Analysis of Bilingual Implementation in Improving Students' English Proficiency in Islamic Boarding Schools

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Abstrak

Improving English language skills among santri in pesantren is a challenge that requires innovative approaches, such as bilingual programs. This study aims to analyze the effectiveness of bilingual implementation in improving the English language skills of santri in pesantren. The research method involved statistical evaluation of reading and writing test scores and questionnaire responses in measuring the impact of the program, complemented by thematic analysis of the qualitative data to identify key themes related to program implementation and effectiveness. The reading test results showed that 75% of the santri achieved 'Good' to 'Very Good' scores, signaling strong reading comprehension. However, the writing test results showed that no santri achieved a 'Very Good' score, although 35% of santri scored 'Good' and 43% scored 'Fair,' indicating proficiency in writing mechanics, grammar, and vocabulary. The perspective of the santri regarding the bilingual program was also positive, with the majority agreeing or strongly agreeing with the program's effectiveness. The implications of this study suggest that while the bilingual program effectively improves reading skills, there needs to be further focus on developing writing skills. Suggestions for future research include longitudinal research and a broader evaluation of language skills to gain a holistic view of the effectiveness of the bilingual program.
Keywords: Bilingual education; English proficiency; Islamic boarding schools.

Introduction

In the era of globalization, the importance of mastering English is undeniable. English acts as a lingua franca that opens access to various opportunities in the academic and professional world.[1] In this context, educational institutions are responsible for preparing students with adequate language skills. Pesantren is one such institution that plays a vital role in this regard.[2] As a traditional Islamic educational institution in Indonesia, it has undergone a significant transformation in its teaching approach, including implementing a bilingual education system.[3]

This strategy aims to improve the English language skills of santri and broaden their horizons in the global arena. However, the effectiveness of bilingual programs in pesantren still needs to be solved.[4] This research will analyze the extent to which the implementation of bilingualism in pesantren has succeeded in improving the English proficiency of santri, as well as identify the factors that support and hinder the process. Thus, this research will provide a clearer picture of the current condition and offer practical solutions for future improvements.

Although many pesantren have adopted the bilingual education approach, its implementation still has many challenges. One of the main problems identified is the low level of English language skills among santri.[5] Various factors, including the lack of adequate teaching materials, teacher competence, and the lack of English language practice in the daily lives of santri, cause the obstacles. In addition, implementing the bilingual curriculum in pesantren often needs more consistency and better integration into all aspects of learning.[6] This research examines the implementation of bilingual programs in pesantren, with the primary objective of identifying specific problems that hinder their

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[1] Sri Handayani, "Pentingnya Kemampuan Berbahasa Inggris Sebagai Dalam Menyongsong ASEAN Community 2015," *Jurnal Profesi Pendidik* 3, no. 1 (2016): 102–106.

[2] Rudi Hary Anto, "Pemberdayaan Santri Pondok Pesantren Musthafawiyah Di Era Globalisasi (Studi Kasus Pondok Pesantren Musthafawiyah)," *Al-Ishlah: Jurnal Pendidikan* 9, no. 2 (2017): 16–32.

[3] Nia Indah Purnamasari, "Konstruksi Sistem Pendidikan Pesantren Tradisional Di Era Global; Paradoks Dan Relevansi," *EL-BANAT: Jurnal Pemikiran Dan Pendidikan Islam* 6, no. 2 (2016): 73–91.

[4] Muhammad Yaser Arafat Azka, Mohammad Ali, and Sabar Narimo, "Implementasi Kurikulum Bilingual Dalam Meningkatkan Kualitas Bahasa Inggris Di SD Bilingual Muhammadiyah 1 Purwodadi," *Jurnal Sinektik* 5, no. 1 (2022): 8–14.

[5] Muhammad Yamin, Abd Halim, and Maemuna Muhayyang, "The Implementation Steps of Project-Based Learning in English Language Teaching at Islamic Boarding School," *Celebes Journal of Language Studies* (2023): 57–74.

