



Empowering Human Resources Academically Based on Bilingual Environment at Pesantren Al Mulatzam and Darut Taqwa Mojokerto by Using Asset-Based Community Development (ABCD) Approach

Hari Prastyo, Rinda Rinda, Imam Wahyudi

Institut Agama Islam Uluwiyah Mojokerto

Email: hari@lecturer.uluwiyah.ac.id, rinda@lecturer.uluwiyah.ac.id,

imam@lecturer.uluwiyah.ac.id

Article History:

Received: Des 19th 2023

Revised: Feb 14th 2024

Accepted: May 30th 2024

Abstract: *This article describes a community outreach program that aims to teach human rights in an impartial manner inside a multilingual environment at Mojokerto, that are Pesantren Al Mulatzam and Darut Taqwa. This project used conceptualisation of asset-based community development (ABCD) to develop asset as language tutors, bilingual communities, and Pesantren environs. The main cognitive content is to improve the curriculum and bilingual text books while analyzing the goals, restraint, and project strategy. This article also summarizes previous research on the project of fundamental quantity national participation. The topics included the role of human resources management, the theatrical role of heutagogy in primary education, bilingual education, and speech communication in primary schools. Moreover, the project has been presented at Pesantren Al Mulatzam and Darut Taqwa of Mojokerto for research on Human Education with a Multilingual Environment.*

Keywords: *Empowering Human Resources, Bilingual Environment, ABCD Approach.*

Introduction

Nowadays, schools at Pesantren move in innovative ways but the tradition of salaf doesn't disappear. This means that Pesantren considers a change in social life, but still maintains salaf practices such as those of Kitab Kuning. Research on the innovation of Pesantren, ¹ In her research she looked at the use of heutagogy in Pesantren Salaf al Luqmaniyah. Pesantren is giving students some practical knowledge about the digital era as part of her research.

¹ Munganatl Khoeriyah, "Heutagogy in the Course of Pesantren Education (Case Study At Pesantren Salaf Al-Luqmaniyyah)," *Sunan Kalijaga International Journal on Islamic Educational Research* 3, no. 1 (2019): 66-79.

There were some researches about Bilingual Pesantren. The first research on Community Service was about creating English program for Santri at Pesantren l'anatut Tholibin Mojokerto. The research was done to develop English program at Pesantren to help students' skill in English ² It is kind of innovative program at Pesantren that relate to foreign language.

Another community service was also done Kutai Kartangera. The community service was done to the teacher at Pesantren. Hopefully, this community will helpful foreign language program such as English to encourage students face the global era through the teachers' skill in English³.

Research about the innovation of Pesantren had been done also⁴. She focused her research about the implementation of heutagogy at Pesantren Salaf al Luqmaniyah. In her research, Pesantren equips the students with some skills relate to digital era. Based on those three researches, we can see that the students skill of foreign language and digital are important.

Community service was also done at Padang Pekanbaru. The program focused on developing English lesson for extracurricular program at school of pesantren⁵. It shows that community service about developing material is needed.

Then on 2022, there was also research about foreign language at Pesantren al Amien Pamekasan. It was done at school of pesantren. The community service focused on improving the ability of English skill through TOEFL Training program⁶. This community service also fosed the program for improving students skill.

The last but not least, another research stated that Pesantren in Mojokerto also implemented an innovative way in education by applying Bilingual Environment to practice foreign language in Pesantren area⁷. In their research, they found that Pesantren al Mulatazam has special program for foreign language environment. the program is supported by some factors such as the language environment, human resources, and

² Hari Prastyo, "Pemberdayaan Pesantren: Membangun Generasi Islami Melalui Pembinaan Keterampilan Berbahasa Asing," *Al-Murabbi: Jurnal Studi Kependidikan dan Keislaman* 4, no. 1 (2017): 17–28.

³ A., Gafur, L., Damayanti, E., Milaningrum, & Achmad, K. V. O. (2018). Basic English untuk Pengajar di Pondok Pesantren Darun Nafi Km 34 Samboja-Kutai Kartanegara. *Jurnal Pengabdian Pada Masyarakat Ilmu Pengetahuan Dan Teknologi Terintegrasi*

⁴ Khoeriyah, "Heutagogy in the Course of Pesantren Education (Case Study At Pesantren Salaf Al-Luqmaniyah)."

⁵ Wahyu Taufiq, Kukuh Sinduwiatmo, and Kumara Adji Kusuma, "Materi Bahasa Inggris Untuk Kegiatan Luar Sekolah Pondok Pesantren," in *Seminar Nasional ADPI Mengabdikan Untuk Negeri*, vol. 1, 2020, 65–68.

⁶ Devie Reztia Anjarani et al., "PENINGKATAN KEMAMPUAN BAHASA INGGRIS SISWA DI MASA PASCA COVID-19 MELALUI PROGRAM PENGAJARAN TOEFL DI SEKOLAH MENENGAH AL-AMIEN BUGIH PAMEKASAN," *Batara Wisnu: Indonesian Journal of Community Services* 2, no. 1 (2022): 60–67.

⁷ Hari Prastyo, Ika Irmawansah, and Imam Wahyudi, "Bilingual Environmental Awareness (BEA) in Pesantren for Enhancing Speaking Skill," *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature* 9, no. 1 (2023): 1–17.

foreign language area⁸.

