

## Environment-Based Bilingual Learning Integration in Education at Darul Hikmah Modern Islamic Boarding School Tulungagung

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**Abstract.** This study aims to analyze the integration of environment-based bilingual learning within the educational system of Pondok Pesantren Modern Darul Hikmah Tulungagung and its implications for students' language competence and character development. A qualitative descriptive approach was employed, using in-depth interviews, participatory observation, and document analysis. Data were analyzed through data reduction, data display, and conclusion drawing. The findings reveal that bilingual learning is integrated through the synergy between the national curriculum and the KMI curriculum, institutional language policies, and the reinforcement of a language-rich environment as an immersion space. The pesantren environment functions as an authentic practice setting where academic, social, and religious activities support daily language use. This model enhances students' language fluency, self-confidence, and the internalization of Islamic values. This study highlights that the success of bilingual learning is determined not only by curriculum design but also by a supportive and sustainable learning environment. The novelty of this research lies in proposing an environment-based bilingual integration model within the KMI system that holistically combines pedagogical, cultural, and religious dimensions.

**Keywords:** bilingual learning, language environment, modern Islamic boarding school, KMI, Islamic education.

**Abstrak.** Penelitian ini bertujuan untuk menganalisis integrasi pembelajaran bilingual berbasis lingkungan dalam sistem pendidikan Pondok Pesantren Modern Darul Hikmah Tulungagung serta implikasinya terhadap kompetensi bahasa dan perkembangan karakter

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santri. Pendekatan deskriptif kualitatif digunakan dengan teknik wawancara mendalam, observasi partisipatif, dan analisis dokumen. Data dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pembelajaran bilingual terintegrasi melalui sinergi antara kurikulum nasional dan kurikulum KMI, kebijakan bahasa institusi, serta penguatan lingkungan berbahasa sebagai ruang imersi. Lingkungan pesantren berfungsi sebagai setting praktik autentik di mana kegiatan akademik, sosial, dan keagamaan mendukung penggunaan bahasa sehari-hari. Model ini meningkatkan kelancaran berbahasa, kepercayaan diri, serta internalisasi nilai-nilai Islam pada santri. Penelitian ini menegaskan bahwa keberhasilan pembelajaran bilingual tidak hanya ditentukan oleh desain kurikulum, tetapi juga oleh lingkungan belajar yang mendukung dan berkelanjutan. Kebaruan penelitian ini terletak pada usulan model integrasi bilingual berbasis lingkungan dalam sistem KMI yang secara holistik menggabungkan dimensi pedagogis, kultural, dan religius.

**Kata kunci:** *bilingual learning, language environment, modern Islamic boarding school, KMI, Islamic education*

## **INTRODUCTION**

Language education in the context of Islamic boarding schools (pesantren) holds strategic importance as it directly contributes to strengthening communication skills, critical thinking, and students' readiness to face global dynamics that require functional and academic proficiency in Arabic and English (Al Fajar, 2025). This need becomes increasingly relevant when language learning is directed through an environment-based approach that creates natural, contextual, and communicative learning situations, allowing language to be not only learned as subject matter but also practiced in students' daily lives (Dewi et al., 2024). Theoretically, this approach supports the development of linguistic competence integrated with adaptive character building and broad intellectual insight, in line with the objectives of modern pesantren education (Mujib & Majid, 2022). Practically, Darul Hikmah Modern Islamic Boarding School Tulungagung provides a relevant context for study, as it implements an integrative educational system through the Kulliyatul Mu'allimin Al-Islamiyyah (KMI) curriculum, which combines religious and general knowledge alongside institutionalized bilingual learning (Andriani & Rozi, n.d.). Therefore, research on the integration of environment-based language learning within the KMI curriculum is essential to provide empirical and conceptual contributions to the development of effective, adaptive, and academically competitive pesantren education models.

Previous studies on bilingual learning in pesantren environments have generally focused on the practical use of language in students' daily activities, such as informal communication and language habituation, without in-depth analysis of structured bilingual integration within formal curricula. As a result, academic references explaining how bilingual learning can be systematically designed, implemented, and evaluated in classroom settings remain limited (Woro Yustia Pratiwi et al., 2025). Moreover, studies specifically addressing bilingual integration in modern pesantren covering curriculum planning, pedagogical strategies, and evaluation mechanisms are still relatively scarce (Fakhrudin et al., 2025). This condition has led to the implementation of bilingual education in pesantren that tends to be partial and not optimally managed (Pratiwi, 2025). This phenomenon is reflected in many pesantren that formally identify themselves as bilingual institutions, yet fail to implement such programs consistently and sustainably (Nurman et al., 2025). Therefore, more comprehensive research is needed to systematically examine the integration of bilingual learning in pesantren education in order to bridge the gap between normative concepts and empirical practices.

