

OPTIMISING THE MANAGEMENT OF STRUCTURED BILINGUAL PROGRAMS IN ISLAMIC BOARDING SCHOOLS TO STRENGTHEN LANGUAGE COMPETENCE

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Abstract

Islamic boarding schools, as Islamic educational institutions, not only play a role in shaping religious character but also have a responsibility in strengthening global competencies, including foreign language skills. The need for more systematic mastery of Arabic and English has prompted Ma'had Al-Qalam MAN 2 Kota Malang to design and implement a structured bilingual programme. This study aims to comprehensively describe the process of designing, implementing, and evaluating the program as an effort to optimise the management of the bilingual program in strengthening the language competencies of students. This study uses a descriptive qualitative approach with data collection techniques through observation, in-depth interviews, and documentation. The results of the study indicate that the programme design was carried out through needs analysis, goal setting, the development of a practice-based language curriculum, and human resource training. During the implementation phase, the programme was carried out through daily activities such as morning vocabulary, muhadatsah, bilingual muhadharah, and a language zone system that created a communicative environment. Program evaluation was conducted periodically through activity monitoring, daily reflection, and competency-based language assessment. Evaluation results indicate that the bilingual program effectively enhances students' language proficiency, both in receptive and productive aspects. This success is supported by planned management, the involvement of all pesantren components, and the cultivation of a language-learning culture. This programme is recommended as a model for the implementation of integrated language learning in other boarding schools, with adjustments made to suit the local context and the capacity of each institution's resources.

Keywords: programme management, bilingual programme, Islamic boarding school, language competence

Abstrak

Pesantren, sebagai lembaga pendidikan Islam, tidak hanya berperan dalam membentuk karakter religius tetapi juga memiliki tanggung jawab dalam memperkuat kompetensi global, termasuk keterampilan berbahasa asing. Kebutuhan akan penguasaan bahasa Arab dan Inggris yang lebih sistematis mendorong Ma'had Al-Qalam MAN 2 Kota Malang untuk merancang dan mengimplementasikan program bilingual yang terstruktur. Penelitian ini bertujuan untuk mendeskripsikan secara komprehensif proses perancangan, implementasi, dan evaluasi program sebagai upaya optimalisasi pengelolaan program bilingual dalam memperkuat kompetensi berbahasa santri. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan dokumentasi.

Hasil penelitian menunjukkan bahwa perancangan program dilakukan melalui analisis kebutuhan, penetapan tujuan, pengembangan kurikulum bahasa berbasis praktik, dan pelatihan sumber daya manusia. Pada tahap implementasi, program dilaksanakan melalui kegiatan sehari-hari seperti kosakata pagi, muhadatsah, muhadharah bilingual, dan sistem zona bahasa yang menciptakan lingkungan komunikatif. Evaluasi program dilakukan secara berkala melalui pemantauan kegiatan, refleksi harian, dan penilaian bahasa berbasis kompetensi. Hasil evaluasi menunjukkan bahwa program bilingual secara efektif meningkatkan kemampuan berbahasa santri, baik dalam aspek reseptif maupun produktif. Keberhasilan ini didukung oleh manajemen yang terencana, keterlibatan seluruh komponen pesantren, dan pembinaan budaya belajar bahasa. Program ini direkomendasikan sebagai model implementasi pembelajaran bahasa terpadu di pesantren lain, dengan penyesuaian yang disesuaikan dengan konteks lokal dan kapasitas sumber daya masing-masing lembaga.

Kata Kunci: manajemen program, program bilingual, pesantren, kompetensi bahasa

Introduction

The existence of bilingual programmes in Islamic boarding schools is of high urgency. Islamic boarding schools, as traditional Islamic educational institutions, have undergone transformations in various aspects, including in their management systems and educational curricula. One form of this transformation is the implementation of structured bilingual programmes¹. This is based on the fact that many classical Islamic reference sources are written in Arabic, while modern scientific literature and access to global knowledge are often available in English. Therefore, mastery of these two languages is an important asset for students to be able to read, understand, and interpret various sources more broadly².

