

The Influence of Language Interest on Foreign Language Learning Outcomes (Arabic-English) in Immersion-Based Learning at the Modern Islamic Boarding School in South Tapanuli

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Abstract

High student interest and motivation in learning a foreign language do not guarantee high language learning outcomes, because many factors influence the outcomes as additional variables. This study aims to explain the influence of language interest on foreign language learning outcomes through the formation of a language environment. If previous studies explain that interest influences learning outcomes, then this study tries to see the influence of interest on learning outcomes that do not stand alone, but there are other factors that also influence such as *biah lughah*. This research is quantitative research with data collection techniques through questionnaires, tests, and interviews. The population of this study consisted of 380 students, while the sample was 141 students with an accidental sampling model. After the research data were collected, they were analyzed using descriptive statistics (frequency, percentage, and mean). The study found that Arabic language learning was implemented through an immersion strategy, including daily activities, language weeks, and integrative learning between *furu'iyah* and *wahdah*. Most students showed greater interest in Arabic (73.05%) compared to English (46.8%). This suggests that the language of instruction significantly impacts language interest, with Arabic being more relevant in the context of Islamic boarding school life. A significant relationship ($\text{Sig. } 0.002 < 0.005$) was found between language interest and learning outcomes, though the contribution was minimal ($R^2 = 0.04\%$). This indicates that foreign language learning success is influenced by a combination of intrinsic and extrinsic factors, rather than interest alone.



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A. Introduction

Modern Islamic boarding schools have a unique foreign language curriculum, integrated into students' social lives. Foreign languages are a mandatory means of communication and are used in all activities. They are actively used as a medium for social interaction. Language is not viewed merely as a subject, but as a communication tool that can enhance students' skills. Using foreign languages in students' social interactions is believed to foster language interest (Teng et al., 2021). Language interest is seen as an internal psychological factor that can encourage students to master a foreign language (Geoghegan, 2024). The presence of students in Islamic boarding schools who are interested in languages must be supported in various ways. Each person's interest requires support from others or other factors to enhance it, and vice versa (Rizkiyana & Kodri, 2023). Each of them has their own preferences for foreign languages, some preferring Arabic or English. These preferences are considered interests that can be developed by Islamic boarding schools as special skills that distinguish them from other educational institutions.

A student's strong interest in a foreign language will lead to high learning outcomes. Learning outcomes are a measure of a student's existing language interest, as the stronger the student's interest, the higher their language learning outcomes (Hidayat & Devi, 2024). When students have an interest in a foreign language, whether Arabic or English, their learning outcomes will be high. Linguistic intelligence is not only innate, but can also stem from students' conditioning during the learning process or in language interactions. Interest, as a natural inclination toward a foreign language, will grow gradually due to the encouragement of various supporting factors, such as firm rules, engaging teaching methods, and a well-programmed environment (Zuhdi et al., 2026). Interest encompasses enthusiasm for developing, honing, and improving language skills more than for other languages. Students who are interested in a language will use it with pride, enjoyment, and active engagement. They are proud to use Arabic or English, enjoy using it in various aspects of life and activities, and take the initiative to practice the language without being prompted.

Interest as a driving force in using a particular language is influenced by internal and external factors. Internal factors include a natural talent for language in linguistic studies, personal motivation, and self-confidence in communication (Milah et al., 2024). Identification of students' interests can be detected early to determine the follow-up learning that they will undergo (Hendriani et al., 2021). Each person has different linguistic talents that are influenced by input from the surrounding environment as part of multiple intelligences (Misnatun et al., 2024). Linguistic intelligence is a skill possessed by every person that develops with age. Linguistic intelligence continuously increases as a result of linguistic interactions among individuals. Each person's language acquisition system uses various elements that operate as a whole and influence one another, such as the influx of information through hearing and its subsequent verbal expression.

