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Teachers' and Students' Perceptions on the Implementation of Bilingual and Biliteracy Practices at MAN Program Keagamaan (PK) MAN 4 Islamic Boarding School

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ABSTRACT

This research aimed to explore teachers' and students' perceptions toward the use of Bilingual and Biliteracy Practices among EFL Learners at MAN PK MAN 4 Islamic Boarding School, Denanyar, Jombang, East Java, Indonesia as well as the challenges that students have when implementing the regulation in MAN PK MAN 4 Islamic Boarding School. This research employed a qualitative descriptive method. The data analysis was used to examine the information gathered from observations and interviews. Three language teachers and six tenth–grade students participated in the research interview. The finding revealed a positive perception of the teachers and applying Bilingual and biliteracy helped students understand the material during the teaching–learning process and receive an education abroad. The study's findings indicated that Mufrodat (a vocabulary program) helped students increase their vocabulary to read and write in Arabic and English more quickly, while Muhadatsah (a conversation program) helped them improve their speaking abilities. Among the application's shortcomings were the students' inability to expand their vocabulary, the language section's failure to supervise their usage of the proper dhomir (pronoun) in Arabic, and the repetitive themes they offered in Muhadatsah (the conversation program). They also said the punishment had a humiliating effect on students. Furthermore, the specific difficulties students encountered in English were a lack of vocabulary, understanding of grammar, writing and pronunciation. Meanwhile, in Arabic, the difficulty faced by students was to use Arabic structures (Nahwu and Shorof). The Researcher also concluded that some students prefer to learn Arabic rather than English.

1. Introduction

English skills have become a very important need in today's age of globalization. English is not only an international communication tool, but also the language of education in a variety of fields of science, technology, business and culture. English proficiency is therefore one of the skills students need to encounter global problems and to increase their competitiveness in the international labor market[1].

In Indonesia, English education began in primary schools, even in specific educational schools for the first children. However, the results obtained are often far from expectations. Many students in secondary education do not have the appropriate English skills used in academic or professional contexts. This is due to a variety of factors, including ineffective teaching methods, limited learning times, and a lack of English use in students' daily lives[2]. One approach being considered to overcome this problem is bilingual training. Bilingual training is an education method in which two languages are used alternately in the teaching and learning process. In this context, the Indonesian and English languages are used together as instructional languages. This approach is thought to improve English skills and increase the opportunities to use language in important contexts[3]. Bilingual training in Indonesia is not a whole new concept. Several international and private schools have implemented this method, with fairly satisfying results. However, bilingual education in public schools is still limited. This could be due to a variety of issues, including the absence of teachers with bilingual skills, limited resources, and resistance from certain people who still doubt the effectiveness of this method[4].

Being able to understand two or more languages is known as being bilingual[5]. In Indonesia, the bilingual program is applied to improve students' foreign language skills because nowadays the demand for foreign languages has highly increased due to the globalization era. Students should comprehend it to be able to compete in the wider world and get a better education and job in the future. Some researchers also have evidence that being bilingual beneficially contributes to some major aspects such as cognitive, social, global, emotional, and educational. It is evident that students who are proficient in two languages would have access to several optional possibilities to improve their chances of success in life[6]. One explicit goal of most bilingual education is for students to become biliterate. By biliteracy, we mean what Hornberger[7] defined as "any and all instances in which communication occurs in two or more languages in or around writing". The brief provides ideas for how educators can bring students' and families' bilingual practices into the classroom to transform students' learning in the development of biliteracy.

To foster bilingualism and biliteracy, it is important to preserve the spaces for each language and design literacy activities for each target language. However, to serve the social and academic needs of students, it is also necessary that students have access to their full linguistic repertoire when engaging in literacy activities.

Because controversies in biliteracy are not a new phenomenon, as seen in the United States of America[8] and China[9], there must be challenging and competing ideas. It also includes coping with difficult linguistic, political, identity, and societal challenges, as well as establishing educational and technical knowledge. These can also occur at Islamic Boarding Schools when multiple languages are spoken due to the presence of multicultural communities[10,11].

