



## Santri's Perceptions of Discomfort in the Learning Environment and Its Impact on Cognitive Barriers in Arabic Language Learning

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### Abstract

This research investigates santri's lived experiences concerning the comfort of the boarding school environment and its role in shaping their comprehension in Arabic language learning. The study took place at a *salafiyah* type Islamic boarding school in Central Lampung, characterized by limited study facilities. Employing a qualitative methodology with a hermeneutic phenomenological framework, data were obtained through semi-structured interviews involving seven purposively selected students, two pesantren administrators, and one homeroom teacher. Thematic analysis followed the framework of Miles and Huberman. The study reveals that discomfort arising from physical factors (such as overcrowded spaces and insufficient ventilation) and social factors (such as unsupportive peer interactions) significantly impedes santri's focus and understanding. However, environmental adjustments such as structured schedules and collective sanitation efforts can foster better cognitive engagement. These findings emphasize the need for a well designed, supportive learning environment in pesantren, especially for effective Arabic language instruction.

**Keywords:** environmental comfort; Arabic language learning; cognitive process.

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## Introduction

Islamic boarding school (pesantren)-based education in Indonesia plays a significant role in shaping both the character and scholarly competence of the younger Muslim generation.<sup>1</sup> As a traditional institution that has evolved in response to modernization, the pesantren system emphasizes Arabic language instruction not merely as part of the curriculum but as a fundamental tool for understanding classical Islamic literature and religious texts.<sup>2</sup> Arabic thus becomes an integral element of santri education,<sup>3</sup> supporting both scholarly communication and comprehension of religious doctrines.

However, the physical and psychosocial environment of many pesantren often poses challenges in the learning process.<sup>4</sup> Students (santri) frequently struggle to maintain their motivation to learn Arabic perceived as a difficult language and to cultivate a supportive learning atmosphere. According to data from the Ministry of Religious Affairs, Indonesia has more than 36,000 pesantren with millions of students.<sup>5</sup> Nevertheless, a study by Munir et al. reveals that only a small proportion of these students demonstrate active Arabic language proficiency, with environmental conditions cited as a key contributing factor to this limitation.<sup>6</sup> Despite the potential of the pesantren education system to enhance Arabic language competence and student character, real challenges persist in providing a comfortable and effective learning experience.<sup>7</sup>

The comfort of the learning environment is a critical factor in the educational process, particularly in Arabic language learning, which demands high levels of concentration and dedication.<sup>8</sup> A conducive environment encompasses not only physical facilities but also the social and emotional dynamics within the learning space.<sup>9</sup> Research has shown that air quality, noise levels, and adequate

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<sup>1</sup> H Mahrus, "Reaktualisasi Pendidikan Pesantren," *Cognitive JG* 1, no. 1 (2023): 86–95, <https://doi.org/10.61743/cg.v1i1.54>.

<sup>2</sup> Dimas Z Ahmad et al., "Manajemen Program Bahasa Arab Dalam Pelaksanaan Wajib Berbahasa," *Jurnal Pendidikan Islam Al-Ilmi* 6, no. 2 (2023): 183, <https://doi.org/10.32529/al-ilm.v6i2.2540>.

<sup>3</sup> Bahar A Setiawan and Sofyan Rofi, "Antara Recognisi, Rekonstruksi Dan Kekhawatiran Hilangnya Indigenosity Pondok Pesantren," *Journal Evaluasi* 4, no. 1 (2020): 1, <https://doi.org/10.32478/evaluasi.v4i1.308>.

<sup>4</sup> Andy R Pratama, "Analisis Penyebab Motivasi Yang Rendah Dalam Pembelajaran Bahasa Arab Di Pondok Pesantren Al Ma'arif," *Alurwatulwutsqo* 4, no. 2 (2023): 51–52, <https://doi.org/10.62285/alurwatulwutsqo.v4i2.77>.

<sup>5</sup> Bank Syariah Indonesia, "Bank Syariah Indonesia BSI Sinergi Dengan Pesantren Perkuat Ekosistem Islam Dan Pengembangan Ekonomi Syariah Di Aceh," 2024.