Student motivation in learning consists of intrinsic and extrinsic motivation, where intrinsic motivation is individual and extrinsic motivation is encouragement from others. Both of these motivations have a significant contribution to the success of language learning (Fitriya et al., 2025). Intrinsic motivation is the drive

that arises from the desire to benefit from one's language competence. Self-confidence, on the other hand, is the courage to use a foreign language in various activities, even feeling confident using it when meeting native speakers (Palangda & Laloan, 2023). Extrinsic motivations that can influence language interest include the social environment, the teacher's language teaching methods, and the availability of supporting media (Vijaya et al., 2025). A language environment, whether naturally or intentionally formed in a person's life, influences their interest in language. The support of peers or the Islamic boarding school environment is highly effective in influencing students' language skills. The teacher's method of teaching is also crucial, as engaging and enjoyable instruction fosters positive student perceptions. Likewise, supporting media can significantly assist students in fostering interest.

Arabic or English is consistently taught as a characteristic of Islamic boarding schools, which prioritize language proficiency as an indicator of successful language learning. The integration of formal and informal curricula is a hallmark of Islamic boarding schools that have been established for a long time (Aspiyah, 2024). Evidence of foreign language proficiency is seen in the use of the language in social interactions among students. Consistency in language use can begin with policies that are then implemented and evaluated. The formation of a language ecosystem does not automatically occur in students without the support of policies that are consistently implemented (Athoillah & Wulan, 2019). Using a foreign language in everyday life is one indicator of successful language learning. This success signals a shift in the paradigm of language learning from simply memorizing grammatical formulas to functional language mastery (Fatih Ahmad et al., 2024). The most authentic proof of language mastery is when it moves beyond the formal to the informal realm. Language used naturally in the informal realm blurs the boundaries between rigid, bookish language and flexible, living language. Minimal demand can be increased by the social encouragement generated by ongoing interactions.

Students live with other students and teachers in a single environment to foster and foster a bilingual environment. All daily activities are conducted in a foreign language to accelerate language acquisition (Pallawagau & Rasna, 2022). Language is not only a learning material, but language has also become a practice and a tool for life (Darihastining et al., 2023). Teachers not only act as instructors in the classroom who transfer knowledge to students, but also as role models for students in using language adaptively (Za'ada et al., 2025). Students not only receive material in formal classes, but they can also observe teachers in all activities using the foreign language. Teachers provide direction, give instructions, give commands, and interact using the foreign language they have learned in class. This automatically leads to imitation of the teacher's language and eliminates language anxiety. In a language-based environment, everyone uses the foreign language, so students don't feel afraid or awkward when using it or making mistakes. Typically, social pressure should be a much stronger motivator than simply pursuing language grades.

Every student already has an interest in language before learning a foreign language as a second or third language. Students get the same language input, the same learning treatment, and the same teaching with the goal of faster acquisition (Amiruddin & Jannah, 2021). Students have an interest in foreign languages, with some interested in Arabic and others in English. Living in the same environment and

receiving the same input does not guarantee the same quality output. Learning outcomes, the primary determinant of success, show that some students are interested in English and others are more interested in Arabic. All students living in the same environment with their teachers participate in various intensive foreign language development programs every day (Mukmin et al., 2024). Equal learning input cannot ensure balanced learning output for each student (Ihsan & Maryani, 2025). Islamic boarding schools, as institutional forums for foreign languages, plan to implement learning situations that can support language acquisition, which is considered to be faster. The environment as a source of language learning has become a common pattern in Islamic boarding school life, utilizing various facilities that encourage language acquisition in students (Yunita & Muharromah, 2022). Routine and consistent learning patterns, as a formal process of language internalization, are implemented through various activities, both oral and reading. Teachers treat each student equally to ensure equality of knowledge.

Based on the various conditions above, not all students in the same environment achieve high learning outcomes. This phenomenon indicates that language interest is not the primary determinant of success in language learning. Previous research has shown that motivation is crucial for learning success, but high motivation and language interest do not necessarily translate into equal learning outcomes (Hennebry-Leung & Lamb, 2024). The debate between student motivation and language learning practices shaped by the environment still needs to be explained in more depth to determine the two factors that have the most influence (Jiang et al., 2024). Internal motivation, or motivation created by the learning environment, does not directly influence learning outcomes. Although language learning motivation transforms into language interest, it cannot yet be determined whether it has a significant impact on learning outcomes (Akhmetovna, 2025). Motivation in learning is limited only to static traits, which explain that motivation is something dynamic in the context of language (Al-Hoorie & Szabó, 2022). Language motivation and language interest are two variables that need to be discussed in influencing learning outcomes and success in language learning. This research is interesting because it explains how language interest and learning outcomes interact in a language environment created by the teacher.

