

THE IMPLEMENTATION OF BILINGUAL EDUCATION AT BALI BILINGUAL SCHOOL KINDERGARTEN (A Case Study)

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ABSTRACT

This research aimed at to know 1) how the planning of bilingual education in teaching and learning process at Bali Bilingual School kindergarten; 2) how the implementation of bilingual education in teaching and learning proses especially for early childhood at Bali Bilingual School kindergarten; 3) how the evaluation of bilingual education in teaching and learning process at Bali Bilingual School kindergarten. This research used case study method and qualitative approach for about two months. As for the data collection techniques were used observation, interviews and documentation. The data analysis activity consisted of three simultaneous activity flow, namely data reduction, data display, and conclusion/verification. The research findings are 1) lesson planning is not accordance with the criteria of bilingual program because it is only made in Indonesia; 2) implementation of bilingual education in teaching and learning process is not done optimally; 3) learning evaluation is not accordance with the criteria of bilingual program because it is only made in Indonesia. Based on the research findings, it can be concluded that the implementation of bilingual education in Bali Bilingual School kindergarten both from the planning, teaching learning process, and learning evaluation has not run optimally.

Key words:planning, implementation, evaluation, bilingual education, kindergarten.

INTRODUCTION

Every school would like to have students and graduates who compete in various academic fields, one of which is the ability of foreign languages. Having only one language competency is not enough in this era. Various circles ranging from children to adults in every school are required to get foreign language lessons, especially English. Along with the requirement of English lessons in school various obstacles in the

learning process will appear. The various methods of teaching that have been applied do not show significant results. Most students are still passive in English. This may be caused by several factors, among others: the use of English in the process of teaching and learning is lacking, the ability of students to absorb learning is very low, the assumption that has been attached long ago if English is difficult and various other factors.

Various ways that have been done by educational managers in improving students' language competence starts from curriculum preparation, competent educators, teaching strategies and educational programs that aim to achieve the expected results. One of the educational programs that can be used in teaching English is the implementation of bilingual. Gonza'lez (2008), stated that bilingual is a program that gained acceptance in the early 1960s as a result of a very strong effort by the language minority community in lobbying legislators who make educational policies for relevant cultural education programs. Parents and community activists argue that lower academic performance and higher dropout rates are the result of a lack of clarity of linguistic policies, which refers to the lack of support for language learning in English instruction. Then they recommended bilingual education as an alternative.

Bilingual means two languages. The combination between foreign languages and the origin of the language in the learning process is considered to have a major influence in improving students' language

activeness. Aware of this result, a kindergarten school in Bangli has implemented bilingual program in their teaching and learning process. Bilingual implementation is expected to improve students' English ability. Bilingual schools according to the expert are schools with a consistent addition of bilingual and bicultural programs consistently, using two languages in instruction, learning, and communication with a balanced number of students from the second group of languages (Soltero, 2004).

Based on the preliminary observations and initial interviews that have been done by researcher at Bali Bilingual School kindergartenthe main purpose of bilingual program in this school is to improve students' English skills especially in speaking skills. Since the beginning of its implementation until now it is recognized by the school there are still some obstacles in its implementation, such as the lack of educators who have good English language skills. Besides the information that obtained from the school, researchers also found several things that were not in accordance with the criteria for the implementation of bilingual

education, such as the use of Indonesian language that still dominates, and administrative teaching that is only available in Indonesian. It is known that the bilingual program is a program that uses two languages in its implementation both in the delivery of learning material or other activities outside the classroom, the use of two languages must be at the same portion.

Of course, bilingual experience between primary school and the upper school levels is different. In kindergarten and primary grades, the separation between the languages increases. A common practice is to conduct the first half of the week in Indonesia (first language) and the second half in English (second language), (Astika, 2009). The children are carefully introduced to new vocabulary in both languages in such a way that they can absorb information easily. Songs, stories, games, dance, music and theatre play an important role in kindergarten. Largely, bilingual education in primary school aim to immerse children in a second language to stimulate and promote dual language

communication and in doing so enrich and expand their academic, cultural and social worlds, (Istianti, 2008). In fact, there is sample research to show that bilingualism gives children social, linguistic and cognitive advantages over their peers.

