Journal of Arabic Language Learning and Teaching (JALLT)
Journal of Arabic Language Learning and Teaching (JALLT), Vol. 4, No. 2, July 2026, 321-340
E-ISSN: 2985-4725
https://ejournal.iain-palangkaraya.ac.id/index.php/jallt

Integrating Ecological Values into Arabic *Muhadatsah* Learning to Promote Students' Ecological Awareness

[1]Harpan Masdar MT*,[2]Sulaeman,[3]Nur Fadilah Amin

Email: [1] darkovianaval35@gmail.com*, [2] sulaemanm@unismuh.ac.id, [3] nurfadilahamin@unismuh.ac.id
[1,2,3]Universitas Muhammadiyah Makassar, Indonesia

ABSTRACT

The integration of sustainability into language education has received increasing scholarly attention; however, Arabic language instruction has rarely been positioned as a medium for fostering students' ecological awareness. This study investigates the effectiveness of integrating ecological values into Arabic *muhadatsah* learning to promote ecological awareness among students at an Islamic senior secondary school. Employing a Classroom Action Research design based on the Kemmis and McTaggart model, the study was conducted over two instructional cycles involving 35 tenth-grade students at MA Mursyiduttullab Lembanna. Data were collected through classroom observations, semi-structured interviews, and a 20-item ecological awareness questionnaire and analyzed using descriptive statistics, paired-sample *t*-tests, thematic analysis, and effect size analysis. The findings indicate that contextual *muhadatsah* activities incorporating authentic environmental themes significantly enhanced students' ecological awareness, classroom participation, and communicative confidence. The intervention also encouraged students to internalize environmental responsibility through dialogue, collaborative interaction, and reflective communication. These findings demonstrate that Arabic communicative learning can function not only as a means of developing speaking proficiency but also as a pedagogical space for cultivating sustainability values. This study contributes to the intersection of Arabic language pedagogy, ecolinguistics, and Education for Sustainable Development by proposing a contextual and sustainability-oriented *muhadatsah* model that integrates language learning with ecological value formation.

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Article history
Received 2026-04-23
Revised 2026-05-25
Accepted 2026-06-29

Keywords
Arabic muhadatsah; ecological awareness; Education for Sustainable Development; ecolinguistics; contextual language learning.

**Correspondence Author*