adaptation of methods suited to the characteristics of adolescents.⁵

More interestingly, recent studies by Isnaini and MZ and Albustomi and Setyabudi shift the focus to a context outside Islamic boarding schools, namely the OCEAN Pare Kediri Arabic language course institution, with an in-depth exploration of the effectiveness of the *muhadatsah* method and the use of storytelling in speaking instruction, reflecting the expansion of the scope of *bi'ah Arabiyah* research.

From a more comprehensive literature review, a number of studies and theoretical analyses specifically emphasize the essential contribution of the language environment to the development of speaking skills (*maharah kalam*) through various strategies. Mahfud highlights in his work that the continuous application of *bi'ah Arabiyah* can create a natural and supportive learning environment, allowing students to practice Arabic spontaneously and authentically without the psychological burden that is usually present in formal teaching.⁶ Supporting views come from Nasution, who specifically discusses the urgency of diversity in communication techniques by teachers to maximize the learning process, including communicative strategies, gradual support (scaffolding), and appropriate corrective feedback.⁷ Qodri adds practical value by stating that the applicable *bi'ah*

⁴ N. Nurlaila, "Pembentukan Bi'ah Lughawiyah dalam Meningkatkan Maharah Kalam dan Kitabah pada Mahasiswa Prodi Pendidikan Bahasa Arab Fakultas Tarbiyah Institut Agama Islam Muhammadiyah Bima," *Al-Af'idah: Jurnal Pendidikan Bahasa Arab dan Pengajarannya* 5, no. 1 (2021): 31–49.

⁵ N. P. Utami, D. A. Istiqomah, dan W. Hidayat, "Pengaruh lingkungan bahasa terhadap keterampilan

berbicara bahasa Arab pada siswa kelas IX SMPIT Ar-Raudhah Al-Bantani," *Jurnal Intelek Insan Cendikia* 1, no. 10 (2024): 7530–7537.

⁶ S. Mahfud, *Lingkungan Bahasa dan Perkembangan Maharah Kalam* (Jakarta: Prenadamedia, 2020).

⁷ A. Nasution, *Teknik Komunikasi dalam Pembelajaran Bahasa Arab* (Bandung: Alfabeta, 2022)

Arabiyah approach in language institutions has proven to be very successful in accustoming students to actively use Arabic in their daily routines, from casual interactions to formal presentations.⁸ Meanwhile, Rahmawati emphasizes the communicative approach, which structurally encourages direct interaction in Arabic through meaningful and authentic information exchange activities.⁹

However, there are striking gaps in research from several fundamental perspectives: first, most studies tend to focus on Islamic boarding schools and formal institutions, while in-depth exploration of *bi'ah Arabiyah* in course institutions such as OCEAN is still minimal and has not been thoroughly analyzed from various learning aspects. Second, the majority of studies are descriptive qualitative based on ethnography or case studies, thus requiring an experimental or quantitative approach to measure the effectiveness of *bi'ah Arabiyah* more accurately and generalizably. Third, affective elements such as internal motivation, self-confidence, speaking anxiety, and learners' views of the language environment have not received sufficient attention. Fourth, the development of valid and reliable evaluation and measurement instruments to assess the quality of *bi'ah Arabiyah* still needs improvement.¹⁰ Therefore, research at

OCEAN Pare Kediri offers a strategic opportunity to close this gap through a more in-depth and holistic analysis of the application of the Arabic language environment on the speaking skills of course participants, covering methodology, success rates, and its impact on affective and psychological dimensions.

Although the studies mentioned above have made valuable theoretical and empirical contributions to the development of *bi'ah Arabiyah* studies, substantial research gaps remain and warrant further exploration in order to enrich scientific knowledge. First, most analyses focus more on theory and practice in formal schools or universities, while non-formal institutions such as language courses (e.g., OCEAN Kediri) with adult learners and intensive systems have not been systematically investigated. Second, previous studies have not fully examined the effectiveness of *bi'ah Arabiyah* by linking it to the identification of real constraints experienced by students and the solution strategies applied. Third, existing studies have focused primarily on the role of teachers and teaching methods, while broader elements of the learning environment—such as peer interaction, the influence of physical and mental atmosphere, and socio-cultural factors—have not been adequately explored. Thus, this study aims to address these shortcomings through a holistic analysis and

⁸ H. Qodri, *Pendekatan Praktis Bi'ah Arabiyah di Sekolah Bahasa* (Surabaya: UIN Sunan Ampel Press, 2021).

