

Internalization of Arabic Language Proficiency Through the Habituation of Daily Activities Among Students at the Pabelan Islamic Boarding School in Magelang

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ABSTRACT

This article aims to describe the process of Arabic language internalization in the daily lives of students at the Pabelan Islamic Boarding School, focusing on the stages of transformation, transaction, and transinternalization. This study employs a qualitative, descriptive approach. Data were collected through participant observation, in-depth interviews, and documentation involving students, language coordinators, and teachers. Data analysis was conducted through the stages of data condensation, data presentation, and continuous conclusion-drawing, resulting in a comprehensive picture of the process of Arabic language use within the boarding school environment. The results indicate that the internalization of the Arabic language occurs gradually and continuously. During the transformation stage, students acquire foundational knowledge through a daily vocabulary instruction program. In the transaction stage, Arabic is used in social interactions through the repetition of vocabulary and daily conversations. As for the transinternalization stage, Arabic develops into a communication habit for students in their daily lives, supported by an active language environment and the role of language coordinators. These findings indicate that the success of Arabic language internalization is influenced by the integration of learning, language use practices, and consistent social environmental support.

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Introduction

Arabic plays a strategic role in pesantren education as a language of scholarship, a religious language, and a means of fostering students' language habits in daily life. Effective Arabic language learning occurs through the integration of classroom activities and the creation of a language environment that supports continuous language interaction. Various studies indicate that the creation of an Arabic-language environment in Islamic boarding schools can foster natural language acquisition through structured and repetitive exposure (Awwaludin et al., 2020; Fathian & Majid, 2024).

In this context, the internalization of Arabic language use is a crucial aspect of successful language learning. Language programs designed around daily activities, such as the introduction and repetition of vocabulary, are considered effective because the vocabulary taught is generally

directly related to the students' communication needs. Through consistent repetition and use in real-life situations, students memorize vocabulary while simultaneously understanding and applying it in their daily lives. Previous research confirms that routine vocabulary memorization and practice programs can have a positive impact on students' vocabulary mastery and language skills (Kharisma & Hasan, 2025).

In language learning practices at Islamic boarding schools, the internalization of Arabic language use is generally supported by language programs that emphasize the gradual and continuous mastery of vocabulary. The daily teaching of vocabulary is a widely used strategy because vocabulary is viewed as the primary foundation of language skills. Mastery of vocabulary relevant to students' communication needs enables the functional use of Arabic in daily life, thereby extending learning from theoretical aspects to actual language practice (Irfan & Palopo, 2024; Mahmudah et al., 2025).

In addition to vocabulary instruction, the repetition of vocabulary integrated into students' daily routines also plays a role in strengthening the language internalization process. Daily interactions that involve collective vocabulary repetition help students remember, understand, and use new vocabulary more effectively. Research indicates that vocabulary acquisition through social interaction and repetition in natural contexts positively contributes to improving students' language proficiency within the pesantren environment (Aulia et al., 2025).

At the Pabelan Islamic Boarding School, the process of internalizing the Arabic language is carried out through a language program integrated into the students' daily activities. One of the main programs is the daily vocabulary session held after every Fajr prayer. During this activity, students gather in front of the dormitory with writing materials to record three new vocabulary words presented by the language department staff in three languages—Arabic, English, and Indonesian—with the same meaning. The vocabulary provided generally relates to the students' daily activities so that it can be immediately used in communication within the boarding school environment.

The language internalization process is reinforced through vocabulary repetition activities conducted routinely in the students' dorm rooms. These repetitions take place after the Asr and Isha congregational prayers in the dorm rooms, as well as after the Maghrib prayer at the mosque before the students return to their rooms for Quran recitation sessions. During these sessions, the language coordinators in each dorm room guide the students in reciting the vocabulary together. This repeated practice plays a role in strengthening the students' memory while fostering the habit of using Arabic in daily interactions.

The implementation of this language program reflects the dynamics of Arabic and English usage in the students' daily lives. Some students still use their regional dialects or native languages in communication, particularly in informal settings. On the other hand, there are students who strive to use Arabic or English based on the vocabulary provided, and even seek out new vocabulary independently. Limited mastery of vocabulary also leads to code-switching and code-mixing, with the insertion of Indonesian when students cannot find the exact equivalent in the language being used (Lasminiar, 2022; Muna et al., 2024).

