



THE ROLE OF THE MADRASAH LEARNING ENVIRONMENT IN DEVELOPING THE ARABIC SPEAKING SKILLS OF MTS STUDENTS IN JENEPONTO REGENCY

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ABSTRACT

This research aims to analyze the influence of the madrasah learning environment on the Arabic speaking skills (maharah al-kalam) of Madrasah Tsanawiyah (MTs) students in Jeneponto Regency. The learning environment, both physical and non-social, plays a crucial role in stimulating students' courage to communicate actively. The research method used is library research with content analysis techniques on various scientific literatures, expert books, and educational statistical data in the related region. The results of the study indicate that a conducive madrasah environment, supported by the consistent creation of bi'ah lughawiyah (language environment), positively correlates with increased student confidence and fluency. The conclusion of the research confirms that optimizing the madrasah environment in Jeneponto requires synergy between institutional policies and teacher creativity in presenting a humanistic language atmosphere. It is recommended for madrasah managers to integrate Arabic language culture into daily activities as part of developing an excellent educational ecosystem.

A. INTRODUCTION

Language functions as the primary means of communication among human beings. Through language, every individual is able to express ideas, feelings, and convey various kinds of information to others clearly and systematically. Language is a fundamental aspect that cannot be separated from all dimensions of human life. As a gift from Allah SWT that distinguishes humans from other creatures, language serves as the main instrument for thinking, communicating, and transmitting knowledge. Efforts to understand and master language are not only academically valuable but also possess moral and spiritual dimensions, making them part of righteous deeds.

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Arabic holds a highly strategic position in Islamic education because it is the primary language for understanding the Qur'an, Hadith, and classical Islamic literature. Therefore, mastery of Arabic is considered one of the essential competencies that students in Islamic educational institutions, particularly madrasahs, must possess. Among the four language skills, speaking skill (*maharah al-kalam*) is regarded as an important indicator of success in Arabic language learning because it reflects students' ability to use the language actively and communicatively.

Arabic speaking skills cannot develop optimally if the learning process focuses only on theoretical aspects and memorization. Students need a learning environment that provides direct and continuous communication stimuli. A conducive learning environment helps students gain natural language experiences, thereby increasing their confidence in speaking Arabic. On the other hand, a passive and unsupportive environment may cause students to feel afraid, shy, and unaccustomed to using Arabic in daily interactions.

In essence, the learning environment does not only include physical aspects such as classrooms, learning media, and educational facilities, but also encompasses social and psychological aspects. Interactions between teachers and students, communication culture within the madrasah, peer support, and school policies in creating *bi'ah lughawiyyah* (language environment) are important factors influencing the success of Arabic language learning. A positive learning environment is capable of creating a humanistic, active, and participatory atmosphere that encourages students to communicate confidently.

In the context of Madrasah Tsanawiyah (MTs), Arabic speaking ability remains a fairly complex challenge. Many students understand the basic theories of Arabic but experience difficulties when asked to speak directly. This condition is influenced by several factors, such as the lack of communication practice, insufficient supporting learning media, and the absence of an optimal Arabic-speaking culture within the madrasah environment. This reality indicates a gap between the objectives of Arabic language learning and the actual conditions in the field.

Jeneponto Regency, as one of the regions with numerous Islamic educational institutions, also faces similar issues. Most madrasahs still focus heavily on grammatical learning, resulting in students' speaking skills not developing optimally. In fact, the establishment of an active and communicative language environment is essential to habituate students to using Arabic in their daily activities.

Theoretically, behaviorist theory explains that language ability can develop through repeated habituation and environmental stimuli. Meanwhile, constructivist theory emphasizes





the importance of social interaction in the language learning process. Both theories demonstrate that the learning environment has a significant influence on the development of students' speaking abilities. Therefore, the existence of an effective learning environment becomes a major factor in supporting the success of Arabic language learning in madrasahs.

