

Stakeholder Perceptions and the Mediated Effectiveness of Bilingual Education in Indonesian International Schools

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ABSTRACT

Bilingual education programs are increasingly implemented in Indonesian international schools; however, their effectiveness in improving learning outcomes remains contested. Prior studies often emphasize program design while overlooking the complex roles of curriculum practices and stakeholder involvement. This study investigates how bilingual education programs influence learning effectiveness through mediating factors from the perspectives of key stakeholders. A quantitative cross-sectional survey design was employed involving 523 participants (teachers, parents, and students) from Indonesian international schools implementing Immersion Program (IMM), Developmental Bilingual Education (DBE), and Two-Way Immersion (TWI) models. Data were collected through an online questionnaire and analyzed using Structural Equation Modeling (SEM) to examine direct and mediated relationships among bilingual programs, curriculum and teaching, stakeholder engagement, and learning effectiveness. The findings reveal that bilingual education programs do not have a significant direct effect on learning effectiveness. However, they significantly influence curriculum and teaching practices as well as stakeholder engagement. Both curriculum-teaching adaptation and stakeholder experiences demonstrated significant positive effects on bilingual learning effectiveness, with stakeholder engagement emerging as the strongest mediator. These results indicate that the effectiveness of bilingual education is contingent upon mediating processes rather than program implementation alone. The findings support complexity theory, emphasizing the dynamic interaction between curriculum design, pedagogical practices, and stakeholder involvement. This study highlights the necessity of human-centered and context-sensitive approaches in designing and implementing bilingual education programs to enhance learning outcomes in Indonesian international schools.

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1. INTRODUCTION

Bilingual education has attracted increasing attention in educational research due to its potential to enhance students' linguistic competence, academic achievement, and intercultural awareness. A substantial body of literature has examined effective bilingual teaching strategies and the design of appropriate bilingual curricula (Collins & España, 2019; Freeman & Freeman, 2009; Ovando & Combs, 2012). These studies highlight the importance of integrating language development with content learning to promote both linguistic proficiency and academic success. However, despite this growing body of theoretical and pedagogical literature, empirical evidence regarding the specific practices that contribute to the success of bilingual education programs remains limited (Guerrero & Farruggio, 2012). The lack of empirical data is particularly evident in contexts where bilingual education is still developing or where sociolinguistic conditions present unique challenges.

Indonesia represents one such context. As a multilingual country with more than 700 regional languages distributed across 38 provinces, Indonesia faces complex linguistic and educational challenges. Despite the increasing importance of English as a global lingua franca, Indonesia remains the only country in the Association of Southeast Asian Nations (ASEAN) that does not mandate English as a compulsory subject in the primary school curriculum. This linguistic diversity, combined with varying educational policies and sociocultural contexts, creates unique circumstances for implementing bilingual education programs. Consequently, there is a need for empirical research that explores how bilingual education operates in Indonesian schools and what factors contribute to its effectiveness.

To address this gap, the present study investigates bilingual education programs in Indonesian international schools by examining the perspectives of three key stakeholders: teachers, parents, and students. Stakeholder perceptions play an important role in evaluating educational programs because they reflect the lived experiences of those directly involved in the teaching and learning process. Drawing on previous studies that emphasize the significance of stakeholder engagement in educational effectiveness (Calderón & Marsh, 2013; De Jong, 2002), this study seeks to compile insights from these groups to better understand the functioning and outcomes of bilingual education programs. These perspectives provide a theoretical and empirical foundation for evaluating the effectiveness of bilingual learning environments.

Furthermore, this study introduces a novel theoretical lens—complexity theory—to analyze bilingual education programs. Complexity theory emphasizes the dynamic and interconnected nature of educational systems, suggesting that learning outcomes emerge from interactions among multiple factors rather than from isolated variables (Byrne, 2016; Larsen-Freeman, 1997). In language education, complexity theory has been used to explain how language development evolves through interactions among learners, teachers, and learning environments (García & Li Wei, 2014). Applying this framework to bilingual education allows researchers to examine how different components—such as curriculum design, instructional strategies, and stakeholder participation—interact to influence learning outcomes.

