

AN ANALYSIS OF EARLY CHILDHOOD BILINGUAL PROGRAM IMPLEMENTATION AT HAPPY HIVE KINDERGARTEN, MALAYSIA

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Article Info	Abstract
Article History Received: June 2025 Revised: August 2025 Accepted: September 2025 Published: October 2025	<i>In the era of globalization, proficiency in international languages is a key factor for competitiveness and cross-cultural collaboration. Malaysia stands out as a significant global example by integrating bilingual education into the National Preschool Standard Curriculum (Kurikulum Standard Prasekolah Kebangsaan—KSPK) from the preschool level. This study analyzes the regulations, implementation, and challenges of the bilingual program at Happy Hive Malaysia as a learning model relevant to international contexts. Using a qualitative case study approach, data were collected through interviews with two educators, participatory observations, and documentation, then analyzed thematically. The main findings reveal that KSPK provides a strong foundation for early childhood language education, while Happy Hive successfully implements a balanced bilingual approach supported by interactive methods and educational media. The challenges encountered—including variations in children’s language proficiency, speech delays, and limited resources—were addressed through teacher training and adjustments to teaching methods. This study underscores the importance of curriculum integration, teacher competence, and child-centered methods for the success of bilingual programs. Policy recommendations include strengthening regulations, providing continuous teacher training, and enhancing support for bilingual resources and media. For practitioners, adaptive strategies and innovative learning media are suggested to improve the effectiveness of bilingual education, positioning Malaysia’s experience as a valuable reference for other countries.</i>
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INTRODUCTION

The ability to communicate in more than one language has become a vital competency in the era of globalization, as it enhances cognitive development, cultural adaptability, and international competitiveness (Riyanti, 2020). Bilingual programs in early childhood education are widely believed to strengthen children's cognitive, linguistic, and social skills (Chamorro & Janke, 2022). However, several concerns remain regarding potential negative effects, such as speech delays, disparities in language proficiency, and insufficient support from parents and educators (Pransiska, 2018a; Putri et al., 2023). These challenges become increasingly complex when early childhood education institutions lack adequate resources, teacher training, and appropriate pedagogical methods to implement bilingual programs effectively (Espinosa, 2015).

Malaysia provides a compelling example in the global context due to its cultural and linguistic diversity. The country has systematically integrated bilingual education into the

National Preschool Standard Curriculum (Kurikulum Standard Prasekolah Kebangsaan—KSPK) since the preschool level, positioning Malay and English as strategic tools for strengthening social cohesion, bridging interethnic communication, and preparing future generations to meet global challenges (Insani et al., 2024; Kementerian Pendidikan Malaysia, 2017). Unlike many other countries where bilingual policies remain fragmented or inconsistently applied, Malaysia's structured approach offers valuable insights for other multilingual societies facing similar challenges (McLellan, 2022)

Previous studies have highlighted the benefits of bilingualism for children's adaptability and cognitive performance (Pransiska, 2018a; Taylor & Taylor, 1990). However, most of these studies have focused on general outcomes rather than examining in depth the implementation processes and contextual factors influencing program success. Few have explored how bilingual programs are carried out at the preschool level under Malaysia's national curriculum framework or addressed the practical challenges educators face (Putri dkk., 2023). This gap underscores the need for a more comprehensive understanding of how bilingual policies are operationalized in early childhood education, particularly regarding teacher strategies, resource allocation, and curriculum integration within diverse cultural contexts.

This study offers novelty by presenting an in-depth case study of Happy Hive Preschool Malaysia, a school recognized for its structured bilingual curriculum and adaptive teaching strategies since its establishment in 2003. Unlike previous research, which primarily examined policies at a macro level, this study contributes by linking national regulations (KSPK) with their classroom implementation and the problem-solving strategies employed. Findings from Happy Hive not only enrich the discussion of Malaysia's bilingual policy but also provide valuable lessons for other countries and institutions seeking to strengthen bilingual education practices.

