

PEDAGOGICAL STUDIES: THE CHALLENGES OF SANTRI IN BILINGUAL PROGRAMS

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Abstract

The era of globalization has required humans to utilize international language as a means of communication. Many educational institutions implement a bilingual program, such as the one implemented by MA Syaikh Zainuddin NW Anjani. The purpose of this study is to analyze the challenges of students in the bilingual program. Data collection techniques in this study include observation, interviews, and documentation. Observations were used to observe the process of implementing the bilingual program at MA Syaikh Zainuddin NW Anjani. Interviews were used to obtain information on the development of the bilingual program. The analysis in this study uses descriptive qualitative. The study results indicate that the challenge of students in the Bilingual program at MA Syaikh Zainuddin NW Anjani begins with applying two languages. It is done by introducing what language is. After the introduction stage, the students are asked to memorize the vocabulary given, with the aim that students can interact using the two languages, but based on the results of research in the field, many students have difficulty memorizing vocabulary because of the density of the hours of this subject causes problems for students. However, the teachers motivate students to keep learning the language to facilitate learning.

Keywords: pedagogical studies, santri challenge, bilingual program

INTRODUCTION

There has been a challenge for students in their daily lives, namely the use of bilingual language as a daily language. The Big Indonesian Dictionary defines bilingualism as the ability to communicate effectively in two languages (Aini, 2013). Siti Mutia Sari, in her article entitled *the application of bilingual learning at the kindergarten level*, defines Bilingual as a word used to describe two languages. In comparison, multilingual is more than

one or two languages, the application of teaching more than one language from parents to children in completing their education from an early age, there are two points of view: the first suggests. In contrast, the second prioritizes the mother tongue (Luis & Moncayo, nd). Many countries use bilingual programs, especially English because English is an international language for communication in various fields such as education, trade, etc. A person's ability to use two languages in official and informal situations is classified as bilingual. In formal cases such as education or social events, the ability to use alternative languages is evident (Fitranti, 2021)

Language is the way two people communicate with each other (Utami, 2021). Because language is an essential tool for everyone in terms of communication, everyone will be able to build social skills with other individuals by using language. Learning linguistic skills is the first step toward mastering social skills in a social setting. A person cannot communicate with others without using language (Astuti, 2017). Because of the importance of using language to communicate with people worldwide, mastery of languages other than everyday languages, such as international languages such as English, has become an urgent need. English is an international language in the economic, social, and educational fields. The demand for English is growing along with the trend of globalization (Aini, 2013).

The phenomenon that occurs in human civilization is the emergence of language (Zhu, 2021). For thousands of years, almost all human knowledge has been shared through the medium of language. Language plays an important role in human life because language is the most important means of communication. Language is the only symbol of communication and representation of individuality and sociality (Gomila, 2012). Language mediating between reality and thought relies only on a mechanically encoded system of linguistic symbols and signs (Motta Monte-Serrat & Cattani, 2021). Language is seen as a distinctive and unique means of communication by its users. Language as a means of communication can be used in direct (oral) and indirect (written) communication.

Language application in real life as a means of indirect communication can be found in newspapers. Humans use language to interact with other people. The research results of Ronak Paul explained that a hostile environment would affect children's cognitive and language development (Paul & Singh, 2020). Language develops along with the physical development of children. At first, it only uses simple words, which then continues with complex and perfect language as the development of cognitive abilities and the child's age increase. Language plays a role in developing social cognitive skills (Bigelow et al., 2022). The language system is perhaps the unique feature of the cognitive architecture of the human

brain. The language system is probably the unique feature of the cognitive architecture of the human brain (Martin et al., 2022).

Education is a country's future prosperity and success (Ali, 2009). A sound education system can improve the quality of education, resulting in superior human resources (Muhardi, 2004). Education is a conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills they need, as referred to in Article 1 of the Law. Number 20 of 2003 concerning the National Education System, Society, Nation, and State. Furthermore, Muhibinnaya defines education as a process that uses unique approaches to help people obtain information, understanding, and ways of behaving tailored to their needs (Ministry of National Education, 2003) (Noge, 2019). As we move towards an era of increasing globalization, languages experience rapid development and change (Ameliola & Nugraha, 2013). High productivity in industrialized countries triggers the changes that have occurred so far, while productivity in developing countries is low (Fikriman, 2017). This must be demonstrated by developing intellectual, creative, cultured, and competent human resources who are competitive at the national and international levels. Each country has made efforts to strengthen its human resources. Implementing a bilingual learning program is one of the efforts made in every country's education realm (Astuti, 2017).

