

## Addressing the 2030 Bilingual Education Policy at Santo Yoseph Catholic Private High School: Issues and Resolutions

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### ABSTRACT

Since the launch of the “Bilingual Policy for all Schools supported by Yayasan Pendidikan Katolik (YPK) Don Bosco KAM in 2030,” schools have debated its impact. Teachers of non-English subjects express concern about adapting, while parents fear their children may struggle with bilingual instruction. This study looks at Santo Yoseph Senior High School's new bilingual policy. It examines how it affects staff, students, and teachers and how they perceive the Bilingual education policy decided by YPK Don Bosco KAM in 2030. It determines whether the 2030 target is feasible and whether local languages are disregarded. It goes over the hours of instruction in English, financial preparedness, teacher availability, and potential difficulties. The research explores key concerns: the necessity of the policy, its effect on local languages, feasibility by 2030, budget sufficiency, availability of qualified teachers, and whether non-English subject teachers can teach bilingually. This study uses a quantitative, survey-based approach as its applied research method to evaluate the implementation and feasibility of a bilingual education policy in Santo Yoseph Catholic Private High School. A questionnaire with seven questions was distributed to 40 participants in Indonesian and later translated into English. Results show that 60% believe bilingual education is essential, 10% disagree, 25% are uncertain, and 5% have no opinion. While over half support the policy, challenges remain, including limited funding, a shortage of trained bilingual teachers, and the need for more English classes and learning materials. Successful implementation requires the Don Bosco Catholic Education Foundation to increase funding and address these challenges to ensure the smooth integration of bilingual education by 2030.

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## 1. INTRODUCTION

Bilingual education involves teaching academic subjects in both innate language and a second language [1]. Bilingual education's purpose is to promote competency in both languages, improve academic success, and encourage cultural understanding and respect [2]. Bilingual education has several benefits, including improved language abilities, cognitive development, academic accomplishment, and cultural competency [3]. Bilingual education programs have been developed in schools across the world with the goal of allowing students to achieve competency in more than one language [4]. These programs are aimed at helping students become proficient in two languages while also providing academic and cognitive benefits [5].

Bilingualism is the most enduring form of communication in the world. Scholars have different perspectives on what constitutes bilingualism. Waris [6] and Aulia Apriana et al. [7] argued that one who possesses knowledge of two or three sentences in a foreign language is considered bilingual. Anyone can be bilingual because there are very few people who do not know a few phrases in a foreign language [8]. Conversely, a person is classified as bilingual based on language proficiency and language use. In addition, Kresna et al. [9] state that a bilingual person is able to use the two languages equally well. In summary, experts agree that a bilingual individual can communicate in two or more languages.

Hornberger [10] asserts that bilingual programs are more specific classifications than models and can be distinguished from one another through the examination of particular structural and contextual traits. According to Hornberger, contextual characteristics encompass the following: the teacher population's ethnic background, level of bilingualism, training, and roles; the student population's numbers, stability/mobility within the school, SES, minority status, and language background. "Program in school" (whether school-wide or targeted), "languages in the curriculum" (linguistics, oral/literate development, and subject allocation of the languages), and "classroom language use" (patterns and functions) are examples of structural features. This chapter does not have the space to address the complexity of the programs involved here (see Baker [8] for an example of extended analysis), but it does highlight the most prevalent program types in light of the previous discussion. Submersion, ESL, and sheltered instruction programs are examples of nonbilingual programs (all subtractive programs) [11]. Gibbons [12] supports this as well in his book *Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom*. Gibbons focuses on strategies for teaching English language learners in mainstream classrooms, including ESL approaches and the challenges of submersion programs.

The use of the student's first language is typically restricted to the first few years of schooling in weak (and subtractive) bilingual programs, such as transitional bilingual education [13]. Immersion, heritage, and L1 maintenance bilingual programs are examples of strong (and additive) bilingual programs [14].

Since these programs typically contain a preponderance of either L1 or L2 students, depending on the context, they have also been referred to as "one-way" programs [15]. Their degree of immersion in the minority or target language, as well as the timing and proportion

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of instruction in the majority language, may differ. Nonetheless, between 50% and 90% of the time, the majority of these programs will employ the minority or target language as the medium of instruction. For instance, the curriculum might start as a 90:10 program in the early years, with 90% of instruction in the minority or target language, and then progressively shift to a 50:50 program by the fourth year of a student's education.

In Indonesia, the Ministry of Education and Culture has acknowledged the value of bilingual education in advancing the country's goal of being globally competitive. The 2030 Bilingual Education Policy places a strong emphasis on teaching in both Bahasa Indonesia and English in the classroom, especially when it comes to subjects like science, math, and technology. The goal of this program is to help students become more fluent in English while preserving their cultural and national identity.

