

## IMPLEMENTATION OF BILINGUAL LEARNING IN EARLY CHILDREN IN KINDERGARTEN MUHAMMAD SHODIQ SUMBERDUREN

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### Abstract

Implementation of Bilingual Learning in Early Childhood is very embedded in everyday life in anticipation of global competition. Children who are given bilingual learning from an early age will be able to compete with the outside world because they can learn foreign cultures that use English as a world language. This study aims to describe bilingual learning in early childhood at Muhammad Shodiq Sumberduren Kindergarten. Children who have two language skills or bilingualism will be able to master a second language such as mastering English and Arabic, or their mother tongue. The research results of bilingual learning at Muhammad Shodiq Sumberduren Kindergarten are not carried out by coercion but are carried out with fun activities such as singing and playing, as well as getting used to children's language in daily communication, the application of bilingual learning at Muhammad Shodiq Sumberduren Kindergarten Krucil Probolinggo shows that every child turns out to be able to develop language naturally. However, children's language development is also influenced by parents, the environment and the world of education, especially in learning two languages (bilingual).

**Keywords:** *Implementation; Learning; Bilingual.*

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## INTRODUCTION

Learning is a process of interaction between students and educators. Without learning, education is only a concept, therefore the quality of education will be directly proportional to the quality of learning. For this reason, in understanding learning theory, educators can predict learning outcomes and hypothesize children's learning progress. In addition, with the help of learning theories and methods, as well as learning concepts and principles, educators can manage learning better (Mamluatun: 2016). Education is an important need for early childhood in life. And through education children also learn in many ways, from not knowing to knowing (Nadiah 2020:2). And children can gain knowledge through education for their future life. One of the learning models is bilingual learning (Harry 2008:4).

As explained in a hadith: *Meaning: "There is no gift that is more important than parents to their children other than a good education," (HR Al-Hakim).*

Learning activities in early childhood are essentially the development of a concrete curriculum in the form of a set of plans containing a number of learning experiences through play given to early childhood.

Based on potential and developmental tasks that must be mastered in order to achieve competencies that must be owned by children (Sujiono and Sujiono, 2007: 26 in Mursid 2015). Every child has different abilities and also depends on their age, for this reason, considering that bilingual learning is given to children from an early age, the learning needs to be adjusted to the child's level of development (Devinta: 2018).

Bilingual learning is learning two languages to convey learning material with the aim of strengthening children's abilities in foreign languages. Several schools have implemented this learning. Bilingual learning not only has the ability to speak and write but also the ability to understand what is explained (Rita Astika: 2019). This is reinforced by Hamers and Blanc (2002: 321) which states, "Bilingual learning is a learning system in which the planning and presentation of learning is carried out in at least two languages." Children's language skills will develop more because they acquire new vocabulary from different languages (Siti Meutia: 2020). The success of bilingual learning in certain schools, as the author observes, is enough to show the hope that children can receive two language learning (parent interviews). Currently, a number of Kindergartens (TK) have implemented learning of more than one language as the language of instruction, one of which is the Kindergarten which will be the research site for researchers, namely, TK Muhammad Shodiq Sumberduren.

Bilingual learning as a program to reproduce languages that allows students to be able to use each language according to its functions and uses (Margana and Sukarno: 2011). Bilingual learning not only has the ability to speak and write but also the ability to understand what other people communicate, as explained by Hurlock in Ria Astuti in the Children's Education Journal (2017: 117), that "bilingual ability consists of the ability to speak, write, read and listening."

Muhammad Shodiq Sumberduren Kindergarten, bilingual learning given to students is learning English, Arabic and also Indonesian as the language of instruction. In this case, the researcher is interested in further researching the teacher's method or way of implementing bilingual learning, especially in introducing English and Arabic at the Muhammad Shodiq Sumberduren Kindergarten.

The method is a system or approach as well as the means used to deliver to a goal. It can also be said that the method is the elaboration of the approach (Lufri: 2020). Without the method, the learning process cannot be achieved effectively and efficiently towards educational goals.

Inappropriate educational methods are used to hinder the smooth running of the learning process so that a lot of energy and time is wasted. Therefore, the method applied by educators must use the right method so that the expected educational goals are achieved.

Obligations about studying and studying the Word of Allah QS. al-Nahl (16):125.

*Translation: Call (people) to the way of your Lord with wisdom and good lessons and refute them in a good way. QS. al-Nahl (16):125.*

The learning method is a plan that can be used to teach (Fera 2020). The learning method is very important in the learning process, because the success of learning is not just teaching but success in teaching is related to the teacher in planning the lesson

The learning method is "Ways of presenting subject matter carried out by educators so that the learning process occurs in students in an effort to achieve goals." As far as the researchers observed, the teaching of bilingual learning at the Muhammad Shodiq Sumberduren Krucil Probolinggo Kindergarten. using a learning method, namely the "Letterland learning method which is a phonics learning system.

## **METHODOLOGY**

This type of research uses qualitative research with a descriptive research design. Qualitative research requires extensive observation and in-depth interpretation (Sugiyono, 2015). The place used as the research object took place at Muhammad Shodiq Sumberduren Kindergarten. Collecting data in this study using interview techniques, observation, and documentation. Data analysis was carried out by qualitative analysis. The steps taken in conducting data analysis are: First, collecting data (observation, interview, documentation). Second, reducing data by carrying out a data selection process related to the implementation of bilingual learning in early childhood at Muhammad Shodiq Sumberduren Kindergarten, then the researcher recorded the results of observations and interviews. Third, the researcher presents data to provide a clear picture or information regarding the implementation of bilingual learning.

