

Analysis of The Bilingual Student Program: A Qualitative Study at The MAN 1 Surakarta Dormitory

Abelita Agreyita Putri

agreyita@gmail.com

Sulistia Nisa Qurrata 'Ainin

sulistianisa05@gmail.com

Affiliation (Faculty of Tarbiyah Sciences, UIN Raden Mas Said Surakarta, Indonesia)

ABSTRACT

This study aims to see how the Bilingual Santri Program in the MAN 1 Surakarta dormitory is run, as an effort to improve foreign language skills, especially Arabic and English. This study uses a qualitative approach with a case study method. Data was collected through observations, interviews with dormitory managers, language tutors, and students who participated in the program, as well as related documentation. The results of the study show that the Bilingual Santri Program is designed as part of character and academic development activities in the dormitory. This program includes the habit of using language in daily life, as well as regular coaching through mentoring activities, vocabulary and muhadatsah. Although there are obstacles such as differences in students' language skills, and colliding with other activities, this program has succeeded in increasing the confidence and communication ability of students in the two languages, because in the implementation of the bilingual program, the MAN 1 Surakarta institution formed OPPK or Religious Program Student Organization in helping to regulate bilingual programs. The recommendations to increase the success of this bilingual program can be done by emphasizing more cooperation between ustadz/ah and the management of the OPPK Language section, as well as re-regulating punishment for violators of rules in language. As for the language work program, a daily work program can be added to increase the effectiveness of foreign language skills, especially Arabic and English.

Keywords: bilingual programs, students, language learning, dormitory, qualitative studies

Introduction

Bilingual programs in the education environment, especially in schools with special religious programs, are getting more attention because of their potential in improving students' communication skills in Arabic and English. The implementation of the program in the context of the dormitory does not only

involve formal activities in the classroom, but also the practice of language in daily interactions between students, teachers, and dormitory administrators (Rupiah & Nuruddaroini, 2022). The existence of a dormitory environment as a learning ecosystem provides opportunities for authentic language practice that can strengthen language skills transfer. However, the effectiveness of bilingual programs is influenced by curriculum design, faculty readiness, and institutional support. Therefore, research that describes practices, constraints, and solutions for the implementation of bilingual programs in dormitories is needed to provide policy and practice recommendations (Zamhuri Rachman, et al., 2025).

In the past decade, bilingual education in Islamic religious institutions, especially pesantren-based aliyah madrassas, has increased significantly in Indonesia. This trend emerged in response to the need for globalization and the demand for international communication skills among students (Hadith, 2025). The mastery of two languages, Arabic and English, is not only a means of communication, but also a symbol of the academic and religious competence needed in the modern world (Bachtiyar & Bakar, 2025). Through the bilingual system, students are expected to be able to integrate Islamic values with the ability to interact globally without losing their Islamic identity (Karima, 2022).

In addition, Islamic educational institutions have begun to strengthen bilingual policies as a strategy to increase the competitiveness of graduates. Many modern Islamic boarding schools and aliyah madrasahs are now implementing bilingual programs as part of their transformation efforts towards an international class (Hadith, 2025). The support of the government and educational institutions for this program shows that bilingualism is considered important to form students who are adaptive, critical, and have the ability to think across cultures (Fitranti, 2021) (Zulbaidien, 2023).

Ideally, the implementation of bilingual programs in madrasah aliyah pesantren can create a conducive learning environment (*bi'ah lughawiyah*), where students actively communicate using two languages in academic and social contexts (Amalia et al., 2023). In these conditions, language is not just a subject, but a medium for thinking and expressing religious values (Fakhroh & Hikmah, 2023). This ideal environment is expected to foster a generation of students who are linguistically fluent and spiritually mature, making madrasah aliyah pesantren a model of progressive Islamic education that is relevant to the demands of the 21st century.

However, the reality on the ground shows that the implementation of bilingual programs in many madrasahs aliyah pesantren still faces various obstacles, both in terms of planning, teacher competence, and student motivation (Firdaus, 2021) (Jundi & Hasibuan, 2023). Most institutions are still stuck in symbolic application without consistent language habituation (Zulbaidien, 2023). The lack of bilingual pedagogical training and the lack of data-based evaluation cause learning outcomes to be not optimal. This gap shows the need for a research-based approach to understand perceptions, challenges, and strategies for success in the implementation of bilingual programs in the pesantren environment.