⁹ D. Rahmawati, *Pendekatan Komunikatif dalam*

Pembelajaran Bahasa Arab (Jakarta: Kencana, 2022).

¹⁰ A. Fauzi, "Peran guru sebagai model bahasa dalam lingkungan berbahasa," *Jurnal Tarbiyah* 28, no. 3 (2021): 201–215.

diverse perspectives on the *bi'ah Arabiyah* process, measuring its impact on progress in Arabic communication, assessing its effectiveness via measurable indicators, and identifying obstacles and innovative solutions at OCEAN Pare Kediri as an example of a non-formal course institution.¹¹

OCEAN (Organization Center for Arabic Natural) Pare Kediri is known as one of the leading Arabic language course centers that seriously and continuously builds a quality *bi'ah Arabiyah* for its participants. This institution has gained recognition as an Arabic language education center that prioritizes practical and communicative methods, with a special emphasis on the application of Arabic in authentic and natural interactions between students and teachers. OCEAN's learning vision is not limited to the delivery of grammatical knowledge (*qawaid*), but rather prioritizes the development of communicative skills that can be applied in real life. The integrated curriculum aims to accustom students to not only passively absorb linguistic elements, but also to actively, spontaneously, and naturally utilize them in various daily communication contexts. OCEAN's distinctive feature lies in its commitment to combining formal teaching with informal communicative practice, making it an

interesting subject for academic study as a successful non-formal institution in fostering a high level of *bi'ah Arabiyah*.¹²

The implementation of *bi'ah Arabiyah* at OCEAN Kediri is realized through a variety of innovative and structured learning activities, which are consciously designed to form a comprehensive Arabic language ecosystem. Key activities include daily conversation sessions (*muhadatsah yaumiyah*) organized around themes relevant to daily routines, the integration of vocabulary into everyday activities such as eating, worship, and socializing, and the encouragement of spontaneous dialogue between students and teachers in informal situations. In each session, students are consistently encouraged to apply new vocabulary (*mufradat jadidah*) so that it becomes firmly embedded in their language patterns. Beyond that, OCEAN provides supporting programs such as muhadharah (speech and presentation practice), thematic group discussions (*munaqasyah jama'iyah*), language games (*al-al'ab lughawiyah*), short drama performances (*masrahiyyah*), and storytelling, which complement each other to enrich the Arabic language environment. These activities prove that *bi'ah Arabiyah* at OCEAN is not an abstract concept or mere motto, but a concrete practice that can be observed,

¹¹ A. I. N. Isnaini dan I. N. MZ, "Penerapan metode muhadatsah untuk meningkatkan maharah kalam siswa di Lembaga Kursus Bahasa Arab (LKBA) 'OCEAN' Pare Kediri," *Menara Tebuireng: Jurnal Ilmu-Ilmu Keislaman* 19, no. 2 (2024): 1–12.

¹² B. Mustofa, "Lingkungan bahasa dan dampaknya terhadap kemampuan berbicara," *Jurnal Ilmu Pendidikan* 26, no. 4 (2020): 301–312.

analyzed, and assessed in the daily learning dynamics of the participants.¹³

The positive benefits of *bi'ah Arabiyah* at OCEAN Kediri are reflected in various signs of progress in Arabic language skills, especially in the area of speaking (*maharah kalam*), which is a top priority. Field observations indicate that participants who initially only mastered passive vocabulary (*mufradat sakinah*) and were limited in their verbal expressions gradually gained the courage and confidence to use them in simple daily conversations. The progressive teaching process facilitates development from basic levels, such as constructing simple sentences (*jumlah basitah*), to interactive dialogue (*hiwar tafa'uli*), to advanced levels of expressing opinions, arguments, and presentations in Arabic with reasonable fluency. This development is in line with the principles of communicative language learning, which prioritizes communicative competence (*al-kafa'ah al-itisaliyyah*) as the main objective of foreign language teaching.¹⁴ Supported by an environment that encourages and emphasizes the regular use of Arabic, the acceleration of students' speaking skills has proven to be superior to conventional methods that tend to focus solely on grammar and

theory.

METHOD

This research uses a descriptive qualitative approach. This approach was chosen because the researcher wants to deeply describe the application of *bi'ah 'arabiyah* in the OCEAN Kediri environment and its impact on the development of Arabic communication skills of the students. According to Creswell¹⁵, qualitative research is suitable for understanding social phenomena contextually through the perspective of the participants. According to Moleong¹⁶, qualitative research aims to understand the meaning behind actions, behaviors, and social interactions that occur naturally. This approach is relevant because the researcher wants to uncover the process of implementing the Arabic language environment and its impact on students' communication skills.