However, based on the previous researches above, we can see that there was not community service which was done comprehensively. Therefore, this community service comes to come up the hole in order to provide comprehensive program for pesantren. Hopefully, this comprehensive program will be useful for students at Pesantren.

The main contribution of this community service is to empower human resources in changing condition from unstructured into structured program by providing an inclusive bilingual syllabus and course book. Then it also provides foreign language program that can be used by the students to express their talent in English, namely Live Show. The last, this community service will give a change for the alumni or tutors at pesantren to have upgrading program such as workshop or short course or scholarship program for bachelor degree. There were some researches about Bilingual Pesantren. The first research on Community Service was about creating English program for Santri at Pesantren I'Anatut Tholibin Mojokerto. The research was done to develop English program at Pesantren to help students' skill in English⁹. It is kind of innovative program at Pesantren that relate to foreign language.

Another community service was also done Kutai Kartangera. The community service was done to the teacher at Pesantren. Hopefully, this community will help foreign language program such as English to encourage students face the global era through the teachers' skill in English¹⁰.

Another study showed that the Pesantren in Mojokerto are also experimenting with new ways of learning, and they have used a dual language environment to train foreign languages within their region¹¹. They found that Pesantren al Mulatazam has a specific language environment programme supported by certain factors, e.g. linguistic conditions, human resources and the area of foreign languages,¹² These factors will be crucial for pesantren to implement innovative methods of teaching.

Moreover, research has been carried out on the multilingual programme in Pesantren¹³ in the Pesantren Darut Taqwa Mojokerto, it was demonstrated that, through a combination of teaching/learning activities with language use, pesantren Darut Taqwa

⁸ Prastyo, Irmawansah, and Wahyudi, "Bilingual Environmental Awareness (BEA) in Pesantren for Enhancing Speaking Skill."

⁹ Prastyo, "Pemberdayaan Pesantren: Membangun Generasi Islami Melalui Pembinaan Keterampilan Berbahasa Asing."

¹⁰ Abdul Gafur et al., "Basic English Untuk Pengajar Di Pondok Pesantren Darun Nafi Km 34 Samboja-Kutai Kartanegara," *Jurnal Pengabdian pada Masyarakat Ilmu Pengetahuan dan Teknologi Terintegrasi* 2, no. 2 (2018): 45–48.

¹¹ Prastyo, Irmawansah, and Wahyudi, "Bilingual Environmental Awareness (BEA) in Pesantren for Enhancing Speaking Skill."

¹² Prastyo, Irmawansah, and Wahyudi, "Bilingual Environmental Awareness (BEA) in Pesantren for Enhancing Speaking Skill."

¹³ Hari Prastyo et al., "CLIL in Islamic Boarding School for Enhancing Students' Literacy through GTM," in *International Conference on Madrasah Reform 2021 (ICMR 2021)* (Atlantis Press, 2022), 236–242.

could introduce the Bilingual Programme.

This is different from the research done by ¹⁴In order to adapt multilingual material to current language curricula, they have formulated a syllabus for the students in Sulawesi who study languages other than English.

Another research showed that Bilingual learning has a positive impact both in terms of academic and non-academic¹⁵. Based on the previous researches about pesantren and bilingual above, some pesantren still needs empowerment to boost bilingual program, especially al Mulatzam and Darut Taqwa, because both Pesantren do not have syllabus and course book based on syllabus for supporting the program

The intention of a Community Service Project is described in this paper for the academic training of human resources in an intercultural environment within AlMutazam and Darut Taqwa Institutes at Mojokerto, Indonesia. The project aims to develop assets such as foreign language teachers, bilingual environments and support for Islamic boarding schools through an asset-based community development approach.

In addition, both pesantren have human resources who graduated from Kampung Inggris Pare Kediri. In this case, both al Multazam and Darut Taqwa Pesantren have asset in human resources. To see clearly the asset of pesantren, let's check the table:

Table 1. Asset of Pesantren

No	Pesantren	Human Resources	Language Environment	Teaching Materials	Number of Students	Level
1	Al-Multazam	Graduated from Kampung Inggris	Implemeted in all Pesantren Area	Adopted from Kampung Inggris	About 300 students (female)	
2	Darut Taqwa	Graduated from Kampung Inggris	Implemeted in certain Pesantren Area	Adopted from Kampung Inggris	About 398 students (male and female)	Senior High School

In addition, the success story of those two pesantren in implementing bilingual program started from small community. There were some students who were interested into foreign language skill. Then the stakeholder started foreign language class. This class then became small community to create English environment at pesantren. To see the

¹⁴ Saidna Zulfiqar Bin-Tahir, Aminah Suriaman, and Yulini Rinantanti, "Designing English Syllabus for Multilingual Students at Pesantren Schools," *Asian EFL Journal* 23, no. 3.3 (2019): 5–27.

