

# Analysis of Teachers' Professional Competence in Developing Bilingual Learning Programmes at Muhammadiyah 1 Purwodadi Elementary School

Frenstina Rahmadani<sup>1</sup>, Arif Widyatmoko<sup>2</sup>, Zulfa Sakhiyya<sup>3</sup>

<sup>1,2,3</sup>Department of Primary Education, Master Program, Universitas Negeri Semarang, Semarang City, Indonesia

Corresponding Author: Frenstina Rahmadani

DOI: <https://doi.org/10.52403/ijrr.20241251>

## ABSTRACT

Bilingual learning is a learning program that uses English as an international language, as the language of instruction in the learning process, in addition to Indonesian. The purpose of this study was to determine how the professional competence of teachers in the Bilingual Learning Programme at Muhammadiyah 1 Purwodadi Elementary School. The method used in this research is descriptive qualitative research. Data collection techniques using observation, interviews, and documentation. The data analysis used is data collection, data reduction, data presentation, and drawing conclusions. The results showed that the professional competence of teachers at Muhammadiyah 1 Purwodadi Elementary School has been implemented optimally but not maximally. In addition, the obstacles to the development of the bilingual program faced by bilingual teachers at Muhammadiyah Purwodadi Elementary School are the lack of availability of adequate facilities and infrastructure for the learning process, the different characters of students, teachers who have not mastered class administration, and parents who are sometimes difficult to communicate with. However, this can be overcome with several solutions, namely teachers developing learning media, maximizing materials around the school as learning media, as well as seminars or training for teachers.

**Keywords:** Bilingual, Professionalism Competence, Elementary School

## INTRODUCTION

Teachers are an important element in the entire education system. Teaching is a profession, which means a position that requires special skills as a teacher and cannot be done by just anyone outside the field of education. The duties of teachers as a profession include educating, teaching, and training. Educating means passing on and developing life values. Teaching means passing on and developing science and technology, while training means developing skills in students. Regarding results, teachers are said to be successful if they are able to change the behavior of the majority of students towards better mastery of basic competencies (Afriyanli and Sabandi, 2020). According to Sulastri et al. (2020), teachers are the key to whether or not a learning process is interesting or not, and therefore teachers are required not only to be able to enliven the class atmosphere but also to be able to make learning a process of improving their personality. students, teacher performance in the learning process is one of the requirements that every teacher must have to support their profession in teaching students, especially elementary school-age students. The role of the teacher is to create a series of interrelated behaviors carried out in certain situations and related to the progress of

changes in behavior and student development, which is the goal (Usman, 2011).

Teacher professional competence plays a very important role in the learning process of students; this is in accordance with Hakim's (2015) opinion that the quality of teaching competence plays an important role in creating and establishing the quality of the learning process for students and also shows the level of teacher professionalism, which is very important in the learning process. Ardiawan (2017) also said that teachers are required to have the ability to teach and play a professional and multifunctional role in creating an effective learning atmosphere. Thus, professional competence is one of the basic skills that a teacher must have. It is clear that teacher professional competence is very important in the learning process. Teachers must have four competencies in learning, namely pedagogical competence, personality competence, social competence, and professional competence. Teacher professional competence is the teacher's ability to carry out their duties as educators, which includes mastery of pedagogy, knowledge, methodology, management, and so on, which is reflected in performance in the educational environment (Dudung, 2018). This proves that in teaching, teachers must have good professional competence to be able to create the expected learning objectives.

The emergence of private schools in Indonesia that offer bilingual learning programs as the language of instruction in the learning process is the most obvious impact of the era of globalization, especially in the field of education. According to Mahardhika (2012), the bilingual learning program has been introduced in Indonesia since 2004. In modern society, the enthusiasm for the existence of bilingual schools is currently very high, so it is not surprising that parents prefer to send their children to schools that offer bilingual education programs. Kaltsum (2014) states that learning foreign languages, especially

English, must really be taught from elementary school or from an early age, because developments in science and technology require someone to understand English well and correctly. This has brought back the trend of the concept of bilingual learning, especially in private schools. Bilingual learning is a learning program where, apart from Indonesian, English is used as the language of instruction in the learning process.

Muhammadiyah 1 Purwodadi Bilingual Elementary School is the only private school in Purwodadi Grobogan that currently implements a bilingual learning system. Apart from the elimination of the bilingual learning system by the government in 2013, there were many problems that arose in the implementation of bilingual learning in Indonesia, ranging from social inequality and teacher resources, who were less competent in English, to negative impacts on the psychological development conditions of students, which resulted in various criticisms. In the context of bilingual learning, teachers, as the most important resource in educational institutions, play an important role as linguistic role models and as scientific moderators.