<sup>6</sup> Firmansyah Firmansyah, Romli SA, and Munir Munir, "The Urgency of Social Ethics in Santri Tradition at Muhammadiyah's Pesantren," *Tajkir Interdisciplinary Journal of Islamic Education* 5, no. 1 (2024): 153–70, <https://doi.org/10.31538/tijie.v5i1.991>.

<sup>7</sup> Muhammad H Badruzzaman, Fernanda S Amelia, and Asep T Sujana, "Penggunaan Design Thingking Model Untuk Pencegahan Tindakan Bullying Pada Santri Di Pondok Pesantren ABC," *Jurnal Syntax: Admiration* 5, no. 6 (2024): 2026–33, <https://doi.org/10.46799/jsa.v5i6.1209>.

<sup>8</sup> Azhar Kholifah, "Strategi Pendidikan Pesantren Menjawab Tantangan Sosial Di Era Digital," *Jurnal Basicedu* 6, no. 3 (2022): 4967–78, <https://doi.org/10.31004/basicedu.v6i3.2811>.

<sup>9</sup> Divya Periyakoil et al., "Environmental Exposures in Singapore Schools: An Ecological Study," *International Journal of Environmental Research and Public Health* 18, no. 4 (2021): 1843, <https://doi.org/10.3390/ijerph18041843>.

lighting significantly influence students' comfort and academic achievement.<sup>10</sup> Well-designed classrooms, for example, can increase motivation and student engagement, directly impacting their comprehension of Arabic language materials.

In many pesantren, students often contend with physically inadequate learning conditions, such as cramped classrooms and poor ventilation, which can hinder memorization and comprehension.<sup>11</sup> When learning environments lack appropriate thermal, acoustic, and lighting conditions, students' ability to focus diminishes, thereby negatively affecting their cognitive engagement.<sup>12</sup> Studies in this area have demonstrated that noise and uncomfortable temperatures impair learning capacity, underscoring the importance of the interaction between environmental factors and individual perception in designing effective educational spaces.<sup>13</sup>

Social interactions within the classroom also play a crucial role in fostering a supportive learning atmosphere. Disharmony in social relationships may lead to mental tension that impedes the internalization of learning materials.<sup>14</sup> Research has shown that a positive learning environment where students feel safe and supported by peers and teachers can enhance both motivation and learning effectiveness.<sup>15</sup> This finding aligns with the principles of learning ecology and environmental psychology, which emphasize the importance of the interplay between physical, social, and psychological conditions in shaping meaningful learning experiences.<sup>16</sup> Therefore, a balanced integration of physical and social aspects is essential to optimize the Arabic language learning experience comprehensively.

The comfort of the pesantren environment is a key factor in supporting students' cognitive development.<sup>17</sup> Adaptations such as the adjustment of study schedules, dormitory structures, and the use of supplementary media have shown positive outcomes. In a more comfortable

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<sup>10</sup> Christian N Octarino, "Evaluation of Building Envelope Performance on the Kanisius Kalasan Junior High School Building Yogyakarta," 2022, <https://doi.org/10.2991/assehr.k.220703.033>.

<sup>11</sup> Ardimen Ardimen et al., "Development of the Noise Questionnaire in the Online Learning Process and Implications for Counseling," *International Journal of Evaluation and Research in Education (Ijere)* 13, no. 3 (2024): 1363, <https://doi.org/10.11591/ijere.v13i3.26805>.

<sup>12</sup> Sara Caviola et al., "Out of the Noise: Effects of Sound Environment on Maths Performance in Middle-School Students," *Journal of Environmental Psychology* 73 (2021): 101552, <https://doi.org/10.1016/j.jenvp.2021.101552>.

<sup>13</sup> Dorajatun Prihandono et al., "Student Drop Out Risk: Does Student Satisfaction Essential?," 2023, 925–33, [https://doi.org/10.2991/978-2-494069-35-0\\_112](https://doi.org/10.2991/978-2-494069-35-0_112).

<sup>14</sup> Periyakoil et al., "Environmental Exposures in Singapore Schools: An Ecological Study."

<sup>15</sup> Giovanni Tardioli et al., "An Innovative Modelling Approach Based on Building Physics and Machine Learning for the Prediction of Indoor Thermal Comfort in an Office Building," *Buildings* 12, no. 4 (2022): 475, <https://doi.org/10.3390/buildings12040475>.

