

Bilingual Skills in Learning for Islamic Education Students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda

Zahrotul Istianah Marroh *

Wood Engineering, State Agricultural Polytechnic of Samarinda, Samarinda, 75131, Indonesia

hamzahzhie@gmail.com

*Corresponding author

Luluk Humairo Pimada


Arabic Language Education, Sultan Aji Muhammad Idris State Islamic University Samarinda, Samarinda 75251, Indonesia

lulukhumairo@gmail.com

Andi Achmad

Accountancy, State Polytechnic of Samarinda, Samarinda, 75131, Indonesia

Aachmad91@yahoo.com

 Submitted: 2024-05-16; Revised: 2024-05-20; Accepted: 2024-05-30; Published: 2024-06-19

Abstract— This research departs from the importance of foreign language skills as one of the efforts to improve the competencies that must be possessed by every teacher or prospective Islamic Religious Education teacher. Therefore, in improving these competencies, a program is needed that is designed to form language skills for Islamic Education students who will become Islamic Education Teachers in the future. To support this program, the International Special Class at Sultan Aji Muhammad Idris State Islamic University Samarinda has developed a curriculum to support the advancement of students' foreign language skills in both English and Arabic. International special class management is needed in harmonizing the international special class curriculum (KKI) with concepts and activities related to language both English and Arabic in daily life in the classroom. The KKI program is expected to be able to compete with international universities as well with the provision of foreign language during their special class program. The Arabic language proficiency formation program for PAI students in the International Special Class Program (KKI) uses two programs TOAFL and *Muhadharah*. The English language proficiency formation program for PAI students in the International Special Class Program (KKI) has two language proficiency formation programs TOEFL and Public Speaking. This program is certainly supported by lecturers who speak English and Arabic to support this learning. It is hoped that alumni of the international special class (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda can improve human resources and services to the community.

Keywords— Bilingual Skills, Learning, Islamic Education, English Education, Arabic Education, Language.

I. INTRODUCTION

One of the important components related to the quality of education (especially Islamic education) is teacher

professionalism, because teachers play an important role in running the wheels of education. If teachers have good academic quality, are competent and professional, then the education process can run optimally and produce competitive graduates. Conversely, if the teacher does not have good academic quality, is not competent and professional, then the overall process and results of education will not be optimal. To produce professional teachers or prospective teachers, it is necessary to improve and develop their competencies.

Foreign language skills are one of the efforts to improve and develop competencies that are important and must be owned by every teacher or prospective Islamic Religious Education teacher. Why are foreign language skills important for teachers or prospective Islamic Religious Education teachers? Here are some reasons (aspects) that underlie the importance of foreign language skills for teachers or prospective Islamic Religious Education teachers.

Learning foreign languages is very important and beneficial for the continuity of Islamic propagation and countering deviant thoughts about Islam. The Messenger of Allah (PBUH), through various traditions, explained about his mastery of various foreign languages, such as Parsian, Habashian, and so on. In addition, learning a foreign language is a must for every Muslim to convey the true mission and teachings of Islam, as well as other things.

Apart from the above reasons, learning a foreign language is a necessity to maintain the existence of Islamic education in the era of globalization. The word globalization comes from the English word global which means universal. From the word global to globalization which can be interpreted as a universalization process. So globalization can be interpreted as the process of spreading new elements in all aspects of human life, including aspects of information, technology, health, trade, education, thought, lifestyle, and others worldwide. Another interpretation of globalization is the process by which everyday life experiences, ideas and information

become standardized around the world, because whatever is found or happens in any part of the world will spread to other parts of the world easily and very quickly (Astomo, 2021).

Islamic education today is faced with various developments that require changes and improvements so that it is able to make adjustments to these changes. The development of science and technology (science and technology) is a challenge for Islamic education, especially in facing the era of globalization which has been able to systematize the distance and time between various countries in the exchange of information and knowledge, especially in the field of Islamic education (Basyar, 2018).

One of the ways that leaders and educators in Islamic educational institutions improve the quality of education is by developing foreign language skills. By developing foreign language skills, educators in Islamic educational institutions can learn and understand information about science and technology (science and technology) that has developed in other countries that are more advanced and become a reference for all existing countries. So it is not wrong if the ability to speak a foreign language is one of the efforts to improve and develop competencies that are important and must be owned by every teacher or prospective Islamic Religious Education teacher.