In this era, advances in science and technology are increasingly sophisticated and experiencing very rapid changes. To become a professional and worthy teacher, teachers must be able to adapt to the times, and teacher professional competence is really needed in a better learning process so that students will be motivated to learn and achieve (Sulastri et al., 2020). The reality that occurs today is that teachers only have a single intelligence where they only master the subjects they teach to a limited extent. In fact, to become a professional and dignified teacher, teachers must be able to develop themselves so they can adapt to the times. In fact, teachers at Muhammadiyah 1 Purwodadi elementary school (SD) also do not fully use models, methods, and strategies in bilingual learning that include teacher professional competence. Then,

various studies regarding bilingual learning programs have been carried out by researchers, including the effectiveness of bilingual learning, analysis of improving students' English language skills, teachers' and students' perceptions regarding bilingual learning, and so on. However, there has been no research that examines the professional competence of teachers in bilingual learning as well as changes, obstacles that must be overcome, and various obstacles faced by teachers in the process of learning bilingual as the language of instruction in the classroom. Thus, researchers want to conduct research related to teacher competency analysis in developing learning programs at Muhammadiyah 1 Purwodadi Elementary School.

Write Introduction section of your research paper here. Modify this section as applicable according to your research work. Aims/objectives of research article should be included in this section.

Add appropriate original references to the sentences/paragraphs taken from other media/sources.

## **LITERATURE REVIEW**

### **Teacher Professional Competency**

Ministry of National Education (2005) In paragraph 1 of Article 10 of Law Number 14 of 2005, it is stated that to help teachers become professional teachers, teachers must have four competencies in teaching: social competence and professional competence, which can be acquired through professional education.

Suhandani & Kartawinata (2014) describe four teacher competencies, including:

1. **Pedagogical Competence:** It is a competency to manage student learning, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to realize their various potentials.
2. **Personality Competence:** He is a stable, mature, wise, and authoritative

educational personality, a role model for students, and has noble character.

3. **Social Skills:** It is the competence of educators to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the community.
4. **Professional Competence:** It is the competence of educators to have broad and in-depth mastery of learning material, which enables them to guide students in acquiring the specified competencies.

One of the competencies that teachers must have in 21st-century learning is the ability to design learning by applying the principles of combining knowledge of teaching materials, pedagogy, and Information and Communication Technology (ICT), or what is known as TPACK. According to Fajero et al. (2021), TPACK is knowledge and skills in integrating technology into learning. (Koehler et al., 2013) also said that technological pedagogical content knowledge (TPACK) is a type of new knowledge that teachers must master to be able to integrate technology well in learning.

### **Bilingual Learning Program**

Bilingual learning is a model of using two languages for curriculum materials with the aim of strengthening students' foreign language skills, especially English. Kalisa (2014) explains that learning a foreign language at a young age is seen as an important milestone in encouraging lifelong learning in children and that children who start learning two or more languages at an early age will benefit more than children who only master one language. Yahya & Suwarjo (2013) explain that the concept of bilingual learning (English and Indonesian) as the language of instruction in the learning process in the classroom, especially English, in this case, is in accordance with the principles used with the level of understanding and needs of students and repeated with the principle of providing

strengthening, which aims to enable students to communicate easily within the reach of their school and home.

Artini, Luh Putu & Nitiasih (2014) explain that there are four types of bilingual education as follows:

1. Transitional (Early Exit Bilingual Education)

Education starts at an early age (kindergarten or elementary school) by using the student's first language as a medium of instruction, and then after a certain period (when the student becomes more fluent in the language), the use of the first language is reduced and the proportion of the second language is also increased.

2. Maintenance (Late Exit Bilingual Education)

Maintenance bilingual education program that involves maintaining the minority language (mother tongue). The use of a second language can be started at an early stage (for example, 50%), and language use is maintained with consistent portions

3. Enrichment (Two-Way Bilingual Education)

This type of bilingual education is focused on teaching students to achieve academic abilities through the medium of a second language, where literacy in the second language can also be achieved. Some characteristics of this kind of bilingual education include: (1) English is used dominantly/exclusively; (2) the first and second languages can be taught in the form of immersion, and learning refers to two curricula.

4. Heritage Bilingual Education

This bilingual education model is a combination model of maintenance and enrichment. A distinguishing feature is the program's aim, which is generally the restoration of lost or endangered languages.

