

# Sutarjo

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**Submission date:** 20-Oct-2025 02:37PM (UTC+0700)

**Submission ID:** 2786759425

**File name:** Artikel\_1\_Sutarjo.docx (148.52K)

**Word count:** 6715

**Character count:** 39204

## The Psychological Factors in Arabic Language Acquisition of Modern Islamic Boarding School Students

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### Cite this article:

Sutarjo, J. (2025). The Psychological Factors in Arabic Language Acquisition of Modern Islamic Boarding School Students. *Arabiyatuna: Jurnal Bahasa Arab*, 9(2), 27-42. doi: 10.29240/jba.v9i2.13013

Received: 29-04-2025

Revised: 08-09-2025

Accepted: 16-09-2025

### Abstract

This article aims to describe one of the Islamic boarding schools that teaches Arabic with divine and active competence in Indonesia. Especially this study describes; 1) Arabic language learning process, 2) Arabic language acquisition process, 3) acquisition theory relevance in a psycholinguistic perspective with the Arabic language learning process. It is Madina Islamic Boarding School, which is located in Karya Tani Labuhan Meringgai, East Lampung Indonesia. Many aspects certainly support the success of the institution that implements and develops Arabic language learning. It is very interesting to conduct a study to find out about the language acquisition of the students at the boarding school. This research is a field research by data collection using the observation method, interview method, and documentation method. Then to analyze the data used qualitative analysis. From this study discovered that Arabic language learning conducting in the classroom and outside. Students' Arabic language acquisition is achieved both in the classroom and outside. Students' language acquisition is influenced by some factors including psychological factors.

**Keywords:** Psychological Factors, Arabic language acquisition, Modern Islamic Boarding School.

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## Introduction

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Arabic is one of foreign languages in Indonesia. The majority of Indonesia's population are Muslims, they are familiar with the language used in the holy Qur'an. Their lives are very close to the Quran because it serves as a guide for life as well as the main reference in religious and scientific studies.<sup>1</sup> In spite of that small amount of the Muslim population can use Arabic as a communication language, only the teachers or students who are studying this language. Until now it can be justified that most Arabic language learning is oriented towards language comprehension competence in passive linguistic perspective. It is because religious motives are the most basic reason for studying it.<sup>2</sup> Most Muslims only use Arabic when they do worship because not all of Muslims intently learn Arabic till reach the speaking mastery.

At the moment, Arabic is a foreign language that is widely used and studied in formal and non-formal schools.<sup>3</sup> It appears that teaching Arabic is growing quite rapidly in Indonesai. Arabic was widely introduced early on, starting at kindergarten education levels. Previously Arabic was only taught in schools with Islamic characteristics such as Islamic elementary schools till Islamic University,<sup>4</sup> this moment Arabic has generally penetrated into almost of educational institutions, such as elementary schools, junior high school, and senior high school. This is a phenomenon of the learning Arabic in Indonesia.

Apart from the formal educations, Indonesia has thousands of Islamic boarding schools that obsiously teach Arabic. Islamic boarding schools occupy an important position as Islamic education institutions that play a role in the spread of Arabic in Indonesia.<sup>5</sup> In spite of the majority of Islamic boarding schools in Indonesia still teach the passive Arabic, because the main goal to study in Islamic boarding school is to understand knowledge about religion that is Islam. Over the current developments, Islamic boarding schools have developed Arabic language learning from the passive into active Arabic learning. Arabic language learning in modern Islamic boarding schools is more about mastery of four competencies, namely *istima'*, *kalam*, *qira'ah*, *kitabab*.<sup>6</sup>

<sup>1</sup> Dewi Chamidah, Abdullah Sarif, and Syafiyatul Ma'udah, 'Language Differences in the Quran and Their Implications for Arabic Teaching in Indonesia', *Arabiyatuna: Jurnal Bahasa Arab*, 7.2 November (2023), p. 505, doi:10.29240/jba.v7i2.8376.

<sup>2</sup> Muhammad Zainuri, 'تطور اللغة العربية في إندونيسيا', *Perkembangan Bahasa Arab Di Indonesia*, *Jurnal Tanling: Perkembangan Bahasa Arab Di Indonesia*, 11.2 (2019), 238.

<sup>3</sup> Nelly Husein, 'Analisis Fungsi Bahasa Arab Berdasarkan Fungsi Utama Bahasa Menurut Al-Qur'an', *Al-Ibtikar*, 12.1 (2023), 68.

<sup>4</sup> Ahmad Muradi, 'Tujuan Pembelajaran Bahasa Asing (Arab) Di Indonesia', *Al-Maqoyis*, 1.1 (2013), 129.

<sup>5</sup> Nelly Mujahidah and Baidhillah Riyadhi, 'Model Pembelajaran Bahasa Arab Di Pondok Pesantren', *Jurnal Pendidikan Islam Al-Ibmi*, 6.1 (2023), 22.

<sup>6</sup> Muhammad Zaenuri, 'Pembelajaran Bahasa Arab Di Pondok Pesantren Mahasiswa', *Konferensi Nasional Bahasa Arab IV*, 10, 2018, 372.

In Lampung-Indonesia, Islamic boarding schools also have full support from the community. Almost every Islamic Boarding School institution is great demand by the community by entrusting their children to be educated at Islamic Boarding School institutions. Both Islamic boarding schools that are traditional (salaf), semi-modern, and modern Islamic boarding schools.<sup>7</sup> In any kinds of each Islamic boarding schools, it is obviously Arabic is taught in these institutions.

