

Teachers' Strategies and Challenges in Implementing English as a Medium of Instruction in an Bilingual Classroom

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Abstract

Purpose: This study investigates teachers' strategies and challenges in implementing English as a Medium of Instruction (EMI) in a bilingual class. Although EMI has gained increasing attention in Indonesia, its implementation at the junior high school, particularly in Islamic Bilingual context remains underexplored.

Methodology: This qualitative involved three general subject teachers. This study employed a qualitative methodology, triangulating data through interviews, classroom observations, and documentation. We conducted data analysis using Creswell's framework and Miles and Huberman's interactive model, which included data reduction, data presentation, and conclusion formulation.

Result: This results indicates that teachers employed a variety of teaching strategies to support content comprehension and language development, including vocabulary structuring, multimodal teaching, peer collaboration, gamification, and selective translanguaging. However, teachers faced significant challenges related to students varying level of language proficiency and complex subject specific terminology. To address these challenges, teachers implemented differentiated instruction, peer tutoring, and continuous professional development with institutional support.

Applications/Originality/Value: This study contributes to existing EMI research by highlighting implementation practices within an Islamic bilingual junior high school context, a environment rarely examined in previous literature. The findings underscore the importance of adaptive pedagogy, institutional support, and continuous teacher training to ensure sustainable EMI practice and provide implications for policy development and future research.

Introduction Section

The integration of English as a Medium of Instruction (EMI) has become an essential part of bilingual education globally, including in Indonesia. EMI refers to the use of English to teach academic subjects such as science, mathematics, and social studies, where English functions as both the medium and the object of learning. In recent years, EMI has gained wider adoption in Indonesia's educational institutions to enhance students' English proficiency and prepare them for global academic standards (Erliana et al., 2024). At Al-Abidin Islamic Junior High School in Surakarta, EMI has been adopted within the Cambridge curriculum framework to provide bilingual instruction that integrates Islamic values with international standards. However, this implementation poses significant pedagogical challenges, as teachers must balance content mastery, language development, and religious values in one instructional setting.

Teachers play a central role in the success of EMI programs. Their pedagogical choices determine how effectively students understand subject matter while simultaneously developing linguistic competence. In bilingual Islamic schools, teachers act as facilitators who must create meaningful exposure to English without sacrificing conceptual depth. Effective EMI requires teachers to employ a range of scaffolding and collaborative strategies to ensure content comprehension for students with diverse language proficiency levels (Khasbani, 2019).

A key category of strategies employed is scaffolding, which provides temporary support to bridge the gap between students' current abilities and the learning goals. For instance, vocabulary focused instruction is crucial for unpacking complex subject-specific terminology. Likewise, multimodal scaffolding including the use of images, videos, gestures, and realia supports comprehension in content heavy subjects (Trisanti et al., 2022). These findings resonate with the practices of teachers at Al-Abidin Islamic Junior High School, who use videos, animated materials, demonstrations, and realia to

explain scientific and social phenomena, enabling students to visualise abstract concepts while acquiring relevant English vocabulary.

Another significant instructional approach is collaborative learning. Peer tutoring and structured group work allow proficient students to support peers with lower proficiency levels, thereby practicing authentic English communication in an academic context. This approach aligns with findings by Karima et al., (2025), who demonstrated that peer collaboration and translanguaging increased students' confidence and participation in EMI contexts. In the present study, mathematics and social studies teachers actively employ peer collaboration to equalize participation across proficiency levels, allowing weaker students to learn from their peers through interactive group projects and presentations.

Despite these pedagogical innovations, EMI teachers in Islamic schools encounter substantial challenges. Studies by (Widayani et al., 2024) revealed that the main barriers include limited instructional resources, teachers' varying English proficiency, and the absence of continuous training programs. These issues mirror those experienced by the teachers in this study, who described difficulties with complex scientific vocabulary, mixed proficiency classes, and insufficient teaching media. Nonetheless, institutional support at Al-Abidin, such as English-Score assessments, weekly English forums, and structured supervision, has encouraged teachers to sustain EMI practices and improve their linguistic competence.

Previous research has mostly concentrated on EMI in higher education or general bilingual schools, with limited attention to Islamic junior high school contexts. For example, Irham & Wahyudi (2024) examined EMI at an Islamic university and found that lecturers often relied on translanguaging to maintain content clarity. Meanwhile, Fanani et al., (2025) explored EMI in a rural Islamic primary school and emphasized the importance of teacher professional development and curriculum alignment. However, few studies have examined EMI at the junior secondary level especially in institutions integrating Islamic values with international curricula. This gap necessitates empirical exploration of how teachers manage EMI classrooms where linguistic, academic, and cultural goals intersect.