In addition to challenges related to vocabulary mastery, another dynamic arises concerning language awareness among some students who have learned certain vocabulary or expressions but do not yet use them consistently in daily communication. Factors such as the perception that using a foreign language is complicated, levels of motivation, and the influence of social circles also contribute to this behavior. To address this situation, language instructors implement various forms of consequences, such as the requirement to memorize additional vocabulary, recite memorized

material, perform cleaning duties, or even light physical punishment. The application of these sanctions is aimed at fostering language habits through repeated social interactions within the pesantren environment (Aulia et al., 2025).

Theoretically, the internalization of Arabic language use within the pesantren environment is built through the creation of an active and sustained language environment. In the pesantren context, language is positioned as both a subject of study and a communication tool used in real-life daily social interactions. A social environment rich in language practice allows students to acquire the language naturally through habits, repetition, and interactions with peers and staff. The use of Arabic integrated into daily pesantren activities is considered more effective in promoting language acquisition compared to learning that emphasizes the separate memorization of vocabulary (Fathian & Majid, 2024; Mahmudah et al., 2025).

In addition to environmental exposure, the process of internalizing Arabic is also influenced by students' awareness and intrinsic motivation to use the language. A conducive language environment requires social support, exemplary behavior from staff, and consistent enforcement of language rules to encourage students to use Arabic naturally. Thus, the use of Arabic develops as a communication necessity within the boarding school environment. This approach emphasizes that the success of language learning is greatly influenced by the intensity of language use in real-world contexts as well as the quality of the language environment, which is built consciously and systematically (Hasan, 2024).

Various previous studies have examined the relationship between the language environment, vocabulary acquisition, and language proficiency in Islamic boarding schools or Islamic educational institutions. Studies on the linguistic landscape in Islamic boarding schools indicate that the dominance of Arabic in visual signs and the boarding school environment motivates students to practice speaking Arabic in real-life situations (Maf'udah et al., 2025). Another study indicates that the dynamics of the language environment—including input variety, interaction intensity, and daily practices—play a crucial role in helping students develop Arabic language proficiency through the integration of formal and informal settings that naturally enrich language experiences (Hamid et al., 2024).

Other studies highlight Arabic language learning strategies implemented in pesantren, such as the *muhādatsah* method, vocabulary memorization, and contextual approaches in teaching to strengthen students' language skills (Abidah & Rohman, 2025). Research on the challenges of implementing an Arabic language environment also reveals various implementation barriers as well as strategies to create a conducive atmosphere for language habituation (Samin et al., 2025b). Based on these findings, studies on the process of internalizing Arabic language use in the daily lives of students at Pondok Pesantren Pabelan remain relatively limited, thereby reinforcing the urgency of this research.

The novelty of this study lies in its focus on the Arabic language program as a process of internalization that occurs repeatedly and naturally in the daily lives of students. This study highlights how the provision of contextual vocabulary, structured repetition through various daily activities, and the presence of supervision and language consequences gradually shape students' language habits. This study offers a perspective on how Arabic is practiced as part of the daily activities of students at the Pabelan Islamic Boarding School.

Based on the above, this study aims to conduct an in-depth examination of the process of internalizing Arabic language use in the daily lives of students at the Pabelan Islamic Boarding School, with a focus on the role of the vocabulary program, structured repetition, and the creation of a language environment that supports sustainable language practice. This study provides a

theoretical contribution to the development of environment-based Arabic language education studies as well as a practical contribution for boarding school administrators in designing language programs that are contextual, systematic, and oriented toward establishing students' language habits in daily life.

Method

This study employs a qualitative method with a case study approach to examine the process of internalizing the use of Arabic in the daily lives of students at the Pabelan Putra Islamic Boarding School. The qualitative approach was chosen because it is capable of providing an in-depth description of social phenomena through experiences, interactions, and language practices that occur naturally within the boarding school environment (Creswell, 2014). The case study was used to gain a contextual understanding of the patterns of Arabic language habituation in the students' lives. In this study, the researcher had a close connection to the research site as an alumnus of the Pabelan Islamic Boarding School, which facilitated the data collection process and understanding of the language culture developing within the boarding school environment.

