The Benefits and Problems of Implementing Language Planning Practices at an Islamic Boarding School in Surakarta

Hemalia Putri Johar Manik[1], Herina Naurannisa[2], Hindi Musyafaah[3], Kinaya Dean Morika[4], Teguh Sarosa[5]

Pendidikan Bahasa Inggris, Universitas Sebelas Maret
email: kinayadean@student.uns.ac.id

ARTICLE INFO	ABSTRACT
	This article examined the challenges faced by educational institutions, especially in an Islamic Boarding School, in managing the linguistic diversity of students from various backgrounds and considered the importance of effective communication. In this context, language planning proved to be an important tool for handling language diversity. The focus of this article was on implementation of the strategic language planning within an Islamic Boarding School in Surakarta which brought about real changes in language structure and function. This research would not only discuss the benefits of the implementation of language planning that occurs at an Islamic Boarding School but would also discuss the problems faced and try to provide appropriate solutions to overcome these problems. The article highlighted the important role of language planning in achieving a community's vision and mission and emphasized its impact on academic success and the overall community environment. This paper not only provides empirical insights into how language planning occurs in boarding schools but also contributes innovations to deal with the cultural and linguistic diversity that exists in educational settings, particularly in boarding schools. The focus of this study was valuable for educators, students, policymakers, and researchers who wanted to optimize language planning in a boarding school environment, which would increase students' effectiveness in the linguistic field. By considering how language planning works in those situations, the article provided insight into building a consistent environment that encouraged effective communication and was consistent with broader community goals.

I.   INTRODUCTION

Language planning refers to deliberate efforts to affect the structure, function, and acquisition of languages. Together, language policy and planning (LPP) constitute a field of study as well as a field of social practice (McCarty and Warhol 2011). According to (J.W. Tollefson, 2016) language planning may take place in schools and other institutions, in families

and workplaces, or in any social group including virtual communities in which verbal communication takes place. It shows that language planning does not only happen in government but can happen in the field of education. Language planning is concerned with deliberate decisions and strategies that aim to establish a language environment and achieve specific educational goals. At the micro-level, schools can be a place to make policy because, in the context of LPP, various actors can interpret it in the policy environment, not only done without critical thinking (Ball et al., 2012). For the school environment, teachers become actors or implementers who directly deal with policy targets as reported by the school administrator. (Widodo, 2017). Implementation includes the activity of a writer, an institution, or a government in adopting and attempting to spread the language form that has been selected and codified. (Haugen, 1983). It is introduced as a form of entertainment and education, or at least as a subject to be taught, especially those in positions of influence over mass media like radio and television or schools. Haarmann's (1990) typology, emphasizes that the implementation of language planning programs is not only through official and institutional agencies but also by voluntary groups and motivated individuals. The implementation of language planning in boarding schools is a complex and multifaceted decision that can have a significant impact on the academic, cultural, and social dynamics of the school community. In the context of a boarding school, the impact of language policy shapes classroom influences, daily interactions, cultural exchanges, and the overall student experience. To create a comprehensive and effective learning environment, understanding language planning in boarding schools is crucial for administrators, teachers, students, and policymakers.

The implementation of language planning, particularly at an Islamic Boarding School in Surakarta delves into the challenges faced as well as managing language diversity among students who come from various backgrounds. The focus is on the practical implementation of strategic language planning at an Islamic Boarding School in Surakarta. Moreover, it not only discusses the positive impact of language planning practices at an Islamic boarding school but also discusses the problems faced and offers appropriate solutions to tackle the problems. In addition to empirical insights on language planning in boarding schools, this paper introduces an innovative approach to dealing with cultural and linguistic diversity in educational settings, particularly in boarding schools. This research aims to develop language planning in the context of Islamic boarding school, improve students' linguistic skills and be able to contribute in accordance with the times. By focusing on implementation of the strategic language planning at an Islamic Boarding School in Surakarta, this study seeks to analyze the implementation of language planning, as well as discuss the benefits and challenges faced. This research can provide valuable guidance for educators, students, policymakers, and researchers interested in shaping effective communication, managing cultural and linguistic diversity in educational settings, particularly in boarding schools.

