



TASYJI'UL LUGHOH AS A MICRO-IMMERSION MODEL: STRENGTHENING ARABIC PROFICIENCY THROUGH WEEKLY LANGUAGE INTERVENTION IN MODERN ISLAMIC BOARDING SCHOOL CONTEXT

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ABSTRACT

This study examines Tasyji'ul Lughoh as a micro-immersion model to strengthen Arabic proficiency in a modern Islamic boarding school. Unlike full immersion that requires continuous exposure, this model offers structured weekly interventions. Using a qualitative case study design, data were collected through participant observation, semi-structured interviews, and document analysis involving teachers, student coordinators, and santriwati. The findings reveal four key mechanisms: (1) structured weekly exposure sustaining linguistic input, (2) collective error correction (islah lughah) enhancing grammatical awareness, (3) socially reinforced interaction fostering language habit formation, and (4) affective engagement increasing learners' confidence and willingness to communicate. These interconnected elements form a holistic language learning ecosystem integrating cognitive, social, and emotional dimensions. This study introduces micro-immersion as a flexible and scalable alternative to full immersion, particularly in contexts with limited language exposure. The findings have significant implications for language pedagogy and institutional policy, emphasizing the importance of structured, socially embedded, and sustainable language interventions to achieve communicative competence.

ABSTRAK

Penelitian ini mengkaji Tasyji'ul Lughoh sebagai model mikro-immersi dalam meningkatkan kemampuan bahasa Arab di lingkungan pesantren modern. Berbeda dengan model immerse penuh yang memerlukan paparan bahasa terus-menerus, model ini menawarkan intervensi mingguan yang terstruktur. Menggunakan pendekatan kualitatif dengan desain studi kasus, data dikumpulkan melalui observasi partisipatif, wawancara semi-terstruktur, dan analisis dokumen yang melibatkan guru, pengurus bahasa, dan santriwati. Hasil penelitian menunjukkan empat mekanisme utama: (1) paparan bahasa mingguan terstruktur yang mempertahankan input linguistik, (2) koreksi kesalahan kolektif (Islah lughah) yang meningkatkan kesadaran gramatikal, (3) interaksi yang diperkuat secara sosial yang membentuk kebiasaan berbahasa, dan (4) keterlibatan afektif yang meningkatkan kepercayaan diri dan kemauan berkomunikasi. Keempat aspek ini membentuk ekosistem pembelajaran bahasa holistik yang mengintegrasikan dimensi kognitif, sosial, dan emosional. Penelitian ini memperkenalkan mikro-immersi sebagai alternatif fleksibel dan skalabel terhadap immerse penuh, khususnya pada konteks dengan keterbatasan paparan bahasa. Temuan ini memiliki implikasi penting bagi pedagogi bahasa dan kebijakan institusional.

Kata kunci: Mikro-Immersion, Pembelajaran Bahasa Arab, Umpan Balik Korektif, Kebiasaan Berbahasa

INTRODUCTION

The mastery of Arabic language has become a central objective in Islamic boarding school (Pesantren) education, as it functions not only as a medium of instruction but also as a tool for accessing classical Islamic texts and fostering global communication competence. In modern pesantren systems, such as Pondok Modern Darussalam Gontor, Arabic is positioned as a “Living language” that must be practiced continuously within daily interactions. However, despite structured curricula and formal classroom instruction, many learners still face challenges in achieving communicative competence, particularly in speaking fluency and spontaneous language use ([Diana & Aditama, 2025](#)). This gap indicates that formal instruction alone is insufficient without a supportive linguistic environment that encourages habitual language use ([Fakhiroh & Hikmah, 2023](#)).

Recent studies in Arabic language pedagogy highlight the effectiveness of language immersion approaches in improving learners' productive skills. Immersion-based learning enables students to engage in authentic communication, reduces affective barriers, and increases linguistic exposure, which significantly enhances speaking fluency and writing accuracy ([Fauzah et al., 2025](#)). Moreover, immersion models in Islamic educational contexts demonstrate that sociocultural environments—characterized by discipline, peer correction, and routine language enforcement—play a crucial role in accelerating second language acquisition ([Nuraini et al., 2025](#)). These findings suggest that structured exposure beyond the classroom is essential for sustaining language acquisition.