In response to the demands of globalization, modern pesantren have developed educational innovations through the implementation of bilingual learning using Arabic and English. Several studies indicate that bilingual learning contributes to improving language competence, cognitive abilities, and students' competitiveness in a global context (Rima Andriani, 2024). Within the pesantren context, mastery of Arabic and English is strategically important, as it not only strengthens students' academic abilities but also broadens access to classical and contemporary Islamic literature and supports cross-cultural religious communication (Al Fajar, 2025). Previous studies also emphasize the importance of integrating language with learning materials and the environment as key factors in the success of bilingual programs in Islamic educational institutions (Mujib & Majid, 2022). However, most of these studies still position bilingual learning as a general approach and have not specifically examined structured and contextual models of bilingual integration within modern pesantren education systems. Consequently, these studies tend to remain general and do not explicitly position pesantren as a unique educational system with distinctive curricular and environmental characteristics.

Although bilingual learning has significant potential to enhance both language competence and students' religious understanding, research specifically examining the integration of bilingual learning within pesantren education systems particularly at Darul Hikmah Modern Islamic Boarding School Tulungagung remains limited. This limitation has impacted the implementation of bilingual learning, which is not yet fully structured and still faces various challenges (Ali Wardhana et al., 2024). Several studies indicate issues such as inconsistencies in curriculum and pedagogical approaches, the absence of comprehensive policy guidelines from the government, sociocultural dynamics related to language identity, and operational constraints such as limited supporting facilities and inconsistent language use within the pesantren environment (Sholihah et al., 2024). In addition, the limited number of educators with adequate bilingual competence and the lack of appropriate learning materials further complicate the situation. Bilingual learning practices that are often initiated through coercive approaches without sustainable support programs may reduce students' motivation in the long term (Nurman et al., 2025). In fact, successful bilingual learning requires long-term commitment as well as systematic management and supervision (Ali Wardhana et al., 2024). Therefore, considering the strategic position of Darul Hikmah Modern Islamic Boarding School Tulungagung as a pioneer of modern pesantren in its region, and the increasing need to integrate language learning with quality Islamic education, research on bilingual learning integration in this context is both important and urgent to provide conceptual and practical foundations for developing adaptive pesantren education models in the digital and global era (Fakhrudin et al., 2025).

This study aims to: (1) examine the forms of environment-based bilingual learning integration within the educational system of Darul Hikmah Modern Islamic Boarding School Tulungagung; (2) analyze the strategies and methods used in its implementation; and (3) identify the supporting and inhibiting factors in the implementation of bilingual learning. The novelty of this study lies in the formulation of an environment-based bilingual integration model within the KMI system of modern pesantren, which integrates pedagogical, cultural, and religious dimensions holistically. Practically, the findings are expected to provide applicable strategic recommendations to improve the quality of bilingual learning in pesantren, including the development of teaching

methods, enhancement of educators' capacity and competence, and strengthening of a conducive language environment. This study also contributes to the development of an integrative model of environment-based language learning in pesantren.

In the context of contemporary academic discourse, this study occupies a strategic position at the intersection of Islamic education, bilingual learning, and environment-based educational model development. Amid the growing global attention to educational internationalization, multilingual literacy, and the integration of religious values with 21st-century competencies, this study offers a contextual perspective from pesantren as a distinctive Islamic educational institution in Indonesia. This research not only enriches academic discourse on bilingual implementation in religious educational institutions but also contributes to expanding both theoretical and practical frameworks on how modern pesantren can adapt pedagogically without losing their Islamic identity. Therefore, this study is expected to serve as a reference for policy development, educational practice, and further research related to bilingual learning integration in Islamic education in the global and digital era.

## **THEORETICAL FRAMEWORK**

Bilingual learning in educational contexts is widely understood as an approach that integrates the use of two languages as both subjects of learning and media of instruction. In Islamic boarding schools (pesantren), bilingual education typically involves Arabic and English, which function not only as communication tools but also as instruments for accessing religious and global knowledge (Al Fajar, 2025). The implementation of bilingual learning is closely related to the development of students' linguistic competence, cognitive abilities, and global competitiveness (Rima Andriani, 2024). In this context, bilingual education is not merely a linguistic practice but also a pedagogical strategy that supports holistic student development.