## **MATERIALS & METHODS**

The type of research used in this research is qualitative research. The data obtained (in

the form of words, images, and behavior) is not expressed in the form of numbers or statistical figures. The researcher immediately carried out data analysis by providing a description of the situation being studied in the form of a narrative description. The data sources used in this research are secondary and primary data. Data collection techniques are the most strategic step in research, because the main aim of research is to obtain data. Without knowing data collection techniques, researchers will not get data that meets the set data standards (Sugiyono, 2014). To obtain data in the field, data collection used in this research was observation, interviews, and documentation. The data analysis technique used in this research is using the interactive data analysis technique model from Miles & Huberman (Sugiyono, 2018). They stated that activities in qualitative data analysis are carried out interactively and continue continuously until completion so that the data is saturated. The techniques used are data collection, data reduction, data presentation, and drawing conclusions. Apart from that, this research also tested the validity of the data. Data credibility testing, or trustworthiness in qualitative research data, is carried out by extended observation, persistence in research, triangulation, discussion with colleagues, and member checking. Researchers use triangulation. The triangulation used by researchers is technical triangulation and source triangulation. Write here procedure/technique of your research study.

## **RESULT and DISCUSSION**

### **Bilingual Program at Muhammadiyah 1 Purwodadi**

Based on the results of research conducted by researchers for approximately 1 month through interviews, observations, and documentation at the Muhammadiyah 1 Purwodadi Bilingual Elementary School regarding teacher professional competence in developing bilingual learning programs, a bilingual learning program was implemented for all classes I-VI on

Tuesday, Wednesday, and Thursday. This activity is only focused on English subjects because Arabic subjects are only applied to classes IV and V, because classes 1-3 are only focused so that students can read Arabic writing fluently first, so for classes I-III, the subject Arabic was replaced with the BTA (Reading and Writing Al-Qur'an) subject. Likewise for grade 6 students, the Arabic language subject was replaced with the tahfidz subject, because grade 6 students were already focused on memorizing the Al-Qur'an. In this activity there are no exceptions between classes. The material presented is the same for all classes. There is only one teacher who delivers the material, namely the English teacher. Meanwhile, other teachers help shape the learning process. In its implementation, teachers more often carry out questions and answers about English vocabulary. In between lessons, the teacher also provides icebreaking to make students enthusiastic about learning again. At the end of each lesson, the teacher asks all students questions.

Based on their teaching experience, respondents have the perception that the implementation of the bilingual learning program at Muhammadiyah 1 Purwodadi Elementary School is basically a habituation program that must be forced on students to improve their English language skills because this can improve language and communication skills so that students do not only master one language. This is in accordance with the theory according to Kalisa (2014), who explains that learning a foreign language at a young age is seen as an important milestone in encouraging lifelong learning in students. In addition, students who start learning two or more languages at an early age will benefit more than students who only master one language. One respondent explained that by implementing a bilingual school environment, this could be a trigger for students to hone their English language skills, especially speaking skills.

### **Teacher Professional Competency**

Teachers in developing bilingual learning programs were researched at the level of teacher professional competency indicators, namely the ability to master material, structures, concepts, and scientific mindsets that support the subjects being taught; mastering basic competency standards; and utilizing information and communication technology to develop themselves. As for the research that has been carried out, the researchers obtained several findings that can illustrate the professional competence of teachers in developing bilingual learning programs as seen from the results of interviews.

The ability to master material, structures, concepts, and scientific mindsets that support subjects in teacher professional competence means that a teacher must master subject matter broadly and in depth, where a teacher must be able to communicate and interact effectively and efficiently with students, peers, and the surrounding community. Professional teachers will not be able to continue to survive if they do not deepen their knowledge and enrich their insight and experience. For this reason, professionals need a continuous learning process in various ways. Starting from reading books, analyzing other people's experiences, and attending seminars or practical work discussions to taking part in education programs or continuing higher-level studies. Mastery of material for teachers is very crucial, especially in the teaching and learning process involving subject teachers. In an effort to improve mastery of material at Muhammadiyah 1 Purwodadi Elementary School, several alternative efforts have been made to improve mastery of material for teachers, namely: a) through subject teacher deliberations, deepening of material from teachers, by teachers, and for teachers; b) through available resource books or activities independently; c) through the relevant experts/scientists; d) through material in-depth courses; and e) through special education. Teachers must have a

structure and concept in teaching, namely by creating learning tools. Meanwhile, Muhammadiyah 1 Purwodadi Elementary School is quite good at understanding the lesson material that will be delivered by the teacher to students so that students can understand and accept the lesson material delivered by the teacher.