During the last decade, the use of dual languages such as Arabic–Indonesian and English–Indonesian has increased rapidly in various parts of Indonesia. Some traditional Islamic boarding schools also implement and embrace modern curricula and promote dual language instruction[12]. Meanwhile, parents' desire to enrol their children in Islamic boarding schools that teach foreign languages has grown dramatically. It is defined by an annual growth in the number of students enrolled in the Islamic Boarding School. As a result, the purpose of this study is to determine the viewpoints of both teachers and students in Biliteracy. Perception is a basis for understanding human variances in how an individual perceives things, which determines how they behave[13,14]. According to Mahmud[12], some traditional Islamic boarding schools also implement and embrace contemporary curricula and implement dual language instruction. Since perception is a foundation for comprehending human differences in how

an individual perceives something that will influence their behaviour, the goal of this study is to ascertain the perceptions of both teachers and students in the field of biliteracy[13,14].

Numerous researchers have studied biliteracy, which is known as the United States Dual Language[15], particularly in the context of Islamic boarding schools. However, relatively few have examined how teachers and students view the program and the difficulties in implementing it in these settings. While Mahmud[12] concentrated on the creation of a course book used in biliteracy in a modern boarding school (Islamic Boarding School), Tahir[16] focused on creating curricula for the needs of multilingual students. Additionally, Tahir[17] investigated whether attitude, perception, and educational attainment influence the implementation of multilingualism in the form of a simultaneous sequential model. Teresa M[15] conducted research on dual language education policies. The study's recommendations were based on historical reviews and biliteracy practices, and it included a critical evaluation that prioritized teaching two languages above bilingual education. According to research by Ozfidan[18], which explicitly addressed biliteracy but concentrated on the implementation model in Bousque, Turkey, the model was notably suitable for implementation because of the many similarities between Turkey and Spain.

There have been studies supporting teachers' perceptions of bilingual language in EFL, some of which are Yoskapela[19], who investigated four EFL teachers' viewpoints on translanguaging. According to Khodaifi[20], bilingual education in Pesantren is seen positively by both instructors and pupils. Saputra[21] discovered that teachers generally see Translation in Language Teaching (TILT) positively, perceiving it as a useful technique for improving foreign language acquisition. They believe that TILT improves comprehension by relating difficult concepts in the target language to familiar ones in the students' native language, thus promoting early language acquisition. Bartolo[22] investigates teachers' perspectives regarding intercultural communication through EFL, which may provide insight into context–specific perceptions. By investigating these perceptions, future research can provide insights into best practices for bilingual teaching, address existing challenges, and guide professional development programs that assist teachers in optimizing bilingual strategies for English language learning. The researcher chose to conduct research in MAN PK

MAN 4 Denanyar Jombang East Java Indonesia because students at this level are in a critical phase of their language development, especially in English lessons. Understanding how their local teachers perceive bilingual and Biliteracy in English Language Teaching can provide context–specific insights that reflect the unique linguistic and cultural landscape of East Java. This is especially relevant in areas with varied language backgrounds, where the beliefs of teachers can greatly influence the execution of bilingual practices[23]. Therefore, this study aims to explore teachers' and Students' perceptions on the implementation of Bilingual and Biliteracy Practices in MAN PK MAN 4 Islamic Boarding School.

2. Literatur Review

2.1. Bilingual and Biliteracy

The ability to communicate in two languages is known as bilingualism. Being bilingual involves more than just speaking and writing; it also involves being able to comprehend what other people are saying and writing. According to Hurlock, bilinguals are able to comprehend and communicate in two languages through accurate and proficient speaking, reading, and writing[24]. Bilinguals are just as good at understanding English as they are at understanding their parents' language. Beker contends that bilingualism affects both parents' and children's lives[25]. Having two languages is not the only benefit of being bilingual; there are cultural, educational, social, and economic repercussions as well.

The phrase "bilingual" refers to someone who can only speak two languages fluently, as opposed to someone who is biliterate, who can read and write in two languages. Biliterate people are also regarded as bilingual, while bilingual people are not always biliterate. Nevertheless, bilingualism is a component of biliteracy. Indeed, "reading and writing float on a sea of talk"[26], which is why the English language arts standards cover speaking, listening, and language (grammar) in addition to the more well–known literacy areas of writing, reading (literary and informational text), and foundational skills (phonics, word recognition, and fluency).