¹⁵ Saidna Zulfiqar Bin-Tahir et al., "Multilingual Learning Program: Pesantren Students's Perceptions of the Multilingual Simultaneous-Sequential Model," *JELE (Journal Of English Language and Education)* 3, no. 2 (2017): 44–53.

history of pesantren in bilingual program, let's see the following table:

Table 2. The history of pesantren in bilingual program

Year	Al Multazam	Year	Darut Taqwa
1994	First established	1996	First established
2003	Mts established (female)	2014	Build SMK
2006	SMA established (female)	2017	Open up Bilingual Program
2008	Bilingual Program are <u>leading the way</u>	2018	First Graduate of Bilingual <u>Program</u>
2013	SMP established for male	2019	MTs established
2014	Continue bilingual <u>program</u>	2019	2nd Period of bilingual Program
2015	Reviewing the program	2020	Stop, because of Corona
2016	Implementing bilingual <u>area</u>	2022	Continue bilingual program for <u>3rd</u>
2021	Reviewing the program	2023	Preparing for 4th of bilingual
2022	Implementing foreign monthly		
2023	Preparing for the next <u>bilingual</u> program		

Based on the success history above, we can see that both pesantren focus on the development of bilingual program. Consequently, it is very important for empowering the human resources to boost bilingual program through bilingual environment by using ABCD Approach.

The main purpose of this community service is to empower human resources in changing condition from unstructured into structured program by providing an inclusive bilingual syllabus and course book. The products will be useful as a functional point for instructors and officials to effectively implemented at pesantren.

Method

There were some steps in implementing this community service. As we know assets that pesantren has are Foreign Language Tutors, Foreign Language Environment, and Supporting System from Pesantren. Those assets will be developed by using the following strategies which is adapted from:

Acculturation

In this step, the team will acculturate with the environment and community. The environment¹⁶ of this community service is Pesantren of al Multazam and Darut Taqwa Mojokerto. Then the community is Tutors and Students at those two pesantren. The purpose of this step to build trust to the community.

Identifying the Assets

After building a trust to the community, the team will interview about the success story of implementing bilingual program in the past. It is a baseline of this community service.

Determining the Purpose (Expectation)

At the third step, the team will be determining the purpose together with the community. The team will encourage the community of tutors and students to determine the expectation at the end of the community service program.

Designing the Strategies

After resolving the purpose of community service, the team and the community has formulated the strategies to reach the purpose or expectation. In this step, the team and the community have analyzed the asset and the expectation to created the strategies. Beside the team and community also use positive things in the past for the strategies. The positive things in the past to converted into the power to realization of the expectation.

Creating Programs by Mapping among Asset, Expectation, and Strategies

Based on the assets analysis and the expectation of the community, and also the strategies that have been formulated, the team and community has map the programs. There have been some steps in mapping, they are: breaking down the assets of Pesantren, each aset is connected into the expectation of community and positive thing in the past, and Making program(s) based on the analysis among the assets, expectation and positive thing in the past.

Implementing

The last step of Asset-based Community Development (ABCD) Approach is to implement the program(s) that will have been planned together between the team and the community. The implementation design for the aid of academic empowerment for pesantren at al Multazam and Darut Taqwa Mojokerto can be seen the following chart:

¹⁶Yuniar Farida et al., "Economic Empowerment of Housewives Based on OPOR (One Product in One RT) in Pojok Village of Magetan Regency, Using the Asset-Based Community-Driven Development (ABCD) Approach," *Engagement: Jurnal Pengabdian Kepada Masyarakat* 6, no. 1 (2022): 16-39.

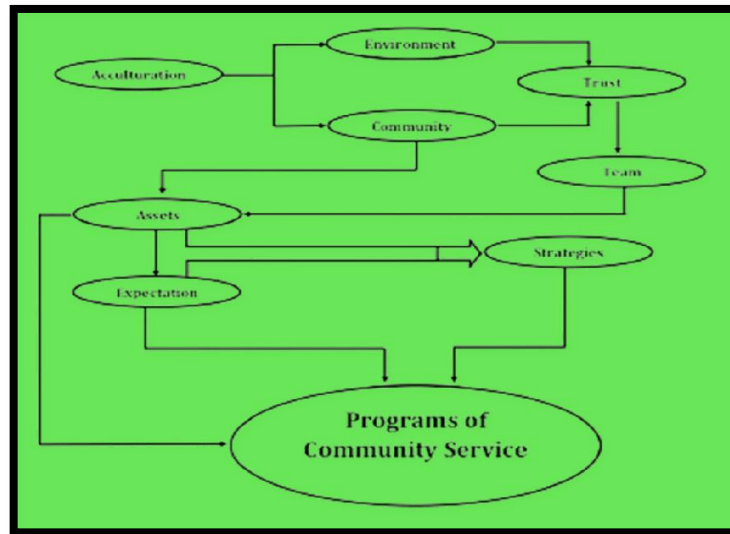


Figure 1. Step in Community Service

Based on the chart above, we can see that acculturation to community and environment. the purpose of this step is to create trust between team and community. After getting the trust, community and team analyze the assets. Then community and team determine the expectation or purpose of community service. Afterwards, based on the assets and expectation, the team and community formulate the strategies. The combination of assets, expectation, and strategies will create the programs of community service.