In accordance with the current demand about the competence in Arabic mastery, Arabic competence is not enough to passively speak in Arabic. Because to work in the Middle East and also to continue the education in higher level in Arab countries, the paradigm of learning Arabic is currently changed. The paradigm shift in Arabic language learning in Islamic boarding schools presumably results the impact of the designation for the characteristics of the Islamic boarding school itself. Currently in Indonesia, Islamic boarding schools that maintain old traditions that make Arabic as a passive language are called "Salaf Islamic Boarding Schools" and those make Arabic as an active language are called "Modern Islamic Boarding Schools". Of course with the different characteristics as the focus of learning.<sup>8</sup>

One of Islamic Boarding Schools that teaches Arabic with the aim of passive and active competence is Medina Islamic Boarding School located in Karya Tani Labuhan Meringgai, East Lampung Indonesia. This *pesantren* (The term of Islamic Boarding School in Indonesia) can be considered to be a successful in developing Arabic language learning. This can be investigated from the graduates who attended lectures to the universities, especially in the Arabic Language Education Study Program. The majority of their competence in Arabic, both passive and active, is very good. This can be investigated also in attending lectures, comprehensive exams and under graduate thesis examination, Passive and active Arabic competence is quite balanced.

Year by year, the graduates appear to be quite prominent, especially in Arabic language education study program. They are able to attend the lecture process without finding many obstacles and can graduate with the satisfactory grades. Even more, most of them study while working as Teachers in some schools. This is certainly something interesting and important to study, so that the results of the study may be used as a treasure trove of knowledge and important references that can contribute to the development especially Arabic language learning system and generally the foreign language learning in modern era like today.

Many aspects certainly support the success of an institution that implements and develops learning Arabic. This study will use a psycholinguistic perspective, especially language acquisition (*Iktisaab al Lughah*). This is due to the

<sup>7</sup> Imam Syaife'i, 'PONDOK PESANTREN: Lembaga Pendidikan Pembentukan Karakter', *Al-Tadris: Jurnal Pendidikan Islam*, 8.1 (2017), 61.

<sup>8</sup> Syindi Oktiani R Tolinggi, 'Model Pembelajaran Bahasa Arab Di Pesantren Salafi Dan Khalafi', *Al-Lisan*, 6.1 (2020), pp. 64–95, doi:10.30603/al.v6i1.966.

fact that graduates of Madina Islamic Boarding Schools have active competence in Arabic. It is very interesting to do a study to find out about the language acquisition of the students at the Islamic boarding school.

The definition of Language according to Wibowo in Sumanto language is arbitrary symbols agreed by a human community to communicate in social activities.<sup>9</sup> The word arbitrary is very familiar in the study of language or philosophy of language which means that the appearance of the symbols of a language in general appear out of nowhere, unintentionally or through a special formulation. Between words and the essence referred to there should not be a relationship with each other but agreed upon by the users of the language.<sup>10</sup> As a tool in communication Language has characteristic aspects of language, its communicative function, its symbolic nature and its ability to express and share consciousness' contents.<sup>11</sup>

In the study of the philosophy of language, language is understood as the sounds used by all human groups to convey their goals.<sup>12</sup> When viewed from its function, Language as a means of communication has a main function of language. The communication is to convey a message or meaning by someone to another person.<sup>13</sup> So that language is a very important phenomenon of human life, especially in human interaction. It is inconceivable if in this life there is no language used as a medium to express oneself, convey desires and so on.

When viewed from its function, language is a communication tool used by humans to interact with others.<sup>14</sup> Meanwhile, when viewed from the development of language in reality Language development is the most complex unique human ability.<sup>15</sup> So it may be interpreted that Language is a system of symbols used by humans to communicate or express ideas and thoughts to other.<sup>16</sup>

Arabic is a language that has special characteristics related to its sounds, Lexicons, eloquences, morphemes, syntax etc. Arabic is a language used in communication in Arab countries in particular and Muslims around the world in general. From the aspect of its development, it can be stated that this language is

<sup>9</sup> Edi Sumanto, 'Hubungan Filsafat Dengan Bahasa', *El-Afkar*, 6.1 (2017), 20.

<sup>10</sup> Muh. Sabilar Rosyad and others, 'BAHASA ARAB DALAM TINJAUAN FILSAFAT PENGETAHUAN (Studi Korelasi Filsafat Sebagai Sentrum Kajian Bahasa Arab)', *AL-AFTIDAH: Jurnal Pendidikan Bahasa Arab Dan Pengajarannya*, 7.1 (2023), 171.

<sup>11</sup> Franco Fabbro, Alice Fabbro, and Cristiano Crescentini, 'The Nature and Function of Languages', *Languages*, 7.4 (2022), pp. 1–10.

<sup>12</sup> An Jurji, *Al Falsafah Al Lughawiyah*, 1st edn (Daarul Hadaatsah, 1987). 21

<sup>13</sup> Risma Mailani and others, 'Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia', *mpret Journal*, 1.1 (2022), 5.

<sup>14</sup> A Hidayat, 'Bi'ah Lughowiyah (Lingkungan Berbahasa) Dan Pemerolehan Bahasa', *Jurnal Pemikiran Islam*, 37.1 (2012), 3.

<sup>15</sup> Cristy Yanuari, 'Perkembangan Bahasa Pada Anak', *PENTAS: Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia*, 3.2 (2017), 60.