The research was conducted at OCEAN Kediri, which is an Arabic language education institution that implements the *bi'ah 'arabiyah* program as a learning strategy. The choice of this location is based on the existence of real practices in using Arabic as a daily communication language. The technique of selecting informants uses purposive sampling, which means choosing informants who are

¹³ M. Y. Albustomi dan M. A. Setyabudi, "Penggunaan teks cerita dalam pengajaran keterampilan berbicara di Lembaga Kursus Bahasa Arab Ocean Pare Kediri," *Menara Tebuireng: Jurnal Ilmu-Ilmu Keislaman* 19, no. 2 (2024): 45–54.

¹⁴ S. Huda, "Peran *bi'ah Arabiyah* dalam meningkatkan kecakapan berbahasa Arab di pondok pesantren," *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 2, no.

2 (2025): 215–224

¹⁵ John W. Creswell dan J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Thousand Oaks, CA: SAGE Publications, 2020).

¹⁶ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, ed. revisi (Bandung: PT Remaja Rosdakarya, 2021).

considered to know the research problem the best Sugiyono.¹⁷ The subjects of the research are students and educators at OCEAN Kediri. The main informants consist of: Students to understand their experiences, challenges, and development of Arabic communication skills. Educators/mentors to obtain information regarding the strategies for implementing Arabic language environment. Institution managers to understand the policies and supporting programs for the language environment.

The data in this study was collected using the following techniques

1. Observation

Observations are a data collection technique by directly observing research objects, including behaviors, activities, and environmental conditions. According to Sugiyono, observation is an appropriate method for studying phenomena that are occurring naturally so that researchers can capture reality in its entirety. The purpose of the observation is to Identify the forms of the application of Arabic customs (rules, habits, and activities) and observe the behavior of students in using Arabic in everyday communication.

2. Interview

An interview is a method of data collection by conducting direct question and answer sessions between the researcher and the informant to explore

in-depth information. According to Castillo-Montoya, in-depth interviews provide space for participants to articulate their experiences reflectively, resulting in richer and more contextual data. Therefore, interviews in this research are used to understand how the Arabic bi'ah in OCEAN Kediri influences the Arabic language communication skills of the students.

3. Documentation

Documentation is a data collection technique by examining written documents, photos, videos, or archives related to the research object. According to Bowen (2020), document analysis is a systematic method for evaluating both print and digital documents to gain contextual understanding of the research phenomenon. In this research, the documentation aims to Identify written and visual evidence regarding the application of Arabic bi'ah and Understand programs, rules, and policies that support the Arabic language environment.

RESULT AND DISCUSSION

OCEAN Kediri is a non-formal education institution that focuses on Arabic language learning and the Qur'an. This institution was established with the vision of shaping a generation of Muslims who possess

¹⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif,*

active Arabic language skills and are able to practice Islamic values in their daily lives. Since its inception, OCEAN Kediri has implemented *bi'ah Arabiyah* or an Arabic-speaking environment as one of the main strategies in learning. This linguistic environment is manifested through regulations on the use of Arabic in daily interactions, the provision of Arabic language media, and the organization of various supporting activities, such as *muhadharah* (speeches), *hiwar* (conversations), *musabaqah lughawiyah* (language competitions), and language *halaqah*.

Based on the results of observations, interviews, and documentation that have been conducted at OCEAN Kediri, it can be seen that the application of the Arabic language environment (*bi'ah Arabiyah*) plays a significant role in improving the communication skills of learners. The application of *bi'ah Arabiyah* is not limited to the formal domain of classroom learning, but is also manifested in daily social interactions, extracurricular activities, and in the management of the institution's spatial arrangement that supports the creation of a linguistic atmosphere. The research findings show that *bi'ah Arabiyah* at OCEAN Kediri is constructed through two main approaches, namely the structural approach and the cultural approach. The structural approach is evident from institutional policies, rules for the use of the Arabic language in official activities, as

well as the habituation of communication with Arabic instructions in both the classroom and dormitory. Meanwhile, the cultural approach is reflected in the formation of language habits that grow naturally in daily life. such as the use of Arabic greetings, greetings among friends, and the involvement of students in discussion, drama, and Arabic speech activities.

