

## ABSTRAK

Penelitian ini bertujuan untuk menganalisis strategi santri dalam menerapkan bilingualisme Indonesia–Arab guna mendukung kesiapan mengikuti program dauroh di Al Irsyad Al Islamiyyah Boarding School (AABS) Purwokerto. Latar belakang penelitian ini didasarkan pada meningkatnya kebutuhan kesiapan linguistik dan mental santri dalam menghadapi program pelatihan intensif di negara-negara Timur Tengah, serta masih ditemukannya kesenjangan antara penguasaan tata bahasa dan kemampuan komunikasi aktif santri. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi terhadap santri yang terlibat langsung dalam program bilingual. Analisis data dilakukan secara deskriptif-interpretatif dengan menggunakan kerangka *Social Cognitive Theory* (Albert Bandura), khususnya konsep determinisme resiprokal, pembelajaran observasional (*modeling*), dan *self-efficacy*. Hasil penelitian menunjukkan bahwa strategi penerapan bilingualisme santri terbentuk melalui interaksi intensif di lingkungan asrama, peniruan model bahasa dari ustadz dan teman sebaya, serta penguatan kepercayaan diri dalam berkomunikasi. Lingkungan bilingual yang konsisten berperan penting dalam membangun kesiapan linguistik dan mental santri. Namun, hambatan seperti kecemasan berbahasa dan praktik campur kode masih ditemukan. Penelitian ini menyimpulkan bahwa bilingualisme tidak hanya berfungsi sebagai keterampilan bahasa, tetapi juga sebagai modal komunikasi dan kesiapan adaptasi santri dalam mendukung keberhasilan program dauroh.

Kata kunci: bilingualisme, komunikasi interaksional, santri, kesiapan dauroh, *boarding school*.

## **ABSTRACT**

*This study aims to analyze students' strategies in implementing Indonesian–Arabic bilingualism to support their readiness for the dauroh program at Al Irsyad Al Islamiyyah Boarding School (AABS) Purwokerto. The background of this research is based on the increasing demand for linguistic and psychological readiness among students participating in intensive training programs in Middle Eastern countries, as well as the existing gap between grammatical knowledge and active communicative competence. This research employs a qualitative approach using a case study method. Data were collected through observation, in-depth interviews, and documentation involving students who actively participate in the bilingual program. Data analysis was conducted descriptively and interpretively using Social Cognitive Theory proposed by Albert Bandura, particularly the concepts of reciprocal determinism, observational learning (modeling), and self-efficacy. The findings reveal that students' bilingual strategies are developed through intensive daily interactions in the boarding environment, imitation of language models from teachers and peers, and the strengthening of self-confidence in communication. A consistent bilingual environment plays a significant role in enhancing students' linguistic and mental readiness. However, challenges such as language anxiety and code-mixing practices are still encountered. This study concludes that bilingualism functions not only as a language skill but also as communicative capital and adaptive readiness in supporting the success of the dauroh program.*

*Keywords: bilingualism, interactional communication, students, dauroh readiness, boarding school.*