

Madani: Jurnal Ilmiah Multidisiplin**Volume 3, Nomor 4, May 2025, P. 10-17****E-ISSN: 2986-6340****Licensed by CC BY-SA 4.0****DOI: <https://doi.org/10.5281/zenodo.15343675>**

Analysis of the Appropriate Bilingual Learning Model Applied to Elementary School Students

Fenita Mei Wulandari¹, Jihan Zahra Tsania², Fitra Hesti Hapsari³, Devita Ummul Musyarofah⁴, Karina Damayanti⁵, Yuni Nur Cahyani⁶, Arif Widagdo⁷¹²³⁴⁵⁶⁷Universitas Negeri Semarang*Email korespondensi: fenitamei82@students.unnes.ac.id

Abstrak

Pendidikan bilingual di sekolah dasar bertujuan untuk membentuk generasi yang cakap berbahasa dan siap menghadapi persaingan global, namun dalam pelaksanaannya menghadapi berbagai tantangan dari sisi internal peserta didik dan lingkungan eksternal. Penelitian ini menganalisis model pembelajaran bilingual yang efektif melalui studi pustaka untuk meningkatkan kompetensi bahasa dan akademik peserta didik. Penelitian ini menggunakan metode studi pustaka dengan pendekatan deskriptif kualitatif untuk menganalisis berbagai literatur terkait pelaksanaan pembelajaran bilingual di Indonesia. Model pembelajaran bilingual merupakan suatu kerangka kerja sistematis yang memadukan dua bahasa dalam proses pembelajaran untuk meningkatkan kemampuan akademik dan bahasa peserta didik secara seimbang. Dengan memahami kelebihan dan tantangan berbagai model seperti Preview-Review, Submersion, Immersion, dan Transitional, guru dapat memilih pendekatan yang paling tepat untuk mendukung perkembangan peserta didik pada jenjang sekolah dasar.

Kata kunci: bilingual, language, learning model

Abstrack

Bilingual education in elementary schools aims to form a generation that is proficient in language and ready to face global competition, but its implementation faces various challenges from the internal side of students and the external environment. This study analyzes effective bilingual learning models through literature studies to improve students' language and academic competencies. This study uses a literature study method with a qualitative descriptive approach to analyze various literature related to the implementation of bilingual learning in Indonesia. The bilingual learning model is a systematic framework that combines two languages in the learning process to improve students' academic and language skills in a balanced way. By understanding the advantages and challenges of various models such as Preview-Review, Submersion, Immersion, and Transitional, teachers can choose the most appropriate approach to support student development at the elementary school level.

Keywords: bilingual, language, learning model

Article Info

Received date: 22 April 2025

Revised date: 25 April 2025

Accepted date: 3 May 2025

INTRODUCTION

Education is one of the important pillars in the development of a nation. Law Number 20 of 2003 concerning the National Education System, especially in Article 1 Paragraph 1, emphasizes that education is a conscious and planned effort to create a learning atmosphere that allows students to actively develop their potential. This education does not only include intellectual aspects, but also the development of spiritual strength, self-control, personality, noble morals, and skills needed in life in society, nation and state (Ling et al., 2024). Quality education is education that not only sharpens academic intelligence, but also forms character and social skills that can be applied in everyday life.

Currently, the government is aggressively advancing Indonesian education through curriculum updates, building schools in remote areas, providing schools with their own autonomy, and even

organizing international standard schools with bilingual learning. The hope is that through an international standard school system, there will be an increase in the quality of education for the progress of the nation's children According to Sihalo in (Ling et al., 2024).

Education creates a generation of people who can be relied upon to face developments over time. One important component in modern education is language skills. Language plays a very important role as a medium of communication in the world of education (Effendi et al., 2022). In many superior schools, mastery of Indonesian and foreign languages, especially English, is an essential component in the learning system which aims to produce a young generation who is not only intellectually intelligent but also globally competitive. The implementation of bilingual learning is one of the efforts to create a generation of the nation, where implementation can start from various levels of education such as Kindergarten (TK), Elementary School (SD), Junior High School (SMP), and High School (SMA).

Bilingualism is the ability a person has to master two languages. In education in Indonesia today, bilingual learning has been implemented at various school levels to advance education in the current modern era. According to (Laila & Harefa, 2021) education is basically an investment in developing human resources which are very necessary for the socio-economic development of a society and country. In the modern era, students are required to master English as an international language. However, in doing so, of course it is not easy to teach children a language that is different from the mother tongue they were born with. Children may have difficulty learning a new language such as English, because English has a different sentence structure from Indonesian. Of course, bilingual learning has both pros and cons for society.