<sup>16</sup> Jupriyanto Jupriyanto et al., "The Effect of Environmental Approach on Critical Thinking Ability in Elementary School Students' Science Content," *Jurnal Ilmiah Pendidikan Dasar* 10, no. 1 (2023): 61, <https://doi.org/10.30659/pendas.10.1.61-71>.

<sup>17</sup> Jamalia Jamalia and Zulfahmi Lubis, "Skill Learning Estimate in Elementary Age Santri at Darul Qur'an Islamic Boarding School (Descriptive Analysis Study)," *Ta Dib Jurnal Pendidikan Islam* 12, no. 1 (2023): 241–52, <https://doi.org/10.29313/tjpi.v12i1.11979>.

environment, santri are better able to concentrate and engage in Arabic language learning, which is a core component of Islamic education.<sup>18</sup> Previous studies have also shown that a conducive learning atmosphere correlates directly with academic achievement and communication skills.<sup>19</sup>

Despite the steps already taken, there remains a lack of research specifically examining how environmental comfort affects students' cognition in understanding Arabic. Further studies are needed to evaluate both the physical and social environmental factors and their contributions to students' learning experiences.<sup>20</sup> This study aims to explore how environmental adaptations in pesantren impact Arabic language comprehension. A deeper understanding of these factors may allow pesantren to design more effective curricula and teaching methods.

Building upon the aforementioned background, this study seeks to phenomenologically explore santri's lived experiences in responding to the comfort (or discomfort) of the pesantren environment as a determinant of their ability to comprehend Arabic language instruction. By also incorporating the perspectives of pesantren administrators, this study aims to provide a comprehensive understanding of the relationship between the learning space ecology and santri's cognitive performance within the pesantren educational context.

Ultimately, the research aspires to reinforce the integration of environmental factors into instructional strategies in pesantren, which represent a distinctive model of education in Indonesia. This study employed a qualitative approach with a Heideggerian hermeneutic phenomenological design, aiming to gain an in-depth understanding of santri's subjective experiences regarding the comfort of the pesantren environment and its influence on their comprehension in Arabic language learning. The choice of this approach was grounded in the need to interpret the hidden meanings embedded in the interaction between individuals and their environment, with a focus on how these experiences are contextually lived and interpreted.

Participants were selected purposively and consisted of ten individuals: six santri (both active and passive learners), two pesantren administrators, and two educators (a homeroom teacher and an Arabic language teacher), selected based on their active involvement in learning activities and their ability to verbally reflect on their experiences.

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<sup>18</sup> Ismail Akzam, Harif Supriady, and Alfitri Alfitri, "Improve Arabic Language and Islamic Skills With BISA System to Arab Village," *Linguistics and Culture Review* 5, no. S1 (2021): 624–32, <https://doi.org/10.21744/lingcure.v5ns1.1447>.

<sup>19</sup> Firman Mansir, Tumin Tumin, and Halim Purnomo, "The Use of Active Learning Methods in Learning Fiqh Subject at Islamic Boarding School," *Lentera Pendidikan Jurnal Ilmu Tarbiyah Dan Keguruan* 23, no. 1 (2020): 173, <https://doi.org/10.24252/lp.2020v23n1i14>.

<sup>20</sup> Ujang Sahid et al., "Management of Student Characteristics Through Extracurricular Activities in the School Environment Based on Islamic Boarding Schools," *Munaddhomah Jurnal Manajemen Pendidikan Islam* 2, no. 2 (2021): 116–25, <https://doi.org/10.31538/munaddhomah.v2i2.97>.

Data were collected through semi-structured interviews guided by open-ended protocols designed to explore both physical and social environmental aspects and their impact on the santri's cognitive processes. Thematic analysis was employed, following the data reduction, data display, and conclusion-drawing stages as developed by Miles and Huberman. Interview transcripts were examined intensively to identify recurring key themes such as room comfort, noise levels, peer interaction, and learning motivation.

