

CHAPTER II

REVIEW OF RELATED LITERATURE

In the literature review, it explains the discussion of theories and previous research that are relevant to the research topic. In one paragraph, a literature review typically contains a description of the main concepts, the underlying theories, previous research findings, and the existing research gaps. Its purpose is to demonstrate the position of the ongoing research within a broader academic context, provide a theoretical foundation, and affirm the research's contribution to the advancement of knowledge.

A. Implementation Program

The definition of implementation according to Webster's Dictionary is the concept of implementation comes from the English language, namely to implement. In Webster's great dictionary, to implement means to provide the means for carrying out; and to give practical effect to (for cause an impact on something)" (Webster in Wahab, 2004:64). Mazmanian and Sebastiar also define implementation as follows: Implementation is the execution of basic policy decisions, usually in the form of laws, but can also take the form of important orders or executive decisions or decisions of judicial bodies (Mazmanian and Sebastiar in Wahab, 2004:68).

A program is the series of stages in completing a set of activities, containing the steps to be carried out to achieve goals and is the first element that must be in place to ensure the implementation of activities is successful. Program implementation is the actions carried out by individuals or officials on an object or target aimed at achieving predetermined goals, through organization, interpretation, and application.

Robert M. Gagné (Gagné's Nine Events of Instruction 1985) also formulated nine instructional steps that serve as a systematic framework for implementing learning programs in the classroom. This theory is widely used in education because each step depicts a sequence of activities from beginning to end:

1. Gain Attention

Attracting the learners' attention. Teachers can use engaging stimuli, such as triggering questions, short stories, or visual media relevant to the topic. The goal is to make students focused and ready to receive the material that will be studied.

2. Inform Learners of Objectives

Explaining the learning objectives. By knowing what is to be achieved, students have direction and motivation to engage in the learning process. These objectives can be presented in the form of expected competencies or the desired end results.

3. Stimulate Recall of Prior Learning

Connecting new material with previous knowledge. For example, by asking questions about topics that have already been studied, or asking students to share related experiences. This makes it easier for students to connect old concepts with new ones.

4. Present the Content

Presenting the core material. Presentation can be done through lectures, discussions, demonstrations, or the use of learning media. It is important to ensure that the material is delivered clearly, structured, and appropriate to the students' level of ability.

5. Provide Learning Guidance

Giving directions to help students understand. These directions can be in the form of concrete examples or specific learning strategies. With guidance, students find it easier to understand complex material.

6. Elicit Performance (Practice)

Giving students the opportunity to practice. This practice can take the form of exercises, simulations, or group activities. The goal is to strengthen understanding through hands-on experience.

7. Provide Feedback

Providing feedback helps students understand their strengths and weaknesses. This way, students can correct mistakes and improve the quality of their learning.

8. Assess Performance

Evaluating learning outcomes. This stage aims to evaluate the extent to which students have achieved the learning objectives. Assessment can be carried out through tests, quizzes, presentations, or portfolios.

9. Enhance Retention and Transfer

Encouraging the application of knowledge in other contexts. Teachers can assign projects, case studies, or activities that require the application of concepts outside the classroom.

In this study, the researcher uses Robert M. Gagné's theory (Gagné's Nine Events of Instruction, 1985) as a framework for analysing the implementation of the International Class Program at Budi Utomo Boarding School Jombang. This theory provides a systematic framework consisting of nine learning steps, from

capturing students' attention, explaining objectives, relating new material to prior knowledge, presenting content, giving guidance, providing opportunities for practice, giving feedback, conducting assessments, and transferring knowledge.

B. International Class Program

The International Class Program is an initiative in the field of education that is familiar with cross-cultural and inclusive approaches. This program is designed as an effort to educate students to face globalization. One of the distinctive features of the International Class Program is proficiency in foreign languages. Therefore, this program is not just about the transfer of knowledge, but also provides experiences of international interactions or programs, such as lesson exchanges, guest teachers from other countries, and partnerships with other countries.

The main goal of the International Class Program is to enhance global competence, strengthen English language skills, and prepare students with 21st-century skills such as critical thinking, collaboration, communication, and creativity. It is designed so that students can adapt to international standards, have a global perspective, and be ready to compete in the workforce as well as in international education. Of course, the existence of this program represents a collaboration with local indigenous cultures, which can be showcased internationally while also opening up the cultural treasures of other countries.

The program emphasizes the 4C skills: critical thinking, creativity, collaboration, and communication. International Class at SMA Budi Utomo aims to produce graduates who are ready to continue their education or work abroad, equipped with English proficiency and global skills. This program also emphasizes life skills so that students can adapt in the international community.

One of the methods from H. Douglas Brown (2001) that is relevant for the implementation of the International Class Program in boarding schools is Communicative Language Teaching (CLT). This method emphasizes the use of language as a tool for real communication, not just mastery of grammatical structures. It also equips students with the ability to communicate in direct contexts (real-life situations), both inside and outside.

