IMPLEMENTATION OF BILINGUAL LEARNING AT PALEMBANG AVIATION POLYTECHNIC: PERPECTIVES, CHALLENGES AND BARRIERS

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KATA PENGANTAR

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Penulis

IMPLEMENTATION OF BILINGUAL LEARNING: PERSPECTIVES, CHALLENGES, AND OBSTACLES

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ABSTRACT: Bilingual learning programs refer to two-language learning programs that use the mother tongue and foreign language as learning media. Palembang Civil Aviation Polytechnic has implemented a bilingual learning program based on the curriculum issued by the Human Resources and Development Agency of the Ministry of Transportation. This research aimed to assess the degree of success of bilingual implementation in Polytechnic Civil Aviation Polytechnic. This research used a descriptive qualitative approach, where observation and interview were used to collect data involving all lecturers and cadets using intact sampling with 297 (12 lecturers and 286 cadets). Thematic analysis was used to analyze the data. The data result showed that lecturers and cadets have positive perspectives on bilingual learning even though improvements need to be made to implement bilingual learning to be more effective. In the implementation of bilingual learning, it was indicated that there were some issues regarding challenges and obstacles during bilingual learning. In the challenges, it was found that the participants were not motivated to speak English and were confused about the English language applied in the field of aviation and the goal of the bilingual learning program. Moreover, the lecturers and cadets faced obstacles dealing with material sources, infrastructure support, attitude, ability, and English proficiency.

Keywords: *bilingual, perspectives, challenges, obstacles*

IMPLEMENTASI PEMBELAJARAN BILINGUAL: PERSPEKTIF, TANTANGAN DAN HAMBATAN

ABSTRAK: Pembelajaran bilingual merupakan suatu program pembelajaran dua bahasa, yaitu bahasa ibu dan bahasa asing sebagai media pengantar pembelajaran. Politeknik Penerbangan Palembang telah melaksanakan program pembelajaran bilingual sesuai dengan kurikulum pembelajaran yang telah di sahkan oleh Badan Pengembangan Sumber Daya Manusia Perhubungan, Kementerian Perhubungan. Tujuan dari penelitian ini adalah untuk menilai tingkat keberhasilan pelaksanaan pembelajaran bilingual di Politeknik Penerbangan Palembang. Penelitian ini menggunakan pendekatan kualitatif deskriptif, dimana pengumpulan datanya menggunakan observasi dan wawancara, dengan menggunakan teknik sampel menyeluruh dan melibatkan seluruh dosen dan taruna/i dengan total 297 (12 dosen dan 286 taruna/i). Analisis tematik digunakan dalam penelitian ini. Hasil dari penelitian ini menunjukkan bahwa sebagian besar perspektif dosen dan taruna/i menunjukkan respon positif namun masih dianggap perlu untuk ada perbaikan dalam pelaksanaan pembelajaran bilingual agar lebih efektif. Dalam pelaksanaan pembelajaran bilingual tentunya terdapat beberapa isu yang muncul terkait tantangan dan hambatan selama pembelajaran bilingual. Dalam hal tantangan, ditemukan bahwa para partisipan merasa tidak termotivasi untuk berbicara dalam bahasa Inggris dan mereka bingung terhadap bahasa Inggris yang khusus digunakan dalam bidang aviasi dan tujuan pada pembelajaran bilingual. Lebih lanjut, dosen dan taruna/i

menghadapi hambatan berkaitan dengan sumber material pembelajaran, dukungan infrastruktur, sikap, dan kemampuan berbahsa Inggris.

Kata Kunci*: dua bahasa***,** *perspektif, tantangan, hambatan*

INTRODUCTION

Education is essential in building the character of each individual. In general, education is a deliberate and structured endeavour aimed at facilitating students' learning processes to cultivate their potential. The Indonesian National Education System has a supra system, namely national development, which aims to realize a just and prosperous Pancasila society, which is materially and spiritually equitable, modern and has stable institutions and advanced technology, which is based on kinship in which harmony and balance take place. Education positions this generation as a paradigm for the instruction of preceding generations (Rahman, et al., 2022). It can be concluded that education is a consciously planned process that is carried out to improve a person's ability to achieve various things.

Aligned with the definition of education, technological advances become a benchmark that affects the transformation of technology-based education. The dynamics of educational reform have evolved swiftly alongside advancing technology. This may occur due to the presence of learning systems and methodologies facilitated by digital technology. This development is characterized by the educational component's influence in the era of globalization (Silfia, 2018). The swift and extensive advancement of technology demands the education industry adjust to the digitalization of the evolving educational framework.

