Research Article

AN OVERVIEW OF BILINGUAL EDUCATION PRACTICES IN PESANTREN

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Abstract.
This article examines findings from studies on bilingual education in pesantren-based schools. Research on the effectiveness and challenges of implementing models and initiatives is the primary focus. Existing research indicates that the programs and models assist the achievement of additive and unidirectional bilingual education. Nonetheless, obstacles and issues like low student motivation remain a significant concern for pesantren. Finally, we address the educational consequences that exist in an effort to better the future pesantren bilingual education process.

Keywords: bilingual education, model, Islamic boarding school

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1. INTRODUCTION

Globalization has made it possible for people from many cultural backgrounds to engage and be creative without restriction or hindrance (Abutalebi & Weekes, 2014). There is a fundamental difficulty with increasing interaction (via the Internet and geographic mobility) that diverse languages are unavoidable (Ramirez-Esparza, García-Sierra, & Jiang, 2020). Along with progress, bilingual education is seen as the most effective approach to this issue (Xiong & Feng, 2020). Based on the notion that at least 75 percent of global students are multilingual (Hurajová, 2015). In another sense, the majority of students around the globe have learned a second language to provide them a competitive advantage.

How do pesantren, as a religious education institution, respond to this issue? This will be the starting subject of our discussion. At the recent decade, bilingual teaching in Islamic boarding schools has become a serious concern (Amri, Afifuddin, & Bin-Tahir, 2018). A handful of Islamic boarding schools have implemented bilingual instruction as the primary requirement for pupils at this time (Artika, Syafitri, & Risdaneva, 2020; Mahmud, 2020; Putra & Sholihah, 2020). Arabic is the language of the pesantren and English is the international language (Abdurrizal, Sumardi, & Putra, 2021). Thus,

Islamic boarding schools have attempted to meet the problem of not only providing essential and suitable religious education, but also offering foreign language instruction to students (Mahmud, 2020)

Several prior explanations have demonstrated that multilingual education in Islamic boarding schools can provide students with extensive benefits. Considering these elements, the remaining concern is how pesantren give bilingual education. Students' access to bilingual education is the subject of discussion (de Jong, 2002). There are already a variety of research on bilingual education that examine appropriate learning strategies and pedagogies to be implemented in pesantren (Bin-Tahir, Atmowardoyo, Dollah, & Rinantanti, 2017b; Ritonga, Nurdianto, & Rahmawati, 2021). Other research examines how pesantren can initiate, design, and assess bilingual education initiatives (Abidin, Arifin, & Syakarna, 2022; Mahmudi & Saputra, 2018).

This article will address the key findings of research on bilingual pesantren education and the efficiency of various strategies used to teach bilingual students. According to Garza and Langman (2014), the practice of bilingual education must be examined from a different sociocultural perspective. This article will focus on the sociocultural context of the pesantren where education takes place. The primary emphasis is on the most prevalent type of bilingual education found in pesantren. When these studies are taken seriously, a clear image emerges of an efficient bilingual education paradigm for kids in Islamic boarding schools. With this explanation, it is hoped that it will be possible to investigate the circumstances underlying the bilingual education program in Indonesian Islamic boarding schools. This identification can at least provide an awareness of the issues and challenges surrounding bilingual education programs in pesantren, as well as the circumstances required to build such programs in the future.

2. PHILOSOPHY/AIMS OF BILINGUAL EDUCATION IN ISLAMIC BOARDING SCHOOLS

Before considering the objective of bilingual education in pesantren, it is preferable to first define bilingual education. Unquestionably, the paradigm of bilingual education is quite variable, making it difficult to provide a precise definition (Koktürk, Odacıoğlu, & Uysal, 2016). This section provides an overview of the generally accepted definition of bilingual education, which is also regarded as the definition of bilingual education in pesantren. Regarding the population of students addressed, the philosophy, and the objectives of pesantren education, consensus on this definition is vitally crucial.