Combining two languages in the learning process is not easy. As stated by (Aprila et al., 2023), implementing a bilingual curriculum requires special skills from the teachers on duty. Teachers not only need to have good language skills, but also need to master effective teaching strategies to create a conducive learning environment for students. Sometimes, differences in language mastery between teachers and students can be an obstacle in itself. Therefore, it is important for teachers to continue to develop their abilities in managing classes with a more interactive and communicative approach.

Success in bilingual learning is greatly influenced by various factors, both internal and external. Internal factors come from within students, such as intelligence, talent, language skills, interest in foreign languages, motivation to learn, as well as physical and mental conditions. Students with high motivation and good linguistic aptitude tend to adapt more easily to dual language learning. Meanwhile, external factors that influence the success of bilingual learning come from outside the learner, such as the quality of teaching in the school environment, family support in language practice, and language exposure in society, including social, economic and cultural conditions that can support or hinder mastery of two languages.

Learning is an effort to influence students' emotions, thoughts and souls so that they want to learn actively. The focus of learning is not only on the teacher who teaches, but more on student activities in developing morals, creativity and skills through learning interactions. The learning model is a systematic framework that guides teachers in designing teaching and learning activities to achieve educational goals, both in conventional and bilingual learning contexts. According to Sugiyanto in (Sari et al., 2024) bilingual learning is an approach that uses two languages in delivering material with the aim of increasing student competence in both languages. This approach allows students to develop language skills more naturally while understanding academic concepts in depth.

Choosing the right learning model is very important, especially in elementary schools, considering that many students still have difficulty understanding material in two languages. Therefore, an analysis of various bilingual learning models that can be implemented effectively is needed. Based on these problems, this research aims to analyze various bilingual learning models that can be applied in elementary schools. Through a literature study approach, as well as identifying effective learning models in supporting the bilingual learning process at the elementary school education level.

METHOD

This research uses literature study. This type of research is qualitative descriptive research. According to Sugiyono in (Patonah et al., 2023), library (literature) studies are theoretical

investigations, citations and other scientific works that are closely related to the values, culture and norms that emerge in the social context studied. In collecting data, library data collection was used through journal articles related to the discussion in the research as well as through books. The thing studied in this article is about bilingual learning held in Indonesia. The literature used is related to the implementation of bilingual education and learning at every level of education in Indonesia.

The method used to study the bilingual learning model in Indonesia is through Indonesian and English through literature studies which are interconnected with bilingual learning in Indonesia. The steps taken in this research are choosing a topic, selecting appropriate articles, analyzing related literature, and compiling a literature review.

FINDING AND DISCUSSION

Bilingual Learning Model

A model is an imitation or depiction of a real object, condition, or situation that is used as an example to help solve a problem. In the context of learning, a learning model is a framework or guide that explains systematic steps in organizing student learning experiences so that learning objectives are achieved. This model also functions as a reference for teachers in designing and implementing the teaching and learning process, and describes how learning is carried out (Hendracipta, 2021).

According to Huda in (Harefa et al., 2021) a learning model is a plan or pattern used as a guideline in designing a curriculum, compiling learning materials, organizing interactions between teachers and students, and managing various learning conditions and environments so that learning objectives can be achieved effectively and efficiently. In other words, every learning activity carried out while teaching must be in harmony and in line with the chosen learning model. In the world of education, learning models play a very important role. A learning model is not just a teaching method, but rather a systematic framework or pattern that provides direction in designing, implementing, and evaluating the learning process. By using the right learning model, teachers can organize teaching and learning activities in a more structured and directed manner, so that learning objectives can be achieved effectively and efficiently (Muawanah, 2023).

The existence of learning models also allows teachers to adjust teaching strategies to the characteristics, needs, and potential of students. This is very important in creating meaningful and student-centered learning. In addition, a good learning model can encourage active student involvement in the learning process, build collaboration, and foster critical and creative thinking skills.

Not only that, the learning model helps teachers in choosing methods, media, and approaches that are appropriate to the teaching materials and classroom situations. Thus, teachers have a clear reference in managing learning as a whole, from planning to evaluation. Therefore, understanding and selecting the right learning model is the key to success in creating an effective, enjoyable, and meaningful teaching and learning process for students.