According to some research, speaking two languages has certain benefits such as the impact on learners' two languages[27,28]; monolingual advantages in particular domains, like vocabulary[29]; and there are no effects of bilingualism at all[30]. To put it simply, monolinguals are people who speak

only one language, whereas bilinguals are people who speak two languages. But bilingualism is not as straightforward as it seems; it is a complicated phenomenon.

The majority of research on the effects of biliteracy has focused on cross–linguistic transfer (including orthographic transfer) in reading[31]. Though to a far lower extent than reading, cross–linguistic transfer in writing has also been studied in studies on the impacts of biliteracy[32,33]. In biliteracy, cross–linguistic transfer is the transmission of literacy abilities, such as writing and reading procedures, across a writer's and reader's native languages.

Bilingualism allows children and adults to view the world in several ways because each ancient proverb, story, history, custom, mode of communication, various literary works, music, religious traditions, ideas and beliefs, methods of thinking, and ways of caring are all associated with language[34].

2.2. Perception

The Perception Concept Perception is the process by which information is obtained through sense receptors (such as the eyes, ears, nose, and skin) and converted into a perception of what we think, see, hear, smell, taste, or touch, according to Mussen[35]. Cherry[36] asserts that perception includes hearing, smell, taste, touch, and sight. In addition, Kumar[37] defines perception as the process by which an individual chooses, arranges, and interprets stimuli to create a meaningful and cohesive image of the world from the viewpoints of philosophy, psychology, and the cognitive sciences of achieving awareness or understanding. To put it another way, people can meaningfully understand their ideas based on their senses of sight, sound, taste, smell, and touch by passing through the perceptual process. Furthermore, according to Walgito[38], perception is a process that starts with feeling and measuring things. It is also referred to as the sensory process, which is the process by which people absorb inputs through their sense organs. Furthermore, according to her, perception is an integrated process that each person has in response to the inputs they receive[38–40]. Thus, perception can be defined as the process by which stimuli are received by an individual through sensory receptors and transformed into a meaningful concept or image.

Furthermore, perception has two components, according to Harnad[41]. Cognitive is the first factor. This compo-

nent places a strong emphasis on comprehending and making meaning of things. It encompasses vision, logic, argumentation, and reasoning. Examining the effects of emotion, experience, and intelligence on comprehension and reactions allows one to study the cognitive side. In the meantime, psychology is the second factor. Additionally, according to Harnad[41], psychology solely considers the relationship between experience and stimulation, and how the latter affects perception.

3. Method

This study employed a qualitative descriptive method, recognized for exploring perceptions and experiences in the realm of educational research[42]. Qualitative methods enable the researcher to obtain an in–depth understanding of educators' views on bilingual language, especially through interviews and classroom observations. Semi–structured interviews provide educators the opportunity to express their thoughts and experiences in their own words and allow the interviewer to pose more probing questions related to emerging topics[43]. Observations, on the other hand, collect real–time data, providing another viewpoint on how bilingual language use happens in practice. Observational data offer crucial context and support interview responses by illustrating the application of bilingual language in actual teaching situations[44].

The research was conducted from November 10 to November 25, 2024. It involved three language teachers and six students randomly selected from the tenth grade. The tenth-grade student population consists of one class of about 35 male students and one class of about 30 female students in MAN PK MAN 4 Denanyar Jombang. The data was collected through observation, and interviews. The researcher observed 90 minutes or two hours of learning activities in the biliteracy class. Meanwhile, the interview which consists of five questions for teachers and students aimed to gain in–depth explanations and descriptions on the use of bilingual and biliteracy in 24 hours. The interview data were all transcribed and thematically analyzed for repeating key features which were related to the use of bilingual and biliteracy.

4. Results

This section presents the findings related to the research questions on teachers' and students' perceptions of the im-

plementation of Bilingual and Biliteracy. The analysis was structured into distinct sections. The first section presented the findings from classroom observations on how the teacher designs bilingual and biliteracy practices in an Islamic Boarding school. The second section explored the insights gained from interviews about the use of bilingual language in the classroom and Islamic boarding school environment. Observation data indicated that the bilingual and biliteracy method promoted a nurturing and engaging educational atmosphere.