Perez and Manzano [16] stated that since bilingual education gives students the language and cultural skills they need to navigate a world that is becoming more interconnected by the day, it has significant global relevance. It encourages access to global academic and professional opportunities, global citizenship, and intercultural understanding. Cognitively, bilingual students gain from increased mental flexibility, better memory, and enhanced executive function, all of which support their ability to solve problems and multitask [17]. According to Skutnabb-Kangas [18], bilingual students frequently outperform their monolingual peers academically, especially in literacy and critical thinking.

Furthermore, bilingual education can also improve academic achievement [19]. Prior studies have shown that bilingual students tend to perform better on standardised tests and have higher levels of literacy and numeracy skills. Additionally, bilingualism has been associated with increased critical thinking and creativity, which can help them succeed in a variety of academic subjects. Besides that, Crawford [11] discusses the importance of bilingual education and provides insights into how programs can be effectively implemented in schools to support language-minority students. The idea of translanguaging in bilingual education is also examined by García & Wei [20], focusing on how bilingual students might improve their learning by utilising their entire language repertoire.

Besides the many benefits that bilingual programs can provide and are always touted, there are drawbacks as well [21]. Some students may find it difficult to keep up with schoolwork and to develop their language ability. According to He and Lin [22], creating curricula and evaluations can successfully promote language development in both languages, and it might provide significant problems for teachers in bilingual programs.

The emergence of the discourse "Bilingual Regulation for all schools supported by Yayasan Pendidikan Katolik (YPK) Don Bosco KAM in 2030," many schools are under the auspices of YPK Don Bosco. This policy has caused debate among teachers, parents, and students, especially since it has raised concerns for teachers who teach non-English subjects. On the other hand, parents are also worried that their children will not be able to do it and take lessons in two languages.

Teachers' concerns are not without reason because they must be able to present the subjects; they teach in two languages. To make this happen, they must learn English and have the ability to speak English well. Parents' concern is that if the bilingual program is implemented, there is a big possibility that school fees will increase. On the other hand, some

teachers and parents are worried that over time, their children may forget their mother tongue and their vernacular because they will be prouder to speak English since they think that they are cooler if they are able to speak in English than their vernacular or official language, Indonesia language [23].

With the overflowing of Bilingual education research, then the mutual topic has been discussed by previous researchers, such as:

Dharma de Astika [24] stated that when bilingual classes are implemented, up to 25% of first-year classes are taught in English, and the rest is 75% in Indonesian. English and Indonesian will be divided into two languages in the second year. In the third year, 25% of the time is spent in Indonesian, and 75% is spent in English. According to Lee [25], "Bilingual education" describes how the students in this bilingual classroom study less in their mother tongue than when they are still learning English, and this theory is also strengthened by Huang, J., and Starosta, K. [26]. Since its implementation in 2004, bilingual education has gained popularity in Indonesia, where 1,300 schools were recognised as international standard schools in 2012. With the emergence of English as the preferred language in the modern world, People are attempting to learn English everywhere in the world. The quantity of individuals seeking to acquire English is increasing rapidly due to job opportunities, better education, socio-economic development, and science and technology elevation [27]. English is widely used as an international language in Southeast Asia [28], and it was recognised as a working language by the Association of Southeast Asian Nations (ASEAN) [29]. English is a foreign language in Indonesia, one of the ASEAN nations. According to Kachru's [30] concentric circle model of English diffusion, English is found within a wide range of countries where the foreign language has become dominant. Over time, English language instruction has been introduced at all levels, starting with the first years (when it was not required).

G., Doi, M., and Wanggai, F.F. I. [31], the study focused on ascertaining how first-grade teachers view the use of bilingual instruction in primary schools and its effect on students' learning outcomes. The first-grade teacher at SDK Pu'ubheto, Ende Sub-district of Ende Regency, who instructed first-year students in reading and writing, was used in this study. The outcome demonstrated that the teacher was carrying out bilingual education successfully.

Then, a study by Indah et al. [32] titled "The Importance of Learning a Second Language Acquisition Started from 5 Years Old" examines the significance of starting second language instruction at age five, emphasising the long-term results, developmental advantages and efficient teaching strategies. By providing empirical insights into the experiences and perceptions of parents, teachers, and children regarding early second language learning, this study seeks to advance current understanding.

