

## EVALUATION OF THE IMPLEMENTATION OF THE BILINGUAL PROGRAM AT INSAN RABBANY JUNIOR HIGH SCHOOL IN SOUTH TANGERANG

Betti Nuraini <sup>a\*)</sup>, Koesdini Sandrasofia <sup>a)</sup>

<sup>a)</sup>Universitas Muhammadiyah Prof. Dr. HAMKA, Indonesia

<sup>b)</sup>SMP Insan Rabbany BSD, Indonesia

<sup>\*)</sup> Corresponding Author: [bettinuraini@uhamka.ac.id](mailto:bettinuraini@uhamka.ac.id)

Article history: received 11 January 2026; revised 22 January 2026; accepted 03 February 2026

DOI: <https://doi.org/10.33751/jhss.v10i1.42>

**Abstract.** This journal aims to collect data and information about the implementation of the bilingual programme at Insan Rabbany Junior High School in South Tangerang. The method used is qualitative, namely to find out how the programme can be implemented, the extent to which the programme has been implemented, and the achievement of the programme's objectives. Data collection was carried out through observation, interviews, documentation studies and literature studies. Interviews were conducted with the director of education, the principal, science, mathematics and English teachers, students and parents. The information required was related to the implementation of the bilingual programme that had been run by the school. The findings of the evaluation included a context evaluation covering the objectives of the bilingual programme, which were in line with the school's vision and mission of preparing a globally-minded young generation; an input evaluation consisting of the bilingual programme curriculum, which was the national curriculum but delivered using two languages, with the abilities of students and teachers still needing to be improved, and facilities and infrastructure already in place; process evaluation, which includes planning, implementation, and assessment of bilingual learning; and product evaluation, which includes the results and impact of the bilingual programme on the school, students, teachers, and parents. The implications felt by the school with the bilingual programme are an increase in *prestige* and quality of education, students having high self-confidence and competitiveness, and having good analytical skills. Teachers are motivated to continue developing themselves and become more creative, innovative and globally minded. Parents receive excellent service from the school and are better prepared to plan for the next level of education, ready to compete in the era of globalisation.

**Keywords:** *bilingual programme, context evaluation, input evaluation, process evaluation, product evaluation.*

### I. INTRODUCTION

Education plays a very important role in creating quality Indonesian human resources in line with national education objectives and human resources who can respond to the challenges of the era of globalisation. The human resources needed in the era of globalisation are those who can master technology and compete with human resources from other countries. The 4.0 industrial revolution has now even begun to shift to the 5.0 industrial revolution, which is a major challenge for the world of education to produce outcomes that can respond to these challenges and opportunities. The outcomes produced by educational institutions must be creative, innovative, broad-minded, responsive, and proficient in various languages, especially English, due to the increasingly intensive relations with other countries. In addition, they must be able to compete with graduates from abroad. It should also be recognised that foreign language proficiency in Indonesia is still low. This weakness in English proficiency is due to the lack of success in English language learning in schools. This does not mean abandoning Indonesian and replacing it with English, but rather using English as a supporting language to improve the quality of learning.

In response to these challenges, bilingual education is one of the steps that needs to be prepared. Bilingual education is a program of learning two languages, namely the mother tongue and a foreign language as the medium of instruction. This is in accordance with Law No. 20 of 2003 concerning the National Education System, Chapter VII, Article 33, paragraph 3, which states, "Foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills". Bilingual education can provide students with language skills, including listening, speaking, reading, and writing skills in learning activities.

Conditions in the field show that there are still several obstacles in implementing the Bilingual Programme, including the fact that the objectives of the bilingual programme in schools have not been fully realised, the competence of teachers teaching the bilingual programme does not meet the qualifications, students' English language skills vary, the bilingual learning process has not been implemented optimally, and the results and impact felt by students after participating in bilingual learning have not been evenly distributed. Therefore, coordination of all school resources is needed in managing bilingual learning so that it can be implemented properly in accordance with the expected learning objectives.

The Bilingual programme at SMP Insan Rabbany is implemented in an effort to maximise excellent service to the community and is one of the school's flagship programmes. It is hoped that the output will have greater competence in mathematics and science learning so that it can respond to global challenges and compete internationally. Therefore, as a school that promotes best practices, SMP Insan Rabbany continuously evaluates the implementation of the bilingual programme that has been running. From this background, the researcher discusses how the bilingual programme is implemented. The evaluation focuses on issues related to the bilingual programme implemented at SMP Insan Rabbany in South Tangerang. The research focuses more on the CIPP evaluation method, namely context, input, process and output.