Data validity was strengthened through inter-informant triangulation and member checking techniques, ensuring that the researcher's interpretations aligned with the participants' intended meanings. This approach allowed for the construction of a comprehensive understanding of how environmental comfort within the pesantren serves as a determinant factor in the cognitive achievements of santri in Arabic language learning.

## **Result and Discussion**

### **The Role Environment in Shaping Santri's Cognitive Understanding of the Pesantren**

The findings of this study reveal that the comfort of the pesantren environment plays a crucial role in shaping santri's comprehension in Arabic language learning. Santri reported that their ability to memorize vocabulary and understand grammar was significantly influenced by factors such as dormitory atmosphere, cleanliness, and the quality of daily social interactions.<sup>21</sup> One participant expressed, "*When the room is dirty and friends are noisy, I find it difficult to remember vocabulary.*" This statement reflects how discomfort both in terms of sanitation and social relations can hinder optimal cognitive achievement.

Conversely, a clean environment and supportive social interactions were perceived to enhance learning motivation and accelerate material comprehension. Positive educational interactions between santri and teachers, as highlighted by one informant, serve as a major driver in absorbing instructional content.<sup>22</sup> Based on these findings, it can be concluded that the integrated management of physical and social environments is key to creating an effective and supportive atmosphere for Arabic language learning.

The physical aspects of the pesantren environment such as limited room space, poor air circulation, and non-conducive learning areas were consistently cited by santri as tangible obstacles in the

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<sup>21</sup> Ahmad R Umam, Nanan Sekarwana, and Mia Y Andarini, "Sanitasi Lingkungan Berpengaruh Terhadap Kejadian Skabies Pada Santri Laki-Laki Di Ponpes," *Jurnal Riset Kedokteran*, 2023, 123–28, <https://doi.org/10.29313/jrk.v3i2.3042>.

<sup>22</sup> Heru J Pratama and Muhammad A Ghofur, "Pengaruh Motivasi Belajar Dan Lingkungan Belajar Terhadap Hasil Belajar Mata Pelajaran Ekonomi Siswa Saat Pembelajaran Daring," *Edukatif Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 1568–77, <https://doi.org/10.31004/edukatif.v3i4.621>.

learning process.<sup>23</sup> One santri noted, “*The room is too cramped; I can’t even sleep comfortably, let alone study peacefully,*” while a new student remarked, “*I’m still shocked by how noisy and crowded the learning space is.*” These experiences demonstrate that physical discomfort not only affects the quality of rest but also directly impacts students’ concentration and learning stamina.

Frequent sleep disturbances resulted in daytime fatigue, which disrupted their mental readiness for lessons.<sup>24</sup> These findings suggest that a balanced allocation of rest and study spaces in the pesantren environment deserves serious consideration.<sup>25</sup> Learning spaces that are poorly designed without attention to comfort tend to inhibit academic productivity.<sup>26</sup> Therefore, the responsive management of pesantren’s physical environment attuned to the needs of santri is a vital prerequisite for fostering a learning atmosphere that supports both physical and mental well-being.

### **Social Dynamics and Their Influence on Cognitive Learning**

Social factors emerging from peer interactions contribute significantly to santri’s learning processes, particularly in understanding Arabic. Many students reported that noisy dormitory conditions, minor interpersonal conflicts, and the lack of private space for discussion often reduce the time that could otherwise be used to memorize vocabulary and grasp grammatical structures.<sup>27</sup> Recurring social tensions were also found to generate emotional fatigue, which indirectly hinders cognitive performance.<sup>28</sup> Albert Bandura’s Social Cognitive Theory explains that learning is not solely influenced by the environment or individual behavior, but by the reciprocal interaction between the two known as reciprocal determinism.<sup>29</sup> In the context of pesantren, santri’s learning behaviors (such as reading or memorizing) are shaped by their perceptions of the social environment (e.g., noise levels or peer support), and in turn, they reshape that environment through their attitudes, responses, and learning initiatives.

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<sup>23</sup> Safa H Alkalash et al., “Sleep Quality Among Al Qunfudhah Medical Students and Its Effects on Their Academic Performance During Covid-19 Pandemic,” *Medical Science* 26, no. 120 (2022): 1, <https://doi.org/10.54905/diss/v26i120/ms50e2066>.