Within this framework, the present study focuses on three prominent bilingual education models: Immersion Programs (IMM), Developmental Bilingual Education (DBE), and Two-Way Immersion (TWI). These models are commonly used in international schools and aim to develop students' proficiency in both their first language and a second language while maintaining academic achievement and promoting cultural inclusivity. Immersion programs emphasize the use of a second language as the primary medium of instruction, while developmental bilingual education seeks to maintain and develop students' native language alongside the second language. Two-way immersion programs, meanwhile, integrate students from different linguistic backgrounds to promote bilingualism and cross-cultural understanding. Although these models are widely recognized as effective approaches to bilingual education, their success largely depends on mediating factors such as curriculum structure, teaching strategies, and stakeholder involvement (Barrera & Warner, 2012; Cahyani et al., 2016; Wong et al., 2017).

To fill the existing empirical gap, this study investigates how teachers, parents, and students perceive the effectiveness of bilingual education programs. In this research, the effectiveness of

bilingual education is defined as the extent to which such programs successfully integrate language development with the teaching of academic content. This definition expands beyond traditional measures of success that focus solely on language proficiency or standardized test results. Instead, it considers bilingual education as a holistic educational approach that simultaneously promotes linguistic competence, academic knowledge, and cultural awareness.

Although previous studies have explored stakeholder perceptions of bilingual education programs, limited research has examined the complex processes through which these programs influence learning outcomes. Guided by complexity theory (Byrne, 2016), this study argues that the success of bilingual education programs is shaped by multiple interconnected factors, including teacher preparedness, curriculum adaptation, instructional practices, and family involvement. Complexity theory suggests that educational outcomes are not determined solely by program design but emerge from dynamic interactions among program structures, teaching practices, and stakeholder experiences. Based on this perspective, the present study develops a structural model that illustrates how bilingual education programs influence learning effectiveness through the mediating roles of curriculum implementation, teaching practices, and stakeholder participation.

The implementation of bilingual education in Indonesia is also shaped by a complex historical and policy context. In 2003, the Indonesian government introduced the International Standard School Pilot Program (Rintisan Sekolah Bertaraf Internasional—RSBI), which aimed to promote bilingual education and improve global competitiveness among Indonesian students. However, the program was discontinued in January 2013 after criticism that it created social inequality and favored students from higher socioeconomic backgrounds. Critics argued that the program did not provide equal educational opportunities for all Indonesian students. In response, the government later introduced new policies to support international education initiatives. Regulation of the Minister of Education and Culture Number 50 of 2015 reopened opportunities for schools to implement bilingual education programs aimed at improving students' learning outcomes.

Another important policy framework is the establishment of Cooperation Education Units (Satuan Pendidikan Kerja Sama—SPK), formally recognized through Regulation of the Minister of Education and Culture Number 31 of 2014. Under this framework, international schools operate through collaboration between Indonesian educational institutions and foreign educational institutions accredited in their respective countries. These schools must comply with national regulations while also implementing international curricula. As a result, SPK schools combine Indonesian educational requirements with global educational standards. For example, international schools must still teach Indonesian language, citizenship education, and religious education, while also integrating international curricular components (Law of the Republic of Indonesia, 2003; 2013).

The growing presence of international schools in Indonesia reflects increasing public interest in globalized education. Many Indonesian parents view international schools as pathways to improved English proficiency and enhanced global competitiveness for their children (Sakhiyya, 2011; Sari & Puspa, 2020; Takahashi, 2011). Nevertheless, the implementation of bilingual education programs within these schools varies widely depending on institutional policies, teacher competencies, and available resources. Research has shown that the effectiveness of using English as a medium of instruction depends not only on curriculum design but also on teachers' pedagogical skills, language proficiency, and perceptions of students' learning needs (Andi et al., 2025; Setati et al., 2002). Additionally, students often prefer to use their first language when discussing complex social or academic concepts, which suggests that bilingual instruction must carefully balance language use within different learning contexts (Tarone & Swain, 1995).