C. English Learning in Boarding Schools

Learning English in a boarding school has unique characteristics because students live in a controlled, disciplined environment full of social interaction. The boarding school environment allows for more intensive language exposure, both inside and outside the classroom, thereby supporting natural second language acquisition. According to Krashen's (1982) second language acquisition theory, language learning success is greatly influenced by comprehensible input and affective factors such as motivation and self-confidence.

In addition, Vygotsky's (1978) perspective through Sociocultural Theory emphasizes the importance of social interaction and scaffolding in language learning. In boarding schools, students have greater opportunities to interact with teachers and peers in the target language, both in class and in daily life. Boarding schools as an educational setting provide the added advantage of a holistic learning environment, where English language learning is integrated with character building, discipline, and local cultural values.

Bilingual/multilingual models also support translanguaging, which is the practice of students using more than one language flexibly to understand academic concepts. This helps students connect local knowledge with global perspectives.

Research in international boarding schools shows that bilingual learning enhances cross-cultural communication skills and strengthens students' identity as global citizens. Vygotsky (1978) emphasized that language is learned through social interaction; in boarding schools, students have greater opportunities to practice the target language through group discussions, presentations, and daily interactions with peers and teachers.

D. Stakeholder's Perspectives

Teachers are the main actors in the success of ICP. Pedagogical competence is needed to design learning that aligns with the curriculum, while language competence (especially English) is an absolute requirement for an effective bilingual/multilingual learning process. Teachers act as facilitators who provide comprehensible input.

Students who participate in the International Class program are motivated to learn English, and global skills are key factors in determining success. Adjusting to a disciplined dormitory environment requires students to be more independent, collaborative, and open to new experiences. Learning outcomes are measured not only in terms of academics but also in 21st-century skills such as critical thinking, communication, and creativity.

Parents and foundations play a role in providing financial support for ICP facilities, such as recruiting quality teachers and organizing seminars. Cultural support is also important so that students continue to maintain their local identity while adapting to global values. Foundations are involved in formulating strategic policies, ensuring that ICP runs according to the school's vision, and building cooperation with international institutions.

E. Challenges and Opportunities in Implementation

The main obstacles include limited facilities such as language laboratories and stable internet access, which hinder bilingual digital learning, uneven teacher readiness in achieving competencies, as well as differences in students' backgrounds from various regions, resulting in variations in abilities and adaptation challenges. These obstacles indicate the need for capacity development strategies, teacher training, and the provision of facilities that meet the needs of international programs.

This program can enhance students' global competitiveness by equipping them with 21st-century skills, proficiency in English, and readiness to face international challenges. The implementation of ICP paves the way for schools to obtain international accreditation, which will strengthen the institution's reputation and increase public trust. In addition, ICP encourages collaboration with overseas institutions, whether through seminars, student exchanges, or academic cooperation, thereby enriching students' learning experiences. By taking advantage of these opportunities, ICP at Budi Utomo Boarding School Jombang has the potential to become a flagship program that produces graduates with international competitiveness.

F. Previous Studies

Research on the International Class Program has been widely conducted in various schools and universities in Indonesia. For example, a study by Mukhlis (2024) at SMA Ar-Rohmah showed that planning and implementing English language learning in the bilingual program faces challenges in teacher readiness and student motivation at Islamic Modern Boarding School Darunnajat that

highlights English teaching techniques in the bilingual program, which play an important role in improving students' communication skills. These findings are relevant for examining how ICP is implemented in other schools in Indonesia and can serve as a comparison for the context of Budi Utomo Boarding School Jombang (Na'ma, 2024).

Izzi (2022) found that to become a student of the ICP class at UNESA, one must first take a test and meet the minimum TOEFL score requirement of 550, and not all students can join this bilingual-based class, because it can only be attended by selected students who have excellence in foreign languages. The languages used as the medium of instruction are Indonesian and English. The purpose of the International Class Program class is as an effort to realize a World Class University (WCU) at the State University of Surabaya.

The gap of this study, although research on the International Class Program (ICP) has been widely conducted, most studies focus on aspects of education policy, bilingual curriculum, or the improvement of students' language competencies in public schools (Musthafa, 2010; Lauder, 2008). These studies emphasize the effectiveness of English teaching methods and the integration of international curricula, but few have deeply explored the stages of ICP implementation in the context of boarding schools, which have different social, cultural, and learning environment dynamics. Existing research tends to focus on learning outcomes or macro policies, while the implementation process, the role of teachers as mediators, and unique challenges in boarding schools are still rarely studied (Brown, 2001; Vygotsky, 1978). Therefore, this study aims to fill this gap by comprehensively

analyzing the implementation of ICP at Budi Utomo Boarding School Jombang, including the methods, stages, and challenges encountered in actual practice.