Most studies on language planning practices at Islamic Boarding Schools take place in Indonesia. For example, Abdurrizal M. et al. (2021) investigated multilingual education policy practices in an Islamic Boarding School. The results showed how the teacher agency analyzes the rules in relation to their own abilities. Javanese and Indonesian receive less serious attention

because they are easier to learn. Language combinations used by teachers are determined by the references they use for their subjects. For example, a religion teacher may use Arabic more frequently than English. Teachers also plan activities to carry out their responsibilities as agencies in multilingual policies; they arrange for a native speaker to visit their classroom and develop a task that allows students to practice speaking in other languages. Some of the study's weaknesses can be corrected for future investigation. Only three participants and the researcher discussed the teacher's responsibility. Nurmalina et al. (2023) investigated the management of foreign language development in an Islamic Boarding School, there are several recommendations from the researcher addressed to the leadership, teaching staff, and students in an Islamic Boarding School. First, leaders are expected to improve the quality of the base program and pay more attention to the development of foreign languages so that the Islamic Boarding School can maintain its excellence, especially in the field of foreign languages. In addition, the teaching staff must also always guide and motivate students to practice both foreign languages in daily activities. Then, for language education to be easily achieved, students are advised to continue to improve and actively develop their abilities in foreign languages. Finally, students are advised to always improve and develop their ability to master foreign languages by always applying the knowledge of both languages including vocabulary, idioms, etc. into daily communication. They need to motivate themselves to use English and Arabic in their daily activities.

In the field of education, especially in boarding schools, this article contributes to how language planning can be properly implemented in the school environment. Not only that, this article offers a new way to address cultural and linguistic diversity in boarding schools. By identifying the application of language planning, this article tries to solve the problems raised by its implementation, particularly at an Islamic Boarding School in Surakarta, while also discussing the benefits of language planning and presenting the challenges faced. Therefore, this article can contribute to researchers, policymakers, teachers, and students who want to maximize language planning efforts in the school environment, especially in boarding schools. This research involved two people, including the person in charge of language as a policymaker and language activist at an Islamic boarding school in Surakarta. These two people will be interviewed regarding language planning at an Islamic Boarding School in Surakarta. The research questions lead to 1. How to implement the language program in the learning process at an Islamic Boarding School in Surakarta? 2. What are the goals and benefits of language planning at an Islamic Boarding School in Surakarta? And 3. What are the challenges, constraints, and solutions related to language planning at an Islamic Boarding School in Surakarta?

II. METHOD

This research employed a qualitative descriptive method, involving the collection and analysis of data to describe the application of language planning at an Islamic Boarding School in Surakarta. The purpose of this method was to explore, identify, analyze, and describe how language planning is applied at the school, examining how a community, such as a boarding school, manages language planning and assessing the effectiveness of its implementation in

Surakarta. Teachers must always learn to realize a multilingual language policy and then apply it to the classroom and school environment. In this case, teacher professional development is needed to support the policies that have been implemented. Professional development has been hailed as the critical method to help practitioners develop knowledge, skills, and practices (Peleman et al., 2018) and May, therefore, also contributes to the development of multilingual approaches. The application of language planning at an Islamic Boarding School in Surakarta serves specific goals aligned with the school's vision and mission. Language planning significantly influences learning and activities within the boarding school, ensuring harmonious communication to facilitate smooth processes without disrupting activities or learning. To achieve the research objectives, two students of the Islamic Boarding School in Surakarta were taken as research participants. The sample was selected through a simple random sampling technique. Qualitative research methods were employed for data collection in natural settings, relying on primary data sources. The primary data collection techniques included participant observation, in-depth interviews, and documentation (Sugiono, 2017).

III. RESULT AND DISCUSSION

How to implement the language program in the learning process at an Islamic Boarding School in Surakarta?

