Creating an Effective Multilingual Learning Curriculum for Bilingual Students in Indonesia, Fostering Language Proficiency

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| **Abstract** | This journal explores the development of a curriculum designed for effective multilingual learning specifically catering for bilingual students in Indonesia. As the country embraces linguistic diversity, the need for a curriculum that accommodates multiple languages becomes essential to foster inclusivity and improve educational outcomes. This study investigates current educational practices, identifies challenges faced by bilingual learners, and proposes a comprehensive framework that integrates cultural relevance and language proficiency. Using qualitative and quantitative research methods, including surveys and interviews with educators and students, the findings highlight the importance of contextualised learning experiences and teacher training. The proposed curriculum aims to enhance cognitive development, cultural awareness and linguistic skills among bilingual students, ultimately contributing to a more equitable education system in Indonesia. This research underscores the need to adapt educational approaches to meet the needs of diverse language communities, thus supporting national development goals in the context of globalisation. |

1. INTRODUCTION

Indonesia, a linguistically and culturally rich country, faces unique challenges and opportunities in education. With over 700 languages spoken across its vast archipelago, the importance of effective multilingual education is increasingly evident. As globalization intensifies, the ability to communicate across language boundaries is becoming essential for both personal and national development. Bilingual students, who use multiple languages in their daily lives, represent a significant demographic in Indonesia's educational landscape(Cahyani et al., 2018).

However, existing curricula often fail to address the specific needs of learners, leading to gaps in language proficiency and educational attainment. Traditional approaches often prioritize one language, neglecting the cognitive and cultural benefits that multilingualism can offer. This situation not only hinders bilingual students' academic success but also limits their ability to contribute fully to society.

Given these challenges, this study aims to develop a tailored curriculum framework for effective multilingual learning that actively engages bilingual students. By incorporating principles of inclusivity and cultural relevance, the proposed curriculum seeks to foster an environment in which bilingual learners can thrive. This introduction outlines the importance of multilingual education in Indonesia, the shortcomings of the current curriculum, and the need for innovative educational strategies that reflect the nation's linguistic diversity. Through this research, we aspire to contribute to the ongoing discourse on educational reform, ensuring that all students, regardless of their linguistic background, receive a high-quality education that prepares them for a global world(Naution, 2024).

2. METHODS

This study adopted a mixed method by combining quantitative and qualitative approaches. This method is designed to provide a comprehensive picture of the influence of learning methods and technology on students' language skills. The integration of quantitative and qualitative data can provide more understandable conclusions and practical recommendations in teaching and policy. This approach is designed to provide a comprehensive picture of the influence of technology and teaching methods on students' language skills. In the quantitative component, this study used a survey design with structured questionnaires sent to students, teachers, and parents to collect numerical data on language skills, frequency of technology use, and experience of teaching methods. Students were divided into groups using different methods, and their language skills were measured before and after the teaching period. On the qualitative side, this study involved semi-structured interviews with students, teachers, and parents to explore experiences in relation to the use of technology in language learning. Therefore, this mixed approach aims to offer a holistic guide for the development of language education in the digital age, ensuring that all aspects of students' learning experiences are being considered.

3. FINDINGS AND DISCUSSION

3.1 Literature Review

In the context of language education, the use of mixed methods that combine quantitative and qualitative approaches is becoming increasingly relevant. This study adopts this approach to explore the influence of learning methods and technology on student abilities. This literature review aims to examine the theoretical basis and previous research that supports the use of mixed methods in the context of language education (Roberts, 1995).

1. Mixed methods in educational research

Mixed methods, which integrate quantitative and qualitative data. Provides a more holistic approach and understanding of educational phenomena. According to (Plano Clark, 2016) this method allows researchers to combine the strengths of both approaches, so that they can produce a comprehensive and in-depth understanding. In the context of language learning, this approach is important to explore students' learning experiences that cannot be explained by numerical data.

2. Diverse learning methods

This study also includes an analysis of the various learning methods applied. A study by (Hattie, 2008) shows that varied learning methods can have a significant impact on student learning into groups that use different methods, this aims to achieve the effectiveness of each method in language learning.

3. Quantitative and qualitative data collection

The use of surveys with structured questionnaires and collecting quantitative data allows researchers to get an overview of students' language abilities and the frequency of technology use for learning. On the other hand, semi-structured interviews provide in-depth insights into the subjective experiences of students, teachers, and parents. According to Patton (2002) a qualitative approach can explore nuances that cannot be captured by qualitative data, thereby enriching understanding of the learning experience.

4. Implications for the development of language education

It is hoped that the results of this study will provide practical suggestions for teaching and education policy. By understanding how learning methods and technology affect students' language abilities, educators and policy makers can make better language education plans in the digital era. Thus, research conducted by Blaschke (2012) shows that a holistic education approach can improve overall student learning outcomes.