Historically, bilingual education in Indonesia initially involved the teaching of local languages such as Javanese, Sundanese, Bugis, and Batak in elementary and secondary schools. However, with the increasing prominence of English and Arabic in global communication and religious education, many schools began replacing local language instruction with these languages. English gradually became a compulsory subject in junior and senior high schools, although it remains optional in primary education (Osman, 2012). The Indonesian government has attempted to balance the promotion of

international languages with the preservation of national and local languages, reflecting broader cultural and educational priorities.

Following government policy initiatives, individual schools are responsible for designing and implementing bilingual education programs that align with their institutional goals and student needs (Lazarević, 2019). Consequently, bilingual education practices vary significantly across institutions and regions. Schools that implement bilingual programs generally aim to promote academic excellence, cultural understanding, and linguistic competence. Research suggests that well-implemented dual language programs can significantly improve academic achievement among both majority-language and minority-language students (Alanis & Rodríguez, 2008; August & Hakuta, 2006; Lindholm-Leary, 2001). These programs provide opportunities for collaborative learning and help students develop skills that are essential for participation in a globalized economy.

Despite these potential benefits, challenges remain in ensuring that bilingual education programs effectively support all learners. Preliminary observations and interviews with teachers, parents, and students indicate that although some students benefit from bilingual instruction, many still struggle to express their ideas and needs effectively in both languages. These findings suggest that the implementation of bilingual education programs may not always meet stakeholders' expectations. At the same time, these challenges highlight opportunities for improving program design, curriculum integration, and instructional strategies.

Therefore, this study focuses on bilingual education programs implemented in Indonesian international junior high schools that adopt dual-language approaches, particularly Immersion Programs (IMM), Developmental Bilingual Education (DBE), and Two-Way Immersion (TWI). By examining the roles of curriculum implementation, teaching practices, and stakeholder experiences, this research aims to provide a deeper understanding of how bilingual education programs influence learning effectiveness in international school contexts.

Based on the above discussion, this study seeks to answer the following research questions:

1. Do bilingual education programs, curriculum implementation, and teaching practices influence learning effectiveness in schools?
2. How do parents, students, and teachers perceive the implementation of bilingual education programs in schools?

2. METHODS

2.1 Research Design

This study employed a quantitative approach with a cross-sectional survey design to investigate the effectiveness of bilingual education programs in Indonesian international schools. The focus is on understanding the perceptions of three key stakeholders—teachers, parents, and students—regarding the implementation of three bilingual education models: immersion programs (IMM), Bilingual Developmental Education (DBE), and Two-Way Immersion (TWI). Using Structural Equation Modeling (SEM), this study examines the relationships between stakeholder experiences, curriculum, and teaching practices, and the overall learning effectiveness of bilingual education programs.

This study aimed to develop a structural model that explains the complex mechanisms by which bilingual education programs influence learning outcomes through mediation processes involving curriculum adaptation, teaching methods, and stakeholder engagement. This theoretical framework aligns with complexity theory, emphasizing the interplay between program design, contextual factors, and human elements in achieving educational goals.

2.2 Population and Sampling

2.2.1 Sample Selection

International schools in Indonesia were identified based on their reputation for implementing bilingual education programs and accessibility to the research team. These schools predominantly operate under the Cooperative Education Unit (SPK) scheme regulated by Permendikbud 31 of 2014. Most of the selected schools were located in urban areas, reflecting the high concentration of international schools in cities, such as Jakarta, Surabaya, and Bali. While the majority of these schools are private institutions catering to both local and expatriate students, some also serve as bilingual Islamic boarding schools that integrate religious values with bilingual curricula.

