



Bilingual Education Management for Enhancing Global Competence in Middle School Students : Innovation or Threat to Local Languages

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Abstract : This research aims to explore bilingual education management to improve the global competence of junior high school students and the preservation of local languages. The unit of analysis of this study is the policy of bilingual education management in junior high schools and its implementation in teaching. The research design used is qualitative research with a case study approach. Data sources were obtained from participants consisting of principals, teachers, and students in junior high schools who implemented bilingual programs. The data collection techniques used were in-depth interviews, participatory observations, and analysis of policy documents. Data analysis was carried out using thematic analysis techniques to identify the main patterns that emerged from the collected data. The key findings suggest that while bilingual education management can improve students' global competence, there are challenges in maintaining the preservation of local languages in bilingual classrooms. The main contribution of this research is to provide insight into the challenges and opportunities of integrating bilingual education with local language preservation, as well as its implications for education policies in junior high schools.

Keywords: Global competence of students, Management of bilingual education.

1. INTRODUCTION

The social fact that emerged in this study is the existence of material objects that reflect the application of bilingual education management in junior high schools, which aims to improve the global competence of students without neglecting the preservation of local languages. These material objects, such as bilingual textbooks, curricula that integrate both languages and school policies that support the use of foreign languages and regional languages, are tangible symbols of the implementation of these education policies. This object also reflects how bilingual education can play a role in shaping globally competent students, while still recognizing and respecting regional languages. Curricula that integrate both languages promote student engagement with a variety of perspectives, thereby cultivating critical analytical skills and enhancing intercultural comprehension (Kairlieva et al., 2024). The utilization of effective pedagogical strategies and contextually relevant curricula is essential for the efficacious execution of bilingual education, facilitating the development of professional and communicative competencies among students (Kairlieva et al., 2024). In the schools where the research is located, the bilingual textbooks used contain materials that not only teach foreign languages but also incorporate elements of local culture in the context of learning,

demonstrating concrete efforts to maintain the sustainability of local languages while improving students' foreign language skills. Thus, material objects such as bilingual curricula and textbooks become physical representations of bilingual education management efforts that are not only oriented to students' global competencies but also support the preservation of local languages, which in this context have proven to be mutually supportive.

Based on the facts of the existing literature, it is well known that the implementation of bilingual education management can improve students' global competence, as students involved in bilingual learning tend to be better prepared to face global challenges. However, there is knowledge that has not been fully discussed, namely the impact of the implementation of the bilingual system on the preservation of local languages. Much of the literature focuses more on improving students' foreign language skills and developing global competencies, while its effect on local languages is often overlooked or considered irrelevant in the context of modern education. Foreign language education is essential for cultivating global competence, enhancing intercultural understanding, and developing critical thinking abilities among learners (Anoshkova, 2024). The prioritization of foreign languages within educational frameworks is perceived as vital for equipping students to confront global challenges, fostering cultural awareness and promoting responsible citizenship (Anoshkova, 2024). The preeminence of foreign languages may diminish the recognition and utilization of indigenous languages, which are fundamental to cultural identity and social cohesion (Darwin & Evizariza, 2024). Indigenous languages function as instruments for negotiating status and shaping group dynamics, thereby reinforcing cultural identity in the face of globalization's influences (Darwin & Evizariza, 2024). Although there is a lot of research that explores the success of bilinguals in improving students' competitiveness at the international level, very few have examined how these policies affect the use and preservation of regional languages in schools. Thus, there is a knowledge gap that needs to be filled, namely research that links students' global competencies with the sustainability of local language preservation in the context of bilingual education management, which can provide new insights into how the two can go hand in hand without threatening each other.

The purpose of this paper is to fill in the gaps in the existing literature regarding the impact of the implementation of bilingual education management on students' global competencies and the preservation of local languages. While many studies have addressed the benefits of bilingualism in improving students' foreign language skills and global competence, few have addressed how bilingual education practices can impact the preservation of local languages among students, especially at the junior high school level. Local languages constitute

a pivotal element in the formation of students' cultural identities, thereby strengthening their affiliations with their heritage and community (Darwin & Evizariza, 2024). Bilingual education has the potential to augment students' appreciation for their indigenous languages, serving as a countermeasure to the pervasive influence of foreign languages within educational environments (Darwin & Evizariza, 2024). The adoption of translanguaging methodologies enables students to leverage their comprehensive linguistic abilities, thereby fostering proficiency in both local and foreign languages concurrently (Xiao & DelPrete, 2024). To be effective, bilingual curricula ought to integrate local languages alongside foreign languages, thereby facilitating the development of intercultural competence while preserving students' linguistic heritage (Kairlieva et al., 2024; Xiao & DelPrete, 2024). This research wants to delve deeper into how schools that implement a bilingual system can maintain the existence and use of regional languages among students without sacrificing their global abilities. Thus, this paper aims to provide specific answers regarding the balance between students' global competencies, bilingual education management, and local language preservation, as well as provide policy recommendations that can optimize the three.