Regarding language skills, there are four aspects of language skills that are commonly used to communicate, namely listening (listening), speaking (speaking), reading (reading) and writing (writing). When someone masters all four aspects of these skills, it can be said that someone has language skills. In order to create teachers or prospective Islamic Religious Education teachers who have foreign language skills as an increase and development of competencies that are important and must be owned, of course, must be supported by good, effective and efficient learning.

Learning is a form of program, because good learning requires careful planning. In addition, the implementation of learning involves various people, both teachers and students, has a relationship between one learning activity and another, namely to achieve subject competencies which ultimately support the achievement of graduate competencies, and takes place in an institution or agency.

In order to create teachers or prospective Islamic Religious Education teachers who have foreign language skills, of course, it must be supported by good, effective and efficient learning and good, effective and efficient management that is programmed including Planning, Organizing, Actuating, and Controlling.

Today, many universities aim to produce graduates who have foreign language skills in order to compete in the current era of globalization, this is in line with the results of research conducted by Yani et al that (I. A. Yani & A. A. Kusumadinata, 2016):

"... foreign language skills, have a significant influence in supporting careers in the field of Public Relations, by having foreign language skills, there will be many opportunities to get a good job in multinational companies and expand relationships in

the international world, because foreign languages are languages that are generally useful to be able to compete in the era of globalization".

Based on the results of this study, we can know that by having the ability to speak foreign languages, graduates of universities both in the form of general universities and religious universities will have the ability to compete in the era of globalization both at the national and international levels. Therefore, every university in Indonesia is trying to develop learning programs that develop foreign language skills. One of them is Sultan Aji Muhammad Idris State Islamic University Samarinda. Sultan Aji Muhammad Idris State Islamic University Samarinda, has a special international class program or what is called the International Special Class (KKI). This program is applied to the Faculty of Tarbiyah and Education Sciences (FTIK) Islamic Religious Education study program.

Sultan Aji Muhammad Idris State Islamic University Samarinda has an International Special Class program that requires students and lecturers to carry out teaching and learning activities using foreign languages in it. Thus, the cultivation of language skills for students of the KKI program is carried out on an ongoing basis in order to create superior students.

The International Special Class Program (KKI) is applied to the Islamic Religious Education study program with the aim of preparing students as international standard Islamic Religious Education teachers. This international special class is expected to be able to compete with international standard universities as well with the provision of foreign language (foreign language) which is instilled in International Special Class Program (KKI) students as long as they follow the International Special Class Program (KKI). The advantage of the KKI program is the use of foreign languages (foreign language) as the language of instruction in the lecture process. The foreign languages used are Arabic and English. The use of English and Arabic synergizes with other programs implemented at Sultan Aji Muhammad Idris State Islamic University Samarinda, namely the language program in the first year. Thus, the cultivation of language skills for students of the KKI program is carried out on an ongoing basis in order to create superior students. This is in line with the statement of the Dean of the Faculty of Tarbiyah and Education Sciences (FTIK), Dr. Khojir M, Si, who stated that "This superior class is a program to explore and seek the superior potential of Sultan Aji Muhammad Idris State Islamic University Samarinda students who will later be developed specifically by the institution".

Based on the above background, the problems in this study are "How is the Arabic language proficiency formation program of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda?, How is the English proficiency formation program for PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda? and What are the inhibiting factors and solutions to the program of forming bilingual language skills of PAI

students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda?

The purpose of this study is to describe the program, management and constraints in the formation of Arabic and English language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda.

The benefits that can be obtained from this research are helping the development of Islamic religious education, especially in the formation of foreign language proficiency programs. helping the agency to ensure the quality of teaching properly and provide suggestions if there are deficiencies.

II. METHODS

The research approach used in this research is a qualitative approach. By using this approach, researchers try to describe and describe the phenomena and events that occur in finding answers about the object of research in the research process without the need to quantify those related to the program of forming bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda obtained from research data sources consisting of primary and secondary data.

The type of research used is field research. As with the type of research, in describing and describing the phenomena and events that occur when in the process of research on the program of forming bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda , researchers will directly go to the field in the process of collecting information on the objects and subjects of research. Both when conducting observations, interviews and documentation studies.