The context evaluation examined the school's vision and mission and the objectives of the bilingual programme at SMP Insan Rabbany Tangerang Selatan. The input evaluation included the curriculum, student abilities, teacher competencies, and facilities and infrastructure supporting the bilingual programme at SMP Insan Rabbany Tangerang Selatan. The process evaluation included the planning, process, and evaluation of bilingual programme learning at SMP Insan Rabbany Tangerang Selatan.

The product evaluation covers the results and impact of the bilingual programme implementation on students, teachers, and the school at SMP Insan Rabbany.

## II. RESEARCH METHODS

This research uses a descriptive qualitative approach. In qualitative research, there is a change in perspective to understand the diversity of the world or things that really exist, giving rise to this qualitative research method. In conducting the research, an approach was used, as stated by Arikunto (2009), that programme evaluation research is carried out using a descriptive qualitative approach. The purpose of this research is to find out how the programme can be implemented, the extent to which the programme has been implemented, and the achievement of the programme's objectives. Moleong (2011: 14) states that qualitative research is research that aims to understand phenomena about what is experienced by research subjects, such as behaviour, perceptions, motivations, actions, and others holistically, and descriptively in the form of words and language, in a specific natural context and by utilising various natural methods.

The main objective of qualitative research, according to Chairunnissa (2017, p. 63), is "*to understand social phenomena or symptoms by focusing more on a complete picture of the phenomena being studied rather than breaking them down into interrelated variables.*"

The evaluation model used for this study is the CIPP model (Context, Input, Process, and Product). The CIPP Evaluation Model is very appropriate for solving highly complex research problems and can describe research data using a pattern of context, input, process, and product evaluation. It is hoped that with this model, researchers can present comprehensive and high-quality research data. In terms of the implementation of a CIPP evaluation programme, the Context Evaluation

formulates the programme objectives and ultimate goals of the bilingual programme at SMP Insan Rabbany, while the Input Evaluation analyses the curriculum used in bilingual learning and evaluates the competence of teachers in delivering the bilingual programme. Process Evaluation is seen from the bilingual programme learning process implemented at SMP Insan Rabbany, and Product Evaluation is the final stage that serves to assist programme accountability in decision-making.

## III. RESULTS AND DISCUSSION

The researcher conducted interviews, observations and documentation to determine the implementation of the bilingual programme at SMP Insan Rabbany. Interviews were conducted with the Director of Education, the Principal, teachers of science, mathematics and English, as well as students. In addition, the researcher observed the bilingual learning process in science and mathematics lessons. The researcher also reviewed documents related to the school profile, school vision and mission, and other primary and secondary data.

### Context Evaluation

Based on the results of the context evaluation regarding the implementation of the bilingual programme in relation to the school's vision and mission and the objectives of the bilingual programme, it was found that the implementation of the bilingual programme at SMP Insan Rabbany was in line with the school's vision and mission. This means that the programme is one of the school's efforts to realise its vision and mission. In addition, the objectives of the bilingual programme in general were understood by all elements of the school, from the school management, subject teachers, students and also parents.

The curriculum used is KTSP 2013 or the 2013 Education Unit Level Curriculum. In this case, KTSP means that schools can develop curricula in accordance with their vision and mission while still being based on the National Curriculum. SMP Insan Rabbany developed a bilingual programme based on the national curriculum but delivered in two languages. This is in line with the school's vision and mission to create individuals who have IMTAQ and IPTEK, a global perspective, and a spirit of *lifelong education*.

### Input Evaluation

The results of the input evaluation of the bilingual programme implementation, as seen from the curriculum components, student abilities, teacher competencies, and facilities and infrastructure supporting the bilingual programme, show that what still needs continuous improvement and development are student abilities and teacher competencies. The diverse abilities of students, resulting in different levels of understanding in terms of time and results, require the school to further improve the learning process and hone students' English skills.

Meanwhile, bilingual learning not only hones *verbal linguistic* abilities but also *numeric* and *logical abilities*. To prepare students to have 21st-century skills, it is important to emphasise learning and *innovation skills* as well as *life and career skills*.