Grounded in these considerations, the present study investigates teachers' strategies in implementing EMI to foster students' content understanding and English language development in bilingual classes at Al-Abidin Islamic Junior High School, Surakarta. Specifically, it focuses on how general subject teachers design lessons, integrate language and content goals, and address instructional challenges. The study's findings are expected to extend the understanding of EMI practices in Islamic bilingual contexts and to offer practical recommendations for teacher professional development and institutional policy enhancement.

This study addresses these research gaps by investigating teachers' strategies in implementing EMI at Al-Abidin Islamic Junior High School. The research questions guiding this investigation are: 1. How do teachers perceive the implementation of English as a Medium of Instruction (EMI) in fostering students' content and language learning in a bilingual class? 2. How do teachers implement English as a Medium of Instruction to support students' content and language learning in classroom practices? 3. What challenges do teachers face in implementing English as a Medium of Instruction in a bilingual class, and how do they address them? 4. What coping strategies do teachers employ to overcome the challenges in implementing English as a Medium of Instruction?

Method

This qualitative study investigates the strategies and challenges faced by teachers in implementing English as a medium of instruction (EMI) to promote content and language learning by students in a bilingual classroom. A qualitative case study design was adopted to allow for an in depth exploration of teachers' experiences, perceptions, and classroom practices in the specific context of Al-Abidin Islamic Secondary School. This approach is aligned with the research objectives of understanding complex social phenomena through the interpretation of meaning, rather than seeking statistical generalization (Creswell, 2014).

The study was conducted at Al-Abidin Islamic Junior High School, a bilingual institution in Surakarta that implement the Cambridge curriculum alongside Islamic values. The participants in this study were three general subject teachers, namely Science, Mathematics, and Social Studies teachers, who implemented EMI in bilingual classes. These teachers were chosen because they actively use EMI in their daily teaching, thus providing rich, experience-based insights relevant to research questions.

Research data were collected through observation, interviews, and documentation. Observations were conducted to directly observe how EMI strategies were applied in learning activities. Semi structured interviews were used to explore the strategies and challenges faced by teachers in implementing EMI, while documentation in the form of photos of learning activities and teaching materials was used to reinforce the observation and interview data.

The use of triangulation had an analytical purpose; it allowed for cross checking of data, comparing the strategies reported by teachers (interviews) with their actual classroom practices (observations) and instructional artifacts (documents). Discrepancies between these sources were examined as significant points of analysis, rather than as errors, offering a deeper insight into the complexities of implementing EMI.

This study used Miles and Huberman's three steps of data analysis: reduction, display, and conclusion. We categorised interview transcripts into groups based on important themes and concepts. Classroom observations were also categorised into categories that highlighted essential classroom interactions and activities. Thematic tables or diagrams were produced to summarise the interview themes with quotes or examples during data display. To clarify observation data, field notes, diagrams, flowcharts, and concept maps were used with extensive illustrations or descriptions. Finally, the main themes or difficulties from interview and observation data were identified and their implications for teaching and the classroom were discussed. This extensive data study revealed teachers' strategy and challenges in implementing English as a Medium of Instruction (EMI) in a bilingual class.

Finding and Discussion

This study involved three teachers from different subjects (science, mathematics, and social studies). Although the sample size was small, the qualitative case study approach emphasized contextual depth and data triangulation rather than statistical generalization, so that purposively selected participants could provide a rich analytical understanding of EMI practices in the school (Chowdhury & Shil, 2021). Contemporary guidelines also emphasize that the size of qualitative samples depends on the design of the analysis, for within-case and between case analyses with triangulation, a small number of participants may be sufficient if the data reach saturation of meaning and the cases are selected to reflect the important heterogeneity of the target population (Wutich et al., 2024). Furthermore, the case study method supports analytical generalization, the transferability of findings to similar contexts through linking to theory, rather than statistical generalization to the entire population, so that the findings of this study are relevant to Islamic bilingual schools implementing EMI with comparable contextual characteristic (Käss et al., 2024).