Based on this background, the study aims to analyze three key aspects of bilingual education at Happy Hive Preschool Malaysia:

1. Regulations: How do Malaysia's national policies, particularly KSPK, guide the implementation of the bilingual program at Happy Hive?
2. Implementation: How is the bilingual program practically applied in classroom activities and the learning environment?
3. Challenges and Solutions: What challenges arise in implementing the bilingual program, and what strategies are used to address them?

By answering these research questions, this study seeks to fill gaps in the existing literature and provide concrete policy and practical recommendations for policymakers, educators, and educational institutions—both in Malaysia and in other countries with similar multilingual contexts. The findings from the Happy Hive case study are expected to enrich the global discourse on bilingual education and serve as a valuable reference for developing more effective practices.

RESEARCH METHOD

Research Design

This study employed a qualitative research design using a case study approach. This approach was selected because it allows for an in-depth exploration of a phenomenon within its real-life context (Creswell & Creswell, 2017). A qualitative case study is particularly appropriate for analyzing the implementation of a bilingual program, which is inherently complex and involves interrelated social, cultural, and policy factors. By focusing on a single institution—Happy Hive Preschool Malaysia—this study was able to comprehensively examine the regulations, implementation, and challenges of the bilingual program. The case study approach also facilitates the use of a “bounded system” by collecting data from multiple relevant sources within a specific context (Kusmarni, 2016).

Participants

The participants in this study included: The principal (35 years old), with an educational background in Diploma in Business, Business Management, Management Science University, and more than ten years of experience managing bilingual programs. The classroom teacher (29 years old), a graduate of Diploma in Early Childhood Education, College Vocational Tanah Merah, Kelantan, with six years of experience teaching in bilingual settings. Fourteen preschool children aged 4–6 years who were directly involved in the bilingual program. These children were purposively selected to represent a range of language proficiencies and family backgrounds. The participants came from middle socioeconomic backgrounds, with varied language exposure at home. Most children primarily used Malay in their households, while a smaller number were also exposed to English through media and family communication. The principal and teacher were chosen due to their central roles in planning and implementing the bilingual program, while the children represented the primary beneficiaries of the program.

Instruments

Data collection in this study employed multiple qualitative techniques—observation, documentation, and in-depth interviews—to obtain comprehensive and credible information. Observations were conducted directly within the classroom and school environment to capture authentic learning interactions, teaching behaviors, and the practical implementation of the bilingual program. This process allowed the researcher to understand how teachers and students engaged with two languages in real-time learning contexts. Documentation involved the systematic review of relevant materials, such as curriculum outlines, lesson plans, student work samples, and administrative reports, to provide contextual evidence supporting the observations. Meanwhile, semi-structured interviews with the school principal and teachers served to gather detailed narratives about institutional policies, program design, instructional strategies, and obstacles faced during implementation. To ensure data validity and reliability, both source and method triangulation were employed, allowing cross-verification of findings from different participants and techniques. Furthermore, member checking was conducted by sharing interview summaries with the respondents, enabling them to confirm or clarify the researcher's interpretations. This step strengthened the credibility of the data and ensured that participants' perspectives were accurately represented.

Data Analysis

Data analysis in this study was carried out through a systematic, iterative, and reflective process aligned with the principles of qualitative research. As suggested by Creswell and Creswell (2017), qualitative data analysis is an ongoing cycle that continues until the researcher reaches a point of data saturation—when no new insights emerge. To structure the analysis process, the Miles and Huberman (1994) framework was applied, encompassing three interrelated stages. The first stage, data reduction, involved selecting, simplifying, and organizing raw data obtained from observations, interviews, and documentation into meaningful categories relevant to the study objectives. The second stage, data display, presented the organized data visually and narratively using matrices, thematic charts, and descriptive summaries to facilitate understanding and interpretation. The final stage, conclusion drawing and verification, focused on identifying recurring patterns, relationships, and central themes concerning the bilingual program's regulations, implementation practices, and encountered challenges. Verification was achieved through triangulation and peer debriefing to ensure consistency and credibility. Thematic coding was also employed, starting from labeling initial categories to integrating them into broader themes. The refinement of these themes was accomplished through continuous researcher reflection, collaborative discussion, and comparison with existing theories and previous empirical studies, ensuring analytical rigor and validity.