[6] Richul Qomariyah and M Pd Soeprajitno, "Studi Kurikulum Pesantren Smp Bilingual Terpadu Di Pesantren Modern Al-Amanah Junwangi Krian Sidoarjo," *Jurnal Mahasiswa Teknologi Pendidikan* 7, no. 1 (2016).

effectiveness. Alicia Fitranti explained that by understanding these challenges, the research is expected to offer more appropriate recommendations to overcome these obstacles and improve the quality of bilingual education in pesantren.[7]

This study aims to analyze the effectiveness of the implementation of bilingual education in improving the English language skills of santri in pesantren. The main objective of this study is to understand the extent to which the bilingual approach has been successfully implemented and its impact on the English language skills of the santri. In addition, this study also aims to identify the factors that support and hinder the implementation process.

Thus, this research is expected to provide a deeper insight into the actual conditions in the field and offer practical solutions to improve the implementation of bilingual programs in pesantren. Finally, the results of this study are expected to be a reference for educators, policymakers, and other researchers to improve the quality of English language teaching in the pesantren education environment.

Some of the previous research shows that implementing bilingual education in pesantren can significantly improve students' English language skills. Studies emphasize the importance of structured programs and innovative teaching strategies through literature integration[8] and overcoming students' challenges in learning English as a second language.[9] In addition, careful planning, practical implementation, and comprehensive evaluation of language programs are essential for second language development in pesantren.[10] By utilizing innovative approaches and focusing on improving language skills, such as listening comprehension, speaking ability, reading comprehension, writing proficiency, and vocabulary/grammar, students can achieve higher levels of English

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[7] Alifia Fitranti, "Kajian Literatur Implementasi Program Bilingual Pada Pendidikan Berbasis Pesantren," *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 6, no. 2 (2021): 154–175.

[8] Untung Pararean Adjie Saputra, Wirda Farfaza Nabila Rusafi Rusafi, and Wahyu Indah Mala Rohmana, "Implementing Various Strategies in Teaching English through Literature in Islamic Boarding School," *Journal of English Language Teaching, Literature and Culture* 3, no. 1 (2024): 42–48.

[9] Sofyan Sofyan, Agus Widyantoro, and Prince Owusu Adoma, "Analysis of Students' Difficulties in Learning English Skills at Boarding Islamic Schools," *International Journal of Contemporary Studies in Education (IJ-CSE)* 2, no. 3 (2023): 223–241.

[10] Najiyah Fakhiroh and Khizanatul Hikmah, "Enhancing Arabic Language Proficiency in Islamic Boarding Schools: A Comprehensive Study," *Indonesian Journal of Islamic Studies* 11, no. 3 (2023).

proficiency and contribute actively to their communities.[11] This holistic approach ensures a well-rounded language education that benefits students in pesantren.[12]

Many researchers have examined bilingual programs. Galuh Elga Romadhon's research explores how English language ideology interacts with religious and cultural norms in Islamic education. The results show that the integration of Islamic principles and cultural heritage is important to improving language fluency and strengthening students' religious identity.[13] Ila Amalia's research examines the implementation of a bilingual class program in an Islamic primary school. An important finding of this study is the application of the method used by the school in the bilingual program, namely the partial immersion method.[14] Dariyanto's research examined the curriculum designed for students developing English language skills. The findings show vocabulary programs, morning conversations, and intensive learning in addition to formal education. Evaluation is done through oral and written exams every term.[15] Fitriyani's research examines bilingual learning at Daarul Rahman I Islamic Primary School. The results show that the learning environment is conducive to teacher involvement, creating a student-centered learning culture.[16]

Although much research has been conducted on bilingual education and English language acquisition, there are significant gaps in the existing literature, especially in the context of pesantren. Most previous studies have focused on nonpesantren Islamic educational institutions, while in-depth research on bilingual implementation in pesantren is limited. In addition, previous studies often do not detail the specific factors that influence the success or failure of bilingual programs in pesantren settings.

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[11] Muh Khairul Luthfi, "The Innovative Approach To Improve Students'arabic Language Proficiency: A Study At An Islamic Boarding School," *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan* 14, no. 2 (2023): 394–402.

[12] Evita Nur Apriliana and Dian Hendrarini, "Pesantren Bilingual Berbasis Karakter Salaf: Sebuah Prototype Pendidikan Berkelanjutan Pada Era Global," in *Prosiding AnSoPS (Annual Symposium on Pesantren Studies)*, vol. 1, 2022, 67–90.