This program implements a multilingual education policy that the school trusts to improve the quality of students. An Islamic Boarding School in Surakarta stands out as an esteemed Islamic educational institution that goes beyond the conventional focus on religious teachings. Remarkably, the school has implemented a distinctive language planning policy, elevating its educational environment. This forward-thinking approach incorporates the use of Indonesian, English, and Arabic seamlessly into daily activities. The language planning at an Islamic Boarding School in Surakarta is designed to enhance the linguistic proficiency of its students, encompassing both Indonesian and English languages at the foundational level. Notably, a structured approach is adopted, wherein daily activities throughout the week are exclusively conducted in English. This intentional immersion provides the pesantren-santri with a consistent and immersive platform to refine their comprehension and communication skills in the English language.

This strategic initiative was undertaken with a keen awareness of the pivotal role that English language proficiency plays in the current era of globalization and technological advancement. Recognizing the significance of this skill, the Islamic Boarding School in Surakarta has proactively fostered a culture of daily English communication. This deliberate immersion is intended to cultivate a supportive environment, fostering the sustained development of language skills that promise enduring benefits for the pesantren's students. In tandem with prioritizing English, Islamic Boarding School in Surakarta accords special attention to the Arabic language. A noteworthy policy entails designating Arabic as the primary language for a specific week, aiming to deepen both the comprehension and practical use of Arabic in the fabric of daily life. By dedicating focused time to communicating solely in Arabic, the institution

facilitates a comprehensive strengthening of its students' Arabic language proficiency, concurrently enhancing their understanding of Arabic culture. This multifaceted approach reflects the school's commitment to equipping its students with a nuanced and well-rounded linguistic skill set that extends beyond mere language acquisition.

The significance of Arabic at the Islamic Boarding School in Surakarta extends beyond its association with religious aspects; it encompasses a broader context involving the comprehension of classical Islamic texts and the intellectual heritage of Islam. Consequently, the institution is dedicated to fostering an environment that not only recognizes but actively supports the development of Arabic language skills among the pesantren's students. In alignment with the emphasis on Indonesian, English, and Arabic, the language planning at the Islamic Boarding School in Surakarta embraces innovative teaching strategies. The integration of information technology and modern learning media stands out as a pivotal component of the institution's pedagogical methods. This forward-thinking approach ensures that students not only engage with languages within a traditional context but are also receptive to technological and informational developments that augment and enrich their learning processes. By seamlessly blending traditional and modern teaching approaches, the pesantren creates a dynamic educational landscape that equips its students with a comprehensive and adaptive linguistic skill set.

The culmination of this comprehensive language planning underscores Islamic Boarding School in Surakarta's unwavering commitment to nurturing well-rounded boarding school students. The institution strives to produce individuals who not only excel in religious studies but also exhibit robust language proficiency in Indonesian, English, and Arabic. By doing so, Islamic Boarding School in Surakarta aims to empower its students to confront global challenges with confidence, positioning them to make meaningful contributions to society on a broader scale. This holistic approach demonstrates that Islamic Boarding School in Surakarta goes beyond traditional religious education. It actively prepares its pesantren students to be competitive on the international stage by instilling language skills that transcend cultural and linguistic boundaries. The implementation of such a comprehensive language planning strategy reinforces the institution's commitment to producing graduates who are not only well-versed in their faith but also equipped to engage with the world and contribute meaningfully to the global community.

The interview results from one of the participants shed light on the objectives and benefits of language planning in their pesantren. When asked about the purpose and advantages of language planning in their institution, the respondents expressed that

> *"Language programs are commonplace and essential across most pesantrens, especially in the era of Industry 4.0." (K)*

The participant emphasized that language planning serves various purposes beyond routine activities. According to them, it plays a crucial role in preparing students for the future, particularly in the fast-paced global changes of the Industry 4.0 era. In their view, language skills are fundamental for navigating the challenges posed by the contemporary world. Furthermore, the respondent highlighted that the language program is directed towards equipping pesantren students to face future opportunities. This perspective underscores the broader impact of

language planning, portraying it not just as a daily routine but as an investment in developing the capacity and readiness of students to positively contribute to a globally connected society.