Language interest in the context of foreign language learning is a person's psychological tendency to engage actively, voluntarily, and sustainably, making it an activity. Interest, as an internal factor, can encourage engagement in learning activities. Language interest from a second language acquisition perspective is divided into two components: situational interest and individual interest. Situational interest arises from external factors or the learning context. Individual interest, on the other hand, demonstrates a tendency toward a foreign language by demonstrating consistency and preference for it (Alamer et al., 2025). Interest is related to motivation because deepening interest will encourage continued involvement (Zhang, 2022). In cognitive-affective interactions, interest can facilitate information processing, facilitate attention, and improve memory and language skills (Alamer, 2022). Autonomous language interest is driven by external pressures. Strong autonomous single-language interest can predict foreign language learning outcomes if the interest is an internal choice, not a result of pressure or obligation.

Foreign language learning outcomes are language proficiency achievements, consisting of listening, speaking, reading, and writing competencies, measured through objective test scores, competency research, communicative performance, and curriculum achievement. Learning outcomes are observed as indicators of language success using indicators influenced by individual and situational factors. Motivation, interest, self-confidence, and learning resilience can improve learning outcomes if implemented consistently (Demir, 2024). Language interest, the learning process, and learning outcomes are closely related. Motivation and language interest are the initial psychological drivers that encourage active language learning engagement, and this drive results in higher language proficiency (Jiao et al., 2022). Interest in language can increase cognitive involvement so that teaching materials can be absorbed effectively (Primastami & Insani, 2024). Language learning motivation is consistently linked to the learning process (Hennebry-Leung & Lamb, 2024).

This research is important because both modern and classical Islamic boarding schools integrate learning systems with students' daily lives. This research can certainly serve as a reference in developing concepts for designing and implementing more accurate foreign language learning strategies. Strong student interest can be used as a predictor of learning outcomes, so language teachers strive to provide encouragement and motivation to students. Although language interest is considered an influential factor, the influence of other factors should not be ignored. The influence of interest on the learning system and learning environment must be studied in depth to identify the most dominant factors that can improve higher learning outcomes. High learning outcomes are always considered the final achievement of every learning process. Learning outcomes must be viewed from various aspects to determine future learning processes. Teacher encouragement for students is a learning need and strengthens the desire to learn. Students' long-term life in an Islamic boarding school environment will support efforts to master a foreign language simultaneously. Creating an Islamic boarding school environment that emphasizes foreign languages is relevant to modern Islamic boarding school education in preparing students for global life.

B. Method

This study uses a quantitative approach with an associative design to examine the relationship between variables. The data obtained are in the form of numerical figures that can be analyzed statistically to conclude. Data were obtained through structured questionnaires, basic foreign language competency tests (Arabic-English), and interviews to support understanding of the context. The structured questionnaire was used to determine students' language interest in foreign languages, the basic language competency test was conducted to determine foreign language learning outcomes, and interviews were conducted to confirm the language program to strengthen understanding of the context (Creswell, 2018). Before the instrument was used, validity and reliability tests were conducted to ensure the consistency of the measuring instrument. The instrument's validity was tested using product-moment correlation by comparing the calculated r value with the table r value at a 5% significance level. The study population consisted of 380 students, while 141 students were sampled using a non-probability sampling

technique, specifically accidental sampling (Suharsimi, 2002). After the research data were collected, they were analyzed using descriptive statistics (frequency, percentage, and mean) to determine the distribution of language interest and learning outcomes. A t-test (independent sample t-test) was used to compare learning outcomes, and a linear regression test was used to determine the effect of language interest on learning outcomes.