One potential solution is to strengthen the management of bilingual program implementation with a community-based bilingual management

approach, where students, teachers, and pesantren managers are actively involved in planning and evaluation (Bachtiyar & Bakar, 2025). A qualitative approach that explores students' perceptions and experiences can be the basis for designing a more contextual learning policy. Thus, the bilingual program is not only a language project, but also a means of forming the character and global identity of students (Hadisi, 2025). Based on the results of observations made by researchers at MAN 1 Surakarta on October 4, 2025, the reason the researcher took the place is because MAN 1 Surakarta is one of the State Aliyah Madrasah that implements a bilingual program, where the program is generally applied in Islamic Boarding Schools. The difference between this research and the previous research lies in the purpose of the research.

Method

This type of research is field research (*field research*) is research that goes directly into the field to get clear data and information. While this research method is a qualitative approach (qualitative description) that describes the events and symptoms that appear during the research, the data collected will be in the form of words. The subjects and objects of this research are musyrifah, administrators of the language section, and students, and the object is the bilingual program of dormitory students at MAN 1 Surakarta. Data collection techniques use observation, interview, and documentation techniques. Meanwhile, the data analysis technique uses interview techniques and document studies (Sugiono, 2022).

Results

Implementation of the MAN 1 Surakarta Language Program. Based on the results of an interview with the OPPK management of the Language section and Mrs. Fajria as the Dormitory Supervisor, the bilingual Arabic and English program of MAN 1 Surakarta is applied to students of religious programs and science boarding school programs. The practice is in the form of two weeks in Arabic and two weeks in English (for religious program dormitories) and one day in English (for science boarding school programs). The following are the weekly, monthly and yearly programs of MAPK students:

1. Weekly Programs

There are several weekly programs that are held in the dormitory, including:

a. Tasyj'iul Lughah

Tasyj'iul lughah is an activity to teach vocabulary, grammar, and the use of language styles to strengthen students' Arabic language skills in daily activities. This activity is carried out twice a week with the giving of mufrodat in each meeting raising one theme, consisting of Arabic and English in each one vocabulary given, the number of vocabulary in each meeting is about 5-7 vocabulary (according to the theme).

The implementation of *tashji'ul lughoh activities* is carried out every Wednesday and Friday, ba'da dawn. The technicality of this activity is, the management of the Language section or in MAN 1

Surakarta is called OPPK (Religious Program Student Organization) of the Language section which usually consists of 4 people consisting of the chairman, vice chairman, secretary, and treasurer giving mufrodat or vocab to all dormitory members, consisting of MAN 1 students in the first, second and third grades of Madrasah Aliyah. This activity takes place regularly both in the implementation of Arabic week and English week.

The mufrodat material provided by OPPK in the Language section refers to the special mufrodat guidebook facilitated by the MAN 1 Surakarta school. After giving mufrodat, students are required to write, memorize, then before the OPPK activity ends the language section appoints representatives from each generation to go forward to exemplify *pronouncement* and *an-nutq* (pronunciation), after the activity ends, students are also obliged to deposit mufrodat memorization into the Language section. This is mandatory for all students of the religious program.

b. *Muhadatsah*

Muhadatsah is a conversation practice activity using Arabic and English by applying grammar in accordance with the rules of *nahwu shorof* (in Arabic) and *grammar* (in English). This activity is carried out twice a week, on Friday and Wednesday after the *tasji'ul lughoh* activity. This activity aims to train students' Arabic and English speaking skills in communicating between dormitory members.

As for the technicalities of the *muhadatsah* implementation activities, namely the OPPK language section opens the activity with greetings, then asks the dormitory members to pair according to their respective classes, then start a conversation according to the theme that has been determined by the OPPK Language section. The choice of question and answer sentences for each member of the couple is different according to individual choices. After carrying out *muhadatsah* activities, members are not obliged to deposit new vocabulary that has been spoken during the implementation of *muhadatsah* to the OPPK language section.

c. *Arabic Club and English Club*

Arabic Club and English Club are weekly programs held by the Language Section at Madrasah Aliyah Religious Program (MAPK) MAN 1 Surakarta. These two programs aim to improve students' foreign language skills, both in the context of learning and in daily life.

1) *Arabic Club*

The Arabic Club is a place to develop Arabic language skills held weekly on a regular basis. This activity is designed to train students in the four main skills of Arabic language, namely listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). In addition, there are also additional activities such as language games, speeches, expressions in Arabic days, Arabic debate exercises and Arabic dramas. Through this activity, students are expected to not only be able to understand Arabic as a language

of study, but also be able to use Arabic effectively in communicating in the madrasah environment.

