TRILINGUAL PROGRAM MANAGEMENT AT ISLAMIC SCHOOL

by Puput Mulyono

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Abstract

The background that encourages this research is that basically the trilingual program is needed to equip students to have global competitiveness because of their proficiency in English and Arabic. The purpose of this study is to examine the implementation, evaluation, and find out the difficulties and obstacles in the implementation of the bilingual program based on holistic education at Al-Azhar Islamic School Sukoharjo. This research method is descriptive qualitative. This research uses data collection techniques in the form of interviews, observations, documentation, and questionnaires. While the data analysis technique includes three stages, namely data reduction, data presentation, and drawing conclusions. The results of this study indicate that the implementation of the trilingual program is in the form of using English in English subjects. Evaluation of the bilingual program based on holistic education includes exercise, practice, and enrichment. The difficulties and obstacles faced are that students do not fully understand the learning process using English. The conclusion of this study is that the implementation of a holistic education-based bilingual program is carried out through the implementation of three curricula with different approaches, recruitment of teachers who have English language skills, and the use of mixed language in the implementation of learning. Evaluation of teachers is conducted through monthly meetings by the school management. Meanwhile, evaluation for students is carried out through daily assignment assessments, mid-semester exams, and end-of-semester exams. Difficulties and obstacles encountered are the different abilities of students, the different carrying capacity of each family, and the existence of students who do not understand the benefits of language.

Keywords: *management, trilingual*

Introduction

As one of the fundamental needs in life, education has an important role in shaping human perspectives regarding behavior. The belief in reasonable attitudes and behavior is the main goal of education (Putri & Budiman, 2018; Yunita et al., 2019). This is in accordance with the functions and objectives of education in Indonesia as stated in the Law on the National Education System (Sisdiknas) of the Republic of Indonesia Number 20 of 2003 Chapter II Article 3 which reads:

"National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

One way education can help develop students' potential is by implementing holistic education. Holistic education is education that develops all the potential of students such as intellectual, physical, emotional, and spiritual elements. The goal of holistic education is to make each individual a better person who can develop in a balanced manner both physically and spiritually as a whole and as a whole (Sabda, 2017; Musfah, 2012; Megawangi, 2005).

The positive impact of holistic education is that students are able to place themselves in a very central and active position, especially in thinking skills. Holistic education methodology teaches learners to find out according to the important picture, which actually must be supported by an integrated curriculum by teaching the connection between everything and inspiring students to be able to hone their thinking skills (Haryanto, 2010; Yunita et al., 2019).

Pencapaian tujuan pendidikan holistik bagaimanapun juga akan tercapai dengan adanya komunikasi. Salah satu alat komunikasi adalah bahasa yang digunakan. Bahasa menempati peran penting dalam era globalisasi, karena saat ini dimanfaatkan dalam komunikasi internasional masing-masing dibidang pembangunan, teknologi, dan juga pendidikan. Di era globalisasi saat ini, dunia kerja mengedepankan kemampuan berbahasa Inggris sebagai aspek penting untuk memaksimalkan bakat (skill) anak-anak mereka dalam bahasa Inggris. Selain itu, bahasa asing telah mendorong sekolah untuk menyediakan program trilingual sebagai bahasa pengantar dalam proses belajar mengajar (Widyastono, 2012).

The achievement of holistic education goals will somehow be achieved by communication. One of the communication tools is the language used. Language occupies an important role in the era of globalization, because it is currently used in international communication in the fields of development, technology, and education. In the current era of globalization, the world of work puts forward the ability to speak English as an important aspect to maximize their children's talents (skills) in English. In addition, foreign languages have encouraged schools to provide trilingual programs as the language of instruction in the teaching and learning process (Widyastono, 2012).

Al Azhar Sukoharjo Islamic School provides a trilingual program based on holistic education. A trilingual program is a skill that a person has using two languages when interacting. This ability is not only speaking and writing but also understanding what others are talking about, both orally and in writing. (Amanto, 2007; Kasari, 2013; Luh Putu Artini, 2014). Trilingual education has several advantages, namely bilingual students are able to be more responsive and more sensitive to verbal communication, they tend to be more critical of a problem and correct their own mistakes more quickly than monolinguals because they are used to learning two languages and overcoming their initial confusion (Prasetyani, 2019; Sulastri, 2017).

Al Azhar Sukoharjo Islamic School is one of the schools that strives to keep up with technological developments and holistic education-based schools, where students can still be themselves by finding their identity, meaning, and purpose in life through their relationship with society, environment, nature, and religious values. The implementation of holistic education at Al Azhar Sukoharjo Islamic School, especially in an effort to develop students' talents, interests and creativity. One of the services provided is motivation, guidance and support in introducing the school through various national and international competitions.