RESEARCH FINDINGS AND DISCUSSION

Regulations and the Bilingual Program at Preschool Happy Hive

Early language development plays a crucial role in children's cognitive and social growth (Ningsih & Taruna, 2021). Therefore, the implementation of bilingual programs has become one of the strategic approaches in early childhood education. Preschool Happy Hive in Malaysia is one of the early childhood education institutions that has adopted a bilingual program as part of its curriculum, aiming to help children master two languages: Malay and English. Findings from an interview with Informant I indicate that the regulatory foundation of this bilingual program is the *Kurikulum Standard Prasekolah Kebangsaan* (KSPK).

Informant I succinctly affirmed: "Yes, the KSPK curriculum." This statement indicates that Happy Hive deliberately uses the KSPK as the primary reference in designing and implementing its bilingual-based learning.

This was further emphasized by Informant II: "Yes, there is".

The emphasis on language development and multicultural education is integrated into our curriculum, which is the KSPK." These findings reveal that the KSPK is not only the foundational framework for early childhood education in Malaysia but also serves as the main guide for early language instruction (Amalia dkk., 2024). This result aligns with Johari dkk., (2025) who found that the KSPK emphasizes a focus-on-form approach to English language teaching in Malaysian preschools. Thus, this regulation not only sets the objectives for language learning but also specifies the pedagogical strategies that teachers should implement.

Furthermore, Ghani (2020) demonstrated that the level of teachers' and parents' understanding of the KSPK affects the effectiveness of curriculum implementation. This comparison shows that the Happy Hive teachers' understanding of the KSPK—as reflected in the interviews—is a key factor in the success of the bilingual program.

The findings at Happy Hive are also consistent with Nuri (2024), who through a systematic review, highlighted the importance of regulations and curriculum guidelines to ensure that the benefits of bilingualism—such as enhanced communication skills and cognitive flexibility—are fully realized. However, further analysis indicates that the primary strength does not lie solely in the regulations but in how teachers translate this framework into practical application. Follow-up interviews revealed that Happy Hive teachers view bilingualism as a relevant strategy to prepare children for global challenges.

Informant I stated:

"An educational approach using two languages as the main medium. And it is very important for children, because Malay is the general language, while English offers advantages, especially in traveling and accessing global information. So bilingual children are better at understanding communication in English, and that helps them."

This perspective shows that teachers do not view bilingualism merely as a curricular obligation but also recognize its long-term benefits. Informant II added: "An educational program that teaches two languages to develop children's abilities and adapt to bilingual environments."

Both perspectives affirm that bilingualism is a strategic approach relevant to contemporary needs. Early mastery of English provides significant added value, particularly in accessing global information and engaging in international communication (Yunidar, 2025). This aligns with Annisa (2020), who emphasizes that communication skills are an essential need for children. In the context of globalization, the ability to understand and use two languages from an early age offers strategic advantages for children (Mariyono, 2024). These findings are also consistent with Dewi et al. (2024) and Hukama et al. (2024), who showed that bilingualism can enhance executive brain functions such as attention control, problem-solving, and cognitive flexibility.

In addition, teachers’ understanding of the importance of bilingualism has been shown to influence the program’s success (Damayanti & Ridwan, 2024). Teachers act as facilitators as well as agents of change, creating a learning environment that supports children’s bilingual development. This assertion is supported by a cross-national study by Hewitt et al. (2024), which analyzed preschool language education objectives in Malaysia, Japan, and China, and found that the successful implementation of regulations heavily depends on teacher readiness and local adaptation.

