

Integrating *Tasyji'ul Lughah* into Arabic Curriculum Development for Creating a Sustainable Linguistic Environment

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Abstract

This study examines the integration of *Tasyji'ul Lughah* into Arabic curriculum development for creating a sustainable linguistic environment at Pondok Modern Darussalam Gontor Putri Campus 1. Using a qualitative case study approach, the research explored how the program was integrated into curriculum practices and contributed to strengthening *bi'ah lughawiyah* within the *pesantren* environment. Data were collected through in-depth interviews, participant observation, and documentation involving curriculum coordinators, Arabic teachers, language supervisors, student language organizers, and female students. The data were analyzed interactively through data condensation, data display, and conclusion drawing. The findings reveal that *Tasyji'ul Lughah* functions not only as a language motivation program but also as an integrative curriculum strategy connecting formal Arabic instruction with authentic communicative practices in students' daily lives. The integration was reflected in language regulations, vocabulary habituation, communicative interaction, and institutional language culture. The study further found that sustainable *bi'ah lughawiyah* was strengthened through institutional ideology, peer interaction, and continuous language exposure, which positively affected students' communicative competence, speaking confidence, and intrinsic motivation. This study contributes to Arabic curriculum innovation discourse by offering an integrative model for developing sustainable Arabic linguistic ecosystems in Islamic boarding schools.

Keywords: *Tasyji'ul Lughah*, Arabic Curriculum Development, *Bi'ah Lughawiyah*, Sustainable Linguistic Environment, *Pesantren*

Article History:

Received: July 2024; Revised: September 2024; Accepted: November 2024

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DOI: <https://doi.org/10.61987/edsojou.v2i2.2324>

How to Cite:

Subakir, F., Yasin, A., Rochma, S. N., Khalifah, N. F., & Rahmawati, N. (2024). Integrating *Tasyji'ul Lughah* into Arabic Curriculum Development for Creating a Sustainable Linguistic Environment. *Education and Sociedad Journal*, 2(2), 123-132.

INTRODUCTION

Arabic language learning in Islamic boarding schools (*pesantren*) has undergone significant transformation in response to globalization, international communication needs, and the growing demand for multilingual competencies in Islamic education. In modern *pesantren*, Arabic is no longer positioned merely as a religious language for understanding classical Islamic texts, but also as a communicative and academic language that supports global interaction and intellectual development (Alsaawi, 2022; Rosowsky, 2023). Consequently, the development of Arabic language curriculum requires not only formal classroom instruction but also the integration of sustainable linguistic environments that encourage authentic language use in daily life. Recent studies indicate that the success of Arabic learning in *pesantren* is strongly influenced by the integration between curriculum design, language programs, and the creation of *bi'ah lughawiyah* (linguistic environment) (Hasan, 2020; Harnika et al., 2024).

Curriculum development in Arabic language education has increasingly shifted toward integrative and competency-based approaches. Contemporary Arabic curricula emphasize communicative competence, contextual interaction, and the integration of cognitive, affective, and psychomotor domains in language acquisition. Ardiansyah and Muhammad (2020) explain that integrative curriculum models in *pesantren* contribute significantly to improving students' motivation and linguistic competence because language learning is directly connected to social and communicative practices. Likewise, Mardliyyah and Musthofa (2020) argue that Arabic curriculum development in Islamic educational institutions should integrate learning objectives, content, process, and evaluation into a holistic educational system capable of fostering active language use.

One of the essential elements in strengthening Arabic language acquisition is the establishment of a sustainable linguistic environment. A linguistic environment enables students to continuously receive language input, engage in interaction, and produce language output in authentic settings (Maria, 2021; Saad & Almefleh, 2023; Zhao, 2023). Research conducted by Muttaqin et al. (2024) demonstrates that Arabic language acquisition in *pesantren* becomes more effective when supported by intensive interaction, language habituation, and institutional language culture. Similarly, Harnika et al. (2024) found that the implementation of a strong Arabic-speaking environment positively affects students' speaking proficiency and communicative confidence. These findings indicate that successful Arabic learning requires systematic collaboration between curriculum structure and extracurricular language programs.

