

The Role of Bi'ah Lughawiyah in Enhancing Arabic Language Proficiency: A Systematic Literature Review

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ABSTRACT

Arabic language learning often faces significant challenges in transforming theoretical mastery into active communication skills. One of the central factors determining the success of language acquisition is the existence of bi'ah lughawiyah (language environment) as a social laboratory for students. This study aims to deeply examine the role of bi'ah lughawiyah and analyze its effectiveness in improving students' Arabic language competence. The research method employed is a Systematic Literature Review (SLR) by reviewing various relevant scientific articles published between 2016 and 2025. The results indicate that bi'ah lughawiyah is proven effective in improving Arabic language skills, demonstrated by an increase in verbal proficiency (mahārah kalām) with a significant contribution in the moderate category between 28.5% and 32.9%. The implementation of habituation strategies, vocabulary labeling, and multimedia support creates a conducive learning atmosphere, reduces language anxiety, and builds students' self-confidence. The success of this ecosystem is influenced by internal factors such as student motivation, and external factors including managerial policies, teacher qualifications, and integrative environmental design. Thus, strengthening bi'ah lughawiyah is recommended as an essential strategy to reconstruct Arabic language learning from a mere academic burden into a functional and productive social practice.

INTRODUCTION

Arabic is the mother tongue of approximately 150 million people across Western Asia and North Africa, particularly within the twenty-two member states of the Arab League. With the spread of Islam, Arabic has exerted significant influence on numerous languages, including Persian, Turkish, Urdu, Malay, Hausa, and Swahili, affecting vocabulary, grammar, and literary traditions.

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Moreover, Arabic holds a central position as a religious language for more than one billion Muslims worldwide, as it is used in ritual worship and serves as the language of the Al-Qur'an and the teachings of Prophet Muhammad. Beyond its religious function, Arabic has endured across centuries as a medium of Islamic civilization for over fifteen centuries and has been internationally recognized as one of the official languages of the United Nations (Nufus, 2019). As both a sacred and global communication tool, Arabic fulfills broader human functions, including self-expression, communication, social integration, adaptation, and social control. Through language, individuals interact and construct meaning within society. Arabic also functions as the language of Islamic scholarship and literature, making its mastery essential for Muslims seeking to understand primary religious sources derived from the Qur'an and Hadith (Rizqi, 2017).

Responding to contemporary educational challenges, Arabic language learning has gradually shifted toward the creation of supportive ecosystems that facilitate authentic communication. As a global language continuously evolving alongside scientific and social developments, Arabic education requires innovative pedagogical approaches. One of the most influential factors in successful Arabic learning is the linguistic environment (*bi'ah lughawiyyah*), as learning a language essentially means learning to communicate (Huda, 2025). *Bi'ah lughawiyyah* represents a nonlinguistic factor with substantial influence on language acquisition outcomes. The presence of a language environment enables learners to comprehend and internalize linguistic structures more rapidly compared to learning contexts lacking authentic exposure. Such environments function as naturally acquired interactive and communicative media, simultaneously serving as learning resources and instructional tools. A language environment encompasses everything learners hear and see related to the target language being studied (Sholihah, 2025).

An effective linguistic environment plays a strategic role in enhancing students' motivation, speaking fluency, and participation in language practice. Natural stimuli emerging from structured language exposure foster learners' creativity and communicative competence through habituation activities such as vocabulary enrichment (*mufradāt*), thematic conversations, and speech exercises. In the context of *Mahārah Kalām* (speaking skills), *bi'ah lughawiyyah* not only strengthens oral proficiency but also supports the integrated development of other language skills. The systematic implementation of *bi'ah lughawiyyah* through well-designed educational programs can create a school ecosystem that encourages the communicative use of Arabic in students' daily lives (Fitraman Fathian, 2024).

However, empirical realities often reveal that students who possess substantial theoretical knowledge still encounter difficulties in real-life communication when not supported by a conducive environment. Therefore, a supportive learning environment becomes crucial for improving learners' language proficiency. The implementation of *bi'ah lughawiyyah* requires systematic planning involving strategies, methods, media, and evaluation processes in both formal and nonformal educational settings to ensure active learner interaction with Arabic (Barid Syamsiyah, 2025).