Based on this thing, the research of the implementation of bilingual education in Bali Bilingual School kindergarten that located in Bangli is done. This study aims to investigate how far the implementation of bilingual education in this school has been implemented and whether it is in accordance with the stages of the implementation of bilingual education proposed by experts or bilingual programs are implemented only to increase the prestige value of schools in the society. Based on the above background, the problems of this research can be formulated as follows: 1) how is the implementation of bilingual education in teaching and learning process at Bali Bilingual School? 2) how is the planning of bilingual education in teaching and learning process at Bali Bilingual School? 3) how is the evaluation of bilingual education in teaching and

learning process at Bali Bilingual School?

In line with the problems above the objectives of this research are: 1) to know the implementation of bilingual education in teaching and learning process at Bali Bilingual School;2) to know the planning of bilingual education in teaching and learning process at Bali Bilingual School;3) to know the evaluation of bilingual education in teaching and learning process at Bali Bilingual School.

RESEARCH METHOD

This research used case study method and qualitative approach. Qualitative research aims to obtain a complete picture of a thing according to the views of the human being studied (Sulistyo, 2009). In this study the researcher used several techniques to collect the necessary data during the study in accordance with the title of the thesis studied. The techniques used are observation, interviews and documentation.

Qualitative data analysis is done if the empirical data obtained is qualitative data in the form of a collection of tangible words and not a

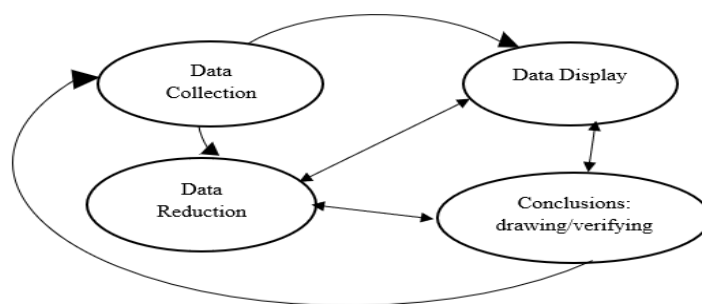
series of numbers and can not be arranged in categories / classification structure. Data may be collected in various ways (observation, interview, essence of documents, tape recordings) and are usually processed before they are ready for use (through recording, typing, editing, or transcribing), but qualitative analysis still uses words usually arranged into expanded text, and does not use mathematical or statistical calculations as analytical tools. Meanwhile, case studies are research that aims to explore a particular phenomenon (case) in time and activities (programs, events, processes, institutions or social groups) then collect detailed and in-depth information using various data collection procedures over a period of time.

For the research instrumentation besides the researchers themselves, there are several supporting instruments that used in this research, such as 1) observation sheet, in the observation activity the researcher will use the observation sheet as the instrument. This observation sheet will be completed by the researcher during

the observation activities at Bali Bilingual School kindergarten; 2) question list, for the interview activities the researcher will use the question list as an instrument that contains approximately 1-12 items of questions to be addressed to the principal, head of curriculum and teachers who apply bilingual education program; 3) video recorder, for documentation the instruments that will be used in the form of video recording during teaching and learning process and photos of activities that conducted by students and teachers both inside and outside the classroom.

This research used data analysis technique design from Miles

and Huberman (1994), the analysis activity consists of three simultaneous activity flow, namely data reduction, data display, and conclusion. Simultaneously, data reduction, data display, and conclusion interconnected are cyclical and interaction processes before, during, and after collecting data in parallel forms that build a common insight called "analysis". Data analysis techniques used in qualitative research include transcript of interview result, data reduction, analysis, data interpretation and triangulation. From the results of data analysis which can then be drawn conclusion. The following is the data analysis technique used by researchers.



Picture 1. Qualitative Data Analysis Miles & Huberman, (1994)

According to the problems of this research, the data sources in this research are students at PAUD Bali Bilingual School. There are four classes consists of class B with the number of students as many as 24

people, class A1 with the number of students as many as 16 people, class A2 with the number of students as many as 17 people, and class A3 with the number of students as many as 18

people. So, the total number of students is 75 people.