Islamic educational institutions have started implementing two-language programs, English and Arabic. For example, MA Syaikh Zainuddin NW Anjani has a mandatory dormitory program for its students. And requires that their daily language use Arabic and English. However, programs using foreign languages often find it difficult for students to use the language because students have very dense activities, which causes difficulties in memorizing vocabulary. Students should be able to divide the time between studying school lessons by learning Arabic and English vocabulary. Thus the implementation of mandatory language can run successfully. Based on the background explanation above related to the positive influence and challenges faced in implementing bilingualism in educational institutions and several considerations, researchers must conduct research with the title.

RESEARCH METHODOLOGY

This type of research is a case study with a descriptive qualitative approach. Case study is the research on the status of research subjects concerning a specific or distinctive phase of the whole personality (Arikunto, 2012). Qualitative research is research that emphasizes research that is not numerical (non-statistical) and uses qualitative analysis in data exposure, data analysis, and concluding. While descriptive properties can be shown to

describe a situation or phenomena as they are (Sugiyono, 2015), and this study will describe the results of the research descriptively. Therefore this study uses qualitative method.

Research Subjects

This research was conducted for MA Syaikh Zainuddin NW Anjani environment students. Subjects in the study included 25 teachers who became students at MA Syaikh Zainuddin NW Anjani. Sampling by using random sampling, with the aim of even distribution of samples, and 25 teachers are sufficient to represent as a sample of all students. This is done to facilitate researchers in analyzing research results, as well as to streamline time also by considering a large number of students.

Procedures

This study's procedure for collecting data was the observation, interviews, and documentation. The instrument in this study used observation and interview guidelines, which were then developed into several questions. These are notes in the form of indicators to obtain information on this research (Tanzeh & Arikunto, 2014). This research was conducted by identifying the challenges of students in the bilingual program at MA Syaikh Zainuddin NW Anjani. This activity begins with direct observation in the field and then identifies the challenges of students in the bilingual program at MA Syaikh Zainuddin NW Anjani. Furthermore, interviews and documentation were conducted to support the research data that was still needed.

Data analysis

Analysis of the data used through three stages. First, reducing the data obtained when conducting research in the field. Second, presenting or *displaying* reduced data and verifying the data to get a realistic picture of the study showed. And the third concludes. The data that has been reduced and presented is then concluded to obtain new findings from observations and interviews regarding the challenges of students in the bilingual program at MA Syaikh Zainuddin NW Anjani

FINDINGS AND DISCUSSION

Findings

There has been a problem with the students regarding applying two languages. This happened because the students were not accustomed to using bilingual language. As for the impact of this, students have difficulty in communication that is used daily. Based on the results of research that researchers have obtained from observations, the researchers describe the results of the study in the table below:

Table 1. The data of challenge of Santri in the Application of Two Languages

No	Data	Data reduction
1.	Feeling difficult, especially for students who are just learning or have just joined the language world	Difficulty
2	Santri can master these two languages so that later, students can use them in work or higher education.	Mastery of two languages
3.	According to experience, That's Amazing because not everyone can do it.	Learning limitations
4.	Initially, students found it challenging to communicate, thus making them more enthusiastic about learning and memorizing mufradat/ vocab in the applied language.	Communication difficulties

The table above shows that students find it challenging to understand bilingualism as a program in that environment. Bilingualism accepted by students as a daily language still has learning limitations. So students have difficulty communicating due to a lack of understanding of the vocabulary mastered by students while studying. Thus what has happened should be a concern for teachers to be more creative and innovative in providing learning methods.