This observation involved six students. The first observation took place during Arabic Week on November 6, 2024, and the results demonstrated that the participants complied with the rule by conversing with their friends in Arabic. The second observation took place during the week of Arabic on November 7, 2024. The researcher confirmed in the early hours of the morning that students took oral vocabulary tests in accordance with the weekly assessment schedule specified in the regulation. Additionally, the researcher recorded the Arabic–language interviews of the participants. During the third inspection, which took place during Arabic Week on November 12, 2024, it was seen that all the students were communicating (muhaddatsah) in Arabic. The researcher attested that the participants continued to adhere to the guide-lines by speaking Arabic on November 13, 2024, the last day of Arabic Week. The results confirmed that the participants used Arabic instead of English during English Week on November 23, 2024. November 24, 2024, was the date of the subsequent observation. One person was observed by the researcher not using English in conversation during the Mufrodat and Muhadatsah training, but thankfully, another participant remained compliant.

The information confirmed that MAN PK MAN 4 Jombang students were required to speak Arabic and English twenty–four hours a day. There was an Arabic week and an English week since those were switched every two weeks except Friday, all students communicate in multiple languages, especially native languages. Additionally, they received assistance from two noteworthy programs, Mufrodat (a vocabulary program) and Muhadatsah (a conversation program), and they were also refined through a series of penalties. Additionally, this study's findings were separated into three sections. These included the results of focus groups, one–on–one interviews, and observation.

The Interview took place on November 11th and 14th, 2024. From this interview, the researcher arranged two themes and subthemes as shown in **Table 1**.

Table 1. Findings of One–on–One Interview.

Themes	Sub–Themes
1. Views of educators regarding the application of bilingual and biliteracy	1.1. The advantages of using bilingual and biliteracy 1.2. The advantages of Muhadatsah and Mufrodat 1.3. The drive of students to acquire a foreign language 1.4. How well the penalty works
2. The challenges that students face when using bilingual and biliteracy	Poor writing, pronunciation, grammatical understanding, and vocabulary

4.1. Teachers' Perspectives on the Use of Bilingual and Biliteracy

4.1.1. The Benefits of the Use of Bilingualism and Biliteracy

The results validate that the pupils received beneficial feedback from the bilingual program. *"... bahasa Arab dan bahasa Inggris itu memang sangat dianjurkan karenakan santri itu kan di didik untuk ke masa depannya agar lebih baik dari pada yang sebelumnya," teachers' responses below supported this*. (AB) (...as the pupils are being educated to be better than previously, Arabic and English are required.)

"...wawasannya lebih maju kalau sudah menguasai Bahasa Inggris terutama." Eeee... and dia can be as far away as other international schools. Apalagi kemarin kami sempat mekan mewakili Provinsi Jawa Timur santri lomba gitu. (AB)

If kids learn English specifically, it can help them become more perceptive. Additionally, they are able to compete with other foreign schools. Additionally, we sent a student to compete on behalf of the province of East Java. According to the teachers, the pupils may compete with others and achieve a brighter future.

4.1.2. The Benefits of Mufrodat and Muhadatsah

The goal of MAN PK MAN 4 Jombang boarding school is to increase student activity. In order to improve their biliteracy, the school offers Muhadatsah and Mufrodat. The teachers' explanations are as follows:

> "Menurut saya is very effective because it can be used to implement the mufrodat that is available to you at any time, and it is applied throughout the day." (AB) (I believe it works really well because they can apply the words they learn in the morning in their everyday lives.)
> *" This will help them learn more languages, such as English and Arabic, so that they can communicate more easily. Obviously, both of these things also help them to be more understanding of other people, especially Asian people." (AB)*

In order to make Arabic and English easier to grasp, it teaches students to become more proficient in both languages. Second, it instills in them the courage to approach strangers. The teachers reported that while muhadatsah helped the kids gain confidence and become more adept at conversing with others, mufrodat expanded their vocabulary.

