

## Evaluation of Bilingual Mathematics Learning Program at Al-Azhar Islamic Middle School, South Tangerang

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### ABSTRACT

This study evaluates the bilingual mathematics learning program at SMP Islam Al-Azhar 25, South Tangerang. The evaluation model used is CIPP (Context, Input, Process, Product). Data collection techniques using interviews, observation, and document analysis. The evaluation results show that the bilingual mathematics learning program at SMP Islam Al-Azhar 25 South Tangerang has been running well. The program aims to follow the school's "globally competitive" vision. Facilities and infrastructure are categorized as very good, teachers have met the academic qualifications of undergraduate Mathematics Education, students have met the qualifications with tested students through the stages of entering the bilingual class, and the readiness of teachers and students of class VII is categorized as good, and the readiness of teachers and students of class VIII categorized as very good. The mathematics learning process uses the Bilingual Immersion type of learning, with a translation and transcription approach. The average score for daily assignments and tests is above the KKM (Minimum Completeness Criteria). The evaluation component has met the criteria for success, but some need to be improved and developed, such as the availability of a language laboratory and the development of bilingual classes from two classes to all classes so that there are no social gaps.

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## 1. INTRODUCTION

A learning program is a policy from the school (education unit) to create an activity aimed at innovating learning to become a flagship program that can distinguish the school from other schools. In line with the flow of globalization, the need for English language skills is increasingly felt [1], [2]. Therefore, it is not surprising that experts working in the world of education feel the need to provide intensive and continuous English lessons to students in secondary schools even since the children are still in elementary school, with

the hope that in the future, they can compete. Globally. International labels lead to quality improvement without leaving this nation's identity, dignity, and excellence.

To support the government's program in realizing Law no. 20 of 2003 concerning the National Education System Article 50 paragraph 3.5 of PP no. 19 Article 61 paragraph 1, as well as the Ministry of National Education Strategic Plan for the period 2005-2009 regarding policies to improve quality, relevance and competitiveness, one of which is by organizing the International Standard School Pilot (RSBI) [3]. In its development, the Ministry of National Education has implemented international standard school pilots, one of which is an international standard junior high school, which began in the 2007/2008 school year. However, in 2013 the Constitutional Court canceled Article 50, paragraph 3 of the 2003 Law on education [4].

In Indonesia's education context, English is a foreign language that must be learned and taught with a different approach model from the learning approach model in English-speaking countries. Therefore, implementing the policy of Piloting International Standard Schools or International Standard Schools raises new problems for teachers regarding knowledge and skills in English. When carrying out the teaching and learning process, SBI bilingual teachers must have linguistic knowledge of technical terms (teaching vocabulary) in certain subjects and knowledge of English grammar [5]. Although it was difficult, and the Constitutional Court had canceled the implementation of RSBI/SBI, it did not necessarily eliminate the school's desire to use English as one of the languages of instruction, which was then called the Bilingual Learning Program.

A bilingual class teacher must be a bilingual person who should be fluent in two languages [6], [7]. The problem is whether subject teachers can become bilinguals ready to teach in two languages, Indonesian and English. How long does it take for a teacher to be ready to teach? In addition, what level of bilingual skills does a teacher need or must achieve in order to be able to teach a bilingual class? Wigglesworth [8] distinguishes two kinds of bilingual skills. First, balanced bilinguals, namely people who can master two languages perfectly in different contexts. In the Indonesian education system context, these skills are challenging to master. The second is dominant bilingual, that is, people who are dominant in one language.

Schools currently preparing a bilingual class program face serious problems, including the unavailability of textbooks in English that are suitable for school needs, the unavailability of a syllabus in English, and the unpreparedness of teachers teaching English with an introduction to English and not yet available. The existence of an effective bilingual learning model. The bilingual program is applied only to a few subjects, one of which is Mathematics.

Learning mathematics is still scary for students; the paradigm of students still considers mathematics a complex subject to understand [9]–[12]. Thus, the presence of bilingual mathematics learning, in addition to having several reasonable goals for education, but in the process of delivering the concept of mathematics lessons using English has difficulties both for teachers who deliver and for the ability of students to understand mathematics lessons. A bilingual class in mathematics will pressure students who have to face learning mathematics and foreign languages simultaneously .