Bilingualism is an individual's ability to use two languages, which includes comprehensive language skills, such as reading, writing, listening, and speaking (Jamilah, 2021). Bilingualism is a person's ability to use two languages actively and functionally in everyday life. This ability includes mastery of language skills such as listening, speaking, reading, and writing in both languages.

So, the bilingual learning model is a plan or framework in the learning process that uses two or more languages. This model helps teachers organize learning steps so that students can learn well through the use of more than one language. In addition, this model also shows how teachers and students interact in creating a supportive learning environment, with clear stages of activity. Bilingual learning requires students to master more than one language, so that they can use both languages alternately in the learning process.

Types of Bilingual Learning Models That Are Appropriate to Apply to Elementary School Students

Bilingual education has become increasingly significant in contemporary educational settings, offering students the opportunity to develop proficiency in multiple languages while simultaneously acquiring academic knowledge. There are several models of bilingual education, each designed to address the diverse needs of learners in various linguistic environments. This paper provides an

overview of four key bilingual learning models Preview-Review, Submersion, Immersion, and Transitional which serve as frameworks for promoting language acquisition and academic achievement. Each model presents distinct approaches to integrating language learning with curriculum content, and understanding these approaches is crucial for educators seeking to implement effective bilingual programs.

1. Preview-Review Model

In the Preview-Review model, teachers first introduce key concepts in the students' native language, like Indonesian, before moving on to the main lesson in the second language, such as English. After the lesson, a quick review in the first language helps reinforce the material. This model helps students understand the content better by ensuring they grasp the basic ideas before diving into a new language. It's a supportive method where students can rely on their native language to build confidence, and over time, they become more independent in using the second language.

2. Submersion Model

The submersion model places students entirely in a second language environment, where all teaching happens in the target language without support in their first language. Students are expected to learn by immersion, which can be useful for language acquisition, but it can also be overwhelming for those who aren't yet proficient in the second language. Without any support in their native language, students may initially struggle to keep up with lessons and may feel disconnected from the material. However, this model is sometime selected in situations where full language exposure is the goal, and students are expected to adapt quickly.

3. Immersion Model

The immersion model uses the second language as the main way of teaching all subjects, so students are constantly exposed to the language. It's like a full immersion experience where students not only learn the language but also get academic content in that language. This approach is often used in bilingual or dual-language classrooms where students get to practice speaking, reading, and understanding the second language while still keeping up with their academic studies. It creates a natural way for students to improve their language skills and learn their subjects at the same time, making the process feel more integrated and less separated.

4. Transitional Model

The transitional model is all about easing students into the second language. Early on, instruction happens mostly in the native language, and over time, more content is introduced in the second language. This gradual shift allows students to get comfortable with the second language at a pace that's manageable for them. It's a good approach for students who need some time to adjust to the new language while still receiving support in their first language, ensuring they don't fall behind in their learning.

Factors Influencing the Success of Implementing the Bilingual Learning Model in Elementary School Students

Several factors that influence the effectiveness of the successful implementation of the bilingual learning model in elementary school students include: (1) Student motivation plays an important role in the success of implementing a bilingual learning model in elementary school students. A high level of motivation will encourage them to be more active in the learning process and adapt more easily to the use of two languages. (2) Provision of adequate facilities and infrastructure is an important factor in supporting the successful implementation of bilingual learning in elementary schools. With adequate facilities and infrastructure such as bilingual books, learning technology, classrooms that support bilingual learning, and language laboratories, it can help the teaching and learning process become more effective, interesting, and able to improve students' ability to use two languages actively. So that it will have an impact on improving the quality of learning and making it easier to understand the material (Linares, 2024). (3) The role of teachers in bilingual learning has a significant impact on the effectiveness and quality of the teaching and learning process. As a facilitator, motivator, and language model for students, teacher involvement in managing bilingual learning contributes greatly to the effectiveness and quality of the teaching and learning process. In their role as facilitators, teachers create a supportive learning environment, provide adequate learning resources, and implement effective