Tabel 1
Bilingual Program Regulations at Preschool Happy Hive

Main Category	Sub Category	Description
Curriculum Foundation	KSPK as Regulatory Basis	Teachers emphasized that the <i>Kurikulum Standard Prasekolah Kebangsaan</i> (KSPK) serves as the primary foundation for the bilingual program: “Yes, the KSPK curriculum.” This demonstrates conscious alignment with national standards in lesson planning and bilingual material development.
Integration of Multicultural Values	Multicultural Education Emphasis	The integration of language development and multicultural education is explicitly embedded in the curriculum: “The emphasis on language development and multicultural education is integrated into our curriculum, which is the KSPK.” This ensures that bilingual learning also promotes cultural awareness and inclusivity.
Alignment with National Policy	Compliance with Early Childhood Policy	Teachers understand that the program follows Malaysia’s early childhood education policy through KSPK, ensuring consistent quality and adherence to national standards.
Teachers’ Role in Implementation	Translating Guidelines into Practice	Teachers view regulations as functional guidelines rather than formalities. They actively adapt KSPK into effective teaching strategies suited to classroom contexts, demonstrating their role as facilitators and change agents.

The findings of this study indicate that the Kurikulum Standard Prasekolah Kebangsaan (KSPK) is not merely a regulatory framework but also a strategic foundation guiding the implementation of the bilingual program at Preschool Happy Hive. Strong regulation alone is insufficient; the program’s success depends greatly on the quality of the human resources managing it. Teachers, as key actors, play a crucial role through their competence, deep understanding, and professional commitment to adapting the curriculum into contextual and responsive classroom practices. The effective integration of KSPK with adaptive teaching practices demonstrates how regulation can be translated into meaningful learning experiences. This approach not only strengthens children’s early language abilities but also instills multicultural values that are highly relevant in a globalized society. By combining a clear policy framework, capable teachers, and flexible pedagogical methods, Happy Hive provides a replicable model for bilingual program implementation in other early childhood education settings.

These findings affirm that strengthening bilingual education at the preschool level requires synergy between national policy and classroom practice. Such an approach not only enhances the effectiveness of bilingual programs but also supports the development of a generation better equipped to navigate global dynamics with advanced communication skills and cross-cultural understanding.

The Implementation of the Bilingual Program at TK Happy Hive

The implementation of the bilingual program at Happy Hive Preschool is carried out systematically and in a planned manner. Based on observations, educators use two languages

alternately in every learning activity, especially in language subjects where bilingual teaching is applied simultaneously. Furthermore, the learning modules present paragraphs side by side in Malay and English

The planning process is structured and guided by the Kurikulum Standard Prasekolah Kebangsaan (KSPK). Informant I stated:

“We have lesson plans (RPP - Rencana Pelaksanaan Pembelajaran) and teach concepts, such as colors, in both languages.”

Meanwhile, according to Informant II:

“The program begins with clear objectives, aligned with the KSPK (Standard National Preschool Curriculum), and age-appropriate language activities using English and Malay in daily routines.”

Lesson plans provide not only clear learning objectives but also strategies for delivering content in both Malay and English, adjusted to the developmental needs of young children (Auliyah et al. 2024; Dasopang et al. 2022). Strategies include the use of audio-visual media, bilingual songs, flashcards, storytelling, puzzles, and thematic books.

According to Informant II, the program is not implemented haphazardly but follows structured planning aligned with national curriculum policies. Each learning activity considers the cognitive and linguistic development stages of early childhood. Khissoga, (2022) emphasizes that bilingual education in early childhood positively impacts cognitive development and academic success.

Informant I elaborated on specific teaching strategies:

“The learning strategies involve the use of YouTube media, flashcards, singing, and specialized books for the early stages. The learning routine typically starts with Dhuha prayer, Quran memorization, breakfast, followed by a morning routine that includes singing before beginning formal lessons.”