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One of the schools that implements bilingual learning is SMP Islam Al Azhar 25, South Tangerang. The school is a new school that was established in 2011 and has implemented a bilingual learning program. In addition, the curriculum comes from the National Education Office and Al-Azhar Jakarta, which prioritizes science and technology and IMTAQ content. However, over time the program cannot be separated from problems, especially those related to knowledge and skills in English that must be mastered by teachers and students, especially in Mathematics and Science. Based on several considerations, only two classes are bilingual from each grade. Therefore, researchers are interested in researching the evaluation of bilingual learning programs, especially mathematics, at Al Azhar Islamic Junior High School 25, South Tangerang.

## 2. METHOD

This research includes descriptive, evaluative research using evaluation research methods. The evaluation model used is CIPP [13]. The CIPP model only describes evaluation based on Context, Input, Process, and Product [14]. The CIPP model is oriented to a decision (a decision-oriented evaluation approach structured). Its purpose is to help administrators (principals and teachers) to make decisions [15]. The approach used in this research is descriptive qualitative. According to Sugiyono [16], qualitative research methods are research methods based on the philosophy of postpositivism, used to examine the condition of natural objects, researchers are the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization. Qualitative research methods are often called natural research methods because the research is carried out in natural conditions (natural settings). Qualitative research designs are arranged continuously according to the field's realities.

Descriptive research is used to see and describe the real problems, expressed without manipulation [16]. According to Creswell [17], purposeful sampling, open data collection, text or image analysis, presentation of information in figures and tables, and personal interpretation of findings all reflect qualitative procedures.

This research was carried out at Al-Azhar 25 Islamic Junior High School, South Tangerang, considering that the school was still implementing bilingual learning and the RSBI program was abolished. The object of this research is the implementation of bilingual mathematics learning in classes VII C and VIII B SMP Islam Al-Azhar 25 South Tangerang. At the same time, the subjects in this study were the principal, TU, mathematics teacher class VII, and VIII SMP Islam Al-Azhar 25 South Tangerang. Data collection techniques in this study are through interviews, documentation, and observation. The instruments used in this study were observation sheets, interview guidelines, questionnaires, and documentation studies. Data analysis in qualitative research is carried out during data collection and after data collection for a certain period. Management of this data begins with organizing the data that has been collected, then sorted into patterns, categories, and units of description. To make it easier to classify, the data is coded. The data analysis used by the author uses the Miles and Huberman model [18], which divides

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the analysis activities into several parts: data collection, data reduction, data presentation, and drawing conclusions or data verification.

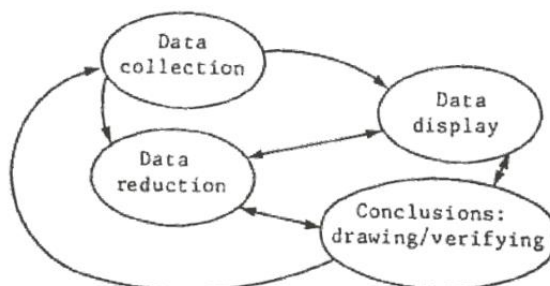


Figure 1. Interactive analysis of the Miles & Huberman model [18]

Based on the picture above, in general, the data analysis in this study was carried out through the following stages; (1) record all phenomena found in the field either through observation, interviews, and documentation; (2) review the records of observations, interviews, and documentation studies, as well as separating data that are considered essential and unimportant, this work is repeated to check for possible misclassifications; (3) describe the data that has been classified by taking into account the focus and objectives of the research; and (4) make a final analysis in the form of a research report [19].

### 3. RESULTS AND DISCUSSION

The evaluation model used is CIPP which describes evaluation based on Context (Context), Input (Input), Process (Process), and Product (Product). Based on the results of the study, the following results were obtained:

#### 3.1. Context Evaluation

The objective of the bilingual mathematics learning program is based on the vision of the Al Azhar Islamic Junior High School 25, South Tangerang, which is "globally competitive." This flagship program is organized by the Al Azhar Islamic Junior High School Foundation. Based on interviews with school principals behind the program, the government imposed the RSBI (International Standard School Pilot), but it was soon disbanded, but the Al Azhar Islamic Junior High School foundation still maintained the RSBI program with bilingual classes. The reason the program is maintained is that private schools have the freedom to develop school programs or something characteristic of the school, and one of the flagship programs at Al Azhar Islamic Junior High School is language development, so if RSBI is disbanded, Al Azhar Islamic Junior High School will maintain it so that it does not reduce the quality of education in Al Azhar Islamic Junior High School.