In response to this need, various pesantren have developed contextual and integrative language programs, such as Arabic-only policies, thematic learning, and extracurricular language activities. Contextual Arabic learning, for instance, has been shown to improve students' engagement, vocabulary retention, and communicative competence through real-life language use and situational interaction ([Baharun & Masnun, 2026](#); [Candrawati & Juliani, 2026](#); [Zakiyah & Aditia, 2025](#)). Similarly, immersion programs that combine correction, repetition, and active participation contribute significantly to bridging the gap between linguistic theory and practical communication ([Izza et al., 2025](#)). Nevertheless, most existing studies focus on full immersion systems or classroom integration, while limited attention has been given to micro-level, periodic interventions that reinforce language habits in structured yet flexible formats.

To address this gap, the present study examines Tasyji'ul Lughoh, a weekly language reinforcement program implemented at a modern Islamic boarding school, as a form of micro-immersion model. Unlike full immersion systems, this program operates as a structured weekly intervention focusing on language correction (Islah lughah), vocabulary enrichment, and communicative practice through interactive activities such as dialogue, performance, and peer engagement. This model is particularly significant because it integrates motivational, corrective, and habitual dimensions of language learning within a limited but consistent timeframe ([Lazuardi & Syaheed, 2025](#)).

Therefore, this study aims to explore how Tasyji'ul Lughoh functions as a micro-immersion model in strengthening Arabic proficiency among students. Specifically, it seeks to analyze its implementation, pedagogical mechanisms, and contribution to learners' communicative competence within the sociocultural context of pesantren. By doing so, this research offers a novel contribution to Arabic language pedagogy by proposing a weekly intervention-based immersion model, which complements existing theories of language immersion and sociocultural learning in Islamic educational settings.

METHODOLOGY

This study employed a qualitative case study design to investigate Tasyji'ul Lughoh as a micro-immersion model in strengthening Arabic language proficiency within a modern Islamic boarding school context. The case study approach was selected because it enables an in-depth exploration of a bounded system within its real-life setting, particularly when the boundaries between the phenomenon and context are not clearly evident (Creswell & Poth, 2018). Furthermore, qualitative case study research is widely recognized for its ability to capture complex social interactions, institutional practices, and culturally embedded learning processes that cannot be adequately explained through quantitative methods alone (Priya, 2020).

The study was conducted in a female campus 3 of a modern Islamic boarding school where Tasyji'ul Lughoh is implemented as a weekly language intervention program. Participants were selected using purposive sampling, involving language instructors, student coordinators, and santriwati who actively participate in the program. Data were collected through participant observation, semi-structured interviews, and document analysis, allowing for methodological triangulation to enhance the credibility of the findings. This triangulation strategy is essential in qualitative case study research to ensure a comprehensive understanding of the phenomenon from multiple perspectives (Creswell & Poth, 2018).