Previous studies have emphasized the importance of environmental factors in second language acquisition, particularly in fostering communicative competence and learner motivation. Research highlights that language immersion and exposure contribute significantly to fluency

development and confidence in speaking performance. Nevertheless, despite growing attention to *bi'ah lughawiyyah* in Arabic education, existing studies tend to focus primarily on localized institutional implementations rather than synthesizing broader evidence across contexts. There remains a lack of comprehensive synthesis examining how linguistic environments systematically influence Arabic language proficiency, especially through a structured review of empirical findings. This gap indicates the need for a systematic literature review that integrates diverse research outcomes to provide a clearer conceptual and practical understanding of *bi'ah lughawiyyah*.

The novelty of this research lies in its systematic literature review approach, which consolidates findings from multiple studies to identify patterns, strategies, and impacts of *bi'ah lughawiyyah* on Arabic language proficiency. Unlike prior research that focuses on single-case implementations, this study provides a broader analytical framework to understand how linguistic environments contribute to language acquisition outcomes across different educational contexts.

Based on the identified gaps, this study addresses the following research questions: 1) What practical steps are involved in creating a linguistic environment (*bi'ah lughawiyyah*) that supports students' daily communication habits in Arabic?; 2) What impact does the linguistic environment have on students' learning motivation and speaking fluency (*Mahārah Kalām*)?. Accordingly, the objectives of this study are: 1) To identify practical strategies for establishing a linguistic environment that supports students' communicative habits; 2) To analyze the impact of such an environment on students' learning motivation and speaking fluency.

This research contributes theoretically by strengthening the conceptual understanding of environmental factors in Arabic language acquisition and practically by offering evidence-based insights for educators and institutions seeking to implement effective *bi'ah lughawiyyah* programs. The findings are expected to support curriculum developers, teachers, and policymakers in designing communicative Arabic learning environments that enhance students' proficiency and engagement. Ultimately, this study provides a comprehensive foundation for improving Arabic language education through ecosystem-based learning approaches.

METHODS

1. Research Approach and Design

This study employed a Systematic Literature Review (SLR) methodology to comprehensively identify, evaluate, and synthesize relevant research concerning the role of *bi'ah lughawiyyah* in enhancing Arabic language proficiency. The SLR approach was selected because it enables researchers to systematically map existing evidence, minimize bias, and generate reliable conclusions based on previously published studies. The implementation of SLR followed several structured stages, including the formulation of research questions, literature searching, determination of inclusion and exclusion criteria, literature selection, data presentation, data analysis, and conclusion drawing (Nurbaiti & Handican, 2023).

Systematic literature reviews have been widely recognized as rigorous methods for summarizing research findings and identifying patterns across multiple studies through transparent and replicable procedures (Snyder, 2019). Furthermore, SLR allows researchers to integrate empirical evidence from diverse contexts, thereby strengthening theoretical understanding and practical implications in educational research (Xiao & Watson, 2019).

The research questions guiding this study were: (1) What practical steps are involved in creating a linguistic environment to support students' daily communication habits? and (2) What impact does the linguistic environment have on students' learning motivation and speaking fluency (Mahārah Kalām)?

2. Data Sources and Sampling Criteria

The data sources consisted of scholarly articles, conference proceedings, and academic publications related to *bi'ah lughawiyah* and Arabic language learning published in reputable national and international journals. The literature search was conducted through academic databases such as Google Scholar, Scopus-indexed journals, and other open-access academic repositories. The sampling technique applied in this research was purposive sampling, focusing on studies relevant to the role of linguistic environments in Arabic language acquisition.

Inclusion criteria included: (1) studies discussing *bi'ah lughawiyah* or language environment in Arabic learning; (2) research examining language proficiency, speaking skills, or learning motivation; (3) publications within the last ten years; and (4) peer-reviewed journal articles or scholarly works with accessible full texts. Exclusion criteria included studies not directly related to Arabic language learning environments or lacking sufficient methodological clarity.

The use of clearly defined inclusion and exclusion criteria is essential in systematic reviews to ensure research quality and relevance while reducing potential bias in the selection process (Aromataris & Munn, 2020). Additionally, transparent sampling procedures enhance the credibility and replicability of review-based research findings (Page et al., 2021).