The location of this research is at Sultan Aji Muhammad Idris State Islamic University Samarinda, at the Faculty of Tarbiyah and Teaching Science (FTIK) in the International Special Class Program (KKI).

Research data related to the object of research, namely the formation program of bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda, can be divided into two types, namely primary research (Sugiyono, 2018) data and secondary research data. Primary data in this study are called informants. The informants in this study, consisting of 2 lecturers in charge of the program and 8 lecturers who teach the program, totaling 10 people. While secondary data in the form of data in the nature of writing, documents, recordings, pictures and photos related to the program of formation of bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda obtained by the research subject.

The focus of research in this study is on the program of forming bilingual language skills of PAI students in the International Special Class Program (KKI). After

identifying the programs for the formation of bilingual language skills of PAI students in the International Special Class Program, researchers will dig up information about the management functions that exist in the program of forming bilingual language skills of PAI students which consists of four aspects, namely: 1) planning; 2) organizing; 3) actuating; and 4) controlling.

Data collection techniques are the means used by researchers in obtaining information about the object of research, namely the program of forming bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda. As the approach and type of research that researchers use, as alignment in this case, researchers will use appropriate data collection techniques, namely observation, interviews and documentation.

Data collection techniques using observation (Herdiansyah, 2015). This technique is one of the techniques that researchers use when extracting information about the formation program of bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda. By using this observation technique, researchers will observe, observe and record in detail and systematically about the object in the study. either in the form of the process of forming bilingual language skills of PAI students in the International Special Class Program (KKI), the management function of the formation of bilingual language skills of PAI students in the International Special Class Program (KKI) which includes aspects of planning, organizing, implementing and monitoring as well as inhibiting factors and solutions regarding the formation of bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda.

Data collection techniques using interviews. This technique is one of the techniques that researchers use when extracting information about the formation program of bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda. By using this interview technique, the researcher will conduct a conversation or dialogue with the subject in the study, namely the research informant, in order to seek information related to the program of forming bilingual language skills of PAI students in the International Special Class Program (KKI), the management function of forming bilingual language skills of PAI students in the International Special Class Program (KKI) which includes aspects of planning, organizing, implementing and supervising the formation of bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda.

The interviews in this research used semistructured interviews (Gunawan, 2014). Semistructured interviews are interviews that have guidelines but do not have answer options. This is done by researchers in order to be able to

explore information to informants in depth related to the object of research conducted.

The documentation technique in this study was used by researchers to collect related documents about the model of forming students' religious character such as photographs, schedules, notes related to the program of forming bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda.

Data validity testing which includes validity and reliability tests. In order to obtain and improve data validity accurately. Then the researcher uses the extended observation test, the increased persistence test and the data triangulation test. The data analysis technique used to determine the program of forming bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda, researchers used the concept of data analysis with the Miles and Huberman model illustrated in the following figure.

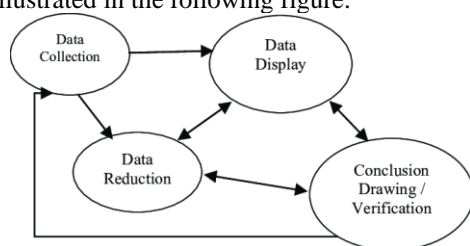


Figure 1. Data processing technique Source: Miles, Huberman, & Saldana (2014)

III. RESULTS AND DISCUSSION

A. Definition of Learning Program.

Learning is a form of program (Zahiroh, 2021), because good learning requires careful planning. In addition, the implementation of learning involves various people, both teachers and students, has a relationship between one learning activity and another, namely to achieve subject competencies which ultimately support the achievement of graduate competencies, and takes place in an institution or agency.

The definition of learning program from South African Qualifications Authority (SAQA) in (Sutarsih & Nurdin, 2014) is "A learning program is a set of planned learning activities (learning, teaching and assessment)". Based on this definition, a learning program is a set of planned learning activities (learning, teaching and assessment). Furthermore, SAQA identifies the parts of a learning program, namely: a) learning activities linked to outcomes; b) a plan that identifies how learning will be delivered and how learners will be supported; c) an assessment plan; d) learning media and other resources needed in learning activities; e) trained practitioners and other human resources.