The research data consists of primary and secondary data. Primary data was obtained through participant observation and in-depth interviews with students, boarding school administrators, and teachers involved in Arabic language instruction. Meanwhile, secondary data was obtained through language policy documents, language development programs, and archives of the boarding school's language related activities. This process involves data condensation, data presentation, and the continuous drawing of conclusions (Miles et al., 2014). Data validity was ensured through source and method triangulation to verify the consistency of data from observations, interviews, and documentation.

Result

The process of internalizing the use of Arabic in the daily lives of students at the Pabelan Islamic Boarding School occurs through three stages: transformation, transaction, and transinternalization. These three stages indicate a gradual process that begins with the imparting of language knowledge and culminates in the formation of language habits in the students' daily lives. This process does not occur through a single type of activity but is shaped by the integration of a designed language program, the students' daily routines, and the social interactions that take place within the boarding school environment. An active language environment provides space for students to become accustomed to using Arabic in daily life, thereby allowing language proficiency to develop gradually and continuously (Awwaludin et al., 2020). This indicates that language learning does not occur solely within the classroom but continues in students' daily lives through the various activities they engage in.

The process of Arabic language internalization occurring within the pesantren environment also highlights a close relationship between formal learning and language practice in daily life. Classroom learning activities provide students with a systematic foundation of knowledge, such as an introduction to language structure and vocabulary comprehension. Meanwhile, language programs—such as the presentation and repetition of vocabulary—serve as reinforcing tools that enable students to practice the language directly. This integration of formal learning and practice creates a more holistic and meaningful learning experience for the students. Thus, Arabic is not merely understood as a subject of study but is also used as a communication tool in various daily activities they undertake within the pesantren environment (Ghozi, 2023).

In this context, the pesantren environment acts as a social space that supports the development of Arabic language habits. Continuous interactions among students, as well as

between students and staff, create an atmosphere that encourages the use of Arabic in various communication situations. Daily activities provide opportunities for students to continuously practice and become accustomed to using the language. This indicates that the process of language internalization does not occur instantly but rather through stages involving experience, habituation, and active engagement within the language environment. With consistent environmental support, students are gradually able to develop their Arabic language skills in their daily lives.

Table 1.1

Stages	Type of activity	Purpose
Transformation	Daily vocabulary lessons after the Fajr prayer; students repeat and write down the vocabulary	Providing basic vocabulary knowledge and introducing Arabic in a step-by-step manner
Transaction	Group vocabulary review; practicing language use in everyday social interactions	Developing functional language skills through communicative practice in social contexts
Transinternalization	Use of Arabic in daily communication within the pesantren under the supervision of language instructors	Internalizing Arabic as a communicative habit that is integrated into the students' daily lives

Discussion

Stages of Transformation in Arabic Language Learning Through Daily Activities

The transformation stage is the initial process in the internalization of the Arabic language, focusing on imparting knowledge and introducing vocabulary to the students. At this stage, students are introduced to various vocabulary words as the foundation for building language proficiency. At the Pabelan Islamic Boarding School, this process is carried out through a daily vocabulary program conducted after every Fajr prayer. During this activity, students gather on the dormitory terrace, bringing notebooks to record the vocabulary provided. The language facilitator then presents three vocabulary words in stages for the students to repeat and write down. This activity takes place routinely as part of creating a structured language environment at the boarding school, so that students become accustomed to receiving and learning new vocabulary every day (Roji & Bella, 2025).

Vocabulary instruction is conducted by selecting terms related to the students' daily activities, thereby making it easier for them to understand and use the language in real-life contexts. Vocabulary closely tied to daily life helps students connect word meanings with their firsthand experiences. Learning linked to daily life provides students with concrete experience in using language functionally. This helps the language acquisition process occur more naturally and gradually, in line with their communication needs within the pesantren environment (Siddiq, 2017). This way, students do not merely memorize vocabulary but also understand its application in real life situations.