However, the implementation of bilingual programmes cannot be separated from complex managerial challenges. In practice, many Islamic boarding schools have implemented bilingual programmes, but do not yet have a structured and optimal management system³. This has resulted in the low effectiveness of the programme in improving the language skills of students. Irregularities in the planning, implementation, monitoring, and evaluation of the programme are often the main obstacles to achieving the expected learning objectives. In some Islamic boarding schools, bilingual programmes are still running sporadically, without a clear direction and not integrated into the overall Islamic boarding school education system⁴.

¹ Nurul Murtadho, "An Overview of Bilingual Education Practices in Pesantren. *KnE Social Sciences*," *KnE Social Sciences* 1, no. Indonesian International Conference on Bilingualism (2023): 194–206, <https://doi.org/10.18502/kss.v8i7.13250>.

² Alifia Fitranti, "Kajian literatur implementasi program bilingual pada pendidikan berbasis pesantren.," *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam*, 6, no. 2 (2021): 154–75, <https://doi.org/10.24235/tarbawi.v6i2.9462>.

³ Rahmasari, "Analysis of Bilingual Implementation in Improving Students' English Proficiency in Islamic Boarding Schools," *FIKROTUNA: Jurnal Pendidikan dan Manajemen Islam*, 13, no. 1 (2024): 365–81.

⁴ Ifadah Na'ma, "The Analysis of English Teaching Technique and Its Implementation In The Bilingual Program at The 8th Grade of Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency" (Skripsi, UIN Prof. K. H. Saifuddin Zuhri., 2024), https://repository.uinsaizu.ac.id/24320/2/SKRIPSI%20FINAL_IFADAH%20NA%27MA.pdf.

In the context of Islamic boarding school education, this programme is not only an effort to adapt to the dynamics of globalisation and the needs of the times, but also a strategic tool for accessing various classical and modern Islamic literature, much of which is in Arabic and English⁵. This is where the relevance and urgency of implementing bilingual programmes in educational institutions such as Islamic boarding schools becomes very high.

Ma'had Al-Qalam MAN 2 Malang City is one of the formal Islamic educational institutions that has developed a structured bilingual programme⁶. This is where the relevance and urgency of implementing bilingual programmes in educational institutions such as Islamic boarding schools becomes very high. Ma'had Al-Qalam MAN 2 Kota Malang is one of the formal Islamic educational institutions that has developed a structured bilingual programme. This programme aims to create a conducive learning environment for students to master Arabic and English, not only as subjects, but also as active communication tools in everyday life. Bilingualism at Ma'had Al-Qalam is a flagship programme aimed at integrating language proficiency with the strengthening of students' religious character and global perspective⁷.

However, in practice, the bilingual programme at Ma'had Al-Qalam faces various challenges, ranging from planning and implementation to evaluation. The reality on the ground shows that although this programme has been running for several years, its effectiveness has not been fully optimised. This is evident from the inconsistent use of the target language in daily activities, the limited availability of competent human resources for bilingual education, the lack of supporting facilities and infrastructure, as well as the weak system for monitoring and evaluating the programme on a regular basis.

These challenges highlight the importance of optimising bilingual programme management in a systematic and structured manner. Strengthening managerial aspects is crucial to the success of this programme in achieving its main objective, namely improving the language skills of santri⁸. In the context of Ma'had Al-Qalam, bilingual programme management does not only involve scheduling and curriculum development, but also the involvement of all elements of the pesantren, from the head of the ma'had, language coordinators, language teachers, to the santri themselves as the

⁵ M Faiz dkk., "Applied Strategies for Implementing Bilingual Programs in Madrasahs to Building Public Confidence," *Business and Applied Management Journal* 2, no. 1 (2024): 1–11, <https://doi.org/10.61987/bamj.v2i1.488>.

⁶ Isnaini Faizzatin, "Pembelajaran bahasa Arab melalui program kegiatan kebahasaan di Ma'had Al Qalam MAN 2 Kota Malang" (Skripsi, Universitas Negeri Malang, 2019), <http://repository.um.ac.id/id/eprint/72236>.

⁷ M. Rozy Zamroni dkk., "Manajemen Program Intensif Bahasa Arab Pada Peminatan Keagamaan MAN 2 Kota Malang," *Idarah: Jurnal Manajemen Pendidikan* 7, no. 1 (2023): 190–99, <https://doi.org/10.24252/idaarah.v7i1.34390>.