2.2.2 Characteristics of Schools

The sampled schools exhibited diverse characteristics.

- a. Curriculum: A combination of National and International curricula, including subjects such as Mathematics, Natural Sciences, English, and Islamic Studies.
- b. Languages Taught: Indonesian, Arabic, and English, depending on the school's focus and student demographics.
- c. Stakeholder involvement: Active participation from teachers, parents, and students in shaping bilingual education policies and practices.

2.2.3 Convenience Sampling Justification

Convenience sampling was employed because of resource constraints and logistical challenges in accessing a broader population of international schools across Indonesia. Respondents were recruited from schools willing to participate in the study during the data collection period. While this method limits generalizability, it ensures a representative sample of stakeholders from schools that are actively engaged in bilingual education. Future studies should adopt stratified random sampling to enhance the representativeness of the results.

2.2.4 Limitations

The reliance on convenience sampling introduced potential biases, particularly concerning the socioeconomic status of the participants, as most respondents came from urban-based private schools. Additionally, the exclusion of rural or public schools may overlook the unique challenges faced in these contexts. Despite these limitations, the findings provide valuable insights into the dynamics of bilingual education programs in Indonesian international schools.

2.3 Instrument Development and Validation

2.3.1 Questionnaire Design

The items used to measure each construct are presented in the Appendix. A five-point Likert scale ranging from 1 ("strongly disagree") and 5 ("strongly agree") was used for all the scale items. This study examined the causal relationships among the observed variables and validated the structural relationships based on the theory under study (Byrne, 2016). This recent research utilized measurement items with high reliability and validity to improve the understanding of teachers, parents, and students and guard against bias issues (Podsakoff et al., 2003). The respondents were Indonesian stakeholders (teachers, parents, and students). Data were tested by applying structural equation modelling (SEM) using AMOS software and SPSS version 22. Furthermore, the sample frequency distribution and Pearson correlation test were used to investigate the relationship between variables, followed by the standardized variance method (CMV) to prevent and detect bias. Finally, this study used Hayes's (2018) bootstrapping process to test the mediating and indirect effects of mediator variables.

2.3.2 Validation Process

To increase the credibility and validity of the findings, this study implemented several triangulation and validation strategies. *Expert Instrument Validation*: The research instrument was validated by an expert panel consisting of three qualified bilingual education experts: (1) a professor of language education with a specialization in bilingual education from a leading university, (2) a senior practitioner who has led the implementation of bilingual education programs in international schools for more than 15 years, and (3) an education policy researcher who has experience in program evaluation in National Bilingual Education. Content validation yielded a Content Validity Ratio (CVR) of 0.84, indicating excellent instrument validity. *Stakeholder Data Triangulation*: Data collection from three stakeholder groups (teachers, parents, and students) allows for perspective triangulation, which reinforces the validity of the findings. A comparative analysis showed the consistency of perceptions between groups in terms of the influence of bilingual education programs on curriculum teaching. However, there are variations in the perception of learning effectiveness, which indicates the complexity of implementing bilingual education programs. *Statistical Construct Validation*: The construct's validity was confirmed through confirmatory factor analysis, with Average Variance Extracted (AVE) values above 0.50 for all constructs and Cronbach's alpha values above 0.70, indicating adequate reliability and validity.

Table 1. Latent Constructs and Indicators

Latent Construct	Indicators
Bilingual Education Programs	Implementation quality, program structure, alignment with student needs
Curriculum and Teaching	Curriculum relevance, teaching strategies, adaptability to bilingual contexts.
Story of Stakeholders	Teacher readiness, Parental support, student engagement
Effectiveness of Bilingual Learning	Academic achievement, language proficiency, cultural competence

2.4 Data Analysis and Procedures

2.4.1 Data Collection

Stakeholders in International schools in Indonesia were asked to complete an online survey conducted using Google Forms from April 27 to May 25, 2023. The sample was drawn from random convenience sampling involving 547 stakeholders (teachers, parents, and students) in Indonesia. However, 523 samples were valid, representing a completion rate of 95.61%. Table 2 shows respondents' demographic characteristics. Indonesia was selected as the data collection site for this study. This study validated the bilingual education program, curriculum, teaching, story stakeholders, and learning effectiveness of bilingual education.