B. Learning Program Management

The success of an activity in a learning unit depends on its management. The work will be successful if the management is good and organized, where management

itself is a device by carrying out certain processes in related functions. This means a series of stages of activity from the beginning of carrying out activities or work to the end of achieving the objectives of activities or work. In the process of implementation, management has specific tasks that must be carried out. These specific tasks are commonly referred to as management functions.

George R. Terry & Liesli W. Rue in (Mulyono, 2014) stated that the functions of management are Planning, Organizing, Actuating, and Controlling. According to Knoot O'Donnel & Niclender in Rohiat, the management functions include Planning, Organizing, Staffing, Directing, Controlling. Meanwhile, Henry Fayol in (Wahjosumidjo, 2013) explained that management functions are Forecasting and Planning, Organizing, Commanding, Coordinating and Controlling.

C. Definition of Arabic Language Learning

Learning contains elements of learning and teaching, learning is a harmonious combination of teaching activities carried out by teachers and learning activities carried out by students.

The definition of learning in Law No. 20 of 2003 concerning the National Education System, that "learning is the process of interaction between students and education and learning resources in a learning environment".

According to (Mulyasa, 2014), that "learning is a process of interaction between learners and their environment, so that changes occur towards the better".

Arabic language learning is learning that emphasizes language skills, namely skills (Maharat al-*Istima'*), speaking (Maharat al-*kalam*), reading (Maharat al-*qira'at*) and writing (Maharat al-*kitabah*). These four skills are an important aspect of learning Arabic, because the four cannot be separated (Taufik, 2016).

D. Definition of English Language Learning

Using structured language is one of the outcomes of learning a language. Language itself is a human capability that enables us to communicate, learn, think, judge and develop values. Learning English is learning the meanings agreed upon by a group of native speakers of the language. English is a key tool for participating in the cultural life of English-speaking societies.

Skills in English language learning consist of four aspects, namely listening skills, speaking skills, reading skills and writing skills.

According to (Abbas, 2016), "Listening is a process of organizing what is heard and placing sound messages that are heard and captured into acceptable meaning". (Soenardi, 2011) states that speaking ability is "the ability to express one's thoughts and heart through language sounds and words that are assembled in a more complete language arrangement such as phrases, sentences, and longer oral discourse such as stories, speeches and others". Reading is a very important skill for every individual to master. (Tarigan, 2021) explains that, "reading is a process that is carried out and used by readers to obtain messages, which the author wants to convey through written

language." The ability to write according to (Iskandarwassid & Sunendar, 2018) "is the development of reading skills. The ability to write is obtained after reading skills can be mastered. Writing skills rely more on language skills that are active and productive."

Based on the research title that researchers formulated, namely "Bilingual Language Proficiency Formation Program for PAI Students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda ", with a research focus on the management function of the bilingual language proficiency formation program which includes Planning, Organizing, Actuating, and Controlling. Researchers will present the results of research that has been obtained through unstructured interviews with informants and strengthened through observation and documentation studies as formulated. The results of the research will be presented as follows.

Based on the results of research that has been obtained in the field, of course this research has a difference in research focus from previous research that has been submitted previously. Like the research conducted by (Nugraheni, 2017) entitled "Implementation of the Bilingual School Program to Improve Linguistic Intelligence at SD INTIS School Yogyakarta", the research has a research focus which includes: a) Staffing; b) Recruitment; c) Educator Certification; d) Staff Development; e) Curriculum Development. As well as research conducted by (Astuti, 2017) who examined "Early Childhood Education (PAUD) with Bilingual and Tawhid Insights: Case Study at PAUD Ababil School House Pangkal Pinang City", the research has a research focus which includes: a) Concept of Early Childhood Education (PAUD) with Bilingual and Tauhid Insights; b) Implementation of Early Childhood Education (PAUD) with Bilingual and Tauhid Insights; c) Results of Early Childhood Education (PAUD) with Bilingual and Tauhid Insights; d) Impact of Early Childhood Education (PAUD) with Bilingual and Tauhid Insights.