Result

This community service has four main programs to impactable the results, namely workshop, developing syllabus and course book, and policies for workshop/short course/scholarship for human resources at pesantren. To implement the programs, the team will involve some stakeholders. The stakeholder will be explained in a table:

Table 3. Stakeholders

No	Program	Stakeholder	Role
1	Workshop on developing syllabus and course book	PT INTENSE Mojokerto Bintang Sembilan	Providing the keynote speaker for Workshop as Training Center and Education
2	Developing syllabus and course book	PT INTENSE Mojokerto Bintang Sembilan	Publishing the course book as publisher

3	Live show of the students by using foreign language	Pesantren al Multazam Mojokerto	Managing the student to prepare the show
4	Mapping the partnership for upgrading the human resources by creating scholarship program	Director of Pesantren al Multazam and Darut Taqwa The Head of English Education Department of Uluwiyah Mojokerto	Creating Policy for scholarship Providing scholarship

Analysis of Community Service Strategy

The assets are (1) Foreign Language Tutors, (2) Bilingual Environment, and (3) Supporting System from Pesantren.

First, Foreign Language Tutors. Each pesantren has English tutors from Kampung Inggris Pare Kediri. Tutor from Pare who is teaching at Pesantren al Multazam is Mr. Ghoni and at Pesantren Darut Taqwa is Mr. Saiful Bahri. The assests have some qualities. The first quality is understanding the structure of materials given at Kampung Inggris Pare Kediri. The second quality is having experience how to deliver English material nicely and happily. The third quality is Recognizing the way to manage English program that can support English environment. The forth quality is abilty to drive other tutors in creating English environment. Those conditions can help pesantren to boost the quality of bilingual program at those two pesantren.

Second, Foreign Language Environment. The second assets that pesantren has is a bilingual environment. This asset is really helpful for the learners, because English environment provide students to practice what they have learnt.

Third, Supporting System from Pesantren. However, foreign language environment cannot be created without any supporting from the institution. In this case is the director (Pengasuh) or the head of Pesantren who legalized the program.

Expectation Analysis of Asset Development

Hopefully, this community service will be able to develop assets that Pesantren has by empowering human resources. The expectation will be explained in detail as follows:

First, Foreign Language Tutors. The team hopes the tutors can create the syllabus and course book for supporting bilingual program at Pesantren. This step is done because the tutors had the experience in Kampung Inggris Pare Kediri about the materials they got and the structure of the materials delivered. The course book not only consist of

materials, but also some activities that support the materials and foreign language environment.

Second, Foreign Language Environment. Based on the assets of tutors and guideline materials, it is hopefully can boost the quality of foreign language environment. As a result, the students can master speaking skill.

Third, Supporting System from Pesantren. The expectation of this asset relates to policy which can be made to boost the quality of bilingual program such as reward and punishment of practicing Foreign language program, upgrading the tutors through workshop, short course, and mapping the potential students to be supported to continue the education into foreign language department via partnership and scholarship program.

Strategy Analysis of Asset Development Program

In this case, the team will analyze the asset and the expectation analysis to decide the strategy that the team will do in this community service. The following is the the way to develop the assets by doing the following programs: (a) workshop on developing syllabus and course book, (b) developing syllabus and course book, (c) live show of the students by using foreign language, (d) Mapping the partnership for upgrading the human resources by creating scholarship program.

To see the correlation among the assets, expectation, and strategy, let's see the following chart:

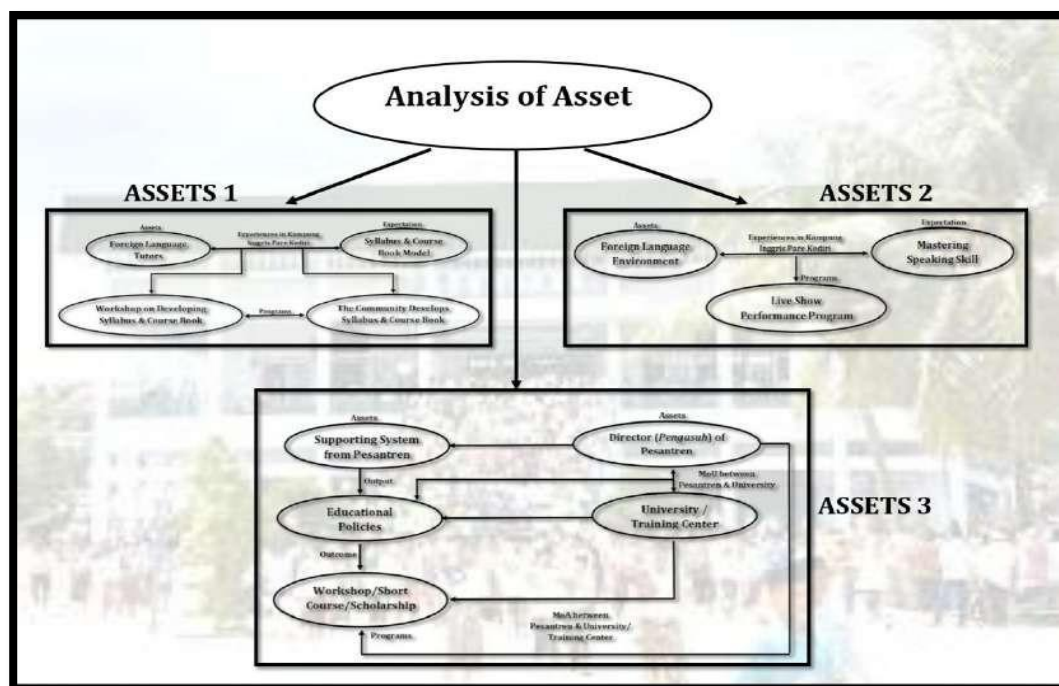


Figure 2. Analysis of Assets at Pesantren

Discussion

There are impactable results to be gained from the Community Service project on Pesantren Al Mulatzam and Darut Taqwa in Mojokerto, Indonesia:

Strengthened Academic Empowerment

It is anticipated that, in addition to language programmers and skills enhancement opportunities, the adoption of an integrated multilingual curriculum and books will bring a greater level of educational empowerment for individuals within the community.