The bilingual learning program system at SMP Islam Al Azhar 25, South Tangerang, uses bilingual classes, with each grade only having two bilingual classes and one regular class. Subjects that use bilingualism are only Mathematics and Science learning. The reason for using bilingual learning in mathematics is because mathematics

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learning generally studies theories daily so that the content can be used in language and mathematics.

The description of the context aspect, namely regarding the objectives of the bilingual mathematics learning program, the background of the bilingual mathematics learning program, namely Law 45 of 2003, but the law has been dissolved since 2013. which is an effort to maintain the quality of education, and the objectives of the program are following the school's vision and getting full support from the parents.

Unfortunately, the bilingual program was only applied to two of the three classes at SMP Islam Al Azhar 25, South Tangerang. As has been explained in the background of the problem regarding the reasons for the dissolution of the SBI/RSBI, one of which is social inequality, because, of the course, students who are in bilingual and regular classes have many differences, such as differences in the first entry and monthly fees, and participants students who are in the bilingual class are selected students who have more cognitive abilities, so that it will lead to the assumption that students who enter the regular class are less intelligent so they do not get bilingual learning because they are considered not capable of good learning abilities. as well as materials, because of course there are differences in entrance fees and monthly fees charged to bilingual and regular class students.

### **3.2. Input Evaluation**

#### **1. Facilities and Infrastructure**

According to excellent observations, SMP Islam Al Azhar 25 South Tangerang has adequate classrooms and facilities that support learning and are conducive because the number of students in the class is not too many. However, the language laboratory room is not yet available but has a computer laboratory room connected to the Internet. Bilingual mathematics learning at Al Azhar Islamic Junior High School 25, South Tangerang, uses textbooks compiled by Iding, Aspar, & Hamid [20] with the MGMP of the Al Azhar Islamic Junior High School Foundation. Bilingual mathematics learning, like mathematics learning in general, only uses two languages of instruction, Indonesian and English, so learning tools such as syllabus, lesson plans, and textbooks are also adjusted to the 2013 curriculum. Bilingual mathematics learning is also supported by a library equipped with textbooks. Bilingual mathematics is one of the books by Adrian [21].

#### **2. Human Resources**

##### **a. Teacher Qualification**

The bilingual mathematics learning teacher in grade VII with the initials FF took a bachelor's degree in mathematics education at UIN Syarif Hidayatullah graduated in 2016 and is an honorary teacher at Al Azhar Islamic Junior High School previously had experience teaching in a private school that uses English teaching skills and joined Islamic Junior High School Al Azhar 25 South Tangerang in 2018 taught bilingual mathematics learning.

The teacher in class VIII with the initials MI is taking the undergraduate level of mathematics education at UIN Syarif Hidayatullah S2 Management at STIE Widya

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Jayakarta. Has become a permanent teacher, joined the Al Azhar Islamic Middle School 25 South Tangerang foundation in 1996, and was assigned to teach at Al Azhar Islamic Junior High School 25 Tangerang South in 2012. Taught bilingual mathematics learning for approximately seven years before attending courses and training to become a bilingual mathematics teacher. Based on the results of interviews with mathematics teachers in class VIII who have attended training, one of the training activities is that all teachers who are trainees do microteaching, trying to apply bilingual mathematics learning, so they are accustomed to using English as an introduction. To improve his ability in bilingual mathematics learning, he took an English course carried out by a course institution in collaboration with one of the universities in Jakarta as the venue course.

b. Student Qualification

Students who enter the bilingual class are students who have gone through the selection stage, the selection of the Non-Test Path: a) Grades IV and V (semesters I and II) and grade VI (semester I) subjects in B.Indonesia, Mathematics, and Minimum IPA 75.0 and minimum English 80.0 or B) Achievement/winner OSN/O2SN/FLS2N held by the Ministry of National Education at least at the city/district level, or c) Memorization of the Qur'an at least the 30th juz, the Test-Path takes written tests (B. Indonesian, B. English, Mathematics, and Science), interview tests, Religion and Al-Qur'an tests (Non-Al Azhar Elementary School), according to the principal, the minimum average score is 80, especially in Mathematics and Science and written test scores of at least 70.