3. Instruments and Data Collection Procedures

The primary research instrument in this study was a literature review protocol sheet designed to record bibliographic information, research objectives, methodology, findings, and conclusions of each selected article. The data collection procedure began with identifying keywords such as "bi'ah lughawiyah," "Arabic language environment," "Arabic speaking skills," and "language learning motivation." Subsequently, the researchers screened titles and abstracts to determine relevance before conducting full-text evaluations based on the predetermined criteria.

Documentation techniques were used to collect and organize data systematically, followed by tabulation to compare findings across studies. The use of structured documentation instruments in systematic reviews has been recommended to ensure consistency and reliability in extracting research data (Booth et al., 2016). Moreover, systematic data recording facilitates comparative analysis and strengthens the validity of synthesized conclusions (Okoli, 2015).

4. Data Analysis Techniques

The data analysis process involved qualitative synthesis through thematic analysis. After the selected articles were tabulated, the researchers examined patterns, similarities, and differences among findings related to the creation of linguistic environments and their impact on Arabic language proficiency. The results from multiple studies were then compared to generate comprehensive conclusions addressing the research questions.

Thematic synthesis is commonly used in systematic reviews to interpret qualitative findings by identifying recurring themes and constructing meaningful interpretations across studies (Thomas & Harden, 2008). Additionally, comparative analysis across literature sources enables

researchers to develop broader insights and theoretical generalizations beyond individual study contexts (Snyder, 2019).

RESULTS

The data in this study were obtained from the analysis and synthesis of articles that had been collected regarding the effectiveness of the role of *bi'ah lughawiyyah* in improving students' Arabic language proficiency. To facilitate understanding and the presentation of findings, the data were systematically organized in tabular form as presented below.

Table 1. The Role of Bi'ah Lughawiyyah in Enhancing Students' Arabic Language Proficiency

No	Researcher	Title	Findings
1	Moch Anwarul Mujahidin (2024)	<i>The Role of Bi'ah Lughawiyyah in Arabic Language Learning for Students at Darussa'adah Al-Islamy Islamic Boarding School, Poncokusumo Malang</i>	The findings indicated that the implementation of <i>bi'ah lughawiyyah</i> employed a behavioristic approach through systematic programs such as <i>mufradāt al-yaumiyyah</i> , <i>muhādatsah</i> , <i>takallum</i> , <i>muhāḍarab</i> , and disciplinary enforcement through <i>mahkamatul lughab</i> , significantly improving students' oral and written Arabic proficiency. The language environment functioned as a learning ecosystem integrating classical Islamic text mastery with active communication, enhancing intrinsic motivation, self-confidence, and holistic character. Despite challenges, the model transformed Arabic into a daily communication tool supporting deeper mastery of Islamic knowledge.
2	Huda (2025)	<i>The Role of Biah Arabiyah in Improving Arabic Language Skills in Islamic Boarding Schools</i>	The results showed that Arabic mastery effectiveness was rooted in the creation of an integrated <i>biah lughawiyyah</i> ecosystem combining facilities and institutional culture. Through consistent stimulus repetition based on behaviorism, Arabic became a daily identity embedded within the community. The synergy between instructional strategies and environmental support accelerated active, fluent, and optimal language proficiency.
3	Anna Nurbaiti (2023)	<i>Systematic Literature Review (SLR): The Role of Language Environment in Improving Students' Arabic Skills</i>	The findings demonstrated that the existence of <i>bi'ah lughawiyyah</i> was a determinant factor in improving speaking skills (<i>mahārah kalām</i>) through structured communication practice. Optimization required educator synergy in converting theoretical mastery into consistent practical guidance. The study recommended developing a conducive and creative language ecosystem to build student comfort and habituation in active Arabic interaction.
4	Juhan Raya (2020)	<i>The Influence of Language Environment on Speaking Ability at MA Al-Irsyad Tenganan</i>	The findings indicated no significant effect of language environment implementation on speaking ability, evidenced by regression testing results (significance $0.501 > 0.05$; t-count $0.681 < t\text{-table } 2.035$; $N = 33$). The lack of impact was attributed to misalignment between the language environment program goals and the institutional curriculum.
5	Nafisa Inka	<i>The Influence of Language</i>	The study confirmed a measurable impact of the