Table 2. The contributing factors of what happened to Santri

No	Data	Data reduction
1	Because they are not used to using a foreign language	Not familiar
2	Because the students are expected to be people who can be helpful in their lives, mastering the two languages that have become international languages will easily be able to gain knowledge as high as possible.	I don't know the benefits
3	Because 1. It is a program implemented in madrasas where students are required to follow it 2. To make students who are good at language	Mandatory program
4	Because if they do not master the applied language, the students will find communication challenging.	Not mastering the language

Based on the table above, it shows that most students are not familiar with the use of foreign languages in the pesantren environment. Compulsory programs given to students have not understood what the benefits are. Thus it can be concluded that what has happened to the students of the given program still requires maximum learning to maximize the expected results.

Table 3. What are the Implications (Impacts) of This

No	Data	Data reduction
1	Lack of experience and knowledge in mastering world languages	Lack of experience
2	This can be said to have a reasonably good impact on the students. Because along with the times, by mastering the international language, these students will not experience/feel left behind with the others. This will make the students one step ahead of the others because apart from being able to master religious knowledge, they can also master these international languages.	Feeling left behind
3	The impact 1. Santri can speak 2. Can know other languages 3. Be able to speak other than the language of one's own country is one of the potentials possessed by someone that not everyone can	No potential
4	Positive impact: Santri can master languages other than their mother tongue. Negative result: Students become less able to communicate when they don't master the language	Positive impact

Based on the table above, it is explained that there has been a problem with the bilingual language program in the MA Sheikh Zainuddin NW Anjani environment. The issue was triggered by students' difficulty participating in the existing program. So the students need to memorize mufradat or vocab to enrich their language. This will have a positive impact, namely that students are accustomed to and can master the bilingual language as a means of communication for everyday life.

Discussion

The application of bilingual learning at MA Shaykh Zainuddin NW Anjani

The first step of the bilingual program at MA Syekh Zainuddin NW Anjani is to introduce what language is. This was conveyed by one of students as follows:

"The initial step in implementing this bilingual program includes special learning about the two languages themselves, namely English and Arabic, where the material includes English and Arabic vocabulary and is in the form of simple sentence forms that are spoken daily in English and Arabic. Arabic at a predetermined time, such as studying when after tahajjud until the time of dawn."

Teacher 1's expression defines the initial steps taken to implement two languages at MA Syekh Zanuddin NW Anjani. The first thing to do is introduce what language is, then distribute *vocab* to each of his students to memorize. The time to learn *vocab* is used after prayer. tahajjud before dawn while waiting for sunrise. This is by the words from one of students in the interview as follows:

"The first step in implementing these two languages is providing daily learning related to the two languages, providing mufrodat or sentence memorization, and asking students to use the language as their daily language for 24 hours."

The first step in implementing two languages, according to teacher 2, is by introducing what language is and providing learning about two languages by providing vocabulary and asking the students to use it for 24 hours or a day full of the expression, according to Teacher 1's expression above.

Teacher 2 also explained the distribution of the use of English and Arabic as follows:

"As for the practice here, English is used for a week, Arabic for a week, and students are only given three months to adjust to their new language, meaning that here it is permissible to mix the language with Indonesian if it has been three months, it must be full language."

Asa explained that the use of language was separated every week. The students were given three months to mix the language. After that, the students had to use the language that had been determined.

Teacher 1 further explained about the new students:

"For new students, the school provides a maximum waiver of six months to use Indonesian combined with Arabic or English. After six months, the school began to require every student to use the two languages on a predetermined schedule. For example, we use English this week, and next week we use Arabic, so we take turns every week."

New students at MA Syekih Zainuddin NW Anjani are given a dispensation in the form of being allowed to use Indonesian for a maximum of six months, after which students must use the mandatory languages that have been agreed upon there, namely English and Arabic.

For students who have been given assignments for a long time by their caregivers, according to what Teacher 1 said:

"For old students, the caregivers give them tasks to guide or talk to their classmates using English or Arabic to practice new students' language skills."

Old students who have mastered the language must be given the task of guiding by inviting new students to speak, and if the senior student's task is to reprimand him and provide correct knowledge about what vocabulary is suitable to use.

"In each dorm room, the caregivers make study groups which in one room consist of five study groups, and for new students, they are required to deposit the memorized vocabulary and sentences they get during tahajjud to their seniors in the afternoon from 5-6 hours. And night time from 10-11."

In each dormitory room, the person in charge of the room distributes groups to deposit the memorized vocabulary that has been learned before dawn or tahajjud time.