c. Teacher Readiness in Designing Bilingual Mathematics Learning

From the results of the document analysis, it was found that the syllabus and lesson plans for the mathematics teachers of classes VII and VIII, the syllabus and lesson plans made by the class VII teachers used Indonesian following the learning planning regulations in the 2013 curriculum, while the class VIII teachers made the syllabus and lesson plans as a whole using English adapts to mathematics learning that will be carried out in bilingual classes and still follows the learning planning regulations in the 2013 curriculum as well as from the results of the teacher interviews using various methods, strategies, and approaches to managing and designing learning such as inquiry, discovery learning, demonstration and so on.

d. Communicating Ability and Bilingual Mathematics Learning Readiness

From the results of the observation that the communication skills and readiness of teachers and students in grade VII are not good, the pronunciation of the mathematics teacher's language is quite good but does not use English or two languages when communicating with students while according to interviews the use of English in the bilingual mathematics learning program in grade VII adjusts children's circumstances and development, are not too imposing, because they are considered to introduce bilingual mathematics still learning program, because class VII is in the transition process from elementary to junior high school, when communicating students do not use English or two languages. Students have

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prepared stationery and textbooks, and students are less active in answering questions posed by the teacher

Supporting inputs from the bilingual mathematics learning program are the facilities and infrastructure that support the bilingual mathematics learning program, human resources include the qualifications of mathematics teachers, the qualifications of bilingual class students, the communication skills of teachers and students, and the readiness of teachers and students to start learning.

From the results of observations regarding facilities and infrastructure, "Very Good" with a percentage value of 85.71. This means that the supporting facilities and infrastructure for the bilingual mathematics learning program at SMP Islam Al Azhar 25 South Tangerang are adequate. However, some facilities and infrastructure are not optimal, such as the unavailability of a language laboratory because the school is still under construction. However, the availability of a laboratory connected to the Internet is quite supportive for students. In bilingual mathematics learning, the textbooks used are under the school's needs because the book was made jointly by the Al-Azhar Islamic Junior High School MGMP. The availability of textbooks is also supported by books in the library that use English, and the book is adapted to the material in the curriculum 2013 became the standard of knowledge and materialization the same as learning mathematics in general, only having an exceptional addition to English language skills. Overall, the bilingual mathematics learning program is ready to be implemented.

Likewise, human resources at SMP Islam Al Azhar 25 South Tangerang have qualifications for mathematics teachers and bilingual class students. From the document analysis results, mathematics teachers who teach in bilingual classes have qualifications in mathematics subjects and experience teaching bilingual classes. As well as for teachers who teach in bilingual classes, especially in learning mathematics and science, receive training that is carried out simultaneously and organized by the Al Azhar Islamic Junior High School foundation, but between the two teachers, there are very significant differences that affect the learning process. As has been explained, the readiness of teachers to teach using English instruction requires several years to be fully ready to carry out the learning process. Therefore, experience in training, courses, or workshops is very much needed and has a significant impact on the readiness of teachers to learn bilingual mathematics. Students in the bilingual class are selected students who have met the qualifications for grades, especially in mathematics, science 70.0, and English 75.0, so they are expected to be able to take bilingual classes well, especially in learning mathematics.

The results of observations of human resources of teachers and students of class VII showed a value of 52.38 with the criteria of "Good," while teachers and students of class VIII showed a value of 80.92 with the criteria of "Very Good." The readiness of teachers to carry out bilingual mathematics learning programs is seen in the ability of teachers to design and plan the bilingual mathematics learning process as has been described regarding the role of bilingual teachers in carrying out their duties, namely as practitioners and as material designers. According to the analysis results, the two mathematics teachers of SMP Islam Al-Azhar 25, South Tangerang, have carried out their duties to design bilingual mathematics learning activities. One of the two teachers can design innovative bilingual

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mathematics learning activities using several learning models that are adapted to the material and the ability of students, being able to explain and direct to understand mathematics subject matter using English so that students are accustomed to listening and learning to dialogue and discuss using English. The teacher continuously familiarizes the use of English in the learning process so that students do not feel foreign anymore and are not something to be afraid of or depressed about.