Previous studies tend to focus separately on curriculum implementation, language environment, or speaking programs without examining their interconnectedness within institutional curriculum policy. Therefore, this study seeks to fill this gap by exploring how *Tasyji'ul Lughah* is integrated into Arabic curriculum development at PMDG Putri Campus 1 and how this integration contributes to the sustainability of the Arabic linguistic environment among female students. This study is important theoretically and practically. Theoretically, it contributes to the discourse of Arabic curriculum innovation in Islamic boarding schools by integrating curriculum development theory with sociolinguistic and communicative language learning perspectives. Practically, the study provides insights for Islamic educational institutions in designing sustainable Arabic language programs that combine curricular and extracurricular dimensions. Therefore, this research aims to analyze the integration of *Tasyji'ul Lughah* into Arabic curriculum development for creating a sustainable linguistic environment at Pondok Modern Darussalam Gontor Putri Campus 1.

RESEARCH METHOD

This study employed a qualitative approach using a case study design to explore the integration of *Tasyji'ul Lughah* into Arabic curriculum development for creating a sustainable linguistic environment at Pondok Modern Darussalam Gontor (PMDG) Putri Campus 1. The qualitative case study approach was selected because the research aimed to investigate deeply the processes, meanings, institutional culture, and educational practices embedded within the implementation of language programs in their natural setting. According to Yin (2021), case study research is appropriate for examining contemporary phenomena within real-life contexts, particularly when the boundaries between phenomenon and context are not clearly evident. Similarly, Creswell and Poth (2024) explain that qualitative case studies enable researchers to understand complex social and educational systems holistically through multiple sources of evidence.

The study was conducted at PMDG Putri Campus 1 Mantingan, one of the prominent modern Islamic boarding schools in Indonesia known for its intensive Arabic and English language programs. The site was purposively selected because it systematically implements *Tasyji'ul Lughah*

as part of its institutional effort to strengthen *bi'ah lughawiyyah* (linguistic environment) and Arabic curriculum development. The participants consisted of language supervisors, Arabic teachers, curriculum coordinators, student language organizers, and female students actively involved in the program. Participant selection employed purposive sampling to ensure that the informants possessed relevant experiences and comprehensive understanding regarding the implementation of the language program. Campbell et al. (2020) emphasize that purposive sampling in qualitative research allows researchers to identify information-rich participants capable of providing deep insights into the investigated phenomenon.

Data were collected through in-depth interviews, participant observation, and documentation. Semi-structured interviews were conducted to obtain detailed information about curriculum integration, language strategies, institutional policies, and students' experiences in participating in *Tasyji'ul Lughah*. Participant observation was carried out by observing language activities, daily communication practices, language motivation sessions, and classroom interactions to understand how the linguistic environment was maintained within the *pesantren* culture. Documentation analysis included curriculum documents, language regulations, activity schedules, institutional archives, and reports related to Arabic language programs. The use of multiple data collection techniques enabled methodological triangulation to strengthen data credibility and enhance the comprehensiveness of the findings (Flick, 2022).

Table 1. Research Participants and Their Roles

Participants	Roles in the Research Context	Sum of Participants
Curriculum Coordinators	Designing and supervising the integration of Arabic curriculum and language programs	2
Arabic Teachers	Implementing Arabic instruction and communicative learning activities in classrooms	4
Language Supervisors (<i>Musyrifah al-Lughah</i>)	Monitoring daily language discipline and facilitating <i>Tasyji'ul Lughah</i> activities	3
Student Language Organizers	Organizing language programs, vocabulary activities, and peer language interaction	5
Female Students (<i>Santriwati</i>)	Participating in Arabic learning activities and implementing daily communicative practices	10
Vice Director of KMI	Supporting institutional language policy and curriculum implementation	1
Boarding School Leaders	Providing institutional direction and reinforcing <i>pesantren</i> language culture	2
Total Participants		27

***Source:** Research data collected at Pondok Modern Darussalam Gontor Putri Campus 1 (2024).

The data were analyzed using an interactive model consisting of data condensation, data display, and conclusion drawing (Miles et al., 2020). The analysis process began with organizing interview transcripts, observation notes, and institutional documents into thematic categories related to curriculum development, linguistic environment, language motivation, and communicative competence. Subsequently, the researcher identified recurring patterns, institutional strategies, and contextual meanings emerging from the data. In addition, thematic analysis was employed to construct analytical themes that represented the integration between *Tasyji'ul Lughah* and Arabic curriculum development within the *pesantren* educational system.