In summary, the interview provided valuable insights into the participant's views on the objectives and benefits of language planning in their pesantren. The responses indicated a keen awareness of the importance of language skills in the context of global and technological developments, emphasizing the strategic significance of language programs in preparing for a challenging future.

What are the goals and benefits of language planning at an Islamic Boarding School in Surakarta?

An intervention into a language ecology to influence particular aspects of language usage or acquisition is known as language policy and planning (LPP). As an intervention, it modifies the language ecology in specific ways to concentrate on certain issues or fulfill specific objectives. In educational institutions, language planning plays an important role in improving linguistic skills, preserving culture, and keeping up with the world. To reach the goals, it is required to have the appropriate school management (Julaiha et al., 2022). To analyze the language phenomenon in the research location, the researcher uses a Theoretical Framework for Language Policy and Planning, which includes Language Practice (ecology), Language Belief (ideology), and Language Management (Planning) (Spolsky, 2004). An Islamic Boarding School in Surakarta practices deliberate and strategic implementation of language planning that is committed to building and improving linguistic skills for students as well as providing instruction for students to always develop their linguistic skills as the world progresses. This study involved 2 participants, namely SW, the person in charge of language at an Islamic Boarding School in Surakarta, and K an alumnus and language activist who will provide new insights into the goals and benefits of language planning, especially at an Islamic Boarding School in Surakarta.

> "The first is to be able to speak Arabic and English because these languages are very important, especially in the world of Islamic boarding schools which is very related to language. The benefits are that they learn foreign languages and can communicate with fellow friends in the Islamic Boarding School environment because these languages are needed, especially when we are going abroad." (SW)

> "Actually, there are many purposes and benefits of language planning in Islamic Boarding Schools. Language programs in the majority of Islamic Boarding Schools are familiar because they will definitely be used in the future, especially in this 4.0 era." (K)

The particular goals language planners seek to reflect their orientations to languages and their users, among which three frequently recurring orientations are language-as-right, language-as-resource, and language-as-problem (Ruiz, 1984). Through this language planning, SW has the main goal of increasing students' proficiency in Arabic and English. Planning the use of Arabic and English has an important meaning, especially in the Islamic Boarding School environment. In the context of Islamic teachings, which utilize Arabic to communicate and

spread Islamic guidance, Arabic is planned and implemented at an Islamic boarding school environment. Meanwhile, English is planned and implemented because it is an international language that is widely used for communication. English is used as a means of communication in various contexts such as government, the law courts, the media, and the educational system. (Crystal, 1997).

K, an alumnus and language activist at an Islamic Boarding School in Surakarta, emphasized the various goals and benefits derived from language planning. Equipping students with language skills is one of the main objectives in this language planning. Student development is fostering students so that their abilities develop optimally following school goals. It is carried out so that students get various learning experiences for the provision of life in the future. Students practice various activities to gain knowledge and learning experience (Badruddin, 2014). In addition, equipping students with language skills is not only useful in academic activities but also useful for meeting the demands of the rapidly developing era 4.0. The benefits of learning a foreign language allow students to communicate well with foreigners. This focus on international communication highlights the interconnectedness of Islamic education globally and the need for language skills to be increasingly connected. The implication here is that language planning goes beyond traditional religious and cultural aspects, to prepare students for a future where linguistic skills are a part of success.

Language planning at an Islamic Boarding School in Surakarta is more than just an academic necessity, it serves as an investment in students' linguistic futures. Beyond proficiency, the added benefit is that it fosters a deeper understanding of effective communication and cultural preservation. The foresight embedded in language planning at an Islamic Boarding School in Surakarta is evident as it is designed to anticipate future linguistic needs. By incorporating language programs that are aligned with the linguistic developments of the current era, the boarding school ensures that its students are well-prepared for the linguistic developments they will encounter in the future. The insights of SW and K highlight the comprehensive approach that integrates language planning into its educational framework. By emphasizing Arabic and English proficiency, an Islamic Boarding School in Surakarta not only aligns itself with its culture and religion but also equips its students with the linguistic abilities necessary for meaningful engagement in both local and global contexts. This strategic language planning contributes to the development of students' worldviews, preparing them for a successful future while preserving the educational traditions of the Islamic Boarding School.