⁸ Nurul Abidin dkk., "Manajemen Penerapan Pembelajaran Bilingual Di Pondok Pesantren Modern Muhammadiyah Boarding School Jetis Ponorogo Jawa Timur," *Muaddib: Studi Kependidikan dan Keislaman* 12, no. 1 (2022): 1–14, <https://doi.org/10.24269/muaddib.v1i1.5003>.

main subjects. There is a need for a comprehensive management framework that includes strategic planning, coordinated implementation, and continuous evaluation based on data and reflection on field experience.

A structured bilingual programme can create a language ecosystem that is conducive for students⁹. An environment that encourages direct language practice through daily activities such as communication in dormitories, extracurricular activities, discussion forums, class presentations, muhadharah, and even debate and speech competitions, will accelerate language internalisation and mastery¹⁰. However, in order for all these activities to run effectively, programme management is needed to ensure integration between vision, strategy, activities and evaluation.

However, for all these activities to run effectively, programme management is needed to ensure integration between vision, strategy, activities, and evaluation. In the context of education in modern Islamic boarding schools such as Ma'had Al-Qalam, the success of bilingual programmes is also influenced by the commitment and collaboration of all parties. The head of the ma'had and the boarding school administrators or supervisors act as policy makers and strategic direction setters for the programme. The language coordinator functions as the technical programme designer, teacher trainer, and facilitator of language activities. Language teachers are responsible for implementing the curriculum, delivering content, and guiding language practice. Meanwhile, students are active participants who must be involved in all language activities, both formal and informal. Therefore, integrated management is essential to ensure that all these elements work together as an effective system.

Furthermore, the optimisation of bilingual programme management at Ma'had Al-Qalam is not only aimed at improving the technical linguistic skills of students, but also at forming an excellent academic culture. The use of Arabic and English is not merely seen as a means of communication but also as an integral part of the students' academic and spiritual identity. In the tradition of Islamic boarding schools, the use of Arabic is closely linked to mastery of religious knowledge, while proficiency in English opens doors to understanding global discourse and modern technology¹¹. Thus, the bilingual programme is not merely a learning method, but part of the holistic character-building process of the students.

Optimising bilingual programme management also requires a deep understanding of the obstacles that exist in the field. One of the main challenges is the low motivation of some students to actively use foreign languages. Many students still

⁹ Turkan Hasanzade, "Bilingual Education Models: Comparative Analysis of Efficacy and Outcomes," *Global Spectrum of Research and Humanities* 1, no. 1 (2024): 83–99, <https://doi.org/10.69760/gsrh.0101202408>.

¹⁰ Marisa Luisa Pérez Cañado, "La Atención a La Diversidad En Los Programas Bilingües: Factores Clave de Éxito," *Revista de Educación*, no. 403 (2024): 113–40, <https://doi.org/10.4438/1988-592X-RE-2024-403-614>.

¹¹ Ruslan dkk., "Bilingual Education to Improve Understanding of *Aqidah* at Salafi Islamic Boarding Schools," *Al-Hayat: Journal of Islamic Education* 8, no. 4 (2024): 1418–32, <https://doi.org/10.35723/ajie.v8i4.19>.

consider the use of foreign languages to be a burden rather than a necessity¹². This is exacerbated by a lack of innovation in language learning methods that are engaging and applicable¹³. In addition, the evaluation system used often does not provide a true picture of students' abilities in everyday communicative contexts. Evaluation is still oriented towards memorisation of vocabulary and grammatical structures alone, rather than true communicative abilities¹⁴.

On the other hand, the success of bilingual programmes cannot be separated from the role of teacher training and mentoring. Language teachers must have adequate pedagogical and linguistic competence, as well as the ability to inspire and guide students with a contextual and communicative approach¹⁵. Unfortunately, teacher training and capacity building in the field of bilingualism is still not optimal. One of the biggest challenges in teaching Arabic is teacher-centered teaching, and therefore teachers play a crucial role.¹⁶ Many teachers still rely on conventional approaches to teaching, without the support of technology or modern communicative approaches¹⁷. Therefore, bilingual programme management must include strategies for regularly improving the competence of teachers and language coaches.