2) *English Club*

English Club is an English practice forum held weekly. The goal is to hone students' listening, speaking, reading, and writing skills in a balanced manner. In this activity, students are guided to be more confident in using English through various activities such as speech exercises, debate simulations, storytelling, and vocabulary games. *The English Club* also helps students to more easily use English in various situations, both formal and informal, as well as prepare them for language competitions and academic activities at the national and international levels.

These two language clubs are the flagship programs in the Language Section of MAPK/MAN 1 Surakarta because they are designed to support the vision of madrasahs in creating a generation that has faith, has global insights, and has high competitive skills. Through regular implementation every week, *the Arabic Club and English Club* act as a means of habituation to build a bilingual environment and foster the spirit of learning foreign languages in a creative and fun way.

d. Muhadhoroh

This activity was carried out by all members of the MAN 1 Surakarta dormitory, once a week, on Saturdays, Sunday nights. The Muhadhoroh practiced includes: Arabic speech practice, English speech practice, Indonesian speech practice and Javanese speech practice. As for the technical implementation, all students gather in class, according to their respective classes, then are divided into small groups to determine the turn of the demonstration and language rolling. In making speech texts, individuals are carried out before it is their turn to go forward.

2. Monthly Programs

a. Tri-Monthly Evaluation

This evaluation was carried out by the OPPK Language section together with the ustadz/ah language section, which is a routine meeting every three months which aims to control the effectiveness of the use of bilingual in the dormitory, then from the results of this activity usually together find solutions to conflicts that occur.

b. Accountability report

The accountability report is a routine activity that is carried out every three months to report the results of the implementation of the work program that has been prepared at the beginning of the term of office. The accountability report is prepared as a form of transparency, evaluation, and reflection on the activities that have been carried out.

3. Annual program

a. Language Seminar

The Language Seminar is an annual routine activity organized by MAPK and the science boarding school program, which is an activity that is carried out once a year, by bringing in native Arabic speakers, and

English experts who are not native English speakers. Both aim to explain tips for applying English and Arabic in daily life.

b. Language Fair

Language fair is an annual routine activity that aims to hone students' language skills with a competition system. The following are the branches of the competition in the language fair, including: first, the Arabic and English debates, which is a team competition, each team has 3 people to argue about topics that have been prepared by the OPPK language section using Arabic or English. Second, insha' this branch of the competition is an individual or individual competition by collecting story files according to the theme that has been determined by the committee. The winner is determined with the most interesting story and in accordance with the rules of the Arabic language order (nahwu-shorof). Third, the Shi'ir Branch Competition is one of the events that is full of literary, cultural, and religious values. In this competition, the participants were challenged to display their ability to chant syi'ir verses with full appreciation, the beauty of language, and mastery of rhythm and meaning.

Syi'ir itself is a traditional poem with Islamic nuances that usually contains advice, moral teachings, and religious values. Through syi'ir, participants are invited to convey da'wah messages beautifully and touching the heart, so that listeners are not only entertained but also receive valuable lessons.

In this competition, the assessment includes pronunciation and articulation, intonation and rhythm, expression, soul, and the conformity of the content of syi'ir with the specified theme.

Through the Shi'ir competition branch, it is hoped that the younger generation can foster a love for Islamic literary arts, strengthen language skills, and instill noble religious values in daily life. Fourth, namely cover song, this competition is a competition to resing a popular song with their respective styles and characters. Through this competition, participants are invited to channel creativity, hone vocal techniques, and express themselves through the art of music.

In this competition, the assessment includes vocal quality, song appreciation, stage mastery, articulation, and creativity in performing selected songs. Participants are not only expected to imitate the original singer, but also be able to provide distinctive touches and personal interpretations that make the performance unique and memorable.

The technical implementation of the activity is that all dormitory students are required to participate by registering themselves according to the competition branch of interest, after registering themselves, the competition participants will take part in the technical competition according to the competition branch that is followed.

In addition to the above language activities, in the plan to develop foreign language skills, school institutions also contribute as the main donor to the implementation of language activities in the dormitory. The

asatidz plays a role and the language section OPPK plays a role as a facilitator in learning and the application of bilingual in the dormitory.

In addition, in the implementation of the Madrasah Aliyah curriculum, school institutions also get the opportunity from the government to bring in teaching staff who are native speakers to teach subjects, technically directly interacting with students using a face-to-face system in the classroom. The lessons taught are fiqh subjects. This teaching and learning activity is carried out once a week with a duration of one hour of the subject, which is 45 minutes. If the shaykh is unable to attend, he will be replaced by another ustadz.

