



Applied Strategies for Implementing Bilingual Programs in Madrasahs to Building Public Confidence

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DOI: <https://doi.org/10.61987/bamj.v2i1.488>

Abstract:

The purpose of this research is to analyze the management strategies used by Islamic Boarding School in implementing bilingualism within and beyond classroom settings, as well as to evaluate the effectiveness of bilingual learning activities in achieving linguistic and educational goals. In an increasingly interconnected and globalized world, mastery of foreign languages such as English, Arabic, and others is a valuable skill. Bilingual learning programs in madrasahs play a significant role in fostering such skills, equipping students with enhanced academic, professional, and personal opportunities. This study employs a qualitative approach using an ethnographic research design. Data collection methods include direct field observations, in-depth interviews with key stakeholders, and analysis of relevant documents. The data analysis process involves reduction, presentation, validation, and conclusion drawing to ensure the validity and reliability of the findings. The research reveals that bilingual learning at Islamic Boarding School is implemented through a well-conceptualized strategy aimed at achieving specific language standards. The school integrates bilingual education both inside and outside the classroom, fostering an immersive learning environment that supports language acquisition. This research is expected to contribute to the understanding of effective bilingual education management in Islamic boarding schools.

ARTICLE HISTORY

Received 15 Jul 2024

Revised 18 August 2024

Accepted 1 October 2024

KEYWORDS

Bilingual Education,
Language Acquisition,
Foreign Language Mastery

INTRODUCTION

Bilingual teaching is an instructional approach that employs two languages to convey educational content, with the objective of enhancing students' proficiency in foreign languages while simultaneously fostering their mastery of academic subjects (Alshraah et al., 2024; Oliinyk et al., 2024; Wu et al., 2023). This pedagogical model not only facilitates the acquisition of scientific knowledge but also promotes fluency in both languages, creating a more versatile and competent learner (Escarda et al., 2024; Tiawati et al., 2024). In today's era of globalization, educational institutions, including Islamic boarding schools, are compelled to innovate continually in order to deliver high-quality education (Ahmed et al., 2023; Sanjani, 2024; Zubairi et al., 2022). One effective strategy that has emerged is the implementation of bilingual education, commonly referred to as bilingualism. By integrating bilingual learning into their curricula (Almazova et al., 2021; Nawawi, 2023; Safitri, 2024), these institutions aim to equip students with the necessary linguistic skills and academic competencies required to thrive in an increasingly interconnected world.

Cite in APA style as:

Faiz, M., Nisak, H., & Saleha, L. (2024). Applied Strategies for Implementing Bilingual Programs in Madrasahs to Building Public Confidence. *Business and Applied Management Journal*, 2(1), 1-11.

Previous research shows that bilingual programs have various significant benefits for children's development, both cognitively, culturally, and economically. According to Taufiq (2021), bilingualism not only supports children's ability to master two languages but also provides broader benefits such as cognitive enhancement, deeper cultural understanding, and future economic benefits. Bilingual children have a higher awareness of language structure and the ability to transfer these skills into non-verbal and literacy skills at an early stage (Bruinsma et al., 2023; Chamorro & Janke, 2022; Wood et al., 2021). This is in line with the theory that language skills are closely related to children's cognitive development, where the use of language in the learning process will hone their thinking skills and problem-solving skills from an early age.

In addition, the implementation of bilingual programs in schools based on classroom environments or educational institutions as a whole is an effective strategy in improving students' linguistic intelligence. According to Villares (2021), superior schools that have successfully implemented bilingual programs tend to excel in foreign language competencies, especially English, in addition to their native language or country. Mizel (2021) added that an effective bilingual program can increase public trust in educational institutions, because students are prepared to compete in the international education arena (Hakim et al., 2021). Parra et al. (2021) also emphasized that in order for a bilingual program to run optimally, educational institutions need to have strong supporting factors, including cooperation with foreign institutions and adequate infrastructure support, to achieve the vision and mission of bilingual schools.

Although various studies have proven the benefits of bilingual programs for students' cognitive and linguistic development, there are still some gaps in research related to the effectiveness of implementing this program in various types of educational institutions, especially in madrasahs or religious-based educational institutions. Most of the existing research focuses on public schools or international educational institutions, while studies on the implementation of bilingualism in madrasah environments are still minimal. This research offers novelty that lies in the exploration of applied management strategies in implementing bilingual programs in madrasahs as an effort to increase public trust. This research is unique because it combines an applied management approach with the specific context of bilingual education in religious-based institutions, which is rarely discussed in previous studies.