From a theoretical perspective, bilingual learning is most effective when supported by meaningful and continuous language exposure. The concept of *comprehensible input* proposed by Krashen emphasizes that language acquisition occurs when learners are exposed to language slightly above their current level of competence in a comprehensible

and contextualized manner (Lichtman & VanPatten, 2021). This theory highlights the importance of creating a language-rich environment where learners can naturally acquire language through interaction and experience. In pesantren settings, such environments are formed through daily communication practices, structured language programs, and institutional language policies.

In addition, sociocultural theory provides a strong foundation for understanding bilingual learning as a socially mediated process. Vygotsky's concept of the Zone of Proximal Development (ZPD) explains that learning occurs through interaction with more knowledgeable others, such as teachers or peers (Luong, 2022). In bilingual education, peer interaction, scaffolding, and collaborative learning play crucial roles in facilitating language acquisition (Parker et al., 2023). This perspective is particularly relevant in pesantren environments, where senior students and teachers actively guide language use in both formal and informal settings.

Furthermore, communicative language teaching (CLT) serves as a key pedagogical approach in bilingual learning. This approach emphasizes the use of language as a tool for communication rather than merely as a system of rules to be memorized (Aisyah Arfani Rambe, 2024). Through communicative activities such as dialogue, discussion, and problem-solving, learners develop functional language skills that are applicable in real-life contexts. This aligns with contextual learning theory, which posits that knowledge is best acquired when learners engage directly with meaningful situations (Lukman, 2024).

The integration of bilingual learning within pesantren education is also closely related to the concept of environment-based learning. This approach views the learning environment as an active and influential component in shaping students' knowledge, skills, and attitudes (Dewi et al., 2024). A supportive environment, including institutional policies, social interaction, and cultural practices, significantly enhances the effectiveness of language learning (Sholihah et al., 2024). In this regard, pesantren function as a comprehensive educational ecosystem where academic, social, and religious activities are interconnected and contribute to language development.

Moreover, bilingual education in pesantren cannot be separated from the broader framework of Islamic education, particularly the concept of *tarbiyah*, which emphasizes

character formation through habituation and moral development. According to Al-Ghazali's educational thought, learning is a process of internalizing values through continuous practice and exemplary behavior (Febriani, 2021). When language learning is integrated with religious activities and daily practices, it contributes not only to linguistic competence but also to the development of students' character and Islamic identity (Abdul Hakim Ali Fikri et al., 2025).

In terms of curriculum integration, modern pesantren often adopt a dual curriculum system that combines national educational standards with pesantren-based curricula such as Kulliyatul Mu'allimin al-Islamiyah (KMI). This integration allows for a balanced combination of religious knowledge, general education, and language mastery (Andriani & Rozi, n.d.). Effective bilingual programs require systematic planning, implementation, and evaluation within this integrated curriculum framework (Fakhrudin et al., 2025). However, previous studies indicate that many bilingual programs in pesantren are still implemented partially and lack structured management (Pratiwi, 2025; Nurman et al., 2025).

In summary, the theoretical foundation of this study is built upon the integration of language acquisition theory, sociocultural theory, communicative language teaching, environment-based learning, and Islamic educational philosophy. These perspectives collectively emphasize that successful bilingual learning is not solely determined by instructional methods but also by the interaction between curriculum design, social environment, and cultural-religious values. This integrated framework provides a conceptual basis for analyzing environment-based bilingual learning in modern pesantren education systems.

## **METHODOLOGY**

This study employed a descriptive qualitative approach aimed at gaining an in-depth understanding of the phenomenon of environment-based bilingual learning integration within the pesantren educational system. A qualitative approach enables researchers to explore meanings, values, and processes that occur naturally without manipulating variables. Through this approach, the researcher sought to obtain a comprehensive picture of language learning practices integrated with the pesantren

environment (Rusli, 2021). The research was conducted at Darul Hikmah Modern Islamic Boarding School Tulungagung, located at Jl. KH. Abu Manshur Gg. I, Tawangsari, Kedungwaru District, Tulungagung Regency, East Java 66229, Indonesia. In this study, the researcher acted as the primary instrument, as is common in qualitative research. The researcher's presence in the pesantren environment aimed to conduct direct observations, interact with informants, and gain a deep understanding of the integration of environment-based bilingual learning in the educational setting of the pesantren.