Likewise, as a material designer, the teacher has the task of planning learning, choosing suitable materials for the syllabus, and modifying the material to suit the student's ability level. Because, in essence, the teacher does not only teach or provide material in class without preparation but must combine the two tasks above as evidence of the readiness of the bilingual mathematics learning process so that the objectives of the learning process are correctly achieved, from the two lesson plans made by the two teachers and have been In the analysis, for RPP that uses Indonesian is tantamount to not planning the implementation of the mathematics learning process by using an English introduction, if the planning is not correct then it is tantamount to planning for failure in the learning process.

Readiness to learn students seen physically, emotionally, and knowledge. Physically, students sit neatly and enthusiastically, and no one puts their head on the table. Emotionally, the condition of students is seen from their feelings when learning bilingual mathematics begins; students do not feel any pressure, anxiety, or other feelings that make them uncomfortable, and knowledge of students about the subject matter that will be discussed at this meeting. The analysis results in the bilingual mathematics learning process are influenced by the teacher's motivation to learn from the teacher because teachers are the key to running a bilingual mathematics learning program [22]–[25].

### **3.2. Process Evaluation**

#### **1. Learning Process in Class VII**

From the results of observations in class VII, the learning process is good, the teacher explains the material for flat triangles using the help of exciting PowerPoint media accompanied by pictures of examples of flat triangular shapes shown by images of triangular shapes on the shapes, or the shape of objects in the environment that are triangular when learning is assisted with speakers and mics to reduce the burden on the teacher when explaining, and students can listen and listen to the lesson well, but in bilingual mathematics learning is more dominant using Indonesian as the language of instruction, the use of English is only on keywords or only in terms of mathematics alone while teaching the teacher groups students two by two. Students discuss it with friends, and the discussion results are presented in front of the class.

According to the results of interviews with seventh-grade teachers, in the bilingual mathematics learning process, the language barrier is because students are new to bilingual mathematics learning; because most students in mathematics learning during elementary school do not use English, the teacher's efforts to minimize barriers to the learning process are by using English is only on essential points and terms in mathematics, as well as when interviewing students find it difficult to express their

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feelings during the learning process. However, they are interested in continuing to learn it.

### 3. Learning Process in Class VII

The learning process is excellent, the teacher explains the cube space material about the parts of the cube in English, and when the students do not understand, the teacher re-explains by emphasizing the parts that must be understood with the help of using Indonesian. In the learning process, students are enthusiastic about finding answers to some of the questions asked by the teacher using English to find out the understanding of what has been explained. The use of appropriate language of instruction uses English more than Indonesian. The teacher can motivate students to try to use English in communicating even though in asking and answering, students still use Indonesian. However, there is an attempt to use English because the teacher always provides opportunities for students to repeat and communicate using English. Students are in groups of 3-4 people to discuss the questions in the textbook. When giving assignments, the teacher gets used to using questions in English, and students must also answer them in English. After that, the results of the discussion were explained using English in front of their friends; in the process, when students were unable to understand, students actively asked questions and the teacher explained again so that students understood.

Meanwhile, according to class VIII teachers, the problem is the use of b. English as one of the languages of instruction, the efforts made by the teacher are to add vocabulary to English for personal and students and to familiarize students to try to communicate when learning using English, from the results of interviews with class VIII students about their learning so enthusiastic and enthusiastic because they have the view that bilingual mathematics learning can be one way to make it easier when later continuing to university, according to them a sense of learning difficulties exist but with the learning motivation obtained from the teacher and the way the teacher manages the class so that students feel comfortable and not afraid to ask questions makes them excited about learning bilingual mathematics.

According to the principal, there are several school activities that support and influence the student's English skills, such as: 1) English Camp, namely all bilingual class students during school holidays, the school holds learning activities in the English village of Pare, 2) Native speakers from the school bring speakers speak English, 3) Exchange students with students from other countries such as Malaysia, Taiwan, Singapore, etc. so that students have a broader insight in which several competitions are held between students from schools abroad, 4) Immersion, namely visiting several schools, as well as educative tours abroad, as well as some student habits such as the English hour program, namely communicating with English every day from 06:45 – 10:30 WIB, and every Monday after praying together one of the students preaches using the language England, at the time of the study and following the daily prayers I noticed that the student who came forward to give a few words in English, he spoke calmly, clearly, and fluently in English.