To ensure the trustworthiness of the study, the researcher applied credibility, transferability, dependability, and confirmability procedures. Credibility was achieved through prolonged engagement, triangulation of data sources and techniques, and member checking with selected participants. Transferability was strengthened by providing thick descriptions of the

institutional setting and educational practices, while dependability and confirmability were maintained through audit trails and reflective field notes. These procedures align with qualitative research standards proposed by Lincoln and Guba as well as contemporary qualitative methodological frameworks (Ravitch & Carl, 2021). Therefore, the qualitative case study approach was considered suitable for capturing the complexity of integrating *Tasyji'ul Lughah* into Arabic curriculum development and its contribution to building a sustainable linguistic environment in the *pesantren* context.

FINDINGS AND DISCUSSION

Integration of *Tasyji'ul Lughah* into Arabic Curriculum Development

The findings reveal that *Tasyji'ul Lughah* at Pondok Modern Darussalam Gontor (PMDG) Putri Campus 1 was not implemented merely as an extracurricular language activity, but was systematically integrated into the broader framework of Arabic curriculum development. The integration appeared in curriculum planning, daily language regulations, communicative learning practices, and institutional language policies designed to strengthen students' Arabic proficiency. The *pesantren* positioned Arabic not only as a subject of instruction but also as a medium of communication and cultural identity within the educational environment. Based on interview and observation data, the curriculum integration process involved collaboration among curriculum coordinators, language supervisors, teachers, and student language organizations. Arabic language activities such as daily vocabulary reinforcement, public speaking sessions, language motivation programs, and communicative interaction were aligned with classroom learning objectives. Consequently, students experienced continuous exposure to Arabic both inside and outside the classroom.



Figure 1. Integration Model of *Tasyji'ul Lughah* into Arabic Curriculum Development

Table 2. Forms of *Tasyji'ul Lughah* Activities at PMDG Putri Campus 1

Forms of Activities	Objectives	Implementation Practices	Language Skills Developed
Vocabulary Reinforcement (<i>Ilqā' al-Mufradāt</i>)	Expanding students' daily Arabic vocabulary	Daily vocabulary delivery and memorization sessions	Vocabulary mastery, speaking, listening
Arabic Public Speaking (<i>Muhāḍarah</i>)	Building communicative confidence and public speaking ability	Weekly Arabic speech performances and evaluations	Speaking, pronunciation, fluency
Language Motivation Sessions (<i>Tasyji'ul Lughah</i>)	Encouraging students' enthusiasm and intrinsic motivation in learning Arabic	Motivational talks, language campaigns, and inspirational sessions	Affective competence, speaking confidence
Daily Arabic Communication	Developing habitual communicative interaction	Mandatory Arabic usage in dormitories and school environments	Communicative competence
Language Supervision (<i>Murāqabah Lughawiyah</i>)	Maintaining language discipline and consistency	Monitoring language violations and providing corrective feedback	Speaking accuracy and discipline
Arabic Conversation Practice (<i>Muhādathah</i>)	Improving spontaneous oral interaction	Pair and group conversation activities in daily contexts	Speaking fluency and interaction
Language Competitions	Increasing students'	Debate, storytelling, drama,	Creativity,

	participation and motivation	and Arabic speech contests	communicative competence
Teacher and Peer Modeling	Providing authentic language exposure	Teachers and senior students consistently using Arabic in interaction	Listening comprehension and language acquisition
Arabic Announcements and Expressions	Familiarizing students with authentic language use	Daily announcements, slogans, and institutional expressions in Arabic	Listening and vocabulary acquisition
Language Correction and Feedback	Improving students' speaking accuracy	Immediate correction during communicative interaction	Pronunciation and grammatical awareness

***Source:** Observation, interview, and institutional documentation data at PMDG Putri Campus 1 (2024).

The institutional philosophy “*al-lughatu taaju al-ma’had*” (language is the crown of the *pesantren*) became the ideological foundation for integrating *Tasyji’ul Lughah* into the curriculum system. The *pesantren* leadership consistently emphasized that language mastery represented intellectual identity, discipline, and educational excellence. This philosophical orientation strengthened students’ awareness that Arabic was not only an academic requirement but also a social and cultural obligation within *pesantren* life. Institutional ideology and educational culture significantly influence the sustainability of language programs in Islamic boarding schools.