The language proficiency formation program is a series of carefully planned activities to create an environment that can shape and develop language skills ranging from listening, speaking, reading and writing skills. In this case, the program for the formation of bilingual language skills of PAI students applied to the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda has four language skills formation programs, namely TOAFL, Muhadharoh, TOEFL and Public Speaking. This is based on the results of interviews with Lecturer A as the Lecturer in Charge of the International Special Class Program (KKI), about how the program of forming bilingual language skills of PAI students in the International Special Class Program (KKI), he stated that:

"...to develop the Arabic or English language skills of KKI students, my friends and I along with the Dean of FTIK and Vice Dean I of FTIK formulated it by holding additional TOAFL, TOEFL and Muhadharah

/ Public Speaking courses apart from the courses that must be taken every semester...."

In line with the statement made by Lecturer A, Lecturer B as the Lecturer in Charge of the International Special Class Program (KKI) also confirmed the statement and added to it. He stated:

"... the Arabic or English language proficiency formation program in the International Special Class (KKI) is TOAFL, TOEFL and Muhadharah or Public Speaking. For TOEFL, it is divided into three materials, namely listening, reading and structure. As for TOAFL, it is divided into three materials as well, namely Qawa'id, Istima' and Kitabah / Qira'ah...."

After the interview with the two informants, the researcher conducted a deeper search to strengthen the results of the interview by conducting a documentation study, while the results obtained were in line with the statements of the two informants. So the researchers concluded from the information that has been received and corroborated by the reinforcing document, namely the International Special Class Program Course Schedule (KKI) that the PAI student bilingual language proficiency formation program in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda there are four programs, namely TOAFL, Muhadharoh, TOEFL and Public Speaking. The details are as follows:

Table 1. Bilingual Language Formation Program For Pai Students In The International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda

No	Program Name	Program Form
1	Arabic Language Proficiency Building Program	a. TOAFL: 1) <i>Istima'</i> 2) <i>Kitabah/Qira'ah</i> 3) <i>Qawa'id</i> b. <i>Muhadharah</i>
2	English Proficiency Building Program	a. TOEFL: 1) Listening 2) Reading 3) Structure b. Public Speaking

Data Source: Results of interviews with Informants in the KKI Program Sultan Aji Muhammad Idris State Islamic University Samarinda

Based on the data in Table 1, researchers conclude that there are four kinds of bilingual language skills formation programs for PAI students in the International Special Class Program (KKI), namely TOAFL, *Muhadharah*, TOEFL and Public Speaking. For TOAFL, it is broken down into three parts, namely TOAFL (*Istima'*), TOAFL (*Kitabah/Qira'ah*) and TOAFL (*Qawa'id*). As for TOEFL, just like before it is broken down into three parts namely TOEFL (Listening), TOEFL (Reading) and TOEFL (Structure). These four programs (TOAFL, *Muhadharah*, TOEFL and Public Speaking), are used as additional courses in the International Special Class Program (KKI)

which must be taken and followed by all PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda.

Based on the results of observations, interviews and documentation studies conducted by researchers at the research location, researchers found that the program of forming Arabic language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda has run and implemented the management function well. This is evidenced by: a) the existence of documents (syllabus and RPS) made by each lecturer teaching additional courses. In the document written planning and objectives that will be implemented in the learning process of Arabic language for one semester; b) the appointment of lecturers who are in accordance with the expertise and educational background with additional courses taught; c) lecturers teaching additional courses enter or present in learning in accordance with the schedule that has been given; d) the person in charge of the International Special Class Program (KKI) along with lecturers teaching additional courses communicate with each other regarding the development of students when following the learning.

In addition, researchers also found other findings on the Arabic Language Proficiency Formation Program for Islamic Education Students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda. In learning *qiraah*, the lecturer does not only use material books, sometimes the lecturer uses yellow books with the theme of Islamic history or fiqh-themed books that contain the essence of Islamic Religious Education (PAI). Likewise, in the *Muhadhoroh* Program, in addition to providing theoretical material on how to speak / give speeches, there is also a practicum on Islamic-themed lectures and usually the *muhdhoroh* theme that will be presented per week follows PHBI or coincides with Islamic months such as raising the theme of Muharram or Ramadan, or they raise the theme of demanding knowledge and sometimes also the history of the companions and the Prophet. This is to improve language learning that has the essence of the specialty of PAI (Islamic Religious Education) itself.