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The process aspect based on the observation of teaching and learning activities in class VII has a percentage value of 75 with the criteria of "Good," while in class VIII, it has a percentage value of 83.33 with the criteria of "Very Good." Based on interviews with teachers and students, the program experienced the main obstacle, namely the use of English as an introduction to learning and as a language to communicate between teachers and students. However, the school also held various supporting activities for the bilingual mathematics learning program.

The type of bilingual mathematics learning at SMP Islam Al-Azhar 25 South Tangerang uses the Immersion type [26], [27]. Bilingual mathematics learning activities in grade VII based on the teacher's analysis only use English on the crucial points, such as explaining the triangle material, calling triangles Triangles, and explaining the content of the material using Indonesian (the approach is called Translation [28], [29]. Thus it will make it easier for class VII students to learn during the introduction to bilingual mathematics.

In the learning process in class VIII, conveying material and communicating, such as asking questions to students using English but repeating it using Indonesian when students seem not to understand what is being conveyed, or by elaborating the material in English textbooks, then explained again in Indonesian. The teacher uses the Transcriptional approach [30]–[32]. Using evaluation, command words in giving assignments using English, and discussion materials about problems presented in English, the teacher, has implemented the Task model in bilingual mathematics learning and can familiarize students with speaking English. From the two learning processes, we can see that the success of a learning process is strongly influenced by the teacher's background and readiness to learn, especially in bilingual mathematics learning; however, the main obstacle in the learning process is the English language ability of teachers and students, so it can be said that the bilingual mathematics learning program at SMP Islam Al Azhar 25 South Tangerang has been running well.

### 3.2. Product Evaluation

Proper In the product aspect, based on data analysis of the results of the assessment of tasks and daily tests that have been presented with a line chart, which has an average of 77. Look at the table below:

Table 1. Evaluation of Student Learning Outcomes

	Chapter I	Chapter II	Chapter III	Chapter IV
Daily Task	81,68	93,68	89	
Daily Test	80,84	77,08	76,62	82,96

Based on table 1 above, the average value of Daily Tasks and Daily Tests for Class VII Odd Semesters has increased in the results of the Chapter II assessment and is the highest assignment score achievement, while in the daily test scores, the highest daily test results are in the results of the Chapter IV assessment, we can know from the table above that the value of the assignment is always higher than the value of the daily test. After graduating from SMP Islam Al Azhar 25, South Tangerang, bilingual class students get a certificate

regarding bilingual ability, and the certificate is obtained when bilingual class students test the ability of mathematics and science subjects in English.

In the product aspect, based on data analysis of the results of the assessment of daily assignments and tests that have been presented with a line diagram, which has an average of 77. Based on interviews with school principals, 65% of students continue to the state high school level, and the rest continue to the favorite private high school level. The results of interviews with students show they feel helped and need a bilingual mathematics learning program because they think that the program can support them when they continue their higher education abroad and in the country so that they are familiar with textbooks that use English so that the program can be said to achieve satisfactory results for both teachers and bilingual class students of SMP Islam Al Azhar 25 South Tangerang.

#### 4. CONCLUSION

Based on the data analysis and discussion, it was concluded that the bilingual mathematics learning program at Al-Azhar 25 Islamic Junior High School South Tangerang has a goal to be globally competitive following the school's vision, namely "The realization of prospective Muslim intellectuals who are pious, have achievements, are globally competitive, and care about the environment." In addition, the bilingual mathematics learning program at Al-Azhar Islamic Junior High School 25 South Tangerang is supported by adequate facilities and infrastructure, such as textbooks prepared by the MGMP AL-Azhar Islamic Junior High School Foundation. Although it does not have a language laboratory, a computer laboratory supports it. They are connected to the Internet. In addition, all mathematics teachers have a bachelor's degree in mathematics education and are experienced in teaching bilingual mathematics by attending training and courses. Students who join the bilingual class are also selected students who have passed several stages of selection to enter SMP Islam Al-Azhar 25 South Tangerang.

The bilingual mathematics learning program at Al-Azhar Islamic Junior High School 25, South Tangerang, has been going well. The type of bilingual learning is Immersion. Class VII uses a translation approach, while class VIII uses a transcription approach and is supported by various activities such as English Hour, English Camp, student exchange, and getting used to preaching in English after congregational prayers.

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