The manifestation of religious values at Al Azhar Sukoharjo Islamic School through the consistent application of Islamic lifestyles and programs, namely by praying in congregation, reading and writing the Qur'an and memorizing juz 30 which proves that Al Azhar Sukoharjo Islamic School is a superior school that continues to move towards progressive schools.

In organizing holistic education based on 3 principles, namely Connectedness (connectedness) education is related to the physical environment, natural environment, social environment, and cultural environment. Inclusion (openness) education must reach all children without exception. Balance (balance) education must be able to expand the world of knowledge, attitudes, and talents in a balanced manner which includes intellectual, emotional, physical, social, aesthetic, and religious abilities.

Based on the research context described above, the Al Azhar Sukoharjo Islamic School has proven to have made many achievements both nationally and internationally and of course organizes the bilingual program as well as possible because this program is a superior program. This needs to be studied further by conducting periodic and comprehensive evaluations to find out the management and find out the advantages and disadvantages of

the bilingual program at Al Azhar Sukoharjo Islamic School, so the researcher conducted a study entitled "Trilingual Program Management at Al Azhar Sukoharjo Islamic School".

Methods

Syafauddin (2013) explains that a qualitative approach is a humanistic research model that places humans as the main subject. When conducting research, researchers act as observers as well as data collectors.

As an observer, the researcher observed the teacher's activities in implementing the holistic education-based bilingual program at Al Azhar Islamic School Sukoharjo.

This research was conducted at Al Azhar Islamic School Sukoharjo. The location selection in this study was carried out based on several considerations, namely: Al Azhar Sukoharjo Islamic School is one of the advanced private primary education institutions, has increasing achievements, and implements a bilingual program with a sustainable system. The implementation of the holistic education-based trilingual program at Al Azhar Sukoharjo Islamic School has been running for approximately 5 years and has provided many positive results for students, one example is the Best Ten 2 Indonesian Student Award. Therefore, it is expected that answers can be obtained if carried out at that location. Primary data was obtained by researchers from interviews, observations, and questionnaires with the Vice Principal, Waka Curriculum, English teachers, and students at SD Hj. Isriati Baiturrahman 2 Semarang.

Primary data was obtained from interviews, observations, and questionnaires with the Vice Principal, Waka Curriculum, English teachers, and students at Hj Isriati Baiturrahman 2 Semarang. The data was obtained by researchers from observations and interviews.

This type of research is descriptive with a qualitative approach, so the research instruments used are:

Observation using non-participant observation method, namely the researcher only as an observer. Researchers are indeed present at the research site, but only observe and make systematic notes on the information obtained. The interview technique used was structured interview technique. This documentation method was used to obtain data about the school profile, history, and curriculum.

This questionnaire is addressed to students. In this study, the questionnaire was distributed to fifth grade students. In the form of a check list statement. Observation persistence activities carried out are by reading the literature on trilingual programs, reading holistic education literature, reading documentation of research results in Triangulation used

in this study is triangulation of data sources by comparing and checking data that has been obtained through several sources.

This research data analysis uses the Miles and Huberman interactive model, where this data analysis consists of three flows, namely: data reduction, data presentation, and drawing conclusions (Sugiono, 2016). If described by a chart, then in this study the data analysis model used is
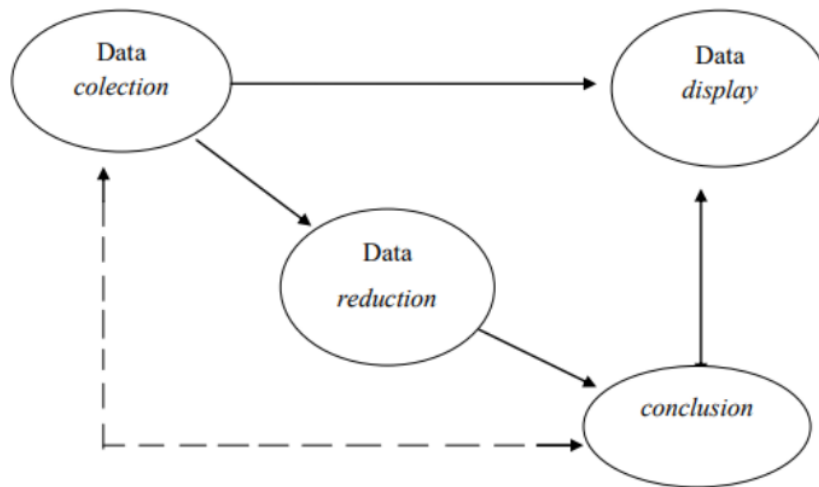
Picture 1

Miles and Huberman Interactive Data Analysis Model

Discussion

The trilingual program at Al Azhar Sukoharjo Islamic School has been implemented since 2023. In the first year of implementing this program, the implementation of language has not been accommodated by activities that support the program so that its implementation is only through supporting activities. These supporting activities are activities that involve students' language skills, especially in English and Arabic such as story telling competitions, speech contests, spelling bees.

