

MULTILINGUAL LEARNING PROGRAM: PESANTREN STUDENTS' PERCEPTIONS ON THE MULTILINGUAL SIMULTANEOUS-SEQUENTIAL MODEL

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Abstract

This study aimed at determining whether or not the knowledge, educational level, perception, and attitude of the *pesantren* students affect the implementation of the multilingual simultaneous-sequential model (MSSM). This research employed quantitative research using a survey design. The sample of the study consisted of 100 students of three *pesantren* schools in the city of Makassar (*Pesantren Modern IMMIM, Pondok Madinah, and Pesantren Darul Arqam Muhammadiyah Gombara*). The data were collected through the questionnaire and be analyzed descriptively and inferentially using SPSS program. The results found that the knowledge, level of education, perception, and attitude of *pesantren* students collectively had a positive impact on the MSSM. However, these perceptions have no significant effect on the MSSM implementation partially. The results of this study contributed to developing further multilingual teaching and learning material such as syllabus, lesson plan, and course book for *pesantren* students in Indonesia, especially in Makassar.

Keywords: multilingual program, MSSM, perception, knowledge, attitude

INTRODUCTION

Pesantren School is an Islamic boarding school that prioritizing the Islamic teaching and sciences using two of foreign languages such as Arabic and English, besides the Indonesian and local languages as the language of instruction in teaching and learning process and also as tools of communication in the daily life inside or outside the *pesantren* environment where the students and teachers live together (Mastuhu, 1994; Daulay, 2009, p. 61; Madjid, 2013, p. 3; Nizar, et al, 2013, p. 85; Engku, et al, 2014, p. 107; Bin-Tahir, 2015a&b, p. 34; Amri, et al, 2017, p. 125).

The existence of various languages teaching and using them in the daily communication has led to the diversity of

methods, strategies, and models applied by teachers in teaching activities. Most of them applied eclectic methods that combining several of immersion, transitional, dual language, and pullout methods. They also combined the teacher-student communication, student-student relationships, daily routines, and language-group time strategies (Bin-Tahir, 2017, p. 74). Besides, they employed an interested of a multilingual instructional model namely multilingual simultaneous-sequential model (MSSM) (Bin-Tahir, et al, 2017, p. 87). This model was an old model implemented by the modern *pesantren* in teaching and learning languages.

In the past time, this model could have been a very effective model in languages teaching and learning, but this model couldn't

be necessarily suitable to be applied to the present day. This reason is certainly caused by several factors, such as; a) the changing of students' mindset in languages learning, b) the lack of students' awareness in languages learning, c) the less of students' attitude concerning with languages learning, and d) the degeneration of students' language skills performance comparing with the previous of *pesantren* graduates (Bin-Tahir, 2015b, p. 210).

Based on the background, the researchers intended to measure the influence of knowledge, educational level, perception, and attitude of the students partially and collectively to the implementation of the multilingual simultaneous-sequential model at *pesantren* schools. The results of this study are expected to provide theoretical and practical information and references for the governments, *pesantren* stakeholders, the researchers themselves, the further researchers, and other interested parties of this field in order to manage and provide the alternative solutions for the further multilingual teaching and learning model in Indonesia.

There are many definitions of multilingual proposed by some experts. Most of them defined it as a person's ability to speak three or more languages either separately or in various degrees of code-mixing (McArthur, 1992, p. 673; Edwards, 1994, p. 33; Vildomec, 1963, p. 28; Kemp, 2009, p. 11). It is in line to what stated by Cenoz (2002, p. 53) and Herdina & Jassner

(2000, p. 53) that multilingual is a considerable number of people who can speak more than two languages in their everyday life due to some interaction reasons. Besides, Cruz-Ferreira (2010) stated that multilingual is not about what several languages can do for people but what about people can do with several languages. Therefore, the multilingual people in this study refer to the ability of a person to speak and communicate actively using three or more languages in a circumstance or in an occurrence of the communication and not in separate circumstances.