This study focuses on efforts to optimise the management of structured bilingual programmes at Ma'had Al-Qalam MAN 2 Kota Malang. This research is important to reveal how programme planning is designed, how its implementation is controlled, and how its evaluation is conducted. This study also aims to formulate more effective and sustainable managerial strategies, taking into account the values of the pesantren, the characteristics of the students, and the dynamics of the formal educational institution inherent in MAN 2 Kota Malang.

Thus, this study is not only practical but also theoretical. Practically, this study is expected to provide concrete recommendations for the management of Ma'had Al-Qalam in developing bilingual programmes more effectively. Theoretically, this study contributes to the development of pesantren-based educational management studies,

¹² Oybek Rashov, "Modern Methods Of Teaching Foreign Languages," *International Scientific and Current Research Conferences*, 2024, 158–64.

¹³ Mohamad Ahmad Saleem Khasawneh, "Exploring how language learning platforms on Instagram and TikTok can facilitate collaborative foreign language learning experiences of undergraduates," *Research Journal in Advanced Humanities* 5, no. 3 (2024): 174–87, <https://orcid.org/0000-0002-1390-3765>.

¹⁴ Jia Lyu, "Research on Evaluation of Bilingual Teaching in Colleges and Universities Based on the Theory of Multiple Intelligences," *Journal of Advanced Academic Research and Studies* 1, no. 1 (2024): 47–53, <https://doi.org/10.47510/jeat.2020.2.2.0>.

¹⁵ Solsona-Puig, J. dkk., "eimaging Bilingual Education in California: A Critical Analysis of Bilingual Teacher Performance Expectations (BTPE).," *Journal of Latinos and Education*, 2024, 1–13, <https://doi.org/10.1080/15348431.2024.2444935>.

¹⁶ Muhamad Solehudin dan Yusuf Arisandi, "Language Interference in Arabic Learning: A Case Study of Islamic Boarding Schools in Indonesia," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 2 (2024): 423–38.

¹⁷ Fahrur Rohman, "Analyzing the Challenges and Opportunities of Learning Two Foreign Languages Simultaneously: Perspectives of Language Learners and Teachers at Bata-Bata Bilingual Center in 2024 Period" (Skripsi, Institut Agama Islam Negeri Madura., 2024), <https://etheses.iainmadura.ac.id/7192/>.

particularly in the integration of language programmes with local values and cultural approaches. The optimisation of bilingual programme management, carried out in a planned, systematic, and contextual manner, will serve as a strong foundation for improving the quality of education within the pesantren environment.

With this background, this study was designed to explore the bilingual programme management system at Ma'had Al-Qalam MAN 2 Malang City comprehensively, starting from its design, implementation, and evaluation. It is hoped that the results of this study will not only improve the implementation of the bilingual programme at Ma'had Al-Qalam but also serve as a model that can be replicated by other Islamic boarding schools with similar missions in developing high-quality and globally competitive language education.

Method

This study uses a descriptive qualitative approach with the aim of describing and analysing the process of bilingual programme management in depth in the context of Islamic boarding schools. The focus of the study is on three main stages, namely the design, implementation, and evaluation of structured bilingual programme management. The selection of this approach is based on the complexity of the social, cultural, and structural context of Islamic boarding schools, which requires a holistic understanding rather than merely numbers or statistical data.

The first stage of this research is design, which includes identifying the managerial structure of the bilingual programme, formulating programme objectives, and determining implementation strategies that are in line with the characteristics of Islamic boarding schools. The researcher conducted preliminary observations of planning documents, such as internal curricula, guidelines for the use of foreign languages, language teacher training plans, and the organisational structure of the bilingual programme management. In-depth interviews were also conducted with policy makers at the pesantren, such as the head of the madrasah, language coordinators, and pesantren administrators. The purpose of this stage was to understand how the bilingual programme was planned, the extent to which the programme was aligned with the institution's vision, and how managers determined indicators of language learning success.