[13] M Galuh Elga Romadhon, "Exploring Language Ideology and Religious Identity: Strategies for Teaching English in Boarding School Setting," *International Journal of Instructions and Language Studies* 2, no. 1 (2024): 52–68.

[14] Ila Amalia and Abdul Gafur Marzuki, "The Implementation of Bilingual Class Program in Islamic Elementary School," *Al-Ta lim Journal* 30, no. 1 (2023): 74–84.

[15] Dariyanto Dariyanto et al., "Analysis of the English Learning Process in Islamic Elementary Boarding Schools," *Jurnal Basicedu* 6, no. 1 (2022): 925–932.

[16] Fitriyani Fitriyani and Yumna Rasyid, "Bilingualism Of Language Learning In Islamic School (Ethnographic Research In Daarul Rahman Islamic School I, South Jakarta)," *IJLECR (International Journal of Language Education and Cultural Review)* 4, no. 1 (2018): 68–72.

This research is expected to fill this gap by offering a more comprehensive and contextualised analysis of the implementation of bilingual education in Pesantren. Thus, this study will clarify new contributions to developing bilingual education theories and more effective teaching practices in Pesantren.

Although many studies have been conducted on bilingual education and English language acquisition, there are significant gaps in the existing literature, particularly in the context of pesantren. Most previous studies have focused on public schools or higher education institutions, while in-depth research on bilingual implementation in pesantren is limited. In addition, previous studies often need to detail the specific factors that influence the success or failure of bilingual programs in pesantren settings.

This research is expected to fill this gap by offering a more comprehensive and contextualized analysis of the implementation of bilingual education in Pesantren. Thus, this research will clarify its new contribution to developing bilingual education theory and more effective teaching practices in Pesantren.

This research offers a significant new contribution to the field of bilingual education by highlighting the specific context of pesantren, which has yet to be widely explored in previous literature. The uniqueness of this study lies in the comprehensive approach used to analyze the implementation of the bilingual program, covering aspects of the curriculum, teachers' competencies, and the learning environment. In addition, this study emphasizes the importance of integrating English language learning and religious values taught in pesantren, which has yet to be discussed in previous studies. The justification for this research is based on the urgent need to improve the quality of English language teaching in pesantren, given their strategic role in shaping a competent young generation ready to compete globally. By offering practical solutions and policy recommendations, this research is expected to significantly improve the quality of bilingual education in pesantren and contribute to the general development of bilingual education theory and practice.

Methodology Research

This study employs a mixed-methods research design, integrating both qualitative and quantitative approaches to evaluate the impact of a bilingual program on students' reading and writing skills at Pesantren Muhammadiyah Kwala Madu in Langkat, North

Sumatra.[17] Data collection methods include direct observations of classroom interactions and language use, semi-structured interviews with students and teachers, assessments through multiple-choice and essay tests, and perception questionnaires distributed to students. The data sources are 40 randomly selected students from class XII-MIPA2, providing a diverse and representative sample. The data types encompass qualitative data from interviews and observations and quantitative data from tests and questionnaires. Data analysis involves statistical evaluation of test scores and questionnaire responses to measure the program's impact, alongside thematic analysis of qualitative data to identify key themes and patterns related to the bilingual program's implementation and effectiveness.[18] Ethical considerations are paramount, ensuring informed consent, confidentiality, and cultural sensitivity throughout the research process.[19]

The Impact of Bilingual Implementation in Reading and Writing Skills

The effect of the bilingual program on students at the modern boarding school Muhammadiyah Kwala Madu significantly impacts students' reading and writing skills. This is supported by reading and writing tests that show promising results.

The reading test, comprising five questions, aimed to assess student's ability to comprehend information, analyze texts, make inferences, recall details and facts, and understand the relationships between concepts within the provided text. The researcher gathered data from Pondok Pesantren Muhammadiyah Kwala Madu students and categorized their performance according to the scores obtained for each item. The results are presented in Table 1.

