



EXPLORING LECTURER'S STRATEGIES TO ENGANGE ISLAMIC-BASED HIGHER EDUCATION STUDENTS IN BILINGUAL LEARNING

Khittotun Nahidin

STIT Miftahul Midad, Lumajang, Indonesia

Contributor: khittotunnahidin85@gmail.com

Received: March 2024

Accepted: March 2024

Published: March 2024

DOI:

Abstract : *Bilingual learning has become increasingly significant within contemporary educational discourse, responding to the growing demand for linguistic diversity and global connectivity. The purpose of this study is to analyze strategies that employed by lecturer to captioate and involøe Islamic-based higher education students in bilingual learning environments. Through qualitative research methods by using in-depth interviews and observations, this study explores the diverse lecturer's strategies to foster meaningful engagement and comprehension in both languages. The subject of this study is non-English lecturer who taught fifth semester students of English Department at STIT Miftahul Midad Lumajang. The research findings highlight the significance of interactive and participatory activities, scaffolding techniques, and the creation of inclusive learning environments in promoting active learning and linguistic proficiency among students. This research contributes to the existing literature on bilingual education by providing insights into lecturer's strategies and offering practical recommendations for enhancing bilingual learning initiatives in Islamic-based higher education institutions.*

Keywords : *Lecturer's Strategies; Bilingual Learning*

Abstrak : *Pembelajaran dwibahasa telah menjadi semakin signifikan dalam wacana pendidikan kontemporer, sebagai respon terhadap tuntutan yang meningkat akan keberagaman bahasa dan konektivitas global. Tujuan dari penelitian ini adalah untuk menganalisis strategi yang digunakan oleh dosen untuk menarik dan melibatkan mahasiswa perguruan tinggi berbasis Islam dalam lingkungan pembelajaran dwibahasa. Melalui metode penelitian kualitatif dengan menggunakan wawancara mendalam dan observasi, penelitian ini mengeksplorasi beragam strategi dosen untuk mendorong keterlibatan dan pemahaman yang bermakna dalam kedua bahasa. Subjek penelitian ini adalah dosen non-Bahasa Inggris yang mengajar mahasiswa semester lima Jurusan Bahasa Inggris di STIT Miftahul Midad Lumajang. Temuan penelitian ini menyoroti pentingnya kegiatan interaktif dan partisipatif, teknik penyangga, dan penciptaan lingkungan belajar inklusif dalam mempromosikan pembelajaran aktif dan kecakapan berbahasa di kalangan mahasiswa. Penelitian ini memberikan kontribusi pada literatur yang ada tentang pendidikan dwibahasa dengan memberikan wawasan tentang strategi dosen dan menawarkan rekomendasi praktis untuk meningkatkan inisiatif pembelajaran dwibahasa di lembaga pendidikan tinggi berbasis Islam.*

Kata Kunci : *Strategi Dosen; Pembelajaran Dwibahasa*

Kunci

INTRODUCTION

In recent years, the field of education has witnessed a significant shift towards promoting bilingualism and multilingualism as essential components of academic excellence and global citizenship (Garcia, 2011; Gardner, 2012; Gorter & Cenoz, 2017; Jaumont, 2017; O'Dowd, 2020). With the world becoming increasingly interconnected, the ability to communicate effectively in multiple languages has become a valuable skill sought after by employers and educational institutions alike. In response to this trend, educators have recognized the importance of incorporating bilingual learning approaches into the curriculum, particularly at the undergraduate level, to prepare students for the demands of an increasingly diverse and globalized society (Brisk, 2006; Menken, 2013).

The integration of bilingual learning strategies within undergraduate education is motivated by a growing body of research highlighting the cognitive, academic, and socio-cultural benefits of bilingualism. Some studies have shown that bilingual individuals often demonstrate enhanced cognitive abilities, such as problem-solving skills, metalinguistic awareness, and cognitive flexibility, compared to monolingual counterparts (Adesope, et al, 2010; Fox, Corretjer, & Webb, 2019). Moreover, bilingualism has been linked to improved academic performance, higher levels of cultural awareness, and greater cross-cultural competence, all of which are essential qualities for success in today's interconnected world.