<sup>24</sup> Rostam Jalali et al., “&L;P&gt;The Effect of Sleep Quality on Students’ Academic Achievement&lt;P&gt;,” *Advances in Medical Education and Practice* Volume 11 (2020): 497–502, <https://doi.org/10.2147/amep.s261525>.

<sup>25</sup> Rubén Trigueros et al., “The Influence of Emotional Intelligence on Resilience, Test Anxiety, Academic Stress and the Mediterranean Diet. A Study With University Students,” *International Journal of Environmental Research and Public Health* 17, no. 6 (2020): 2071, <https://doi.org/10.3390/ijerph17062071>.

<sup>26</sup> Alkalash et al., “Sleep Quality Among Al Qunfudhah Medical Students and Its Effects on Their Academic Performance During Covid-19 Pandemic.”

<sup>27</sup> Made A W Linggasani, Ida Bagus Gede Parama Putra, and Dewa A N Sriastuti, “Pengabdian Masyarakat Perancangan Aksesibilitas Gamat Bay Nusa Penida,” *Jurnal Abdi Masyarakat* 7, no. 2 (2024): 228–39, <https://doi.org/10.30737/jaim.v7i2.5199>.

<sup>28</sup> Suci Ramadani and Solfema Solfema, “Description of the Learning Environment in Traditional Dance Training at the Sanggar Palinggam Bungo Pasang,” *Spektrum Jurnal Pendidikan Luar Sekolah (Pls)* 9, no. 3 (2021): 347, <https://doi.org/10.24036/spektrumpls.v9i3.113583>.

<sup>29</sup> Albert Bandura, “The Self System in Reciprocal Determinism,” *American Psychologist* 33, no. 4 (1978).

For instance, a santri who consistently demonstrates diligence in studying despite an unsupportive social setting may inspire peers to emulate that behavior, thereby generating a positive social effect that transforms the dormitory dynamics into a more supportive atmosphere.<sup>30</sup> Conversely, when students experience social pressure or ridicule for their academic efforts, their intrinsic motivation tends to decline, often leading them to withdraw from learning activities.

Therefore, a harmonious social atmosphere not only contributes to physical comfort but also fosters self-efficacy and self-regulation two critical components of academic success according to Bandura's framework.<sup>31</sup> Within this context, it becomes essential for pesantren administrators to go beyond regulating dormitory discipline and actively cultivate healthy social relationships as an integral part of Arabic language learning strategies.

### **Lack of Privacy and Reflective Space**

Psychological discomfort experienced by santri is not solely the result of social tensions, but also stems from the lack of private space for reflection and independent learning.<sup>32</sup> Santri frequently report not having access to a quiet, personal space where they can organize and internalize their learning materials. This spatial limitation negatively impacts their learning process by disturbing their psychological comfort, leading to feelings of pressure or difficulty focusing during lessons.<sup>33</sup>

Research highlights that psychological comfort is strongly linked to the quality of space available for academic activities, as conducive environments enhance understanding and material retention.<sup>34</sup>

In the context of Arabic language learning, heavy reliance on shared social spaces significantly affects santri's depth of comprehension. The absence of adequate space for critical thinking and deeper engagement with learning content disrupts cognitive processes and diminishes the overall quality of the learning experience.<sup>35</sup> An unsupportive environment may lead to psychological distress and reduce students' capacity to participate in reflective learning processes.<sup>36</sup> Therefore, it is essential for educational institutions to prioritize the provision of adequate and supportive private

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<sup>30</sup> Vera Imanti, Meti Puspitasari, and Muhammad H A Fatah, "Keterampilan Sosial Adab Berteman Santri Baru (Perspektif Psikologi Islam)," *Tawazun Jurnal Pendidikan Islam* 16, no. 2 (2023): 349–62, <https://doi.org/10.32832/tawazun.v16i2.14156>.

<sup>31</sup> Imanti, Puspitasari, and Fatah.

<sup>32</sup> Nina R Fauziah and Muhammad R Ridlo, "Digitalisasi Crossword-Puzzle Sebagai Upaya Peningkatan Hasil Kognitif Siswa Kelas III MIN 1 Lamongan," *Arsen* 1, no. 2 (2024): 120–26, <https://doi.org/10.30822/arsen.v1i2.2961>.