Recently, the multilingual instructional models are generally adapted the bilingual instructional model, such as; a) ESL model that contained the ESL pull-out, ESL class period, and ESL resource center, b) Bilingual model that consisted of early-exit program and two-way program, c) Sheltered model or content-based model, and d) structured immersion model (Collier 1992; Ramirez, Yuen, and Ramey, 1991). For ESL/EFL students, the right choice of multilingual instruction model was the Mother Tongue-Based (MTB) model. This model will easy to place on a solid footing of the students' first language (L1), then build gradually into their second language (L2) and then reforming their third language (L3). This model also will give the students the opportunities to learn the concepts of the new language (Malone, 2009, p. 34). There is no claim that one model is better than another since each model could be more effective in some cases or places. It

depends on how to choose the right model for the right school and for the students' level.

A variety of MTB model was the multilingual simultaneous-sequential model (MSSM) that has some phases to develop the students' multilingual performance. In the other word, this model creates the students from monolingual become multilingualism and at the end, they become a mono-multilingualism. The first phase was developing the students' fluency and confidence in using their L1, L2, and L3 orally in everyday communication. The second phase was building the students' oral in L1, L2, and L3 by introducing the reading and writing skills in their L2 and L3. The third phase was developing oral and written skills in L2 and L3 specifically and separately. The fourth phase was developing the students' reading, written, and oral skills in L2 and L3. The fifth phase was developing the students' fluency and confidence in using L2 and L3 in the monolingual classroom (Bin-Tahir, et al, 2017, p. 87). This MSSM model was an old model implemented by *pesantren* schools in the city of Makassar. For further developing of this model, the researchers begin by measuring the students' perception to the MSSM model.

Perception is a basis for comprehending the individual differences as for how the individual perceives something will influence how he/she behave (Cillessen, 2002, p. 635; Lopes, 2010, p. 63). The perceptions have a very close relationship with the attitude. It deals with the use of knowledge to understand a person's surroundings. The attitude, on the

other hand, is the feeling of a way of thinking about something based on their perception (Pickens, 2005). In the other term, the attitude is a feeling, belief, or opinion of approval or disapproval towards something. It is predisposition or the conception to respond cognitively, emotionally, or behaviorally to a particular object, person, or situation in a particular way (Strickland, 2001, p. 56; A'yun, et al, 2017, p. 030040).

The students' attitude is a reflection of their perception that can guide and set their sights on their learning activities (Artini, 2010). The students' learning activities and styles are related to the perception of learning and often determine their decisions to conduct many aspects of classroom activities such as the interaction, presentation, engagement, attention, discussion, and assessment (Zhu & Wang, 2014, p. 299; Stipek, et al, 2001, p. 213). Therefore, the researchers intended to measure the influence of knowledge, educational level, perception, and attitude of the students partially and collectively to the implementation of the multilingual simultaneous-sequential model at *pesantren* schools.

METHODS

This research was a survey research that employed a sample from a population using the questionnaire as the principal instrument of data collection (Singarimbun and Efendi, 1989, p. 3). The research sample was gained using simple random sampling technique which is drawn from the 10% of the total of

the population (Arikunto, 1998). Thus, the number of sample in this study was 85 participants then be fulfilled to 100 samples.

The sample of the study consisted of 100 students of the three *pesantren* schools in the city of Makassar which have chosen randomly, they were; 35 respondents from *Pesantren Modern IMMIM*, 30 respondents from *Pondok Madinah*, and 35 respondents from *Pesantren Darul Arqam Muhammadiyah Gombara*.

The instrument of this study was the questionnaire which is a technique to collect data by providing a set of statements or questions to respondents to be answered in writing or by checking the scale of the Likert Scale model that has been provided in the list of the questionnaire. The questionnaire can be closed or open questions and can be given to the respondent directly or by post (Sugiyono, 2010, p. 199). The instrument used in this study has been qualified validity and reliability test as it was done by the empirical validity tested on 30 respondents who have the similar characteristics to the population.

The collected data were analyzed as follows; 1) To examine the effect of independent variables X1, X2, X3, and X4 partially toward the dependent variable Y used the simple regression with the equation: $\hat{Y} = a + bX$; 2) To examine the effect of independent variables X1, X2, X3, and X4 collectively to the dependent variable Y used inferential analysis with multiple regression equations.