FINDINGS AND DISCUSSION

The initial plan of this research would be conducted in class A and B, Bali Bilingual School kindergarten but in the field, researcher got information if the implementation of bilingual education has not been implemented intensively in class A. The focus of lessons in class A is the emphasis on *CALISTUNG* (reading, writing and calculating). So, this research only focuses in class B, Bali Bilingual School kindergarten.

The first observation made in this research is how the planning in bilingual education at class B, Bali Bilingual School kindergarten. Based on the observation findings, lesson plans in class B are only available in Indonesian. The following is a list of lesson plans with the theme “my neighborhood” along with a description of the activities based on the daily lesson plans that have been prepared by the teacher.

The implementation of bilingual education in the teaching and learning process in class B, Bali

Bilingual School kindergarten has not run optimally. The application of two languages is only done at the beginning of activities such as prayer, students' attendance activity, singing and meditation. In the core activities the teacher is more dominant in using Indonesian language to explain the material, textbooks and magazines that are used as learning media are also only available in Indonesian. Besides that, lesson plans and learning evaluations are not made in two languages, Indonesian and English. Only in simple instructions the teacher use English. Activities in the core activities are more dominated by Indonesian as in the activity of writing simple sentences in Indonesian language, '*ruang tamu*', '*kamar tidurku bersih*', '*saya belajar di kelas*' and so on. Subtitles on drawing media for coloring activities are also in Indonesian, such as '*rumah, taman, sekolah*'. In closing activities, the use of Indonesian language still dominates. To deliver the information for next meeting the teacher used Indonesian. English is used only in praying and greeting.

From the description of all lesson plans the opening and closing

activities are filled with the same activities every day. Different things only at core activities. Suitability of lesson plans with the teaching process is not entirely the same. Sometimes the teacher provides material that is not in accordance with what has been written on the lesson plans. Even though in the interview session it was said that the implementation of bilingual education in Bali Bilingual School kindergarten was done well but the results of observation of the teaching and learning process in class B conducted by the researcher showed that the bilingual education implementation had not run optimally.

As being explained that bilingual education is a continuous addition of bilingual and cultural programs consistently, which use two languages in instruction, learning, and communication with a balanced number of students from the second group of languages, integrated into all or at least half of the school day to meet bilingual, bilateral, academic and cross-cultural competencies, (Soltero, 2004). Harms and Blanc (2002), said that bilingual education is a system of learning or school education which in the planning and

presentation of learning is implemented at least in two languages. This indicates that in the learning process bilingual implementation uses two languages. The first lesson used the first language that has been understood, and then taught a second language until it can be mastered for the learning process.

Of course, every school that applies bilingual education must refer to the criteria of bilingual schools in general. The following are some of the criteria for bilingual schools that are used by the researcher as a reference for research into the implementation of bilingual education in Bali Bilingual School kindergarten. According to Amri (2010), there are at least seven general criteria that must be fulfilled by schools in implementing bilingual education to their students. The following is the results of observation which has been done by researcher about the criteria of bilingual education.

Based on the criteria of BBS some findings were summarized as the following. First, based on observations that have been done by researcher at this point the curriculum team of BBS have carefully compiled

the lessons that will be given to their students, of course with the level of cognitive development that is in accordance with the students. This can be seen in the BBS curriculum, although modified according to the purpose of the establishment of the school, but still refers to the standard level of achievement of child development (STPPA) which is a policy of the central government. The difference between the kindergarten curriculum and the play group also proves that the substance of the lesson has been adjusted to the cognitive level and development of students.

Second, the suitability in this point is clearly seen when the researcher first made observations, the location of BBS was very strategic, it was far from the crowds and the settlements were not too dense to create conducive learning conditions for students. A calm learning environment makes students more concentrate when receiving lessons. Not only conducive in terms of the environment, habituation to the use of English in instruction or command sentences is also clearly seen in activities outside the classroom.

Third, based on the results of classroom observations that researcher have carried out the application of this point is seen when giving assignments by the teacher to students, where students are trained to solve the problems themselves before being helped by the teacher. Team collaboration is also trained to facilitate the execution of tasks and interactions between friends. Even though they are still in an early age, as much as possible, students are trained to complete the tasks assigned by the teacher first. The teacher continues to accompany while evaluating.