<sup>16</sup> Sitti Rabiah, 'LANGUAGE A TOOL FOR COMMUNICATION AND CULTURAL REALITY DISCLOSER', in *International Conference on Media, Communication and Culture*, 2012, 10.

a language that is developing very rapidly compared to languages in the world. The complexity of the Arabic is highly recognized such as the aspects of phonology, morphology, syntax to semantics. For the Indonesian people, where the majority of the population are Muslims, automatically religious motives are a fundamental reason for learning Arabic.<sup>17</sup>

Arabic language acquisition is termed in Arabic as “*iktisab al lughah*”, which is a process that takes place in a person's brain in acquiring a language. Initially this term was used in the process of acquiring a first language (mother tongue) but in development many experts used the term language acquisition in terms of the process of acquiring a second language and foreign language.<sup>18</sup> As seen from the form of language acquisition, there is a form of acquiring a first language (*lughatu al um*), and there is also a form of acquiring second language or (*al lughah al ajnabiyah*). In this study language acquisition is the process of acquiring a second language, namely it is relation to the acquisition of Arabic which is carried out in modern Islamic boarding school.

The second language acquisition has an interdisciplinary insights underscore the complexity of second language acquisition and its dependence on cognitive, psychological, and contextual factors.<sup>19, 20</sup> Acquisition also seek to account for phenomena observed over the course of acquiring a non-native sound system.<sup>21</sup> The second language acquisition, especially foreign languages studied in educational institutions, it is of course influenced by many factors. This is because many components are involved in an educational institution, both factors originating from internal students or external factors from students. Among the factors that influence the second language acquisition process are age factor, environmental factor, first language factor, motivational factor. The explanation of the factors as follows:<sup>22</sup>

<sup>17</sup> Nginayatul Khasanah, ‘Pembelajaran Bahasa Arab Sebagai Bahasa Kedua (Uregensi Bahasa Arab Dan Pembelajarannya Di Indonesia)’, *An-Nidzam : Jurnal Manajemen Pendidikan Dan Studi Islam*, 3.2 (2016), pp. 39–54.

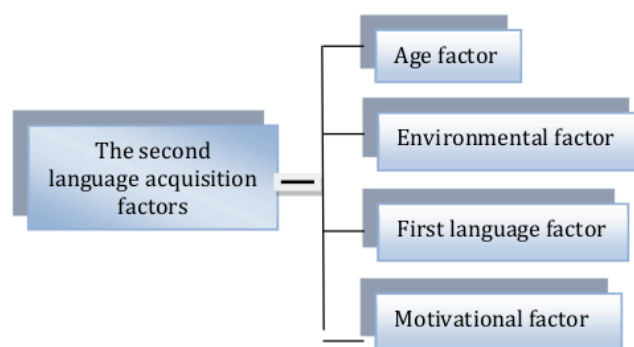
<sup>18</sup> Abdul Aziz, *Ilmu Lughah AnNafsiy*, 1st edn (Jami'ah al Imam Ibnu Su'ud al Arabiyah, 2006).

<sup>19</sup> Fabbro, Fabbro, and Crescentini. Second Language Acquisition: A Scientometric Review, *Psycholinguistics* (2025), 37 (1), pp. 8

<sup>20</sup> Ahmed Alduais, Ahmed Yahya Almakrob, and Silvia Allegrretta, *Second Language Acquisition: A Scientometric Review*, *Psycholinguistics*, 2025, XXXVII, doi:10.31470/2309-1797-2025-37-1-6-57.

<sup>21</sup> Chao Zhou and Silke Hamann, ‘Modelling the Acquisition of the Portuguese Tap by L1-Mandarin Learners: A BiPhon-HG Account for Individual Differences, Syllable-Position Effects and Orthographic Influences in L2 Speech’, *Glossa*, 9.1 (2024), pp. 1–39, doi:10.16995/glossa.9692.

<sup>22</sup> Anggelia Dwi Agustin and others, ‘Pemerolehan Bahasa Kedua Kenji TikToker Jepang’, 2024. 82-83



Picture 1: The second language acquisition factors

The explanation of the image above is as follows:

Age factor in terms of age, many theories assume that children will more easily accept a second language than adults. A person's language acquisition takes place effectively in toddlers, this process will develop gradually according to age and experience. Children acquire language more quickly and easily than adults because children are biologically programmed to learn language, whereas adults are not.<sup>23</sup>

Environmental factor related to the language environment is what students see and hear. It is all of the forms correlated with the learning activities.<sup>24</sup> If students live in places that can access either through sight or hearing Arabic speaking, it will affect their language acquisition. environment and habits can influence a person's second language acquisition<sup>28</sup> because a person's habits in their environment have quite a big influence on the process of acquiring a second language. It also a classroom an<sup>28</sup> environment consists of physical environment and psychological environment.<sup>25</sup> The natural language environment significantly widens the range of speech situations.<sup>26</sup>

First language factor especially Arabic has a lot of vocabularis those are relatively the same in several ways, both sound and meaning. If also there are similarities in structure and sequence in First language and second language being

<sup>23</sup> Norliani Dkk., <sup>26</sup> KTOR-FAKTOR YANG MEMPENGARUHI PEMEROLEHAN BAHASA <sup>2</sup> E DUA', in *Seminar Nasional Babasa, Sastra, Seni, Dan Pendidikan Dasar* 3, 2023, p. 119.

<sup>24</sup> Muhammad Rifqi Maulana, Zein Ridha, and Bakri Mohammed Bkheet Ahmed, 'Language Enviro<sup>2</sup> nment on Speaking Skills Training in Islamic Middle School', *Arabiyatuna: Jurnal Babasa Arab*, 8.2 (2024), pp. 617–40, doi:10.29240/jba.v8i2.10962.

<sup>25</sup> Xiaolan Ye, 'A Review of Classro<sup>82</sup> Environment on Student Engagement in English <sup>19</sup> a Foreign Language Learning', *Frontiers in Education*, 9.July (2024), pp. 1–7, doi:10.3389/feduc.2024.1415829.