The daily repetition of vocabulary also influences the reinforcement of students' memory of the terms they have learned. Consistent repetition helps students understand, remember, and recognize vocabulary when it is used in communication. This repetition process is a crucial

component of language learning as it provides students with ongoing opportunities to interact with the same vocabulary. This demonstrates that habituation plays a significant role in developing language proficiency, particularly during the early stages of Arabic language learning in the pesantren environment (Islami & Fadli, 2024)

The daily vocabulary program also demonstrates a targeted learning strategy aimed at building foundational Arabic language competencies. The selection of vocabulary related to daily activities makes it easier for students to understand meanings and connect them to real-life situations they experience. This strategy makes the learning process more contextual and relevant to the students' communication needs within the pesantren environment. With the connection between the material and their experiences, students find it easier to understand and retain the vocabulary they learn over time.

Additionally, the activities of repeating and writing down vocabulary performed by the students demonstrate multi-faceted engagement in language learning, namely the aspects of listening, pronunciation, and writing. This engagement of various aspects helps strengthen the process of understanding and storing vocabulary in the students' memory. When students hear, pronounce, and write vocabulary simultaneously, the learning process becomes more effective and profound. This learning approach provides a more comprehensive and continuous learning experience in developing language proficiency.

Daily practice also establishes a consistent learning rhythm for students. A routine that continues consistently reinforces the vocabulary being learned, giving students ample opportunity to gradually remember and understand the language. This consistent learning rhythm helps foster positive habits in the language learning process. Consequently, students become more accustomed to participating in language activities and are better prepared to absorb the material presented daily.

Beyond being a knowledge-sharing process, the daily vocabulary instruction also fosters a structured learning pattern within the students. Activities conducted routinely at the same time each day establish a consistent learning habit, making students better prepared to receive and understand the vocabulary presented. This pattern helps build sustained learning readiness and creates a more focused learning environment. With a structured pattern in place, students have a clear learning path in the Arabic language learning process.

Students' involvement in activities such as repeating and writing down vocabulary demonstrates an active and participatory learning process. Students do not merely passively receive information but are directly engaged in the ongoing learning process. This activity reinforces understanding while helping students retain vocabulary through their own learning experiences. Consequently, the learning process becomes more meaningful and has a stronger impact on students' language proficiency.

Daily repetition also provides sustained reinforcement for students' memory. Consistently repeating each vocabulary word helps clarify its meaning and usage in daily life. This process demonstrates that continuous learning can build a strong foundation for the students' language skills. Thus, the transformation stage serves not only as an initial process in imparting knowledge but also as a crucial foundation for developing Arabic language proficiency in a gradual manner.

Stages of Language Use in Arabic in Daily Interactions

The stages of language use reflect the students' active engagement in using Arabic through social interactions that take place within the boarding school environment. At this stage, Arabic

begins to be used in various daily activities, both in conversations among students within the dormitory and in routine language-related activities. One such activity is vocabulary review conducted after Asr, Maghrib, and Isha prayers. During this activity, students review vocabulary previously taught, thereby providing them with opportunities to continue interacting with the language they are learning. This activity strengthens the students' engagement in direct language practice through interactions that occur repeatedly and continuously (Atsqolani & Fauji, 2025).

Collective vocabulary review helps students remember and understand vocabulary more deeply. Activities conducted together create an active learning atmosphere, where students listen to one another, imitate, and reinforce vocabulary usage within the group. Continuous interaction encourages students to begin using Arabic in simple communication. Thus, Arabic is not merely studied as subject matter but also begins to function as a communication tool within the pesantren environment (Samin et al., 2025a).

The use of Arabic in interactions also reveals variations in the students' language abilities. Some students are already able to use Arabic directly in daily conversations, while others use a combination of Arabic and Indonesian. This variation indicates that language proficiency develops gradually in accordance with each student's level of vocabulary mastery. This phenomenon reflects a natural process of language development occurring within the pesantren environment (Kartini et al., 2022).

Group activities involving the repetition of vocabulary also foster a collaborative learning atmosphere. Students not only learn individually but also interact with one another and provide support in the language-use process. This interaction helps students build confidence in using Arabic for daily communication. Such a supportive environment contributes to increasing student participation in language practice, making them more active in using the language they have learned.

In daily interactions, the use of Arabic demonstrates a natural adaptation process. Students use the vocabulary they have learned according to their individual abilities, ensuring communication flows smoothly. This process reflects that language learning focuses not only on comprehension but also on the practical use of language in real-life situations. Through direct experience in communication, students become more accustomed to using Arabic in various contexts.