- a. Learning and innovation skills consist of: 1) creativity and innovation, 2) critical thinking and problem solving, 3) communication and collaboration, and 4) information literacy.
- b. Life and career skills consist of: 1) flexibility and adaptability, 2) initiative and self-direction, 3) social and cross-cultural skills, 4) productivity and accountability, 5) leadership.

Teachers are motivated to continuously improve their pedagogical, professional, personal and social competencies. Bilingual teachers have the additional responsibility of improving their English language skills. Regulations and systems in teacher *recruitment* are important factors in obtaining competent teachers. Currently, teachers are motivated to improve their competence through *training* and also to increase their vocabulary and *conversation skills*. However, ideally, in order for the objectives of this bilingual programme to be achieved, teachers should have *Teacher Certification* or be certified educators.

The bilingual school curriculum must contain objectives (vision and mission), content, activities, and evaluation techniques that are in line with the programme offered. It must also reflect the characteristics of the school curriculum. The level of interest, ability, attitude, and maturity of students must also be taken into consideration.

#### Process Evaluation

Based on observations of the implementation process of the bilingual programme, observing the planning, learning process and learning evaluation, the planning and evaluation are quite good, but the learning process needs to be improved, especially in determining active and enjoyable learning methods. Learning must be student-centred, strategic and innovative. It must be strategic because it facilitates students to be active in the learning process, which develops their potential and places them free from the constraints of the classroom, teacher, resources and learning objectives, allowing them to gain meaningful learning experiences.

Teachers must understand this paradigm shift, namely that the most notable difference between teaching and learning is that learning is student-centred, with teachers acting only as facilitators whose role is to encourage cooperation and student activity during the learning process so that students can solve the problems they encounter, thereby making learning "lively", enjoyable, interactive and meaningful. Bilingual learning, if the learning process uses student-centred methods, will be far more effective than teachers who become "actors" in the classroom.

#### Product Evaluation

The results and impact of the bilingual programme implementation can be felt by all elements, namely students as the output, teachers and also schools. The results of this bilingual programme can be quantitative or qualitative. Quantitative results are the scores obtained by students in bilingual learning as shown in their report cards. Meanwhile, qualitative results are demonstrated in the form of students' English communication skills and their understanding of bilingual learning materials that can be applied in their lives, as well as shaping students' characters to be highly curious, creative, innovative, and possess *problem-solving* skills. In the context of learning outcome indicators, each teacher can refer

to the theory discovered by Benjamin S. Bloom and developed by C.H Anderson, which includes the cognitive, affective and psychomotor domains. Lafendry (2018:62) explains the "*learning pyramid*", which shows that students are able to *remember, understand, implement, analyse and evaluate*.

One of the outcomes and impacts that teachers obtain in bilingual learning is to increase individual capacity. One of the efforts to improve individual capacity is through professional development. The objectives of professional development are to improve individual performance, improve ineffective learning and work practices, facilitate changes in learning, work style or performance, and to establish a basis for policy implementation. Satori, Meirawan, Komariah (2013:187) state that professional development for teachers is aimed at:

Teachers' ability to improve their performance. Teachers' performance improvement is achieved through increased experience in training and efforts to hone their skills through professional communication forums. Development in Individual Capacity Building in the form of: 1) School efforts and processes to build new knowledge related to annual work plans for school members. 2) School efforts and processes in trying new things in compiling the school's annual work plan. 3) School efforts and processes in finding feedback from actions that have been taken and the results achieved (reflection) from the compilation of the school's annual work plan.

Meanwhile, one of the impacts on the school is the school culture, namely the habit of students communicating and understanding material in two languages. School culture refers to the values developed in educational institutions. Schools implement values that are very important for all components to implement. Hikmat (2104:243) argues that the values developed in educational institutions cannot be separated from the existence of the institutions themselves, which have a role and function to develop, preserve and pass on cultural values to their students. Thus, bilingual learning can also provide added value for students that will be useful in their lives.