What are the challenges, constraints, and solutions related to language planning at an Islamic Boarding School in Surakarta?

The solution is to try to solve hard cases in the sensitive nature of language programs at an Islamic Boarding School in Surakarta which can field courses that contain the difficulties that students go through in changing to Arabic and English. This challenge is mainly due to students' early knowledge of Indonesian and Javanese, which are the bottom of their language repertoire. The alternation that can be made throughout Arabic and English can produce multifaceted barriers, which are exacerbated by regional accents, which make language skills very difficult. The answer to this language problem is that the school created a scoreboard, this solution to the problem of systematic storytelling. The program uses a structured assessment mechanism

designed to effectively identify and treat pronunciation problems. Targeting at language and quot "Mahkamah" The purpose of the program is to provide a platform for the language gap and to facilitate changes that facilitate the work of students with Arabic and English language difficulties. However, the issue of corporal punishment, such as the squatting, must be addressed as part of the program's improvement solution. Although these sanctions are intended to strengthen education and improve adherence to pronunciation standards, their consequences have a psychological impact on students that must be taken into account. Incorporating the physical consequences of language errors can inadvertently create thought patterns, mental stress or anxiety, leading to mental exhaustion in language learners. Looking back at the "Sentence Board" this means a fair study of the consequences of language skills, which can therefore improve the mental exhaustion of students. Creating a balance between an efficient language education strategy and producing a supportive and psychologically comfortable platform is what must be prioritized. In shaping this field of linguistics, schools must think about the effectiveness of pronunciation correction of physical punishment so that language education is not only successful, but also promotes positive and educational education for all students.

SW, working as a language coordinator there can be a good figure in researching more deeply linguists there. "The challenge lies in our passion and seriousness in practicing the language, because the most important thing is that we have to like it." Not only the language barrier, but also a deep commitment is needed to overcome it. SW emphasis in promoting a true love of language highlights the spirit of environmental exploration that leads to knowledge of language. In the bustling, Islamic quarter of an Islamic Boarding School in Surakarta, a nighttime legal meeting venue enlivened by the innovative strategy "Jasusah", symbolizes the institution's commitment to language development. Currently, students play the role of language researchers. Practicing this method requires good consideration, as K, language activists and an alumnus of an Islamic Boarding School in Surakarta, prioritizes "Every night there is a legal panel that evaluates how students use language, and in this program all students follow their friends." Although solutive, this approach limits the reflection of resilience skills and requires rigorous application to mitigate the adverse psychological impact on students. In addition, as a former student and the defender of the language resulted in meaning in her life. To be the driving force of language progress, K offers language education strategy solutions in the learning body as well as helping the gap between students in the future and now. Therefore, the collaboration of language coordinator and supporting alumni reflects the overall commitment to language development at an Islamic Boarding School in Surakarta. Their solution is new strategies such as the "Jasusah" program, which aims to address language challenges but also to improve language skills with special passion and attention. Through this partnership, the school wants to offer new language learning experiences that go beyond the boundaries of the classroom and have long termed student languages learning consequences.

In the difficult part of language skills at an Islamic Boarding School in Surakarta, humanitarian obstacles such as shyness and adoption of this language accent become obstacles. As K, a former student at the school and a language advocate, observes, the difficulty for students to use Arabic and English is that they are used to coming into contact with Indonesian and