The purpose of this article is to analyze and develop applied management strategies in the implementation of bilingual programs in madrasahs to build public trust, focusing on a case study at Al-Mashduqiah Islamic Boarding School, Patokan Kraksaan, Probolinggo. As one of the modern Islamic boarding schools that implements bilingual learning, Al-Mashduqiah has unique characteristics that allow this study to dig deeper into the implementation of bilingual programs in the context of religious-based education. This article seeks to identify the concept of madrasahs in implementing bilingual programs, as well as evaluate the extent to which this program can contribute to improving student competence in mastering foreign languages and building a positive image in the eyes of the public. The results of this study are expected to provide practical guidance for other madrasahs in adopting applied management approaches to achieve similar success in bilingual education.

RESEARCH METHOD

This study uses a qualitative approach that aims to produce in-depth descriptive data on social phenomena at Al-Mashduqiah Islamic Boarding School, Patokan Kraksaan, Probolinggo. The qualitative approach was chosen because it is able to capture the complexity and uniqueness of the bilingual program implemented in the Islamic boarding school environment (Williams, 2021), as well as reveal the perspectives of students, teachers, and the surrounding community on this program. With the research location in a modern Islamic boarding school that has implemented bilingual learning, this study is expected to provide a more comprehensive understanding of the impacts and challenges of implementing a bilingual program in a religious-based institution.

Data collection techniques in this study include in-depth interviews, observation, and documentation. Interviews were conducted with teachers, administrators, students, and community leaders to obtain direct information about their perceptions, experiences, and views on the implementation of the bilingual program. Observation techniques are used to directly observe teaching and learning activities and interactions between students in the language used in the school environment. Documentation is carried out by collecting written or recorded data related to the bilingual program, such as the curriculum, learning modules, and evaluation reports available at the Islamic boarding school. These three techniques allow researchers to obtain more holistic and varied data in understanding the implementation of the bilingual program at Al-Mashduqiah.

Data analysis was conducted using the Miles and Huberman interactive model, which includes three stages: data reduction, data presentation, and drawing conclusions (Maxwell, 2021). In the data reduction stage, researchers simplify and select data that is relevant to the research objectives. The summarized data is then presented in narrative, matrix, or table form to make it easier for researchers to identify patterns or themes. The final stage is drawing conclusions, where researchers interpret and reflect on the findings to answer research questions and produce meaningful conclusions. This model allows for continuous and in-depth data analysis, resulting in an accurate and comprehensive understanding of the phenomena being studied.

RESULTS AND DISCUSSION

Islamic Boarding School Curriculum Development

Interviews with teachers and administrators at Al-Mashduqiah Islamic Boarding School showed that the integration of local content and cultural values in the bilingual curriculum had a positive impact on student interest and parental support. Teachers stated that this approach helped students feel more connected to the subject matter, as they were able to learn a foreign language while remaining rooted in local culture and values. One teacher explained that, "By combining bilingual materials and local content, students feel that they are not only learning a language, but also deepening their knowledge of their own culture." This makes the learning process more relevant and meaningful, which in turn encourages students to be more enthusiastic about learning.

Parents also showed strong support for this approach. Several parents interviewed expressed that they felt more comfortable and confident in the madrasah's education system when they saw that cultural and religious values were maintained despite the addition of the bilingual program. One parent said, "We are proud that our children can learn a foreign language without forgetting their culture and religion." This

support is important for madrasahs in maintaining the relevance of education and increasing public trust, especially in the context of a community that highly values local traditions and values. The interviews indicated that teaching strategies that combine bilingual materials with local content not only increase student participation but also strengthen public trust in the madrasah. These results underscore the importance of a culture-based approach in bilingual education, which is able to bridge the needs of globalization with the preservation of local identity.

Bilingual learning at Al-Mashduqiah Islamic Boarding School is one of the visions and missions that seeks to create a quality Islamic educational institution, with science and technology (Science and Technology) insight and IMTAQ (Faith and Taqwa) spirit. Activities to form the quality of students are carried out in various ways, one of which is Arabic and English education to all students.