4.1.3. Students' Motivation in Learning a Foreign Language

In learning foreign languages, some factors may affect students' excitement. The following is the teacher's opinion:

> *"Motivasi sendiri... itu sendiri ya mungkin karena kakak kelasnya ya. Ada yang dikirim ampe ke Mesir ya... dan menurut saya ini cukup jadi motivasi buat mereka... "(AB)*

Their seniors may be the source of their motivation. I believe that sending some of them to Egypt is sufficient to inspire them. In summary, the students were inspired by their seniors who pursued higher education abroad.

4.1.4. The Effectiveness of the Punishments

The purpose of the penalties was to make people think about how vital those foreign languages are. The teacher's remarks about punishments are as follows:

> As an example, *"kalau untuk hukuman–hukuman ya membuat mereka jera." As an example, if you say "gak pake bahasa nih itu kampung takut gitu apalagikan hukuman disini in membuat jera dan otomatis malu," (HD)*

The penalties impose culpability. Since the punishment here makes people cautious and ashamed, they feel scared if they don't utilize the required words.

Teachers believed that the humiliating nature of the punishments deterred them from making more mistakes.

4.2. Students' Difficulties with the Use of Bilingual and Biliteracy

In both Arabic and English, MAN PK MAN 4 Jombang students encountered the same issues. "Kalau kesulitannya kalau selama ini yang saya lihat itu adalah seperti kayak tensis mungkin... kalau dalam bahasa arab itu tu dhomir," the teacher explains. (High Definition)

(As far as I'm aware, their challenge is similar to tenses... dhomir in Arabic.) It was suggested that the pupils' comprehension of grammar was lacking in English. It was the usage of the pronoun dhomir, which is also a component of the sentence structure in Arabic.

Six students were chosen to take part in the discussion in the focus group. The date of this conversation was November 6, 2024. **Table 2** shows the themes that the researcher suggested.

Table 2. Findings of the Focus Group.

Themes	Sub–Themes
1. Views of students regarding the usage of bilingual and biliteracy	1.1. Preferred language 1.2. The advantages of using bilingual 1.3. Advantages of the Mufrodat Program 1.4. Advantages of the Muhadatsah Program 1.5. The shortcomings of bilingual education 1.6. Students' enthusiasm for studying a foreign language 1.7. How well punishment works 1.8. Various initiatives to improve bilingualism

Table 2. *Cont.*

Themes	Sub–Themes
2. The challenges that students face when using bilingual and biliteracy	Difficulty in understanding and difference dhomir (pronouns)

4.3. Students' Perspectives on the Use of Bilingual and Biliteracy

4.3.1. Preferred Language

The students elaborated that they preferred Arabic to English. It was reflected in the student's elucidation below:

> "…*If you speak Arabic, it's easier to understand and is also frequently taught. There is more frequent eee repetition in communication in daily life. (P2)* (... Arabic can be acquired more easily and is used on a daily basis.)

Given how much Arabic was spoken in class and in daily life, it was anticipated that MAN PK students preferred speaking Arabic over English.

4.3.2. The Benefits of the Use of Bilingual

The following is what the students said when they attested to the benefits of multilingual implementation: *"...penerapan bahasa di sini kita lebih mudah memahami bahasa–bahasa yang diberikan ustadz dan ustazahnya waktu mengajar." (P6)* (This implementation makes it easier for us to grasp the teachers' language.)

It was determined that they might serve as the basis for their ability to continue their education abroad and comprehend instructors' explanations with ease.

4.3.3. The Benefits of the Mufrodat Program

One of the most important programs for helping students improve their foreign language skills is Mufrodat. The student said the following in response to it: "...dengan mufrodat kita bisa menambah kosakata baru." (P1) (We can acquire new vocabulary through mufrodat.)

In actuality, Mufrodat assisted the students in expanding their vocabulary, preventing them from becoming perplexed between speaking Arabic and English.

4.3.4. The Benefits of the Muhadatsah Program

The Muhadatsah program also helped students improve their language skills. Participants' responses below may indicate this: "Muhadatsah itu bagus ya untuk memperlancar-kan kita dalam penyebutan, untuk mengetahui percakapan–percakapan baru diterapkan dalam sehari–hari." (P6) (Muhadatsah helps us practice speaking and gives us fresh conversations every day.)