Table 1: Distribution of Students' Scores in the Reading Test

	Classification	Frequency	Percentage
1	Excellent (100)	6	15%
2	Very Good (80)	14	35%
3	Good (60)	16	40%
4	Average (40)	4	10%
5	Below Average (20)	0	0%
	Total	40	100%

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[17] Saraswati Dawadi, Sagun Shrestha, and Ram A Giri, "Mixed-Methods Research: A Discussion on Its Types, Challenges, and Criticisms," *Journal of Practical Studies in Education* 2, no. 2 (2021): 25–36.
[18] John Mandel, *The Statistical Analysis of Experimental Data* (Courier Corporation, 2012).
[19] Ralph L Rosnow and Robert Rosenthal, "Ethical Principles in Data Analysis: An Overview," *Handbook of ethics in quantitative methodology* (2011): 37–58.
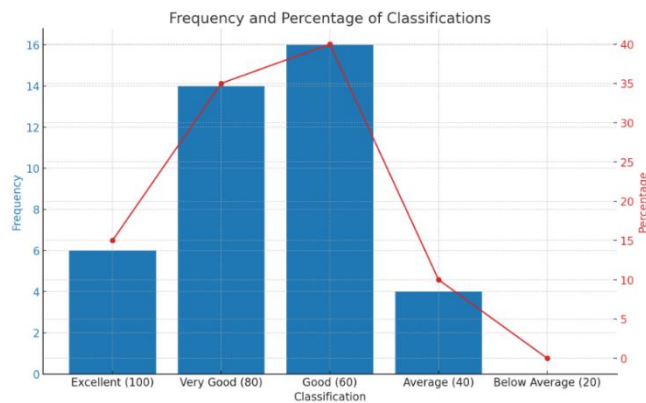
Figure 1: Bar Chart of Distribution of Students' Scores in the Reading Test

The table distribution of students' scores in the reading test. The classifications are based on the score for each item, ranging from Excellent to Below Average. The data shows that none of the students scored in the Below Average category, indicating that all students answered at least some questions correctly. Most students fell within the Good and Very Good categories, with 40% and 35% of students, respectively. This suggests that a significant portion of the students demonstrated satisfactory to above-average reading comprehension skills. Furthermore, 15% of students achieved an Excellent score, indicating a commendable level of proficiency in reading comprehension, while 35% of students scored Very Good, demonstrating a solid understanding of the text.

The writing test aimed to evaluate students' proficiency in expressing themselves effectively in writing, focusing on grammar usage, vocabulary, punctuation, and coherence. Table 2 presents the results obtained from the students at Pondok Pesantren Muhammadiyah Kwala Madu.

Table 2: Distribution of Students' Scores in Writing Test

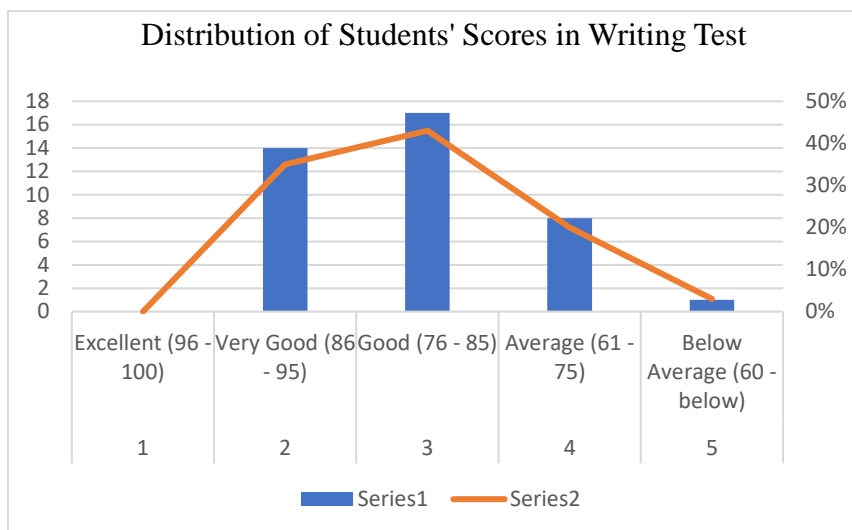| No	Classification	Frequency	Percentage
1	Excellent (96 - 100)	0	0%
2	Very Good (86 - 95)	14	35%
3	Good (76 - 85)	17	43%
4	Average (61 - 75)	8	20%
5	Below Average (60 - below)	1	3%
	Total	40	100%