C. Findings and Discussion

Foreign language learning program

The foreign language teaching program at the modern Al-Abrar Islamic boarding school prioritizes foreign languages. This is characterized by the mastery of Arabic and English as the languages of daily communication and institutional identity. The foreign language teaching program includes language weeks, where Arabic and English are used alternately on a specific week, intensive daily vocabulary learning every morning after dawn, and the creation of a language environment (biah lughah) attended by all teachers. The learning method used is a combination of the *furu'iyah* and *wahdah* methods, which are language learning methods integrated into various subjects, particularly Arabic. Meanwhile, English focuses on four main skills: listening, speaking, reading, and writing. Arabic and English are taught using the same pattern, including methods, materials, and *bi'ah lughah*. To reinforce this, the boarding school has teachers specifically responsible for language development, consisting of four graduates of the Darussalam Gontor Islamic Boarding School, as well as foreign language teachers with strong foreign language competencies.

The *Biah Lughah* program at this Islamic boarding school is the primary foreign language learning strategy implemented in a planned and consistent manner through daily activities, language weeks, and vocabulary learning. The implementation of *biah lughah* can improve students' speaking skills, motivation, and confidence in using Arabic daily in and outside of class. *Biah lughah* can create an atmosphere of comprehensive Arabic use, characterized by language production output (Efendi et al., 2025). In addition, *biah lughah* also plays a big role in the habituation of vocabulary and linguistic interaction, which also helps encourage students' active and passive language skills (Muttaqin et al., 2024). The intensive use of language through the language learning system helps internalize the language naturally, much more effectively than traditional text-based approaches. Pre-existing Arabic will be more easily acquired with a planned and directed pattern of practice than with formal learning, which only provides knowledge.

This immersion approach is also known as the immersion approach, which not only enforces formal repetition but also creates continuous input. This aligns with the Second Language Acquisition (SLA) theory developed by Krashen, which states that comprehensible input goes beyond acquiring a new language, and that immersion provides input naturally (N. I. Magfirah & Masrur, 2025). Daily activities make the use of language authentic, thus improving the ability to speak and write actively, not only in terms of formal structure (Wahyuni et al., 2025). Good linguistic *biah lughah* will create sustainable linguistic internalization due to the voluntary use of foreign languages with the support of social interaction in Islamic boarding schools through *tajassus*, language making, and *mufradat* activities (Mulya

Rahmawati et al., 2022). Students who follow *biah lughah* will feel that language enters into them unconsciously and voluntarily due to repetition and the process of using language naturally.

Immersion education and language learning environments are crucial factors in second language acquisition. This system is primarily applied in general education in bilingual contexts, but it is often applied in the context of modern Islamic boarding schools. Immersion in the target language significantly improves proficiency, particularly fluency (Betancor-Falcon, 2025). It has been proven that language immersion programs produce foreign language learning programs compared to traditional learning without an active speaking environment. Schools position the target language as a means of actual communication (learning by using), which accelerates the acquisition of language competence (Li et al., 2023). The active, practical use of a foreign language daily creates an immersion environment that is effective as a foundation for pedagogical reinforcement. The socio-cultural dimension is also important in language learning, as individuals receive input but also participate in social networks that facilitate meaningful interactions.

The foreign language learning method at this Islamic boarding school is implemented using an integrated model, combining the *furu'iyah* and *wahdah* approaches. The *Furu'iyah* model focuses on language elements, namely vocabulary, grammar, and sentence structure. The goal is to build a strong foundation in language through various activities, such as daily vocabulary and exercises (Ahmad Wasil, 2024). The *Wahdah* approach integrates language learning into a cohesive system, namely the use of language in a concrete form that continuously connects listening, speaking, and reading. This approach integrates psychological and linguistic factors into a single learning process. Through this approach, it is projected that language will be internalized naturally, following the language's functional needs. Language is not positioned as a linguistic science, but rather as a useful communication tool in social life.

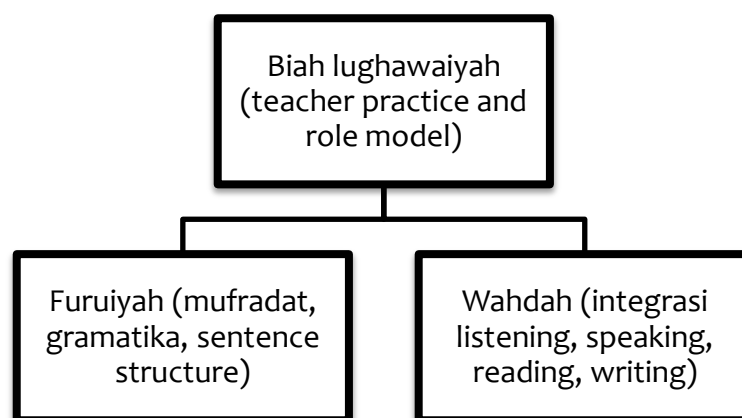


Figure 1. Foreign language learning model (Arabic-English)

