obstacles they faced during the learning process. The instrument used was adapted from previous research that experts have validated. The aspects of challenges measured were as follows: 1) motivation; 2) self and ethnic identity; 3) policy ambiguity; 4) teachers' and learners' background; and 5) academic culture. Further, the aspects of obstacles were as follows: 1) teachers' and learners' attitudes and abilities; 2) teaching material resources; and 3) teachers' and learners' proficiency. Furthermore, observations were made by the environmental conditions during bilingual learning and became material for evaluating bilingual learning itself.

An overview of the data analysis process was employed to examine the data (J. Creswell, 2013). This research used thematic analysis to identify themes. Thematic analysis is an acceptable analytical strategy for comprehending events, thoughts, or behaviors across data sets (Hidayat et al., 2024). The researchers initially sorted and prepared the data for analysis by transcribing, scanning materials, typing field notes, and sorting and arranging the data. Second, The researchers analyzed the data to comprehend the concept and intention of the participants' overall impressions. Third, by using in vivo coding, the researchers started to code the data to get the coding and category from all the information. Fourth, the researchers generated a description and themes based on the coding and category. Before proceeding to the last phase, the researcher conducted data triangulation to validate the authenticity and correctness of the results. After that, the researchers interrelate themes to shape a general description. Therefore, the researcher represents the description and themes in the qualitative narrative to interpret the meaning of the description. The Model of Qualitative Data Analysis is presented in Figure 1.

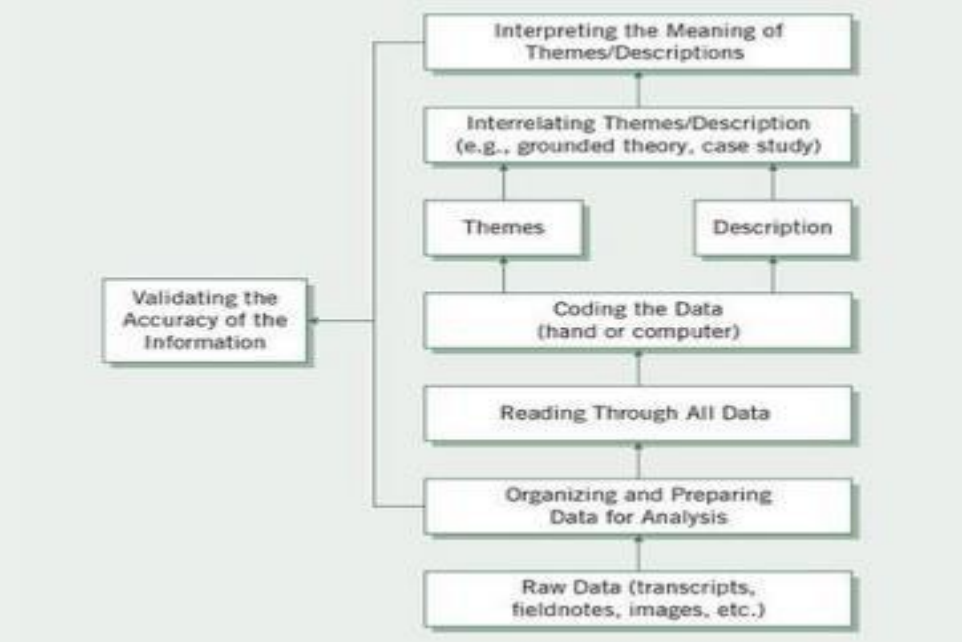


Figure 1. Model of Qualitative Data Analysis (J. W. Creswell & Creswell, 2018)

FINDINGS AND DISCUSSION

The observation was conducted in this research as a preliminary study to confirm the interview data. The interview served as the principal method for gathering data to address the objectives of this research. Lecturers' and cadets' perspectives on bilingual

learning affected their behaviors in teaching and learning processes. The results of these interviews regarding perspectives, challenges, and obstacles of the implementation of bilingual learning are discussed as follows:

1. Perspectives

The interview toward perspectives proved that there were positive perspectives on the implementation of bilingual learning. The participants obtained benefit from the implementation of bilingual learning, such as: improving their speaking skills, comprehension skills, and English competence. The following interviews which support this information as follows:

> *It is very good to improve my ability to speak English*
>
> *Bilingual learning is very important for students to improve their language skills. This program can also make students more confident and improve their ability to communicate.*
>
> *My perspective is that bilingual learning is a very good and nice idea for teens now because we realize the importance of English.*
>
> *in my perspective, the bilingual learning process at Palembang Aviation Polytechnic has already given better progress than ever and I am actually excited to explore more variations of the bilingual learning process*
>
> *In my opinion and perspective, the bilingual learning implemented at Palembang Aviation Polytechnic is running well because students are required to use English in each of our activities twice a week (Tuesday and Wednesday).*
>
> *Enhancing students' self-confidence and encouraging them to ask questions or express ideas significantly contributes to the improvement of their foreign language skills, hence facilitating the implementation of bilingual learning methodologies by educators.*

The data above showed that the lecturers and cadets admitted their interest in bilingual learning. Those positive perspectives are in line with the findings of previous research by Suwanarak (2014) who stated that the bilingual education program yielded favorable results. Her study demonstrated that the bilingual education program facilitated students' practice and enhancement of their English skills.

The results indicated that both lecturers and cadets acknowledged and endorsed this program. Therefore, all the participants expressed favorable views regarding their concerns about the bilingual education program of the curriculum in which they were involved. It can be concluded that the program offered numerous advantages and strengths for cadets, lecturers, and the campus which contributed to its longevity.

2. Challenges

The interview found that the lecturers and cadets faced challenges in terms of motivation, the English language applied in the aviation field, and the ambiguity of the goal in the implementation of bilingual learning. The following interviews regarding challenges as follows:

> *I feel embarrassed to speak English in class, so I sometimes choose to be silent. At the same time, I feel stressed during learning in English environment.*
>
> *I'm not motivated and enthusiastic because I feel uninterested in a mixed learning environment. It is hard for me to engage with the class, and it is confusing for me.*
>
> *For the first time, I was overwhelmed by the curriculum and the material delivered in two languages. I can't fit into this new environment.*
>
> *I feel stressed during bilingual learning due to language barriers and I don't understand the material.*
>
> *I'm confused by the English in the annexes document; it is quite different from general English.*
>
> *When I teach some subjects in English, it is confusing because I have to teach in English, but English for aviation is quite different from general English. It is quite challenging for us (teacher and cadet).*
>
> *I'm confused about the goal of bilingual learning; the Center of Human and Resources Development of the Ministry of Transportation needs to adjust the curriculum so that it is suitable for the learning environment.*

The result above showed that lecturers and cadets were not motivated to speak in English and were confused about the English language which applied in the field of aviation and the goal of bilingual learning. It was found that teaching and learning English with the term of aviation English was not easy and quite challenging for all participants.

In summary, all lecturers and cadets acknowledged that the bilingual learning program featured in the curriculum has numerous advantages. Nonetheless, they encountered several challenges. However, they could not refute that this program imposed a hardship upon them.

3. Obstacles

The interview on obstacles showed that there were several obstacles faced by the lecturers and cadets during bilingual learning processes, namely: limited material resources, advanced infrastructure support, attitude, ability, and English proficiency. Interview excerpts from the lecturers and cadets are shown below to support the data.