

Implementation of Bilingual Education in Senior High School in Indonesia: A Literature Review

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Abstract

Indonesia is a country with diverse cultures and languages. Not only does it use Indonesian as the national language, but it also consists of a variety of regional languages, which are numerous in Indonesia. Even just different villages have different languages. Mastering the language will support success in school. Bilingual learning is very good at the senior high school level. Because the knowledge needed to organize bilingual programs is still lacking. The aim of this research is to find out how bilingual education is implemented in senior high schools, especially in Indonesia. Data was collected through references to previous relevant journals related to bilingualism in senior high school education in Indonesia. This research uses qualitative descriptive or literature review. In this research, theories and opinions are the result of a study of scientific articles and scientific journals that are relevant to this research. The implementation of bilingual education programs can be encouraged by three supporting objects in high school, namely; (1) The Teachers' English, (2) The Students' English and (3) The staffs' English.

Keywords: Bilingual, Implementation, Senior High School

Introduction

Language is a tool that we use when communicating in everyday life. Devitt & Hanley (2006:1); Noermanzah (2017:2) in Noermanzah (2017) defines language as a message given in the form of expression as a means of communication in various activities in certain situations. Language is a broad and interesting topic because language is a form of communication that is used universally.

We need to know about bilingualism or multilingualism because there are still many things about bilingualism that are unknown and still need to be studied. So the scientific study of bilingualism and multilingualism is a very interesting topic. The knowledge we have about bilingualism may not be that extensive. Current developments which are often referred to as globalization cannot be avoided, starting from the industrial sector to education, they are also making changes to keep up with developments in the global era so as not to be left behind by other countries. In the world of education, Indonesia has frequently made curriculum changes in order to balance the curriculum with current developments. And to date the Indonesian education curriculum has undergone changes 11 times, and the curriculum currently used is the independent curriculum.

To improve the level of education, schools can try to use bilingual programs in their teaching. English has become an international language that needs to be learned as early as possible to become a habit. Bilingual programs, especially English language programs, are important to implement in many educational units. Finding a school with a bilingual program, using two languages to teach an area of the curriculum has become increasingly popular in

Indonesia recently. Marian and Anthony (2012), argue that bilingualism has positive effects across both age spectrums: Seven-month-old bilingual children adapt better to environmental changes, while older bilingual children experience less cognitive decline.

Methods

This research uses a literature review method. The theories and opinions contained in this research are the result of a review of scientific articles and scientific journals that are relevant to this research. The sources used in this research are theses, journal articles, internet sources and other appropriate sources. First carry out an assessment, continue collecting data, and at the end look for results and draw conclusions.

Result and Discussion

Definition of Bilingual

During development, humans just need to train what they actually already have in their brain, namely language. Language is a communication medium that is structured in the form of units, such as words, groups of words, clauses and sentences that are conveyed both orally and in writing (Wiratno and Santosa: 1.2). Language is considered as a forum for social aspirations, activities and behavior of society, even language as a cultural revealer such as in technology (Sumarsono, 2009) in Albaburrahim (2019). In acquiring a first language, a child usually acquires it during the first period of development (0-3 years). In this period of time, children will continue to try to remember and practice what they already have within themselves and the results of the communication and interaction process with those closest to them.

The concept of bilingualism has been introduced since 1983 in America, which became the first US state to apply this concept in education. The languages used are English and German. Apart from America, European countries such as Italy, Czechia, Norway and Poland also follow the bilingual concept. Bilingual is someone who uses two languages when speaking and if they use more than two languages they are known as multilingual. Birner, author of *Bilingualism in the Linguistic Society of America*, defines a bilingual person as someone who masters two languages. A person who speaks more than two languages is called a 'multilingual', although the term 'bilingualism' is used for both situations. Some people may have used two, three or even more languages fluently.

In bilingual classification research usually recognizes the complexity in defining bilingualism. Bilingualism is not a linguistic phenomenon; but the characteristics of its use. If language is a group property, then bilingualism is an individual property. The bilingual community can only be thought of as a collection of individuals who depend on and have reasons to be bilingual. In its simplest form, bilingualism is defined as “knowing” two languages (Valdez & Figueora, 1994). In general, bilingualism means the use of two different languages by a speaker in his interactions with other people alternately (Fishman 1975:73) in Mukhtar (2018).