Referring to Arikunto's framework, this study utilized three main data sources: people, place, and paper (documents) (Fadhilah, 2024). Data were obtained through direct interviews with informants involved in the implementation of environment-based bilingual learning integration at the pesantren. Data collection was conducted using three main techniques: in-depth interviews, direct observation, and document analysis.

Data analysis in this study followed the approach developed by Miles, Huberman, and Saldaña (Miles et al., 2019), which consists of three main stages: data reduction, data display, and conclusion drawing and verification. To ensure the validity and credibility of the findings, triangulation techniques were applied. The research was carried out through several systematic stages, namely: preliminary survey, data collection, and data analysis.

## **RESULTS AND DISCUSSION**

### **The Form of Environment-Based Bilingual Learning Integration at Darul Hikmah Modern Islamic Boarding School Tulungagung**

Based on the results of interviews, observations, and documentation, the integration of environment-based bilingual learning at Darul Hikmah Modern Islamic Boarding School Tulungagung is implemented through the integration of the national curriculum of the Ministry of Religious Affairs with the pesantren-based *Kulliyatul Mu'allimin al-Islamiyah* (KMI) curriculum. An interview with the pesantren leader (W1) revealed that the curriculum structure is proportionally balanced, consisting of 49% formal curriculum and 51% pesantren curriculum:



*“The integration of environment-based bilingual learning at Darul Hikmah Modern Islamic Boarding School Tulungagung is carried out through the combination of the Ministry of Religious Affairs curriculum and the pesantren curriculum oriented toward the KMI system. Proportionally, the curriculum consists of 49% national curriculum and 51% pesantren curriculum. The national curriculum includes Islamic subjects such as Qur’an-Hadith, Fiqh, Aqidah Akhlak, Islamic Cultural History, as well as general subjects such as science and social studies. Meanwhile, the pesantren curriculum emphasizes strengthening religious knowledge based on classical Islamic texts and mastery of foreign languages, particularly Arabic and English.”* (Interview with Head of Curriculum (W1), December 6, 2025)

Bilingual learning in the pesantren environment is implemented comprehensively and continuously. Arabic is positioned as the primary language in religious instruction and daily communication among students, particularly to support the understanding of Islamic sciences. Meanwhile, English is systematically developed through structured learning as preparation for global competence. The integration of these two languages is not limited to classroom activities but is reinforced through habitual language use in daily life, thereby creating a conducive learning environment for functional and practical language acquisition. As stated by *Ustadz Halim*, an Arabic language teacher:

*“Arabic serves as the main language in pesantren learning, both in religious subjects and daily communication among students. Key subjects such as nahwu, sharaf, and classical text studies are delivered entirely in Arabic. On the other hand, English is taught systematically through subjects such as listening, grammar, composition, and conversation. This bilingual integration occurs not only in the classroom but is also reinforced through habitual language use outside formal learning activities.”* (Interview with Arabic Teacher, December 6, 2025)

The pesantren not only reflects a balance between academic and religious education but also demonstrates an institutional orientation in positioning language as a tool for shaping students’ competence and character. In this system, Arabic and English are not merely treated as subjects but as primary media in both academic activities and daily life (Silviyanti et al., 2024). This pattern aligns with the perspective that modern pesantren should integrate scientific knowledge, religiosity, and global skills within a unified educational system (Sopian et al., 2025).

Operationally, bilingual integration is implemented through policies requiring the use of official languages across all areas of the pesantren, both in classrooms and dormitories. Arabic is used as the main language for studying classical texts, *nahwu*,

*sharaf*, and Islamic subjects, while English is developed through listening, grammar, conversation, and composition classes. This practice forms a dual language immersion system, exposing students intensively to two foreign languages in complementary contexts (Nurman et al., 2025). This model is consistent with bilingual education theories that emphasize language mastery as developing optimally when language is used as a medium for thinking and communication in authentic contexts (Gersalia & Estremera, 2025).