Findings

The data from the interviews with three subject teachers at Al-Abidin Islamic Junior High School 1. AF (Science), 2. AY (Mathematics), and 3. NH (Social Education) revealed rich insights about their perceptions, teaching strategies, challenges, and coping mechanisms in implementing English as a Medium of Instruction (EMI). The findings revealed that teachers at Al-Abidin Islamic Junior High School employed various strategies to effectively implement English as a Medium of Instruction (EMI) in bilingual classes. They frequently used code switching between English and Indonesian Language to clarify meanings and ensure comprehension, as well as visual aids and real life, examples to make lessons more understandable. Teachers also applied scaffolding techniques, simplifying language and modeling sentence structures to support students' gradual development in English. Moreover, interactive activities such as group discussions and presentations encouraged students to actively use English while engaging with subject content. These strategies proved effective in fostering both content understanding and language learning, demonstrating that successful EMI implementation relies on teachers' adaptability and creativity in addressing students' linguistic needs.

However, teachers face significant challenges in implementing English as a Medium of Instruction (EMI). The biggest challenge is the varying levels of English proficiency among students in each class, which complicates teaching. Furthermore, teachers themselves struggle with subject-specific vocabulary that is highly specialized and unfamiliar in Cambridge curriculum textbooks. To overcome these challenges, teachers implement strategies such as differentiated learning, where tasks are tailored to each student's language level, and continuous professional development through institutional programs such as mandatory English Score tests and weekly English Forum sessions. These strategies, combined with strong institutional support and teachers' adaptability, have proven crucial for content comprehension and language acquisition. This shows that the successful implementation of EMI depends on addressing pedagogical challenges through flexible and creative teaching methods.

Teachers' Perceptions of EMI

The interviews revealed that teachers predominantly hold positive perceptions of EMI, viewing it as a crucial and beneficial component of the school's bilingual program. They perceive its role as essential for preparing students for future academic pursuits and enhancing their global competitiveness. All teachers acknowledged the institutional mandate of using EMI,

driven by the Cambridge curriculum. They view EMI not only as a curriculum requirement, but also as a pedagogical strategy to familiarize students with international academic language. Teachers from three different subjects agreed that EMI plays an important role in broadening students' horizons, improving their English skills, and helping them adapt to Cambridge learning standards. In addition, teachers also see EMI as a means of equalizing the abilities of students who come from diverse linguistic backgrounds, especially through familiarization in daily conversations and activities in the classroom.

"My view supports the implementation of EMI because it is a requirement of the Cambridge curriculum. Although students' abilities vary and not all of them can fully understand it, I believe that EMI is important to prepare and accustom students to using English." (AF). "The use of EMI is actually good, because it is rare in other schools, and we are already Cambridge, I have a positive view of EMI. The use of EMI is beneficial because it facilitates the learning process, which already uses English textbooks and exercises from the Cambridge curriculum. The habit of using English in various subjects also broadens students' horizons." (AY).

"I have a very positive view of the use of EMI. The implementation of EMI is very helpful for students, especially those whose English skills are still uneven. Starting with daily instructions and activities in the classroom, EMI effectively improves students' English skills, at least in everyday conversation." (NH).

Teachers generally view the purpose of implementing EMI as an effort to familiarize students with using English in academic and social contexts. EMI is considered a means of gradually improving language proficiency, starting from everyday conversation and understanding instructions to mastery of subject specific terminology. Teachers emphasize that the use of English in school interactions is seen as a form of preparation for students to be able to follow international curriculum standards, especially since the school uses the Cambridge Curriculum. In addition, EMI is also considered a strategic step to help students develop academic literacy that is relevant to global needs, not only to understand the material, but also to communicate using appropriate academic language.

"The main objective is to fulfill the Cambridge curriculum requirements by familiarizing students with the use of English for everyday conversation, such as the example interaction "Sir, may I go to the toilet?" listed in the instruction book." (AF). "The main objective is for students to not only learn terms in Indonesian, but also understand the material in the context of the international curriculum." (AY). "The main objective is to improve students' English skills, starting with conversation and speaking, which is expected to have a positive impact on their writing skills over time." (NH).

Overall, teachers stated that EMI had a positive impact on both subject mastery and students' English language skills. In science and social studies, EMI encouraged students to enrich their academic vocabulary, which was previously unfamiliar to them. In mathematics, although students initially experienced difficulties, they were able to adapt as learning progressed gradually. The use of Cambridge textbooks, which are entirely in English, directly exposes students to scientific and mathematical terms, thereby indirectly improving their academic literacy skills. Teachers also noted that despite differences in student abilities, consistent use of EMI helped them develop gradually.