Muniroh et al. [33] conducted the final study, which examined stakeholder needs for a study program that focuses on managing bilingual education. Twelve teachers/leaders of bilingual schools in a few cities in East Java and South Sulawesi, as well as one SUM lecturer who managed the SUM laboratory school division, participated in the study.

There is a noticeable lack of empirical research specifically looking at how stakeholders within Don Bosco schools perceive and react to the 2030 Bilingual Education

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Policy, despite the fact that it has generated much discussion in educational circles. By considering the discussion of the relevant studies above, the researcher then finds the gap between doing research and a mutual topic at Santo Yoseph Catholic Private High School. For policy implementation to be successful, it is essential to comprehend the perspectives of administrators, parents, teachers, and students. Such stakeholder viewpoints, however, are still mainly unrecorded and poorly examined in empirical literature with regard to Don Bosco schools.

Regarding the issue of bilingual education policy for all schools supported by YPK Don Bosco KAM in 2030, this study aims to examine the necessity of the new bilingual policy for all stakeholders at Santo Yoseph Senior High School Medan, including teachers, students, and staff. It will assess whether the policy may overlook indigenous and local languages, its feasibility for implementation by 2030 as asserted by Yayasan Pendidikan Katolik Don Bosco, the potential for increasing English teaching hours, the adequacy of budget allocation, the recruitment of sufficiently trained local and foreign educators, and the challenges that may arise during its execution.

## **2. METHOD**

This study employed a quantitative research design using a survey method to explore stakeholder perceptions regarding the 2030 bilingual education policy at SMA Santo Yoseph Medan. Ten teachers, 10 students, 10 parents, and 10 school employees (including counsellors, administrators, and librarians) made up the sample's 40 participants. Purposive sampling was used to choose participants in order to guarantee representation from a range of stakeholder groups.

Seven closed-ended questions from a self-created questionnaire were used to gather data (Table 1). To ensure respondent comprehension, the questionnaire was first written in Indonesian. Later, it was translated into English for reporting purposes. Perceptions of policy necessity, language impact, feasibility, funding, staffing, and implementation challenges were the main topics of the questionnaire. Future research should take into account content validation through expert judgment or pilot testing, even though no formal validation process is mentioned.

"Bilingual Program Policy 2030 is necessary for everyone in Senior High School of Santo Yoseph" is the first question. Discusses the necessity of the Bilingual Program Policy 2030 for all students in that particular school. "Bilingual Policy 2030 will neglect mother tongue and vernacular" is the second query. Focuses on the question of whether a bilingual school policy will continue to preserve or disregard the local and indigenous languages spoken in that school. "The goal of the Bilingual Program Policy can be achieved by 2030" is the third question. Examine whether the Don Bosco Catholic Education Foundation's goal of implementing a bilingual policy by 2030 can be accomplished. "Don Bosco Catholic Education Foundation can add enough English teaching hours in that school to achieve the policy's goal by 2030" is the fourth and fifth question. "Don Bosco Catholic Education Foundation can invest enough money for bilingual education" and "Don Bosco Catholic Education Foundation can invest enough money for bilingual education," respectively, explore informants' opinions on the matters

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of whether the organisation can invest enough funds and add enough English classes to successfully establish a bilingual school at Santo Yoseph Senior High School by 2030. The last question explores informants' perceptions of potential obstacles to the new bilingual education policy. Ten students and ten teachers from the Senior High School of Santo Yoseph Medan, ten parents of students, and ten informants from various departments within the school, including the administration department, counselling guidance, school counsellor, and librarian, are involved in this survey.

Table 1. The Self-designed Survey Questions, after being translated into English

No	Questions	Answer choices			
		A	B	C	D
1	Is the bilingual program 2030 crucial for students, teachers, and all employees in the Senior High School of Santo Yoseph Medan?	Yes	No	Perhaps	I have no idea
2	Bilingual education ignores 2030 will neglect mother tongue/vernacular/local languages?	Yes	No	Perhaps	I have no idea
3	The objective of Bilingual Policy 2030 can be realised by 2030	Yes	No	Perhaps	I have no idea
4	Don Bosco Catholic Education Foundation can add enough English teaching hours in SHS of Santo Yoseph to achieve the policy's goal by 2030	Yes	No	Perhaps	I have no idea
5	For bilingual education, the Don Bosco Catholic Education Foundation has sufficient funding.	Yes	No	Perhaps	I have no idea
6	Is it possible for the Don Bosco Catholic Education Foundation to employ enough qualified foreign and local teachers to implement bilingualism? Policy 2030?	Yes	No	Perhaps	I have no idea
7	What obstacles will Bilingual Policy encounter along the way?	Insufficient budget	Lack of funding and a shortage of qualified educators	Absence of equipment and qualified teachers	all of them

The questionnaire was distributed to participants in both print and digital formats via a WhatsApp link. The survey was completed on a voluntary basis, and informed consent was obtained. Responses were gathered over two weeks. Responses were tabulated and analysed using descriptive statistics, namely frequencies and percentages. The results were then presented as charts and discussed based on the distribution of responses.