Next, the research entered the implementation stage, which involved direct observation of the implementation of the bilingual programme in the pesantren environment. The researchers conducted participatory observation of Arabic and English language learning activities, both in formal classrooms and in non-formal activities such as muhadharah, daily conversation, group discussions, and communication practice in the dormitories. In addition, the researcher also noted the roles of language teachers, dormitory supervisors, and senior students in guiding language use in daily life. These observations were reinforced by interviews with

students as subjects of learning, to capture their experiences in participating in the bilingual programme, the challenges they faced, and their perceptions of the programme's effectiveness.

The final stage of this research method is evaluation, which aims to determine the extent to which the bilingual programme has been implemented in accordance with its designed objectives, as well as to identify supporting and hindering factors in its implementation. The evaluation process is conducted through the analysis of students' learning outcomes, such as task portfolios, oral and written test results, and learning progress reports compiled by language teachers. This evaluation serves as the basis for formulating strategies to optimise the management of the bilingual programme in a more systematic and sustainable manner.

All collected data are analysed using thematic analysis techniques, which involve grouping data based on the main themes emerging from the programme design, implementation, and evaluation processes. Data validity is maintained through source and method triangulation techniques, namely by comparing the results of observations, interviews, and documentation to ensure consistency and accuracy of information. This research not only seeks to describe the reality on the ground but also to formulate practical recommendations that can be applied by other Islamic boarding schools in developing bilingual programmes in a structured and effective manner.

With this research design, it is hoped that the findings will not only provide a factual picture of bilingual programme management in pesantren but also offer an applicable and contextual managerial model to strengthen students' language competencies in a sustainable manner and in line with the Islamic educational values that form the essence of pesantren.

Results and Discussion

Designing a Structured Bilingual Programme at Islamic Boarding Schools

The design of a structured bilingual programme at Ma'had al-Qalam MAN 2 Kota Malang is the main foundation in the process of optimising dual-language education management. At this stage, various fundamental aspects of bilingual education management need to be carefully organised so that they can run systematically, purposefully, and sustainably. Careful planning will determine the quality of implementation and the success of the language learning objectives to be achieved.

This design begins with the needs analysis stage, conducted through observation, interviews, and evaluation of previous programmes. In this stage, the Ma'had management team, particularly the language department, examines various aspects influencing the effectiveness of the bilingual programme, including students' motivation and initial competencies, the quality of language educators and mentors, and

supporting facilities and infrastructure. The main findings from this stage indicate that the use of foreign languages in the Ma'had environment is still sporadic and has not yet become a daily habit for students, despite the fact that most students have a high level of enthusiasm for learning both languages¹⁸.

After the needs have been mapped out, the next step is to formulate the vision and objectives of the programme. The vision of the bilingual programme at Ma'had Al-Qalam is 'to create a religious, scientific, and bilingual pesantren environment to produce pious, devout, and sincere santri.' From this vision, specific objectives have been formulated, such as: (1) improving students' receptive and productive abilities in Arabic and English, (2) creating an environment that supports the direct practice of foreign languages, and (3) strengthening the pedagogical and linguistic competencies of teachers and language coaches.

The next step is to formulate the programme structure. The bilingual programme structure at Ma'had Al-Qalam includes three main components: curriculum, daily activities, and evaluation system. In terms of curriculum, this programme is integrated with formal Arabic and English language learning at the madrasah, but is reinforced through additional learning outside of class hours. Bilingual materials are developed contextually in line with the students' lives, such as everyday vocabulary in the dormitory, language in the context of worship, and conversations used in scientific discussions and presentations.

Daily activities are designed for one week to provide a platform for active language practice. These activities include: morning vocabulary (morning vocabulary enrichment), conversation class (regular conversation class), daily muhadatsah, muhadharah in two languages, and language area activities in the pesantren environment. Each of these activities is carried out with clear technical guidance and supervision from language coaches who have been specially assigned.

Furthermore, in terms of human resource management, this programme is designed by forming a special team called the Language Development Team (LDT), which is tasked with designing activities, supervising implementation, and developing innovations in language learning. This is confirmed by a letter of assignment issued by the head of the ma'had. The team members consist of language coordinators, Arabic and English subject teachers, and students who have high capabilities and motivation as language mentors. The team also has the task of designing non-formal syllabi, compiling additional teaching materials, and training instructors and mentors through regular training sessions before and after classes.