Table 2. Respondent demographics

Demographic Items	Frequency	Percentage (%)
Gender		
Male	268	51.2
Female	255	48.8
Stakeholders		
Students	176	33.7
Teachers	167	31.9
Parents	180	34.4

2.4.2 Data Analysis Technique

1. Descriptive Statistics: Frequencies and percentages were calculated to describe the demographic profiles of the respondents.
2. Correlation Analysis: Pearson correlation coefficients were computed to examine the relationships between the variables (Table 2).
3. Structural Equation Modeling (SEM): AMOS software was used to test the hypothesized relationships among latent constructs. Model fit indices included χ^2/df , Goodness-of-Fit Index (GFI), Comparative Fit Index (CFI), Tucker-Lewis index (TLI), and Root Mean Square Error of Approximation (RMSEA).

The items used in the measurements are presented in the Appendix. All statement items were adapted to the needs of bilingual education programs, adopted from research questionnaires (Abduh, 2017; Cloud et al., 2000; Keydeniers et al., 2021), and adjusted to the needs of the community, parents, students, teachers, and other stakeholders who play a role in the implementation of bilingual education programs. All statements were checked by experts or those with in-depth knowledge of bilingual education, such as school principals and ministers.

3 FINDINGS AND DISCUSSION

3.1 Pearson correlation

A pilot study was adopted to ascertain the content validity and respondents' identity, and the reliability of the measurement items was assessed using Cronbach's alpha (Hair Jr et al., 2019). The standard deviation indicates the mean difference. Therefore, an effect size greater than three indicates that the mean difference is half the standard deviation. The mean score was above 5.00, and the standard deviation was below 1.00. This means that all observed variables had a strong correlation.

Table 3. Correlation Matrix for Measurement Scales

Constructs	Mean	SD	BEP	CT	SS	EBEL
Bilingual Education Program	3.30	0.79	0.780			
Curriculum and Teaching	3.44	0.71	0.653**	0.766		
Story of Stakeholders	3.34	0.75	0.582**	0.657**	0.769	
Effective of Bilingual Learning	3.47	0.80	0.730**	0.657**	0.675**	0.728

Note. BEP, bilingual education program; CT, curriculum and teaching; SS, stakeholder story; EBEL, effectiveness of bilingual education learning. SD: Standard Deviation. The diagonal elements are the square roots of the AVE for each construct. Pearson's correlations are shown below the diagonal. Significant at *: $p < 0.05$, **: $p < 0.01$, ***: $p < 0.001$.

3.2 Structural Model

The data fit with the proposed model was adequate (Hair Jr. et al. 2019). The results support most of the research hypotheses, as shown in Table 4. Interestingly, this study empirically validated that the Bilingual Education Program (DL) (IMM, DBE, and TWI) had no positive effect on the Effectiveness of Bilingual Education Learning ($\gamma_{31} = 0.038$, $p > 0.051$). Therefore, H1 is not supported. Meanwhile, the Bilingual Education Program (IMM, DBE, and TWI) had a positive and significant effect on Curriculum and Teaching ($\gamma_{11} = 0.591$, $p < 0.001$) and the story of stakeholders ($\gamma_{21} = 0.697$, $p < 0.001$), which supported H2 and H3, respectively. This study further confirmed that the curriculum, teaching, and stories of stakeholders significantly and positively influenced the Effectiveness of Bilingual Education

Learning ($\beta_{21} = 0.273, p < 0.001; \beta_{32} = 0.505, p < 0.001$). Therefore, H4 and H5 are supported, and Figure 3 and 4 present the results of the research hypotheses.