The emphasis on strengthened academic empowerment through the adoption of an integrated multilingual curriculum and books within the Community Service project for Pesantren Al Mulatzam and Darut Taqwa in Mojokerto, Indonesia, presents a significant and forward-thinking approach to education. This discussion delves into the potential impacts and benefits of this initiative.

Comprehensive Educational Empowerment, the integration of a multilingual curriculum signals a departure from conventional educational models. It recognizes that academic empowerment extends beyond language proficiency to encompass a broader understanding of various subjects. By incorporating diverse perspectives and sources, individuals within the community are provided with a more comprehensive and well-rounded education¹⁷.

Holistic Skill Development, beyond traditional language programs, the project seeks to offer skills enhancement opportunities. This holistic approach recognizes that academic empowerment is not solely about theoretical knowledge but also practical application. By providing avenues for skill development, individuals are better equipped to navigate real-world challenges, fostering a more capable and adaptable community.

Cultural Enrichment and Understanding, the adoption of a multilingual curriculum inherently brings cultural diversity to the forefront. Exposure to different languages and cultural contexts promotes a more profound understanding of the world. This not only enhances academic learning but also cultivates a sense of global citizenship, contributing to the development of individuals who are culturally aware and open-minded¹⁸.

Inclusive Learning Environment, the initiative contributes to creating an inclusive

¹⁷ Christiane Dalton-Puffer, "A Construct of Cognitive Discourse Functions for Conceptualising Content-Language Integration in CLIL and Multilingual Education," *European Journal of Applied Linguistics* 1, no. 2 (2013): 216–253; Tarja Nikula et al., *Conceptualising Integration in CLIL and Multilingual Education*, vol. 101 (Multilingual Matters, 2016).

¹⁸ Inez De Florio-Hansen, *Towards Multilingualism and the Inclusion of Cultural Diversity*, vol. 3 (Kassel University Press GmbH, 2011); Deborah Reisinger et al., "Sustainability across the Curriculum: A Multilingual and Intercultural Approach," in *Education for Sustainable Development in Foreign Language Learning* (Routledge, 2021), 197–214; Joseph Lo Bianco, "The Importance of Language Policies and Multilingualism for Cultural Diversity," *International Social Science Journal* 61, no. 199 (2010): 37–67.

learning environment by acknowledging and incorporating multiple languages. This approach recognizes the linguistic diversity within the community, making education accessible to a wider range of individuals. Inclusivity in education is a crucial aspect of academic empowerment, ensuring that no one is left behind in the pursuit of knowledge.

Preparation for a Globalized World, in today's interconnected world, proficiency in multiple languages is increasingly valuable. The project's focus on a multilingual curriculum aligns with the demands of a globalized society. It prepares individuals to communicate effectively across cultural and linguistic boundaries, enhancing their competitiveness in a diverse and interconnected job market.

Potential Challenges and Considerations, While the adoption of a multilingual curriculum is laudable, it's essential to consider potential challenges. These may include the need for adequate teacher training, resource allocation, and community support. Additionally, monitoring and evaluating the effectiveness of the curriculum implementation will be crucial to ensuring its success.

Community Involvement and Ownership, the success of this academic empowerment initiative relies heavily on community involvement and ownership. The community must actively participate in shaping the curriculum and providing feedback. This collaborative approach not only strengthens the initiative but also instills a sense of pride and ownership among community members, fostering a sustainable and culturally relevant educational model.

In conclusion, the adoption of an integrated multilingual curriculum and books within the Community Service project holds the potential to significantly enhance academic empowerment within the community. This forward-thinking approach not only addresses linguistic diversity but also fosters a more inclusive, culturally enriched, and globally competitive educational environment. However, success hinges on addressing challenges, ensuring community involvement, and maintaining a commitment to ongoing improvement and adaptation.

Cultivating a Bilingual Environment

The project's focus on creating a bilingual environment and leveraging foreign language tutors will likely result in the establishment of a supportive and immersive language environment, promoting language proficiency and exchange cultural. At the heart of the project, the promotion of a bilingual environment and the employment of foreign language teachers represent a strategic initiative with far-reaching implications. Focusing on creating a bilingual environment, the project recognizes the value of linguistic diversity and intercultural relations. This intentional focus was designed to provide an immersive and supportive language environment for Pesantren Al Mulatzam and Darut Taqwa in Mojokerto, Indonesia. The introduction of foreign language teachers

further enhances this environment, providing first-hand skills and cultural knowledge. This immersive approach goes beyond traditional language teaching and promotes not only language skills, but also a deeper understanding and appreciation of different cultures. The expected result is a community that not only communicates effectively in multiple languages, but also engages in meaningful cultural exchange, thereby contributing to a more aware and connected society on a global level. This multidimensional approach is consistent with the broader goals of language proficiency, cultural exchange, and the creation of a harmonious, multicultural community¹⁹.