<sup>33</sup> Selly A A Kharis et al., "Kecemasan Matematika Dan Permasalahannya Dalam Pembelajaran Jarak Jauh," *Edukatif Jurnal Ilmu Pendidikan* 5, no. 1 (2023): 508–18, <https://doi.org/10.31004/edukatif.v5i1.4735>.

<sup>34</sup> Oksana Kikinezhdhi et al., "Psychology of the Gender-Equitable Environment: Research of Problems," *Journal of Intellectual Disability - Diagnosis and Treatment* 8, no. 3 (2020): 538–47, <https://doi.org/10.6000/2292-2598.2020.08.03.31>.

<sup>35</sup> Kharis et al., "Kecemasan Matematika Dan Permasalahannya Dalam Pembelajaran Jarak Jauh."

<sup>36</sup> Fauziah and Ridlo, "Digitalisasi Crossword-Puzzle Sebagai Upaya Peningkatan Hasil Kognitif Siswa Kelas III MIN 1 Lamongan."

learning spaces, enabling santri to study more effectively and to feel comfortable both physically and psychologically.

#### Discomfort and Its Implications for Learning Motivation and Academic Engagement

The discomfort experienced by santri in pesantren settings often negatively affects their motivation to learn. An unsupportive environment both physically and emotionally can diminish their enthusiasm for studying, particularly in the context of Arabic language learning.<sup>37</sup> Such discomfort frequently leads to anxiety and fatigue, which ultimately reduces interest and active participation in the learning process. Research by Kadir emphasizes that the ability to learn effectively is highly influenced by both psychological and physical conditions, whereby students who feel uncomfortable tend to show lower levels of engagement in learning activities. As a result, their learning experience becomes less satisfying and may lead to a decline in their understanding of the material taught.<sup>38</sup>

If left unaddressed over the long term, this discomfort can lead to broader consequences, such as decreased satisfaction and reduced academic productivity. Santri who do not feel comfortable in their learning environment may develop apathetic attitudes or even disengagement from academic activities, potentially affecting their overall academic outcomes.<sup>39</sup> Therefore, it is crucial for pesantren administrators to pay close attention to environmental factors that support students' comfort and psychological well-being. These may include the provision of adequate study spaces, a calm and orderly atmosphere, and necessary emotional support. By fostering a more inclusive and learner-friendly environment, pesantren can improve santri's motivation to learn and enhance their overall comprehension of the material being taught.

#### **Adaptive Strategies of Pesantren Administrators in Managing the Learning Environment**

Efforts made by pesantren administrators to improve the learning environment for santri, despite limited resources, have shown significant positive impacts. Administrators reported initiatives such as reorganizing shared spaces by implementing cleaning duty schedules, organizing communal work activities, and introducing Arabic learning programs such as the screening of instructional videos.<sup>40</sup> The integration of technology into Arabic language learning remains a considerable

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<sup>37</sup> Kusumawardhani D Ayuningtyas et al., "Pengaruh Spiritual Intelligence Dan Peer Support Terhadap Subjective Well-Being Santri Putri," *Jiip - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 6 (2024): 5522–28, <https://doi.org/10.54371/jiip.v7i6.4504>.

<sup>38</sup> Kadir Kadir, Azam S Rahmatullah, and Muhammad N Yamin, "Motivasi Belajar Santri Kalong Pada Pelajaran Bahasa Arab Di Madrasah Tsanawiyah Daarul Ulum Muhammadiyah Galur," *Al Qalam Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 17, no. 5 (2023): 3682, <https://doi.org/10.35931/aq.v17i5.2691>.

<sup>39</sup> Kadir, Rahmatullah, and Yamin.