	Martina (2024)	<i>Environment on Arabic Speaking Skills of Grade X Students at PPDU Putri</i>	language environment on Arabic speaking competence, validated by a significance value of 0.035 (< 0.05). However, the correlation was weak ($r = 0.285$), indicating that the environment contributed approximately 28.5% to speaking proficiency and that other variables should be considered for comprehensive improvement.
6	Irhamudin Abdullah (2020)	<i>The Formation of an Arabic Language Environment to Develop Speaking Skills</i>	The study emphasized that both formal and informal Arabic language environments were primary pillars in accelerating speaking proficiency. Strategies such as vocabulary labeling, daily interaction habituation, and performative activities (speech and drama) improved productive skills. The synergy between environment and daily communication practice was identified as the key factor in successful second-language acquisition.
7	Muhammad Abdul Sabri (2023)	<i>The Influence of Bi'ah Lughawiyah on Arabic Speaking Ability at SMP Quran Darul Ikblass Pringsewu</i>	The findings revealed adequate implementation of <i>bi'ah lughawiyah</i> (62.1%) and speaking competence (60.5%). Statistical analysis showed a significant contribution of the language environment ($t = 5.472$; sig. 0.000) with a moderate relationship strength and a 32.9% influence on speaking ability, confirming the environment as an essential factor stimulating linguistic performance.
8	Rizqi (2016)	<i>The Role of Bi'ah Lughawiyah in Improving Arabic Language Acquisition</i>	The study emphasized that reconstructing Arabic learning must involve creating <i>bi'ah lughawiyah</i> to overcome student passivity dominated by theoretical learning. The environment stimulated motivation and accelerated practical communication skills. Learning success depended on synergy between expert guidance and adequate facilities, making systematic language climate creation a prerequisite for functional speaking competence.
9	Nuha (2025)	<i>Bi'ah Lughawiyah: An Effort in Second Language Acquisition (Arabic) at RA Darul Qur'an Playen, Gunungkidul</i>	The study confirmed that the effectiveness of <i>bi'ah lughawiyah</i> for early childhood was achieved through multimedia environmental engineering integrating visual and audio stimulation with consistent policies. The program improved students' oral and written proficiency and strengthened teachers' competence. Success depended on qualified instructors and strong managerial support, despite psycholinguistic barriers such as articulation difficulties.
10	Barid Syamsiyah (2025)	<i>The Development of Bi'ah Lughawiyah to Improve Arabic Speaking Skills in Islamic Junior High School Students</i>	The findings showed that implementing <i>bi'ah lughawiyah</i> transformed Arabic into functional social practice through a Communicative Language Teaching (CLT) ecosystem and structured habituation programs. The approach significantly increased confidence and verbal fluency, with vocabulary association and contextual dialogue enhancing spontaneous communication. The model represented a modern pedagogical framework replicable beyond formal classrooms.

DISCUSSION

1. Analysis of Results

a. Steps in Creating a Language Environment to Support Students' Daily Communication Habits

The construction of a functional language environment (*bi'ah lughawiyyah*) requires more than merely providing physical infrastructure; it demands integrative and systematic strategies to cultivate sustainable practice habituation. Based on the analysis of various case studies, several crucial stages can be identified in developing such an ecosystem to stimulate students' productive speaking skills. The success of these strategies is largely determined by the institution's ability to reconstruct students' perceptions so that a foreign language is not viewed as a curricular burden but rather as an organic communication instrument.

The initial stage was implemented through language internalization using disciplined habituation patterns. Referring to the findings of Mujahidin et al. (2024), practical applications could be realized through behavioristic schemes involving daily vocabulary delivery (*mufradāt*), dialogue practice (*muḥādatsah*), and speech training (*muḥāḍarah*). To maintain consistency, supervisory regulations such as language disciplinary authorities (*mabkamatul lughah*) were required to mediate the transition from theoretical classroom material into daily social interaction (Moch Anwarul Mujahidin, 2024). Analytically, this behavioristic approach was considered effective for beginner-level learners because strict regulation conditioned learners' cognitive responses to produce the target language spontaneously without complex mental translation barriers.