Despite the recognized benefits of bilingual education, there remain challenges and complexities in effectively engaging undergraduate students in bilingual learning environments (Walker & Tedick, 2000). The lecturers face numerous pedagogical dilemmas, including addressing the diverse linguistic backgrounds and proficiency levels of students, balancing content delivery in multiple languages, and fostering meaningful interactions in both languages. Moreover, the success of bilingual education initiatives depends significantly on the efficacy of lecturer's strategies in promoting active engagement, comprehension, and language acquisition among undergraduate students. It is in line with Novitaningrum, A., Mahmawati, D., Hidayat, A. N., Yusuf, N. L., & Wisnu, W. (2023) that highlight educators must incorporate inventive teaching techniques and creative learning methods in the classroom to enhance students' interest and motivation, so that they will actively involve in learning activities.

Given the increasing linguistic diversity within higher education institutions, there is a pressing need for research that explores lecturer's strategies to effectively engage undergraduate students in bilingual learning. By understanding the pedagogical approaches employed by lecturers, educational policymakers and practitioners can develop evidence-based strategies to enhance bilingual education initiatives and promote academic success among undergraduate students. Additionally, insights gained from this research can inform the development of professional development programs for lecturers aimed at equipping

them with the skills and resources necessary to facilitate effective bilingual learning experiences (Lyster, 2019).

In light of these considerations, this article seeks to contribute to the existing literature on bilingual education by examining lecturer's strategies to engage undergraduate students in bilingual learning. It focuses on observing diverse strategies used by lecturer in incorporating English in addition to first languages during the learning and teaching process. It takes place within an Islamic-based higher education institution where alongside the native language, Arabic is the language being learned and predominantly used. In today's globalized world, English serves as the universal language of communication, commerce, and academia so that proficiency in English has become crucial for students in order to access to a vast array of resources, knowledge, and opportunities globally. In addition, through a comprehensive exploration of the pedagogical approaches employed by lecturer in Islamic educational setting, this study aims to provide valuable insights into the complexities of bilingual education and offer practical recommendations for enhancing undergraduate students' engagement and learning outcomes in bilingual learning environments.

METHOD

This study employs a descriptive qualitative research design to explore lecturer's strategies to engage Islamic-based higher education students in bilingual learning. Descriptive design aims to collect examples of that phenomenon told through the experiences of participants (Sandelowski, 2010). Further, purposeful sampling was used to recruit participants as it ensures that participants have experiences of the phenomenon of interest within different circumstances. Similarly, Palinkas et al. (2015) highlight that purposive sampling is employed to select participants who possess rich insights and experiences relevant to the research topic. The participants in this study is non-English lecturer who taught fifth semester students of English Department in STIT Miftahul Midad Lumajang.

Data collection methods used in this research include interviews and classroom observations, allowing for the collection of in-depth qualitative data that explores lecturer's practices, perspectives, and experiences concerning to the strategies used to engage students in bilingual learning. Then, the data analysis follows three phases outlined by Ary et al. (2010); familiarizing and organizing, coding and reducing, and interpreting and representing. Transcribed interview data and field notes from classroom observations are systematically analyzed to identify recurring themes and patterns related to lecturer's strategies for engaging students in bilingual learning. Through this process, key themes and insights emerge, providing a comprehensive understanding of the strategies employed by lecturer and their impact on undergraduate student engagement and language proficiency in bilingual education. Overall, the descriptive qualitative research design employed in this

study allows for a nuanced exploration of lecturer's strategies to engage Islamic-based higher education students in bilingual learning, providing valuable insights that can inform and enhance bilingual teaching practices in Islamic educational setting.

RESULT AND DISCUSSION

This section explored the results and the discussion of this study. It elaborated into two section below.

1. Result

The findings of this research shed light on the diverse strategies employed by lecturer to effectively engage Islamic-based higher education students in bilingual learning environments. Through in-depth interviews and observations conducted with lecturer of non-English academic disciplines, several key themes emerged regarding the strategies utilized in bilingual instruction. One prominent strategy identified was the integration of interactive and participatory activities that encouraged active student engagement and fostered collaborative learning experiences. The lecturer reported employing group discussions, debates, role-plays, and collaborative projects as effective means of promoting interaction and communication in both languages. Furthermore, the findings revealed the importance of scaffolding and providing adequate support to students in navigating bilingual learning tasks. The lecturer acknowledged the varying proficiency levels and linguistic backgrounds of students and emphasized the need for differentiated instruction and targeted support to address individual learning needs. The strategies such as providing bilingual glossaries, offering language support sessions, and employing scaffolding techniques during lectures were highlighted as effective means of facilitating comprehension and promoting language acquisition among undergraduate students.