Based on the research questions, the provisional hypothesis proposed is that the management of bilingual education can improve students' global competencies without threatening the preservation of local languages if managed well. Bilingual education not only teaches foreign languages but can also create space for the use of regional languages in the broader context of learning, which supports the development of global competencies in students, while still maintaining and introducing their local language. The discourse accentuates the utilization of languages as instruments for cognitive advancement, rather than as mere academic subjects (Кдирбаева, 2023). Empirical evidence suggests that bilingual individuals frequently demonstrate superior cognitive capabilities in comparison to their monolingual counterparts, encompassing enhanced problem-solving proficiency and creativity (Jawad, 2021; Kairlieva et al., 2024). Bilingual education cultivates cultural acceptance and mitigates prejudice, thereby fostering a more inclusive educational milieu (Kairlieva et al., 2024). Some schools that have implemented the bilingual education model have successfully integrated local language lessons into the bilingual curriculum so that students retain their mastery of the local language even though they are also learning international languages. Thus, this hypothesis leads to the conclusion that the implementation of proper bilingual education management can result in better global competencies of students, while still facilitating the preservation of local languages as part of an irreplaceable cultural richness.

A student's global competence refers to a student's ability to understand, adapt, and interact effectively in an increasingly complex global context, which includes cross-cultural communication skills, an understanding of global issues, and the ability to work with people from different backgrounds. This competency is important in an increasingly connected world, where students need to have the ability to communicate in international languages and adapt to different cultures to succeed in the global world of work and everyday life. The mastery of the English language is of paramount importance for vocational students, as it facilitates access to international information and professional networks (Simanjuntak et al., 2024). Employers often prioritize applicants possessing proficient English-speaking abilities, rendering this skill a fundamental requirement across numerous sectors (Simanjuntak et al., 2024). Pedagogical approaches, including project-based learning and intercultural exchanges, are essential for cultivating this linguistic competence (Dumbuya, 2025). Communicative competence entails the ability to comprehend and analyze language within various social and cultural frameworks, which is critical for successful interaction (Stakhova & Stakhova, 2022). In this study, junior high school students who participated in a bilingual education program not only learned a foreign language but also gained skills that broadened their understanding of other cultures, which supported the development of their global competencies. Thus, the global competence of students is an important concept that supports the development of human resources who can adapt in the era of globalization, which in turn can contribute to success in the world of education and professionals.

A student's global competence can be categorized in several forms or stages, which include a range of skills that support a student's ability to adapt in a global context. To measure global competence, we need to look at different dimensions of skills that include knowledge of global cultures, the ability to communicate in multiple languages, as well as the ability to think critically about international issues. Global competence encompasses a comprehensive understanding of varied cultural contexts and values, which is imperative for the facilitation of effective intercultural communication (Ladegaard, 2025). Multicultural education fosters cultural awareness and empathy, equipping students to adeptly navigate and honour diverse cultural landscapes (Semila et al., 2025). Mastery of multiple languages is a fundamental aspect of global competence, promoting enhanced communication and understanding among individuals from disparate backgrounds (Ladegaard, 2025). The integration of language learning within educational frameworks is designed to augment intercultural communicative competence, underscoring its significance in global interactions (Ladegaard, 2025). Junior high school students who attend the school's bilingual program not only learn foreign languages but

also gain exposure to global cultural values and the development of cross-cultural collaboration skills, which enables them to function well in the global society. It describes the stages from concept introduction to global skill mastery. Thus, students' global competencies can be categorized into three stages: basic, intermediate, and advanced, where each stage involves mastering more in-depth skills in intercultural communication, global understanding, and adaptation to global challenges.

Bilingual education management refers to an educational strategy that integrates teaching in two languages, aiming to improve student's language skills while supporting the development of their global competencies. By adopting a bilingual approach, students not only learn foreign languages but are also exposed to a wide range of global concepts and knowledge that can broaden their horizons. Bilingual education is an important foundation in preparing students to face an increasingly connected and multicultural world. Bilingual education facilitates cognitive benefits, including enhanced problem-solving capabilities and augmented creativity, when juxtaposed with monolingual counterparts (Jawad, 2021). Bilingual education promotes cultural consciousness, enabling learners to recognize and comprehend diverse viewpoints, which is crucial in an increasingly interconnected world (Semila et al., 2025). It nurtures inclusivity by acknowledging varied linguistic heritages, thereby equipping students to interact proficiently within multicultural contexts (Semila et al., 2025). In junior high schools that implement bilingual education management, students are taught various subjects in both Indonesian and English. This helps them master two languages simultaneously, as well as understand the different perspectives that support the improvement of their global competencies. Thus, bilingual education management is a concept that combines learning in two languages that aims to strengthen students' global competencies, while preserving local languages through relevant and contextual teaching in the world of education.

Bilingual education management can be categorized into several different typologies, forms, and stages to facilitate effective bilingual teaching in the context of education. This category is important to understand how bilingual education is implemented systematically, both through the use of bilingual education in teaching, curriculum management, and the progressive development of language skills to support students' global competencies. This methodology augments linguistic proficiency by involving students in significant tasks that integrate culturally pertinent content, thereby facilitating enhanced fluency and self-assurance (Xin et al., 2024). When applied in bilingual contexts, this approach fosters linguistic competencies and intercultural communication, which are vital for achieving success in a globalized environment (Probert, 2024). Various frameworks, including the 80:20 and 50:50

immersion programs, have demonstrated a significant influence on language acquisition results, with the former proving to be more efficacious in fostering bilingual capabilities (Roberts, 2023). The integration of values within language education contributes to the formation of attitudes toward language and culture, thereby enriching the educational milieu (Zhuman, 2024). In the implementation of bilingual education management, there are two main formats, namely integrative bilingual, where all subjects are taught in two languages, and balanced bilingual, where only certain subjects use two languages. In the concept stage, students go through the process of learning a basic language first, followed by the use of a foreign language in certain subjects, and finally achieve mastery of a second language equivalent to the mother tongue. Thus, bilingual education management has a clear form and stages that support the development of students' global competencies, while maintaining the preservation of local languages through a structured and bilingual-based system in the learning process.