It was suggested that they learned new dialogues in Muhadatsah that they may use in their everyday lives.

4.3.5. The Weakness in the Use of Bilingual and Biliteracy

The bilingual program at MAN PK MAN 4 Jombang was determined to have certain shortcomings. The first was that MAN PK MAN 4 Jombang students occasionally failed to commit what they learned from Mufrodat to memory and use it. Second, the language section failed to control their use of the pronoun dhomir. After that, MAN PK MAN 4 Jombang's language division included repetitive subjects in Muhadatsah.

4.3.6. Students' Motivation in a Learning Foreign Language

Certain reasons pushed MAN PK MAN 4 Jombang students to learn those foreign languages. Their explanation is as follows: "Saya constantly observes ehm... kawan... observes ustad...observes ustazah that learns the language." (P5) (I see instructors and friends who are proficient in those languages all the time.) "Maybe after we get over this, we want to continue with a school that is more advanced and may be located outside of the country." (P1) (The rationale is that we could want to pursue higher education after graduating from this institution, possibly even going overseas.)

Teachers and friends who were proficient in Arabic and English inspired the pupils. Additionally, they are inspired to pursue higher education in other nations.

4.3.7. The Effectiveness of Punishment

The teacher clarified that the students also reported feeling guilty and ashamed as a result of the punishment. The substantive statement is as follows:

"saya tidak mau lagi kena hukum karna malu, saya pun merasa kapok gitu" (P5) (It was quite embarrassing and made me feel bad; I will not make the same mistakes again.) In

conclusion, the pupils received specific feedback as a result of the penalties. They found it difficult to follow the rules after being disciplined.

4.3.8. Kinds of Effort to Enhance Bilingual and Biliteracy Ability

In order to strengthen their foreign language skills, the students at MAN PK MAN 4 Jombang also created changes on their own. Some of them typically open a dictionary to look up the definition of unfamiliar words, or they ask their teachers or friends to educate them through songs or movies, or they set a goal to memorize words with their friends and share them with one another.

4.4. Students' Difficulties with the Use of Bilingual and Biliteracy

It has been challenging for MAN PK MAN 4 Jombang students to follow this regulation in a number of ways. They struggled with writing, pronunciation, and vocabulary in English. They could only understand Nahwu and Shorof less well in Arabic.

5. Discussion

How do teachers and students regard biliteracy practice in Islamic boarding schools? Because of the increasing pace of globalization, which is connected with economic, political, technological, and cultural forces, English has emerged as one of the most frequently spoken languages. Thus, the number of English learners increased as a result of numerous programs launched[45,46], as well as ways for becoming fluent in foreign languages[47,48], despite the fact that English is not used in daily social communication[49]. The Biliteracy program is one of the initiatives made by instructors to engage youngsters with foreign languages. In this case, teachers aim to train students to use two languages[50].

Baker[51] argued that bilingualism is more than just schooling and communicating in two languages; it also includes politics, economics, history, and language planning. Bilingual education, for example, is a sort of language planning that aims to accommodate both local and immigrant minorities while also including migrants and minority groups. Biliteracy is a crucial component in language revival and

preservation at other times. Baker[52] estimated that half of the global population speaks more than one language. As a result, the Islamic Boarding School launched a Biliteracy Program. Terra[53], Varghese et al.[54] and Li[55] claimed that having a positive perception plays a significant part in the dynamic of education because it influences teachers' actions and conduct in the teaching–learning process, and it can even interfere with the current curriculum and how the teacher applies it in the classroom[56–58]. Thus, it is critical to reveal instructors' perceptions in the teaching and learning fields, including the Biliteracy Program, in the context of an Islamic Boarding School.

The interview results revealed that both teachers and students had positive impressions of biliteracy at the Islamic Boarding School, despite the fact that there is little space to administer the program due to the Islamic Boarding School's obligation program. Unlike other Biliteracy programs in Mozambique[18] and America[8], Since the board of Islamic Boarding School has become more aware of the value of foreign languages in line with the United States' consideration of implementing biliteracy due to the rise in immigrant students struggling academically, which has an impact on US schools[59], the school's bilingual program serves as a means for students to continue their education in the future[60,61].