Community Engagement and Collaboration

Stakeholder engagement and utilization of the Asset-Based Community Development (ABCD) approach will likely promote community engagement and collaboration, leading to a sense of ownership and sustainability for the project. The integration of stakeholder engagement and the use of an asset-based community development (ABCD) approach within a community service project underscores a commitment to fostering community engagement and collaboration. By involving multiple stakeholders, including community members, educators and local authorities, the project creates a framework that goes beyond mere implementation. This collaborative approach ensures that the community is an active participant in decision-making processes, fostering a sense of ownership and shared responsibility for the success of the project. The ABCD approach, which focuses on identifying and leveraging existing community assets, further strengthens this sense of ownership by recognizing and developing community strengths²⁰. This spirit of collaboration not only increases the direct impact of the project, but also lays the foundation for long-term sustainability. Because community members are actively involved in defining and managing the initiative, it is more likely that the project will be aligned with the real needs and aspirations of the community. This dynamic collaboration, in turn, contributes to the creation of a flexible and self-sustaining community-led project that goes beyond the initial implementation phase and has a positive spillover effect on wider community development.

Innovative education practice, the focus on heutagogy

as well as the establishment of Community service programs aimed at improving language competences, is evidence of a commitment to innovation in learning and could serve as a model for future initiatives within educational institutions. The project's emphasis on innovative pedagogical methods, particularly its focus on heutagogy and the

¹⁹ Reisinger et al., "Sustainability across the Curriculum: A Multilingual and Intercultural Approach"; De Florio-Hansen, *Towards Multilingualism and the Inclusion of Cultural Diversity*, vol. 3, p. .

²⁰ Gord Cunningham and Alison Mathie, "Asset-Based Community Development --An Overview What Is ABCD?" (Bangkok, Thailand.: Synergos, 2002), <http://www.synergos.org/knowledge/02/abcdoverview.htm>.

establishment of community service programs aimed at improving language skills, implies a strong commitment to transformative learning methods. The incorporation of heutagogy, a student-centered educational philosophy that emphasizes self-directed learning, reflects a departure from traditional teaching methods. This teacher-led approach encourages critical thinking, problem solving and a sense of autonomy among participants, in line with contemporary educational trends. At the same time, the integration of community service programs into the educational framework demonstrates a commitment to bridging the gap between theoretical knowledge and practical application. This pragmatic approach not only improves language skills, but also creates a sense of social responsibility and community involvement. The innovative combination of heutagogy and community service programs positions the project as an idea in pedagogical methods. Its potential as a model for future initiatives in educational institutions is clear and demonstrates a progressive and holistic approach that goes beyond conventional classroom learning. This innovative approach not only prepares individuals for the challenges of the modern world, but also inspires a paradigm shift in educational methods, emphasizing experiential and self-directed learning as essential components of a well-rounded education.

Research and academic contributions

The commitment to academic contributions and knowledge generation in the field of Bilingual Education and Community Development is demonstrated by the comprehensive literature review and the proposed budget for the research project. The survey's commitment to research and academic contribution, especially in the areas of education and bilingual community development, is evident in its narrower approach, as evidenced by the extensive literature review and research objectives. The literature review serves as a broad foundational element and demonstrates interest in identifying knowledge, theories and best practices in these areas. This comprehensive literature review not only informs design methods but also places them in a broader academic context. Furthermore, the allocation of resources through the proposed budget includes a tangible commitment to research methodology, data collection and analysis. This financial investment not only guarantees the viability of the project, but also signifies a commitment to producing significant academic contributions. By combining the theoretical perspective of the literature review with practical aspects aimed at the budget, the project aims to contribute ready knowledge in the area of education and the development of the bilingual community. This research study not only adds credibility to the project, but is also a potential source of knowledge and solutions for educators, researchers and policy makers interested in developing these crucial areas.

Long term impact and sustainability

The project's focus on the development of assets, together with the creation of integrated educational resources that will contribute to lifelong learning and personal development for citizens in the community is probably going to have an enduring impact. The anticipated long-term impact of this initiative on educational outcomes is a critical aspect to consider. Research and monitoring mechanisms should be in place to assess the effectiveness of the multilingual curriculum in improving academic performance, graduation rates, and the overall educational trajectory of individuals within the community. The project's emphasis on long-term impact and sustainability is an essential element, as it feels its responsibility to create long-term positive change in the community. Focusing on the development of values and the creation of integrated educational institutions, the initiative aims to contribute to the lifelong learning and personal development of the citizens of the community. This multifaceted approach recognizes that sustainable change requires not only immediate improvements, but also cultural capacities and practices that continue over time.

Community asset development is a strategic step towards self-sufficiency and resilience. By identifying and leveraging existing strengths, whether in human capital, physical infrastructure or cultural capacity, policies contribute to sustainable development. This grounded approach is linked to the principles of community empowerment, which promote the ownership and freedom of action of community members. When individuals contribute to the development of a project, the initiative becomes a community context, increasing the likelihood of long-term success.