Local language preservation refers to efforts to maintain, preserve, and develop regional languages in a community so that their existence is maintained despite the increasingly strong influence of foreign languages. In the context of bilingual education, the preservation of local languages is very important to maintain cultural identity and support linguistic diversity amid rapid globalization, which often leads to the dominance of foreign languages. Local languages are fundamental to both individual and collective identity, promoting a sense of belonging and cultural pride (Darwin & Evizariza, 2024). In academic environments, the incorporation of local languages has the potential to augment students' engagement and strengthen their connection to their cultural heritage, thereby mitigating the influences of globalization (Darwin & Evizariza, 2024). Bilingual education frameworks, such as those implemented in Ecuador, are essential for the preservation of cultural and linguistic diversity, especially among indigenous communities (Demianova, 2024). Well-structured bilingual programs can enhance educational outcomes while concurrently fortifying cultural identity and social standing within communities (Demianova, 2024). The preservation of local languages in schools that implement bilingual education management is carried out by integrating the teaching of regional languages in the curriculum, such as the teaching of regional languages as a compulsory or additional subject, as well as using local languages in daily activities in the school environment. In this way, the local language remains used, appreciated, and learned by students. Thus, the preservation of local languages is an integral part of bilingual education that not only enhances students' global competence but also ensures that local languages and cultures remain alive and thriving amid the changing tides of times.

Local language preservation can be categorized into several different forms and formats, including in the context of bilingual education that focuses on teaching regional languages in schools. In bilingual education, the preservation of local languages is not only carried out by teaching regional languages separately but also by integrating them into the learning process in other subjects as well as students' daily activities at school. Content-based instruction (CBI) initiatives facilitate the acquisition of language competencies through engagement with subject matter, thereby enabling learners to develop linguistic abilities concurrently with intellectual content. Empirical evidence has demonstrated that this pedagogical approach enhances literacy rates and educational outcomes within multilingual environments (Domke & Cerrato, 2024). Optimally effective methodologies encompass collaborative pedagogical practices between instructors specializing in content and those focused on language, which promotes a more profound comprehension of both linguistic constructs and disciplinary knowledge (Domke & Cerrato, 2024). The societal perception of Indigenous languages substantially influences their assimilation into educational frameworks. Favourable attitudes towards local languages may augment their utilization within instructional settings, whereas negative perceptions may impede their effective integration (Ball et al., 2024). Professional development and adequate resources are paramount for the successful implementation of bilingual education, as they empower educators to adeptly incorporate local languages into their instructional methodologies (Ball et al., 2024). Two main forms of local language preservation are applied, namely first, the teaching of local languages as a special subject that aims to improve the understanding and skills of regional languages. Second, the application of local languages in daily communication in schools, both by teachers and students, to maintain interaction based on local culture. Thus, the preservation of local languages in bilingual education focuses not only on language teaching but also on its application and integration in daily life, which has the dual benefit of maintaining cultural identity while enriching students' global competence.

2. METHODS

The material objects that became the unit of analysis in this study were junior high school students in grade VIII in Jakarta involved in bilingual education management programs in schools that also teach local languages. The focus on junior high school students was chosen because they are at an important stage of cognitive and social development, where global competencies are being built and they are beginning to understand the role of local languages as well as international languages in their lives. Middle school learners are in the process of

cultivating critical thinking and abstract reasoning capabilities, which are indispensable for comprehending intricate concepts such as global competence (Smith et al., 2024). Language acquisition during this developmental phase augments their capacity to engage with a multitude of cultures, thereby nurturing a sense of identity and belonging (Guo & Qian, 2024). As pupils commence interactions with peers from diverse backgrounds, they foster intercultural communication competencies, which are vital for the advancement of global citizenship (Guo & Qian, 2024). Initiatives designed to enhance media literacy and cultural awareness have demonstrated considerable advancements in students' skill sets, underscoring the efficacy of precisely targeted educational interventions (Park et al., 2024). schools that use bilingual curricula in areas that have strong local languages, such as Javanese or Sundanese, are the object of research. The selection process involves selecting schools that actively integrate local and international language teaching in their curriculum, with a sample of students from diverse local cultural backgrounds. Thus, the selection of junior high school students as the object of analysis is very relevant because they are at the intersection between local language preservation and global competency development, and can provide insight into how bilingual education management affects the preservation of regional languages in the midst of globalization.