Informant II added:

“The teaching strategies use bilingual books, puzzles, as well as singing, storytelling, and narration methods in both English and Malay.”

The use of audio-visual media, bilingual songs, and flashcards helps children associate words with images and sounds, accelerating language comprehension (Listiani et al., 2021). Thematic bilingual books integrate language learning with educational values, enhancing vocabulary retention (Azzahra et al., 2024). Daily routines, including prayers, singing, breakfast, and thematic lessons, provide stability while integrating bilingual learning with character development (Hansell & Björklund, 2022; Muawanah, 2023). Children acquire bilingual abilities gradually and naturally through daily interactions. Teachers apply scaffolding strategies tailored to each child's needs, gradually reducing support as the child gains independence (Insani et al., 2024; Situmorang et al., 2025)). Observations confirm that children communicate alternately in Malay and English, understand instructions, and respond to questions effectively.

The classroom environment is deliberately designed to reinforce bilingual learning. Bilingual visual materials, activity boards, and thematic content provide contextualized exposure to both languages, enhancing vocabulary and sentence structure comprehension (Herisnawan & Ningsih, 2024).

Beyond language skills, the bilingual program emphasizes cultural awareness and multiculturalism. Malay is preserved as a national identity marker, while English is taught as a global communication tool. This approach cultivates open attitudes toward linguistic and cultural diversity, supporting the development of globally competent children without losing their local identity (Ihwani et al., 2023).

Assessment is conducted systematically to ensure program effectiveness. Informant I explained: “Assessment helps us understand whether students comprehend what has been

taught, so we conduct regular assessments to monitor their development. Teachers also evaluate speaking skills and vocabulary mastery through various tasks and daily observations. Twice a year, we hold formal tests to monitor student understanding. If the results are unsatisfactory, we arrange meetings with the parents.”

Informan II added: “Assessments are conducted through observing children during activities, using language checklists, and measuring vocabulary acquisition and language abilities. Tasks are used to assess their capacity to perform in both languages. We also collect bilingual portfolios, such as drawings and related items. Reports include language skills and child development, and we hold Parent-Teacher Meetings (PTMs) every six months for evaluations.” The evaluation system is child-centered, continuous, and formative, integrating portfolios, observations, and biannual formal assessments. Evaluation results guide teaching strategies and enhance communication between teachers and parents, ensuring holistic child development (Affandi, 2023; Baruta, 2023; Siregar et al., 2023)

The program aligns with both national and international research on effective bilingual education. For example, Ghani (2020) and Hewitt et al., (2024) emphasize the role of structured curriculum regulation and teacher understanding in program success. International studies by Nuri (2024) and Pransiska (2018) confirm that systematic bilingual instruction in early childhood enhances cognitive flexibility, executive function, and communication skills.

Tabel 2
Implementation of the bilingual program at Happy Hive Preschool

Main Category	Sub Category	Description
Planning & Curriculum	Structured Lesson Plans	Lesson plans provide clear learning objectives and teaching strategies, integrating Malay and English in accordance with the KSPK.
Teaching Strategies	Media & Activities	The use of audio-visual media, bilingual songs, flashcards, storytelling, puzzles, and thematic books supports language comprehension and holistic development.
Daily Routines	Routine-Based Learning	Daily activities, including prayers, singing, breakfast, and thematic lessons, integrate bilingual learning and character building (discipline, manners, independence).
Language Acquisition	Gradual & Adaptive	Children acquire bilingual skills naturally through daily interactions, with educators providing scaffolding tailored to individual needs.
Learning Environment	Bilingual Classroom Setup	Classrooms are decorated with bilingual visual materials, daily activity boards, and thematic resources to reinforce language comprehension and vocabulary retention.
Cultural & Multicultural Education	Values Integration	Malay is preserved as a symbol of national identity, while English is taught for global communication. Multicultural awareness is embedded in learning activities
Assessment & Evaluation	Continuous & Formative	Assessments include observations, tasks, bilingual portfolios, formal tests, and biannual Parent-Teacher Meetings, focusing on language development, cognitive growth, and socio-emotional skills.