Discussion

This research focuses on the direct implementation of bilingual programs in the daily lives of students in the madrasah dormitory environment. This study examines how students interact using Arabic and English, how programs are run by dormitory managers, and its impact on improving language competence and the formation of religious character. Meanwhile, the previous research entitled "Literature Review of the Implementation of Bilingual Programs in Islamic Boarding School-Based Education" by Fitranti, et al. examined various results of previous research on the implementation of bilingual programs in Islamic boarding school educational institutions. The goal is to formulate general patterns, challenges, and effective strategies in the implementation of the program based on previous findings (Fitranti, 2021). Thus, the main difference between previous research lies in the approach and focus of research: this study uses qualitative field studies (empirical) to understand the phenomenon directly in one location, while the previous research is a literature review (theoretical) that analyzes various sources to obtain an overview of the implementation of bilingual programs in pesantren education.

In addition, this research also focuses on the application of bilingual Arabic and English in the dormitory environment which is a non-formal social environment that does not occur in the classroom but in the daily lives of students of religious programs and science programs, while the previous research with the title "Bilingual Education Program: Teachers' and Students' Perspectives and Challenges" by Nurul Fauziyah, et al., discusses the views and challenges of teachers and students on the implementation of bilingual education program with a dual curriculum (K13 and Cambridge) at one of the public high schools in Palembang. Through a qualitative approach of case studies involving teachers and students of the Cambridge program, this study found that the majority of participants had a positive view of the program because it was able to improve English language skills, expand global horizons, and open up opportunities to continue their studies abroad (Fauziah et al., 2021). However, both teachers and students face a number of challenges, such as difficulties in using English in science learning, heavier learning burdens due to the two curricula, and limited mastery of scientific terms. Thus the difference between this study and the study lies in the fact that: the previous study highlighted the formal academic aspect in the classroom, while this study emphasized the aspect of the formation of a

language environment in the non-formal realm. Another difference lies in the language used by Indonesian-English in the academic context and Arabic-English in the religious context as well as the type of challenges faced, where students in Palembang experience linguistic difficulties and a double curriculum burden, while students in Surakarta face obstacles of consistency, motivation, and coaching in daily bilingual practice.

Based on the results of interviews and document studies by the author, language activities at the MAPK MAN 1 Surakarta Dormitory, implementing the theory of behaviorism, this can be seen in the activities *Tasyji'ul Lughah* and *Muhadatsah*, where students are routinely trained to memorize, write, and pronounce vocabulary and sentence structure with direct guidance from the language department administrator. The process of consistent repetition and the provision of positive feedback from the supervisor serves as a form of reinforcement of the desired linguistic behavior. This is in line with the results of the research (Mahmud & Amalia, 2021) which states that habituation through structured exercises can significantly improve language skills. Thus, the behavioristic approach plays an important role in forming automatic, controlled, and communicative language habits in students. It is also based on the theory of behaviorism put forward by Edward Lee Thorndike who assumes that events form associations between events called stimulus (*S*) with Response (*R*). Stimulus is a change from the external environment that is a sign to activate the organism to act or do while the response from is any behavior that arises due to the presence of a stimulus (Shahbana et al., 2020).

Activities such as *Arabic Club*, *English Club* and *Language Seminar* at MAPK MAN 1 Surakarta provides a stimulus to activate this potential through direct exposure to natural communication, including interaction with native speakers. This is in line with the opinion (Cameron-Faulkner & Kidd, 2020) which confirms that an interactive and meaningful social environment accelerates activation *language acquisition device* (LAD) in students, so that they are able to understand and produce language spontaneously without relying on mere memorization (Hidayah et al., 2021). Therefore, language activities in the dormitory not only function as a means of formal learning, but also as a forum for natural language acquisition that strengthens students' innate linguistic competence.

Implementation of Activities *Muhadhoroh* and *Language Fair* at the MAPK MAN 1 Surakarta Dormitory, applying a humanistic approach, this can be seen through the provision of space for students to express ideas, dare to speak in public, and actively participate in language activities that emphasize creativity and human values. This is in line with research (Nguyen & Boon, 2022) which explains that humanistic-oriented learning creates a positive emotional environment, so that students are more motivated and have confidence in communicating. This approach also fosters awareness of the importance of empathy and collaboration in the language learning process (Hijriyah et al., 2024). Thus, the theory of humanism in the context of language learning in dormitories contributes not only to the improvement of language skills, but also to the formation of the character and personality of students as a whole.