"The impact of EMI on content and language learning is quite positive. Students' English skills improve, preparing them for the next level of education. Although students' initial abilities vary, all can develop gradually." (AF). "Initially, students experienced difficulties because they were not yet accustomed to the international environment, but with a gradual and consistent approach, they were eventually able to follow the lessons well." (AY). "The impact of EMI on content and language learning has been quite positive. Although students initially struggled with unfamiliar vocabulary in social studies lessons, through gradual introduction and speaking practice, such as recounting material in English, their vocabulary and comprehension skills have improved significantly." (NH).

In terms of confidence, teachers reported varying degrees. Despite varying levels of teacher confidence ranging from fully confident to conditionally confident depending on vocabulary difficulty the overall narrative suggests that teachers view EMI as a long-term investment. They recognize that proficiency may not develop instantly, but sustained exposure through EMI contributes significantly to students' academic growth and future readiness.

"Sometimes confident because the language is simple, but sometimes... I need to look at it first... there is a lot of high vocabulary." (AF). "higher self-assurance, attributing it to continuous training and institutional support." (AY & NH).

Implementation Strategies of EMI

Teachers apply EMI in various forms according to the characteristics of each subject. Science teachers use a structured approach through “vocabulary day” activities, which are special days for learning important vocabulary that appears in Cambridge books. In this way, students can understand the terms before learning the scientific concepts. Mathematics teachers implement EMI gradually, especially for mathematical terms and symbols, so that students become familiar with international terms without burdening them with constant translation. Meanwhile, Social Education teachers choose a differentiated approach by giving vocabulary homework in advance because social vocabulary is often long, abstract, and unfamiliar. Overall, EMI is implemented through familiarization, vocabulary exploration, and the use of English in classroom instruction.

“Usually we have one day of vocabulary day... to translate or define in English/Indonesian” (AF). “In math, I don’t really translate... I introduce terms such as symbols in English so that they know.” (AY). “I give homework first for the vocabulary, then later we move on to the material” (NH).

To ensure that students understand the material even though it is taught in English, teachers develop multimodal strategies. Science teachers rely on animations, films, and scientific visualizations because science material often requires concrete representations of abstract concepts such as organs, cells, or natural phenomena. By using visuals, students find it easier to understand even though the language of instruction is English. Math teachers use a discussion approach, practice questions, and explanations so that students can process information gradually. In Social Education, teachers utilize a balanced division of time between vocabulary mastery and concept understanding. Students are given intensive vocabulary practice for most of the lesson, then move on to the material when they are linguistically ready. These strategies show that content comprehension is not separated from language preparation.

“We usually watch movies with subtitles... I use animations more so that students can understand better.” (AF).
“I summarize the material, and the children discuss it, practice questions, and then are asked to explain.” (AY).
“We spend 30 minutes practicing vocabulary... then we move on to the material.” (NH).

Teachers strive to ensure that content and language learning occur simultaneously. Science teachers emphasize integration through vocabulary recording, where key words from Cambridge books are written in vocabulary books as linguistic assets that students will use when working on science material. Math teachers rely on Cambridge books that automatically combine content and language in their curriculum design, so that students learn mathematical concepts as well as the vocabulary used in the problems. Social Education teachers use a gradual approach, where vocabulary mastery is a prerequisite for understanding the material. With strategies such as vocab drills, vocabulary games, and presentation exercises, teachers ensure that the language aspect is not separated from academic understanding.

“They write in their vocabulary books... difficult words are entered into the vocabulary book.” (AF).
“Since we are already using Cambridge books, the objectives are in line with the books.” (AY).
“The challenge is to increase the number of vocabulary games... once children understand the vocabulary, it is easy to move on to the material.” (NH).

Classroom activities used by teachers are designed to build language skills while improving understanding of the material. Science teachers use activities such as guessing games, drawing, or defining scientific concepts. These activities aim to help students understand concepts through visual and kinesthetic representations while producing English in an academic context. Math teachers use contextual videos that show the application of mathematical concepts in everyday life, so that students can understand the concepts first and then learn the English terminology. In Social Education, teachers use group and partner work activities that involve challenges, discussions, and the delivery of information using English. These activities emphasize that content comprehension and language use are not separate, but are reinforced simultaneously.

“I create guessing games, picture guessing games, and definition games... then they draw pictures and their friends guess what they are.” (AF).
“For the material on gradients, I show a contextual video and then move on to the material.” (AY).
“Usually, they join partners, and two people are given a challenge using English.” (NH).