FINDINGS AND DISCUSSION

The descriptive analysis results in determining the effect of the students' knowledge, educational level, perception, and attitude toward the implementation of the multilingual simultaneous-sequential model by distributing the questionnaire to 100 respondents that can be described in table 1 below:

Tabel 1. Descriptive Analysis of Variables Knowledge, Education, Perception and Attitude toward the MSSM Program

Variable	N	Minimum	Maximum	S	M	Std. Deviation
Knowledge	100	45	90	54.80	55	11.699
Education	100	21	46	28.71	28.71	8.698
Perception	100	31	75	53.64	53.64	11.352
Attitude	100	21	50	32.02	32.02	8.075
Tolerance	100	16	46	28.71	28.71	7.698

Source: Research data, 2016

Table 1 illustrates the lowest score of the knowledge variable was 45 and the highest was 90 with average value was 55. The standard deviation was 11.699 with the interpretation as much as 68% or the majority of the *pesantren* students have the knowledge level of the MSSM program ranged from 43.301 to 66.699. The lowest score of the educational level was 21 and the highest was 46. The lowest score of perception was 31 and the highest was 75, it can be interpreted that 68% of *pesantren* students have a good perception of the MSSM program ranged

42.288 to 64.992. While the interpretation of the students' attitude toward the implementation of the MSSM program ranged from 23.574 to 39.946. As to determine the contribution of each research variable, it can be presented in table 2 below:

Table 2. Analysis of Coefficient Correlation and Determination of Knowledge, education, Perception, and Attitude toward the MSSM Program

Model	R	r Square	Adjusted r Square	Std. Error of the Estimate
Knowledge	.363 ^a	.132	.123	.63736
Education	.442 ^a	.196	.187	.61356
Perception	.370 ^a	.137	.128	.63554
Attitude	.499 ^a	.249	.241	.59297
Collectively	.653 ^a	.427	.403	.52604

Source: Research data, 2016

Table 2 shows that knowledge variable has a weak relationship to the implementation of the MSSM program whereby the coefficient of correlation was 0.363 and the coefficient of determination was equal to 0.132. This means that the level contribution of knowledge towards the implementation of the MSSM program was 13.2% and the rest of the contributions derived from other variables. While the education level has strong enough relationship to the MSSM program in which the coefficient of correlation was 0.442 and the coefficient of determination was 0.196. This means that the level of education contributed 19.6% towards the implementation of the MSSM program.

The perception variable has a strong enough relationship to the implementation of the MSSM program whereby the coefficient of correlation was 0.370 and the coefficient of determination was 0.137. This means that the level contribution of the perception towards the implementation of the MSSM program was 13.7%. While the attitude has a strong enough relationship to the implementation of the MSSM program in which the coefficient of correlation was 0.499 and the coefficient of determination was 0.249. That means that the contribution of the attitude towards the implementation of the MSSM program was 24.9% and the rest of the contributions derived from other variables.

The results of the analysis also found that the coefficient of correlation (RR) was 0.653. It showed a strong correlation to the value of the determination coefficient (R²) was 0.427. This means that the contribution level of knowledge, education level, perception, and attitude impact collectively toward the implementation of the MSSM program was 42.7% and the rest contributions (57.3%) originated from other variables that were not addressed in this study.

To determine the influence of knowledge, education level, perception, and attitude towards the implementation of the MSSM program of *pesantren* students in this study using a probability value was 0.005. The analysis results can be presented in Table 3.

Table 3 shows the regression of each variable partially, namely knowledge, education level, perception, and attitude of

pesantren students have a relationship with the implementation of the MSSM program, but the data obtained indicated that the contribution of the perception of *pesantren* students was considerably low, while the education level has a high contribution to the implementation of the MSSM program. However, the combined regression for all variables collectively has a significant relationship and effect to increase the implementation of the MSSM program success. The regression table also shows that to increase the implementation of the MSSM program success at *pesantren* schools should be integrated collectively and not partially.

Table 3. Regression Analysis of Knowledge, Education level, Perception, and Attitude toward the Implementation of the MSSM Program

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.619	.322		1.923	.057
Attitude	.415	.086	.397	4.853	.000
Perception	.138	.104	.115	1.323	.189
Education	.201	.076	.230	2.640	.010
Knowledge	.205	.073	.233	2.787	.006

Source: Research data, 2016

The significant influence of the students' knowledge toward the implementation of the MSSM program in *pesantren* schools contributed as much as 13.2%. It means that the students' knowledge has not been able to

encourage them to be involved in the implementation of the MSSM program. On the other word, the knowledgeable people without having the multilingual awareness will make them become apathetic towards the implementation of the MSSM program.

