# "PRAKTIK PEMBELAJARAN BILINGUAL YANG BERNUANSA KE-SD-AN: STRATEGI, IMPLEMENTASI, DAN TANTANGANNYA DI SEKOLAH DASAR"

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## *ABSTRACT*

*Bilingual learning in elementary schools is growing because it is considered capable of improving students' second language skills, literacy, and cognitive development. This article discusses elementary-level bilingual learning practices by reviewing strategies, implementation methods, and the challenges faced by teachers. Various models such as Transitional Bilingual, Two-Way Immersion, and Language Immersion serve as common references in its implementation. However, the success of the program depends heavily on teacher readiness, media availability, policy support, and the appropriateness of the approach to the developmental characteristics of elementary school students. Previous research emphasizes the importance of interactive, enjoyable, and culturally based learning to increase students' confidence in a second language. This article provides a comprehensive overview as a basis for developing more adaptive and child-friendly bilingual programs.*

*Keywords: billingual learning, elementary school, learning strategies, implementation, teacher challenges, student development.*

## ABSTRAK

Pembelajaran bilingual di sekolah dasar semakin berkembang karena dinilai mampu meningkatkan kemampuan bahasa kedua, literasi, serta perkembangan kognitif siswa. Artikel ini membahas praktik pembelajaran bilingual yang bernuansa ke-SD-an dengan meninjau strategi, bentuk implementasi, serta tantangan yang dihadapi guru. Berbagai model seperti *Transitional Bilingual*, *Two-Way Immersion*, dan *Language Immersion* menjadi acuan umum dalam pelaksanaannya. Namun, keberhasilan program sangat bergantung pada kesiapan guru, ketersediaan media, dukungan kebijakan, serta kesesuaian pendekatan dengan karakteristik perkembangan siswa SD. Penelitian sebelumnya menekankan pentingnya pembelajaran yang interaktif, menyenangkan, dan

berbasis budaya lokal untuk meningkatkan kepercayaan diri siswa dalam berbahasa kedua.

Artikel ini memberikan gambaran menyeluruh sebagai dasar pengembangan program bilingual yang lebih adaptif dan ramah anak.

Kata Kunci: Pembelajaran Billingual, sekolah dasar, strategi pembelajaran, implementasi, tantangan guru, perkembangan siswa.

## A. Pendahuluan

Bilingual learning, the simultaneous use of two languages in the learning process, is increasingly being implemented in elementary schools. This approach is considered effective in preparing students for global developments while also helping them maintain their local cultural identity. Numerous studies have shown that bilingual learning not only helps students master a second language but also benefits their cognitive development, literacy skills, and motivation to learn.

One crucial aspect of implementing a bilingual program is selecting the right learning model. Sari et al. (2025) explain that there are three main models frequently used in elementary schools: Transitional Bilingual, Two-Way Immersion, and Language Immersion. These three models differ in terms of the method of material delivery, the distribution of language portions, and the learning objectives they wish to achieve.

Despite its many positive potentials, implementing bilingual learning in elementary schools also faces various challenges. Suryani et al. (2025) emphasize that the success of a bilingual program depends heavily on the teacher's readiness to teach two languages, the availability of media and learning resources, and the support of school policies. Without clear planning, the implementation of a bilingual program will not produce optimal results for students.

From a psychological perspective, bilingual learning can also impact students' self-confidence. Research by Nareswari, Wulandari, and Fardana (2023) shows that interactive and enjoyable bilingual methods can improve elementary school students' self-efficacy. This confidence is necessary for students to be confident in participating, trying to speak in their second language, and actively engaging in learning.

Bilingual learning strategies can be supported through the use of appropriate media. Wulandari et al. (2025) found that the use of instructional videos helped students understand second-language vocabulary and structure more easily. Furthermore, according to Febriani et al. (2025), bilingual learning should be implemented in stages, starting from the introduction of simple vocabulary to applying the language in more complex academic and social situations.