Figure 2: Bar Chart of Distribution of Students' Scores in Writing Test

The table illustrates the distribution of students' scores on the writing test. The classifications are based on the classification for each item, ranging from Excellent to Below Average. From the data, it is evident that none of the students achieved an Excellent score, which indicates mastery of writing skills. However, a significant proportion of students, 35%, scored in the Very Good range, demonstrating a high level of proficiency in writing. This suggests that most students fully grasp grammar, vocabulary, and writing mechanics. Furthermore, 43% of students scored in the excellent range, indicating a solid writing performance but with room for improvement. Additionally, 20% of students fell within the Average range, suggesting a need for further development in certain aspects of writing. Only 3% of students scored in the Below Average range, indicating minimal proficiency in writing. This suggests that most students have at least a basic level of writing ability.

Students' Perspectives On The Implementation Of The Bilingual Programme

Students' perceptions of implementing the bilingual program in their schools are good. This is in line with the results of the questionnaire researchers conducted at the modern boarding school Muhammadiyah Kwala Madu, which approved implementing this bilingual programme. Tables 3, 4, 5, and 6 show the results.

Table 3: Questionnaire Results Regarding Approval of the Implementation of the Bilingual Program

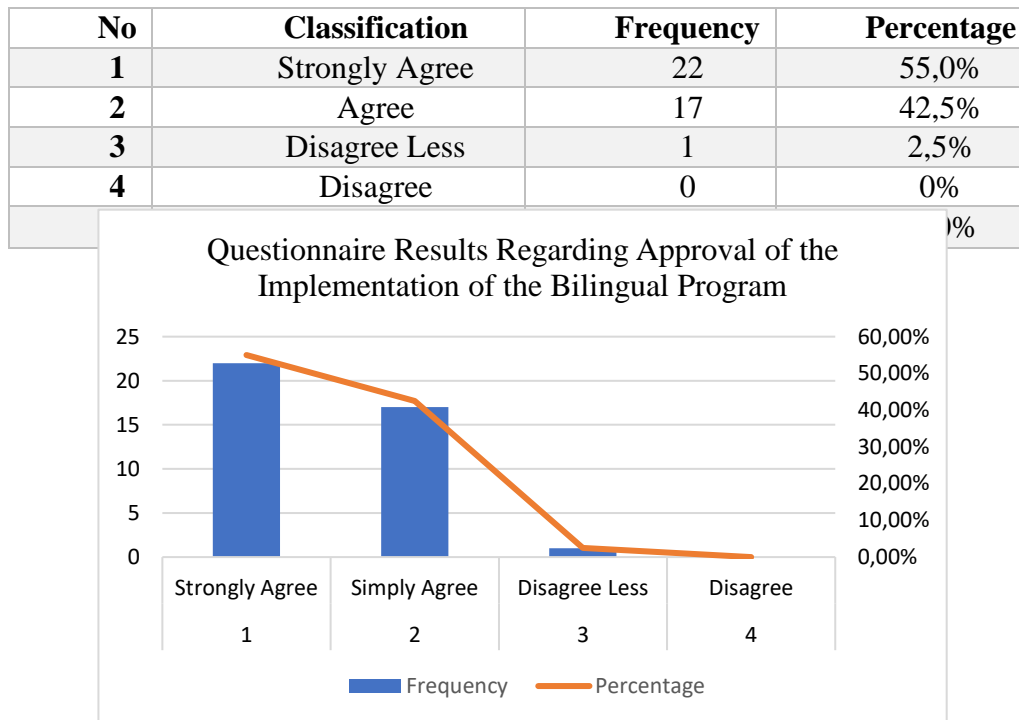| No	Classification	Frequency	Percentage
1	Strongly Agree	22	55,0%
2	Agree	17	42,5%
3	Disagree Less	1	2,5%
4	Disagree	0	0%

Figure 3: Bar Chart of Questionnaire Results Regarding Approval of the Implementation of the Bilingual Program

Table of distribution of students' perception. The classification is based on the student's level of agreement with the bilingual program in their school at Pondok Pesantren Modern Muhammadiyah Kwala Madu in a questionnaire statement made by the researcher, ranging from Strongly Agree, Agree, Disagree Less, and Disagree. The data shows that most students fall into STA and SA, with 55.0% and 42.5% of students, respectively. This indicates that most students agreed that the bilingual program is effective in their school. In addition, students who fall into the DL and D categories, with a percentage of 2.5% and 0%, respectively, indicate that 1 out of 40 students disagree with the statement in Table 3. That suggests that almost all students agree that implementing the bilingual program is practical.