<sup>26</sup> Ron J. Pat-El and others, 'Ex<sup>38</sup> ring the Impact of Student Perceptions of Assessment for Learning on Intrinsic Motivation', *Studies in Educational Evaluation*, 83.June (2024), p. 101420, doi:10.1016/j.stueduc.2024.101420.

studied, then the second language will be easier to acquire. This certainly has an influence on the acquisition of Arabic for students who study it.

Learning a foreign language requires persistence, interest, and motivation from students because to master a foreign language is not easy if learned in the classroom only.<sup>27</sup> Motivational factor Among the factors that influence second language acquisition is learner motivation. According to Harlen et al. (2003) Student motivation is integral to achieving positive educational outcomes, influencing academic success, engagement, and retention.<sup>28</sup> Student motivation can arise from internal or external learners which are called intrinsic and extrinsic motivation. With strong motivation in a second language learner, that person will try to acquire the second language well.<sup>29</sup>

The factors above which are included in psychological factors are age and motivation factors. Age is one of the factors that influences the acquisition of a second language as stated by Patkowsky (in Irwansyah, 2009: 153) that the earlier a person learns a language, the better and more perfect their pronunciation will be.<sup>30</sup> Motivation is also a psychological factor that influences second language acquisition because motivation is one of the internal conditions of humans.<sup>31</sup>

The purpose of this research is to know the psychological factors supporting the acquisition of Arabic by students in Madina Islamic boarding schools. The previous studies related to this research include; 1) Learning Arabic as a Second Language; literature review by Doni handriawan. The results of his study stated that learning a foreign language, especially Arabic as a second language, inevitably has many obstacles and obstacles. However, with our existence in Indonesia, which "in fact" a Muslim must be able to "manipulate" as our supporting capital in learning and teaching Arabic. One of them is that the orientation is directed to the development of science.<sup>32</sup> 2) *Bi'ah Lughawiyah* and Language Acquisition; literature review by A. Hidayat. The results of his study state that improvements to learning Arabic are a must, both in terms of management, curriculum, process, and evaluation. Because without a reconstruction of learning Arabic, the knowledge of Arabic that influences Islamic knowledge of students will be even more worrying. One of the efforts to reconstruct Arabic language learning is to create a language environment.<sup>33</sup> 3)

<sup>27</sup> Diana S. Rahman and Wening Sahayu, 'How Do Foreign Language Teachers Motivate Students in Language Learning?', *Studies in English Language and Education*, 7.1 (2020), pp. 181–93, doi:10.24815/siele.v7i1.15586.

<sup>28</sup> Pat-El and others.

<sup>29</sup> Agustin and others.

<sup>30</sup> Iwan Syah Irwansyah, 'Pengaruh Usia Terhadap Kemampuan Memahami Bahasa Kedua', *JASTRANESLA: Jurnal Program Studi Pendidikan Bahasa Dan Sastra Indonesia*, 8.2 (2020), 153.

<sup>31</sup> Idris Warsah and Mirzon Daheri, *Psikologi Suatu Pengantar*, Tunas Gemilang Press, 2021. 136

<sup>32</sup> Doni Handriawan, 'Pembelajaran Bahasa Arab Sebagai Bahasa Kedua', *Al Ittihad*, 4.2 (2012), 156.

<sup>33</sup> Hidayat. 43

17 Arabic as a second language (Theoretical Study of Arabic Language Acquisition in Non-Native Students); Literature review by Ahmad Habibi Syahid. The results of his study state that the process of language acquisition 63 can occur in a person's brain when he acquires his first language. Meanwhile, the acquisition of a second language can occur as in the acquisition of the first language, but it can also occur through the learning process.<sup>34</sup> 4) Language Learning Psychology; literature review by Dudung hamdun. The results of his study state that humans everywhere will definitely be able to master, or rather acquire language as long as they grow up in a society. This acquisition process is a controversial matter among linguists.<sup>35</sup> This research try to discover especially on psychological factors aspect that influence students' Arabic acquisition.

This reserch used a psycholinguistic perspective, especially language acquisition. This is because in fact the graduates of the Medina Islamic Boarding School have active Arabic language competence. The qualitative method used to describe phenomena related to Arabic language acquisition in modern Islamic boarding schools. The datas obtained by conducting observation, interviews and documentation. Observations were conducted to observe Arabic language acquisition activities. It includes the students' activities both in the class and outside during stay in dormitory and it's environment. Interviews with teachers and students were 24 conducted to obtain information about psychological factors that support Arabic language acquisition at the Islamic boarding school. Documentation was conducted to obtain information related to the students' backgrounds.

## Findings and Discussion

### Arabic Learning Process

The learning process is 13 the main activity in an educational institution.<sup>36</sup> The existence of learning is very important because with learning it is hoped that student behavior will change in a positive direction and it is hoped that with the teaching and learning process there will be changes in behavior in students. In learning process the students develop their cognitive, affective, and psychomotor 75 interacting with the teachers and the other students. The cognitive domain in Arabic language learning is developed through mastery of Arabic linguistic material. In this case, learning Arabic from a linguistic perspective is the development of insight into Arab linguistic. The affective domain in Arabic language learning encompasses students' attitudes, values, emotions, and interests toward the learning process and materials. This domain

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<sup>34</sup> Ahmad Habibi Syahid, 'BAHASA ARAB SEBAGAI BAHASA KEDUA (KAJIAN TEORETIS PEMEROLEHAN BAHASA ARAB PADA SISWA NON-NATIVE ) Abstrak Pendahuluan', *Kajian Tentang Pemerolehan Bahasa*, 2.1 (2015), 96.