However, it is important to recognize that not all students experience the same second-language development. Irawati and Samsuri (2025) explain that students' bilingual abilities can vary, influenced by their family environment, the intensity of use of both languages, and learning support at school. Therefore, bilingual learning approaches need to be adapted to the characteristics of elementary school students to ensure that learning remains approachable and developmentally appropriate. Furthermore, as Talan, Pribadi, and Wabang (2022) point out, bilingual learning must also consider local cultural values through an ethnopedagogical approach so that learning not only emphasizes language but also enriches students' identities.

Based on these findings, it can be concluded that bilingual learning practices in elementary schools require more in-depth study. Emphasis on strategies, implementation processes, and challenges faced will be highly beneficial in developing bilingual programs that truly align with the characteristics of elementary school students and the conditions of elementary schools in Indonesia.

## B. Metode Penelitian

This research uses a descriptive qualitative approach using library research. The aim of the study is to systematically analyze the concepts, strategies, and challenges of bilingual learning in elementary schools based on previous research findings without involving primary data collection through observation, interviews, or surveys.

The research data is sourced from scientific literature in the form of journal articles, books, and research reports relevant to the topic of bilingual learning. Sources were selected based on their relevance, credibility, and the most recent publication date. Data collection was conducted through documentation techniques by searching academic databases such as Google Scholar and GARUDA using keywords relevant to the research focus.

Data analysis was conducted using content analysis techniques through the stages of data reduction, grouping by theme, and synthesizing research results to obtain a comprehensive picture of bilingual learning practices in elementary schools. Data validity was maintained by triangulating sources, which involves comparing findings from various sources to ensure the objectivity and consistency of the study results.

## C.Hasil Penelitian dan Pembahasan

The results of this study were obtained through a synthesis of various national and international journals discussing bilingual learning in elementary schools. The analysis was conducted based on the study's focus as formulated in the introduction: learning models,

implementation strategies, impacts on students, and implementation challenges.

Table 1. In-depth Synthesis of Bilingual Learning Study Results in Elementary Schools

| **Aspek Kajian** | **Temuan Konseptual** | **Penjelasan Akademik** |
|---|---|---|
| Bilingual Learning Models | Three main models: Transitional Bilingual, Two-Way Immersion, and Language Immersion | Transitional Bilingualism serves as a bridge from the mother tongue to the second language. Two-Way Immersion develops two languages simultaneously and in a balanced manner, while Language Immersion prioritizes the second language as the primary language of learning. The choice of model significantly influences student language achievement and adaptation. |
| Impact on Language Ability | Improved vocabulary, language structure, and communication fluency | Bilingual learning accelerates second language acquisition through intensive exposure, while strengthening students' metalinguistic strategies in understanding interlanguage relationships. |
| Cognitive Impact | Increased flexibility of thinking and information processing | Bilingual students tend to have better critical thinking and problem-solving skills because they are used to managing two language systems simultaneously. |
| Psychological Impact | Increased self-efficacy and courage to participate | A supportive bilingual environment builds students' confidence to try, speak, and explore using a second language without excessive fear. |

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| Learning strategies | Phased and contextual strategies | Penggunaan pendekatan gradual dari kosakata dasar hingga dialog kontekstual terbukti lebih efektif dibandingkan metode langsung yang intensif. |
| Peran Media | Media audiovisual dan interaktif | The use of a gradual approach from basic vocabulary to contextual dialogue has proven to be more effective than intensive direct methods. |
| Implementation Challenges | Teacher readiness, student ability diversity, and school policies | Differences in students' linguistic backgrounds and uneven teacher competencies hinder the consistent implementation of bilingualism |
| Local Cultural Integration | Ethnopedagogical approach | Bilingual learning that incorporates local cultural values helps maintain students' identities while enriching their learning experiences. |

Overall, the study results show that bilingual learning has a significant contribution to the academic and psychosocial development of elementary school students, but its success is largely determined by a structured, adaptive, and context-based pedagogical approach.