The implementation of the bilingual program at Preschool Happy Hive demonstrates a structured, systematic, and child-centered approach. With well-designed lesson plans, interactive teaching strategies, a supportive learning environment, and comprehensive

evaluation, children effectively develop bilingual skills while fostering cognitive, social, and emotional growth. This approach aligns with both national and international literature, highlighting that successful bilingual education depends not only on curriculum regulations but also on teacher competence, planned strategies, and active engagement with learners.

Challenges of Bilingual Programs in Early Childhood Education

Although the bilingual program at Happy Hive Preschool has shown encouraging results, several challenges emerge during its implementation. As explained by Informant I: *“The challenges in implementing the bilingual program usually involve children with speech delays or special needs. The solution to these challenges is to adapt teaching methods to meet the children’s needs and to collaborate closely with parents.”*

Meanwhile, Informant II stated:

“Differences in language proficiency among children, as well as possibly limited parental involvement, are challenges we face. The solutions include effective time management, providing regular training and workshops to improve teachers’ instructional skills, and actively involving parents.”

The interview results indicate that differences in language ability among children are one of the main challenges in implementing bilingual learning. Each child comes with a unique language background, including daily language use at home and exposure to the second language. To address this, Happy Hive applies adaptive teaching strategies tailored to individual differences. Teachers are trained to recognize each child’s linguistic needs and adjust instructional methods accordingly. This aligns with Sulaiman & Pransiska (2024), who emphasize that teacher training is essential to equip educators with skills for designing adaptive bilingual learning strategies.

One approach is the use of interactive media and learning aids that are engaging and easily comprehensible. Tools such as bilingual picture cards, interactive videos, bilingual storybooks, and songs in both Malay and English are regularly used. Nurjanah (2022) supports the use of enjoyable media to foster learning, while Haoning Mah et al., (2021) highlight that such media not only introduce vocabulary but also create a joyful and low-stress learning environment.

Project-based learning is another key strategy, encouraging children to explore themes through hands-on activities such as artwork, simple experiments, and environmental exploration. Teachers actively use both languages during these activities, and children are encouraged to express ideas in Malay and English according to their abilities. Enjoyable activities such as singing, playing, and storytelling promote language skills, cooperation, empathy, and social engagement (Hidayat et al., 2021). The holistic and learner-sensitive approach at Happy Hive Preschool not only develops bilingual proficiency but also nurtures values such as tolerance, curiosity, collaboration, and courage (Sattler dkk., 2022; Yulianti dkk., 2025). This demonstrates that early childhood bilingual education is a strategic approach to preparing children for future challenges.

Comparisons with previous studies reveal both consistency and nuance in understanding bilingual education. Chamorro and Janke (2022) stress the cognitive benefits of bilingualism, such as improved attention control and problem-solving abilities, aligning with the observed intellectual growth among children at Happy Hive. However, Soto-Boykin et al. (2021) underscore the influence of cultural and linguistic context, suggesting that effective bilingual learning depends on how language is embedded in children’s social environments. The findings at Happy Hive extend these insights by demonstrating that adaptive, child-centered teaching strategies—supported by active parental involvement—foster not only cognitive but also socio-emotional development, including confidence and empathy. Additionally, Kultti (2024) highlights the necessity of structured curriculum design in ensuring balanced bilingual progression. This aligns with Happy Hive’s implementation of the Kurikulum Standard

Prasekolah Kebangsaan (KSPK), which provides a coherent framework integrating cognitive, linguistic, and cultural dimensions within early bilingual education.