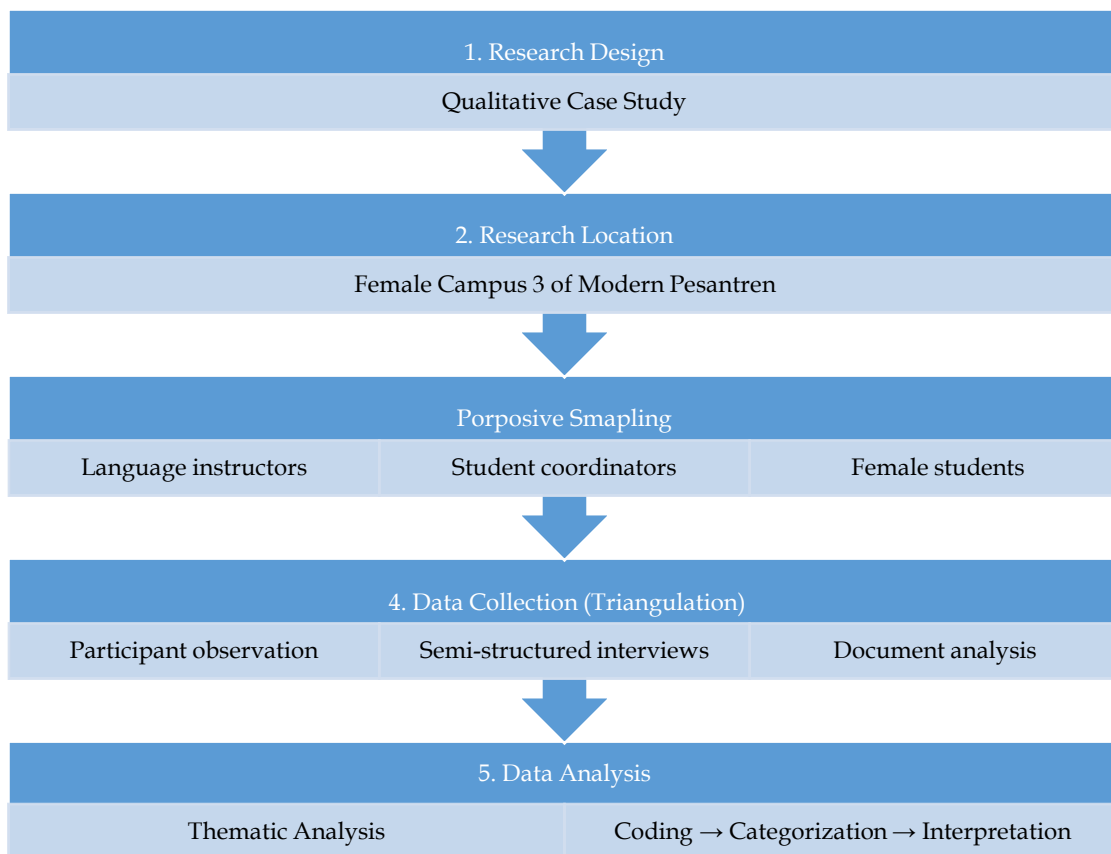


Figure 1. Research Process

Data analysis followed a thematic analysis approach, involving coding, categorization, and interpretation of patterns related to language exposure, correction mechanisms, and habit formation. The analysis emphasized how Tasyji'ul Lughoh operates as a structured yet flexible micro-immersion model within the sociocultural environment of the pesantren. To ensure rigor, the study applied trustworthiness criteria, including credibility through triangulation,

transferability through thick description, dependability via audit trails, and confirmability through reflexive practices. Overall, this methodological design provides a robust framework for examining language learning as a socially situated and context-dependent process.

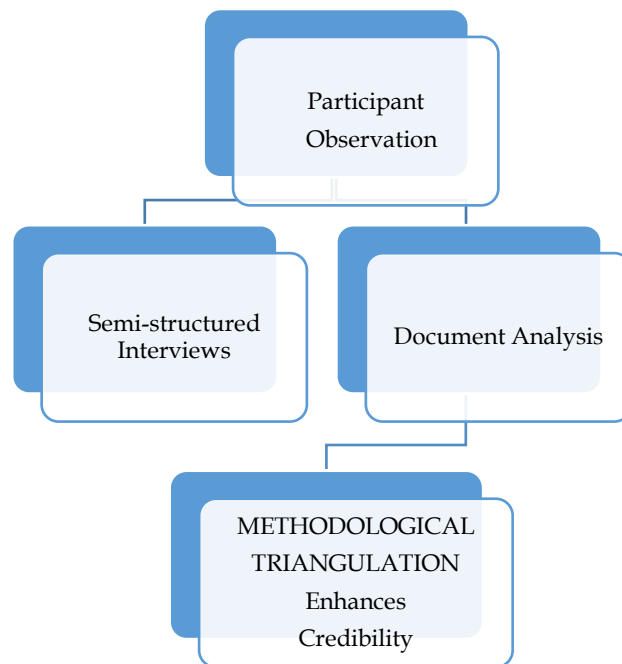


Figure 2. Analytical Framework of Tasyji'ul Lughoh

RESULTS

The findings of this study indicate that Tasyji'ul Lughoh operates as a structured micro-immersion model that significantly contributes to the development of Arabic language proficiency among students. The results are organized into four key empirical patterns derived from observations, interviews, and document analysis.

Consistent Weekly Exposure Strengthens Language Input

The data reveal that Tasyji'ul Lughoh provides systematic and repeated exposure to Arabic through weekly sessions. Each session consistently includes correction of linguistic errors, introduction of new vocabulary, and contextual usage of expressions. This repeated exposure allows students to gradually internalize language structures. Observational findings show that students begin to recognize recurring patterns in grammar and expressions after several weeks of participation. This supports recent research indicating that regular exposure to target language input—even in limited but structured intervals—enhances language acquisition outcomes (Quay & Kano, 2025).



Figure 3. Weekly Micro-Immersion Cycle

In addition, the structured delivery of input in meaningful contexts aligns with findings

that immersion-based instruction improves fluency and comprehension when learners are consistently exposed to the target language ([Paramita et al., 2024](#)).