The second stage focused on harmonizing supporting facilities with the sociocultural climate. Huda (2025) argued that language proficiency acceleration occurs when all institutional elements are involved in consistent language stimulus repetition, positioning Arabic as a collective identity embedded in daily activities. In line with this, Nurbaiti and Handican (2023) emphasized the importance of educators' creativity in transforming theoretical aspects into enjoyable practical experiences so that students feel comfortable communicating. From a pedagogical perspective, a crucial point at this stage is teacher modeling; a language environment will not function optimally if teachers act merely as supervisors. Instead, they must become active conversational partners to reduce students' linguistic anxiety.

However, the effectiveness of creating a language environment also depends heavily on synchronization between non-formal programs and the core curriculum. A significant critique was presented by Raya et al. (2020), who found that the absence of relevance between language program orientation and the formal curriculum could cause the failure of language environments to improve speaking competence. Without academic alignment, *bi'ah lughawiyyah* risks becoming a formalistic program with minimal impact (Juhan Raya, 2020). This implies that synchronization is a key factor for efficiency; integration between classroom materials and practical implementation is essential to prevent cognitive disorientation and ensure that the learned language has practical value in everyday contexts.

Finally, it is necessary to evaluate the limitations of the environment's contribution as a single factor influencing learning outcomes. Martina and Fauji (2024) revealed that the influence of

the language environment on speaking skills was at a moderate level, contributing approximately 28.5%. This finding confirms that institutions cannot rely solely on environmental aspects. Synergy between external ecosystem reinforcement, intrinsic motivation stimulation, and instructional material quality development is required to achieve comprehensive language competence (Nafisa Inka Martina, 2024). Theoretically, these data indicate that the language environment acts as a catalyst; however, its effectiveness ultimately depends on students' cognitive readiness and internal willingness to actively engage. Therefore, creating a language environment should be viewed as part of a macro-strategy balancing systematic external factors with individual personal development.

b. The Impact of the Environment on Enhancing Students' Learning Motivation and Speaking Fluency (Mahārah Kalām)

The presence of a language ecosystem, both in formal and informal contexts, is considered a vital instrument for accelerating students' verbal competence. Abdullah et al. (2020) explained that informal environments function as spaces for natural vocabulary acquisition, whereas formal environments serve to strengthen linguistic foundations. Through strategies such as labeling public facilities and organizing performative activities like drama, institutions can create synergy that promotes successful second-language acquisition. Analytically, this phenomenon indicates that the "linguistification" of physical space can reduce cognitive barriers; continuous exposure to visual and auditory stimuli facilitates spontaneous language production without excessive psychological pressure.

The positive impact of language environments has also been empirically validated through quantitative studies. Sabri et al. (2023) revealed that *bi'ab lughawiyah* contributed significantly (32.9%) to students' speaking proficiency, validated through statistical testing with high significance ($p = 0.000$). These findings position the language environment as a fundamental element directly triggering linguistic performance. The synthesis of these data suggests that environmental effectiveness depends on the quality threshold of its implementation; the higher the managerial quality of a language ecosystem, the more linear the improvement in students' verbal fluency.

Beyond technical aspects, the language environment also functions as a motivational stimulus in overcoming student passivity, which often results from excessive theoretical learning. Rizqi (2016) emphasized that creating a systematic linguistic climate is a primary prerequisite for transforming curriculum material into functional competence. The environment provides a learning design space capable of accelerating practical communication skills through intensive guidance and adequate facilities. Analytically, the strategic role of the environment here serves as an operational bridge transforming static knowledge into dynamic skills, thereby minimizing the gap between classroom learning and real-world practice.

At the elementary education level, the effectiveness of language environments can be optimized through technology integration. Nuha (2025) found that multimedia-based environmental engineering involving audiovisual stimuli could help overcome psycholinguistic barriers among learners. Strong managerial support and consistent academic policies were determining factors in early language internalization. This implies that, in early stages, language

environments should be “sensorially rich”; digital media not only assist pronunciation articulation but also build students’ confidence through more engaging two-way interaction models.