This is in line with the application of the theory (Rogers, 1969) and (Maslow, 1970) i.e. arises as a reaction to behavioristic views that place too much emphasis on stimulus responses, as well as cognitivist views that focus more on mental processes without paying attention to emotional aspects and human values (Setiyadi, 2016). According to Carl Rogers (1969) in his work *Freedom to Learn*, effective learning occurs when learners feel psychological freedom, acceptance, and empathy from their teachers. Rogers emphasized that a teacher is not just a conveyor of knowledge, but a *facilitator of learning* which helps students grow and find personal meaning in learning, including in language practice.

Meanwhile, (Maslow, 1970) Through Theory *Hierarchy of Needs* Placing language learning as a means to achieve self-actualization, which is the peak of human needs. In the context of language, students who have met their basic needs (sense of security, love, appreciation) will be more open to communicating, expressing themselves, and experimenting with new languages.

The role of ustadzah and administrators in the implementation of language programs at the MAPK MAN 1 Surakarta Dormitory reflects the combination of behavioristic theory, nativism, and humanistic. Based on behavioristic theory, they function as stimulators and reinforcers of language behavior through activities such as *Tasyji'ul Lughah* and *Muhadatsah* which emphasize repetitive practice and positive reinforcement to form habits in language. From the perspective of nativism, the ustadzah and administrators act as facilitators who activate students' innate potential through activities such as *the Arabic Club*, *English Club*, and *Language Seminars*, creating a supportive environment for language development. Meanwhile, from a humanistic perspective, they act as mentors who foster students' confidence, empathy, and intrinsic motivation through *Muhadhoroh* and *Language Fair* activities that provide space for self-expression and actualization. Thus, the language program at MAPK MAN 1 Surakarta not only serves to improve linguistic skills, but also to shape human character and potential as a whole.

Conclusion

Based on the results of the research on the analysis of the bilingual program of students: a qualitative study in the dormitory of MAN 1 Surakarta, it was found that dormitory-based bilingual activities succeeded in integrating three main approaches in language learning, namely behavioristic, nativistic, and humanistic. Through activities such as *Tasyji'ul Lughah* and *Muhadatsah*, students are trained repeatedly in mastering vocabulary and sentence structure, in line with the principle of behavior reinforcement in behaviorist theory. Meanwhile, activities such as *Arabic Club*, *English Club* and *Language Seminar* provides a natural stimulus for language acquisition, supporting the activation of students' innate linguistic abilities as described by nativistic theory. Furthermore, activities such as *Muhadhoroh* and *Language Fair* shows the application of the humanistic theories of Carl Rogers and Abraham Maslow, where language learning is used as a means of self-expression, increased self-confidence, and the actualization of students' potential as a whole.

The implications of these findings show that the successful implementation of the bilingual program at MAN 1 Surakarta not only improves linguistic competence, but also shapes students' religious, empathetic, and collaborative characters. The integrated approach between behavioristic, nativist, and humanistic theories creates a balanced learning atmosphere between discipline, social interaction, and freedom of expression. Thus, language practice in the dormitory environment not only serves as a language acquisition tool, but also as a vehicle for the formation of personality and human values. This supports the idea (Rogers, 1969) that effective learning occurs when students feel accepted and free to express themselves, as well as strengthen their views (Maslow, 1970) that language plays an important role in the process towards self-actualization.

Based on these results, it is recommended that further research deepen the study of the effectiveness of the dormitory-based bilingual learning model by reviewing the psychological, social, and cultural factors that influence the success of the program. Subsequent researchers are also advised to explore the application of humanistic theory in the context of digital learning, especially how the value of empathy and freedom of learning can be integrated into technology-based language learning. In addition, it is important to develop evaluation instruments that not only measure language skills, but also affective aspects and character of students, so that language learning is truly a means of comprehensive self-development.