***Tasyji’ul Lughah* as a Strategy for Creating Sustainable Linguistic Environment**

Another important finding demonstrates that *Tasyji’ul Lughah* functioned as a strategic mechanism for creating a sustainable *bi’ah lughawiyyah* (linguistic environment). The sustainability of the linguistic environment was reflected in the continuous use of Arabic in formal learning, dormitory interaction, public announcements, student activities, and daily communication practices. Observation data showed that students were encouraged to actively use Arabic expressions in everyday interaction, supported by language supervision and peer monitoring systems.

The implementation of *Tasyji’ul Lughah* contributed significantly to increasing students’ confidence and willingness to communicate in Arabic. Interviews with students revealed that motivational sessions and language encouragement programs reduced fear and anxiety in speaking Arabic. Students perceived that language mistakes were considered part of the learning process rather than a source of punishment or embarrassment. This finding aligns with communicative language learning theory which emphasizes the importance of supportive linguistic environments in reducing affective barriers and promoting language acquisition.

Furthermore, the *pesantren* developed a systematic language habituation model through repetition, language discipline, peer interaction, and symbolic reinforcement. The integration between curriculum and daily language culture allowed students to receive constant language input and opportunities for meaningful output. This condition corresponds with sociolinguistic perspectives arguing that language acquisition develops effectively through continuous interaction within supportive speech communities (Flick, 2022; Muttaqin et al., 2024). Therefore, *Tasyji’ul Lughah* became an institutional instrument that maintained the continuity of Arabic language practice beyond classroom instruction.

Strengthening Communicative Competence and Student Motivation

The findings also indicate that the integration of *Tasyji’ul Lughah* positively affected students’ communicative competence and language motivation. Teachers reported significant improvement in students’ speaking fluency, vocabulary mastery, pronunciation, and confidence in delivering public speeches and participating in Arabic discussions. Students who actively

participated in language programs demonstrated greater readiness to communicate spontaneously in Arabic compared to those who relied only on classroom instruction.

In addition, motivational reinforcement delivered during *Tasyji'ul Lughah* sessions strengthened students' intrinsic motivation toward Arabic learning. The program emphasized that Arabic was not only a school subject but also a global language connected to Islamic scholarship, international communication, and intellectual mobility. Such motivational orientation encouraged students to perceive Arabic learning as meaningful and future-oriented. This finding supports self-determination theory in language learning, which explains that intrinsic motivation significantly contributes to language persistence and communicative engagement (Ryan & Deci, 2020).

The integration between motivational reinforcement and curriculum practice also fostered collective language awareness among students. Language became part of the *pesantren's* social identity and communal culture. Consequently, students developed a sense of responsibility to maintain Arabic usage within the institutional environment. This finding demonstrates that sustainable linguistic environments are not formed solely through regulations, but through the internalization of shared educational values and collective language consciousness.

Institutional Challenges in Maintaining Sustainable Linguistic Environment

Despite the successful implementation of *Tasyji'ul Lughah*, the study also identified several challenges in maintaining a sustainable linguistic environment. One of the major challenges involved inconsistency in students' language discipline, particularly during informal interaction outside supervised activities. Some students tended to revert to their local languages when communicating with close peers. This condition illustrates that maintaining a full Arabic-speaking environment requires continuous supervision and institutional reinforcement.

Another challenge related to differences in students' linguistic backgrounds and Arabic proficiency levels. Students entering the *pesantren* possessed varying degrees of prior Arabic exposure, causing unequal participation in communicative activities. Teachers and language supervisors addressed this challenge by implementing peer mentoring, vocabulary enrichment, and gradual language adaptation strategies. Previous studies similarly report that heterogeneous language competence often becomes a challenge in implementing Arabic-speaking environments within Islamic educational institutions (Mahsunah et al., 2023).