Andersson and Boyer (1970) provided the first traditional definition of bilingual education as "teaching in two languages and the use of both languages as a medium of instruction for any part or all of the school curriculum." Baker and Jones (1998) use a similar definition: "Bilingual education can be said to begin when more than one language is employed to teach content as opposed to a single subject." Cohen (1975) stated, similarly to the previous two definitions, that "bilingual education is the employment of two languages as a medium of instruction for part or all of the school curriculum" Briefly, the definition of bilingual education is consistent with the practice in pesantren, where pesantren includes instruction in two languages and excludes instruction in the main language (Indonesian) or a second language (Arabic or English) as topics exclusively. The essential concept is that the second language (Arabic and English) is a medium of instruction for communicating the lesson's content. In actuality, the second language is used daily in the pesantren context (Abidin et al., 2022; Mahmudi & Saputra, 2018; Ritonga et al., 2021).

Among the dichotomous words now in use, effective/optional bilingualism is the most appropriate for pesantren. This word refers to the decision to study many languages. The purpose of linguistics is the primary objective of bilingual education. According to Mahmudi and Saputra (2018), the bilingual program in Islamic boarding schools aims to cultivate students who are proficient in Arabic and English. In the context of this acquisition, bilingual education in pesantren is described as additive bilingual education, where bilingual learning is viewed as beneficial for other academic and cognitive development (Bialystok, 2018), including critical thinking as a competency that students in the 21st century must possess (Plencner, 2014). According to a study conducted by Abidin et al. (2022), the purpose of multilingual education in Islamic boarding schools is to educate students to compete globally. In general, the objective of Islamic boarding schools using bilingual education is to increase language abilities and competences (Jayanti & Sujarwo, 2019; Mahmudi & Saputra, 2018), as well as to encourage the growth of students' executive functions (Abdurrizal et al., 2021; Jayanti & Sujarwo, 2019).

3. BILINGUAL EDUCATION MODEL IN ISLAMIC BOARDING SCHOOL

The objective of bilingual education is intimately tied to the model of practical education. In other words, bilingual education can be implemented in a variety of methods based on the educational objectives established. By implementing a modern education system,

adding non-religious courses, and integrating dynamically into the national education system, Islamic boarding schools are able to adapt to an ever-changing setting (Isbah, 2020). It has been demonstrated that Islamic boarding schools are able to sustain tradition despite the advancement of modernization in a variety of disciplines by employing ways to improve traditional education, socio-religious interactions, and Islamic da'wah (Muslim, Suprapto, & Jamaluddin, 2021). In general, the goal of pesantren education is to instill modern ideals in students while ensuring they never forget to study traditional teachings (Fitranti, 2021; Sa'adah, 2019). Accommodation of language abilities can serve as a means of incorporating pesantren's local and contextual values and culture into second language classes (Madkur, Friska, & Lisnawati, 2022).

Currently, transition, maintenance, and enrichment are the three models of bilingual education that have been identified in diverse research literatures (Hurajová, 2015). Referring to the previously specified educational objectives of the pesantren, the following two models are the most applicable for implementation. These two models are clearly complementary and robust bilingual models with the capacity to educate students (Garcia, 2017) and equip them with life skills (Artika et al., 2020). Baker (2011) and Pokrivčáková (2013) note that the maintenance and enrichment models have similar goals, namely to preserve the native language, improve the sense of identity and cultural heterogeneity, and assert the ethnolinguistic rights of students as persons and members of society. Thus, these two methods strive not only to achieve bilingualism, but also to preserve and promote the growth of indigenous languages in society. In reality, the enrichment approach attempts to preserve, cultivate, and expand the native language (de Mejía, 2002).

There is a significant distinction between these two models. In the maintenance approach, the native language will serve as the primary language of instruction, or at least 50 percent of the time. The goal of this paradigm is to preserve the native language for a lengthy period of time in order to achieve academic proficiency in the native language, which will then facilitate the learning of a second language. In contrast, the second paradigm focuses on teaching students the majority (native) language via the minority target language (second language). If we must choose between the two models, it is likely that the maintenance model will be executed more realistically in a pesantren setting. According to research conducted by Bin-Tahir et al. (2017b), the goal of implementing multilingual education in pesantren is a balanced proportion of language use, ranging from 50-50 to 60-40 or 70-30 (even without the original language), depending on the characteristics of students, teachers, and the structure

of the pesantren. Islamic boarding schools are able to adapt their bilingual education strategies in accordance with their own capacities (Abdurrizal et al., 2021).