Professional competence is the ability to master subject matter broadly and in depth in learning material, including mastery of the substance of the content of the school curriculum material and the scientific substance that covers the curriculum material, as well as increasing scientific insight as a teacher. These professional abilities are not just mastery of material but include the ability to plan lessons, carry out teaching procedures, carry out personal relationships with students, and carry out evaluations of student learning achievements. Ardiawan (2017) also said that teachers are required to have the ability to teach and play a professional and multifunctional role in creating an effective learning atmosphere. In the current era, the world of technology and information is very sophisticated with the development of science and technology to support interesting learning for students. This is in line with the theory according to Fajero et al. (2021). TPACK is knowledge and skills in integrating technology into learning. A teacher who is said to be professional is a teacher who is able to master knowledge and, at the same time, is able to transfer that knowledge, internally and naturally, and is able to mentally prepare students so they can grow and their intelligence develops. Able to carry out evaluations of student learning outcomes. The success or failure of education in achieving its goals can be seen from the evaluation of the output produced. With the competence they have, each teacher must carry out an evaluation after the material taught has been completed. The aim is to determine student progress in a learning process. The results of research conducted at Muhammadiyah 1 Purwodadi Elementary School showed that teacher

professional competence had been implemented optimally.

### **Obstacles in implementing bilingual programs**

Regarding the bilingual learning program at Muhammadiyah 1 Purwodadi Elementary School, respondents expressed their perceptions of the obstacles they faced while being bilingual teachers at Muhammadiyah 1 Purwodadi Elementary School. Some of the issues that arise regarding this include obstacles to meeting facilities and infrastructure, teacher resources, teaching and learning activities in the classroom, student characteristics, and the role of parents. In relation to obstacles in fulfilling the facilities and infrastructure that support the bilingual learning process in schools, this is a significant obstacle because schools still lack facilities that support the learning process. As for obstacles related to student characteristics, this is the full responsibility of bilingual teachers to present a learning concept that is fun, effective, and efficient.

Constraints in teacher resources are that teachers have not been able to develop media models and strategies in learning, and teachers have also not been able to design learning tools well; this is in accordance with Listia's theory (2008), which states that the obstacles for teachers in implementing language learning, especially English, are: 1) lack of teacher ability in implementing English language learning; 2) the implementation of learning in the classroom is not yet conducive, because there are too many students; 3) inadequate infrastructure. There are also obstacles in the role of parents, where the lack of communication between children and parents at home causes children's habituation to speak English to be less than optimal. In fact, the bilingual program is actually a habituation program that, in its implementation, requires the role of parents at home to continue to practice students' speaking skills in English.

## Solutions in Implementing Bilingual Programs

Solutions that can be taken to overcome teachers' obstacles in developing learning media maximize the materials available around the school as learning media. Apart from that, teachers also respond by conducting learning outside the classroom and providing additional hours of lessons for students who cannot read after school hours. Teachers believe that the only way to overcome these difficulties is to provide additional lessons after school hours. Apart from that, solutions that can be taken to support teacher resources in the learning process are by attending seminars and training as well as regularly conducting evaluations of learning that has been implemented so that learning can be planned well. This is in line with the theory of Ernawati (2012), who believes that the solution that teachers must apply in bilingual learning is that teachers must plan bilingual learning carefully, starting from preparing learning tools and textbooks that will later be used in the learning process so that later this can make the implementation of bilingual learning be carried out maturely. The solution regarding student characteristics is that the teacher approaches the student so that there is good communication between the student and the teacher, and then the solution regarding the role of parents is that the teacher also communicates with parents so that the same goal is established to support students in the learning process, especially in bilingual learning.

## CONCLUSION

Based on the research findings in this study, it can be concluded that the professional competence of teachers at SD Negeri 1 Muhammadiyah Purwodadi was found to be that the teacher's professional competence has been implemented optimally but has not yet reached the target because teachers still have difficulty doing it. administration, which includes learning plans, syllabi, and other administration. Besides, the obstacles

to the development of bilingual programs faced by the bilingual teachers at Muhammadiyah Purwodadi Primary School are not much availability of adequate facilities and infrastructure for the learning process, different student characters, teachers who have not mastered classroom management, and parents who are sometimes difficult to communicate with. However, there are several solutions that can be used to overcome these obstacles, namely teachers developing learning media, maximizing materials around the school as learning media, as well as seminars or training for teachers. Then, at the end of each lesson, a reflection aimed at getting to know each other between teachers and students, and regular meetings with parents to work together in guiding the students.