In addition, maintaining students' motivation over time required continuous innovation in language activities and curriculum strategies. The *pesantren* responded by integrating competitions, public speaking forums, language campaigns, and interactive communicative practices into the curriculum system. These efforts demonstrate that sustainable linguistic environments require dynamic institutional adaptation rather than static language regulations alone.

Table 3. Challenges and Institutional Responses in Maintaining Linguistic Environment

Challenges in Maintaining <i>Bi'ah Lughawiyah</i>	Impacts on Arabic Language Environment	Institutional Responses	Expected Outcomes
Inconsistent language discipline among students	Reduced consistency of Arabic communication in daily interaction	Daily language supervision and monitoring by language supervisors (<i>musyri'ah al-lughah</i>)	Stronger language discipline and habitual Arabic usage
Students' heterogeneous linguistic backgrounds	Unequal participation and communicative confidence	Peer mentoring and gradual language adaptation programs	More inclusive communicative participation
Fear of making mistakes in speaking Arabic	Low speaking confidence and communication anxiety	Motivational reinforcement through <i>Tasyji'ul Lughah</i> sessions	Increased self-confidence and willingness to communicate

Limited Arabic vocabulary mastery	Difficulty expressing ideas in communicative interaction	Daily vocabulary enrichment (<i>ilqā' al-mufradāt</i>)	Expanded vocabulary acquisition and fluency
Language fatigue and declining motivation	Reduced enthusiasm in maintaining Arabic communication	Interactive language activities, competitions, and public speaking forums	Sustainable student motivation
Influence of local language habits	Frequent code-switching into regional languages	Implementation of language regulations and corrective feedback	Greater consistency in Arabic-speaking culture
Lack of communicative exposure outside classrooms	Limited authentic language practice	Integration of Arabic into dormitory and extracurricular activities	Continuous communicative interaction
Differences in students' speaking proficiency	Imbalance in classroom and social interaction	Group-based learning and collaborative activities	Improved peer interaction and language support
Maintaining institutional commitment over time	Potential weakening of language culture sustainability	Strengthening ideology and leadership involvement	Sustainable linguistic ecosystem
Limited innovation in language activities	Student boredom and reduced participation	Curriculum-based language innovation and creative programs	Dynamic and engaging linguistic environment

***Source:** Observation, interview, and documentation data at Pondok Modern Darussalam Gontor Putri Campus 1 (2024).

The findings of this study demonstrate that the integration of *Tasyji'ul Lughah* into Arabic curriculum development at Pondok Modern Darussalam Gontor (PMDG) Putri Campus 1 represents a holistic educational strategy that combines curricular structure, institutional culture, and communicative language practices (see Figure 2). Unlike conventional Arabic learning models that rely heavily on classroom instruction, the *pesantren* integrated language motivation, daily interaction, and social habituation into the curriculum system to establish a sustainable linguistic environment. This finding confirms that effective Arabic curriculum development in Islamic boarding schools requires the integration of formal learning and sociolinguistic interaction within authentic educational settings (Kholis & Mustofa, 2024).



Figure 2. Sustainable Bi'ah Lughawiyah Ecosystem at PMDG Putri 1

The findings indicate that sustainable *bi'ah lughawiyah* cannot be established solely through formal regulations or language discipline. Instead, it requires collective awareness, institutional ideology, and social participation among educational members. The *pesantren's* philosophy "*al-lughatu taaju al-ma'had*" institutionalized Arabic as a symbolic identity and educational value rather than merely an academic subject. This finding strengthens sociocultural learning theory which emphasizes that language acquisition develops through participation in social

communities and continuous interaction within cultural environments (Flick, 2022). Therefore, the success of *Tasyji'ul Lughah* was closely related to the *pesantren's* ability to transform Arabic into a shared social culture.

Furthermore, the findings reveal that motivational reinforcement played a crucial role in sustaining students' engagement in Arabic learning. The implementation of *Tasyji'ul Lughah* reduced students' fear of making linguistic mistakes and encouraged them to communicate confidently in Arabic. This finding aligns with self-determination theory proposed by, which explains that intrinsic motivation significantly influences learners' persistence, confidence, and communicative participation.