As a final stage in developing speaking fluency, the implementation of the Communicative Language Teaching (CLT) approach within language ecosystems has proven highly effective. Syamsiyah et al. (2025) noted that communication-based environmental design could transform Arabic into a functional social practice rather than an academic burden. Well-organized habituation significantly increased students’ confidence in performing contextual dialogues independently. Substantively, this confirms that a successful language environment is one that creates a “safe space” for learners; when the frequency of meaningful interaction increases, speaking fluency (*Mahārah Kalām*) naturally develops as a result of an enjoyable acquisition process.

2. Comparison with Previous Studies

The findings of this systematic literature review indicate that the implementation of *bi’ah lughawīyyah* plays a substantial role in improving Arabic language proficiency, particularly speaking fluency (*mahārah kalām*) and learning motivation, although the magnitude of its influence varies across contexts. Most of the analyzed studies confirmed a positive relationship between linguistic environment exposure and language acquisition outcomes. For instance, the behavioristic environmental model reported by Mujahidin (2024) and Huda (2025) demonstrated that systematic habituation programs—such as daily vocabulary enrichment (*mufradāt al-yaumiyyah*), conversation practice (*muhādatsah*), speech training (*muhādārah*), and institutional language discipline—significantly enhanced both oral and written proficiency while strengthening learners’ confidence and intrinsic motivation. These findings are consistent with the communicative and interactionist perspectives of second language acquisition, which emphasize that meaningful exposure and repeated interaction accelerate linguistic competence development.

Similarly, Nurbaiti (2023), Abdullah (2020), and Sabri (2023) highlighted that the effectiveness of the linguistic environment is closely related to the synergy between educators, institutional policies, and consistent practice opportunities. Their studies demonstrated that structured communication practice within supportive environments facilitates the transformation of theoretical knowledge into functional language performance. These results reinforce the assumption presented in the introduction that learning a language essentially means learning to communicate through authentic interaction (Huda, 2025; Sholihah, 2025).

However, this review also identified contrasting findings. Raya (2020) reported no significant influence of the language environment on speaking ability due to misalignment between environmental programs and institutional curriculum objectives. Likewise, Martina (2024) found a statistically significant but weak correlation (28.5%), indicating that linguistic environment alone does not fully determine language proficiency. These discrepancies suggest that environmental exposure must be integrated with pedagogical design, learner motivation, and curriculum coherence to achieve optimal outcomes. Therefore, compared with previous localized studies, the present review provides a broader synthesis demonstrating that *bi’ah lughawīyyah* is a necessary but not sufficient factor in Arabic language acquisition.

3. Implications of Findings

a. Theoretical Implications

This study contributes to the theoretical understanding of Arabic language acquisition by positioning *bi'ah lughawiyah* as a multidimensional ecosystem rather than merely a physical learning context. The synthesis of findings indicates that environmental factors interact with psychological variables (motivation, confidence, identity formation) and pedagogical strategies (behavioristic repetition, communicative language teaching, multimedia integration) to influence language proficiency. This integrated perspective expands existing frameworks by demonstrating that successful language acquisition depends on the interaction between external stimuli and internal learner readiness.

Furthermore, the review supports both behaviorist and communicative paradigms simultaneously. Behaviorist repetition through habituation programs proved effective in early stages, while communicative interaction enhanced spontaneous fluency and confidence, as demonstrated in the CLT-based environmental model reported by Syamsiyah (2025). The coexistence of these approaches suggests that hybrid pedagogical models may be more effective than single-theory implementations in Arabic language education.

b. Practical Implications

Practically, the findings provide evidence-based guidance for educators, Islamic boarding schools, and madrasahs seeking to implement effective language immersion programs. Institutions are encouraged to develop comprehensive linguistic ecosystems integrating formal instruction, extracurricular communication activities, language policies, and supportive infrastructure. Teacher involvement as linguistic role models and consistent institutional regulations—such as language courts (*mahkamahat ulughah*) and daily communication obligations—were identified as critical success factors.

The review also highlights the importance of multimedia and technological integration, particularly for early learners, as demonstrated by Nuha (2025), who showed that audiovisual environmental engineering improved both linguistic performance and teacher competence. Therefore, policymakers should consider incorporating technology-supported immersion programs to increase student engagement and accessibility.