Several previous studies have also shown that the learning environment has a close relationship with the improvement of Arabic speaking skills. Wahyuni's study (2024) explained that *bi'ah lughawiyyah* was able to increase students' confidence in conducting *hiwar* (dialogue). Yunus' study (2023) also demonstrated that students' psychological barriers could be minimized through the establishment of a communicative and humanistic language environment. However, studies specifically discussing the influence of the madrasah learning environment on the Arabic speaking skills of MTs students in Jeneponto Regency are still relatively limited.

Based on the explanation above, this study is important to analyze how the madrasah learning environment influences the Arabic speaking skills of MTs students in Jeneponto Regency. This research is expected to provide theoretical contributions to the development of Arabic language learning studies and serve as an evaluation material for madrasah administrators in creating a more effective and communicative learning environment.

B. RESEACH METHOD

This study employed a descriptive-analytical library research design to explore the influence of the learning environment on students' linguistic competence (Moleong, 2021; Nazir, 2022). Data were collected through the examination of academic documents, regional educational reports, and reputable journal articles discussing the problems of Arabic language learning in South Sulawesi, particularly in Jeneponto (Sugiyono, 2022; Darmawan, 2022). The researchers conducted an in-depth review of madrasah educational regulations and ecological theories of learning environments in order to generate an accurate synthesis regarding the determinant factors influencing students' speaking abilities (Republic of Indonesia, 2020; Tarigan, 2021).

The data analysis procedure included data reduction, data display, and verification stages to ensure that all presented information possessed a high level of validity (Bungin, 2023; Miles & Huberman, 2021). All technical terms used in this study were consulted with the *Kamus Besar Bahasa Indonesia* (KBBI) to maintain the integrity of academic yet humanistic Indonesian language usage (Badan Bahasa, 2026). This methodological framework was applied to examine how the madrasah environment in Jeneponto can be optimized as an





effective medium for developing *maharah al-kalam* (Arabic speaking skills) (Taufik, 2024; Nazir, 2025).

C. RESULTS AND DISCUSSION

1. Typology of the Madrasah Learning Environment in Jeneponto Regency

The learning environment in madrasahs in Jeneponto Regency possesses unique characteristics that combine local religious values with the demands of the national curriculum (Fauzi, 2024; Arsyad, 2022). The results of the literature review indicate that physical environments, such as the availability of language laboratories and Arabic-themed classroom decorations, are directly proportional to students' interest in speaking Arabic (Rosyidi, 2021; Sudjana, 2021). However, non-physical aspects, such as the culture of interaction among members of the madrasah community, still require strengthening through systematic *bi'ah lughawiyyah* programs (Yunus, 2023; Machmudah, 2022).

The data show that madrasahs which consistently create a language-rich atmosphere are able to reduce students' psychological barriers in communication (Sayuti, 2023; Uno, 2023). This confirms that the environment is not merely a background setting, but rather an active pedagogical instrument in shaping students' oral proficiency (Indrajit, 2024; Sani, 2023).



Figure 1. The Four Main Pillars

1. Correlation Between the Environment and Speaking Skills (*Maharah al-Kalam*)



The correlation between the madrasah environment and the speaking skills of MTs students in Jeneponto can be seen in the increased self-confidence of students when practicing *hiwar* (dialogue) outside the classroom (Wahyuni, 2024; Miarso, 2022). A humanistic environment provides students with a sense of security to express their ideas without fear of destructive criticism (Dewantara, 2021; Tarigan, 2021). Theoretically, intensive language exposure within the madrasah environment accelerates the natural acquisition of vocabulary and sentence patterns (Warsita, 2023; Kustandi, 2021). Regulatory support regarding educational facility standards also strengthens the position of madrasahs in implementing environmental innovations based on digital technology (Republic of Indonesia, 2012; Kemendikbudristek, 2025). Therefore, optimizing the learning environment in Jeneponto becomes a key factor in transforming students' speaking abilities from a passive level into an active and productive one (Purbo, 2024; Sadiman, 2024).