Furthermore, the variations in language use observed among the students indicate a dynamic process in language learning. The blending of Arabic and Indonesian in communication reflects the students' efforts to utilize their existing language skills. This demonstrates that the process of language internalization occurs flexibly and evolves alongside the students' linguistic experiences. Thus, language use is not rigid but adapts to the situation and available capabilities.

The interaction process occurring in the use of Arabic also indicates the gradual formation of communication habits. Students begin to get used to using the vocabulary they have learned in daily conversations, so that Arabic begins to be present in their communication activities within the pesantren environment. This habit is formed through continuous interaction, making language use an integral part of the students' daily routines.

Group vocabulary repetition activities also create a collective and supportive learning environment. Students listen to one another, imitate, and reinforce vocabulary usage within the group. This environment provides social support that helps students build the confidence to use Arabic in communication. With this support, students become more active and confident in using the language in their daily lives.

The students' language proficiency develops alongside their practical language use. Vocabulary that was initially limited begins to be used more broadly in various communication situations. This demonstrates that continuous language practice contributes to the development of the students' communication skills. Thus, consistent language use helps students gradually improve their language proficiency.

Social interactions within the pesantren environment also provide opportunities for students to adapt their language use to the situations they face. Students use Arabic in specific contexts, thereby gaining direct experience in applying the language in daily life. This helps students understand the function of language as a communication tool used in various conditions. Thus, the transactional stage demonstrates that social interaction plays a crucial role in shaping and developing students' Arabic language proficiency.

Stages of Transinternalization: Arabic as a Daily Means of Communication

The transinternalization stage indicates the development of Arabic language use, which begins to become part of the students' daily routines. At this stage, Arabic is not merely understood as academic material but begins to feature in the students' communication practices within the pesantren environment. The language is used in various situations, particularly in interactions governed by the linguistic rules and supervision in place at the pesantren. This usage indicates that Arabic has become part of the communication activities repeatedly carried out in the students' daily lives. Thus, the language begins to function tangibly as a communication tool within the pesantren environment (Izza, 2020).

The use of Arabic that develops through habituation indicates the role of the environment in shaping students' language behavior. An active and supportive environment influences students' habits in using Arabic in various communication situations. Additionally, the continuous social interactions within the pesantren environment further reinforce the use of the language as part of daily activities. This indicates that language habits are formed through students' engagement in an environment that consistently uses the language (Samin et al., 2025a). With environmental support, students become more accustomed to using Arabic in their daily lives.

At this stage, the use of Arabic is influenced not only by formal learning factors but also by habits formed through social interactions within the pesantren environment. Daily activities involving communication among students provide opportunities for Arabic to be used repeatedly in various situations. This continuous use strengthens the students' connection to the language they use. Thus, the language is not merely learned but also becomes an integral part of the students' lived experience within the pesantren environment.

The presence of language supervisors as part of the monitoring system also contributes to shaping language usage patterns. In certain situations, students demonstrate more active use of Arabic as part of their compliance with the rules in effect at the pesantren. This indicates that the environment plays a role in guiding students' language behavior through structured social mechanisms. With such supervision, the use of Arabic becomes more directed and maintained in the students' daily lives.

On the other hand, the language experiences of the students also shape the development of their communication skills. Students who use the language more frequently tend to demonstrate more developed language abilities. This indicates that repeated language practice has a gradual impact on improving communication skills. Thus, language experience becomes a key factor in the process of internalizing Arabic within the pesantren environment.

The social environment is also a factor that influences students' language habits. Interaction with peers who actively use Arabic can encourage the development of similar habits, making language use an integral part of group activities. Additionally, the presence of mentors who model the use of Arabic further reinforces this process of habit formation in daily life. This situation demonstrates that the social environment plays a significant role in shaping students' language habits.

In this context, the process of internalizing Arabic reflects an integration of learning, habit formation, and the social environment. Language is not merely studied as subject matter but is also practiced as an integral part of students' lives at the boarding school. This process demonstrates that the formation of language habits requires time, experience, and consistent environmental support. With this integration, students can develop their language skills gradually and sustainably.

At this stage, the use of Arabic demonstrates a strong connection between learning experiences and practices carried out repeatedly in daily life. The language is used in various activities involving interactions among students, thereby becoming part of the routine within the pesantren environment. Continuous use reinforces the language skills possessed by the students. This indicates that consistent practice plays a crucial role in strengthening communication skills.