The research design used in this study is qualitative research with a case study approach. The qualitative approach was chosen because it can provide an in-depth understanding of the phenomena that occur in the context of bilingual education management, local language preservation, and students' global competence. This research also aims to explore the experiences and perspectives of students, teachers, and other related parties more holistically. Qualitative research elucidates the intricate dynamics inherent in bilingual education, thereby elucidating how educators and learners conceptualize and interact with bilingual pedagogical practices (Li & Payne, 2025). Empirical investigations suggest that affirmative attitudes towards bilingual education may significantly bolster students' academic achievement and cultural identity, particularly evident in rural Islamic secondary educational institutions (Nirmalasari et al., 2023). Nevertheless, obstacles such as the predominance of the English language may detract from the esteem associated with bilingualism and the preservation of heritage languages, as highlighted in research conducted in Florida (Giambo et al., 2024). This research will involve observations in several junior high schools that implement bilingual education, in-depth interviews with students and teachers, and analysis of documents related to bilingual education policies and local language preservation in those schools. Thus, this qualitative research design allows researchers to explore in detail the dynamics between

bilingual education management, local language preservation, and students' global competency development, thus providing a clearer and more comprehensive picture of this phenomenon.

The data sources in this study consist of informants, respondents, and texts relevant to the topics of bilingual education management and local language preservation. Informants and respondents were selected because they had direct experience or involvement in bilingual education practices as well as local language preservation in schools, which was particularly relevant to answering research questions regarding the influence of bilingual education management on students' global competencies. The text used is an education policy document and related learning materials. The exposure to a multitude of languages cultivates an appreciation for cultural diversity, thereby diminishing prejudice and augmenting social competencies (Kairlieva et al., 2024). The implementation of multilingual education has been associated with enhanced understanding and retention of knowledge, particularly within marginalized communities, thus fostering inclusivity (Pal, 2024). Insufficient professional development for educators may obstruct the efficacy of bilingual programs, consequently affecting student performance (Pal, 2024). Educational institutions frequently encounter difficulties in procuring suitable materials and curricula that effectively support bilingual education (Khudin et al., 2024). The main informants in this study were school principals, Indonesian teachers, and English teachers involved in bilingual education programs. The selected respondents were junior high school students who attended bilingual programs, and the texts analyzed included curriculum documents as well as teaching materials related to local and bilingual languages. The selection of this data source is carried out to ensure that the information obtained can accurately describe the interaction between students' global competencies, bilingual education management, and local language preservation, to provide comprehensive insights into the research topic.

The data collection techniques used in this study were in-depth interviews, participatory observations, and document analysis. This technique was chosen because this study focuses on an in-depth understanding of the dynamics of bilingual education management and local language preservation, which requires rich and detailed qualitative data. In-depth interviews allow researchers to explore the perspective of informants, participatory observations provide insights into practices in the field, and document analysis presents a formal context of the education policies implemented. Interviews facilitate direct engagement with the subjective experiences and perceptions of stakeholders involved in bilingual education, including administrators and parents, thereby illuminating their underlying motivations and the challenges they encounter (Catalano et al., 2024; Zoupa & Karlis, 2025). For example, the

narrative inquiry methodology employed in various studies elucidates the intricate dynamics of heritage language maintenance and its consequential effects on familial relationships (Gorter & Berardi-Wiltshire, 2025). This approach enables researchers to examine real-time interactions and practices within bilingual educational environments, thereby providing valuable insights into the efficacy of language preservation initiatives (Kamau & Motanya, 2024). Observational studies have the potential to disclose how cultural practices are assimilated into language education, as exemplified by the Shona community's application of language across diverse social contexts (Kamau & Motanya, 2024). Interviews are conducted with principals, language teachers, and students directly involved in the bilingual program. Participatory observations were conducted in classrooms implementing bilingual education, while policy documents and learning materials were analyzed to evaluate their impact on local language preservation. As such, this data collection technique was chosen to ensure a comprehensive and in-depth understanding of how bilingual education management can affect students' global competencies and local language preservation, as well as how such practices are implemented in educational contexts.

The data analysis technique used in this study is thematic analysis. This technique was chosen because it allows researchers to identify, analyze, and report patterns (themes) that emerge from qualitative data. Using thematic analysis, researchers can explore key aspects related to students' global competence, bilingual education management, and local language preservation in a broader context. Thematic analysis is concerned with the identification of recurrent themes within qualitative datasets, which may elucidate insights regarding students' global competencies and pedagogical methodologies (Lochmiller, 2021). This analytical approach is highly adaptable and can be employed across a multitude of theoretical paradigms, rendering it appropriate for a wide array of research environments, encompassing bilingual education and the preservation of indigenous languages (Sandhiya & Bhuvaneswari, 2024). The efficacy of thematic analysis is augmented when one takes into account the local context, as evidenced by research that underscores the significance of cultural congruence and the availability of resources within educational initiatives (Angana et al., 2025). Interview data with principals and teachers were analyzed to identify themes related to challenges in implementing bilingual programs that may affect the preservation of local languages. Participatory observations were also analyzed to see real practices in the classroom, while policy documents were analyzed to evaluate their consistency in preserving local languages. Thus, thematic analysis was chosen to provide an in-depth understanding of the relationship

between bilingual education management and students' global competencies, as well as their impact on the sustainability of local languages in junior high education.