Challenges in Implementing EMI

Teachers face various challenges in implementing EMI, primarily related to differences in student language abilities, the complexity of academic terminology, and pedagogical preparedness. The most dominant challenge is the heterogeneity of student abilities, where within a class some students are highly proficient in English but also others are at a basic level.

This situation forces teachers to adapt their delivery methods to ensure that all students understand. Furthermore, in certain subjects, such as Science and Social Studies, teachers face difficulties introducing new, technical knowledge that is often unfamiliar to students. Some terms even lack local equivalents, requiring teachers to learn them before teaching. Meanwhile, Mathematics teachers do not experience significant linguistic difficulties, but still face challenges in accommodating students' differing abilities.

Student responses to EMI vary, but generally, they adapt after understanding that the school implements an international curriculum that requires the use of English. Although some students initially find it difficult, the use of a variety of learning methods such as games, lab work, videos, silent reading, and presentation activities helps them feel more comfortable. Other challenges relate to institutional support and facilities. All teachers agreed that the availability of facilities such as LCDs, speakers, and internet, as well as consistent school policies, were crucial to the smooth implementation of EMI. School management support, particularly in ensuring teachers and students use English on certain days, was a crucial factor in driving consistent EMI implementation.

“The challenge is the diverse differentiation, some are already experts and some are still beginners... there are many terms, especially in biology, that I am encountering for the first time. Schools cannot say ‘oh, it’s okay not to use English’, we have a policy that on certain days students are required to use English.” (AF).

“In every class, there are students who are still at a basic level and others who are already proficient... that’s the challenge. We need speakers for videos, LCDs, and internet.” (AY).

“The homework in social studies is vocabulary... which is not easy to understand at first. When the facilities are good, like speakers and LCDs, it will be easier.” (NH).

Coping Strategies

Teachers implemented various coping strategies to deal with the challenges of EMI implementation. The most prominent strategy was differentiated learning, which involved adjusting tasks and approaches based on students' language abilities. Science teachers, for example, provided different levels of difficulty for beginner and more proficient students so that no student felt overwhelmed or left behind. Meanwhile, Mathematics teachers use peer tutors by grouping superior students with students who are still struggling to encourage mutual assistance. In Social Education, teachers adjust their approach for each class because each class has different vocabulary abilities; some classes need games to increase learning comfort, while other classes are able to learn more vocabulary directly.

“For beginner students... write down vocabulary words and their meanings. Those who are already proficient can look up the definitions in English.” (AF).

“I choose the superior children and combine them with the children who are still basic... they are like looking for tutors for their friends.” (AY).

“Every class is different... some can memorize 10 words right away, while others need games first.” (NH).

In addition to differentiation, other strategies that are considered highly effective include the use of games, practical work, group projects, and collaborative activities. Games are used to stimulate students' interest, lighten the mood, and facilitate the understanding of difficult vocabulary. Practical work and presentations are also popular choices because they allow students to use English in real life contexts. In more visual or applied subjects, this strategy has proven effective in boosting students' confidence.

“By using games or practical work... they will present the results of their practical work in English.” (AF).

“Use peer tutors... I prefer to give them projects to work on together.” (AY).

“Games... use games at the beginning to get them interested in the material.” (NH).

In terms of professional development, teachers continue to improve their language and pedagogical skills through various training programs. Teachers participate in English score training, online courses, teacher discussion forums, and periodic supervision conducted by the foundation. These training programs not only strengthen English language skills but also help teachers develop teaching strategies that are appropriate for the characteristics of EMI. Some teachers mention checking tests from the British Council or other institutions as a form of periodic evaluation of their language skills.

“There are English score tests... every 6 months there is an exam, and there is an English forum every Wednesday.” (AF).

“There are online courses, check YouTube... because there are English scores, I have to study.” (AY).

“There is training, preparation, and checking tests from the British Council... then supervision every 6/3 months.” (NH).

Institutional support also plays an important role in coping strategies. Teachers feel helped by the provision of training, supervision, learning forums, intensive courses based on English scores, and a culture of sharing strategies among teachers. Social support among colleagues is considered to be very influential because it creates an environment where teachers can strengthen each other and exchange effective methods based on their respective experiences. Overall, teachers' coping strategies show a combination of pedagogical approaches, creative classroom activities, professional capacity building, and strong institutional support.

“We created a special WhatsApp group to learn English... then share strategies.” (AF).

“There is supervision from the foundation... friends share strategies with each other.” (AY).

“Strengthening each other... the key is in the teachers, that's why we have training and teaching sharing.” (NH).