4. Limitations of the Study

Several limitations should be acknowledged in interpreting the findings of this systematic literature review. First, the included studies were predominantly conducted in Islamic educational institutions such as pesantren and madrasahs, which may limit the generalizability of results to broader educational contexts, including public schools or university settings. Second, methodological diversity across the reviewed studies—including quantitative experiments, correlational analyses, and qualitative descriptions—created variability in measurement approaches, making direct comparison of effect sizes challenging.

Third, some studies reported weak or inconsistent correlations between linguistic environment and proficiency outcomes, indicating the presence of uncontrolled variables such as prior exposure, learner aptitude, curriculum quality, and socio-psychological factors. Additionally, publication bias may exist, as studies reporting positive outcomes are more likely to be published and included in systematic reviews. Finally, the review relied on secondary data without conducting

meta-analysis due to insufficient statistical uniformity across studies, which may reduce the precision of conclusions regarding effect magnitude.

5. Partial Conclusions

Based on the discussion, it can be partially concluded that the creation of *bi'ah lughawiyyah* contributes positively to enhancing Arabic language proficiency, particularly speaking fluency and learning motivation, when implemented through structured habituation, institutional commitment, and communicative interaction opportunities. The effectiveness of the linguistic environment is strengthened by the synergy between pedagogical strategies, educator involvement, and supportive infrastructure.

Nevertheless, the influence of the environment is not absolute, as several studies demonstrated weak or non-significant relationships when programs were poorly integrated with curriculum objectives or learner needs. Therefore, *bi'ah lughawiyyah* should be understood as a facilitating ecosystem rather than a standalone determinant of language acquisition success. These partial conclusions provide a conceptual bridge toward the final conclusions section, emphasizing the importance of integrated environmental and pedagogical approaches in Arabic language education.

CONCLUSION

This study concludes that the development of a functional linguistic ecosystem (*bi'ah lughawiyyah*) requires an integrative framework that combines behavioristic habituation strategies, consistent institutional supervision, and the active role of teachers as communicative role models. The findings demonstrate that the effectiveness of the language environment is strongly influenced by the alignment between extracurricular language programs and the core curriculum, ensuring that Arabic is not merely theoretical knowledge but becomes a natural medium of daily interaction. Although external environmental factors—such as physical facilities, institutional culture, and social interaction—serve as important catalysts, the success of language acquisition ultimately depends on learners' intrinsic motivation and the quality of instructional materials. Empirical evidence synthesized in this review indicates that the linguistic environment contributes moderately yet significantly to academic achievement, particularly in speaking proficiency. Furthermore, a structured language environment produces substantial positive effects on students' speaking fluency (*mahārah kalām*) and psychological readiness to communicate. The integration of visual and auditory stimuli, supported by multimedia technology, enables learners to transform theoretical understanding into practical communicative competence within a supportive learning atmosphere. Systematic communication strategies also enhance students' confidence to engage in autonomous interaction, reducing language anxiety and fostering spontaneous speech production. Ultimately, effective management of *bi'ah lughawiyyah* can reconstruct learners' perceptions of Arabic from being viewed as an academic burden into a meaningful, productive, and enjoyable social practice.

Theoretically, this research contributes to the broader field of Arabic language education by reinforcing the concept that environmental factors function as dynamic ecosystems interacting with pedagogical strategies and learner psychology. Practically, the findings provide guidance for educators, institutions, and policymakers in designing comprehensive language immersion programs that integrate curriculum, institutional culture, and technological support. Future

research is recommended to explore longitudinal impacts of linguistic environments across diverse educational contexts beyond Islamic boarding schools and madrasahs, as well as to employ more rigorous quantitative designs or meta-analytic approaches to measure effect sizes more precisely. Investigating the interaction between environmental exposure and individual learner variables—such as motivation, cognitive readiness, and socio-cultural background—would also provide deeper insights into optimizing language acquisition outcomes. In conclusion, the establishment of a well-managed linguistic environment represents a strategic pathway for enhancing Arabic language proficiency and communicative competence. By positioning language learning within authentic social practice, *bi'ah lughawiyah* offers a sustainable model for improving Arabic education and addressing persistent challenges in developing students' speaking abilities in contemporary educational settings.

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