## IV. CONCLUSIONS

The bilingual programme is not new at SMP Insan Rabbany, but has been designed and implemented since the school was established in 2010 with the aim of providing students with a global perspective and enabling them to compete internationally. At the beginning of its implementation, the bilingual programme was applied by classifying bilingual and regular classes, but this created social gaps among students. Therefore, in 2013 an evaluation was conducted and it was decided that all classes would receive the bilingual programme, especially in science and mathematics. The following year, the implementation of the programme encountered obstacles because the textbooks were still in Indonesian, so the motivation of students and teachers to use English was not optimal, requiring a review of the teaching materials. Furthermore, in 2019, based on the evaluation results and recommendations from the MGMP science and mathematics teachers, the school began using English-language textbooks

published overseas to increase teachers' commitment to learning, motivate students, and strengthen their English skills. Based on these phenomena, the researcher evaluated the implementation of the bilingual programme through preliminary studies, literature reviews, observations, interviews, and documentation studies, and concluded that in terms of context, the school's vision and mission were in line with the objectives of the bilingual programme. In terms of curriculum input, it is in line with the 2013 KTSP (School-Based Curriculum), although the competence of students and teachers still needs to be improved, especially in mastering English material. In terms of process, more varied learning methods with a more balanced use of English are needed, and in terms of product, student learning outcomes should not only be in the form of numbers but also critical, logical, and analytical thinking skills. The implementation of this bilingual programme has had positive implications in the form of improved school quality and prestige, increased student confidence and competitiveness, teacher motivation to continue to develop creatively and innovatively, and excellent service for parents in planning their children's education for the next level. Recommendations to optimise this programme include adjusting basic competencies to PISA standards, mapping students' abilities for more effective peer tutoring, and improving teacher competencies through recruitment based on active English language skills or TOEFL scores meeting specific standards.

#### REFERENCES

- [1] Arifin, Zainal. 2019. *Programme Evaluation*. Bandung: Rosdakarya.
- [2] Ansyar, Mohamad. 2017. *Curriculum: Essence, Foundation, Design and Development*. Jakarta: Kencana.
- [3] Arikunto, S. & Abdul Jabar, C.S. 2014. *Educational Programme Evaluation: Theoretical and Practical Guidelines for Students and Education Practitioners*. Jakarta: Bumi Aksara.
- [4] Arikunto, Suharsimi. 2009. *Educational Programme Evaluation: Theoretical and Practical Guidelines for Students and Education Practitioners*. Jakarta: Bumi Aksara.
- [5] Arikunto, Suharsimi. 2013. *Research Procedures: A Practical Approach*. Jakarta: Rineka Cipta.
- [6] Arikunto Suharsimi. 2009. *Fundamentals of Educational Evaluation*. Jakarta: Bumi Aksara.
- [7] Artini, Luh Putu, Nitiasih, & Putu Kerti. 2014. *Bilingualism and Bilingual Education*. Yogyakarta: Graha Ilmu.
- [8] Baker, Colin. 2001. *Foundations of Bilingual Education and Bilingualism*. New York: Briddles Ltd.
- [9] Bukhori, Adkha. 2017. *Bilingual Science Class Programme at MAN Demak (SWOT Analysis Study)*.
- [10] Chairunnissa, Connie. 2017. *Scientific Research Methods Applied in Education and Social Sciences*. Jakarta: Mitra Wacana Media.
- [11] Dananjaya, Utomo. 2013. *Active Learning Media*. Bandung: Nuansa Cendekia.
- [12] Eko Prayitno, Sutarto Hadi, and Muhammad Saleh. 2019. *The Bilingual School Programme Management*. Journal of K6, Education, and Management (J-K6EM) Vol. 2, No. 1, 2019, pp. 64-70.
- [13] Farida, Hanun. 2018. *High-Achieving Madrasahs with Bilingual Classes*. Jurnal Dialog Vol. 41 (1) June 2018.
- [14] Ghani, Abd, Rahman A. 2014. *School Action Research Methodology*. Jakarta: Raja Grafindo Persada.
- [15] Ghani, Abd, Rahman A. 2015. *Handout for the Educational Programme Evaluation Course*. UHAMKA Postgraduate School.
- [16] Ghani, Abd, Rahman A. 2016. *Classroom Action Research Methodology*. Depok: Rajagrafindo Persada.
- [17] Gracia, Eugene E, Jose E, & Nanes Sr. 2011. *Bilingualism and cognition: informing research, pedagogy and policy*. Washington DC: American Psychological Association.
- [18] Harasusilo, Y.E. 2019. *Latest PISA Scores: 5 Education Challenges in the Nadiem Makarim Era*. <https://edukasi.kompas.com/>
- [19] Haryanto, Eddy. 2018. *Analysis of Bilingual Policy*. Yogyakarta: Textium
- [20] Hikmat. 2014. *Education Management*. Bandung: Pustaka Setia.
- [21] J.F Harmers, Michael H.A. Blanc. 2000. *Bilingualism and Bilingualism*. Cambridge: Cambridge University Press.
- [22] Kurniawan, Dody. 2013. *Evaluation of Foreign Language Development Programmes*. *Journal of Education Evaluation* 4 (1) March 2013: 1-11
- [23] Lafendry, Ferdinal. 2018. *Great Teacher: Shaping Children with Character*. Jakarta: Gramedia Pustaka Utama
- [24] Lendo, Oktavia, Tamzil, & Fachmi. 2018. *Evaluation of the Effectiveness of Bilingual Learning Programmes on the Communication Proficiency of Grade 2 Students at Budi Luhur Pondok Aren Elementary School*. *Scientific Forum* 15 (2) May 2018.
- [25] Lexy J. Melong. 2011. *Qualitative Research Methodology*, Bandung: Remaja Rosdakarya.
- [26] McDavid, James C., Hawthorne, & Laura, L.R. 2006. *Programme Evaluation and Performance Measurement*. California: Sage Publications Inc.
- [27] Margana, & Sukarno. 2011. *Development of a Bilingual Learning Model in Vocational High Schools*. *JOURNAL OF EDUCATION*. 41 (1) May 2011, Pages 79 - 93
- [28] Mulyana, Deddy. 2018. *Qualitative Research Methods*. Bandung: PT Remaja Rosdakarya
- [29] Murwani, Santosa. 2003. *Guidelines for Writing Theses and Dissertations*. Jakarta: UHAMKA Press.
- [30] Murwani, Santosa. 2018. *Handout on Scientific Research Methodology*. Jakarta: Uhamka
- [31] Nugraheni, Aninditya Sri. *Implementation of the Bilingual School Programme to Improve Linguistic Intelligence at SD INTIS SCHOOL YOGYAKARTA*. *Journal of Education and Learning*. 4 (1) June 2017.
- [32] Pancawati, Widya. (2020). *The Benefits of Bilingualism for Child Development*. <http://id.theasianparent.com>
- [33] Partnership for 21st Century Skills. (2002). *Learning for the 21st Century. A Report and Mile Guide for 21st*