Discussions

The discussion of the research results shows that the implementation of English as a Medium of Instruction (EMI) at Al-Abidin Islamic Junior High School is carried out through a combination of adaptive pedagogical strategies, flexible classroom management, and strong institutional support. These findings are in line with Kurniati (2024) research, which confirms that students in bilingual schools need intensive support from teachers to understand technical vocabulary and instructions in English. Teachers at Al-Abidin consistently apply vocabulary scaffolding such as vocabulary day, glossaries, and bilingual definitions, which is in line with Shinta Sakinah (2023) recommendations regarding the importance of strengthening academic terms in the Cambridge curriculum and English-based content materials.

Multimodal strategies also appear to be strongly implemented through the use of videos, animations, demonstrations, and realia. This confirms the findings of Ayu Prabawati Sudana et al., (2023) that the use of visual media is one of the key factors that help students understand EMI based material, especially in science and mathematics subjects. The Pegem Journal study (Sukardi et al., 2022) also shows that the global EMI trend places multimodality as a core component of EMI pedagogy because it can reduce students' cognitive load when they have to learn academic content in a non-native language. The use of videos by mathematics teachers to explain the concept of “gradient” demonstrates the direct application of this principle.

In addition to scaffolding and multimodality, collaborative strategies such as peer tutoring and partner work implemented by teachers AY and MN support the findings of research Nursanti (2021), which emphasizes the importance of translanguaging and group work in boosting students' confidence. Chen et al., (2024) research also found that student-to-student interaction is an important mechanism for promoting conceptual understanding when students' language abilities vary, as is also the case in Al-Abidin's EMI classes. Thus, the collaborative strategies in this study are not only pedagogical choices but also adaptive responses to student heterogeneity.

The use of gamification by AF and MN, such as charades or guessing games, reinforces the findings of Erliana (2018) that games serve to reduce student anxiety, create a supportive learning atmosphere, and increase participation in EMI classes. In the context of junior high school, this strategy is proven to be important because students still need an affective approach to engage in the use of academic language.

The biggest challenge in this school relates to differences in students' language proficiency levels and difficulties with academic vocabulary, especially Cambridge terms. These findings are consistent with Kurniati (2024) research, which found that technical vocabulary is the main obstacle to EMI at the junior high school level. Meanwhile, Lestari et al., (2024) noted that teachers often experience difficulties when academic terms do not have direct equivalents in the national curriculum something that science and social studies teachers at Al-Abidin also experience.

However, unlike studies in other international schools that report a lack of institutional support Sinaga & Ira Maisarah (2024), this study found that the Al-Abidin foundation provides systematic support, including training, weekly English forums, regular supervision, and English score tests. This is in line with Sukmawati & Pujiani, n.d., (2024) who state that structural support is the most decisive factor for the successful implementation of EMI in primary and secondary schools in Indonesia.

Overall, this discussion shows that the implementation of EMI at Al-Abidin Islamic Junior High School reflects a combination of adaptive pedagogical strategies, teachers' efforts to manage ability gaps, strengthening of academic vocabulary, and comprehensive institutional support. These findings confirm that EMI at the secondary school level cannot be separated from the interaction between school policy, teacher capacity, student characteristics, and academic strategies. Thus, this study enriches the EMI literature in Indonesia by providing a more detailed picture of how EMI can be effectively implemented in the context of modern Islamic schools that combine international curricula and Islamic values.

Conclusion

This study concludes that the successful implementation of English as a Medium of Instruction (EMI) at Al-Abidin Islamic Junior High School is a multifaceted process driven by the synergy of teacher agency, adaptive pedagogy, and robust institutional support. Teachers, who predominantly hold positive perceptions of EMI as a crucial long-term investment for students' global readiness, employ a creative repertoire of strategies to foster simultaneous content and language learning. These include structured vocabulary scaffolding, multimodal supports like videos and animations, collaborative learning through peer tutoring, and gamification, all tailored to address the diverse needs of the bilingual classroom.

The findings further affirm that the primary challenges significant student proficiency heterogeneity and complex academic terminology are effectively mitigated through a combination of teacher driven and institutionally-supported coping mechanisms. Teachers proactively implement differentiated instruction and collaborative activities, while the school's systemic support through mandatory English training, regular forums, and supervision provides the necessary backbone for sustained EMI practice. Ultimately, this research underscores that in the context of an Islamic junior high school, the balance between content delivery and language development is achievable when pedagogical adaptability is met with a strong, supportive institutional ecosystem.

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