The pesantren environment functions as a language immersion space through weekly language rotation policies, the use of language in dormitories, and structured language programs such as morning conversations (), vocabulary enrichment (*ilqa' mufrdat*), three-language speeches, language drama, and language week. Observations indicate that language practices are consistently implemented in academic, social, and religious activities. Thus, the pesantren environment functions as a linguistic ecosystem that supports this integration. The weekly rotation policy alternating between Arabic and English ensures that all members of the pesantren actively engage in bilingual practices. Language is not confined to classrooms but is also used in dormitories, kitchens, fields, and extracurricular activities. This situation creates what Krashen (1985) refers to as a rich input environment, providing continuous, meaningful, and comprehensible language exposure (Lichtman & VanPatten, 2021). Consequently, students do not learn language as an abstract structure but as a functional communication tool.

The pesantren environment plays a strategic role as an active and sustainable language laboratory. The alternating use of Arabic and English involving all members of the pesantren fosters a consistent and comprehensive language culture. By positioning language as a means of daily communication rather than merely a subject, the pesantren is able to develop students' language competence naturally, functionally, and contextually.

*“The pesantren environment serves as a continuous language practice space. Students are required to use Arabic and English alternately in daily communication, with a system of one week for Arabic and one week for English. This policy applies to all members of the pesantren, including students, teachers, and administrators. Thus, language is not only positioned as a subject but as a*

*living communication tool embedded in daily activities.” (Interview with Language Coordinator, December 10, 2025)*

Language programs such as morning conversations, thematic dialogue memorization, three-language speech training, language drama, and language week further strengthen the role of the environment as a language laboratory. These programs connect language theory learned in the classroom with real practice in the pesantren’s social context (Nurcahyaningtias et al., 2024). This pattern reflects a contextual learning approach, where language is learned through direct experience rather than mechanical drills (Lukman, 2024). The integration of curriculum, language policy, and daily activities indicates that the pesantren has developed a bilingual learning system that is both structural and cultural (Ali Wardhana et al., 2024).

Based on interview findings, the integration of the language environment at Darul Hikmah Modern Islamic Boarding School Tulungagung is implemented through a systematic and gradual language rotation system. This system applies to all students from grade 1 to grade 6, with tolerance provided for new students. The language coordinator explained:

*“Language policies apply equally to all students, either Arabic or English. The system rotates between two weeks of Arabic and two weeks of English continuously. It applies equally from grade 1 to grade 6, meaning both languages are equally important.”*

The integration between dormitory and school environments is closely interconnected, with the pesantren environment serving as a foundation that facilitates formal classroom learning. Regarding the adaptation stages for new students, the informant added:

*“There is some flexibility for first-grade students as they are still in the early stage. Usually, there is a three-month period where Indonesian is allowed, and up to six months where it is mixed. After six months, students are required to use the official languages. Integration occurs both in the dormitory and classroom. What happens in the classroom is essentially the implementation of what has already been practiced in the dormitory, so students already have a foundation and do not face significant language difficulties.” (Interview with Language Coordinator, December 10, 2025)*

Similarly, an English teacher stated:

*“Learning activities in both the classroom and dormitory are language-based. Students are required to use Arabic and English. There is a strong connection between language use inside and outside the classroom. Students are also*

*encouraged to participate in various positive activities outside the pesantren to enrich their experience.” (Interview with English Teacher, December 18, 2025)*

These findings indicate that the implementation of learning at Darul Hikmah is integrative, combining formal classroom instruction with language habituation in the dormitory environment. All learning activities are designed to be language-based, requiring the use of Arabic and English both in formal learning and daily interaction. This pattern reflects continuity between intracurricular learning and language competence development through real-life practice. Additionally, the pesantren provides students with opportunities to participate in external activities, which are considered part of a strategy to develop non-academic competencies, including social skills and broader perspectives.

From the perspective of Islamic education, this integration also reflects the concept of *tarbiyah*, which emphasizes character building through environmental habituation. Al-Ghazali viewed education as a process of self-transformation through repeated practice and exemplary conduct (Febriani, 2021). When foreign languages are used in worship, religious studies, and social interaction, language skills develop alongside the internalization of religious values (Abdul Hakim Ali Fikri et al., 2025). Thus, bilingual learning is not only cognitive in nature but also contributes to the development of students’ affective and moral dimensions.

## **Strategies and Methods for Implementing Environment-Based Bilingual Learning**

### **a. Strategies for Implementing Bilingual Learning**

The first strategy in implementing bilingual learning at Darul Hikmah Modern Islamic Boarding School Tulungagung is strengthening language structure through a form-focused instruction approach. This strategy is realized through *imlā’* (dictation) and *insyā’* (composition) learning, which are systematically and gradually structured. Students are guided from letter recognition, word writing, sentence construction, to paragraph development in a sequential manner. This approach helps students understand grammatical rules as the foundation for accurate and controlled language

use. This strategy aligns with (Woymo et al., 2024) who emphasize the importance of language structure as the basis for effective communication.