<sup>35</sup> Dudung Hamdun, 'Psikologi Belajar Bahasa', *Al-Arabiyyah*, 2.2 (2006), 89.

<sup>36</sup> Junaedi Ifan, 'Proses Pembelajaran Yang Efektif.', *Jisamar*, VOL. 3 NO. 2.2 (2019), 20.

is crucial because a positive attitude toward Arabic can increase learning motivation, student engagement, and success in language acquisition. The psychomotor domain in Arabic language learning relates to physical abilities or motor skills to practice. This includes concrete actions or activities involving the coordination of thought and movement, such as writing Arabic letters, pronouncing letters and words, and active in oral communication.

In Medina Islamic boarding school the learning process is carried out in class for formal learning activities. In the class the students learn about Arabic grammar (*Sharf*), structure (*Nahwu*), and Arabic language skills which include four aspects, namely listening (*istima'*), speaking (*kalim*), reading (*qira'ah*) and writing (*kitabah*). And for additional learning is carried out outside the classroom. A language environment that practices speaking Arabic every time strengthen language acquisition in the boarding school. Students are instructed to speak Arabic in the dormitory environment at all times with the supervisor's supervision. As an educational institution that organizes Arabic language learning, this institution has implemented formal and non-formal learning.

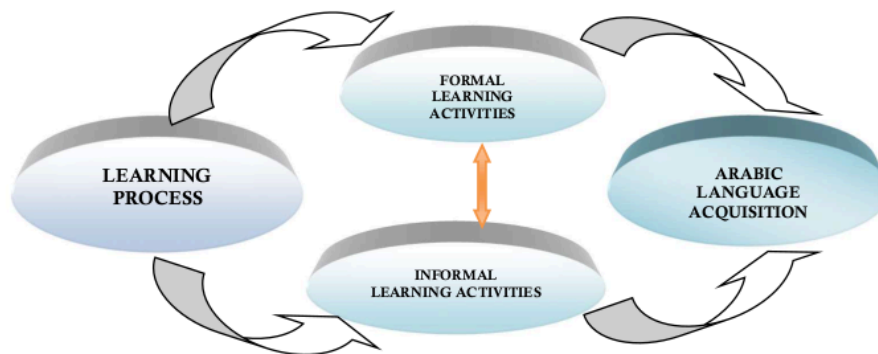
Formal learning activities are carried out as an implementation of formal education, because this institution is formal education. Formal education is education that is carried out in a structured manner, has stages or stages, within a certain time period, from elementary school to university level.<sup>37</sup> Formal education has a structured curriculum and a planned learning process, starting from the learning plan which includes teaching materials, determining methods, media and learning evaluation tools. The Medina Islamic boarding school curriculum especially for Arabic learning covers the subjects *Muthala'ah* (reading Arabic text) and *Nahwu* lessons (Arabic Structure) that use book *al Nahwu al Wadhih*.

Learning activities outside the classroom are additional learning to deepen and broaden understanding of subject matter. Apart from lessons related to Arabic, students also study English and religious lessons. from activities outside the classroom students receive reinforcements, especially strengthening vocabulary, guided speaking practice, and giving Arabic speeches.

A language environment that supports the student to practice Arabic has components they are the administrators of the Islamic boarding school, the *ustad*, serving seniors, the management of consumption at the Islamic boarding school. The discription of the learning pocess in picture as follows:

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<sup>37</sup> Raudatus S<sup>59</sup>ah and others, 'Pendidikan Formal, Pendidikan Non Formal Dan Pendidikan Informal', *Pema (Jurnal Pendidikan Dan Pengabdian Kepada Masyarakat)*, 2.2 (2023), 27.



Picture 2: Arabic language acquisition process  
in Medina Islamic boarding school

From the chart above it can be understood that the process of acquiring Arabic as a second language is supported by two learning processes, namely classroom learning and Arabic language practice outside the classroom. The two learning influences each other. Arabic language learning in class can be practiced outside the classroom, and practicing Arabic outside the classroom helps mastery of lessons in class.

As a formal institution, the Medina Islamic boarding school in Labuhan Maringgai, East Lampung Indonesia, generally has learning components like the other formal institutions. This institution has a curriculum, educators, learning methods and media as well as evaluation tools. In this study, the data related to these components are secondary data, while the primary data is related to the analysis tools in the form of the motivation of the students, the age of the students, the presentation of learning Arabic, the first language and the environment of the students.

The primary and most important element in curriculum development management is planning.<sup>38</sup> The philosophical foundation in curriculum development requires that educational goals be adjusted to the philosophical values that become the community's life view where educational institutions are located.<sup>39</sup> Arabic language learning cannot be separated from its function and curriculum as a basic element for development and refinement, which is adjusted to various factors that are continuous, gradual, and systemic to

<sup>38</sup> Muhammad Afthon Ulin Nuha and Nurul Musyafa'ah, 'Implementation of Quality Management Curriculum in Arabic Learning', *Arabiyatuna: Jurnal Bahasa Arab*, 6.2 (2022), p. 417, doi:10.29240/jba.v6i2.5137.

<sup>39</sup> Erlina Erlina, Idham Khalid, and Ahmad Bukhari Muslim, 'Integration of Prismatic Science and Development of Arabic Education Master Curriculum', *Arabiyatuna: Jurnal Bahasa Arab*, 6.2 (2022), p. 591, doi:10.29240/jba.v6i2.5024.

achieve a goal.<sup>40</sup> The curriculum of Medina Islamic boarding school especially for Arabic learning covers the subjects *Muthala'ah* (reading Arabic text) and *Nahwu* lessons (Arabic Grammar) that use book *al Nahwu al Wadhih*. As the function of the curriculum in Arabic language learning is a set of plans and arrangements regarding the objectives, content, materials, and methods used to deliver Arabic language lessons so that learning runs systematically and in a focused manner.