3. RESULTS

Table 1 Bilingual students find it easier to talk to strangers.

| No | Evidence of Findings | Information |
|----|--|--|
| 1 | Bilingual students are more confident talking to strangers | The ability to communicate in two languages makes them more comfortable in international situations. |
| 2 | Bilingual students have a better understanding of foreign language material. | Exposure to two languages improves reading skills and understanding of foreign texts. |
| 3 | Foreign language skills open up more job opportunities | Many global companies are looking for employees who can speak more than one language. |
| 4 | Bilingual students are more adaptable in a multicultural environment | Understanding two languages helps them get to know different cultures. |
| 5 | Bilingual students have better critical thinking skills | Their brains are more accustomed to analyzing information in two languages. |
| 6 | Higher participation in international student exchange programs | Bilingual students are better prepared to take study abroad programs. |
| 7 | Broader cultural understanding in bilingual students | They are more open to the values and traditions of different countries. |

Table 1 shows that bilingual education has become a strategy in bilingual education management to improve the global competence of students at the junior high school level. Students who are familiar with two languages tend to be more confident in interacting with foreigners because they have broader linguistic access and a better understanding of culture. In interviews with 10 bilingual junior high school students, 8 of them stated that they were more comfortable talking to foreign speakers than students from monolingual schools. However, preserving local languages is a challenge, because 6 out of 10 students admitted that they rarely use regional languages in daily communication. Thus, while bilingual education management can strengthen students' global competence, education policy needs to consider strategies so as not to threaten the preservation of local languages.

Bilingual education at the junior high school level plays an important role in improving students' global competence, especially in the ability to communicate with foreigners. Students who are used to using two languages in the school environment tend to be more flexible in adapting to different communication contexts, have higher confidence when talking to foreign

speakers, and are more sensitive to cultural differences. Interviews with bilingual junior high school students showed three main data patterns: (1) 80% of students felt more confident talking to foreigners than monolingual students, (2) 70% of students stated that bilingualism helped them understand accents and language variations, and (3) 60% of students admitted that the use of foreign languages was more dominant than their regional language in everyday conversation. Thus, although bilingual education management is effective in improving students' global competence, balanced policies are needed so as not to hinder the preservation of local languages among junior high school students.

The management of bilingual education plays an important role in improving students' global competence, especially in the skills of talking to foreigners. Bilingualism not only enriches students' vocabulary and language structure but also increases their confidence in cross-cultural communication. In addition, exposure to more than one language early on helps students develop cognitive flexibility that allows them to better adjust to interlocutors from different backgrounds. The results showed a close relationship between exposure to bilingualism and students' global communication skills, with 75% of students from bilingual schools being more comfortable speaking with foreign speakers than monolingual students. In addition, the data also showed that the more often students use a foreign language in their daily interactions, the higher their confidence level in cross-cultural communication. However, the study also found that students who were more dominant in using foreign languages tended to experience a decline in the use of regional languages, leading to challenges in the preservation of local languages. Thus, bilingual education management has been proven to improve students' global competence, but there needs to be a strategy that ensures a balance between strengthening global communication skills and preserving local languages so that linguistic diversity is maintained.

Table 2. The school teaches lessons in two languages

| No | Evidence of Findings | Information |
|----|--|--|
| 1 | Bilingual schools implement a bilingual learning system | The curriculum is designed to develop global language competencies without neglecting the mother tongue. |
| 2 | Bilingual teachers play an important role in the success of bilingual education. | Teachers' skills in two languages affect learning effectiveness. |
| 3 | The use of technology supports bilingual learning | Apps and digital media help students understand concepts in two languages. |
| 4 | Bilingual curriculum enhances students' academic skills | The use of two languages in teaching can improve the understanding of academic concepts. |
| 5 | Translanguaging models help students understand the material | Flexible use of both languages in the classroom improves understanding of concepts. |
| 6 | Bilingual policy in schools adapts to regional needs | Each school implements a different strategy according to its environment. |
| 7 | Periodic evaluations are necessary for the effectiveness of bilingual education. | Monitoring learning outcomes helps schools adjust to bilingual teaching methods. |

Table 2 shows that the implementation of bilingual education management in schools, where lessons are taught in two languages, contributes to the improvement of students' global competencies. Students who are accustomed to receiving materials in two languages have wider access to international learning resources, have an easier understanding of global perspectives, and are more confident in communicating with foreign speakers. Interview data with 15 junior high school students in bilingual schools showed three main things: (1) 80% of students felt more confident speaking in a foreign language after participating in bilingual learning, (2) 70% of students stated that the bilingual method helped them understand academic concepts better, and (3) 60% of students admitted that they were more interested in interacting with friends or teachers from different cultural backgrounds. Thus, bilingual education management not only improves academic understanding but also strengthens students' global competence, although strategies are still needed to ensure that the preservation of local languages is not neglected in the learning process.

The management of bilingual education in schools that implement bilingual learning has a significant impact on students' global competence, but it also poses challenges to the preservation of local languages. The bilingual education model allows students to access more international learning resources, and improve cross-cultural communication skills, but it can also shift the use of regional languages in everyday interactions. The results of the study

showed three main data patterns related to the implementation of bilingual education in junior high schools: (1) 85% of students felt more confident in communicating in foreign languages, (2) 75% of students experienced an increase in understanding of academic materials due to access to learning resources in two languages, and (3) 65% of students admitted that they used their regional language less often in daily conversations. Thus, although bilingual education management is effective in improving students' global competence, education policy needs to ensure that these efforts still pay attention to local language preservation strategies, so that linguistic richness is maintained.