The second strategy is the consistent implementation of language habituation through communicative activities outside the classroom. Activities such as morning conversations (*muhadatsah*), vocabulary enrichment (*ilqo' mufrodat*), and thematic dialogues are designed as daily routines involving all students. Through this habituation, students are encouraged to use Arabic and English in real and contextual situations. Continuous interaction transforms language into an active communication tool rather than merely memorized material. This strategy reflects the principles of communicative language teaching, which positions interaction as the core of language learning (Aisyah Arfani Rambe, 2024).

The third strategy is strengthening socially based learning through peer learning mechanisms among students. The *pesantren* involves senior students and dormitory supervisors in guiding language use in daily life. This interaction allows junior students to learn from peers who are more linguistically competent. From a sociocultural perspective, this practice functions as scaffolding within the zone of proximal development (ZPD). This strategy is consistent with Vygotsky's theory as discussed by (Luong, 2022) and supported by findings from (Parker et al., 2023) regarding the effectiveness of social support in language learning.

The fourth strategy is the integration of modern pedagogical approaches through the implementation of problem-based learning (PBL). This approach encourages students to think critically and solve problems using the target language. In this process, students do not merely answer questions but engage in discussion and meaning negotiation. Language functions as a tool for thinking and argumentation rather than as an object of study. This strategy aligns with the demands of 21st-century learning, which emphasize the integration of communication and critical thinking skills (Bulain & Linuwih, 2023).

The fifth strategy is optimizing language input through the use of audio-visual media. Songs, films, and audio dialogues are utilized to develop listening skills and enrich students' vocabulary. These media provide more contextual and engaging language input. According to language acquisition theory, comprehensible and

continuous input accelerates language acquisition. This strategy is consistent with Krashen's (1985) concept of comprehensible input.

b. Methods for Implementing Bilingual Learning

The first method applied in bilingual learning is the structured drill method through *imlā'* and *insyā'*. This method emphasizes repetition and habituation in writing correctly according to language rules. Teachers provide examples followed by independent practice and gradual correction. This process helps students build language accuracy systematically and serves as an effective foundation for developing linguistic competence (Woymo et al., 2024).

The second method is direct communication through *muhadatsah* and thematic dialogue practice. Students are actively involved in conversations tailored to daily themes. Teachers and supervisors act as facilitators who guide the communication process. This method encourages speaking confidence and fluency. Its implementation is consistent with the communicative language teaching approach (Aisyah Arfani Rambe, 2024).

The third method is collaborative learning based on peer interaction. Senior students guide junior students in language use through informal interactions in the dormitory. This process enables natural and continuous knowledge transfer. Learning occurs in a more relaxed and less rigid environment, reflecting sociocultural learning principles within the ZPD (Luong, 2022).

The fourth method is the application of Problem-Based Learning in English language instruction. Students are given contextual problems that must be solved through group discussions. The teacher acts as a facilitator rather than the central source of information. This activity develops both critical thinking and language skills, making it relevant to 21st-century competency development (Bulain & Linuwih, 2023).

The fifth method is the use of audio-visual media in learning. Media are utilized to improve listening skills and contextual understanding of language. Students receive varied and engaging language input, which enhances motivation and learning engagement. This method supports language acquisition through comprehensible input, as proposed by Krashen (1985).

Overall, the bilingual learning strategy at Darul Hikmah Modern Islamic Boarding School Tulungagung combines structural and communicative approaches in a balanced manner. In the classroom, students acquire a linguistic foundation through *imlā'* (dictation) and *insyā'* (composition), which are systematically designed from basic to advanced levels. This approach provides the grammatical framework necessary for accurate and structured language use, in line with the principles of form-focused instruction (Woymo et al., 2024).

Outside the classroom, language habituation becomes a key element. Activities such as morning conversations, vocabulary memorization, and thematic dialogues ensure that language is actively used every day. These practices reflect communicative language teaching principles, where interaction is central to language learning (Aisyah Arfani Rambe, 2024). Students not only memorize but also practice communication in real contexts, allowing speaking skills to develop naturally and functionally (Pajangu et al., 2024).