Bloomfield in Chaer and Agustina (2014:85) in Panjaitan et al (2023), states that bilingualism is the ability of a speaker to use two languages equally well. The Linguistic Society of America defines a bilingual individual as “a person who speaks two languages” (Birner, n.d.) in Hidalgo and Rachel (2021). Most people define bilingualism as a dynamic and multidimensional construct that includes individual and contextual variability. Hamers and Blanc (2000) argue that societal bilingualism is also simply bilingualism in general, which refers to linguistic communities that use two languages to interact.

Mastering two languages simultaneously begins in childhood so that a person can become bilingual by learning a second language some time after mastering their mother tongue. Sometimes parents accidentally use regional languages with their children. So parents who use Indonesian as their first language unknowingly use the regional language as their second

language. So since childhood someone has been bilingual. Apart from that, when children have entered school, there are additional new languages such as English that are used in the education system in Indonesia. For children who like English, they can deepen their English until they are able to master it in everyday conversations. Therefore, without realizing it, someone can be said to be bilingual and multilingual.

Panjaitan et al (2023) note that bilingualism consists of two types:

1. Early Bilingual

Usually this happens to babies born to parents who use two languages simultaneously in raising the baby, such as mixed marriages. So, the baby grows into a bilingual person from the first time he can speak.

2. Late Bilingual (Adult Bilingual)

A type of bilingualism that occurs after a person enters puberty. There is a theory that says that language production in the human brain will reduce its effectiveness in learning new languages as puberty enters. However, there is no valid data that proves that language learning will be better as a child than as an adult.

In today's globalized world, bilingualism has advantages. For example, in multilingual societies, mastering two or more languages will provide economic opportunities. Furthermore, as stated by, de Bruin and colleagues (2015) in G. Ikizer and Nairan (2017) have collected conference abstracts on bilingualism and executive control for 13 years and found that, of the published abstracts, 63% reported an advantage in favor of bilingualism, compared to with 23% of abstracts reporting no differences between monolinguals and bilinguals. One of the reasons why this cognitive advantage is rarely found is because this field is relatively new and the steps and introductions used are varied (Valian, 2015).

Definition of Bilingual Education

Bilingual education is not a new approach to language education. Bilingual education continued throughout the 19th and early 20th centuries. There are many definitions of "bilingual education". This is because bilingual education has been applied to many educational systems in different times and places so that it has become almost meaningless. According to Armando Rodriguez in Lesley, Tay "Bilingual education means educational concepts that are taught to the child in all phases of the curriculum in his mother tongue while he is learning English" (1969, p. 4). More clearly, as stated by A. Bruce Gaarderl in Leslay, Tay "A bilingual school is a school that uses, simultaneously, two languages as teaching media, in any part of the curriculum except the teacher himself".

Bilingual education is the use of two languages in teaching and assessing students (Garcia 2009 in Taylor & Francis 2015). Bilingual education programs vary in goals, language use, and student services, and are shaped by sociocultural and sociopolitical factors, historical context, and speaker and language strengths. In bilingual education programs students may come from a language majority or a language minority. Language majority students develop the ability to use a language other than the dominant language they speak at home. Meanwhile, other students may be immigrants in bilingual education programs. Bilingual education programs offer students the possibility to develop the school language in a way that supports their home language practices and identity.

As in the context of Indonesian education, as an impact of the paradigm, it is also aware of the importance of English as an international language in the era of globalization, and also knowledge of the importance of bilingualism to increase knowledge in various aspects today, so that through the Ministry of National Education the Indonesian government is trying to establish a new concept for educational programs to maximize target language competency, especially English. The implementation of bilingual education in a juridical manner refers to the mandate of Law Number 20 of 2003 concerning the National Education System (UUSPN

20/2003) Article 50 paragraph 3. The law states that the government and regional governments must organize at least one developed educational unit to become an international standard education unit at every level of education (Jayanti & Anton 2019). The implementation of the bilingual program is also based on various regulations, including (1) Government Regulation (PP) Number 19 of 2005 concerning National Education Standards (SNP), (2) Decree of the Minister of National Education Number 22 of 2006 concerning Content Standards, (3) and Ministerial Decree National Education Number 23 of 2006 concerning Graduate Competency Standards.

The Implementation of Bilingual in Senior High School

Human Resources can be determined by the quality of education. Schools as educational institutions and the curriculum as a guide for implementing learning activities in schools have always been a priority for the government to always be updated and perfected (Muhammedi, 2016).