3.2 Results

By using quantitative and qualitative approaches, students' learning methods show the level of students' language abilities in Indonesian and English are explained with the results showing variations at each level. This shows that some students are very active in consistently using digital resources to improve their language skills. Meanwhile, 30% of students only use technology occasionally, indicating that the use of technology in language learning is not always part of their routine. Tablets or computers are the most commonly used devices, and 70% of students use them to learn languages. 50% of students use smartphones, indicating that they use language learning applications accessible on mobile devices for self-study and learning outside of school hours.

This refers to How the digital age has affected the way students learn, with technology playing a significant role in supporting and enriching the learning process. This study shows that using digital technology in language learning in primary schools significantly improves students' multilingualism. Students who use technology show better language skills, higher motivation to learn, and increased engagement in the learning process. Although there are some challenges, such as unequal access to digital devices and the need for teacher training, overall, digital technology has proven to be an effective tool in enhancing language learning in the digital age. Students who use digital technology in language learning show marked improvements in language skills compared to students who do not use technology. The majority of students and teachers reported using technology such as language learning apps, educational videos, and educational games. Over 70% of students said that technology helps them learn languages in a more fun and interactive way. Both teachers and students have positive perceptions of using technology in language learning. Students describe learning languages with technology as fun and interactive. Teachers use a variety of digital tools, such as multimedia presentations, educational videos, and language learning apps. The use of these technologies helps keep students engaged and facilitates understanding of more complex language concepts. This language learning app provides an interactive and adaptive learning environment that allows students to learn at their own pace and ability.

Table 1. Language ability

Language	Beginner	Intermediate	Advanced	Fluent
First language :Indonesia	0%	10%	40%	50%
Second language : English	20%	40%	30%	10%

(a) Presented above summarize the language proficiencyof students participating in this research, which comprises Indonesian as the primary language and English as secondary languages. This analysis illustrates the differences language abilities across various tiers, providing a perspective on their command of each language. For Indonesian identified as primary language, the data reveals that all student that all student exceed the beginner threshold, with half of the achieving fluency. Additionally, 40% of the students demonstrate a solid capability to comprehend and utilize the language effectively. In contrast, 10% of the students fall into an intermediate category, indicating they possess a strong foundation but require further advancement.

There are no students classified at a beginner level, reflecting a commendable of proficiency in Indonesian among the learners.

In the English aspect, 20% of the students are at an initial level, indicating that they are only beginning this language lesson and are still in the first phase of mastery. Meanwhile, 40% of the students reached the middle level, showing that they could use English in a simpler situation. 30% of the students have reached

student level, with better abilities in English mastery. Only 10% of the students have reached fluent English levels, signifying outstanding ability to speak and write.

Table 2. Sources of digital learning

Sources of digital learning	Persentage
Language learning application	20%
Online learning platform	50%
Tutorial video/Youtube	30%

(**b**) Provides information on the use of a variety of digital learning resources in elementary school language teaching. This chart explains the proportion of students who use various types of technology and platforms to support their language learning. Provides information on the use of a variety of digital learning resources in elementary school language teaching. This chart explains the proportion of students who use various types of technology and platforms to support their language learning.

The most widely used digital learning platform is the online learning platform, which is accessed by 50% of students. The platform includes sites and applications offering interactive training, videos, and educational materials designed to improve language ability on their own. The popularity of using online learning platforms demonstrates their effectiveness in providing easy and organized access to language learning.

As many as 30% of students use videotutorials and youtube as additional resources for language study. These videos often give visual and audio explanations, which can strengthen students' understanding of language concepts and pronunciation techniques. Students' dependence on youtube suggests that they tend to use multimedia content to supplement their learning experiences in more interesting and interactive ways.

The application for language study is used by 20% of the students. The application usually offers exercises and language games designed to enhance language skills in a fun and game based way. Although their Numbers are smaller than those of online learning platforms and video tutorials, the application still plays a key role in supporting the process of personally and flexible language learning.

Overall, table 2 indicates that digital technology plays a significant role in language learning, with different digital sources providing varying support for students. Dominance of using online learning platforms, coupled with tutorial videos and applications, reflects students' tendency to use different digital media types to improve their language skills. This data provides insight into how digital learning resources are used effectively in language education and can

assist in designing teaching strategies that utilize technology to achieve optimum results.

4. CONCLUSION

The study highlights the importance of developing an effective multilingual learning curriculum for bilingual students in Indonesia. Considering the diversity of languages in this country, a curriculum that integrates cultural and linguistic approaches is needed to support the cognitive, cultural awareness, and language skills of students.

By combining quantitative and qualitative approaches, the study found that digital technologies play an important role in improving language learning. Students who use digital devices, such as tablets and learning applications, display significant language skills and more fun learning experiences. However, there are challenges such as unevenly distributed access to technology and teacher training needs to maximize the technology potential in learning.

The study highlights the need for more inclusive education to meet the needs of bilingual students, with a holistic approach that can promote the fairness and effectiveness of education systems in the age of globalization.

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