Error Correction Improves Grammatical Awareness

Another key finding is the strong emphasis on collective error correction (Islah lughah), which targets common mistakes in students' daily language use. These corrections focus on syntactic accuracy (Nahwu), morphological forms (Shorof), and appropriate expressions. Interview data indicate that students experience increased awareness of their linguistic errors and demonstrate improved accuracy in subsequent interactions. This finding is consistent with recent SLA research emphasizing that explicit correction and awareness of errors play a crucial role in developing metalinguistic competence ([Hofer et al., 2025](#)). Furthermore, repeated correction contributes to the refinement of language production, supporting the view that feedback-driven learning enhances both accuracy and communicative effectiveness ([Zhong, 2024](#)).

Social Interaction Reinforces Language Habit Formation

The findings also show that Tasyji'ul Lughoh facilitates language habit formation through social interaction and institutional reinforcement. Students not only apply corrected expressions during sessions but also extend their usage into daily communication within dormitories and peer groups. Field observations confirm that peer correction becomes increasingly common, indicating the emergence of a community-based language practice. This aligns with recent studies in pesantren contexts showing that immersion is sustained through collective participation, peer modeling, and shared linguistic norms ([Rahmah & Hadi, 2025](#)). Additionally, frequent out-of-class exposure and interaction have been shown to significantly improve vocabulary acquisition, fluency, and language retention ([Zhong, 2024](#)).

Increased Confidence and Willingness to Communicate

The results further indicate that students demonstrate increased confidence in speaking Arabic after participating in the program. Activities such as dialogue (Muhawarah), short performances, and interactive participation create an engaging and supportive environment. Interview findings reveal that students gradually overcome fear of making mistakes and become more willing to participate in conversations. This is supported by recent research showing that positive emotional engagement and reduced anxiety significantly enhance language learning outcomes ([Sun & Yang, 2025](#)). Moreover, situated and interactive learning environments have been proven to improve speaking skills by allowing learners to practice language in meaningful contexts ([Yan et al., 2024](#)). Overall, the findings demonstrate that Tasyji'ul Lughoh contributes to Arabic language development through:

Table 1. Summary matrix of the four main contributions of the Tasyji'ul Lughoh program

| | |
|------------------------------------|------------------------------------------------|
| Structured weekly exposure | strengthening input and comprehension |
| Collective error correction | improving grammatical awareness |
| Social reinforcement | forming sustainable language habits |
| Affective engagement | increasing confidence and participation |

These results confirm that a micro-immersion approach, even when implemented periodically, can produce meaningful improvements in language proficiency when supported by consistent structure and a strong sociocultural environment.

DISCUSSION

The findings of this study position Tasyji'ul Lughoh as a micro-immersion model that extends current understandings of language immersion in second language acquisition (SLA). While conventional immersion models emphasize continuous exposure within fully controlled linguistic environments, the present study demonstrates that periodic but structured interventions can yield comparable pedagogical benefits when embedded within a supportive sociocultural system (Brown & Lally, 2019; Qiao & Zhao, 2023). This finding challenges the dominant assumption that immersion must be total and uninterrupted, and instead supports emerging perspectives that highlight the effectiveness of flexible and context-sensitive immersion models (García & Wei, 2021; Quay & Kano, 2025).

From an SLA perspective, the effectiveness of Tasyji'ul Lughoh lies in its ability to provide sustained and meaningful input through repetition and contextualization. Although the exposure is limited to weekly sessions, its structured nature ensures that learners continuously engage with relevant linguistic forms. This supports usage-based theories, which argue that language acquisition is driven by frequency, meaningful exposure, and pattern recognition rather than isolated instruction (Ellis, 2020). The findings thus extend prior research by demonstrating that input regularity and pedagogical structuring may be more critical than duration alone in facilitating language acquisition (Song et al., 2023).

A key contribution of this study is the identification of collective error correction (Islah lughah) as a central pedagogical mechanism within micro-immersion. Unlike traditional corrective feedback, which is often individualized, the communal nature of correction in this context amplifies learning opportunities by allowing multiple learners to benefit simultaneously. This supports and extends the Noticing Hypothesis, which emphasizes the importance of conscious awareness in language learning (Leow, 2020). Recent empirical studies also confirm that explicit and repeated corrective feedback significantly enhances grammatical accuracy and metalinguistic awareness (Li, 2021; Hofer et al., 2025). However, this study adds a new dimension by demonstrating that socially shared correction within a collective learning environment increases the efficiency and reach of feedback mechanisms.