Biah Lughah is at the forefront as a foundation for immersion and practical practice. The use of foreign languages, beyond the classroom, becoming the norm at Islamic boarding schools, will strengthen the use of language as an institutional identity and foster functional fluency (Rahmah, 2026). *Furu'iyah* and *wahdah* work in parallel, mutually building on foreign languages by ensuring they are used in other subjects. Arabic is integrated with other subjects such as *tafsir*, *fiqh*, *hadith*,

and others, while English is integrated with various language competencies. The integration of these two approaches goes hand in hand and supports each other, with the *wahdah* approach, which focuses on real language immersion, and *furu'iyah*, which focuses on formal learning, complementing each other to enrich input, interaction, and output (Hamid et al., 2024). In addition, productivity skills also include language fluency and accuracy (Baharun, 2025). What's even more compelling is that integrating language learning with other subjects, in addition to language competency, also enhances religious knowledge and broadens perspectives. The ultimate goal is to create a pedagogical ecosystem that accelerates the acquisition of natural communication skills.

Students' interest in learning foreign languages (Arabic-English)

Students' language interest in Arabic from the results of distributing questionnaires to 141 respondents was analyzed using the frequency distribution and percentage of predetermined score categories as follows:

Table 1. Frequency distribution of Arabic language interest

Kategori	Frekuensi (F) (Arab)	Frekuensi (F) (Inggris)	Persentase (%) (Arab)	Persentase (%)
Very interested	48	20	34,04%	14,18%
Interested	55	46	39,01%	32,62%
Not interested	34	58	24,11%	42,13%
Very uninterested	4	17	2,84%	12,06%
Total	141	141	100%	100%

The table above shows that the dominant category is interested in Arabic, with 48 respondents being very interested (34.04%), followed by 55 respondents (39.01%), which, when combined, becomes 103 respondents (73.05%) in the positive category. This means that the majority of students have a good interest in Arabic. Meanwhile, the least interested category reached 34 respondents (24.11%), indicating that there is a group of students who still have low interest. The very uninterested category only had 4 respondents (2.84%), indicating a relatively very small level of rejection of Arabic. Based on the maximum scale, it can be estimated that the average language interest score is in the interested category.

The findings of this study demonstrate the excellent Arabic language ecosystem at this Islamic boarding school. This means that Arabic is not only used as a means of communication but also as a form of religious identity embedded in the students. Understanding Arabic will facilitate students' understanding of Islam by connecting them to the source of its teachings (Hasan et al., 2024) This is what is called integrative motivation, namely the drive to master the language as well as to master and understand Islamic literature and carry out worship (Rahadianto et al., 2022). Religious motivation can be used as the strongest predictor of interest in learning Arabic in Islamic institutions. Furthermore, the religious environment of Islamic boarding schools can also accelerate the internalization of interest in Arabic compared to other foreign languages. The integration of religious and spiritual motivations is the main reason why Arabic is so popular in Islamic boarding schools. Students' emotional attachment to Islam is the most important factor motivating them to actively and voluntarily study Arabic. Arabic is not considered a foreign

language as a competency like other foreign languages, but rather a language of worship. Students who master Arabic feel closer to their religion because they are able to independently understand the contents of the Quran, Hadith, and prayer recitations.

Arabic is also a fundamental academic requirement, used as a tool for understanding other subjects, such as tafsir, balagah, and history. Arabic is considered the key to entering the vast ocean of Islamic knowledge (D. N. Maghfirah et al., 2024). The Islamic boarding school curriculum requires students to read classical literature because many teaching materials use Arabic as the language of instruction. Attendance is a pressing need for students to participate in other lessons. Arabic is crucial for a deep understanding of the material. The language ecosystem formed in Islamic boarding schools is predominantly Arabic, as many Arabic vocabulary words become everyday terms for students, such as sykran, afwan, ana, anta, and so on (Khasanah, 2024). The use of this vocabulary in students' daily lives will become an inseparable part of their social interactions (Ningtyas, 2021). The Arabic language ecosystem and Islamic culture coexist, supporting each other, creating a mutually reinforcing force. Continuously practicing Arabic creates a religious environment imbued with meaningful values for students. Familiarizing students with Arabic terms in daily worship routines and communication automatically reduces language anxiety and increases language interest.