Building comprehensive institutional capabilities further increases a firm's potential to sustain impact. Designed to meet the needs of the community, these facilities provide opportunities for continuous learning and skill development. Unlike short-term interventions, comprehensive educational resources are adapted and developed according to the changing needs of the community. By providing tools for continuous learning, the project contributes to a culture of lifelong learning so that individuals can grow and adapt in response to changing challenges.

An integral part of long-term protein maintenance is predicting its effects on educational outcomes. A multilingual curriculum is not just a short-term intervention, but a strategic investment in the educational trajectory of individuals in a community. For this program to be effective, robust research and monitoring mechanisms must be in place. These measures need to go beyond immediate factors to assess deeper indicators such as academic performance, graduation rates, and the overall institutional trajectory of individuals.

Research becomes a vital tool for understanding the ways in which a multilingual curriculum affects educational outcomes. This may include studies of students' language proficiency, evaluation of the impact of bilingual education on cognitive development,

and evaluation of the integration of language skills into other academic subjects. Using rigorous research methodologies, the plan ensures that its interventions are evidence-based, making informed decisions and enabling continuous improvement.

Monitoring mechanisms serve as a dynamic feedback loop that allows policymakers to adapt and improve their strategies based on real-time data. If any of the multilingual curriculum strategies prove particularly effective, they can be scaled up and replicated. Conversely, if challenges arise, immediate changes can be made to minimize the negative impact. This adaptive approach is essential to ensure long-term sustainability while ensuring that the project is responsive to the changing needs and dynamics of the community.

Additionally, considering graduation rates as a key indicator demonstrates the initiative's commitment to holistic educational outcomes. The initiative recognizes the importance of not only language proficiency, but also the importance of students not only graduating, but also having strong skills and abilities. Graduation rates become a significant measure of project success in a supportive and effective educational environment.

The long-term impact of the plan goes beyond immediate learning outcomes. As individuals contribute to community development through their academic journeys, the skills and perspectives gained through a multilingual curriculum and integrated educational resources contribute to stronger and more adaptive citizens. This in turn can have a positive impact on wider community development outcomes such as economic growth, social cohesion and cultural enrichment.

Finally, the project's focus on long-term impact and sustainability reflects the unknowns of community development. By investing in asset development and creating comprehensive learning opportunities, this initiative sets the stage for positive change. A focus on research and engineering ensures that design remains adaptable and evidence-based, key elements of sustainable success.

In general, there is potential for significant results with respect to academic empowerment, language and culture enrichment, community involvement and progress in the field of innovation education through Community Service projects.

Conclusion

In short, the community project described in this article is a comprehensive and innovative approach to education in the multilingual environment of Mojokert, based on Pesantren al Multazam and Darut Taqwa. Using an agreed community-based development (ABCD) framework, the project leveraged the assets of existing communities, including language teachers, bilingual communities and Besantra's unique environments. The main goal was to develop the curriculum and bilingualism through a

careful analysis of the project objectives, constraints and strategies.

The program's focus on heutagogy, bilingual education and human rights education reflects a commitment to holistic and inclusive learning. Using special pesantren positions and heutagogical and social programs, the initiative aims to improve English language skills and emphasize the importance of human dignity and the environment in bilingual education. These programs aimed not only at strengthening manpower, but also at supporting bilingual education and the development of inclusive courses that provide opportunities for foreign language learning and skills development.

The project matrix described in the article provides perspective on CombatReady's structured program management, stakeholder engagement, and expected success in the implementation community. Human Resource Management, the role of heutagogy in primary education, bilingual education, communication in primary schools are various topics in this program. Pesantren emphasized its practical application and its importance for the real foundation of education in the presentation of the project at Al Mulatzm and Darut Taqwa, Mojokerto.

In addition, the article also focuses on research by Pesantren Al Mulatzm and Darut Taqwa on human development in a multilingual environment. The findings highlight the program's comprehensive approach to acquiring theoretical knowledge in Islamic schools in bilingual education. The focus on community engagement, resource development and engagement in learning further strengthens the program's commitment to a sustainable and effective education model.

As projects progress, their strategies must be continually evaluated and refined to ensure long-term success and sustainability. The role of the research is demonstrated through a detailed review of the literature and the objectives of the project, making it a potential model for future educational development. There should be a proper monitoring and evaluation mechanism in place to assess the effectiveness of the multilingual curriculum and assess the impact on the academic results, grades and overall learning trajectory of everyone in the community.

In summary, the social project discussed in this article demonstrates the transformative power of education across multiple contexts. By integrating innovative practices such as Hetakozi, bilingual education and human rights education, the program not only meets linguistic and educational needs, but also strives to create a culturally rich and globally aware society. A collaborative and inclusive approach, combined with the use of social assets, positions this initiative as a potential catalyst for positive change in educational institutions. Through continued research, monitoring and community engagement, this project can have a lasting impact on Mojokert's educational landscape and serve as a model for future efforts to improve communities through education.

Acknowledgements

We offer all praise and gratitude to the presence of Allah SWT. who has bestowed His grace, taufiq and guidance and given us the opportunity to carry out community service as one of the “Tridharma” of Higher Education. The service carried out is entitled "Empowering Human Resources Academically

Based On Bilingual Environment At Pesantren Al Mulatzam And Darut Taqwa Mojokerto By Using Asset-Based Community Development (Abcd) Approach”. This service activity can be carried out thanks to support from various parties. Therefore, on this occasion, please allow us to express our thanks to Chancellor of the Uluwiyah Mojokerto Islamic Institute, Director of Pesantren al Multazam and Darut Taqwa, and Various parties that we cannot mention one by one who have helped carry out this service activity.