## Declaration by Authors

**Acknowledgement:** None

**Source of Funding:** None

**Conflict of Interest:** The authors declare no conflict of interest.

## REFERENCES

1. Afriyanli, H. K & Sabandi, A. (2020). Pengaruh Supervisi Kepala Sekolah terhadap Kinerja Guru. *Jurnal Manajemen, Kepemimpinan dan Supervisi Pendidikan* 5(1)
2. Sulastri, S., Fitria, H., & Martha, A. (2020). Kompetensi Profesional Guru dalam Meningkatkan Mutu Pendidikan. *Journal of Education Research*, 1(3), 258–264. <https://doi.org/10.37985/jer.v1i3.30>
3. Usman. (2011). *Menjadi guru profesional. UUGD No.19 tahun 2005*. Yahya, D., & Suwarjo. (2013). Evaluasi Bahasa Inggris Sebagai Bahasa Pengantar Dalam Proses Pembelajaran Di Sdn Idaman Rsbj Banjarbaru. I, 70–84.
4. Ardiawan, I. K. N. (2017). The Correlation between Teacher Professional Competence and Natural Science Learning Achievement in Elementary School. *Journal of Educational Science and Technology*, 3(3), 173–177. <https://doi.org/http://dx.doi.org/10.26858/est.v3i3.3758>

5. Hakim, A. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning. *The International Journal Of Engineering And Science*, 4(2), 1–12. [www.theijes.com](http://www.theijes.com)
  6. Dudung, A. (2018). Kompetensi Profesional Guru. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 5(1), 9–19. <https://doi.org/10.21009/jkkp.051.02>
  7. Mahardhika, S. M. (2012). The English Speaking Skills Development of Mondial School Kindergarten Children. *English Education Journal (Program Pascasarjana Universitas Negeri Semarang)*, 2(2), 106–111.
  8. Kalisa, P. (2014). Being Bilingual in Early Ages: Is It Advantageous? *Language Circle - Journal of Language and Literature*, 9(1), 99–104.
  9. Kaltsum, H. (2014). *Tanggapan Perseptual Guru Bahasa Inggris di SD Se-Surakarta terhadap Kebijakan Pelaksanaan Mata Pelajaran Bahasa Inggris di Sekolah Dasar*. 1(1), 8–16. <https://doi.org/10.23917/ppd.v1i1.1550>
  10. Depdiknas. (2005). *Undang-Undang Republik Indonesia No.14 Tahun 2005 Tentang Guru dan Dosen*.
  11. Suhandani, D., & Kartawinata, J. (2014). Identifikasi Kompetensi Guru Sebagai Cerminan Profesionalisme Tenaga Pendidik Di Kabupaten Sumedang (Kajian Pada Kompetensi Pedagogik). *Mimbar Sekolah Dasar*, 1(2). <https://doi.org/10.17509/mimbar-sd.v1i2.874>
  12. Fajero, T., Festiawan, R., Anggraeni, D., & ... (2021). Analisis Technological Pedagogical Content Knowledge (TPACK) dalam Implementasi Metode Pembelajaran Daring pada Era Covid-19 di SMA Negeri se-Kota Tegal. *Jurnal Pendidikan Kesehatan Rekreasi*. 7(2), 342–353. <https://ojs.mahadewa.ac.id/index.php/jpkr/article/view/1136>
  13. Koehler, M. J., Mishra, P., & Cain, W. (2013). What is Technological Pedagogical Content Knowledge (TPACK)? *Journal of Education*, 193(3), 13–19. <https://doi.org/10.1177/002205741319300303>
  14. Artini, Luh Putu & Nitiasih, P. K. (2014). *Bilingualisme dan Pendidikan Bilingual*. Graha Ilmu
  15. Sugiyono. (2018). *Metode Penelitian Pendidikan, Kuantitatif, Kualitatif dan RnD*. Alfabeta.
  16. Sugiyono, P. D. (2014). *Populasi dan Sampel. Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Alfabeta
  17. Listia, R. (2008). Kendala Pengajaran bahasa inggris di sekolah dasar. *National Seminar Proceeding*, 060, 468–475.
  18. Ernawati, Y. (2012). Manajemen Kurikulum Kelas Bilingual. *Manajemen Pendidikan*, 23(6), 572–577
- How to cite this article: Frenstina Rahmadani, Arif Widyatmoko, Zulfa Sakhiyya. Analysis of teachers' professional competence in developing bilingual learning programmes at Muhammadiyah 1 Purwodadi elementary school. *International Journal of Research and Review*. 2024; 11(12): 463-470. DOI: <https://doi.org/10.52403/ijrr.20241251>

\*\*\*\*\*