1. Relevance of Bilingual Learning Models to Elementary School Student Development

Research results show that bilingual learning models have a direct influence on the effectiveness of students' learning processes. The Transitional Bilingual Model tends to be more appropriate for students with low initial second language proficiency, as it provides space for gradual adaptation. Conversely, Two-Way Immersion is more effective in heterogeneous environments because it encourages balanced language exchange.

Cummins (2000) emphasized that the success of bilingual learning is determined by the balance between first and second language proficiency. If the mother tongue is not strengthened, students' cognitive development can be disrupted. This emphasizes the importance of selecting a model that considers the linguistic readiness of elementary

school students who are still in the language development stage.

2. Impact of Bilingual Learning on Cognitive and Affective Aspects

Bilingual learning not only develops linguistic competence but also influences students' thought structures. García and Wei (2014) explained that bilingualism encourages the formation of translingual thinking patterns, making students more flexible in understanding cross-language concepts.

From an affective perspective, Nareswari et al. (2023) demonstrated that an interactive bilingual environment can improve students' self-efficacy. This aligns with Bandura's (1997) theory, which states that an individual's belief in their abilities significantly determines success in the learning process. Students who feel capable are more likely to face linguistic challenges and demonstrate greater participation.

3. The Role of Strategies and Media in Optimizing Bilingual Learning

Gradual strategies are a crucial element in reducing students' cognitive load. Mayer (2009) emphasized that effective learning must consider students' information processing capacity. Audiovisual media such as videos help students visualize the context in which language is used, facilitating understanding of meaning and structure.

Wulandari et al. (2025) revealed that the use of video media in bilingual learning can significantly improve vocabulary comprehension because students not only hear but also see the situations in which the language is used.

4. Implementation Challenges and School Environment Readiness

Findings indicate that the main challenge lies in teacher readiness and the school environment. Hornberger (2003) emphasized that the success of bilingual education is determined not only by the curriculum but also by the teacher's pedagogical competence in managing two languages simultaneously.

Furthermore, differences in student backgrounds require a differentiated approach to learning to avoid significant gaps in language proficiency. This reinforces the findings of Irawati and Samsuri (2025) that the family environment and intensity of language use influence students' bilingual development.

5. Integration of Local Cultural Values in Bilingual Learning

An ethnopedagogical approach is crucial in avoiding the domination of foreign cultures through a second language. Talan et al. (2022) emphasize that integrating local culture enriches the learning

experience while strengthening students' identities. The second language should not become a hegemonic tool, but rather a medium for constructive cultural exchange.

Therefore, bilingual learning ideally accommodates students' sociocultural contexts to avoid identity disorientation, but rather to strengthen character and pride in local culture.

Based on the results of the study and theoretical discussions, it can be concluded that bilingual learning in elementary schools is a highly potential educational strategy if designed contextually, in stages, and oriented towards students' developmental needs. Its success must be supported by appropriate models, adaptive learning strategies, relevant media, and the integration of local cultural values to achieve a balance between global competency and local identity.

## E. Kesimpulan

Bilingual learning in elementary schools is an approach that offers numerous benefits for students' language, cognitive, and psychological development. Through the structured use of two languages, students not only acquire the ability to communicate in a second language but also develop more flexible thinking and improved problem-solving skills. The learning model used, whether Transitional Bilingual, Two-Way Immersion, or Language Immersion, must be tailored to student characteristics and educational objectives to ensure effective learning. Furthermore, the success of bilingual learning is greatly influenced by the teacher's readiness to master two languages, the availability of supporting media, and consistent school policies. The use of gradual strategies and audiovisual media can significantly improve student understanding because they are easier to follow and appropriate to their developmental stage. Integration of local cultural values is also crucial so that bilingual learning focuses not only on foreign language mastery but also on strengthening students' identity and character. Overall, bilingual learning needs to be designed in a planned, adaptive, and contextual manner to create meaningful learning experiences and support the academic and socio-emotional needs of elementary school students.

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