Furthermore, after knowing the English language proficiency formation program for PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda. Researchers dug up information related to the management function of the English language proficiency formation program in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda which includes Planning, Organizing, Actuating, and Controlling. Why do researchers explore this information? Because the success of a program or activity in learning at an educational institution depends on its management. The work will be successful if the management is good and organized, where management itself is a tool in carrying out certain processes in related functions. This means a series of stages of activity from the beginning of carrying out activities or work to the end

of achieving the objectives of activities or work. That's why researchers explore this information.

In addition, the researcher also found a finding in the field that in the English Public Speaking Program, the material taught by the Lecturer who teaches the course adds learning material that has the peculiarity of PAI (Islamic Religious Education), namely story telling material with religious themes such as shari'ah and mu'amalah problems in English. This is evidenced by the results of an interview with Lecturer I as the Lecturer of English Public Speaking Course who stated that:

"...in learning English Public Speaking, in addition to providing theoretical material on how to speak/speech, there is also a practicum on storytelling with religious themes, such as themes related to shari'ah and themes related to mu'amalah using English. This is to train students to enrich their vocabulary on religious matters..."

After conducting the interview, the researcher conducted a documentation study to strengthen the statement that had been conveyed, as for the results obtained that the Syllabus and SSP made by Lecturer I were in line with what he stated.

Based on the results of interviews and documentation studies conducted in the field, researchers can conclude that in the English Public Speaking Program, in addition to providing theoretical material on how to speak / give speeches, there is also a practicum on storytelling with religious themes, such as themes related to shari'ah and themes related to mu'amalah using English. This is to improve language learning that has the essence of the specialty of PAI (Islamic Religious Education) itself.

The program for the formation of bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda is a series of carefully planned activities to create an environment that can shape and develop language skills ranging from listening skills (listening), speaking, reading and writing in Arabic and English for PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda.

Based on the results of research conducted by researchers at the research location, there are several inhibiting factors located in several aspects in the program of forming bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda. The details are as follows:

First, the last educational background of PAI students in the International Special Class Program (KKI). Background or the last education of students will certainly affect the success in the language learning process. For example, students who have the last educational background that comes from the Salafi Islamic Boarding School, when learning Arabic, they will quickly absorb the material taught because they are familiar with Arabic learning materials. This is because they already have the

basics in Arabic that they have gotten when they stay at the Salafi Islamic Boarding School. However, when they are presented with English learning material, they will experience difficulties and confusion in following the learning material, because they have never learned the material when they went to boarding school, so of course it affects the English learning process. Likewise, students who have the latest educational background from public schools, when learning English material, they will easily follow it because they are familiar and have a basis in English learning. Meanwhile, when learning Arabic material, they will have difficulty because they are not familiar and have no basis in Arabic language learning.

Second, students' lack of motivation in participating in language learning. In learning, be it language learning or other learning, the motivation of students in participating in learning will certainly affect the learning process. When students have high motivation in participating in learning, it will result in the ease of students in learning and understanding the learning material provided, because these students will concentrate and be active in the learning, thus making them excited. Whereas students who have low motivation in participating in learning, this will result in difficulty in learning and understanding the learning material provided, because these students do not concentrate and are passive in the learning, so they do not have the enthusiasm to take part in learning.

Third, the lack of mastery of language vocabulary. In shaping the bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda, the richness of vocabulary in speaking is one of the factors that affect language skills, both Arabic and English. Because when we communicate or read books in Arabic or English, we will have difficulty both communicating and understanding the contents of the Arabic and English texts that we read. Certainly, with a lack of vocabulary mastery, it will certainly affect language skills.

Fourth, the lack of facilities and infrastructure that support the language learning process. In shaping Arabic and English language skills, facilities and infrastructure in learning certainly have a special function that supports the language learning process. For example, a special language laboratory, a special language laboratory or can be called a language laboratory, is a special room equipped with facilities in developing language skills. Without the facilities and infrastructure that support language learning, it will certainly hinder students in mastering language skills.

In order to anticipate obstacles in implementing the program of forming bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda, of course, solutions are needed as a form of effort to implement the program of forming bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda so that prospective professional Islamic Religious Education Teachers can be achieved because they have foreign language skills.