The Educator (*Ustadz*) categorized into *ustadz* with permanent teacher status and others with dedicated status. *Ustadz* or devotional *ustadz* who are senior students who have completed their education for 6 years starting from junior high school (*Madrasah Tsanawiyah*) to senior high school (*Madrasah Aliyah*). They are required to serve teaching their knowledge for one year at the Medina Islamic boarding school.

As the teacher's choice of appropriate methods for teaching science can impact students' success.<sup>41</sup> The methods applied in teaching Arabic are as follows: (1) *Al-muhadatsah al-yaumiyyah* or daily Arabic conversation. This activity is held twice a week after the morning prayer or before exercising sport. Each student looks for their respective speaking partner and then has to converse in Arabic. While the student administrators watched over him. And all students are required to bring a *kutaib* (pocket book) which contains *mufradat* (Arabic vocabulary). This is used as an opportunity for the *ustadz* to improve the grammar used by the students and also the choice of vocabulary in conversation. (2) *Al-ilqaa al-mufradaat* or delivery of vocabulary. This activity is also carried out in the morning after reading the Qur'an. Each student gathers in rooms, then the administrators of the students convey some Arabic vocabulary (*mufrodad*). Putting vocabulary in a simple sentence or practicing in conversation, if it is possible. At that time also, students must memorize the vocabulary.

Time by time, the management will ask about it, if the students can not answer, then they will be given a punishment. In this case it seems that the basis for learning vocabulary is based on the direct method (*thariqah mubasyiroh*) in learning an educator/ustad always uses Arabic in delivering lessons. (3) *Al-khithaabah al-Minbariyah* or Arabic speech practice. Speech training at the Medina Islamic boarding school is divided into 3 languages, namely Arabic, English and Indonesian. Each student will receive a speech turned every 2 weeks. And every student is obliged to make a speech text with the signature of the supervisor and the teaching section the day before he appears. In learning speech, it is not only practicing speaking Arabic but also

<sup>40</sup> <sup>2</sup> Muhammad Ilfan Fauzi, 'Pemanfaatan Neurosains Dalam Desain Pengembangan Kurikulum Bahasa Arab', *Arabiyatuna: Jurnal Bahasa Arab*, 4.1 (2020), p. 1, doi:10.29240/jba.v4i1.1095.

<sup>41</sup> Maulana, Ridha, and Ahmed.

training the mentality of students to be able to speak in front of audience. (4) *Al-insha al-Yaumi* or composing an essay in Arabic. This activity is carried out every 2 weeks. Level 6<sup>th</sup>, students are required to make the *insya* which is collected on a certain day to the head of each class which will later be collected administrator. *Insha* ability is developed in a high class because this ability is the highest ability in Arabic language mastery. (5) Delivery of lessons at Pondok Madinah uses Arabic except for general lessons. This aims to support the improvement of language, especially Arabic. A teacher in Islamic boarding school not only plays the role of a teacher, but also as a guide, role model, and shaper of the students' character especially in arabic learning.

Media in teaching and learning activities, especially in *ustad* or *ustadzah* classes using conventional media in learning, such as blackboards and visual aids. Specifically for developing Arabic language skills, this institution already has a language laboratory that is used to train listening skills (*istima*) and speaking skills (*Kalam*). Media plays a crucial role in Arabic language learning process. They are not just tools but also a bridge of communication between teachers and students, making the material more understandable, engaging, and contextual.

Evaluation For formal education is carried out in a formal manner, namely as carried out in other formal schools. While outside the classroom it is carried out in every lesson, such as vocabulary tests (*mufrodat*), speech (*Khithabah*) and composing (*Insha*). Evaluation of Arabic language learning is a systematic process to measure, assess, and improve the process and results of student learning in mastering Arabic, including cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects.

The study time for formal learning activities is the same as for other formal schools, starting from 07.15am to 12.30pm. while outside the classroom starting in the morning after the morning prayer and in the afternoon after the midday prayer, rest and lunch. As for the evening, there is a schedule after sunset and after evening prayer. The amount of time needed to learn Arabic depends on learning goals, learning methods used, learning intensity and student conditions and abilities. This is so that learning time can be used more efficiently.

From the data in the field it was found that the motivation of the students tended to come from outside (extrinsic). The majority of students have been punished for whom do not use Arabic. Every day many students are punished, including by being punished with running around the field.

Schools held at Islamic boarding schools in Medina start from junior high school level schools, so the age of students who study there, start from an average age of 12-13 years and finish the study at the age of 18-19 years.

Presentation of Arabic lessons; The presentation of learning Arabic starts from after performing the dawn prayer (*Subuh*) until the evening prayer (*isya*).

Presenting formal Arabic learning is carried out outside the classroom, such as giving vocabulary (*mufradat*), giving speeches in Arabic (*Kithabah*), the obligation to practice speaking Arabic everyday. As for those in the formal class, learning Arabic follows the curriculum required by Islamic boarding schools.

<sup>69</sup> Before students required to use Arabic in their daily activities for one year, students were required to use Indonesian, they were not allowed to use their respective regional languages.

<sup>15</sup> The components of the student environment are the administrators of the Islamic boarding school, the *ustad*, serving seniors, the management of consumption at the Islamic boarding school.