Based on the research findings, there are several strategies employed by institutions to realize Arabic *Bi'ah*:

1. Environmental Visualization Strategy

The institution consistently builds a linguistic atmosphere through the arrangement of spaces filled with texts and symbols in Arabic. Thematic vocabulary posters, phrases for everyday conversation, and important expressions are displayed in various corners of the classroom and public areas. For example, near the classroom door, there are greetings vocabulary and phrases for entering and exiting the room; on the walls, there is a list of commonly used verbs; while on the bulletin board, a short dialogue with contextual illustrations is displayed. This visualization not only serves as decoration but also as a cognitive aid that stimulates students to read and unconsciously repeat the vocabulary every time they engage in activities in the classroom. This strategy has proven to strengthen long-term memory, facilitate vocabulary internalization, and foster a natural habit of communicating in Arabic.

2. Incentive and Sanction Strategy

Institutions implement a system of rewards (incentives) and punishments (sanctions) to encourage consistency in the use of Arabic in the learning environment. Incentives are provided in the form of verbal praise, achievement points, certificates, or small gifts for students who consistently communicate in Arabic. For example, the participant who is most active in using Arabic in daily interactions will be announced as Student of the Week and receive appreciation from both teachers and classmates. On the other hand, sanctions are applied in an educational manner that does not demoralize participants. Forms of sanctions include light reprimands, a requirement to repeat certain vocabulary, or constructing sentences in Arabic as additional practice. There are also symbolic sanctions, such as wearing a special badge that indicates that the participant needs to practice Arabic more.

This combined approach aims to maintain intrinsic motivation while also providing positive pressure for participants to remain disciplined in using Arabic. Thus, a balance is created between the drive for achievement and control to ensure that language rules are consistently followed throughout the institution's environment.

3. Learning Grouping Strategy

The institution uses a grouping strategy to optimize interaction among learners. Grouping is done based on the level of Arabic language proficiency, interests, and

communication needs of the participants. Participants with higher skills are usually grouped with beginners, creating a peer tutoring process, where more skilled participants become models and companions to their peers. In addition, the institution also implements a group rotation system. Every certain period, group members are swapped so that participants not only become accustomed to one communication pattern but can also adapt to various speaking styles of their classmates. Activities carried out in groups include thematic discussions, role plays, daily conversation simulations, and collaborative projects such as creating short videos in Arabic.

This approach enhances communication skills as participants not only learn from the instructor but also practice their abilities through real interactions with one another. This strategy aligns with cooperative learning theory, which emphasizes collaboration, positive interdependence, and individual accountability in achieving common goals. Thus, learning groups not only improve language skills but also foster a sense of togetherness and collective motivation within the institution.

4. Daily Habituation Strategy

The institution emphasizes the importance of habituation strategy in the use of Arabic as a means of daily communication. This strategy is implemented through a structured routine from the moment the participants enter the institution until they

complete their learning activities. Every morning, participants are required to greet and acknowledge both teachers and friends using Arabic. In the learning process, basic instructions such as opening books, paying attention to explanations, or discussing are all delivered in Arabic. Even non-formal activities like eating together, sports, or small meetings are encouraged to use Arabic as much as possible.

Additionally, there is a daily agenda consisting of a brief discussion at the beginning or end of the class, prayers, and motivational expressions in Arabic, as well as the obligation to write new vocabulary in a special notebook. This practice is also monitored by the instructor, who actively provides corrections if there are mispronunciations or vocabulary usage errors. This approach aims to cultivate natural habits so that the Arabic language no longer feels like a foreign language, but rather a part of everyday life. Through continuous repetition, learners undergo a process of language internalization, reinforcing memory, and enhancing spontaneity in communication.

5. Modeling Strategy by the Instructor

The instructors at this institution play a central role as models of proper and correct Arabic language use. The modeling strategy emphasizes that teachers are not only transmitters of material but also real examples in everyday communication practices. In every interaction, both inside and outside the

classroom, instructors consistently use Arabic so that participants have direct examples of vocabulary, sentence structure, intonation, and appropriate non-verbal expressions. In addition, instructors also demonstrate communication ethics, such as how to greet, politely address, and respond to questions with complete sentences. Instructors often use the think-aloud technique, which shows their thought process in constructing Arabic sentences, allowing participants to mimic that cognitive pattern.

Modeling is also carried out through joint activities, such as reading prayers, singing Arabic hymns, or role-playing. In this context, the teacher acts as the main actor who provides an example, and then the participants follow. This way, learning becomes more concrete, contextual, and easy to imitate. This strategy aligns with Albert Bandura's social learning theory, which emphasizes the importance of observation and imitation processes in learning. By making the teacher a role model, participants absorb Arabic language communication skills more quickly and internalize these practices into their daily lives. The implementation of the Arabic language environment (*bi'ah 'arabiyah*) at OCEAN Kediri has proven to contribute significantly to the improvement of students' communication skills. This can be observed through the linguistic behavior of the participants, who have become more confident, fluent, and accurate in using Arabic both in the classroom

and in daily social interactions. This improvement occurs because the learning process does not merely emphasize theoretical aspects, but also internalizes communication practices into the students' daily lives.