4. BILINGUAL EDUCATION PROGRAM AT ISLAMIC BOARDING SCHOOL

Bilingual programs in Islamic boarding schools are identical to bilingual education in general, with three determining factors: students (student stability, minority status, and language background), teachers (level of bilingualism mastery, training, and roles), and structure (Islamic boarding school programs and curricula). This chapter aims to discuss the complexity of bilingualism programs in pesantren based on these three criteria and to highlight, based on prior research, the most common types of programs found in Islamic boarding schools.

Frequently encountered programs consist of the following:

1) Second-language acquisition as a separate subject (Abidin et al., 2022; Sa'adah, 2019). Fun, dynamic, and interactive learning concepts must be implemented to inspire students and prevent boredom in language applications (Abidin et al., 2022; Mahmudi & Saputra, 2018). Several tactics, such as translation, collaborative discourse, and reading foreign language/multilingual literature, can be implemented in the classroom (García & Li, 2014). Some of these tactics are referred to as translanguaging, which Rajendram (2021) identifies as an effective strategy for pesantren-based schools. The reason for this is that pesantren students are more likely to be bilingual and to have poor English skills, allowing them to act as agents for the promotion of one another's languages. Additionally, this strategy can aid children in asserting their cultural identity.

2) Using a second language as a conduit for all learning (Abidin et al., 2022; Dalle & Jundi, 2021). The teacher can provide terminology and examples of its use in basic sentences during each lesson (Mahmudi & Saputra, 2018; Ritonga et al., 2021; Sa'adah, 2019). Teachers combine languages based on the references they use for their courses, such as religion teachers who use Arabic more frequently than English and biology teachers who use English more frequently than Arabic (Abdurrizal et al., 2021). In other words, the success of this endeavor depends on the consistency of pesantren policies regarding the implementation of English language instruction in the natural sciences, Arabic language instruction in religious subjects, and Indonesian language instruction in general subjects or social studies, while in daily life (Bin-Tahir et al., 2017b).

3) Communication in daily activities while in the dormitory (Abidin et al., 2022; Mahmudi & Saputra, 2018). Islamic boarding schools must recruit students to become

agents of driving language use in dormitories in order to establish a conducive environment (Ritonga et al., 2021). The linguistic part that regulates this activity begins with establishing the Conversation's title, the Conversation's companion, and a suitable time to conduct it (Sa'adah, 2019).

4) Language development and competition participation (Dalle & Jundi, 2021; Mahmudi & Saputra, 2018). This practice encourages students to be creative, and they are free to do so. This practice has the potential to transform inactive students into active ones (Sa'adah, 2019).

Included among the established programs is "one-way." Based on an analysis of its characteristics, this multilingual program is the one most likely to be implemented by Islamic boarding schools. First, more or possibly the majority of pupils are native language speakers (L1). Santri has a unique comprehension of the target language. Second, the level of mastery of bilingualism among teachers is inadequate, necessitating additional training. There is a need for a program to give pesantren teachers with new terminology to enhance the development of language abilities (Ritonga et al., 2021). The program will be implemented if the instructor has language skills (Abidin et al., 2022). Third, the pesantren curriculum that uses Arabic and English both inside and outside the classroom as a means of communication. Students and teachers can use both the majority language and the target language as the medium of instruction in this "one-way" curriculum. In another sense, pupils may continue to utilize hybrid languages (Abidin et al., 2022). With the cultural backdrop of the pesantren, blending two languages spontaneously in everyday life is deemed more appropriate. (Canagarajah, 2011). With the internationalization of pesantren, however, future two-way projects are promising. This program requires roughly the same number of L1 (native) and L2 (target) speakers. No research has been conducted regarding this two-way program in the pesantren habitat.