learning strategies. As motivators, teachers build student confidence, provide encouragement, and present interesting and relevant materials. Meanwhile, as a language model, teachers provide examples of good and correct language use and help students develop their bilingual skills. With maximum teacher involvement, the implementation of bilingual learning in elementary schools can run more effectively and achieve optimal results (Muawanah, 2023). (4) The selection of learning models must be adjusted to the needs of students, teacher readiness, and resources available at the school. An appropriate learning model will help students understand and use both languages more effectively and improve students' cognitive and academic skills (Hendracipta, 2021). (5) Students who have good English language skills tend to understand the material more quickly, participate in class, and are able to develop literacy skills in two languages. The development of students' language skills is influenced by various factors such as early language exposure, appropriate teaching methods, support from teachers and the environment, and student learning motivation. Through effective strategies, schools can help improve students' English skills so that bilingual learning can take place more optimally and have a positive impact on students' academic and cognitive development. (6) A conducive learning environment can help students feel comfortable, motivated, and more easily master two languages. Factors in the learning environment, such as school facilities, social interactions, and support from teachers and peers, greatly influence the effectiveness of the bilingual learning process. (7) Bilingual learning is not only determined by the school environment, but the role of parents and the community also has a significant impact on the success of bilingual learning. Parents can contribute by creating a supportive home environment, providing encouragement, and actively participating in their children's education. Meanwhile, the community can help through various community activities, providing supporting facilities, and implementing policies that support the bilingual learning system.

From the description above, it can be concluded that the effectiveness of each bilingual learning model can vary depending on certain factors. Therefore, choosing the right bilingual learning model and paying attention to the factors that influence its effectiveness is very important to improve student learning outcomes in learning English lesson concepts.

Effectiveness of Bilingual Learning Model

In multilingual education settings, choosing the right bilingual learning model plays a crucial role in supporting students' academic success and language development. Each model offers different strategies for how students use and develop both their first and second languages in the classroom. These models are not one-size-fits-all; their effectiveness can vary depending on the students' background, language proficiency, and the level of support provided. Understanding the strengths and limitations of each approach helps educators make informed decisions. In the following sections, four types of bilingual learning models will be discussed: Preview-Review, Submersion, Immersion, and Transitional along with research findings that highlight how each model influences students' language skills and academic outcomes. As a future elementary school teacher, I find it important to understand not just how bilingual models work, but also how they impact students emotionally and cognitively.

1. Preview-Review Model

The Preview-Review model begins with presenting key concepts in the students' first language such as Indonesian before teaching the main content in the second language, like English. Afterward, a short review is conducted in the first language to reinforce understanding. According to (Priyanka & Selamat, 2021), this approach helps students build stronger conceptual understanding and improves their speaking skills in the second language. It also mirrors the scaffolding strategy in language learning, where teachers provide gradual support until students are able to engage with content more independently in the target language. In classrooms with varied language backgrounds, this model helps bridge the gap between comprehension and communication.

2. Submersion Model

In the Submersion Model, students are taught entirely in a second language without any form of structural support in their native language. While full immersion can help some students acquire a second language, it often presents significant challenges for students with low levels of prior skills.

Recent research highlights the complexities of this approach. For instance, a study by (Serafini et al., 2022) analyzed the long-term linguistic and academic outcomes related to different bilingual education models for low-income dual language learners. The results showed that, because students in submersion settings lack support in their native language, students often have difficulty keeping up with academic content.

3. Immersion Model

The immersion model emphasizes consistent and intensive use of the second language as the main medium of instruction. This environment encourages students to use the language naturally and continuously throughout the school day. Research by (Lindholm-Leary & Emerita, 2020) on two-way immersion programs shows that students both from minority and majority language groups tend to perform well in reading and mathematics while also developing bilingual proficiency. This suggests that when language learning is integrated with academic content in a meaningful way, students are more likely to succeed both linguistically and academically.

4. Transitional Model

The transitional model is designed to help students gradually shift from learning in their first language to using the second language as the primary instructional medium. Early lessons are delivered in the native language, with a gradual increase in second-language use over time. (Zumaruddin et al., 2024) found that students in transitional bilingual programs showed consistent progress in both language development and academic performance. While their outcomes weren't as strong as those in dual-language or immersion programs, the transitional approach remains practical—particularly in settings where balancing accessibility and long-term language growth is a key consideration.

Each of the four bilingual learning models discussed above presents unique characteristics and varying degrees of effectiveness, depending on students' needs and educational objectives. The Preview-Review model emphasizes the importance of preparing students in their first language before introducing second-language content, helping them grasp new material more effectively. In contrast, the Submersion model offers full immersion in English with minimal to no native language support—an approach that may benefit students with high initial proficiency but poses significant challenges for those with limited English skills. Meanwhile, the Immersion model has proven effective in simultaneously developing both language and academic skills, especially when supported by innovative teaching methods. The Transitional model, on the other hand, offers a more gradual shift from the first language to the second, allowing learners to adjust more comfortably.