Javanese accents in their daily lives. This reality makes it a challenge to adapt to the language model used in everyday communication. Unraveling this problem requires more than just structured language programs, but also the creation of a support platform that emphasizes Arabic and English pronunciation. K's position as a language activist reinforces her commitment to tackling this challenge and creates an atmosphere where language education is created with passion, not worry. The assessment process, piloted through a weekly Q&A and sharing phase, provides a platform to help resolve errors. This procedure not only tests language skills, but also promotes data exchange. But imposing physical discipline, a kind of jumping squat. This produces serious problems for students, striking a balance between disciplinary action and psychological exhaustion. This issue may be a consequence of physical punishment and highlights the need to review long-term language education planning. As well as arrival in this section open up new perspectives representing the long-term impact of the language barrier rather than external students. As an alumnus and language activist, she plans to bridge the gap between former and current students, strengthening the long-term results of an Islamic Boarding School in Surakarta and language programs. With this in mind, one can see the answers to a society's problems, the structure of programming languages as well as the suitable position of the support zone. K's valuable contribution as an alumnus and language advocate reinforces a good story and highlights the institution's commitment to overcoming language barriers and increasing understanding that language education is a transformative experience that benefits all students. As an Islamic Boarding School in Surakarta continued to refine his language design, his emphasis on fairness, proportionality, and psychological exhaustion would continue to contribute to maximum language change in totality.

While preparing for language lessons, this boarding school faces various challenges that require good and optimal preparation. Implementation of the "court" program and innovation strategy "Jasusah" plays an important role in the institution's commitment to a thoughtful language assessment framework that emphasizes accountability. The "Court" program absorbs the way of assessing in a structured manner rather than with a "Jasusah" strategy. This includes peer responsibilities in matters such as evening law meetings where students assume the role of a language proficient. SW noted that " The challenge is the desire and seriousness of learning languages, because above all we must love languages" emphasizing the key role of spirit to overcome language barriers. This view provides a broader goal to develop zones where language learning is an enriching experience for students. K, an alumnus and language activist, brings a new pansertag outlook to this field. Recognizing the challenges posed by students' base language, she expressed the need for tailored ways to address social challenges. The collaboration between SW and K is for language development, transcending traditional boundaries, and gaining long-term impact beyond active students. To improve language skills, the school recognizes resolution evaluations and increases disciplinary action. Throughout the program assemblies of law and strategy "Jasusah" Supports accountability, including corporal punishment, e.g., squatting, jumping, and not supporting critical findings. Finding a balance of responsibility and psychological weal requires continuous improvement in language planning strategies. In short, an Islamic Boarding School in Surakarta's approach to language planning uses structured assessment mechanisms, innovative peer-to-peer strategies, and an in-depth approach. Commitment to improving language desire expertise highlights the diversity of

language challenges, emphasizing the importance of such challenges. To overcome humanitarian barriers and create a bisertag where language skills are not only responsible but also psychologically enriching and supportive. The school's commitment to evaluation and improvement of solutions reflects a dynamic commitment to improving the success of language planning programs.

IV. CONCLUSION AND SUGGESTION

This research focuses on language planning strategies at an Islamic Boarding School in Surakarta. The program emphasizes Arabic and English in daily life, alternating weekly as the main language, with formal Javanese for external communication. The goal is to understand the benefits and challenges of linguistic processes in a diverse school setting. Language planning is crucial for communication coherence and efficient educational activities in a heterogeneous environment. The bilingual program, despite challenges, is generally successful. Strategies include introducing the meaning of language, fostering enthusiasm, and maintaining language order. A reward and punishment system enforces language rules. Successful use of Arabic and English is praised, while violations, such as informal Javanese, lead to punishments. The program aims to create a conducive learning environment while preserving local cultural values. The "Mahkamah" program evaluates language activities, incorporating mild physical punishment and memorization tasks for violators. Additionally, a "Jasusah" system involves students reporting language violations by their peers. The analysis shows enhanced student engagement, improved language proficiency, and courage to use language despite challenges.