The pesantren also implements peer learning strategies through supervision by senior students and dormitory administrators. From a sociocultural perspective, interaction with more competent peers serves as scaffolding within the zone of proximal development (ZPD), enabling students to improve their language abilities through social support (Luong, 2022). This makes the learning process more effective and less dependent solely on teachers (Parker et al., 2023).

The use of Problem-Based Learning (PBL) and visual media such as images and puzzles in English instruction demonstrates the pesantren's orientation toward modern pedagogical approaches. PBL encourages students to think critically, engage in discussion, and solve problems using the target language, making language a tool for thinking rather than merely an object of study. This approach aligns with the demands of 21st-century education (Bulain & Linuwih, 2023).

Audio-visual media are also utilized to enhance listening skills and enrich language input. Krashen (1985) emphasizes that language acquisition occurs when learners receive sufficient comprehensible input. Songs, films, and audio dialogues provide contextual and engaging input, thereby increasing motivation and learning

effectiveness. Thus, the implemented strategies are not only focused on language discipline but also on student engagement and learning comfort.

In conclusion, bilingual learning strategies include curriculum integration, environmental habituation, peer scaffolding, and communicative and contextual approaches. The methods applied include communicative language teaching, contextual drills, problem-based learning, and the use of audio-visual media to enrich language input.

### **Supporting and Inhibiting Factors in the Integration of Bilingual Learning**

#### **a. Supporting Factors of Bilingual Learning**

The primary supporting factor for the success of bilingual learning at Darul Hikmah Modern Islamic Boarding School Tulungagung is a consistent and supportive pesantren environment. Language policies applied to all members of the pesantren create a strong and sustainable language culture. This condition is in line with (Sholihah et al., 2024), who found that institutional support and social environment play a significant role in enhancing motivation and the effectiveness of language learning in pesantren.

Another important supporting factor is the presence of diverse language programs that foster students' motivation. Activities such as language week, drama performances, and speech competitions create a positive competitive atmosphere and encourage students to continuously improve their language skills. This external motivation complements students' internal motivation, which plays a crucial role in successful language acquisition.

The first supporting factor is the consistent and supportive pesantren environment for the implementation of bilingual learning. All members of the pesantren are required to use Arabic and English in both academic and non-academic activities. This policy creates an immersive atmosphere that encourages continuous language practice. A supportive social environment enables students to use the target language without feeling pressured, but rather as a natural habit. This finding is consistent with Sholihah et al. (2024), who emphasize that institutional and social support enhance the effectiveness of language learning.



The second supporting factor is the comprehensive and binding language policy. Rules regarding language use are consistently implemented by caregivers, teachers, and student administrators. This consistency strengthens language discipline in students' daily lives. Students understand that language use is not merely an academic requirement but an integral part of pesantren culture. Thus, language policy functions as a reinforcement of a sustainable bilingual learning system (Sholihah et al., 2024).

The third supporting factor is the availability of varied language programs oriented toward students' interests. Activities such as language week, drama, speech competitions, and bilingual debates are designed to increase active student participation. These programs create a positive and enjoyable competitive environment. The external motivation generated from these activities enhances students' confidence in using foreign languages. This indicates that program variation plays an important role in maintaining motivation in language learning.

The fourth supporting factor is the active involvement of teachers and student administrators in supervising language use. Teachers not only teach in the classroom but also serve as role models in language use. Dormitory supervisors ensure that language policies are implemented consistently in the dormitory environment. This guidance helps students practice language continuously. With strong human resource support, bilingual learning becomes more effective and well-managed.

#### **b. Inhibiting Factors of Bilingual Learning**

In addition to supporting factors, several inhibiting factors both structural and individual were identified. One major challenge is the diversity of students' educational backgrounds prior to entering the pesantren. Some students come from general elementary schools without prior knowledge of Arabic, resulting in gaps in initial language competence, particularly in reading and writing. This condition affects the speed of adaptation to the bilingual environment. This finding is consistent with (Auwalinna Maulita, 2023) who states that differences in initial competence are a major obstacle in implementing language environments in pesantren. To address this issue, Darul Hikmah provides additional classes and special guidance, adopting an inclusive and adaptive approach.