This community service activity has still not achieved the ideal target due to limited time and available funds. To achieve the desired goals, we think it is necessary to carry out community service activities at another time as a continuation of these activities. However, we really hope that this service can provide benefits. Amen.

References

- Anjarani, Devie Reztia, Evha Nazalatus Sa Adiyah Sy, Yuliarsih Yuliarsih, Rohmah Indahwati, and Anisa Fajriana Oktasari. “PENINGKATAN KEMAMPUAN BAHASA INGGRIS SISWA DI MASA PASCA COVID-19 MELALUI PROGRAM PENGAJARAN TOEFL DI SEKOLAH MENENGAH AL-AMIEN BUGIH PAMEKASAN.” *Batara Wisnu: Indonesian Journal of Community Services* 2, no. 1 (2022): 60–67.
- Lo Bianco, Joseph. “The Importance of Language Policies and Multilingualism for Cultural Diversity.” *International Social Science Journal* 61, no. 199 (2010): 37–67.
- Bin-Tahir, Saidna Zulfiqar, Haryanto Atmowardoyo, Syarifuddin Dollah, and Yulini Rinantanti. “Multilingual Learning Program: Pesantren Students’s™ Perceptions of the Multilingual Simultaneous-Sequential Model.” *JELE (Journal Of English Language and Education)* 3, no. 2 (2017): 44–53.
- Bin-Tahir, Saidna Zulfiqar, Aminah Suriaman, and Yulini Rinantanti. “Designing English Syllabus for Multilingual Students at Pesantren Schools.” *Asian EFL Journal* 23, no. 3.3 (2019): 5–27.
- Cunningham, Gord, and Alison Mathie. “Asset-Based Community Development -- An Overview What Is ABCD?” Bangkok, Thailand.: Synergos, 2002.

<http://www.synergos.org/knowledge/02/abcdoverview.htm>.

- Dalton-Puffer, Christiane. "A Construct of Cognitive Discourse Functions for Conceptualising Content-Language Integration in CLIL and Multilingual Education." *European Journal of Applied Linguistics* 1, no. 2 (2013): 216–253.
- Farida, Yuniar, Wika Dianita Utami, Aris Fanani, Latifatun Nadya Desinaini, and Silvia Kartika Sari. "Economic Empowerment of Housewives Based on OPOR (One Product in One RT) in Pojok Village of Magetan Regency, Using the Asset-Based Community-Driven Development (ABCD) Approach." *Engagement: Jurnal Pengabdian Kepada Masyarakat* 6, no. 1 (2022): 16–39.
- De Florio-Hansen, Inez. *Towards Multilingualism and the Inclusion of Cultural Diversity*. Vol. 3. kassel university press GmbH, 2011.
- Gafur, Abdul, Lilik Damayanti, Elisabeth Milaningrum, Karmila Achmad, and Nur Vita Opu. "Basic English Untuk Pengajar Di Pondok Pesantren Darun Nafi Km 34 Samboja-Kutai Kartanegara." *Jurnal Pengabdian pada Masyarakat Ilmu Pengetahuan dan Teknologi Terintegrasi* 2, no. 2 (2018): 45–48.
- Khoeriyah, Munganatl. "Heutagogy in the Course of Pesantren Education (Case Study At Pesantren Salaf Al-Luqmaniyyah)." *Sunan Kalijaga International Journal on Islamic Educational Research* 3, no. 1 (2019): 66–79.
- Nikula, Tarja, Emma Dafouz, Pat Moore, and Ute Smit. *Conceptualising Integration in CLIL and Multilingual Education*. Vol. 101. Multilingual Matters, 2016.
- Prastyo, Hari. "Pemberdayaan Pesantren: Membangun Generasi Islami Melalui Pembinaan Keterampilan Berbahasa Asing." *Al-Murabbi: Jurnal Studi Kependidikan dan Keislaman* 4, no. 1 (2017): 17–28.
- Prastyo, Hari, Nining K Aini, Desi Wulandari, Shiva Fauziah, and Erna Sundari. "CLIL in Islamic Boarding School for Enhancing Students' Literacy through GTM." In *International Conference on Madrasah Reform 2021 (ICMR 2021)*, 236–242. Atlantis Press, 2022.
- Prastyo, Hari, Ika Irmawansah, and Imam Wahyudi. "Bilingual Environmental Awareness (BEA) in Pesantren for Enhancing Speaking Skill." *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature* 9, no. 1 (2023): 1–17.
- Reisinger, Deborah, Sandra Valnes Quammen, Yan Liu, and Edgar Virgüez. "Sustainability across the Curriculum: A Multilingual and Intercultural Approach." In *Education for Sustainable Development in Foreign Language Learning*, 197–214. Routledge, 2021.
- Taufiq, Wahyu, Kukuh Sinduwiatmo, and Kumara Adji Kusuma. "Materi Bahasa

Inggris Untuk Kegiatan Luar Sekolah Pondok Pesantren.” In *Seminar Nasional ADPI Mengabdikan Untuk Negeri*, 1:65–68, 2020.