



Optimizing EFL Education: A Boarding Language Program Management Model for Indonesian Islamic University Students

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ABSTRACT

Objective: This research investigates the development of an educational management model for a Boarding Language Program (BLP) designed to enhance the language competencies of advanced English as a Foreign Language (EFL) learners at the State Islamic University in Salatiga, Indonesia. The study aims to (1) analyze the learners' language skill profiles before joining the program, (2) propose a comprehensive management model encompassing curriculum, infrastructure, and student admissions, and (3) evaluate the model's acceptability and effectiveness. **Method:** A mixed-methods approach combining qualitative and quantitative data collection, including observations, interviews, and assessments. **Results:** Results indicate that the BLP significantly improves language proficiency while fostering immersive, interactive learning experiences. The development model on educational management of boarding language programs on language aspects for advanced English as a Foreign Language (EFL) learners is adequate or acceptable in improving learners' language skills based on the result of the Wilcoxon test. **Novelty:** Findings suggest that the BLP offers significant potential for improving language skills and preparing students for global competitiveness, providing a replicable framework for other educational institutions.

INTRODUCTION

The increasing globalization of education has created a pressing need for innovative English language instruction methodologies, particularly for learners of English as a Foreign Language (EFL). Indonesian Islamic universities play a pivotal role in fostering linguistic and cultural competence among students. English proficiency has become essential for academic, professional, and social mobility, driving demand for effective language instruction (Bellino, 2021; Liu et al., 2024; Ma et al., 2024; Mackenzie, 2022; Sah & Karki, 2023). EFL education enables Indonesian students to access international knowledge, participate in global discourse, and enhance career prospects.

Education fosters growth and development within the knowledge economy, marking a paradigm shift from physical labor to intellectual work. The 21st century has ushered in unprecedented changes in the global education landscape, driven by technological advancements, shifting workforce demands, and increasing globalization (Fan, 2025; Kosedo et al., 2024; Stoyanova et al., 2024; Ul Hassan et al., 2025; Zhang, 2023). The traditional teaching paradigms are giving way to innovative, student-centered approaches focusing on skills rather than mere content knowledge (Adipat, 2024; AlAhmad, 2021; Ling, 2024; Malhotra et al., 2023; Oyelana et al., 2022). Indonesian students must develop linguistic competence

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