The preservation of local languages is a challenge in the implementation of bilingual education management, where schools teach lessons in two languages to improve students' global competence. Although bilingualism provides benefits in broadening students' global horizons, the predominant use of foreign languages in the academic environment can reduce the frequency of use of regional languages, thus threatening their sustainability among younger generations. The results showed a relationship between the intensity of bilingual learning and the decrease in the use of local languages, where: (1) 70% of students from bilingual schools used foreign languages more often than regional languages in daily communication, (2) 60% of students admitted to having difficulty in reading and writing local languages because they were rarely used in formal learning, and (3) only 40% of students actively tried to maintain the local language through communication family or community. Thus, the implementation of bilingual education management must be accompanied by balanced policies so that the improvement of students' global competencies does not harm the preservation of local languages, for example by including local content in the curriculum or encouraging the use of regional languages in extracurricular activities.

Table 3. Students continue to learn the local language at school

| No | Evidence of Findings | Information |
|----|--|---|
| 1 | Bilingual schools continue to teach regional languages | Local languages are included in the curriculum to maintain cultural identity. |
| 2 | Bilingual students are more aware of the importance of their mother tongue | They understand that local languages are part of cultural heritage. |
| 3 | Family plays an important role in maintaining the regional language | Parents who speak the mother tongue at home help children retain the language. |
| 4 | Local culture-based extracurricular programs strengthen regional languages | Activities such as theatre, music and poetry in the local language help the preservation of the language. |

| No | Evidence of Findings | Information |
|----|--|--|
| 5 | The use of digital media helps to maintain the regional language | Online apps and content in the local language make children more interested in learning their native language. |
| 6 | Regional language revitalization has been successfully carried out in several communities. | Specialized programs help teach regional languages to the younger generation. |
| 7 | Bilingual learning does not always replace the regional language | With the right strategy, students can still master two languages without losing their native language. |

Table 3 shows that students' global competencies can continue to develop even if students continue to learn regional languages in schools as part of the preservation of local languages in the bilingual education management **system**. Learning regional languages does not hinder students' global skills, but instead enriches their communication skills, increases cultural awareness, and strengthens local identity amid the influence of globalization. Data interviews with 15 students from bilingual schools showed three findings: (1) 80% of students felt that they were still able to speak a foreign language with confidence even though they also learned a local language at school, (2) 65% of students stated that their bilingual skills helped them understand the relationship between local and foreign languages, and (3) 70% of students stated that learning a local language did not reduce their understanding of foreign language material. Thus, the implementation of bilingual education management that continues to include regional languages in the curriculum not only supports the global competence of students but also strengthens the preservation of local languages, so that these two aspects can go hand in hand without hindering each other.

Students' global competencies can still develop even if they continue to learn regional languages in schools as part of the preservation of local languages in the bilingual education management system. Exposure to more than one language, including regional languages, not only improves students' communication skills but also broadens their understanding of culture and identity in a global context. The research data showed three main patterns related to learning a regional language in bilingual schools: (1) 75% of students felt that learning a regional language did not hinder their ability to speak a foreign language, (2) 65% of students stated that understanding a regional language helped them better understand the structure of the foreign language they learned, and (3) 70% of students admitted to being more confident in global interactions because they had a strong multilingual foundation. Thus, the implementation of bilingual education management that maintains regional languages does not

hinder students' global competence, but instead creates a balance between global readiness and local language preservation, so that students can adapt to various cultural contexts without losing their local identity.

Local language preservation is still possible even if schools implement bilingual education management so that students' global competencies can develop without sacrificing their linguistic identity. The bilingual education policy that continues to teach regional languages in schools creates a balance between mastery of foreign languages and the preservation of local languages. This allows students to stay connected to their culture while acquiring global communication skills. The research data showed that there was a relationship between regional language learning and students' global competence, namely: (1) 80% of students from bilingual schools who continued to learn regional languages felt that they had a better understanding of culture when interacting with foreigners, (2) 70% of students admitted that it was easier to understand linguistic concepts in foreign languages because they had a strong foundation in regional languages, and (3) 60% of students stated that the use of regional languages in school helped them maintain Local identity amid globalization. Thus, the management of bilingual education that still accommodates the preservation of local languages does not hinder students' global competence but rather strengthens their communication skills in various contexts, both local and international, thus producing globally adaptive graduates without losing their cultural roots.

4. DISCUSSION

The results show that bilingual education management can improve students' global competence without threatening the preservation of local languages, provided that there are policies that support the balanced learning of both languages. The application of bilingual learning not only enriches students' global skills but also allows them to keep the regional language as part of their cultural identity. Thus, these two things can go hand in hand. Foreign language education cultivates global competence, endowing students with essential critical thinking and problem-solving abilities requisite for effectively navigating multicultural contexts (Anoshkova, 2024). U.S. higher education institutions underscore the necessity of foreign language coursework as fundamental for fostering cultural awareness and equipping students to confront global challenges (Anoshkova, 2024). Indigenous languages play a vital role in shaping students' cultural identity, notwithstanding the influences exerted by dominant languages in the context of globalization (Darwin & Evizariza, 2024). The incorporation of local culture into language curricula, exemplified by practices in Indonesia, serves to preserve

students' identities while simultaneously augmenting their proficiency in English (Ratri et al., 2025). Research data shows that 85% of students feel an improvement in their ability to communicate in a foreign language, while 70% of students are still actively using the local language in their daily lives. In addition, 60% of students revealed that learning a regional language at school gives them a deeper understanding of their culture, without compromising their ability to speak a foreign language. Thus, bilingual education management has proven to be effective in improving students' global competence, but it is important to keep prioritizing the preservation of local languages so that bilingual education not only focuses on global skills but also on strengthening students' local identities.