The insufficient of the students' knowledge has an impact on the less participation of the students in the implementation of the MSSM program activities. This is caused by the notion that defined knowledge as the basis to behave properly and can be socialized in the real circumstances and in real conditions, as well as the ability to justify, assess, and evaluate the implementation of the MSSM program activities based on the principles of sustainability (Zhu & Wang, 2014, p. 299; Stipek, et al, 2001, p. 213).

The influence of education level of *pesantren* students toward the implementation of the MSSM program in *pesantren* schools contributed 18.6%. It indicated that the level of education has not been able to encourage the students to engage voluntarily in the implementation of the MSSM program activities. This is due to the low of students' educational level so it is difficult to mobilize them to learn actively in the MSSM program. The characteristics of the students were more concerned with the interest of individuals in the form of learning, teaching, and acquiring languages compared to engage in the spoken activities.

The influence of students' perception towards the implementation of the MSSM

program had a contribution of 13.7%. This shows that the students' perception cannot change the level of the implementation of the MSSM program in *pesantren* schools. This is due to their knowledge and experience to the previous language teaching and learning program and their characteristics which tend to be negative prejudices to other languages as the factors that increasingly influenced the implementation of the MSSM program in *pesantren* schools (Pickens, 2005). The students' experience in the previous teaching and learning program has led to being a negative prejudice against all forms of the teaching and learning activities on behalf of the multilingual program. As noted by Artini (2010) that the negative expectations of the students will greatly influence their perception and attitude toward the implementation of the MSSM program.

The students' attitude towards the implementation of the MSSM program in *pesantren* schools has contributed to 24.9%. It shows that the students' attitude has not contributed significantly to increasing the implementation of the MSSM program. This is due to the students' attitude which evolving directly to their awareness behaving. As many experts stated that the attitude associated with the behavior in the real context which contains three components, namely the attitude of cognitive, affective, and psychomotor. The individual attitude is usually consistent between those components in cognitive and actions (Zhu & Wang, 2014, p. 299; Stipek, et al, 2001, p. 213).

The effect of knowledge, education level, perception, and attitude of the students toward the implementation of the MSSM program has contributed quite high at 42.7%. It means that the entire variables collectively have an influence on the implementation of the MSSM program in *pesantren* schools. But partially, the students' perception did not have significant effect toward the implementation of the MSSM program because of the three variables (knowledge, education level, and attitude) are the underlying factor that related to the basic of human need directly in which the knowledge has a role in planning, utilization, and evaluation of the social communication relationship, while the low level of education will affect the tendency to be unawareness.

CONCLUSION

Based on the results and discussion, the researchers draw the conclusions as the following:

- a. There was a positive and significant influence of the students' knowledge towards the implementation of the multilingual simultaneous-sequential model whereby the lack of knowledge will impact on the low of the implementation success.
- b. There was a positive and significant influence of the students' educational level towards the implementation of the multilingual simultaneous-sequential model in which the low level of education will affect the low level of the

- implementation success at *pesantren* schools.
- c. There was a positive and significant effect of the students' perception towards the implementation of the multilingual simultaneous-sequential model in *pesantren* schools.
- d. There was a positive and significant influence of the students' attitude towards the implementation of the multilingual simultaneous-sequential model in *pesantren* schools.
- e. The students' knowledge, educational level, perception, and attitude collectively have the positive influence on the implementation of the multilingual simultaneous-sequential model in those three of *pesantren* schools. But the perception was not significantly affecting the success of the implementation. This variable collectively will provide a very meaningful contribution in order to encourage the increase of awareness and the attitude of the *pesantren* students to uphold the implementation of the multilingual simultaneous-sequential model.

The researchers suggest the involvement of the government and *pesantren* stakeholders' role to enhance the students' comprehension of the multilingual teaching and learning and increasing the students' awareness of the important of languages for their future-oriented, increase the students' educational level, socialize the importance of the local and foreign languages, form the regular of meeting

club in empowering the students' multilingual performances, and organize the language competition.

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