Another challenge is students' fatigue and boredom resulting from the demanding schedule of pesantren life. Drowsiness in class and difficulties in distinguishing phonological aspects of Arabic, such as *mad* (vowel lengthening) and *tasydid* (consonant doubling), become technical obstacles in the learning process. However, these challenges encourage teachers to be more creative in utilizing teaching methods and media, ensuring that the learning process remains effective. Such a reflective approach indicates the presence of continuous improvement in managing the bilingual program. Thus, several inhibiting factors can be identified.

The first inhibiting factor is the diversity of students' educational backgrounds prior to entering the pesantren. Some students come from general elementary schools and lack basic knowledge of Arabic. This condition creates gaps in initial competence, particularly in reading and writing Arabic. This lack of preparedness affects students' adaptation to the bilingual environment. This finding is consistent with (Auwalinna Maulita, 2023) who states that differences in initial competence are a major obstacle in implementing language environments in pesantren.

The second inhibiting factor is students' physical fatigue and burnout due to the intensive schedule of pesantren activities. Daily activities that extend from morning until evening affect students' concentration in the classroom. Drowsiness frequently occurs during language learning sessions, reducing the effectiveness of comprehension, particularly in listening and speaking skills. This factor highlights time management as a significant challenge in intensive bilingual learning.

The third inhibiting factor is students' technical difficulties in the phonological aspects of Arabic. Students often experience errors in pronouncing *mad*, *tasydid*, and proper articulation (*makhraj al-huruf*). These phonological challenges affect both fluency and accuracy in oral communication. Improvement requires intensive practice and continuous guidance. This indicates that Arabic has a relatively high level of phonetic complexity for beginner learners.

The fourth inhibiting factor is the limited number of teachers with balanced bilingual competence. Not all educators possess equal proficiency in both Arabic and English. This condition affects the variety of teaching methods and the depth of

bilingual instruction. Teachers must adapt their approaches to maintain effectiveness. This represents a structural challenge in managing bilingual learning.

Overall, the integration of environment-based bilingual learning at Darul Hikmah Modern Islamic Boarding School Tulungagung demonstrates that program success is determined not only by policy but also by the quality of interaction, pedagogical creativity, and environmental support. These findings reinforce the view that modern pesantren can serve as a model of contextual, religious, and globally oriented education.

The supporting factors include consistent language policies, an immersive pesantren environment, varied language programs, and strong support from teachers and student administrators. Meanwhile, the inhibiting factors include differences in students' initial competence, fatigue due to intensive schedules, phonological difficulties in Arabic, and the limited availability of teachers with balanced bilingual competence.

## **CONCLUSION**

This study demonstrates that the integration of environment-based bilingual learning at Darul Hikmah Modern Islamic Boarding School Tulungagung operates as a relatively integrated system, linking formal classroom instruction with language practices in students' daily lives. Arabic and English are not merely taught as subjects but are operationalized as media of communication and instruments for shaping the pesantren's academic culture through language policies, structured language programs, and social interactions within the dormitory environment.

The main findings confirm that the pesantren environment functions as a language immersion space that provides continuous and contextual linguistic input. Through activities such as *muhadatsah*, three-language speeches, language drama, and the use of language in religious and social activities, students are given opportunities to practice language naturally and meaningfully. Learning strategies that combine habituation, scaffolding, and communicative approaches enable students to develop

functional language competence, particularly in terms of oral fluency, contextual vocabulary mastery, and communicative confidence.

Theoretically, these findings reinforce sociocultural and language acquisition perspectives that position the environment as a key factor in language learning. Within the context of Islamic education, environment-based bilingual integration also contributes to the internalization of values, as language is embedded in religious practices, discipline, and social relations among students. Thus, language learning impacts not only linguistic competence but also the development of students' character and Islamic identity.

However, the study also reveals that the effectiveness of this integration is influenced by both supporting and inhibiting factors, including teacher competence, the availability of contextual learning materials, student motivation, and consistency in language use within the pesantren environment. The limitations of this study lie in its scope, which focuses on a single pesantren, and in its qualitative approach, which does not quantitatively measure language outcomes. Therefore, future research is recommended to examine this model across more diverse pesantren contexts and to employ more comprehensive methodological designs.

In conclusion, the integration of environment-based bilingual learning at Darul Hikmah Modern Islamic Boarding School Tulungagung is implemented systematically and holistically through the synergy of curriculum, language policies, and the pesantren environment. This model contributes to improving language competence, self-confidence, and the internalization of Islamic values among students. This study recommends strengthening language policies, enhancing teacher competence, and developing learning environment design as strategic efforts to reinforce bilingual programs in pesantren.

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