Fourth, BBS has not been able to apply it because of various obstacles, including the lack of teaching staff who are fluent in English so that foreign language teaching cannot be carried out optimally. For teaching staff who do not have an English language education background, they must be trained before teaching students using two languages at once. Student development also influences, the dominant use of English is given when students are proficient in reading, writing and arithmetic, while for students who are not yet

proficient, the use of Indonesian is more dominant.

Fifth, there is no Teaching administration both syllabus, Lesson plans and learning materials (should) that uses English. Teaching administration such as material books, magazines, curriculum, lesson plans and syllabus are not made in two languages. Only use Indonesian. Of course, this also does not maximize the application of bilingual education. So far, in terms of instructions, orders and activities outside the classroom have been attempted in two languages but for teaching administration has not been made in two languages.

Sixth, in BBS there are two grade levels, namely class A and B, for class B teachers have fulfilled the criteria at this point, that is a bilingual person. With an English language education background, the teacher in this class can easily convey the subject matter to students through two languages. But in class A, the teacher is not a bilingual person because they are not in English language education, they must be given special training in advance about English before teaching, so this point is not appropriate.

Seventh, for class B teachers in BBS, it is certainly in accordance with this point. Set in English language education, of course understanding of English grammar is known beforehand. When associated with other lessons it is clear that vocabulary mastery is delivered to students. The teacher seems to really enjoy her role as an educator even though she must deliver teaching material in two languages at once.

Based on the findings, it can be seen from the seven criteria of bilingual programs that must be applied Bali Bilingual School kindergarten has fulfilled five criteria. Two criteria that have not been fulfilled are the fourth and fifth points, namely the percentage of the use of two languages in the teaching and learning process that must available in two languages. The use of Indonesian language when delivering lessons still dominates. For teaching administrations such as textbooks, magazines, lesson plans and learning evaluations are only available in Indonesian. For the other five criteria so far, it has been implemented quite well by Bali Bilingual School kindergarten especially in class B.

According to the stages of organizing the bilingual program proposed by Dharma (2010), schools with the application of bilingual education must provide learning evaluations in two languages, but in Bali Bilingual School kindergarten the evaluation of learning is only made in Indonesian. There are three stages of learning evaluation that applied by Bali Bilingual School kindergarten, namely daily evaluation, monthly evaluation and semester evaluation. The following are examples of daily learning evaluations used by teachers in class B, Bali Bilingual School kindergarten.

This assessment is carried out every day during the teaching and learning process by the teacher. This daily assessment is made in narrative form. There are six aspects of development that must be assessed by teachers including religious and moral, physical motoric, cognitive, social emotional, language and arts. The development of students will be written based on the level of development that has been achieved during the evaluation process. Students who in their development experience delays will be given

special attention until eventually they can reach a level of development that is in line with the expectations.

After the daily evaluation, a monthly evaluation is then carried out. Monthly evaluation is made based on recapitulation from daily evaluations. If the daily evaluation is made in narrative form, a monthly evaluation is made in the form of a check list. Fields of development that are considered to remain the same as daily evaluations. Monthly evaluations are arranged more completely than daily evaluations. Furthermore, all daily and monthly evaluation results that have been carried out will be written in a report book as an assessment in one semester. This assessment report is aimed to the parents of students as a result of the learning process and the level of development of students that have been achieved. The assessment in this report book is made in narrative form using Indonesian.

Based on the observation findings about learning evaluation that are used by Bali Bilingual School kindergarten it can be concluded that the learning evaluation is carried out in three stages: daily evaluation, weekly evaluation and semester

evaluation. This learning evaluation is made in the form of list and narration. All learning evaluation in Bali Bilingual School kindergarten use Indonesian. In general, the learning evaluation used at Bali Bilingual School kindergarten is in accordance with the evaluation for kindergarten school. However, because this school applies a bilingual program in its learning, learning evaluation should be made in two languages. This is one of the requirements for the implementing bilingual program in schools.