Another important factor in the design is the provision of supporting facilities. This bilingual programme is supported by various learning media, such as audio-visual learning, bilingual reference books, access to language-based digital platforms, and

¹⁸ Fulan, "wawancara dengan koordinator bahasa Ma'had Al-Qalam MAN 2 Kota Malang," 15 Maret 2025.

super-digital classrooms. This is designed to enable students to learn independently and continuously outside the classroom. The provision of language zones within the ma'had environment is also part of the design to encourage the natural and unforced use of the target language.

In terms of management, the design also involves a reporting and monitoring system for the programme. The LDT team has designed daily evaluation instruments used to assess students' engagement in activities, language skill development, and feedback on ongoing activities. These reports serve as the basis for periodic evaluations to continuously improve and refine the programme.

Overall, the design of the bilingual programme at Ma'had Al-Qalam MAN 2 Kota Malang is a complex and multi-layered process. This design not only addresses technical aspects but also targets cultural transformation within the boarding school to support the use of foreign languages. Through this systematic design framework, it is hoped that the bilingual programme can be implemented effectively and have a tangible impact on strengthening the students' language competencies in a sustainable manner.

Implementation of a Structured Bilingual Programme at Islamic Boarding Schools

The implementation of this structured bilingual programme is the next stage in the comprehensive and systematic design process carried out at Ma'had Al-Qalam MAN 2 Kota Malang. This stage focuses on the actual implementation of the programme design, including the implementation of the bilingual curriculum, daily language activities, the organisation of language educators and mentors, and the internalisation of foreign language culture in the daily lives of the students.

The bilingual programme is implemented through the integration of intraschool, co-curricular, and extracurricular activities. In terms of intraschool activities, Arabic and English language lessons in the classroom follow the national curriculum but are reinforced with communicative and project-based learning methods. Teachers not only teach grammar or linguistic theory but also encourage students to practise the language orally and in writing through dialogues, group discussions, presentations, and creative writing. Lesson materials are designed to be contextualised with the students' lives and accompanied by authentic performance-based assessments.

As part of the co-curricular activities, bilingual programmes are conducted in the form of daily mandatory activities within the boarding school environment. Every morning, students participate in a 'morning vocabulary' activity where they are required to memorise and use five to ten new words in both Arabic and English. These activities are guided by language mentors and language instructors in each room. In the evenings, after self-study time, conversation classes (muhadatsah) are held to train students to engage in spontaneous dialogue on light yet relevant topics, such as daily life, worship, and culture.

One of the successful flagship programmes implemented is the ‘Bilingual Muhadharah,’ held at the end of the programme, where students take turns delivering speeches, stories, news readings, and dramas in Arabic and English alternately. This activity is conducted in the main hall of the ma'had, witnessed by other students, and accompanied by an evaluation session by language instructors and teachers. This activity not only trains speaking skills but also builds confidence and the ability to argue in a foreign language.

To ensure effective implementation, the programme employs a language zone system that regulates the use of Arabic and English at specific times and locations. For example, from morning to night, bilingual communication is enforced for one week. In each zone, supervisors and senior students monitor compliance, and violations of these rules are subject to educational sanctions. This system makes the use of foreign languages a natural daily habit.

From a managerial perspective, the implementation of this programme is overseen by the Language Development Team (LDT), which monitors the execution of each activity, conducts daily evaluations, and prepares final reports for the ma'had leadership. This team is also responsible for providing regular training for mentors and language instructors to ensure they possess adequate linguistic and pedagogical competencies in guiding the students.

The implementation also considers the motivational aspects of the students. The programme implementation team regularly organises competitions such as spelling bees, storytelling contests, debate contests, and Arabic poetry recitation contests, which not only attract the students' interest but also serve as a platform to recognise their progress. Awards in the form of certificates, book prizes, or public announcements of achievements are given daily to boost the students' enthusiasm and motivation in participating in the programme.

Overall, the implementation of this structured bilingual programme has yielded positive results. The pesantren environment has gradually become accustomed to the use of Arabic and English, students have become more confident in speaking, and interactions among community members have become more linguistically diverse. This success demonstrates that a well-designed bilingual programme, implemented with discipline and evaluated continuously, can be an effective tool for strengthening language competencies within the pesantren environment.