Additionally, the research uncovered the significance of creating a supportive and inclusive learning environment that fostered a sense of belonging and cultural appreciation among students. The lecturer emphasized the importance of promoting cultural diversity and fostering a climate of mutual respect and understanding in bilingual learning contexts. The strategies such as incorporating diverse cultural perspectives into course materials, celebrating linguistic and cultural diversity, and encouraging students to share their personal experiences and perspectives were identified as effective ways of creating an inclusive learning environment conducive to bilingual learning. Moreover, the findings highlighted the role of technology in enhancing engagement and facilitating communication in bilingual learning environments. The lecturer reported leveraging digital tools and resources, such as online discussion forums, multimedia presentations, and language learning apps, to supplement traditional instructional methods and provide additional opportunities for language practice and reinforcement. The integration of technology was

perceived as a valuable tool for promoting student engagement, facilitating peer collaboration, and enhancing accessibility in bilingual learning contexts. Overall, the findings of this research underscored the multifaceted nature of lecturer's strategies in engaging undergraduate students in bilingual learning. By adopting a variety of pedagogical approaches, scaffolding techniques, fostering an inclusive learning environment, and leveraging technology, lecturers can create dynamic and effective bilingual learning experiences that promote active engagement, comprehension, and language acquisition among undergraduate students. These findings have implications for educational policymakers, curriculum developers, and lecturers seeking to enhance bilingual education initiatives and promote academic success in undergraduate education.

2. Discussion

The exploration of lecturer's strategies to engage Islamic-based higher education students in bilingual learning yields valuable insights into the dynamic interplay between pedagogy, culture, and language acquisition. One of the key discussion points arising from the research is the importance of adopting a flexible and adaptive approach to bilingual instruction. It was supported by Sanger (2020) that by employing a range of pedagogical techniques, lecturer can cater to the individual needs of students and create inclusive learning environments that promote active engagement and comprehension in both languages. One of those strategies is scaffolding that facilitates language acquisition and comprehension among undergraduate students in bilingual learning contexts. According to Reynolds & Goodwin (2016), scaffolding involves providing structured support and guidance to students as they engage with complex linguistic tasks, gradually withdrawing assistance as their proficiency improves. By breaking down tasks into manageable steps, providing language support resources, and offering feedback and guidance throughout the learning process, lecturer can scaffold learning. It is in line with Hwang, Lai & Wang (2015) that lecturer can facilitate learning by dividing tasks into achievable stages in order to achieve the learning objectives. Therefore, effective scaffolding techniques enable students to build upon their existing knowledge and skills, fostering gradual language development and enhancing their confidence in using both languages.

Furthermore, the research underscores the significance of creating a culturally inclusive learning environment that celebrates diversity and promotes cross-cultural understanding. Here, lecturer plays a crucial role in promoting cultural awareness and appreciation among undergraduate students by incorporating diverse cultural perspectives into course materials, facilitating intercultural dialogue, and fostering a climate of mutual respect and understanding. It has been stated by Hollie (2017) that by acknowledging and valuing the cultural identities and experiences of students, lecturer can create a supportive and inclusive learning environment that enhances engagement and promotes linguistic and cultural competence. In addition, the findings highlight the potential of technology to

enhance engagement and facilitate communication in bilingual learning environments. The idea above is supported by Matias & Pobre (2023) that digital tools and resources offer opportunities for interactive learning, multimedia-rich content, and collaborative activities that cater to diverse learning preferences and promote language practice and reinforcement. However, it is essential to recognize that technology is a complement rather than a substitute for effective pedagogy. The lecturer must judiciously integrate technology into their instructional practices, ensuring that it aligns with the learning objectives and enhances rather than detracts from the learning experience (Finnerty, et al., 2010).