<sup>40</sup> Nurin S Ramdani, Hafsa Nugraha, and Angga Hadiapurwa, "Potensi Pemanfaatan Media Sosial Tiktok Sebagai Media Pembelajaran Dalam Pembelajaran Daring," *Akademika* 10, no. 02 (2021): 425–36, <https://doi.org/10.34005/akademika.v10i02.1406>.

challenge, even though embedding digital tools in foreign language education is essential, especially in the context of Society 5.0.<sup>41</sup> In this regard, effective spatial arrangement that includes cleanliness management, facility organization, and the creation of a conducive learning atmosphere has proven to enhance students' interest and comfort, in line with findings from research on optimal learning environments.<sup>42</sup> However, a major obstacle remains the limited availability of facilities, which constrains the ability to create more comfortable and productive learning spaces. Therefore, in line with the need for improved spatial planning, greater emphasis should be placed on arrangements that cater to the specific needs of users to achieve more satisfactory outcomes.<sup>43</sup>

From the perspective of educational environmental management theory, these findings highlight that well-structured facilities and social systems within pesantren are key determinants of successful learning. A comfortable physical environment including quality learning spaces is crucial in influencing santri's interest and ability to comprehend subject matter, particularly in Arabic language learning, which requires high levels of focus.<sup>44</sup> Research indicates that adequate educational infrastructure helps foster a conducive learning atmosphere, enabling students to achieve optimal learning outcomes.<sup>45</sup> This suggests that systematic management by pesantren administrators is essential in organizing physical and social environments that support effective learning.

In addition, the collaborative approach between pesantren administrators and santri in designing more comfortable and distraction-free learning spaces underscores the importance of the social component in education. Involving santri in space planning fosters a sense of ownership and responsibility toward their learning environment.<sup>46</sup> Improvements such as adding quieter study areas and managing peer interactions have the potential to enhance learning productivity and

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<sup>41</sup> Ade Muhammad Ritonga, Muhammad Suib, and Ahmad Zaky, "Tantangan Dan Hambatan: Analisis Problematika Pembelajaran Bahasa Arab Era Society 5.0 Di Perguruan Tinggi Agama Islam Di Indonesia," *Syntax Literate: Jurnal Ilmiah Indonesia* 8, no. 5 (2023): 3272–80.

<sup>42</sup> Edhy Rustan, Yonsen Fitrianto, and Mardi Takwim, "Minat Kunjung Pembaca Ditinjau Dari Desain Interior Dan Koleksi Buku Di Perpustakaan Perguruan Tinggi," *Jump Jurnal Administrasi Dan Manajemen Pendidikan* 5, no. 2 (2022): 125–35, <https://doi.org/10.17977/um027v5i22022p125>.

<sup>43</sup> Maya F Oktarini et al., "Penataan Ruang Terbuka Publik Sebagai Wadah Aktivitas Warga Pada Permukiman Di Tepian Sungai Musi, Palembang," *Archvisual Jurnal Arsitektur Dan Perencanaan* 2, no. 1 (2022): 7–18, <https://doi.org/10.55300/archvisual.v2i1.1480>.

<sup>44</sup> Muhammad Nasir and Adean Mayasri, "Pelatihan Standardisasi Pengelolaan Laboratorium Bagi Pengelola Laboratorium IPA Di Kota Banda Aceh," *Abdimasku Jurnal Pengabdian Masyarakat* 6, no. 3 (2023): 1058, <https://doi.org/10.62411/ja.v6i3.1336>.

<sup>45</sup> Rinanda D Cahya, Yusuf Suharto, and Nailul Insani, "Penerapan Model Discovery Learning Untuk Meningkatkan Kemampuan Berpikir Analitis Siswa Pada Mata Pelajaran Geografi Di SMAN 1 Kademangan," *Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial* 3, no. 7 (2023): 726–40, <https://doi.org/10.17977/um063v3i7p726-740>.

<sup>46</sup> Amilda Amilda, Ibrahim Ibrahim, and Leli Eliya, "Perencanaan Sarana Dan Prasarana Dalam Meningkatkan Kualitas Pembelajaran Di MA Ponpes Qodratullah Langkan," *Indo-Mathedu Intellectuals Journal* 5, no. 2 (2024): 2596–2609, <https://doi.org/10.54373/imeij.v5i2.1082>.

support better academic performance.<sup>47</sup> Therefore, strategic steps in managing the learning environment are essential to ensure that santri can study in settings that are both comfortable and supportive, allowing intensive Arabic language learning to proceed more effectively.<sup>48</sup>