### Arabic Language Acquisition

From the results of the survey on learning activities and interviews with *ustad*, administrators and students, it can be classified as acquisition of Arabic students through several sources as follows: (1) learning in class as in other schools, Arabic is taught in addition to other subjects required in the national curriculum. (2) Sourced from activities outside the classroom; outside the classroom, students receive reinforcements, especially strengthening vocabulary, guided speaking practice, and giving Arabic speeches. (3) Sourced from fellow students outside the classroom; fellow students outside the classroom are required to speak Arabic, this is done every time in every conversation or communication activity in the social interaction of fellow students. (4) Sourced from administrators and teachers <sup>77</sup> outside the classroom; In addition to interacting with fellow students using Arabic, the administrators and *ustad* also always use Arabic to communicate with fellow administrators and *ustad* as well as with the students.

The Relevance of Acquisition Theory in Psycholinguistics with the Acquisition of Arabic.

<sup>3</sup> The of several factors that influence the acquisition of a second language in modern Islamic boarding schools, especially the acquisition of Arabic and included in the psychological factors are motivation and age of students. The explanation of the factors in the boarding school are:

First, <sup>14</sup> Motivation Factor

<sup>14</sup> Motivation is very necessary in carrying out human activities because Motivation is something that can cause, accommodate and support human behavior so that they are active in learning and enthusiastic to achieve the optimal results.<sup>42</sup> In learning foreign language motivation is of great

<sup>51</sup>  
<sup>42</sup> Dkk. Elvira, Neni Z, 'Studi Literatur: Motivasi Belajar Siswa Dalam Pembelajaran', *Jurnal Literasi Pendidikan*, 1.2 (2022), pp. 353.

importance in second language acquisition.<sup>43</sup> According to Howard et al. In Yaghoubi et al. (2025), motivation also drives persistence in learning.<sup>44</sup> Therefore, motivation serves<sup>49</sup> the driving force which sustains the learning of the second language.<sup>45</sup> Student motivation plays a crucial role<sup>21</sup> in the happiness-centered approach.<sup>46</sup> With motivation, a student will be more enthusiastic<sup>21</sup> participating the learning process activities. If students are enthusiastic in learning activities, then the learning objectives will be achieved in the learning which is part of the planned objectives in an educational institution. Farther more, according to Ishida et al. in Ishida (2024) previous studies have suggested a relationship among learning motivation, academic achievement, and lifelong learning.<sup>47</sup>

The main objective in modern Islamic boarding school educational institutions is to study religious subjects. Apart from that, this institution has the advantage<sup>35</sup> of mastering foreign languages, namely Arabic and English. Apart from religious lessons, Arabic and English, students are also required to study the lessons listed in the national curriculum such as mathematics, natural sciences and so on. especially in studying a foreign language, students need motivation built in educational institutions so that the goal of acquiring a foreign language can be achieved.<sup>44</sup> Learners are instrumentally motivated mainly for the attainment of a desired external reward.<sup>48</sup> The teachers have to give their attention more for giving some reward to grow the positive motivation of the students.<sup>49</sup>

Motivation influences the Arabic language acquisition<sup>2</sup> process for Islamic boarding school students in modern boarding school; Based on the results of the surveys and interviews, it can be concluded that the motivation of students to speak Arabic is heavily influenced by external motivation. Even though the motivation of the students comes from externally, it seems that the punishments carried out are sufficient to motivate the students to use Arabic and these punishments are quite effective in motivating the students not to

<sup>43</sup> Ali Sorayyaei Azar and Darzi Tanggaraju, 'Motivation in Second Language Acquisition among Learners in Malaysia', *Studies in English Language and Education*, 7.2 (2020), pp. 323–33, doi:10.24815/siele.v7i2.16506.

<sup>44</sup> Mahan Yaghoubi, Abbas Pourhosein Gilakjani, and Gholam Reza Abbasian, 'The Effect of Performance - Based Assessment on Academic Resilience , Motivation , and Teacher Support in Virtual versus Non - Virtual Classes', 2025.

<sup>45</sup> Xue Wu, 'Motivation in Second Language Acquisition: A Bibliometric Analysis between 2000 and 2021', *Frontiers in Psychology*, 13.November (2022), pp. 1–17, doi:10.3389/fpsyg.2022.1032316.

<sup>46</sup> Chamidah, Sarif, and Mafudah.

<sup>47</sup> Ayame Ishida and Takashi Sekiyama, 'Variables Influencing Students' Learning Motivation: Critical Literature Review', *Frontiers in Education*, 9 (2024), doi:10.3389/educ.2024.1445011.

<sup>48</sup> Azar and Tanggaraju.

<sup>49</sup> Azar and Tanggaraju.

violate. From the results of interviews and observations made, it seems that there are several obstacles in the process of acquiring Arabic at the Medina Karyatani Labuhan Maringgai Islamic boarding school, including that much of the motivation of the students still comes from outside the students. Many students are punished every day for "violating" not using Arabic in daily conversation.<sup>25</sup>

There are two types of motivation, namely (1) intrinsic motivation, and (2) extrinsic motivation. Intrinsic motivation is motivation that comes from within a person. Djamarah in Elvira. explains that "internal motivation is motives that activate or act that do not require external stimulation because every individual.<sup>50</sup> Intrinsic motives are motives that can function without having to be stimulated from outside because within the individual himself there is already that impulse.<sup>51</sup> Extrinsic motivation is motivation that comes from outside the individual it has the desire to do something. As modern Islamic boarding school students, studying Arabic is a necessity because by mastering Arabic, they will be able to understand the holy Koran, because Arabic is used in the holy Koran. The other hand, the students also admire the teachers who master Arabic and are fluent in Arabic, it also fostering a desire to study Arabic seriously.