CONCLUSION

In conclusion, the exploration of lecturer's strategies to engage Islamic-based higher education students in bilingual learning underscores the importance of innovative and inclusive pedagogical approaches. By integrating culturally relevant content, fostering a supportive classroom climate, and implementing differentiated instruction, educators can create dynamic and enriching bilingual learning environments that cater to the diverse needs of students. Additionally, the integration of collaborative projects and ongoing professional development emerges as crucial components in promoting student engagement and language proficiency in bilingual education. In addition, it is imperative for educators to continue to refine and adapt their teaching practices to meet the evolving demands of bilingual education in an increasingly interconnected world. By embracing best practices and embracing innovative methodologies, educators can empower students to become confident, competent, and culturally aware global citizens, equipped with the language skills and intercultural competence necessary to thrive in a multicultural society.

BIBLIOGRAPHY

- Adesope, O. O., Lavin, T., Thompson, T., & Ungerleider, C. (2010). A systematic review and meta-analysis of the cognitive correlates of bilingualism. *Review of educational research*, 80(2), 207-245.
- Ary, D., Jacobs, L., C., Razavieh, A., & Sorensen, C., K. (2010). *Introduction to Research in Education* (8th ed.). Belmont, CA: Wadsworth, Cengage Learning
- Brisk, M. E. (2006). *Bilingual education: From compensatory to quality schooling*. Routledge.
- Finnerty, E. P., Chauvin, S., Bonaminio, G., Andrews, M., Carroll, R. G., & Pangaro, L. N. (2010). Flexner revisited: the role and value of the basic sciences in medical education. *Academic Medicine*, 85(2), 349-355.
- Fox, R., Corretjer, O., & Webb, K. (2019). Benefits of foreign language learning and bilingualism: An analysis of published empirical research 2012–2019. *Foreign Language Annals*, 52(4), 699-726.
- García, O. (2011). *Bilingual education in the 21st century: A global perspective*. John Wiley & Sons.
- Gardner, S. (2012). Global English and bilingual education. In *The Routledge handbook of multilingualism* (pp. 264-281). Routledge.

- Gorter, D., & Cenoz, J. (2017). Language education policy and multilingual assessment. *Language and Education*, 31(3), 231-248.
- Hollie, S. (2017). Culturally and linguistically responsive teaching and learning: Classroom practices for student success. *Teacher Created Materials*.
- Hwang, G. J., Lai, C. L., & Wang, S. Y. (2015). Seamless flipped learning: a mobile technology-enhanced flipped classroom with effective learning strategies. *Journal of computers in education*, 2, 449-473.
- Jaumont, F. (2017). *The bilingual revolution: The future of education is in two languages* (Vol. 1). TBR books.
- Lyster, R. (2019). Making research on instructed SLA relevant for teachers through professional development. *Language Teaching Research*, 23(4), 494-513.
- Matias, F. M., & Pobre, V. (2023). Role of Technology in Education Perceived by Language Education Students in the New Normal Education: A Narrative Inquiry. *Galaxy International Interdisciplinary Research Journal*, 11(7), 276-282.
- Menken, K. (2013). Emergent bilingual students in secondary school: Along the academic language and literacy continuum. *Language Teaching*, 46(4), 438-476.
- Novitaningrum, A., Mahmawati, D., Hidayat, A. N., Yusuf, N. L., & Wisnu, W. (2023). Reinforcing and Sustaining English Skills of Higher Education Students. *Proceeding of International Conference on Education, Society and Humanity*, 1(1), 181-185.
- O'Dowd, R. (2020). A transnational model of virtual exchange for global citizenship education. *Language teaching*, 53(4), 477-490.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and policy in mental health and mental health services research*, 42, 533-544.
- Reynolds, D., & Goodwin, A. (2016). Supporting students reading complex texts: Evidence for motivational scaffolding. *Aera Open*, 2(4), 2332858416680353.
- Sandelowski, M. (2010). What's in a name? Qualitative description revisited. *Research in nursing & health*, 33(1), 77-84.
- Sanger, C. S. (2020). Inclusive pedagogy and universal design approaches for diverse learning environments. *Diversity and inclusion in global higher education: Lessons from across Asia*, 31-71.
- Walker, C. L., & Tedick, D. J. (2000). The complexity of immersion education: Teachers address the issues. *The Modern Language Journal*, 84(1), 5-27.