To improve the quality of Indonesian education, the Ministry of Education and Culture of the Republic of Indonesia, launched a bilingual program to be integrated with the era of society 5.0. Bilingual learning is a trend found in schools with bilingual programs, which use two languages in the learning process. Understanding can be achieved through bilingual learning activities that involve planning, organizing, directing, implementing, monitoring, and evaluating (Sugianto, 2014). Baker (2001) defines bilingualism as the use of two languages by one individual. Bilingualism has become a concern of governments in many countries for years. Extensive discourse has occurred around bilingualism and initiatives aim to foster bilingualism in individuals. Bilingual education is a widely established program in numerous nations globally that addresses bilingualism. Bilingual education involves the use of two languages within an educational setting. Bilingual education differs from traditional forms of language instruction by integrating content subject matter with language acquisition, utilizing two languages as pedagogical tools (Garcia & Lin, 2016; Wright et al., 2015). Implementing bilingual-based schools manifested in a class or educational environment is one of the programs implemented to improve students' linguistic intelligence so that students have bilingual skills, namely foreign languages and Indonesian.

Further, Barac & Bialystok (2012) argued that acquiring and utilizing different languages fosters a more flexible cognitive system (linguistic), improving performance on tasks requiring rapid cognitive switching and manipulation. Moreover, it is expected to answer the challenges of the era of Society 5.0., where we are in an era of technology that relies on humans.

Some previous studies investigated the implementation of bilingual learning. Science students and teachers in senior high school in Palembang had a positive perspective and admitted the program's benefits (Fauziah et al., 2021). Further, Safei et al., (2023) proved that bilingual education is a good program. They found many benefits for teachers and students during the learning process. Bilingual learning also allows teachers and students to acquire new experiences. Moreover, the incorporation of English as the media of teaching in the bilingual program enhanced students' English skills.

Despite similar perspectives from this research, the researchers found gaps regarding the implementation of bilingual learning programs. The research from Quebec, Canada, found that Canadians, especially Quebecers, refused bilingualism. Marceau (2016) only investigated obstacles in the implementation of bilingual learning. Other research by Fauziah et al. (2021) investigated perspectives and challenges of bilingual learning in terms of dual curricula.

To answer future challenges, Palembang Civil Aviation Polytechnic, a vocational school within the Human Resources and Development Agency of the Ministry of Transportation, has also implemented a bilingual learning program based on curriculum by considering that most regulatory documents and learning modules use foreign languages. The efficacy of bilingual education serves as an indicator of the success of the bilingual learning program, which has been carried out in the learning processes at the Palembang Civil Aviation Polytechnic since 2020. However, based on the report data on the implementation of the English language test for cadets and lecturers of the Palembang Civil Aviation Polytechnic, the English language skills of cadets and lecturers on average, are still at the A1, A2, and B1 levels, namely: Beginner, Elementary and Intermediate which are categorized as very low for the college level. Therefore, the implementation of bilingual learning has been a crucial consideration since 2023 because Palembang Civil Aviation Polytechnic obtained international cadets of the State of Timor Leste. In the following year, there was a foreign volunteer who assisted cadets in improving their skills in English acquisition. Based on the elaboration above, the implementation of bilingual learning still needs some improvement regarding its perspectives, challenges, and obstacles.

METHODOLOGY

This research adopted a qualitative method from a previous study employed by Fauziah et al. (2021). They used a case study, using interviews and observations as data collection. According to Prayudha (2024), qualitative research may also encompass information regarding a situation experienced and conveyed by research subjects, which can serve as data in the study. This method involves collecting primary and secondary data, followed by descriptive analysis to elucidate the empirical and theoretical facts. This research uses descriptive qualitative design in the form of naturalistic inquiry to investigate the ongoing phenomenon of the bilingual learning approach at Palembang Civil Aviation Polytechnic. Jacobson (2019) argued that Naturalistic inquiry is a methodology for comprehending the social realm, wherein the researcher observes, delineates, and interprets the experiences and behaviors of individuals and groups within societal and cultural frameworks. The researcher focused on implementing bilingual learning in the teaching activity at Palembang Civil Aviation Polytechnic.

This research was conducted at the Palembang Civil Aviation Polytechnic because bilingual learning activities have occurred on campus. The participants in this study were selected through a comprehensive sample where the participants in this research were all lecturers and cadets with a total number of 297 people. The consideration for choosing this research sample is based on an evaluation of the implementation of bilingual learning on campus.

Data from this research were collected through interviews and observations. The open-ended questions became the interview instrument used by the researcher to find out more about the participants' perspectives on bilingual learning, the challenges and