5. THE EFFECTIVENESS OF BILINGUAL EDUCATION PROGRAMS IN ISLAMIC BOARDING SCHOOLS

Given that the setting of pesantren differs from that of general education, it is difficult to determine if bilingual education is appropriate for pesantren pupils or vice versa, as there are positives and cons to applying it (Jayanti & Sujarwo, 2019). Some believe that kids in Islamic boarding schools have an additional linguistic load, making multilingual education an undesirable option. However, Kohnert (2007) argues against this viewpoint and gives data to show that it is not totally accurate. Research by Bin-Tahir,

Atmowardoyo, Dollah, and Rinantanti (2017a) indicates that bilingual education in Islamic boarding schools has a substantial impact on the language and cognitive development of children. Similar to these findings, Abidin et al.'s (2022) research demonstrates that bilingual education offers both academic and non-academic benefits. The implementation of a multilingual program (process) with a presentation rate of 89.9% yields a result (output) of 75%, according to other study (Mahmudi & Saputra, 2018). The most crucial factor is now the preparation of pesantren for bilingual education programs in terms of program type, instructor contributions, supporting facilities, and the pesantren environment itself (Nur, Gani, Samad, & Nur, 2021). Based on these statistics, it is evident that pesantren pupils bear no additional strain. With additive and one-way bilingual programs, research on the effectiveness of bilingual education in Islamic boarding schools becomes clearer - in fact, quite apparent.

To date, research on the efficacy of bilingual education is extremely limited, and we are unaware of any studies that have sought to compare specific approaches/models with others; quasi-experiment. Specifically, this form of research will control the efficacy of the independent variables presented to students. The research that has been conducted generally disregards the social backdrop in Islamic boarding schools, such as the curriculum in Islamic boarding schools, teacher education, students' language proficiency levels, and teachers' talents, among numerous other issues. Consequently, a number of these research findings cannot properly differentiate between the various bilingual education programs in each pesantren. To do this, the separation between bilingual education in public schools and pesantren-based education must be reinstated. The first is a general inquiry on the adequacy of the educational curriculum at Islamic boarding schools. Regarding this, whether a full evaluation was undertaken by evaluating one or all three of language proficiency, other cognitive, or academic outcomes. Second, the child's individual qualities. This factor might be considered in connection to the student population's demographic profile. It is crucial to investigate this element in order to determine why pupils in multilingual pesantren are at danger of academic failure.

Despite the quality of available data, they have demonstrated that bilingual education will very probably assist pesantren students in becoming multilingual. Some studies even demonstrate further cognitive benefits (Bialystok, 2018; Bin-Tahir et al., 2017a). The conclusion of the evaluation research for the bilingual pesantren education program does not result in a binary answer indicating whether the program is effective or ineffective. The answer to the question of the effectiveness of bilingual education is not straightforward. Future efforts will be required to collect numerous study evidences,

which will determine the correct implementation of pesantren bilingual education policies and practices.

6. ISSUES AND CHALLENGES

Delivering research results on the efficacy of bilingual education to stakeholders and society is a significant problem, especially when misconceptions and hostility to bilingual education intensify (Jayanti & Sujarwo, 2019). This serves as a reminder that the success of bilingual education should not be the sole focus of any discussion on the subject. There are a number of facets of the application of learning that must be investigated since they can become obstacles and problems. It is crucial to recognize the numerous factors that can hamper the efficiency of language instruction provided to children. The absence of student enthusiasm to learn is the most phenomenal phenomenon in the classroom, rendering second language instruction unsuccessful from the student's perspective. Motivation affects students' efforts in language instruction, so teachers should pay close attention to how motivated their pupils are (Sun, 2010). Several variables contribute to low student motivation, including those listed below.

1. According to Hurajová (2015), students believe that studying a second language is unnecessary and less relevant to their life.

2. Bilingual education is compelled by parents and schools (Madkur et al., 2022).

3. The number of programs offered by Islamic boarding schools deprives pupils of study time, whereas the required study material varies (Khodaifi, 2021).

4. The tendency of students to converse in their native tongue poses a barrier to the domination of students from a specific location (Abidin et al., 2022).