Teachers and students support the development of biliteracy programs at Islamic boarding schools for a variety of reasons. Teachers and students think that biliteracy programs, such as those in Ireland, Wales, Catalonia, and Bosque, can help them converse in foreign languages. According to Baker[51], Biliteracy is a program designed to conserve languages. By offering a separate space called a dormitory for students who desire to learn a language, as well as regulations mandating students to interact bilingually, Islamic Boarding School, which has students from diverse cultures, has attempted to conserve their languages. Baker[51] noted that a language must be lived and enjoyed in order to thrive and rejuvenate. It is critical to utilize a language every day and maintain a positive attitude about it.

Another reason why instructors and students support bilingualism is that they believe it will enhance their careers. Some claim that mastering more than two languages is critical for students' future work[62,63].

As a result, educators should devote a lot of time and

employ effective teaching methods to encourage students to communicate in foreign languages, even if they are being used as a medium of instruction for another subject[64]. Thus, the belief that both teachers and students should be multilingual is growing, as evidenced by the fact that many languages are taught in Islamic Boarding Schools. In addition to bilingual programs, other languages like Chinese, Russian, Japanese, German, and French are also taught there because of the importance of languages, which is why more and more enthusiastic students are enrolling in the program each year. Since Islamic Boarding School produced a large number of gifted students who were awarded scholarships overseas, at least twenty students annually pursue higher education in countries like Malaysia, Singapore, China, Turkey, and Brunei, making proficiency in more than two languages a prerequisite for future employment.

Arabic and English make up the Biliteracy program. Students have reported that Arabic helps them learn more about the Islamic Boarding School's priority curriculum, which requires them to understand Islamic lessons taught in Arabic both inside and outside of the school. Because the Biliteracy program teaches not only communication skills but also grammar in Arabic, known as Nahwu, which is a tool for reading and comprehending Islamic lectures, Arabic can therefore aid students in mastering Islamic lessons. It is also debatable whether the fact that English is an international language necessitates that students be able to communicate in it, as both instructors and students at the Islamic Boarding School have stated that proficiency in the language is essential for pursuing higher education, interacting with others, and finding employment after graduation.

Today, English has become a universal language, according to Osler[65]. English's current standing is supported by three important pillars: "population, location, and prestige." More precisely, students thought that English could also help them create another subject using English–derived terms. This is consistent with Lauchlan's[66] assertion that bilingual students perform better in math and arithmetic than non–bilingual students, and that bilingual students are more creative and better at solving problems. However, there are a number of reasons why teachers and students in the Islamic Boarding School environment have a positive opinion of biliteracy programs, in addition to the difficulties they face, a few of which can be resolved.

6. Conclusion

According to the results, the researcher concluded that bilingualism and biliteracy made it easier for the pupils to comprehend their courses. It is hoped that the bilingual approach will help pupils become more proficient in a foreign language. Muhadatsah (conversation) and Mufrodat (vocabulary), two important programs, assisted pupils in learning new words and phrases that they could use on a regular basis. The challenges that pupils encounter when using English include a deficiency of vocabulary, a poor grasp of grammar, writing, and pronunciation. Students have trouble understanding Nahwu and Shorof in Arabic.

The students were also inspired to fulfill this duty by their seniors who had pursued their studies overseas, as well as by friends and professors who were exceptionally proficient in Arabic and English. The participants then said that the pupils received favorable feedback as a result of the sanctions. Some shortcomings in the usage of bilinguals and biliteracy at MAN PK MAN 4 Jombang, East Java, Indonesia, include students' inability to expand their vocabulary, the language section's failure to teach them the pronoun dhomir, and their creation of repetitive muhadatsah (conversation) subjects.

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Informed consent statement

Prior to participating in this study, each subject gave their informed consent. They received comprehensive in-

formation about the goals, methods, possible dangers, and advantages of the study. Participants were able to leave at any moment without facing any repercussions because participation was completely voluntary. Every piece of information gathered was handled with the utmost confidentially and utilized only for the objectives outlined in the study.

Data availability statement

Upon reasonable request, the corresponding author will provide the data that support the study's conclusions.

Conflict of Interest

No conflicts of interest are disclosed by the authors.

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