To ensure the success of bilingual learning, it is essential to consider multiple factors such as curriculum design, teacher competency, teaching strategies, and student readiness (Mushthofa, 2022). With the right approach, bilingual education can become a powerful tool in preparing students for the demands of an increasingly globalized world.

Implementing bilingual education also brings several key benefits that contribute to improved learning quality:

1. Strengthened Language Proficiency

Bilingual models allow students to develop communication skills in both languages simultaneously. This dual-language competency not only improves fluency in both Indonesian and a foreign language (e.g., English), but also provides academic and professional advantages in a global context.

2. Improved Content Understanding

By presenting content in two languages, students gain a deeper understanding of the material. Exposure to multiple linguistic perspectives enhances comprehension and long-term retention of academic concepts.

3. Enhanced Cognitive Development

Bilingual learning encourages students to think more flexibly as they process and manage information in two languages. This dual processing stimulates higher-order thinking skills such as analysis, synthesis, and evaluation critical components of cognitive growth.

4. Increased Student Engagement

Bilingual instruction creates a more dynamic and interactive classroom environment. It motivates students to participate actively in discussions and learning activities, builds their confidence in communication, and fosters greater enthusiasm for learning.

Tabel 1. Types of Bilingual Learning Models

No	Model	Description	Key Features
1.	Preview-Review Model	Introduces concepts in the first language before teaching in the second language, followed by a brief review in the first language.	Supports understanding; Builds confidence; Encourages independent use of second language.
2.	Submersion Model	Teaches students entirely in the second language without support in their native language.	Full language immersion; Faster acquisition for some; Risk of comprehension challenges.
3.	Immersion Model	Uses the second language as the primary medium of instruction throughout the day.	Promotes natural language use; Effective academic and language outcomes.
4.	Transitional Model	Begins instruction in the first language and gradually shifts to the second language.	Supports gradual transition; Balanced focus on both languages; Moderate academic results.

Bilingual education provides a wide range of benefits that span educational, cognitive, social, and economic domains. Educationally, bilingual programs support all learners by enabling them to attain high levels of proficiency in two languages, which in turn strengthens their academic performance and fosters lifelong learning. From a cognitive perspective, regular exposure to multiple languages enhances students' critical thinking and creative problem-solving skills, as they learn to approach challenges from diverse linguistic and conceptual viewpoints. Socially and culturally, bilingual education cultivates global awareness, tolerance, and a deeper appreciation for cultural diversity, equipping students with the ability to engage meaningfully with people from various backgrounds. Economically, bilingualism has become an increasingly valuable asset in the global job market, broadening career opportunities especially in professions that demand international communication and cross-cultural collaboration.

In conclusion, implementing bilingual learning models especially at the elementary level in Indonesia can provide significant long-term benefits. This approach not only strengthens language and academic skills but also nurtures cognitive, cultural, and social development. Ultimately, it helps build a future generation that is more globally competitive and adaptable. Therefore, educators and policymakers must work collaboratively to support and optimize the use of bilingual models to maximize their impact on student development.

Tabel 2. Considerations in Choosing a Model for Elementary Students

No	Consideration	Details
1.	Student Language Background	The diversity of students' native languages and proficiency levels.
2.	Teacher Proficiency	Teachers' ability to instruct in both the native and second language.
3.	Instructional Goals	Whether the focus is on fast language acquisition or long-term bilingualism.
4.	Curriculum Flexibility	The school's ability to adapt the curriculum to support dual language learning.

- | | | |
|----|-----------------------------------|---|
| 5. | Parental and
Community Support | Involvement and understanding from
families and local communities. |
|----|-----------------------------------|---|
-

CONCLUSION

The results of the analysis show that the most appropriate bilingual learning model to be applied in elementary schools is the transitional bilingual education model, because this model allows students to master the subject matter gradually while maintaining their mother tongue as the basis for thinking. This model also facilitates a more effective transition to the use of a second language, without sacrificing the understanding of basic concepts in learning. In addition, the support of competent teachers in two languages and the readiness of the learning environment are important factors in the success of implementing the bilingual model. Therefore, elementary schools that will implement bilingual learning are advised to choose a model that suits the characteristics of students, the readiness of resources, and the long-term goals of language learning.