Countries promoting multilingual policies can learn from these practices, especially regarding integrated curricula, targeted teacher training, family involvement, and enriched learning resources. Bilingual education not only facilitates language proficiency but also fosters multicultural awareness and critical thinking skills, preparing children to navigate complex global environments (Saptadi dkk., 2024).

Tabel 3

Challenges and Strategies in Bilingual Programs Learning at Happy Hive

Main Category	Sub Category	Description
Variability in Language Ability	Individual Differences	Children have varying exposure to Malay and English at home; teachers apply adaptive strategies tailored to each child’s learning pace and style.
Special Needs & Speech Delays	Differentiated Instruction	Teachers provide scaffolding and adjust lesson content to support children with speech delays or special needs.
Limited Parental Involvement	Parent-Teacher Collaboration	Parents are actively engaged through workshops, guidance, and reinforcement at home to support bilingual learning.
Maintaining Engagement	Interactive & Enjoyable Learning	Use of visual media, bilingual storybooks, songs, games, and project-based activities to enhance motivation, understanding, and participation.
Holistic Child Development	Social-Emotional-Cultural Growth	Integration of character-building, multicultural awareness, cooperation, and empathy alongside bilingual language development.

Based on the findings and analysis, the implementation of the bilingual program at Happy Hive Preschool demonstrates that early childhood bilingual education can be effective when supported by structured planning, adaptive teaching strategies, active parental involvement, and engaging, contextually relevant learning media. Although challenges such as differences in language proficiency, speech delays, and varying levels of parental involvement arise, child-centered approaches, scaffolding techniques, and close collaboration between teachers and parents have proven successful in addressing these obstacles.

These results align with both national and international literature emphasizing the importance of adaptive teaching, family engagement, and cultural context in bilingual education (Chamorro & Janke, 2022; Kultti, 2024; Soto-Boykin dkk., 2021). Happy Hive not only equips children with language skills but also fosters socio-emotional development, cultural awareness, curiosity, and collaborative abilities. Therefore, the bilingual education model at Happy Hive Preschool can serve as a replicable reference for other institutions, including in multilingual countries such as Indonesia, with adjustments to local contexts and national policies.

CONCLUSION

This study highlights the success of the bilingual program at Preschool Happy Hive Malaysia, focusing on three main objectives. First, it analyzes the role of Malaysia’s national policies, particularly the National Preschool Standard Curriculum (KSPK), in guiding the implementation of the bilingual program. KSPK explicitly mandates the use of both Malay and English in early childhood learning activities. This regulation provides a solid legal and pedagogical foundation, ensuring that bilingual skill development becomes an integral part of preschool education from an early age.

Second, the study examines the practical implementation of the bilingual program in classroom activities and the learning environment. Preschool Happy Hive applies a thematic

approach, uses bilingual visual media, and maintains consistent daily routines to effectively integrate both languages. Teachers serve as active facilitators, designing learning experiences based on lesson plans and students' needs while employing enjoyable, child-centered methods. Evaluation is conducted regularly through observations and portfolio assessments to comprehensively monitor children's holistic development.

Furthermore, the study identifies the challenges faced in implementing the bilingual program and the adaptive strategies used to address them. These challenges include differences in children's language abilities, speech delays, and limited parental involvement. Preschool Happy Hive addresses these issues through teacher training, the application of flexible learning approaches, and strengthened collaboration between the school and parents. These strategies have proven effective in maintaining the continuity and quality of the program's implementation.

The findings affirm that the successful implementation of a bilingual program requires clear national policy support, adequate teacher competencies, and a conducive learning environment. Preschool Happy Hive demonstrates that bilingual education is not only feasible but can also serve as a crucial foundation for shaping adaptive, communicative children who are prepared to face global challenges. The approach adopted by Happy Hive has the potential to become an inspiring model for early childhood education institutions, particularly in Indonesia, to develop effective, sustainable bilingual programs while preserving local cultural identity.

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