Educators frequently struggle to align students' ambition to become multilingual (Khodaifi, 2021). To address this problem, teachers must have, among other things, the appropriate attitudes and skills.

1) Teachers must have a favorable opinion of the program being implemented. Teachers may feel apprehensive about bilingual education and have numerous worries, such as whether some children have adequate foreign language proficiency (Abidin et al., 2022). According to research findings, teachers with a positive outlook on teaching are able to motivate pupils and create a pleasant learning environment (Madkur et al., 2022).

2) Instructors must be able to select the appropriate model (Khodaifi, 2021). Teachers have trouble locating an effective strategy for implementing bilingualism (Khodaifi, 2021) since it needs students to simultaneously acquire two languages, particularly when the bilingual education program in Islamic boarding schools comprises of Arabic and English. Pesantren may benefit from learning models that expose students to multiple languages simultaneously (such as Arabic and English in the context of pesantren) or that simultaneously translate the target language into the original language. In addition to increasing students' interest and motivation, this model is considered to familiarize pupils with its use in regular tasks (Bin-Tahir et al., 2017b). Similarly, Yuzlu and Dikilitas (2022) demonstrated that allowing students to communicate Arabic in another language (such as English) might boost their enthusiasm and interest.

3) The instructor must be able to select appropriate content (Sun, 2010). According to the findings of Zulfiqar and Bin Tahir's (2011) research, the success of language learning is contingent on the teacher's selection of familiar topics from the pesantren milieu. If language learning is conducted systematically and not excessively, kids will feel more motivated, safe, and receptive to learning, and as a result, their language abilities will develop (Madkur et al., 2022).

7. CONCLUSION AND FUTURE DIRECTION

This article presents a model and curriculum for multilingual education that is utilized at Islamic boarding schools. The research that was used to compile this article can be found here. The objective of including the teaching of both languages within the curriculum of pesantren is wholly different from that of bilingual education in general. In pesantren, bilingual education not only involves using the target language as a medium of instruction in the classroom, but also as a means of communication throughout all of the activities that take place in the hostel. Every single pesantren has its own one-of-a-kind language profile, the actualization of which is dependent on the skills of both the pupils and the instructors. The study that has been done so far suggests that teaching pupils a second language at Islamic boarding schools is helpful, at least to some extent, in improving their ability to communicate in other languages. However, we also evaluate the difficulties associated with developing a bilingual education system, and based on the results of this analysis, we suggest a number of potential improvements that may be made to the method by which pesantren students are educated in both languages.

To begin, it is imperative that pesantren give their instructors with thorough training, particularly in light of the students' lack of enthusiasm. This course for teachers is

designed to improve participants' proficiency in a second language and provide them the ability to communicate more fluently in that language after they have completed the training. Not only do teachers improve their own language abilities, but they also receive training on how to teach and how to facilitate their students' active participation in bilingual programs. As a result, students' desire to study is heightened as a direct result of this.

Second, Islamic boarding schools need to figure out the most effective way to instruct students who speak more than one language in the medium of instruction. In Islamic boarding schools, both subject matter and language instruction are required to be combined (CLIL). Students participating in CLIL are expected to learn both the content and the language. In tandem with the process of internationalizing schools, pesantren must also assess whether or not they have native foreign teachers who are fluent in Arabic or English. The presence of professors from other countries will make it easier to make the shift from a "one-way" model to a "two-way" model of communication.

When there are people with varying levels of language competence present, the Common European Framework of Reference for Languages (CEFR) can be an option for pesantren to use. This framework also makes it simple for instructors to compare the many curricular frameworks and resources available, as well as to track their students' development as they move up through the levels of instruction. The Common European Framework of Reference for Languages (CEFR) can lead to broader learning and skill objectives. Having said that, researcher is aware that a direct mapping of credentials in a foreign language to the CEFR is not possible. The implementation of the Al-Lisan materials prepared for Arabic by The Mother Tongue Center in Abu Dhabi, which is located in the United Arab Emirates, is an example of one method for working with colleges located in other countries.

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