The habit-forming process is also influenced by the students' involvement in structured language activities. Activities involving the presentation and repetition of vocabulary provide a strong foundation for students to use Arabic in daily communication. With the connection between learning and practice, the language becomes easier to use in various communication situations. This demonstrates that targeted learning contributes to the formation of language habits.

The social environment in the pesantren makes a significant contribution to shaping students' language habits. Interactions among students create opportunities for active use of Arabic, allowing the language to develop as an integral part of group communication. A supportive environment encourages students to continue using the language in daily activities. Thus, Arabic becomes an inseparable part of students' lives within the pesantren environment.

The roles of language mentors and coordinators also provide direction in the use of Arabic among students. Their presence as part of the language system reinforces the language practices carried out in daily life. Guided mentoring helps students develop language skills gradually through consistent guidance and practice (Mahbubah, 2024). This indicates that the formation of language habits occurs through a structured environmental support system and the active role of language coordinators in guiding students. With this role in place, the use of Arabic is better maintained and develops sustainably within the boarding school environment (Rivai et al., 2021).

The language experiences of students also indicate a gradual development of communication skills. Students who use Arabic more frequently in interactions demonstrate better progress in language proficiency. This demonstrates that consistent practice contributes to the improvement of communication skills. Thus, language experience is a crucial factor in shaping students' language proficiency.

In this way, the internalization stage reflects the process of forming language habits that develop through experience, habituation, and social interaction. Arabic is used as part of daily activities that continue to evolve alongside the students' engagement in an active language environment. This process demonstrates that language internalization occurs gradually and continuously in the lives of students within the pesantren environment.

Conclusion

This study shows that the internalization of the Arabic language at the Pabelan Islamic Boarding School occurs through three stages: transformation, transaction, and transinternalization. During the transformation stage, students acquire a basic vocabulary through a contextual daily vocabulary program. The transaction stage is characterized by the use of Arabic in social interactions through repetition and daily communication practices. Meanwhile, the transinternalization stage demonstrates the formation of Arabic language habits in the students' daily lives, supported by an active language environment and a language monitoring system. These findings confirm that the internalization process occurs gradually and continuously.

In this way, the success of Arabic language internalization is determined by the integration of learning, language use, and consistent social support. Arabic functions not only as a subject of study but also as a communication tool integrated into students' daily activities. Therefore, systematic language program management and the creation of a conducive language environment are key factors in effectively fostering language habits.

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ةيجبتاترسا ةيلعاف في س "ةسسؤم في بلاطلا بدل تادرفلما ناقتا زيزعت في " ايموي ةيبرع تادرفم رشح
ةساردلا هذه ثحبت "ق ، طسوتلما بوتسلما في ا بلاط 60 كراش ثيح ، ةطلتمخ ةيجهنم ةساردلا تمدختسا .
ةيملاسلا ةيميلعت ةعوممج لبا اوم س رشح نيثا بدم بلع تادرفملل ايموي ا ميلعت تاجرد في اظوحلم ا نستح
لخدتلا دعب امو لبق ام تارابتخا نم ةيمكلا تناايبلا ترهظأ . ةيدليقتلا ةيعوبسلا مأوقلا ، ةديج ةيفرعم تاداع
ن وك يمويلا راركتلا نأ جئاتنلا تزربأ امك . ةديدلجا تاملكل طشنلا مادختسلا ليهست في ةلا عفوة غللا تادرفم
ونح ةيبايجا لويمو ةعتم مهيدل تروطت لب ، اهتهجاوم دنع ةرشابم تام لكلا نوركدتي بلاطلا حبصأ ثيح بلع ا
بييرتج لايلد مدقتو ، دعابتلما راركتلاو يجردتلا ملعتلا تيارظن عم جئاتنلا هذه شامتتو . غللا مهبح ززع امم
، ةيبرعلا . ةيملاسلا ةيميلعتلا تاقايسلا في تادرفملل يمويلا ملعتلا ةيلعاف تادرفلما ناقتا ، يملاسلا ميلعتلا ،
05(01)دعابتلما راركتلا ، يمويلا يجردتلا ملعتلا ، ةيبرعلا تادرفلما ملعت : ةيساسلا تاملكلا .
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