Based on the results of research conducted by researchers at the research location, the solutions offered are as follows:

First, the addition of intensive language guidance program outside of learning hours. As an answer to the obstacles that occur in the process of forming bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda related to educational background and lack of mastery of Arabic and English vocabulary in PAI students, it is necessary to add an intensive language guidance program outside of learning hours. Why is that? Because with the intensive language guidance program outside of class hours, students can catch up on the basics of language learning materials and master a lot of vocabulary in language conversations. This intensive language guidance program outside of learning hours is in the form of: a) Basic Language Learning Program; and b) *Mufradat/Vocabularies* Program. The basic language learning program is a special program to learn the basics of language learning materials. This program is specifically for students who do not have basic knowledge of language learning, both Arabic and English. With this program, the problem about the final educational background of students according to researchers can be resolved. Furthermore, the *Mufradat/ Vocabularies* program. In this program, students are required to deposit 2 vocabularies per day, both Arabic and English vocabularies. And at the end of each month, students are asked to re-memorize the vocabulary that has been deposited before, this is useful for strengthening the memory of memorizing the vocabulary that has been deposited, so that students have a wealth of vocabulary in language.

As an answer to the obstacles that occur in the process of forming bilingual language skills of PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda related to the lack of motivation of students in participating in language learning, there needs to be a variation in using learning methods. Why is that? Because by using a variety of learning methods, the learning process will be more lively and not monotonous. For example, in English language learning, learning methods include Direct Method, Audio Lingual Method (ALM), Grammar-Translation Method, Total Physical Response (TPR), Natural Approach, Contextual Teaching and Learning (CTL), Communication Language Teaching (CLT) and Suggestopedia Method. From these various learning methods, if applied according to the situation and conditions in the field, it will lead to more lively English learning. With the lively learning atmosphere in the room, students will consciously or unconsciously be interested in playing an active role in learning because they do not experience boredom and certainly cause motivation in participating in language learning.

Third, equipping facilities and infrastructure that support the language learning process. As an answer to the obstacles that occur in the process of forming bilingual language skills of PAI students in the International Special

Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda related to the lack of facilities and infrastructure that support the language learning process, of course by completing the facilities and infrastructure that support the language learning process is a solution to the obstacles faced. Because facilities and infrastructure are an important element in supporting success in the learning process in every educational institution. This is emphasized in Government Regulation No. 19 of 2005 concerning National Education Standards concerning facilities and infrastructure standards in Chapter VII Article 42 point 1 which reads "Each educational unit is required to have facilities which include furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment needed to support a regular and continuous learning process". Based on this Government Regulation, it can be concluded that every educational institution or unit in Indonesia is required to have facilities and infrastructure that support the learning process. As the researchers stated earlier, by completing the facilities and infrastructure in learning Arabic and English, it will certainly support the learning process.

IV. CONCLUSION

The elaboration of relevant theories, several conclusions can be drawn from the bilingual skills in learning PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda as follows:

The Arabic language proficiency formation program for PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda has two language proficiency formation programs, namely TOAFL and *Muhadharah*. The program is realized into additional courses which include: TOAFL (*Istima'*), TOAFL (Kitabah/Qira'ah), TOAFL (*Qawa'id*) and Arabic Public Speaking. Based on its management function, the program has run and implemented its management function well. This is evidenced by: a) the existence of documents (syllabus and RPS) made by each lecturer teaching additional courses. In the document, there are plans and objectives that will be carried out in the Arabic language learning process for one semester; b) the appointment of lecturers who are in accordance with the expertise and educational background with the additional courses taught; c) additional course lecturers enter or attend the learning according to the schedule that has been given; d) the person in charge of the International Special Class Program (KKI) along with the additional course lecturers communicate with each other regarding the development of students when participating in the learning.

The English language proficiency formation program for PAI students in the International Special Class Program (KKI) at Sultan Aji Muhammad Idris State Islamic University Samarinda has two language proficiency formation programs, namely TOEFL and Public Speaking. The program is realized into additional courses which

include: TOEFL (Listening), TOAFL (Reading), TOAFL (Structure) and English Public Speaking. Based on its management function, the program has carried out and implemented its management function well. This is evidenced by: a) the existence of documents (syllabus and RPS) made by each lecturer teaching additional courses. In the document, there are plans and objectives that will be carried out in the English learning process for one semester; b) the appointment of lecturers who are in accordance with the expertise and educational background with the additional courses taught; c) additional course lecturers enter or attend the learning according to the schedule that has been given; d) the person in charge of the International Special Class Program (KKI) along with the additional course lecturers communicate with each other regarding the development of students when participating in the learning.