The school also accommodates with the existence of extracurricular English. Extracurricular activities are optional activities, where students are allowed to choose whether or not to participate. This extracurricular activity is in collaboration with the Oxford institute. In this extracurricular activity, learners have the opportunity to speak directly with native speakers. This is done online by utilizing teleconference technology through the Zoom application.

The implementation that has not been optimal motivates school management to continue to develop and continue to implement bilingual programs based on holistic education at Al Azhar Sukoharjo Islamic School. This is in line with the observation of the school's vision and mission, where one of the school's missions is to foster a spirit of self-improvement according to the demands of today's education. This means that the school has reflected its mission by continuing to make efforts to develop learning programs that support the progress of the school and its community. One of these programs is the bilingual program which is based on the principle of holistic education.

Evaluation of a program is carried out with the aim of being able to see and observe the success of the program. The results of the evaluation can later be used as a reference in developing the implementation and implementation of the program. Evaluation for teachers related to the implementation of the holistic education-based trilingual program is carried out through monthly meetings. School management officials hold meetings once a month. The meeting is conducted holistically or thoroughly. This means that all educators and education personnel involved in the program implementation process participate in the meeting.

The results of interviews with English language subject teachers show that the form of evaluation of students in the implementation of a holistic-based trilingual program implemented at Al Azhar Sukoharjo Islamic School includes exercise, practice, and enrichment. Based on this, it can be concluded that the evaluation of students in the implementation of this program is carried out through the learning outcomes of students. The learning outcomes in question are in the form of daily assignment scores which are carried out four times a semester, semester exam scores or mid-semester assessments (PTS), and final exam scores or end-of-semester assessments (PAS).

The successful implementation of the holistic education-based trilingual program in this school can be seen through the fulfillment of the educational process standards and the learning process which is used as an example or model for other schools. Education process standards are national education standards related to the implementation of learning in education units to achieve national graduate competency standards. Based on Permendikbud No 16 of 2022 concerning Process Standards in Early Childhood Education, Basic Education and Secondary Education, process standards are the minimum criteria for learning processes based on pathways, levels and types of education to achieve graduate competency standards. National education process standards include learning planning, learning implementation and learning process assessment.

The results of the implementation of the bilingual program based on holistic education in this school can be seen from the acquisition of student learning outcomes that increase gradually, both in daily assignments, semester exams and final exams. According to the teachers in this school, the implementation of the bilingual program at school can affect students' interest, results and motivation to learn by improving language skills, especially English, and can improve students' academic achievements.

The planning and implementation of a program is influenced by many things, both factors that help and support the implementation of the program and factors that hinder the course of the program designed and implemented. Inhibiting factors will be found more when the implementation is just starting to be carried out. This also happens in the implementation of the holistic education-based bilingual program at Al Azhar Sukoharjo Islamic School.

Based on the results of interviews with the vice principal as one of the representatives of the school management apparatus, there are several difficulties and obstacles found at Al Azhar Sukoharjo Islamic School in implementing a holistic education-based bilingual program. These difficulties and obstacles include the different abilities of students, the different carrying capacity of each family, and the existence of students who do not understand the benefits of language.

The next difficulty and obstacle found is the support of parents and families that varies for each learner. This means that some families prioritize their children's education, especially language skills, but some other families underestimate language skills. To deal with this, schools can hold meetings with parent committees or organize seminars for parents or guardians. In these activities, the school can show the importance of language skills for children or students. Especially the ability to speak English and Arabic.

Finally, the difficulties and obstacles found in the implementation of the bilingual program based on holistic education are students who do not understand the benefits of language. The school management offers alternative problem solving as an answer to the difficulties and obstacles found during the implementation of the holistic education-based bilingual program. The solution is to conduct a SWOT analysis (strengths, weaknesses, opportunities, and threats). This analysis is carried out with the aim of finding alternatives to the difficulties experienced in implementing the program so as to minimize the difficulties that occur.

Conclusion

First, the implementation of the trilingual program based on holistic education is done through the implementation of three curricula with different approaches, the recruitment of teachers who have English language skills at the planning stage, and the use of mixed language (Arabic-English-Indonesian) in the implementation of learning. Secondly, the evaluation of teachers is conducted through monthly meetings by the school management. Meanwhile, evaluation for students is carried out through daily assignment assessments, mid-semester exams (PTS), and final semester exams (PAS). Third, the difficulties and obstacles found are the different abilities of students, the different carrying capacity of each family, and the existence of students who do not understand the benefits of language.

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