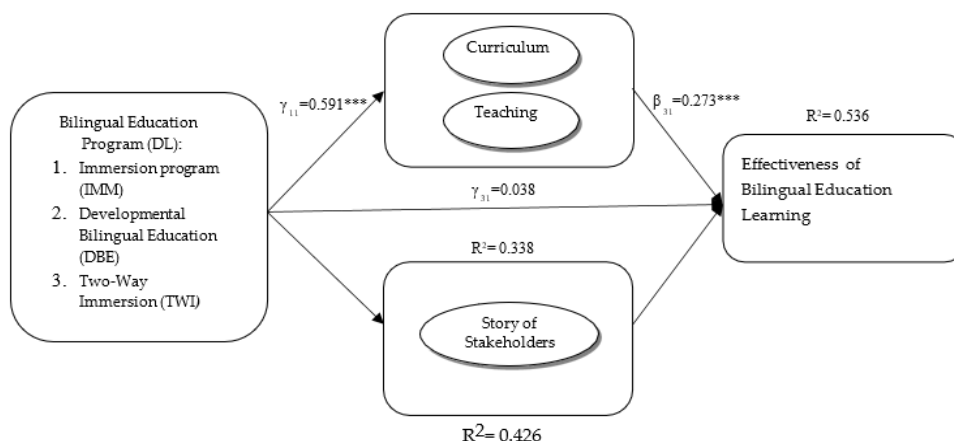


Figure 1. Structural model

Note. Model fit: $\chi^2 = 389.934, df = 115, \chi^2/df = 3.420$, Goodness-of-Fit Index (GFI) = 0.930, Tucker Lewis Index (TLI) = 0.932, non-normed fit index (NFI) = 0.922, Comparative Fit Index (CFI) = 0.943, and incremental fit index (IFI) = 0.943, and Root Mean Square Error of Approximation (RMSEA) = 0.067.

Table 4. Proposed model results

Hypotheses	Symbol	Coefficients	P-Value	Effect Size	Test results	
H1	γ_{31}	Bilingual Education Program (DL) (IMM, DBE, and TWI)	0.038	>0.051	Negligible	Unsupport ed
H2	γ_{11}	Bilingual Education Program (DL) (IMM, DBE, and TWI)	0.591***	<0.001	Large	Supported
H3	γ_{21}	Bilingual Education Program (DL) (IMM, DBE, and TWI)	0.697***	<0.001	Large	Supported
H4	β_{31}	Curriculum and Teaching	0.273***	<0.001	Medium	Supported
H5	β_{32}	Story of Stakeholders	0.505***	<0.001	Large	Supported

Note. Significant at *: $p < 0.05$, **: $p < 0.01$, ***: $p < 0.001$

3.3 Critical Analysis of Paradoxical Findings

The most notable non-significant finding relates to Hypothesis 1 (H1), which suggests a direct effect of bilingual education programs on learning effectiveness. The coefficient ($\gamma_{31} = 0.038$, $p > 0.051$) indicates no significant relationship. This outcome underscores the importance of mediating factors such as curriculum adaptation and stakeholder engagement in converting program implementation into enhanced learning outcomes. The most surprising discovery of this study was that Bilingual Education Programs (IMM, DBE, and TWI) did not have a significant direct impact on Bilingual Learning Effectiveness ($\gamma_{31} = 0.038$, $p > 0.051$). This paradox calls for deeper investigation, especially considering the substantial investments schools have made in these programs. Further analysis revealed that although bilingual education programs did not directly affect learning outcomes, they significantly influenced Curriculum and Teaching ($\gamma_{11} = 0.591$, $p < 0.001$) and Stakeholder Experience ($\gamma_{21} = 0.697$, $p < 0.001$). This suggests that bilingual programs serve as catalysts for systemic change. However, their success depends on the quality of their mediation through curriculum adaptation and stakeholder engagement.