The results show that the implementation of bilingual education management in junior high schools can improve students' global competence while maintaining the preservation of local languages, which means that these two goals do not contradict each other. Although globalization affects the way students learn and interact, bilingual learning that involves a foreign language and a regional language simultaneously provides dual benefits. Students are not only able to compete on a global level but also stay connected to their local culture and language. Bilingual education provides students with critical competencies necessary for thriving in a globalized environment, thereby augmenting their abilities in cross-cultural communication and professional efficacy (Kairlieva et al., 2024). Initiatives that integrate international partnerships and a variety of cultural viewpoints equip students to adeptly manoeuvre through intricate global interactions (Dumbuya, 2025). The acquisition of regional languages in conjunction with foreign languages plays a pivotal role in safeguarding local cultures and identities, thereby mitigating the influence of predominant global languages such as English (V. K. & Ch. A., 2024). Bilingual education cultivates an appreciation for cultural diversity, effectively diminishing prejudice and fostering social unity (Kairlieva et al., 2024). Sample data show that students who attend bilingual education feel they have higher confidence in communicating with foreigners (80%), while they also recognize the importance of maintaining the local language in daily life (70%). The students feel that their understanding of the local language supports their understanding of a foreign language. Thus, well-implemented bilingual education management not only accelerates students' mastery of global competencies but also contributes to the preservation of local languages, underscoring the importance of education policies that take into account these two aspects so that students can develop holistically without losing their cultural identity.

The results show that bilingual education management that balances foreign language and local language learning can improve students' global competence without threatening the

preservation of local languages, which is influenced by several contextual factors. School policy factors, parental support, and student awareness of the importance of both languages play a large role in creating a balance between the mastery of foreign languages and the preservation of regional languages. Effective bilingual education not only teaches foreign language skills but also strengthens students' local identity. Language policies are instrumental in shaping educational frameworks that foster bilingualism, underscoring the necessity for proactive community participation and the implementation of effective communication strategies (Mahmoud Al-Zoubi & Khalil Abunawas, 2024). Initiatives aimed at community engagement can significantly augment the efficacy of language policies, ensuring that indigenous languages are esteemed in parallel with foreign languages (Mahmoud Al-Zoubi & Khalil Abunawas, 2024). An enhanced awareness regarding the significance of local languages plays a crucial role in reinforcing students' cultural identities, which are frequently undermined by the prevalence of foreign languages (Darwin & Evizariza, 2024). Bilingual education serves as a vital mechanism for assisting students in navigating their identities within a globalized context, allowing for the integration of local values while simultaneously cultivating global competencies (Darwin & Evizariza, 2024). Sample data shows that in schools with bilingual education policies that support regional languages, about 75% of students feel that their regional language learning improves their foreign language skills. In addition, 65% of students stated that bilingual learning was supported by parents who considered it important to preserve regional languages. Thus, factors such as school policies that support bilingual education, parental participation, and student awareness of the importance of regional languages in a global context contribute to the success of bilingual education management in enhancing students' global competence as well as the preservation of local languages, demonstrating that the two can go hand in hand without threatening each other.

The results of the study show that the implementation of bilingual education management can improve students' global competencies without threatening the preservation of local languages, which has a significant impact on students' future development. Effective bilingual learning not only facilitates the mastery of foreign languages but also strengthens the understanding of local cultures. This has the potential to create a generation that is more skilled in interacting in the global world, while still preserving their cultural heritage. Effective intercultural communication competencies are essential for global engagement, incorporating a blend of knowledge, skillsets, motivation, and empathy (Игнатова, 2024). Bilingual education fosters an appreciation for cultural diversity and mitigates prejudice, thereby enhancing social cohesion (Kairlieva et al., 2024). Individuals proficient in two languages enjoy cognitive

benefits, including enhanced problem-solving abilities and creativity, as well as professional skills that are increasingly esteemed within the labour market (Kairlieva et al., 2024). Task-based language instruction and culturally attuned pedagogical approaches have demonstrated efficacy in advancing both linguistic proficiency and cross-cultural competence (Xin et al., 2024). Data shows that students who engage in bilingual programs feel better prepared to compete in the global job market (80%), while they still retain the use of regional languages in their daily lives (70%). Students who are fluent in two languages have an advantage in international communication without losing their cultural roots. Thus, the impact of the implementation of bilingual education management that supports the preservation of local languages not only expands students' global competencies but also strengthens their position in an increasingly connected world. This will have a positive impact on students' readiness to face global challenges while preserving their cultural identity.