The effectiveness of implementation in bilingual learning in the classroom and in the educational environment is strengthened by supervision from the language department and providing examples for all administrators. The existence of this supervision aims to maintain the intensity of students in applying language to daily conversations

Then bilingual learning can run if educators have skills in bilingual learning either in the classroom or in the dormitory. This was conveyed by Ustadz Lutfi Maulana as the head of the field of language mobilization, as follows, "By implementing this Bilingual learning system and qualified human resources, it is hoped that the realization of quality and insightful Islamic educational institutions can produce student cadres who can provide various kinds and learning models, one of which is by providing Arabic and English to all students". Another purpose of holding Arabic and English language learning is an effort to prepare student competition to be able to compete globally. The following Table 1 summarizes the concepts that support bilingual learning at Al-Mashduqiah Islamic Boarding School.

Table 1. Bilingual Learning Support Concepts

Key Concepts	Explanation	Impact
Integration of Local Content and Cultural Values	Bilingual learning is combined with cultural values and local content.	<ul style="list-style-type: none"> - Students are more connected to the material. - Increase enthusiasm for learning.
Parent Support	Parents feel comfortable because cultural and religious values are still maintained even though there is a bilingual program.	<ul style="list-style-type: none"> - Increasing public trust in madrasahs. - Gives a sense of pride.
Supervision by the Language Department	Intensive supervision by the language department to ensure the application of language in everyday conversations.	<ul style="list-style-type: none"> - Consistency in the use of language in the school environment.
Teacher Skills	Teachers have bilingual skills both in the classroom and in the dormitory.	<ul style="list-style-type: none"> - The quality of learning has improved. - Be a model for students in the use of language.
Vision and Mission	Integrating IMTAQ (Faith and Taqwa) with Science and Technology (Science and Technology).	<ul style="list-style-type: none"> - Creating globally competitive students without forgetting local and religious identities.
Learning Objectives	Preparing students to be able to compete globally through mastery of Arabic and English.	<ul style="list-style-type: none"> - Producing quality graduates who are able to compete internationally.

Variety of Teaching Methods	Learning methods vary to increase student motivation and avoid boredom.	- Students are more motivated and enthusiastic about learning languages.
Applications in Everyday Life	The application of language in daily conversation in the madrasah and dormitory environment.	- Strengthen students' language practice skills.

Overall, the delivery of any learning must be varied. Variations of language learning are carried out to spark students' interest in language, strengthen motivation and avoid boredom in language applications in daily conversations. The application of learning in bilingual schools requires important concepts that are mutually sustainable. By applying the above concepts is very helpful for students in learning and practicing two foreign languages, namely Arabic and English. The interrelation of concepts with each other is needed to complement each other to produce a positive impact on children.

Similar research conducted by Charoenphon (2023) on bilingual education showed that the integration of local cultural values in the bilingual curriculum can improve students' understanding of a foreign language in a relevant and meaningful way. This is in line with the findings at Al-Mashduqiah Islamic Boarding School, where the use of local content in Arabic and English language learning helped students feel more connected to the material being learned. In addition, research by Garzón-Díaz (2021) emphasized the importance of parental involvement in supporting the success of the bilingual program, because this support strengthens the relationship between formal education and family values, as also reflected in the positive response of parents to this madrasah approach (Dhedchawanagon, 2023; Serafini et al., 2022). The combination of bilingual learning based on cultural values, good supervision, and community support not only improves students' language skills but also strengthens their local identity in facing global challenges.

Implementation of Bilingual in Modern Islamic Boarding School

The application of bilingual learning at Al-Mashduqiah Islamic Boarding School is carried out in stages. This is done so that students can adapt to the culture and learning system in the Islamic boarding school. New students are still allowed to use mixed languages, foreign languages with Indonesian and regional languages. This was conveyed by ustadz Lutfi Maulana as follows, Arabic and English learning is carried out gradually and scheduled, starting at activities after shubuh known as *taqsimul mufrodzat* distribution of foreign language vocabulary until 21:30 WIB student break time. So during this period of time, the students have started their activities using foreign languages.