REFERENCE

- Aprila, D., Andriani, W., & Putra Ananto, R. (2023). FINANCIAL MANAGEMENT OF NAGARI OWNED ENTERPRISES (BUMNAG) AND ITS IMPACT ON COMMUNITY WELFARE. *Jurnal Akuntansi Bisnis*, 16(2), 210–225. <https://doi.org/10.30813/jab.v16>
- Effendi, A. M., Rini, S., & Kusumawati, E. R. (2022). Bilingual Learning in Global English Class Learning Communities for Elementary School Level Children. *Maharot : Journal of Islamic Education*, 6(2), 1–12. <https://doi.org/10.28944/maharot.v6i2.885>
- Harefa, D., Sarumaha, M., Fau, A., Telaumbanua, T., Hulu, F., Telambanua, K., Lase, I. P. S., Ndruru, M., & Ndraha, L. D. M. (2021). Penggunaan Model Pembelajaran Kooperatif Tipe Jigsaw Terhadap Kemampuan Pemahaman Konsep Belajar Siswa. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(1), 325–332. <https://doi.org/10.37905/aksara.8.1.325-332.2022>
- Hendracipta, N. (2021). *BUKU AJAR MODEL MODEL PEMBELAJARAN SD*.
- Jamilah. (2021). *Analisis Bilingualisme dalam Film Bulan Terbelah di Langit Amerika Karya Rizal Mantovani*. Universitas Agama Islam Negeri Madura.
- Laila, H. T., & Harefa, D. (2021). Hubungan Kemampuan Pemecahan Masalah Matematis dengan Kemampuan Komunikasi Matematik Siswa. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 7(2), 463. <https://doi.org/10.37905/aksara.7.2.463-474.2021>
- Linares, R. E. (2024). Factors Shaping Bilingual and ESL Teachers' Perceptions of Successes and Barriers in Meeting Emergent Bilingual Students' Needs. *Journal of Latinos and Education*, 23(1), 220–237. <https://doi.org/10.1080/15348431.2022.2122974>
- Lindholm-Leary, K., & Emerita, P. (2020). *Current Research Findings on Two-Way Bilingual Immersion Education*.
- Ling, Y. L., Purnasari, P. D., & Silvester. (2024). BILINGUAL LEARNING: PORTRAIT, IMPLEMENTATION, ACHIEVEMENTS IN EDUCATION IN INDONESIA. In *Jurnal Sosial Humaniora* (Vol. 2, Issue 1).
- Muawanah, S. (2023). Manajemen program sekolah bilingual tingkat Sekolah Dasar Islam. *Tawazun: Jurnal Pendidikan Islam*, 16(3), 645–656. <https://doi.org/10.32832/tawazun.v16i3.14900>
- Mushthofa, A. (2022). STRATEGI AKTIVE LEARNING PEMBELAJARAN BILINGUAL RINTISAN KELAS INTERNASIONAL DI MANAJEMEN PENDIDIKAN ISLAM UIN SUNAN KALIJAGA YOGYAKARTA. In *Ahmad Mushthofa Jurnal Tawadhu* (Vol. 6, Issue 2).
- Patonah, I., Sambella, M., & Az-Zahra, S. M. (2023). PENDEKATAN PENELITIAN PENDIDIKAN : PENELITIAN KUALITATIF, KUANTITATIF DAN KOMBINASI (MIX METHOD). *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 8(3), 5378–5392.
- Priyanka, L. M., & Selamat, I. N. (2021). Preview-Review Bilingual Instructional Tools Development with Discovery Learning Model Setting to Enhancing Student's Conceptual Understanding and Speaking Ability. *JPI (Jurnal Pendidikan Indonesia)*, 10(3), 525. <https://doi.org/10.23887/jpi-indiksha.v10i3.32029>

- Sari, E. P., Nurhayati, D. S. S., & Rachman, I. F. (2024). KAJIAN LITERATUR TENTANG MODEL PEMBELAJARAN BILINGUAL. *Jurnal Bahasa, Sastra, Dan Budaya*, 14(2), 16–29. <https://doi.org/10.37905/jbsb.v14i2.25605>
- Serafini, E. J., Rozell, N., & Winsler, A. (2022). Academic and English language outcomes for DLLs as a function of school bilingual education model: the role of two-way immersion and home language support. *International Journal of Bilingual Education and Bilingualism*, 25(2), 552–570. <https://doi.org/10.1080/13670050.2019.1707477>
- Zumaruddin, M., Thohir, M. M., Luthfinda, M., Fadhila, A. N., Maulana, S. A., & Zaman, B. (2024). Penerapan Implementasi Bilingual Class System di MAN 2 Kudus: Meningkatkan Kualitas Pendidikan Berbasis Bahasa dan Agama. *Journal of Instructional and Development Researches*, 4(6), 587–595. <https://doi.org/10.53621/jider.v4i6.428>