Table 4: Questionnaire Results Regarding Implementation of Bilingual Program Brings Benefits

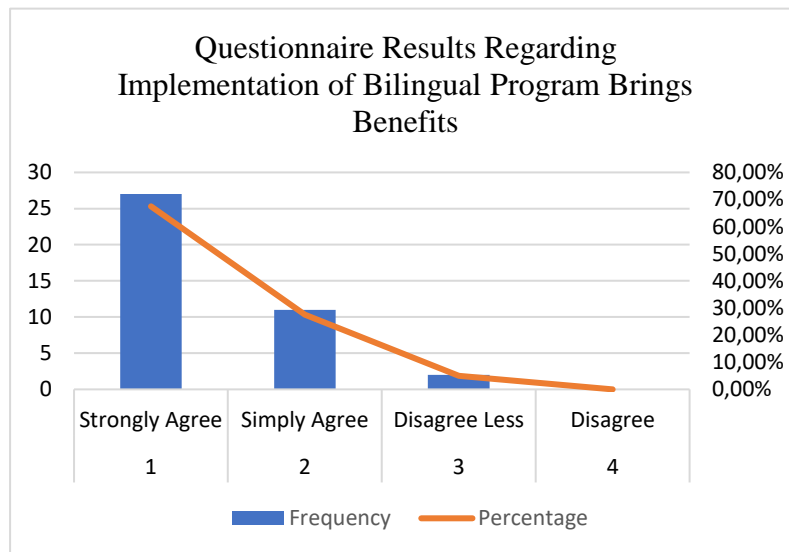| No	Classification	Frequency	Percentage
1	Strongly Agree	27	67,5%
2	Agree	11	27,5%
3	Disagree Less	2	5,0%
4	Disagree	0	0%
	Total	40	100%

Figure 4: Bar Chart of Questionnaire Results Regarding Implementation of Bilingual Program Brings Benefits

Table of distribution of students' scores in the reading test. The classification is based on the student's level of agreement on the implementation of the bilingual program bringing benefits to them in a questionnaire statement made by the researcher, ranging from Strongly Agree, Agree, Disagree Less, and Disagree. The data shows that most students fall into Strongly Agree and Agree, with 67.5% and 27.5% of students, respectively. This indicates that many students agree that the bilingual program brings them benefits. In addition, students who fall into the DL and D categories, with a rate of 5.0% and 0%, respectively, show that 2 out of 40 students disagree with the statement in Table 4. That indicates that almost all students agree that the bilingual program benefits them.

Table 5: Questionnaire Results Regarding Bilingual Programs Can Be Applied in the Long Term

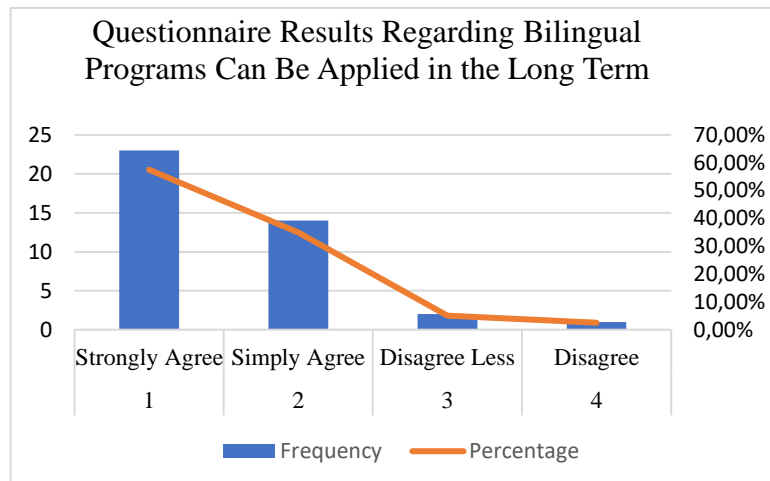| No	Classification	Frequency	Percentage
1	Strongly Agree	23	57,5%
2	Agree	14	35,0%
3	Disagree Less	2	5,0%
4	Disagree	1	2,5%
	Total	40	100%