This language obligation then gives rise to sanctions for violators. The implementation of bilingual learning cannot be effective without cooperation with all elements of pesantren. So that together the board of teachers, administrators, and guardians have a common commitment to support the overall learning activities.

The implementation of foreign language learning that has been carried out at MDQ still finds several obstacles, among the obstacles faced in the implementation of bilingual learning are 1) the dominance of regional students 2) the level of saturation of students in applying Arabic and English communication. This was conveyed by ustadz Lutfian Nuri Romadhon as follows, "Obstacles that occur in the application of Arabic, including feeling bored and eventually causing drowsiness when studying. The solution I give when the students are sleepy, I usually tell them to stand up and then move their

bodies, occasionally by singing so that they are refreshed". In making this bilingual learning a success, the leaders of Al-Mashduqiah Islamic Boarding School, teachers, and the Language section developed a series of bilingual learning strategies and methods, as follows:

First, the stage in the implementation of the obligation to speak Arabic or English. For class VII students (new children) at the beginning of entering the pesantren will be allowed to use mixed languages (foreign-regional) and will be mandatory when entering class VIII. Second, use the active-fun method of speaking. The teacher and language department invite students every day to say the vocabulary taught before, give examples of use in words in sentences, and ask each other questions with other students.

That was conveyed by Ustadz Lutfian Nuri Romadhon as follows, "The methods used in learning include: *Takallum* (students will re-recite the material taught), and students can recite the material using their own language, some also memorize. The application of this method is done gradually, because students cannot immediately use it perfectly. In addition to *Takallum* we also apply the *Shina'atul As ilah* (making questions) method, students will be asked to make questions from the material that has been taught, the purpose of which is to provoke their foreign language vocabulary. Then the *Muhadatsah* (conversation) method, for example, in learning *Mufrodzat* I invite them to talk and think, sometimes by using gestures, so that they find their meaning, and every Friday morning the students will do an activity called *Hiwar* (Conversation using a foreign language) with a model like this I think the children will be more enthusiastic".

Third, there are several subjects in Arabic and English such as: Islamic History, Ushul Fiqh, *Fiqh*, *Tamrinat*. Then the ones in English, the English lessons themselves. More or less will train and understand and memorize the vocabulary. Fourth, sanction students who violate the obligation to use foreign languages. The sanctions given to students are directed to make it easier for students to master Arabic and English. This sanction is in the form of memorizing *Mufrodzat*, making essays using foreign languages or better known as *insya'*, and so on.

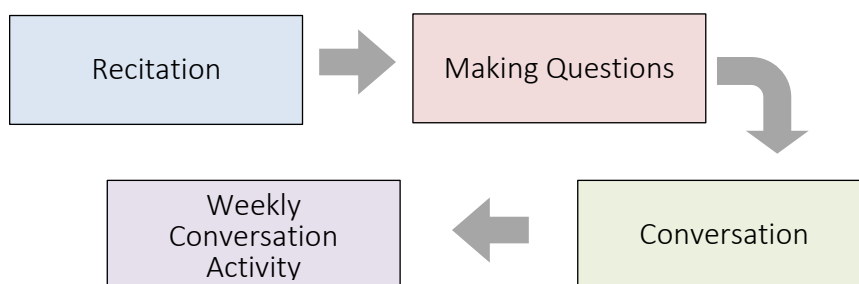


Figure 1. Active-Fun Learning Method

Figure 1, bilingual application is done gradually so that children who do not have the ability can learn little by little and can be motivated to continue learning. The children are also very motivated to speak bilingual because the teachers are also very active and eager to invite them to speak Arabic and English. Research related to the application of language learning methods, as proposed by Akzam et al. (2021), shows that active communication-based approaches such as *Takallum*, *Muhadatsah*, and *Hiwar* are effective in improving students' language competence. This approach creates an

interactive and enjoyable learning atmosphere, so that students can more easily absorb foreign language vocabulary and structures.

This finding is in line with the program in Islamic boarding schools that combine active communication methods with gradual learning stages, starting from the use of mixed languages to the mandatory application of foreign languages at advanced levels. In addition, research by Amalia et al. (2023) on the Input Hypothesis supports that repeated exposure to a foreign language through activities such as making questions (*Shina'atul As'ilah*) and structured conversations can significantly improve students' language mastery. The application of educational sanctions, such as memorizing vocabulary or writing essays, is also in line with the task-based learning approach, which has been shown to encourage students' productive skills in a foreign language (Jundi et al., 2024; Musthofa & Fauzi, 2021). This Islamic boarding school strategy not only enriches students' language competence, but also supports a holistic and sustainable learning process.