These findings align with the theory of complexity in educational innovation, which posits that program success is not solely determined by design but by the interplay of program elements, curriculum, pedagogy, and stakeholder dynamics. In Indonesia's multilingual and multicultural context, this complexity is amplified, as programs must adapt to diverse local needs and student backgrounds. Notably, the more decisive influence of Stakeholder Experience on learning effectiveness ($\beta_{32} = 0.505$, $p < 0.001$) compared to Curriculum and Teaching ($\beta_{31} = 0.273$, $p < 0.001$) highlights the primacy of human and social factors over technical and academic factors. This underscores the need for a human-centered approach in the design and implementation of bilingual education.

This study indicates that bilingual education programs have a positive impact on the quality of the curriculum and the involvement of stakeholders, although they do not directly improve learning outcomes. Instead, the success of bilingual education is influenced by the practices used in curriculum delivery and stakeholders' experience. These results highlight the intricate nature of implementing bilingual education and are consistent with complexity theory, which focuses on the interaction between program design, contextual elements, and human factors in reaching educational objectives.

These results offer novel insights that have not yet been documented in the literature. For instance, the adaptation of bilingual programs to local curricula and cultural contexts that prioritize stakeholder needs demonstrates partial success, despite ongoing challenges. Although these programs have not yet achieved learning effectiveness, incremental progress is evident through stakeholder collaboration. This aligns with prior studies that have emphasized the positive impact of bilingual programs on learning outcomes (Burns, 2019; Guerrero & Farruggio, 2012; Hong & You, 2012), reinforcing the need for sustained implementation to address future challenges.

Additionally, the dimensions of Bilingual Education Programs (DL) were found to significantly influence curriculum design, teaching practices, and stakeholder experiences. Programs with clear user-friendly frameworks empower teachers, students, and parents to navigate bilingual learning challenges. Diverse stakeholder experiences also provide valuable feedback for program refinement. A well-structured bilingual program bridges gaps in learning success, as emphasized by Alanis and Rodriguez (2008), Keydeniers et al. (2021), and Oliveira et al. (2020), who highlight the interdependence of the curriculum, pedagogy, and stakeholder engagement.

Finally, the interviews revealed that schools implemented bilingual curricula by integrating seven key elements: textbook selection, instructional strategies, classroom management, lesson planning, content creation, professional teacher development, and bilingualism building techniques. While these efforts have produced gifted bilingual communicators, persistent pedagogical and linguistic competency gaps have hindered their full integration. This underscores the need for targeted interventions to address these challenges.

4 CONCLUSION

This study highlights the importance of mediating mechanisms in determining the effectiveness of bilingual education programs in Indonesian international schools. The findings indicate that Dual Language (DL) bilingual education models—Immersion Programs (IMM), Developmental Bilingual Education (DBE), and Two-Way Immersion (TWI)—do not directly enhance learning effectiveness; instead, their impact is realized through mediating factors such as curriculum-teaching adaptation and stakeholder experiences, including the active involvement of teachers, parents, and students. These results suggest that the success of bilingual education programs depends not only on program design but also on how curricula are implemented and how stakeholders engage with the learning process. Despite providing important insights, this study has several limitations. The use of convenience sampling restricts the generalizability of the findings, particularly in terms of socioeconomic diversity and geographic representation. In addition, the focus on international schools may overlook challenges faced by public or non-elite educational institutions, and the cross-sectional design limits the ability to establish causal relationships among variables. Future research should therefore conduct longitudinal studies to examine the long-term impacts of bilingual education on academic achievement and language proficiency, compare the effectiveness of bilingual programs across different educational and cultural contexts, and explore how digital technologies and blended learning models can support bilingual instruction. By addressing these limitations and expanding the scope of investigation, future studies can further strengthen the theoretical and practical understanding of effective bilingual education practices in Indonesia and similar multilingual contexts.

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