Figure 5: Bar Chart of Questionnaire Results Regarding Bilingual Programs Can Be Applied in the Long Term

Table of distribution of students' scores in the reading test. The classification is based on the student's level of agreement on implementing the bilingual program in the long term in a questionnaire statement made by the researcher, ranging from Strongly Agree, Agree, Disagree Less, and Disagree. From the data, it can be seen that the majority of students fall into STA and SA, with 57.5% and 35.0%, respectively. This shows that a large percentage of students indicated their agreement that the bilingual program could be implemented in the long term. In addition, students fell into the DL and D categories, with a percentage of 5.0% and 2.5%, respectively, which shows that 3 out of 40 students disagreed with the statement in Table 5. That indicates that almost all students agree that the bilingual program can be implemented for the long term.

The Effectiveness of the Bilingual Programme in Improving English Language Proficiency in Pesantren

This study provides important insights into the effectiveness of the bilingual program in improving the English language skills of santri in Islamic boarding schools, with the interpretation of the results in line with theory and previous research. The reading test results showing that 75% of the students scored 'Good' to 'Very Good' strengthen the argument about the importance of dual language exposure in improving reading comprehension. Literacy in a second language often develops faster when students consistently engage in meaningful and contextualized reading activities, as Krashen's theory of comprehensible input supports. This finding aligns with Ila Amalia's previous findings, Dariyanto Dariyanto, Tira Nur Fitria, Showing the effective use of bilingual

programs in educational institutions regarding school administration, human resources, teaching and learning activities, and program evaluation.

In contrast, the lower writing test results indicate that despite progress in mechanics and grammar, the students still need reinforcement in expressive writing skills. This is in line with the findings from Hari Prastyo's research.[20] Siti Nihayati states that developing productive skills, such as writing, requires more time and intensive practice than receptive skills, such as reading. Thus, the results of this study confirm that while the bilingual program has successfully improved reading comprehension, additional emphasis needs to be placed on developing writing skills to achieve a better balance of language competence.

This study's results significantly contribute to the theory of bilingual education and its application in practice. In theory, the findings reinforce the view that bilingual programs effectively improve receptive skills, such as reading, but require further intervention for productive skills, such as writing. The findings are consistent with Cummins' theory.[21] The difference between BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency) is that mastery of more complex academic skills takes longer to develop.

These results guide curriculum development in Islamic boarding schools, suggesting a more significant emphasis on writing practice and teaching strategies that support productive skill development.[22] As revealed in Na'imah's research, the bilingual program can be optimized by providing more opportunities for santri to write in meaningful contexts and get constructive feedback. Thus, the results of this study not only enrich the literature on bilingual education but also provide practical recommendations for educators to improve the effectiveness of bilingual programs in pesantren.

While this study provides valuable insights into implementing the bilingual program, some limitations must be noted. *Firstly*, this study used a sample that may not

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[20] Hari Prastyo, Ika Irmawansah, and Imam Wahyudi, "Bilingual Environmental Awareness (BEA) in Pesantren for Enhancing Speaking Skill," *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature* 9, no. 1 (2023): 1–17.

[21] Jim Cummins, "Putting Language Proficiency in Its Place: Responding to Critiques of the Conversational/Academic Language Distinction," *English in Europe: The acquisition of a third language* (2000): 54–83.

[22] Mahmud Mahmud and Linda Linda, "Designing English Coursebook for Islamic Bilingual Boarding School Based on the Value of the Four Pillars of Nationality," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 1 (2021): 17–27.

fully represent the Islamic boarding school population, so the results may need to be more generalizable to a broader context. *Secondly*, the evaluation of the success of the bilingual program is based on reading and writing tests, which may only partially reflect some aspects of the santri's English language ability, such as speaking and listening skills.