The Impact of Bilingual Learning

The bilingual learning that has been carried out at *MDQ* has had a very positive impact both in terms of academics and the intensity of trust in parents and the community that indoctrinates their anank. Among the results of this bilingual application is the ability of students to be active in communicating using Arabic and English. This was revealed by Fanil Abrori and Lukman Hakim, students of Al-Mashduqiah Islamic Boarding School: "After attending language learning, is there any improvement in foreign languages? Fanil : Thank God, it was so useful that at first, I didn't understand Arabic and English finally I could speak it. The same thing was also expressed by Lukman Hakim: Yes, Alhamdulillah, very useful".

The ability of the students' language is also seen from the courage of the students to become hosts using Arabic and English in any activity. This was conveyed by *Ustadz Hudel Shidqi* as follows: "One of the proofs of the fruits of bilingual learning, including students being able to host (MC) using Arabic and English at every event. The positive impact of bilingual learning is one proof that bilingual learning starting from scratch if done with the right concepts and methods will provide satisfactory results. As well as raising the courage of children to appear in public and practice their bilingual skills.

The interview also revealed that the success of the bilingual program at Al-Mashduqiah is not only seen in the aspect of language skills, but also in increasing students' self-confidence. One of the students, Anisa, said that, "At first I was afraid of making mistakes when speaking a foreign language, but after practicing a lot in class and activities such as *Hiwar*, I became more courageous in speaking in front of many people." This statement is supported by the observation of *Ustadzah Rahma*, who explained that the active and tiered learning approach gives students space to learn without pressure, so they feel comfortable trying and eventually become proficient.

The courage of students to appear in public, such as being a host in Arabic and English, reflects the effectiveness of the learning methods applied. This shows that the bilingual program at this Islamic boarding school does not only focus on technical language skills, but also on developing students' social skills. According to *Ustadz Hudel Shidqi*, "Activities like this also train children's mentality to be ready to speak in public, which is an important skill for their future."

This success is in line with research by Octika (2024), which states that active practice through social interaction in bilingual learning can improve students' communication skills and self-confidence. With a consistent approach and support from teachers and the environment, students not only master a foreign language but also become more confident individuals and ready to face global challenges (Faiz et al., 2023; Sanjani et al., 2024; Tunagür et al., 2021; Zuhdi et al., 2024). This study is expected to provide significant contributions in understanding the implementation of bilingual learning based on cultural and religious values in Islamic boarding schools. Through this study, it can be seen how the active-fun approach, the use of gradual methods, and the integration of local values can effectively improve students' foreign language skills. In addition, this study highlights the important role of parental and community support in strengthening trust in religious-based education programs that are adaptive to global needs. Thus, this study not only provides insight into the development of bilingual learning methods in Islamic boarding schools, but can also be a model for other educational institutions that want to integrate local advantages in facing the challenges of globalization. The results enrich the literature on bilingual education in cultural and religious contexts, while providing practical guidance to improve the quality of language-based learning at various levels of education.

CONCLUSION

This study shows that the implementation of bilingual learning at Al-Mashduqiah Islamic Boarding School has a significant positive impact, both academically and socially. The active-fun method-based approach such as Takallum, Shina'atul As'ilah, Muhadatsah, and Hiwar has proven effective in improving students' ability to use Arabic and English, while also fostering their confidence to appear in public. In addition, the integration of cultural and religious values in the curriculum helps students feel more connected to the learning materials, which ultimately increases their motivation to learn and public trust in this institution. Support from parents and intensive supervision by teachers and the language department are also important factors in the success of this program.

However, this study has several limitations. First, the data obtained were mostly based on interviews and observations in one institution, so the results may not be fully generalizable to other Islamic boarding schools or institutions with different conditions. Second, there is no detailed quantitative measurement of the level of improvement in students' language skills, making it difficult to provide a more measurable picture of the effectiveness of the learning methods applied. Further research is needed to test similar implementations in a broader context and use quantitative approaches that support qualitative data so that the findings are more holistic.

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