- Century Skills. Washington, DC: Partnership for 21st Century Skills.
- [34] Pranowo. 2015. *Language Learning Theory: For Language Educators and Language Students*. Pustaka Pelajar. Yogyakarta.
- [35] R. Sanders James, Chair. 1994. *The Programme Evaluation Standards*.<sup>2nd Edition</sup>. California: Sage Publications Inc.
- [36] Santoso, Didik., & Ginting, Pirman. 2015. *Bilingual Education Programmes at Junior High Schools*. Jakarta: Prenadamedia Group.
- [37] Satori, D: Meriawan, D. & Komariah, Aan. 2013. *School Management Capacity Development Model to Improve Education Quality*. Education Administration. 17(1) October 2013: 184 – 192
- [38] SMP Insan Rabbany. 2020. *Document 1: SMP Insan Rabbany Curriculum*. South Tangerang.
- [39] Sugiyono, (2017). *Research and Development Methods*. Bandung: CV. Alfabeta.
- [40] Suwardi, Basrowi. 2008. *Understanding Qualitative Research*. Jakarta: Rineka Cipta.
- [41] Tersiana, Andra. 2018. *Research Methods*. Yogyakarta: Start up.
- [42] Compilation Team. 2013. *Thesis and Dissertation Writing Guidelines*. UHAMKA Postgraduate School. Jakarta: UHAMKA Press.
- [43] Tri Angga Dewi. 2016. *Implementation of bilingual classes at SMP Negeri 1 Baturetno*. *Journal of Education Policy*. Edition 2 Vol. V Year 2016.
- [44] Wirawan. 2011. *Evaluation of Standard Application and Professional Theory Models*. Jakarta: Rajawali Press.
- [45] Yaumi, Muhammad and Nurdin Ibrahim. 2013. *Multiple Intelligences-Based Learning: Identifying and Developing Children's Multitalents*. Kencana. Jakarta.
- [46] Yusuf, Muri. 2015. *Assessment and Evaluation in Education: Pillars of Information Provision and Quality Control Activities in Education*. Jakarta: Kencana.