English interest of students can be explained by the fact that the dominant category with a total of 58 respondents (41.13%) students have a relatively low interest in English, plus 46 respondents (32.62%) have moderate interest, and very uninterested as many as 17 respondents (12.06%), and only 20 respondents (14.18%) students are very interested in English. This means that positive interest is relatively low towards English, as many as 66 students (46.80%) are not interested, and as many as 75 students (53.20%). Disinterest reaching 50% indicates that English is a negative language among students living in the Islamic boarding school. This data also indicates that in the Islamic boarding school, there is a collective resistance to English. This is a very interesting finding because low interest is caused by a psychological burden, stating that English is a difficult or uninteresting subject in various aspects. Another possibility that arises is that English is not a subject relevant to students' daily identities. In addition, the factor of foreign language anxiety is also a strong driving force, especially in religious-based educational institutions. This anxiety arises from an alienated attitude towards grammatical structures, which are considered complex and far from social reality.

The middle class, comprising 32.62% of students, is considered vulnerable and a crucial transitional group. This group represents the future of foreign language learning in Islamic boarding schools. They don't inherently hate English, but they don't dislike it either, and they desire to master it. English teaching methods are key to fostering their interest in English (Kamil, 2022). If learning continues to be conducted conventionally and traditionally, this group will be moved to the lower category. Creating interactive and communicative learning can foster student motivation in learning a foreign language. Many efforts can be made to increase learning motivation. The teacher's role remains a dominant factor in increasing learning motivation (Hilmi, 2024). Learning media facilitates the language learning

process while also encouraging faster understanding (Moh. Zainul Muttaqin, 2022). Success in language learning, apart from the core learning aspects, is also influenced by other factors that contribute to developing and strengthening students.

The extreme disparity of 14.18% of students who feel very uninterested represents a significant gap between the apathetic and apathetic groups. This gap poses a significant challenge for English teachers to make learning more enjoyable and memorable (Ali & Nurlaila Husain, 2023). Motivation to learn a second language explains that lagging language interest and feelings of alienation reinforce the cycle that leads to low learning outcomes (Larasaty et al., 2022). The high level of student interest in Arabic and low interest in English is a result of the gap between integrative and instrumental motivation. Integrative motivation in Arabic in Islamic boarding schools, besides being a means of communication, also serves as a tool for mastering religion through classical texts. They study not only to achieve academic results, but also to develop an Islamic and spiritual identity. Instrumental motivation in English arises because English is viewed as a requirement for exams and lacks the emotional value that can directly benefit students' daily lives at Islamic boarding schools. Arabic becomes a means of self-integrity in improving one's religious life, as the desire to learn Arabic aligns with the language's ingrained interest in being a Muslim. English does not feel integrated with them because it is used only to pass exams or for administrative purposes. This subject lacks emotional value, so the desire to learn is not strongly formed.

Success in learning foreign languages (Arabic-English)

Differences in learning outcomes based on independent sample t-tests for Arabic and English, with the following results:

Table 2. Arabic and English learning outcomes

Varibel	N	Mean	Std. deviasi
Arabic Language	141	63,184	15,196
English Language	141	28,582	9,474

The t-test results show that the calculated t is 22.944 and the t-table is 1.977 with sig. 0.000 (<0.05) meaning that the calculated t > t-table and Sig <0.05. This indicates that there is a significant difference between the learning outcomes of Arabic and English. A simple linear regression test is used with the regression equation $Y = 89.446 + 0.150 X$, which shows that the constant (89.446) is the value of learning outcomes when language interest is 0, and the coefficient (0.150) indicates that every increase of 1 unit of minutes results in learning outcomes increasing by 0.150. The significance test of 0.002 (<0.05) indicates that language interest has a significant effect on learning outcomes. Because Sig <0.05, H_0 is rejected and H_a is accepted. Then, the coefficient of determination (R^2) of 0.004 (0.4%) shows that language interest makes a very minimal contribution (0.4%) to learning outcomes, while 99.6% is influenced by other factors.