First, speaking skills (*maharah al-kalam*) show rapid progress. Through strategies such as environmental visualization, daily habituation, and group role play, students become accustomed to using Arabic in various contexts. Initially, many participants were hesitant and tended to mix Arabic with Indonesian. However, over time, they began to construct simple sentences more fluently and eventually were able to participate in group discussions using more complex Arabic. Their confidence increased thanks to the support of teachers and peers who were equally committed to using Arabic.

Second, listening skills (*maharah al-istima'*) also developed. Because teachers consistently use Arabic in daily instructions, students are compelled to understand the conveyed messages directly without translation. This process builds linguistic sensitivity and enhances their ability to grasp meaning from context. Activities such as listening to conversations, nasheed, and audiovisual materials in Arabic further enriched the participants' experience in comprehending various language variations, both formal and non-formal.

Third, reading skills (*maharah al-qira'ah*) are reinforced by environmental

visualization in the form of simple texts displayed in various locations. Students are accustomed to reading vocabulary, phrases, and sentences posted on classroom walls and public areas. This practice indirectly trains their reading speed and vocabulary comprehension. Additionally, reading assignments in class help students connect written symbols with meaning more quickly.

Fourth, writing skills (*maharah al-kitabah*) also show improvement, although not as rapidly as speaking skills. Writing requires mastery of grammar and more complex sentence structures. Nevertheless, the daily obligation to record new vocabulary and prepare short reports in Arabic encourages students to practice writing. Gradually, they develop the ability to express ideas in simple sentences, which eventually grow into complete paragraphs.

Beyond the four main language skills, the most noticeable progress lies in communicative spontaneity. Students no longer need to spend much time thinking before constructing sentences; instead, they naturally respond to questions or situations using Arabic. This indicates that the language has been internalized through habituation and teacher modeling. Overall, the enhancement of communication skills among students at OCEAN Kediri is the result of a combination of integrated environmental strategies. The *bi'ah 'arabiyah* is not merely a theoretical concept but a system that requires students to live

alongside the Arabic language. Consequently, the communication skills acquired are not artificial but rooted in real-life experiences. This outcome aligns with second language acquisition theories that emphasize the importance of comprehensible input and authentic language use in social contexts. With consistent strategic support, students are able to overcome psychological and linguistic barriers, achieving a higher level of communicative competence.

The overall improvement in communication skills at OCEAN Kediri stems from integrated environmental strategies. The *bi'ah 'arabiyah* provides authentic input and real-life practice, helping students overcome psychological and linguistic barriers while achieving higher communicative competence. In conclusion, the *bi'ah 'arabiyah* at OCEAN Kediri proves to be an effective model for enhancing communicative competence in Arabic. It provides valuable insights for other educational institutions seeking to implement similar programs, emphasizing the importance of consistency, authenticity, and collaboration in creating a language-rich environment. Future studies could further explore long-term impacts and comparative effectiveness across different contexts to broaden the understanding of best practices in Arabic language education.

CONCLUSION

The research on the implementation of the Arabic language environment (*bi'ah*

'arabiyah) at OCEAN Kediri reveals that the program has a substantial impact on the development of students' Arabic communication skills. The findings indicate that the integration of structured strategies such as environmental visualization, incentive and sanction systems, learning group arrangements, daily habituation, extracurricular reinforcement, and teacher modeling creates a comprehensive and supportive linguistic ecosystem.

This ecosystem does not merely function as a supplementary tool but becomes an essential part of the learners' daily routines, thereby facilitating natural internalization of the Arabic language. Students demonstrate significant progress in all four core skills: speaking, listening, reading, and writing, as well as in their communicative spontaneity and confidence. The consistent exposure to comprehensible input and authentic social use of Arabic fosters a deeper acquisition process, aligning with contemporary second language acquisition theories. Furthermore, the results highlight that the success of *bi'ah 'arabiyah* depends not only on the availability of physical linguistic resources but also on the active roles of teachers as role models and the supportive social dynamics among peers. By balancing motivational incentives with constructive sanctions, the institution manages to maintain discipline while nurturing enthusiasm for language use.

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