In addition, this study was cross-sectional and did not consider the long-term development of the student's language skills. This limitation affects the interpretation of the results, as other factors may contribute to the improvement or decline of santri's English skills that need to be detected by the method used. Therefore, the results of this study should be seen as preliminary indications that require confirmation through more in-depth and longitudinal studies. By understanding these limitations, researchers and practitioners can design more comprehensive research and interventions in the future.

Based on the results and limitations of this study, there are several suggestions for future research. *First*, longitudinal research is needed to observe the development of santri's English skills over a more extended period to provide a more comprehensive picture of the effectiveness of the bilingual program.

The research will help identify the stages of language development and factors that influence the continuous improvement of santri's language skills. Secondly, an in-depth study involving various evaluation methods, including speaking and listening skills tests, will provide a more holistic view of the student's English proficiency. In addition, future research could explore the impact of different teaching strategies in bilingual programs, such as digital technology or collaborative learning approaches, to determine the most effective methods. Finally, it is essential to involve a more diverse sample from different types of Islamic boarding schools so that the study results can be better generalized. With these suggestions, future research can broaden the understanding of bilingual program implementation and optimize teaching strategies to improve the overall English proficiency of santri.

This study has significant social and ethical implications, especially regarding the use of digital technology in bilingual education in Islamic boarding schools. From a social perspective, the findings show that improving Santri's English language skills can strengthen their competitiveness in the future, both in academic and professional contexts.

A practical bilingual program can help students access more global resources and opportunities, improving the quality of education and the community's well-being, as

Amirul Mukminin also expressed.[23] However, an implementation must consider Adri Lundeto's explanation that the program must also consider ethical aspects, especially equal access to digital technology.[24] Not all santri have equal access to technological devices and the internet, which can lead to gaps in learning outcomes.[25] Therefore, school managers and policymakers must ensure that all santri have adequate access and support to make the most of the bilingual program. In addition, using digital technology in learning must be accompanied by clear ethical guidelines to protect the privacy and security of santri data. The bilingual program can be implemented fairly and effectively by paying attention to these social and moral implications, providing optimal benefits for all santri.

Conclusion

This study concludes that the bilingual program implemented in an Islamic boarding school significantly impacts santri's English language skills, especially in reading comprehension. The reading test results show that most santri can achieve good to excellent levels of comprehension, signifying the program's effectiveness in developing receptive skills. However, the writing test results, which showed no students achieving a 'Very Good' score, highlight the need for further development in productive skills. The positive support of the santri towards the program reinforces the finding that the bilingual program contributes to the overall improvement of English language proficiency. Nonetheless, this study also identified some limitations, including a sample that may not be representative and an evaluation limited to reading and writing skills. Therefore, the results of this study should be seen as preliminary indications that require further confirmation.

Based on the findings and limitations of this study, here are some suggestions for future research and practice: *firstly*, longitudinal research that can observe the development of santri's English language skills over a more extended period. This model

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[23] Amirul Mukminin et al., "They Can Speak English, but They Don't Want to Use It." Teaching Contents through English in a Bilingual School and Policy Recommendations," *Qualitative Report* 24, no. 6 (2019): 1258–1274.

[24] Adri Lundeto, "Digitalisasi Pesantren: Hilangnya Budaya Tradisionalis Atau Sebuah Kemajuan?," *Jurnal Education and Development* 9, no. 3 (2021): 452–457.

[25] Agnesya Wulantika and Dudun Ubaedullah, "Transformasi Strategi Pengadaan Fasilitas Belajar Untuk Mendukung PJJ Pada Masa Pandemi Di Pesantren Mahasiswa Teknologi Informasi Dan Komunikasi Depok," *Edukasiana: Journal of Islamic Education* 2, no. 2 (2023): 196–203.

of research will provide a more comprehensive and in-depth picture of the effectiveness of the bilingual program. *Secondly*, future research is expected to include a broader evaluation of English language skills, including speaking and listening skills, to get a more holistic view of the students' language abilities. *Thirdly*, future studies could explore the impact of different teaching strategies in bilingual programs, such as digital technology and collaborative learning, to determine the most effective methods for improving santri's productive skills.

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