This finding is a very interesting phenomenon because the sig. value is 0.000 (<0.05) (significantly influential), but the (R^2) value is 0.004 (0.4%). This means that interest is a real predictor but not the main determinant. Interest functions as an initial trigger, namely (0.4%), and other factors are very massive (99.6%). Students have a strong interest in Arabic, but it does not directly make them successful in

learning Arabic with high learning outcomes. The learning outcomes they get are not due to their interest alone, but because of many factors (99.6%) that cause their success. The regression equation $Y = 89.446 + 0.150 X$ reveals that if students' interest is zero ($X = 0$), their learning outcomes remain high. This indicates that there are external factors that are more influential than individual interests. Two major findings encourage the language environment and the dominant Arabic language learning system. This data is a very clear illustration that academic achievement is often driven by external factors that are systematically and continuously arranged.

Based on the data above, language interest and learning outcomes are related, but their influence is relatively low. Learning outcomes in Arabic are higher than in English, as indicated by Arabic language proficiency tending to be higher than in English. This suggests that success in foreign language learning is not solely determined by interest but also by the context and learning environment. Intrinsic, extrinsic, integrative, and instrumental motivational factors correlate with learning achievement (Aung & Nikolov, 2025). This means that interest alone is not enough if it is not influenced by underlying motivation. Motivation is a key variable in successful second language learning because it also encompasses student interest, which is related to engagement variables and foreign language learning outcomes (Wu, 2022). Interest can also be seen from behavioral involvement such as attention, involvement, liking and achievement, which means that interest has different manifestations in the context of learning (Nur & Hikmah, 2025). This strong interest is supported by Arabic language learning in Islamic boarding schools, which dominate both in terms of intensity of use and environment. Arabic is the language of daily life, including reading religious texts, formal communication, and religious activities. High exposure to Arabic strengthens students' understanding and mastery of the language. English learning is relatively low due to its minimal use as a daily language. Interest in learning plays a role in learning outcomes, but is not a dominant factor.

Language interest is indirectly related to learning outcomes because it must be mediated by the quality of learning and the language environment. Even if students have interest, if it is not supported by actual language practice, optimal learning will not occur. Learning success is the result of the interaction between internal factors (interest) and external factors (language environment and learning methods). Success in learning a foreign language is greatly influenced by a combination of internal factors (motivation, ability, attention) and external factors (relationship with the teacher, learning media). Integrated and autonomous motivation are linked to language achievement, but they are not the sole variables. Motivation and achievement are reciprocal, with learning outcomes providing motivation and motivation driving higher learning outcomes.

D. Conclusion

Based on the analysis results above, the conclusion of this study is that foreign language learning (Arabic-English) at the Al-Abrar Modern Islamic Boarding School is implemented through a consistent immersion strategy that includes daily activities, language weeks, and vocabulary learning. The integrative learning approach between *furu'iyah* and *wahdah* runs simultaneously, where *furu'iyah*

focuses on mastering vocabulary, grammar and sentence structure, while *wahdah* integrates four language skills (listening, speaking, reading and writing). The integration of language with other subjects creates a more relevant pedagogical ecosystem that supports natural and comprehensive language acquisition. *Biah lughah* creates authentic and natural input and output while improving linguistic skills, motivation, and self-confidence. The majority of students are more interested in Arabic (73.05%) and less in English (46.8%). This difference explains that *biah lughah* plays a very large role in increasing language interest by using it in the context of more real life in Islamic boarding schools. The greater portion of Arabic language use also provides encouragement to increase interest, because more subjects are related. English is low because English in the context of Islamic boarding school life has a smaller portion. Language interest with learning outcomes has a significant relationship ($\text{Sig. } 0.002 < 0.005$), but contributes ($R^2 = 0.04\%$). This confirms that the success of foreign language learning is not determined by interest alone, but by a combination of internal and external factors that operate simultaneously. Intrinsic, extrinsic, the interaction of both, and instrumental motivation support reciprocal language interest.

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