This study highlights the critical role of environmental comfort in supporting santri's comprehension of Arabic. Physical comfort including appropriate room temperature and minimal external distractions was found to significantly influence cognitive performance.<sup>49</sup> Discomfort, whether caused by heat, cold, or noise, disrupts concentration, reduces motivation, and ultimately affects learning outcomes.<sup>50</sup> Prior research confirms that supportive environments foster student motivation and engagement, contributing positively to academic achievement.<sup>51</sup> Beyond physical aspects, social interactions among santri also play a key role. Social support from peers and caregivers helps create a more inclusive and motivating atmosphere.<sup>52</sup> As such, building a conducive learning environment is a foundational requirement in education, particularly within the pesantren context. This is not merely a matter of comfort, but a prerequisite for achieving optimal learning outcomes.<sup>53</sup> Learning environments that promote a sense of safety and psychological well-being contribute directly to increased interest and academic success.<sup>54</sup> On the other hand, limited physical resources and unsupportive social dynamics may hinder santri from achieving their academic goals. Therefore, enhancing both the quality of facilities and the social atmosphere within pesantren should be a central focus for institutional management and policy development.

## Conclusion

This study confirms that the comfort of the pesantren environment both physical and social is a critical factor in supporting santri's comprehension in Arabic language learning. Physical conditions such as adequate ventilation, lighting, and sleeping arrangements contribute to improved concentration and learning motivation, whereas discomfort leads to stress and a decline in

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<sup>47</sup> Nur Irsyadiah and Ahmad Rifa'i, "Inovasi Pembelajaran Pendidikan Agama Islam Berbasis Blended Cooperative E-Learning Di Masa Pandemi," *Syntax Idea* 3, no. 2 (2021): 347, <https://doi.org/10.36418/syntax-idea.v3i2.1011>.

<sup>48</sup> Maskur Maskur, "Dampak Pergantian Kurikulum Pendidikan Terhadap Peserta Didik Sekolah Dasar," *Jurnal Keguruan Dan Ilmu Pendidikan* 1, no. 3 (2023): 190–203, <https://doi.org/10.61116/jkip.v1i3.172>.

<sup>49</sup> Asri Novika and Sufyarma Marsidin, "Iklim Kelas SMK Negeri Se-Kecamatan Padang Timur," *Journal of Practice Learning and Educational Development* 3, no. 3 (2023): 272–76, <https://doi.org/10.58737/jpled.v3i3.187>.

<sup>50</sup> Olivia Fridaram et al., "Meningkatkan Konsentrasi Belajar Peserta Didik Dengan Bimbingan Klasikal Metode Cooperative Learning Tipe Jigsaw," *Magistrorum Et Scholarium Jurnal Pengabdian Masyarakat* 1, no. 2 (2021): 161–70, <https://doi.org/10.24246/jms.v1i22020p161-170>.

<sup>51</sup> Ma'sumah, Sintia N Aini, and Annisa W Oktaviana, "Tri Pusat Pendidikan Sebagai Sarana Pendidikan Karakter Anak Sekolah Dasar," *Budimul* 2, no. 1 (2024): 9–19, <https://doi.org/10.62385/budimul.v2i1.87>.

<sup>52</sup> Ma'sumah, Aini, and Oktaviana.

<sup>53</sup> Novika and Marsidin, "Iklim Kelas SMK Negeri Se-Kecamatan Padang Timur."

<sup>54</sup> Santika, "Faktor-Faktor Yang Mempengaruhi Prestasi Akademik Mahasiswa," *Jurnal Pendidikan* 21, no. 1 (2020): 1–17, <https://doi.org/10.33830/jp.v21i1.704.2020>.

motivation. Social factors, including interpersonal conflicts, lack of peer support, and noisy dormitory environments, further hinder vocabulary retention and language understanding.

These findings reinforce Bandura's Social Cognitive Theory, which highlights the reciprocal interaction between the individual and the environment in the learning process. Therefore, environmental comfort must be regarded as a core component of pesantren education.

Future research is recommended to develop a "cognitively friendly environment" learning model that is integrated into curriculum design and dormitory management. Additionally, experimental studies should be conducted to quantitatively assess the impact of improved environmental comfort on santri's linguistic achievement.

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