Evaluation of Structured Bilingual Program in Islamic Boarding Schools

Evaluation is a crucial stage in the implementation of this structured bilingual programme. This process is carried out to measure the extent to which the programme has achieved its objectives, assess the effectiveness of implementation in the field, identify the strengths and weaknesses of the programme, and provide a basis for

continuous improvement. Programme evaluation is carried out at the end of each learning period and at the end of each activity, involving various instruments and stakeholders.

Formative evaluation is conducted during the programme implementation process, aiming to provide immediate feedback that allows for improvements and adjustments during implementation. Meanwhile, summative evaluation is conducted at the end of each semester, focusing on measuring learning outcomes, attitude changes, and the overall achievement of programme objectives. Both forms of evaluation are managed by the Language Development Team (LDT) with support from the ma'had coordinator and language subject teachers.

The evaluation instruments used include language proficiency tests, direct observation of language use in daily activities, and performance assessments in co-curricular activities such as muhadatsah and muhadharah. Additionally, in-depth interviews are conducted with some students, teachers, and mentors to obtain more detailed qualitative data on the programme's impact on language skill development.

The evaluation results indicate that, overall, the structured bilingual programme has a positive impact on improving students' Arabic and English language competencies. In terms of receptive skills, students demonstrate better understanding of reading and conversation in both languages. In terms of productive skills, many students are beginning to express ideas orally and in writing with better sentence structure and a broader vocabulary.

Observations of daily activities show that a language environment is beginning to form. Many students spontaneously use foreign languages in their daily interactions, both with their peers and with their mentors. Activities such as 'morning vocabulary,' 'conversation class,' and 'language zone' are running consistently and have received positive responses from participants. The implementation of a proportional reward and punishment system also encourages compliance with language usage rules.

Co-curricular and extra-curricular activities such as bilingual muhadharah have successfully increased students' confidence in public speaking. Many students who were previously passive are now able to deliver speeches or participate actively in discussions. Additionally, regular bilingual competitions provide students with a platform to showcase their abilities competitively.

However, the evaluation also revealed several challenges that still need to be addressed. One of these is the need for more interactive learning, less stringent rules for students, and a lack of variety in sanctions for students who violate rules during activities.

Nevertheless, the overall evaluation concludes that this structured bilingual programme is a successful managerial innovation. This success is supported by leadership commitment, thorough planning, consistent implementation, and active

involvement from all components of the ma'had. The positive impact on improving students' language competencies is evident and continues to grow, making this programme a model that can be replicated or further developed.

As a follow-up to this evaluation, the implementation team recommends several steps to strengthen the programme, including: (1) enhancing ongoing training for language instructors, (2) developing self-learning modules for students from beginner to advanced levels, (3) intensifying the use of digital technology, and (4) strengthening collaboration between language teachers, instructors, and students in planning and implementing activities. Through regular and reflective evaluation, the bilingual programme is expected to continue developing as the primary means of producing students who are not only religious and intellectual but also excel in foreign language proficiency.

Conclusion

The structured bilingual program implemented at Ma'had Al-Qalam MAN 2 Malang City is a strategic initiative aimed at strengthening the Arabic and English language competencies of the students. The design of this program is based on the real needs of the boarding school environment for more focused and systematic language learning. Using an education management approach based on needs, the program has successfully developed integrated activities that align with the boarding school's daily routines and are supported by competent human resources.

During the implementation phase, the bilingual program has created a communicative and participatory learning environment. Activities such as morning vocabulary sessions, conversation practice, conversation classes, and bilingual lectures have proven effective in encouraging active participation among students in using foreign languages. The reward-punishment system and the involvement of mentors are important factors in fostering language discipline. Challenges such as competency gaps and the busy schedule of the madrasah still arise, but these can be addressed gradually through a flexible and adaptive managerial approach.

Regular evaluations indicate that this program has a positive impact on the development of students' language skills. Significant improvements have been observed in both receptive (listening and reading) and productive (speaking and writing) aspects. On the other hand, evaluation results also highlight the need for improvements in supporting aspects, such as instructor training, provision of learning materials, and alignment of activity schedules. Overall, this program has proven to be a viable model for strengthening language competencies in other boarding school environments.

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