Factors that hinder the formation of bilingual language skills of PAI students in the International Special Class Program (KKI) at IAIN Samarinda include, the last educational background of PAI students in the International Special Class Program (KKI), lack of student motivation in following language learning, lack of mastery of language vocabulary, and lack of facilities and infrastructure that support the language learning process.

The solutions offered include, the addition of intensive language guidance programs outside of learning hours, variations in using learning methods, and equipping facilities and infrastructure that support the language learning process.

REFERENCES

- Abbas, S. (2016). *Pembelajaran Bahasa Indonesia yang Efektif di Sekolah Dasar*. Departemen Pendidikan Nasional.
- Astomo, P. (2021). Legal Politics of Responsive National Education System in the Globalization Era and the Covid-19 Pandemic. *Yuridika*, 36(2), 401. <https://doi.org/10.20473/ydk.v36i2.25897>
- Astuti, R. (2017). *Pendidikan Anak Usia Dini Berwawasan Bilingual dan Tauhid: Studi Kasus di PAUD Ababil School House Kota Pangkal Pinang*. UIN Sunan Kalijaga.
- Basyar, S. (2018). Pendidikan Islam di Era Globalisasi: Antara Konsepsi dan Aplikasi. *Al-Idarah: Jurnal Kependidikan Islam*, 8, 2. <https://doi.org/http://dx.doi.org/10.24042/alidarah.v8i1.3075>
- Gunawan, I. (2014). *Metode Penelitian Kualitatif: Teori dan Praktik*. PT. Bumi Aksara.
- Herdiansyah, H. (2015). *Metodologi penelitian kualitatif untuk ilmu psikologi*. Salemba Humanika.
- I. A. Yani, I. A. R., & A. A. Kusumadinata. (2016). Effect of Foreign Language Competency and Organization in Supporting Career in Public Relations (Pengaruh Kompetensi Berbahasa Asing dan Pengorganisasian dalam Menunjang Karir di Bidang Public Relations). *JURNAL KOMUNIKATIO*, 4, 10.

<https://doi.org/https://doi.org/10.30997/jk.v4i1.1208>

- Iskandarwassid, & Sunendar, D. (2018). *Strategi Pembelajaran Bahasa*. SPs UPI dan Remaja Rosdakarya.
- Mulyasa, E. . (2014). *Kurikulum Berbasis Kompetensi*. Remaja Rosdakarya.
- Mulyono. (2014). *Manajemen Administrasi & Organisasi Pendidikan*. Ar-Ruzz Media.
- Nugraheni, A. S. (2017). Implementasi Program Bilingual School untuk Meningkatkan Kecerdasan Linguistik di SD INTIS School Yogyakarta. *TERAMPIL: Jurnal Pendidikan Dan Pembelajaran Dasar* , 4. <https://doi.org/http://dx.doi.org/10.24042/terampil.v4i1.1806>
- Soenardi, D. (2011). *Tes Bahasa: Pegangan Bagi Pengajar Bahasa*. PT. Indeks.
- Sugiyono. (2018). *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sutarsih, & Nurdin. (2014). *Manajemen Pendidikan: Supervisi Pendidikan (7th ed.)*. Alfabeta.
- Tarigan, H. G. (2021). *Berbicara sebagai Suatu Keterampilan Berbahasa*. CV. Angkasa.
- Rahayu, N. (2016). *Pembelajaran Bahasa Arab MI dalam Rahayu Nurti, "Penggunaan Metode Scramble untuk Meningkatkan keterampilan menulis kalimat Bahasa Arab Materi Fil Madrasah pada Siswa Kelas V Mi Da'watul Khoiriyah Gresik [UIN Sunan Ampel]*. <http://digilib.uinsa.ac.id/id/eprint/7478>
- Wahjosumidjo. (2013). *Kepemimpinan Kepala Sekolah: Tinjauan Teoritik dan Permasalahannya*. Rajagrafindo Persada.
- Zahiroh, F. F. (2021). *The effectiveness of online learning on Social Studies subject at MTs Bahrul Ulum Genukwatu Jombang*. UIN Malang.