In conclusion, the pinnacle of the research findings, as described in the third quotation, underscores the outstanding success of the language planning strategy implemented at an Islamic Boarding School in Surakarta. This research provides valuable insights into the effectiveness of this strategy, not only within the scope of an Islamic Boarding School in Surakarta but also across the broader spectrum of educational settings. The significance of the program's success resonates through its potential applications, marking a crucial moment in the field of language education. The third quotation explicitly states "The success of this program indicates its potential application in similar educational environments." This statement encapsulates the transformative impact of the language planning strategy used at an Islamic Boarding School in Surakarta, demonstrating its ability to be replicated beyond the specific Pesantren context. The achieved success becomes a beacon of hope and inspiration for educators and institutions grappling with language education challenges. It opens the door to a world full of possibilities where similar strategies can be adapted and applied to foster language development and proficiency in diverse educational environments.

Furthermore, recommendations for future research to explore further development and application prospects based on successful language planning strategies add another layer to the conclusions. This not only signifies the end of this research but also marks the beginning of a new chapter in the exploration of effective language education methodologies. The call for future research emphasizes the dynamics of this field, urging academics and practitioners to delve deeper into the intricacies of language planning and its potential impact on learning outcomes.

As we reflect on the journey of this research, it is evident that the success witnessed at an Islamic Boarding School in Surakarta transcends local achievements. It represents a paradigm shift in language education, prompting educators worldwide to consider and adopt innovative strategies to enhance learning outcomes. The documented success at an Islamic Boarding School in Surakarta is not just evidence of the effectiveness of a specific language planning strategy but also broader proof of the flexibility and adaptability of educational practices. In essence, this conclusion not only marks the end of a research study but also the beginning of a transformative era in language education, driven by the promise of positive change and better pedagogical approaches.

REFERENCES

Crystal, D. (1997). English as a Global Language. *Cambridge Cambridge University Press. - References - Scientific Research Publishing*. (2015). Translate. goog.

Hasnah, Y., Ginting, P., Supiatman, L., Kharisma, A. J., & Siahaan, H. S. (2024). How Do Locally Produced EFL Textbooks Endorse Critical Thinking Skills in Indonesia? A Content Analysis. Journal of Language Teaching and Research, 15(1), 190-200.

Hu, G. (2007, December). *Review of A. B. M. Tsui & J. W. Tollefson (Eds.) (2006) Language Policy, Culture, and Identity in Asian...* ResearchGate; Taylor & Francis.

Julaiha, S., Gafur, A., & Hasnawati. (2022). Kepemimpinan Dan Perilaku Organisasi Dalam Pondok Pesantren. *CV. Media Sains Indonesia*.

Kharisma, A. J., Ginting, P., Hasnah, Y., & Utomo, M. I. (2023). LINGUISTIC LANDSCAPE PORTRAYED IN INDONESIAN EFL TEXTBOOKS: A DESCRIPTIVE STUDY. *Jurnal As-Salam*, 7(2), 195-214.

Mary Eunice Romero-Little, McCarty, T. L., Warhol, L., & Zepeda, O. (2007). Language Policies in Practice: Preliminary Findings From a Large-Scale National Study of Native American Language Shift. *TESOL Quarterly*, *41*(3), 607–618. Widodo. (2017). Metodologi penelitian: populer dan praktis / Dr. Widodo | Perpustakaan Universitas Islam Negeri Sultan Syarif Kasim Riau. Uin-Suska.ac.id.

Muhammad Abdurrizal, Sumardi Sumardi, & Kristian Adi Putra. (2021). MULTILINGUAL EDUCATION POLICY PRACTICES IN AN ISLAMIC BOARDING SCHOOL INDONESIA. *UICELL Conference Proceeding*, 41–51.

Nurmalina, Rusmiati, & Musdalifah. (2023). The Management of Foreign Language Development in an Islamic Boarding School. *JUMPER: Journal of Educational Multidisciplinary Research, 2(2), 61–73.*

Ruiz, R. (1984). Orientations in language planning. *NABE Journal, 8, 15-34.*

Spolsky, B. (2004). Language Policy. *Cambridge University Press, Cambridge. - References - Scientific Research Publishing*. (2016). Scirp.org.

Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta, CV. *Orientations in Language Planning*.

Tollefson, J. W. (2014). Language Diversity and Language Policy in Educational Access and Equity. *Review of Research in Education.*