Further, based on the results of interviews that have been done on principals and teachers who teach in Bali Bilingual School can conclude that the implementation of bilingual education has been started since this school was established in 2010 with the aim to improve the ability of students in the field of language, especially English, remembering English is very important at this time as the development of an increasingly globalized era. According to the teachers so far, the implementation of bilingual education in BBS has been maximized. It can be seen from the recruitment of teaching staff,

conducting the comparative studies to schools that apply bilingual education and also efforts to increase the number of teaching staff with good English skills. The facilities and infrastructure of bilingual have been provided by the school quite well such as storybooks in two languages, theme movie with English, poster and pictorial cards with two languages as learning media.

Although the teaching team has made maximum efforts in implementing bilingual education, there are still obstacles that prevent the success of this bilingual program. One of them is the lack of interest of students in learning English and the lack of training in customizing two languages at home. Because the majority of students are local residents, many students are still confused when learning is delivered in two languages at once. Nevertheless, teachers always try to motivate students to get used to English communication. The effort made is to use English in daily communication. The school principal also continues to advise the teaching team to communicate using English with all teaching staff as an exercise to improve English language skills so

that the implementation of bilingual education can achieve maximum results. Sometimes the teacher also gives homework as an effort to support the habituation of English outside of school. For student learning outcomes, based on the results of the interview so far develop according to the expectations. It can be seen from the increasing of students' English language skills.

Based on the explanation above, the researcher links the findings that have been obtained with the previous relevant research. The same result was expressed by Liyanti (2015), in her research entitled "*Efektivitas Penerapan Pendekatan Bilingual pada Pemerdayaan Sekolah Dalam Pembelajaran Tema Ke-7 (Tematik) Di Kelas 1 SDI AL-Syukro Universal Pamulang Tangerang Selatan*". The lack of competent teaching staff on bilingual implementation is one of the problems to the lack of effectiveness of bilingual application in this study.

Based on the results obtained above, in general this research can answer the questions that have been formulated. This can be seen from the results of observations about the

criteria for implementing bilingual programs, observations based on lesson plans and interview results. From the explanation above, it can be concluded that the application of bilingual education in class B, Bali Bilingual School kindergarten has been running well but not yet maximal. It is said not to be maximal because there is still a lack of educator who have good English skills. The lack of understanding by the teaching team about the implementation of bilingual programs should be. This is what causes bilingual program in Bali Bilingual School kindergarten is not optimal.

CONCLUSION

Based on the results of the research that has been done, the conclusion of this study is the implementation of bilingual education in class B, Bali Bilingual School kindergarten so far has run well even though it has not been maximized. It is not maximal because in its application there are still problems such as lack of teaching staff who have good English skills and students' low interest in learning English. For this problem the school is expected to

be more serious in providing English language training especially to teachers who do not have good English language skills. Presenting native teachers can also help in implementing this bilingual program. The presence of native teachers can provide a different atmosphere for students so that can increase their interest in learning English. For the lesson planning and learning evaluation researchers do not get maximum results because the lesson planning and evaluation are made only in Indonesian. To support the application of bilingual education maximally teaching administration such as lesson plans, textbooks and evaluation of learning should be available in two languages. The daily lesson plan is made by each teacher based on the reference of the weekly lesson plan that has been determined by the school. In Bali Bilingual School evaluation is carried out in three ways that are daily evaluation, quarterly evaluation and semester evaluation.

Based on the above conclusions, the researcher gives some suggestions: 1) For teachers, more intensive in delivering learning

materials using English as an exercise and enriching English language vocabulary for students. To support the bilingual program the teaching administration must be made in two languages, Indonesian and English; 2) For students, seeing from the results of the study that the implementation of bilingual education is able to improve students' English language skills, it is expected that students will continue to apply this bilingual continuously because the language skills are needed in the era of globalization; 3) For school, as a relatively new program at the kindergarten school level, especially in Bangli, the implementation of bilingual education in Bali Bilingual School kindergarten has run quite well. Therefore, the school is expected to remain enthusiastic in providing training to educators, because the main key to the success of bilingual implementation is the teaching staff; 4) For parents, should participate in supporting bilingual education, not only giving fully to the school but participating to implement it when students are at home. Indeed, language is formed from habituation if you are accustomed to speaking two

languages at home or at school, then certainly the implementation of bilingual education gives satisfying results.

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