## **RESULTS AND DISCUSSION**

### **Implementation of the Bilingual Learning Approach for Early Childhood in Muhammad Shodiq Sumberduren Kindergarten**

Bilingualism or commonly referred to as bilingualism is the ability to master two languages at once. Einar Haugen defines it as a person's ability to produce complete and meaningful utterances in another language. The Big Indonesian Dictionary defines bilingualism as the ability to use two languages properly and is concerned with containing two languages.

Bilingual learning that is taught from an early age has the benefit of developing children's cognitive intelligence, and introducing children to a more diverse foreign culture. In addition, many studies show that children learn a second language more easily and more fluently than adults (Morrison 2012).

Bilingual learning according to Harmers and Blanc, namely "Bilingual education is a system of learning or school education in which the planning and presentation of learning is carried out in at least two languages". The application of bilingualism uses the two languages used in the Muhammad Shodiq Sumberduren Kindergarten. The first lesson will use the first language that has been understood, then a second language will be taught, namely English and Arabic as the second language so that the language can be mastered for the learning process.

Implementation of bilingual learning at Muhammad Shodiq Sumberduren Kindergarten, by using two languages, namely English and Arabic to convey curriculum material with the aim of

strengthening children's competence in foreign languages. This approach is carried out so that students gain mastery of science and are able to speak in two languages.

English and Arabic are among the skills chosen by the institution to be taught to Muhammad Shodiq Sumberduren Kindergarten children from an early age. This is done because of the demands of the times that are increasingly developing in the era of globalization. Learning a second language from an early age, namely English and Arabic, will not reduce a child's skills in using his own mother tongue, because a child has the brain's ability to master language skills from various languages quickly.

### **Early Childhood Bilingual Learning Program at Muhammad Shodiq Sumberduren Kindergarten**

The main objective of bilingual learning at Muhammad Shodiq Sumberduren Kindergarten is to provide language skills to children which only cover listening and speaking skills which are wrapped in activities to enrich children's vocabulary. The teacher teaches speaking in two languages by increasing practice and applying appropriate direct strategies or methods in the context of real learning experiences that are appropriate for the age of the children. At Muhammad Shodiq Sumberduren Kindergarten, by incorporating English and Arabic into daily learning activities without translating them, this is done by the teacher because it will be difficult for children to acquire both languages.

Gouin (in Brown, 2008) believes that the important thing in language learning is the problem of changing perceptions into conceptions. Therefore Gouin began to design a teaching method directly (without translation) and conceptually (without rules and grammatical explanations). This is realized by the idea of a method known as the Direct Method.

Bilingual learning at Muhammad Shodiq Sumberduren Kindergarten, In learning activities there are more active verbal interactions, spontaneous use of language, and delaying grammatical explanations. Bilingual learning at Muhammad Shodiq Sumberduren Kindergarten is not carried out by coercion but is carried out with fun activities such as singing and playing, as well as getting used to children's language in daily communication, the application of bilingual learning in Muhammad Shodiq Sumberduren Kindergarten shows that every child is able to develop language naturally. However, children's language development is also influenced by parents, the environment and the world of education, especially in learning two languages (bilingual).

### **The Impact of Bilingual Implementation in Early Childhood at Muhammad Shodiq Sumberduren Kindergarten**

Muhammad Shodiq Sumberduren Kindergarten, wants to make the institution quality and equip children to have a better life to live the next level of life, therefore Language teaching at Muhammad Shodiq Sumberduren Kindergarten provides opportunities for children to acquire various language skills that can be used for communication activities in real everyday life, so that language learning can reach the target, the learning conducted at Muhammad Shodiq Sumberduren Kindergarten provides opportunities for children to acquire communicative competence.

The impact of implementing early childhood bilingualism in Muhammad Shodiq Sumberduren Kindergarten is that students are able to speak two simple languages, know English and Arabic vocabulary, as well as Indonesian in their environment. Maybe, for some people, learning two languages (Bilingual) is something that is mediocre. However, for some people, learning several languages (bilingual), namely English, Arabic as well as Indonesian, is an effort to

make improvements in their lives. They learn two languages (Bilingual) so that they become better than if they only have one language.

The application of bilingualism in early childhood at Muhammad Shodiq Sumberduren Kindergarten has a positive and long-term impact on various aspects of child development. At the time of entering the next stage of educational globalization, children's language skills, especially in English and Arabic communication. The goal of bilingual education is for the child to learn each language and become proficient in both languages and become proficient in each after a number of years.

## CONCLUSION

The implementation of bilingual learning is a program that has been implemented at Muhammad Shodiq Sumberduren Kindergarten. With a two-language approach model, namely English and Arabic, to convey curriculum material with the aim of strengthening children's competence in foreign languages. By applying this approach, there are two main things that children gain, namely mastery of knowledge and being able to speak in two languages.

The bilingual program implemented, at Muhammad Shodiq Sumberduren Kindergarten, is where the teacher teaches speaking in two languages by increasing practice and applying appropriate direct strategies or methods in the context of real learning experiences that are appropriate for the age of the children. In TK Muhammad Shodiq Sumberduren, that is by incorporating English and Arabic into daily learning activities without translating them.

The application of bilingualism in early childhood has a positive and long-term impact on various aspects of child development, namely children are able to speak two simple languages, know English and Arabic vocabulary. In addition, children have proficiency in each language after several years.

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