"For every student who does not use language, intentionally or not, a Punishment will be given in the form of a fine of 5,000 for one Indonesian word used. And 10,000 for one Sasak language word used. Coupled with the punishment of wearing a language violation necklace for 24 hours and standing in front when marching for morning prayers. To provide a deterrent effect on language violators."

Teacher 1 also explained the punishment for students who use other than mandatory language, they will be fined, and there will be a prayer reading time before entering the class. This is done to provide a deterrent effect, so they don't violate the language again.

Student's difficulties in implementing the bilingual program

Of course, many challenges are found in speaking because foreign languages are not everyday ones. At MA, Shaykh Zainuddin, teacher 1 explained the difficulties of the students there in implementing the bilingual program as follows:

"The difficulty of students in applying these two languages is usually due to difficulties in pronunciation and difficulties in grammar in English or Arabic rules."

Santri has difficulty pronouncing vocabulary (difficult words that are rarely heard in their daily lives) and speaking because not yet familiar with foreign languages. Students also have difficulty memorizing vocabulary in both Arabic and English. Teacher 1 continued to talk about the difficulties for new students in language as follows :

"Usually for new students, they feel less confident to speak in English and Arabic because they are afraid of being laughed at and so on."

The new students of MA Shaykh Zainuddin lack the confidence to speak foreign languages because they are afraid of being wrong. This is what makes the students late in learning the language.

Teacher 2 said that the student's difficulties in speaking were as follows:

"Students' difficulties in applying language are usually sentence structure, laziness, lack of foreign mufrodat."

Her expression above defines that students have difficulty compiling foreign language sentences. Not only that, students have the challenge of laziness in memorizing vocabulary in a language, which causes students to lack spoken vocabulary. This vocabulary is the key to speaking. It is difficult to talk if the vocabulary is lacking (Ramdan, 2017).

The strategy of the MA teacher Shaykh Zainuddin in overcoming Santi's challenges in language

Having a strategy is very important in applying these two languages because languages other than everyday language are complicated to pronounce. There are several strategies that MA Shaykh Zainuddin uses to overcome the difficulties of his students.

Teacher 1 said strategies to overcome students' difficulties in speaking Teacher 1 mentioned several, among others:

"First, Teacher 1 mentioned that learning English begins with simple teaching. The teacher provides material related to the main title being studied, asks students to make examples so that each student understands the discussion, and asks them to apply it when speaking every day."

Strategies to overcome the difficulties of English at MA Sheikh Zainuddin with How to teach Grammar to students provide material to be understood and later for them to practice.

Teacher 1 continued to explain that the second strategy was carried out by motivating the students to speak the language and increasing their enthusiasm to learn the language.

"So we apply this bilingual motivational learning system to increase students' enthusiasm for learning and students' desire to speak, such as: first, we assure students that everyone can learn and speak English or Arabic, secondly, continue to help students to carry out their target in memorizing vocabulary. Third Arabic or English The teacher also knows the students' English or Arabic deficiencies that need to be improved."

The next step taken by MA Shaykh Zainuddin is to make study groups for the students. This is in line with what Teacher 1 said

"Creating a program study group within the study group, among others, first often invites students to practice the language even though the discussion is only a second normal discussion. Giving a show once a week but in English or third Arabic. Giving English or Arabic reading and asking students to translate it."

In the formation of this discussion group, the students become more and more developed in language because, in this discussion group, they apply reading foreign books and provide the spectacle of language conversations that can motivate students in the language.

CONCLUSION

The first step of using two languages at MA Syaikh Zainuddin NW Anjani was to introduce what the language is. Then, the teacher gives vocabulary to each student to memorize. Students who did not learn vocabulary would be issued sanctions. In this way, students became afraid not to memorize vocabulary. The challenge for students using a language other than everyday language is memorizing vocabulary because of the density of lessons and the difficulty of managing between learning time for school lessons, boarding schools, and remembering the language to become a daily language. The teachers' steps to overcome the students' difficulties in speaking are teaching grammar for English and teaching the Arabic language to students. In this way, it becomes easy for students to understand. Besides that, the teachers also motivate the students to keep learning the language to arouse enthusiasm.

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