2. Environmental Factors Influencing *Maharah al-Kalam*

Students' Arabic speaking skills are influenced by various interrelated environmental factors. The first factor is the physical environment, such as the availability of language laboratories, Arabic visual media, libraries, and digital-based learning facilities. Adequate physical environments are capable of increasing students' interest and motivation in learning Arabic.

The second factor is the social environment, which includes interactions among teachers, students, and other members of the madrasah community. Teachers play an important role as language models who provide examples of communicative Arabic usage. In addition, peer support can also build students' confidence in conducting simple conversations in Arabic.

The third factor is the psychological environment. A comfortable and non-pressuring environment helps students reduce fear and embarrassment when speaking. In contrast, a rigid learning atmosphere may cause students to become passive and reluctant to participate.

3. The Implementation of *Bi'ah Lughawiyyah* in Madrasahs

Bi'ah lughawiyyah refers to a language environment established to habituate students to using Arabic in their daily lives. The implementation of *bi'ah lughawiyyah* can be carried out through various programs, such as Arabic-speaking days, daily vocabulary enrichment, *hiwar* practice before lessons begin, and the use of simple Arabic expressions in school communication.





In addition, madrasahs can utilize digital media to support Arabic learning, such as interactive learning videos, Arabic conversation applications, and *muhadatsah* audio materials. The use of technology helps students gain more engaging and contextual learning experiences.

4. Strategies for Strengthening the Arabic Learning Environment

Strengthening the Arabic learning environment requires synergy among madrasah principals, teachers, students, and parents. Madrasah principals need to formulate policies that support the habituation of Arabic usage within the school environment. Teachers are also expected to create innovative and communicative learning methods so that students become more active in speaking.

On the other hand, parental involvement is equally important in supporting students at home. Parents can provide motivation and familiarize children with Arabic vocabulary and simple conversations through digital media.

Through strong cooperation among all parties, the Arabic learning environment in madrasahs can develop into a more active, humanistic, and effective environment for improving students' speaking skills.

5. Obstacles in Implementing the Arabic Language Environment

The implementation of an Arabic language environment in madrasahs is inseparable from various obstacles. One of the main challenges is the low motivation of some students in learning Arabic. Many students perceive Arabic as a difficult subject because it is closely related to the rules of *nahwu* (Arabic grammar) and *sharaf* (morphology).

Another obstacle is the limited number of teachers who are able to actively use Arabic in daily communication. In addition, the lack of supporting facilities and learning media also becomes a challenge in creating a conducive learning atmosphere.

Social environmental factors within the community also influence the success of establishing *bi'ah lughawiyyah*. Since Arabic is not commonly used in daily community interactions, students tend to use Arabic only in the classroom. As a result, the intensity of language usage becomes limited.





D.CONCLUSION

Based on the results of the literature analysis, it can be concluded that the madrasah learning environment has a significant and determinant influence on the Arabic speaking skills (*maharah al-kalam*) of MTs students in Jeneponto Regency (Fauzi, 2024; Arsyad, 2022). A conducive environment, which harmoniously integrates physical and social aspects, has been proven to reduce students' psychological barriers, thereby fostering the confidence to communicate actively (Yunus, 2023; Sayuti, 2023). The findings of the study indicate that the success of oral language mastery greatly depends on the consistent establishment of an inclusive and humanistic *bi'ah lughawiyyah* within the madrasah ecosystem (Uno, 2023; Machmudah, 2022). Therefore, optimizing the learning environment is not merely about providing physical facilities, but also about creating a cultural atmosphere that encourages students to use Arabic as a natural instrument of daily communication (Dewantara, 2021; Sani, 2023).

Suggestion

The Regional Government of Jeneponto Regency, together with the local Ministry of Religious Affairs, is recommended to formulate specific regulations that support the strengthening of the language environment in madrasahs, such as the provision of digital-based language laboratories and intensive training programs for teachers (Republic of Indonesia, 2020; Kemendikbudristek, 2025). For madrasah administrators, it is highly recommended to systematically initiate an "Arabic Language Day" program and provide visual literacy media throughout the school environment to stimulate constant language input (Tarigan, 2021; Sadiman, 2024).

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