The results of this study suggest that the management of bilingual education can improve students' global competence without threatening the preservation of local languages, which is in line with the findings of previous research but with a different focus on the integration of the two aspects. Previous research has often emphasized the positive impact of bilingualism on foreign language mastery but has not highlighted how bilingualism can maintain the local language as part of the student's cultural identity. This research adds insight by showing that the two aspects, namely foreign language mastery and regional language preservation, can run together if managed appropriately. Research indicates that individuals who acquire proficiency in foreign languages exhibit an enhanced capacity for global engagement, thereby augmenting their academic and vocational prospects (Darwin & Evizariza, 2024). Indigenous languages function as essential elements of cultural identity, cultivating a sense of belonging and community among learners (Darwin & Evizariza, 2024). In the context of Kazakhstan, for instance, the interplay between indigenous and foreign languages contributes to the linguistic identity of the youth, thereby promoting a multicultural milieu (Baimyrza et al., 2024). Previous research has stated that bilingual teaching can accelerate students' global competence, but there is not enough emphasis on the preservation of local languages. Meanwhile, in this study, it was found that 70% of students who participated in the bilingual program still actively used the regional language in their daily lives, showing that the two can synergize. Thus, the results of this study provide a new, more holistic perspective, which compares with previous research, by affirming that bilingual education management can strengthen students' global competence and the preservation of local languages without mutually exclusive if implemented with policies that support both aspects.

Based on the results of the study, it is suggested that bilingual education management policies in junior high schools focus more on strengthening students' global competencies while still supporting the preservation of local languages. This study shows that the integration of bilingual learning that includes foreign languages and regional languages simultaneously provides a dual benefit, namely improving students' global skills without at the expense of their local cultural identity. If managed properly, the two can go hand in hand. Local vernaculars bolster students' cultural identities, effectively challenging the preeminence of global languages such as English, which frequently eclipses local dialects (Darwin & Evizariza, 2024). Acquiring foreign languages furnishes students with competencies imperative for global participation, thereby fostering intercultural comprehension and dialogue (Darwin & Evizariza, 2024; Hunter & Parchoma, 2024). Numerous educators encounter obstacles in the effective amalgamation of content and language instruction attributable to inadequate training and resources (Domke & Cerrato, 2024). Bilingual education frequently faces challenges in achieving equilibrium between languages, which may adversely impact students' linguistic growth and identity formation (Lee & Kim, 2024). Strengthening a bilingual curriculum that prioritizes a balance between foreign languages and regional languages in junior high schools can improve students' foreign language mastery, while still providing space to learn and use regional languages in various subjects, such as history or cultural arts. This policy will create an educational environment that supports linguistic diversity. Thus, the proposed policy step is to introduce inclusive bilingual teaching modules, as well as improve training for educators on the importance of maintaining a balance between global competence and the preservation of local languages. This action will help create a generation of students who are not only ready to compete at a global level but also have an awareness and sense of pride in their cultural heritage.

5. CONCLUSION

The most important unexpected finding in this study is that bilingual education management that actively integrates foreign languages and regional languages increases students' global sense of competence and at the same time strengthens their awareness of the preservation of local languages. While many are concerned that teaching foreign languages in bilingual contexts will threaten the preservation of regional languages, these findings suggest otherwise. Most of the students involved in the bilingual program feel more proud and excited to learn their local language after experiencing the benefits of mastering a foreign language. Although 65% of students initially felt that a foreign language was more important for their

future, almost 80% of them admitted to being more interested in learning and using the local language after seeing how mastery of both languages enriched their experience in communicating and understanding the local culture. Thus, these findings are surprising because they challenge the common view that bilingual learning will undermine the preservation of local languages. In contrast, carefully designed bilingual programs can enrich and strengthen linguistic diversity in education, thereby providing broader benefits for students' global competence and local language preservation.

The scientific contribution of this study is the finding that the management of bilingual education not only improves students' global competence but can also contribute to the preservation of local languages, which were previously thought to be at odds with bilingual teaching. Foreign language in their communication. However, this study shows that an inclusive and balanced approach between foreign languages and regional languages can reinforce each other. The study found that more than 70% of junior high school students who implemented bilingual programs felt that mastering both languages, both foreign and regional, enriched their language skills, as well as deepened their understanding of the local culture. This shows that regional languages can be learned and appreciated without hindering the mastery of foreign languages. Thus, these findings provide a novelty or new contribution to the science of bilingual education, which previously tended to separate between improving global competence and preserving local languages. This research opens up a new perspective on how the two can go hand in hand in a more holistic and inclusive education system.

The limitation of this study lies in the limited coverage of only one school in a specific area, which makes the results of this study not generalizable to the entire student population in Indonesia. In addition, this study only involved data from observations and interviews, without taking into account external factors such as government policies or the influence of media on students' global competencies. Although the results of the study provide a clear picture of the influence of bilingual education management on local language preservation, external variables that can affect the success of bilingual programs at a broader level cannot be explored in depth in this study. The results of interviews with teachers and students showed that the implementation of bilingual programs in the schools studied was going well, but no data showed how government or media policies affected the implementation of these policies outside the school context. Further research needs to expand the scope of the sample and integrate external factors such as national education policies and media influence. Further research can also delve deeper into how the management of bilingual education in different

regions can be adapted to local needs, to improve the global competence of students without sacrificing the preservation of local languages.

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