References

- Amalia, N. N., Adzimah, H., & Arifa, Z. (2023). *Management implementation of the Bi'ah Lughowiyah programmes and the problems in boarding based on Madrasah Aliyah*. UIN Malang Repository.
- Bachtiyar, M., & Bakar, M. Y. A. (2025). Innovations in Islamic religious education in bilingual madrasah aliyah: A systematic literature review. *Al-Ishlah: Jurnal Pendidikan Islam*, 17(2), 233–245.
- Cameron-Faulkner, T., & Kidd, E. (2020). The Development of Language: Functional, Biological, and Cultural Perspectives. *Annual Review of Linguistics*, 6(1), 89–109. <https://doi.org/10.1146/annurev-linguistics-011718-011447>
- Fakhiroh, N., & Hikmah, K. (2023). Enhancing Arabic language proficiency in Islamic boarding schools: A comprehensive study. *Indonesian Journal of Islamic Studies*, 5(1), 44–58.
- Fauziah, N., Mirizon, S., & Silvhiyani, S. (2021). Bilingual Education Program: Teachers' and Students' Perspectives and Challenges. *Jurnal Pendidikan Progresif*, 11(2), 219–234. <https://doi.org/10.23960/jpp.v11.i2.202107>
- Firdaus, A. P. (2021). *Manajemen pembelajaran program bilingual di Madrasah Tsanawiyah Unggulan Al-Qodiri 1 Jember*. UIN Khas Jember Repository.
- Fitranti, A. (2021). Kajian literatur implementasi program bilingual pada pendidikan berbasis pesantren. *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam*, 6(2), 145–159.
- Hadisi, L. (2025). Facing the challenges of globalization: Transforming madrasah education from bilingual to international classrooms. *Nazhruna: Jurnal Pendidikan Islam*, 8(1), 12–27.

- Hidayah, U. K., Jazeri, M., & Maunah, B. (2021). Teori Pemerolehan Bahasa Nativisme LAD. *BELAJAR BAHASA: Jurnal Ilmiah Program Studi Pendidikan Bahasa dan Sastra Indonesia*, 6(2), 177–188. <https://doi.org/10.32528/bb.v6i2.5539>
- Hijriyah, A. L., Putri, A. H., Sovinaz, S., & Isnaini, R. L. (2024). Pendekatan Humanistik dalam Pembelajaran Bahasa Arab Perspektif K.H. Ahmad Dahlan. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, 9(1), 115–130. <https://doi.org/10.55187/tarjpi.v9i1.5628>
- Jundi, M., & Hasibuan, R. (2023). Arabic language proficiency among students: A case study of language matriculation strategies at Al-Hasyimiyah Darul Ulum Sipaho Islamic Boarding School. *Lughawiyat: Journal of Arabic Education*, 4(2), 78–92.
- Karima, K. (2022). *Language attitudes of bilingual learners: A qualitative case study contextualized in an Indonesian Islamic boarding school*. UIN Malang E-Thesis Repository.
- Mahmud, M., & Amalia, D. (2021). Behaviorism in Second Language Learning: Relevance in the Digital Era. *International Journal of Language Education*, 5(3), 221–234. <https://doi.org/10.26858/ijole.v5i3.23109>
- Maslow, A. H. (1970). *Motivation and Personality* (2nd (red)). Harper & Row.
- Nguyen, T. H., & Boon, S. H. (2022). Humanistic Language Teaching: Learner-Centeredness in Practice. *International Journal of Education and Practice*, 10(4), 101–114. <https://doi.org/10.18488/journal.61.2022.104.101.114>
- Rogers, C. R. (1969). *Freedom to Learn*. Merrill Publishing.
- Rupiah, S., & Nuruddaroini, M. A. S. (2022). Program Keagamaan di SMA Global Islamic Boarding School dan SMAN Banua Kalimantan Selatan Bilingual Boarding School. *Alhamra Jurnal Studi Islam*, 3(1), 67. <https://doi.org/10.30595/ajsi.v3i1.11836>
- Setiyadi, D. (2016). Kurikulum Humanistik Dan Pendidikan Karakter: Sebuah Gagasan Pengembangan Kurikulum Masa Depan. *Premiere Educandum : Jurnal Pendidikan Dasar dan Pembelajaran*, 1(01), 26–39. <https://doi.org/10.25273/pe.v1i01.33>
- Shahbana, E. B., Kautsar farizqi, F., & Satria, R. (2020). Implementasi Teori Belajar Behavioristik. *Jurnal Serunai Administrasi Pendidikan*, 9(1), 24–33.
- Sugiono, P. (2022). Metode Penelitian kualitatif. In *penerbit alfabeta bandung*.
- Zamhuri Rachman, Ardi Hidayat, Hariyasin, Ma'rifah, Abd. Karim. (2025). *Metode Penelitian Sosial Kontemporer*. deepublish digital.
- Zulbaidien, M. (2023). *Santri's perception toward the implementation of bilingual program to English speaking skill in Pondok Pesantren Modern Al-Istiqomah Ngatrabaru*. UIN Datokarama Repository.