Discussion

The integration model identified in this study reflects the contemporary paradigm of communicative and competency-based curriculum development. The curriculum was not limited to transferring grammatical knowledge but emphasized active language use, communicative competence, and linguistic habituation. This supports Hasan's (2020) argument that Arabic curriculum development in *pesantren* should prioritize language function and communication rather than purely structural mastery. In this context, *Tasyji'ul Lughah* functioned as a bridge connecting classroom learning with real communicative practices, enabling students to continuously engage with Arabic in meaningful social interaction.

The *pesantren's* language approach emphasized encouragement rather than punishment, thereby creating a psychologically supportive environment for language acquisition. The findings support previous studies emphasizing the importance of linguistic environments in developing Arabic speaking competence. Harnika et al. (2024) found that language environments significantly improve students' speaking fluency and communicative confidence in Islamic boarding schools. Similarly, Muttaqin et al. (2024) explain that successful Arabic acquisition in *pesantren* is strongly influenced by continuous language input, interaction, and output. However, this study extends previous research by demonstrating that linguistic environments become more sustainable when integrated systematically into curriculum development rather than implemented merely as supplementary language activities. Thus, the novelty of this study lies in positioning *Tasyji'ul Lughah* not only as a motivational program but also as a curriculum-based linguistic reinforcement strategy.

Another important contribution of this study is the identification of the dynamic relationship between curriculum policy and *pesantren* culture. The study reveals that curriculum effectiveness in *pesantren* cannot be separated from institutional values, leadership commitment, and communal participation. The integration of *Tasyji'ul Lughah* succeeded because it was supported by institutional regulations, teacher modeling, student organizations, and collective language awareness. This finding strengthens the argument that curriculum implementation in Islamic educational institutions operates as a cultural process rather than merely an administrative educational framework (Ardiansyah & Muhammad, 2020; Ryan & Deci, 2020).

Despite its successful implementation, this study also found several challenges related to maintaining the sustainability of the linguistic environment. Inconsistency in students' language discipline and differences in linguistic backgrounds became significant obstacles in ensuring continuous Arabic communication. This finding indicates that sustainable language environments require adaptive institutional strategies, continuous supervision, and pedagogical flexibility. Mahsunah et al. (2023) similarly note that heterogeneity of students' Arabic competence often affects the consistency of language programs in *pesantren*. Consequently, *pesantren* institutions need to develop inclusive language adaptation strategies capable of accommodating diverse learner backgrounds without weakening language discipline.

Theoretically, this study contributes to Arabic curriculum development discourse by proposing an integrative framework combining curriculum development theory, communicative language learning, and sociolinguistic environmental approaches. The study suggests that sustainable Arabic learning in *pesantren* can be achieved through the integration of formal curriculum, institutional culture, motivational reinforcement, and authentic communicative interaction. Practically, the findings provide an alternative model for Islamic educational institutions seeking to strengthen Arabic language mastery through sustainable linguistic ecosystems.

CONCLUSION

This study concludes that the integration of *Tasyji'ul Lughah* into Arabic curriculum development at Pondok Modern Darussalam Gontor Putri Campus 1 plays a crucial role in establishing a sustainable *bi'ah lughawiyyah* within the *pesantren* educational system. The findings show that *Tasyji'ul Lughah* functions not only as a motivational activity but also as an integrative curriculum strategy that connects formal Arabic instruction with authentic daily communication practices. The sustainability of the linguistic environment is strengthened through the synergy between curriculum structure, institutional ideology, leadership commitment, and active participation from teachers and students, transforming Arabic into both an academic competence and a socio-cultural identity. Theoretically, this study contributes to Arabic curriculum innovation by proposing an integrative framework that combines curriculum development, sociolinguistic environment, and communicative language learning in Islamic boarding schools. Practically, the findings imply that Islamic educational institutions should develop Arabic programs that integrate motivational, cultural, and communicative dimensions beyond classroom-centered learning. Although limited to a single institutional context, this study provides an alternative model for strengthening sustainable Arabic language environments, while future research is recommended to explore comparative *pesantren* contexts, long-term language acquisition outcomes, and digital language ecosystem integration.

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