Meanwhile, extrinsic motives are motives that has function because there are external stimuli.<sup>52</sup> Learning motivation is said to be extrinsic if students place their learning goals outside of the factors of the learning situation. Students learn because they want to achieve goals that lie outside of what they are learning.<sup>53</sup> Modern Islamic boarding schools have many rules that students must obey, including students being required to use Arabic in daily conversations. Therefore, these regulations influence students' motivation to be able to converse using Arabic.

### Second, Age Factor

The Age affects the process of acquisition of Arabic language by Islamic boarding school students in Medina; The age of students ranging from 12 to 15 years who study in Junior High School and 15 to 18 years who study in Senior High School. The students can be categorized as teenagers. This condition is very effective in the process of acquiring Arabic at Islamic boarding schools in Medina as stated in terms of age, because teenagers will more easily accept a second language than adults. Learners in their teens (12-<sup>32</sup>

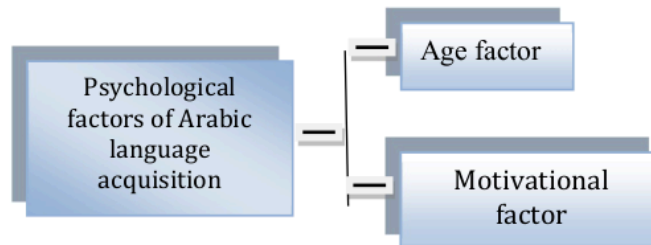
<sup>50</sup> Elvira, Neni Z.

<sup>51</sup> Syarifan Nurjan, *Psikologi Belajar*, ed. by Wahyudi Setiawan, Cetakan Ke (Wade Group, 2016). 154

<sup>52</sup> Syarifan Nurjan.

<sup>53</sup> Afi Parnawi, *PSIKOLOGI BELAJAR*, Kedua (CV. Budi Utama, 2020). 67

15 years) acquire the language the fastest.<sup>54</sup> Children acquire language more quickly and easily than adults because children are biologically programmed to learn language, whereas adults are not.<sup>55</sup> The psychological factors above can be described as follows:



Picture 3: Psychological factors of Arabic language acquisition

<sup>1</sup> The Strengths and Weaknesses of the Arabic Language Acquisition Process for Santri at Medina Islamic Boarding Schools.

Among the advantages <sup>1</sup> of the Arabic language acquisition <sup>93</sup> process for students at the modern Madina Islamic boarding school are that the students can conduct the Arabic language acquisition process not only formally as in other institutions that provide Arabic language learning but students can go through the Arabic language acquisition process naturally by being in an Arabic language environment all the time to hear and see people <sup>3</sup> speaking the language. The next advantage is that the process of acquiring the Arabic language of Islamic boarding school students in modern Medina makes students confident in speaking Arabic. This is because the presentation of practice-based learning makes students not think too much about grammar (*Nahwu*) and also word selection (*Sharaf*). Santri learn more from what is heard in the boarding school environment where the community speaks Arabic.

The weakness is if the acquisition of Arabic includes linguistic understanding, then the students do not have more provisions than their speaking ability. Experience and mastery of reading various special books related to *nahwu* and *sharaf* are not more than the students who study at Islamic boarding schools in general.

<sup>16</sup>

<sup>54</sup> Kholid A Harras and Andika Dutha Bachari, *Psikolinguistik Dasar-Dasar Diterbitkan Atas Kerja Sama Antara Jurusan Pendidikan Bahasa Dan Sastra Indonesia FPBS Dan UPI PRESS, Dasar-Dasar Psikolinguistik*, 75

<sup>55</sup> Norliani Dkk., <sup>26</sup> KTOR-FAKTOR YANG MEMPENGARUHI PEMEROLEHAN BAHASA KE DUA', in *Seminar Nasional Bahasa, Sastra, Seni, Dan Pendidikan Dasar 3*, 2023, p. 119.

## Conclusion<sup>72</sup>

The modern Islamic boarding<sup>45</sup> school has a curriculum, system and method. The distinction of this Islamic boarding school is the ability to communicate in foreign languages, namely Arabic and English. The students supported to practice speaking Arabic and English in daily conversation. The acquisition of foreign languages, especially the Arabic language of modern Islamic boarding school students, it was carried out through a formal and naturalistic presentation. For the factors that influence the Arabic language acquisition process, there are constraints on the motivation of the students which also affect the Arabic language environment which is less conducive.

Motivation influences the Arabic language acquisition process for students in modern boarding school; Based on the results of the surveys and interviews, it can be concluded that the motivation of students to speak Arabic is heavily influenced by external motivation. As for those related to the age factor, the presentation of learning and the first language of the santri has been conditioned and in accordance with the ideal foreign language acquisition process from a psycholinguistic perspective. The age of children to adolescents is the ideal age to carry out the process of acquiring<sup>1</sup> foreign language, presenting formal and naturalistic complete learning, and conditioning the first language with Arabic in the first year of students studying at Islamic boarding schools. From this study can be concluded that The psychological factors that support the Arabic language practice program in modern boarding school are motivation and student age factors.

The previous studies have not yet discussed the psychological factors in foreign language acquisition especially Arabic in Islamic boarding schools. Therefore, the results of this study can add to the knowledge about foreign language acquisition. It can be concluded that the foreign language acquisition activities in Islamic boarding schools are very effective supported by motivation and an appropriate age to learn foreign languages. Except the psychological aspects<sup>35</sup>, there are many other aspects that influence students' acquisition of Arabic at the Islamic boarding school and it may other researchers to continue this study.

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