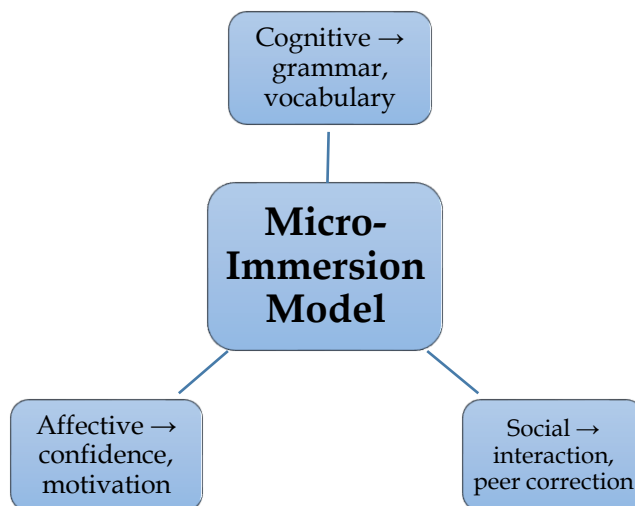


Figure 4. Integration of Learning Dimensions

Furthermore, the findings highlight the role of Tasyji'ul Lughoh in fostering language

habit formation through socially mediated interaction. The transition from corrected input to habitual usage reflects the process of internalization emphasized in sociocultural theory, where learning occurs through interaction, mediation, and participation in a community of practice ([Lantolf et al., 2021](#)). The pesantren context strengthens this process through institutional discipline, peer monitoring, and shared linguistic norms. In line with recent studies, language learning is most effective when it is embedded within authentic social practices rather than confined to formal instruction ([Han & Finneran, 2021](#)). Thus, this study positions micro-immersion as a bridge between cognitive acquisition and social practice, filling a gap in existing immersion literature.

Another important dimension revealed in this study is the affective impact of micro-immersion, particularly in reducing anxiety and increasing learners' willingness to communicate ([Makransky & Petersen, 2021](#)). The structured yet non-threatening environment of Tasyji'ul Lughoh allows students to engage actively without fear of negative evaluation. This aligns with contemporary research highlighting the critical role of emotions in language learning, where enjoyment and reduced anxiety significantly influence performance and participation ([Dewaele & Li, 2020](#); [MacIntyre, 2020](#)). The integration of interactive activities and motivational elements further supports the development of communicative confidence, suggesting that affective engagement is an integral component of effective immersion models ([Fuentesal-García et al., 2025](#); [Mukhasibi & Wahyudi, 2026](#)).

This study offers three key contributions to the field of Arabic language pedagogy and SLA: Conceptual Contribution, that introduces the notion of micro-immersion, defined as a structured, periodic, and socially embedded language intervention, expanding traditional immersion frameworks. Next is Pedagogical Contribution, such as identifies collective error correction as an efficient and scalable feedback mechanism within group-based language learning environments. And the last is Contextual Contribution, It demonstrates how pesantren-based language ecology enhances immersion effectiveness through discipline, social interaction, and habitual reinforcement.

CONCLUSION

This study moves beyond merely documenting a language program by reframing immersion theory through the concept of micro-immersion. The findings demonstrate that effective language acquisition does not depend solely on continuous, full-scale immersion environments, but can also emerge from structured, periodic, and socially embedded interventions. In this sense, *Tasyji'ul Lughoh* is not simply a supplementary activity, but a strategic pedagogical mechanism that systematically transforms linguistic input into habitual communicative practice. This challenges the long-standing assumption in second language acquisition that immersion must be intensive and uninterrupted, offering instead a more flexible and scalable model of immersion. More importantly, this study reveals that the effectiveness of micro-immersion lies in the integration of three critical dimensions: cognitive (structured input and correction), social (peer interaction and communal reinforcement), and affective (confidence-building and anxiety reduction). The interplay of these dimensions positions *Tasyji'ul Lughoh* as a holistic language learning ecosystem, rather than a discrete instructional activity. From a pedagogical standpoint, the findings suggest that collective error correction, routine exposure, and socially reinforced language practices are more impactful than isolated classroom instruction. At the policy level, this study underscores the importance of developing institution-wide language ecosystems that extend beyond formal classrooms. Finally, this study opens new directions for future research by proposing micro-immersion as

a distinct analytical framework in language education.

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