Mastery of foreign languages is one of the drivers of creating quality human resources. Special language learning is required, such as foreign language class programs or bilingual classes, especially in upper secondary education institutions. Senior High School is one of the levels of secondary school which aims to improve intelligence, knowledge, personality, noble morals, and skills to live independently and pursue further education with attitudes, knowledge and skills. As mentioned above, juridically, there is a mandate in Law Number 20 of 2003 concerning the National Education System (UUSPN 20/2003) Article 50 paragraph 3 which states that one educational unit at all levels of education must be developed into an international standard educational unit.

Based on the description above, bilingual learning in high school has a clear goal, namely producing graduates of national and international class. Theoretically, Beardsmore (1993) in Margana & Sukarno mentions four advantages of bilingual learning, namely (1) scholastic achievement, (2) linguistic equity, (3) multilingual proficiency, and (4) promotion of multicultural awareness.

Bilingual or two-language education is now common in Indonesia. In fact, the bilingual learning method began in the 2000s and was implemented by schools. However, in 2023, bilingual learning methods will increasingly be applied by schools. Bilingual education is not only carried out in big cities but also in other regions in Indonesia. Indonesian and English have their respective roles in the world of Indonesian education. Indonesian is a mandatory language of instruction in education. English also has its own role in Indonesian education. This is done to train students' language skills. Students are expected to be more active in speaking Indonesian, regional and foreign languages (Wardani, 2013 in Dewi, 2019).

As written by Putri Nirmalasari et al, in their journal entitled "Bilingual Education in Rural Islamic High Schools: Teachers' and Students' Perspectives and Experiences" is that both teachers and students have a positive view of bilingual teaching, which can be categorized as Bilingual Teaching. Highly Perceived (HPBI). Positive perceptions emphasize the superiority of effective bilingual teaching as a pedagogical tool in improving students' language skills as well as overall academic competence. In its implementation, bilingual teaching is based on Baker's theory (2001). This theory separates different languages and the use of languages simultaneously in one lesson, which is optimal and meets the unique cognitive needs of bilingual students. Furthermore, this research journal provides empirical evidence of data, including student grades and achievement of learning goals, demonstrating the positive impact of bilingual teaching.

Based on a journal entitled Exploring "The Bilingual Program in Yapalis Senior High School" written by Muhammad Nawawi:

- The Teachers' English

The teacher uses understandable English. Young teachers and senior teachers mostly speak English. Apart from the learning process, teachers also use English in daily conversations. Their English is quite good structurally and communicatively. The teachers spoke fluently. So teachers can be good drivers in the bilingual program at Yapalis High School, because they know how to talk to people who are not English teachers. In improving learning, teachers use daily conversations such as "Good morning, students", "Clean the blackboard", "Open the page in your book..." "Are you finished?".

- The Students' English

Students at Yapalis use English in a variety of ways, from the lowest level to the highest level. According to teachers, intelligent students speak more English than less intelligent students. But they are not embarrassed by mistakes, they have the confidence to speak English in class. However, students who are not confident rarely want to speak in class. According to the characteristics of each student.

Overall, students continue to try hard to speak English for communication in class. It can be seen that when some of their friends laugh at their wrong sentence structure, they still feel okay with it. Outside of class they try to speak English when the teacher is present. Most of them performed English songs with Javanese dialect. The trigger students are better at bilingual language, even still in Javanese dialect.

- The Staffs' English

Staff use English only for students if there is a school need. Staff do not share the same room as teachers because they rarely communicate with teachers. Young staff talk more than older staff. There are ten staff at Yapalis but only one person diligently speaks English.

Yapalis Senior High School has been designing a bilingual program since 2005. And it is included in the school curriculum. English and Indonesian are used for speaking both inside and outside school. The school says that it has good English graduates.

Conclusion

From the discussion above, it can be concluded that the implementation of bilingual education is very suitable to be implemented at the senior high school level. The implementation of bilingual education programs has become increasingly widespread in Indonesia, especially at the senior high school level. The implementation of this program makes students more agile and active in communicating. As in the journals that have been researched. That there are many positive impacts of bilingual education. At the senior high school level, bilingual learning certainly provides benefits for the future. Starting from continuing education to university level, both abroad and domestically, currently English is a major requirement such as TOEFL and IELTS. Furthermore, if you want to apply for a job nowadays, it is not uncommon for English to be an important point.

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