### 3. RESULTS AND DISCUSSION

#### 3.1. Results

##### Stakeholders Affirm the Importance of Bilingual Education at Santo Yoseph Catholic High School

After analysing the data, Figure 1 shows that most informants (24/60%) have certainty that bilingual education is essential for all stakeholders of Santo Yoseph Catholic Private High School, and at the second position, 10 informants have a point of view that bilingual education is possibly important for stakeholders of Santo Yoseph Catholic Private High School. This shows that the opportunity for bilingual education implementation is still possible if it is compared to the percentage of its 2 more competitors.

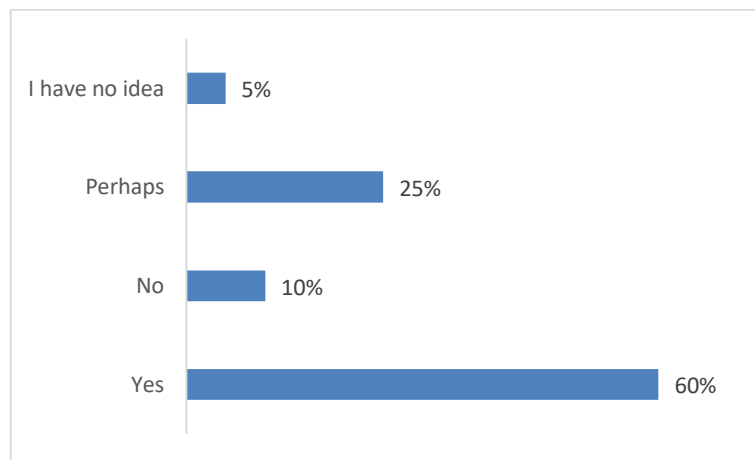


Figure 1. The percentage of participants' feedback on question no.1

##### Stakeholders' conviction that mother tongue, vernacular, and local languages are still preserved by the Bilingual Education Policy 2030

Figure 2 illustrates the participants' responses to the statement, "Bilingual Education 2030 will disregard mother tongue, vernacular, or local languages." In the midst of the onslaught of bilingual education worldwide, however, the informants are still convinced that Santo Yoseph Catholic Private High Schools' stakeholders will not disregard their mother tongue or local language. It can be seen that 45 % of the informants are really convinced, and 35 % of the informants opine that the stakeholders of Santo Yoseph Catholic Private High School do not neglect and may not ignore.

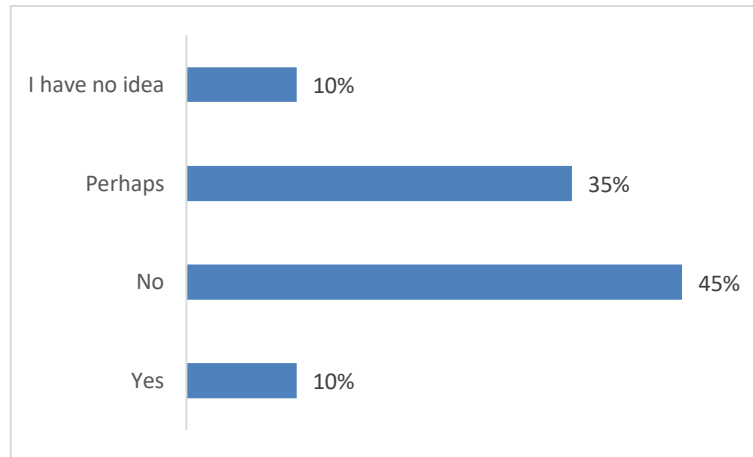


Figure 2. The percentage of participants' feedback on question no.2

### **The objective of Bilingual Policy 2030 has the chance to be realised in 2030 by Santo Yoseph Senior High School.**

Figure 3 illustrates the participants' responses to the inquiry, "The objective of Bilingual Policy 2030 can be realised by 2030." Most informants have a point of view that the purpose of bilingual education can likely be achieved by 2030. This means that the foundation has the possibility that bilingual education can be achieved in 2030. This could happen and be caused by many factors, for example, funds owned by the foundation, qualified and trained teachers can be hired, the ability of the students, and many more.

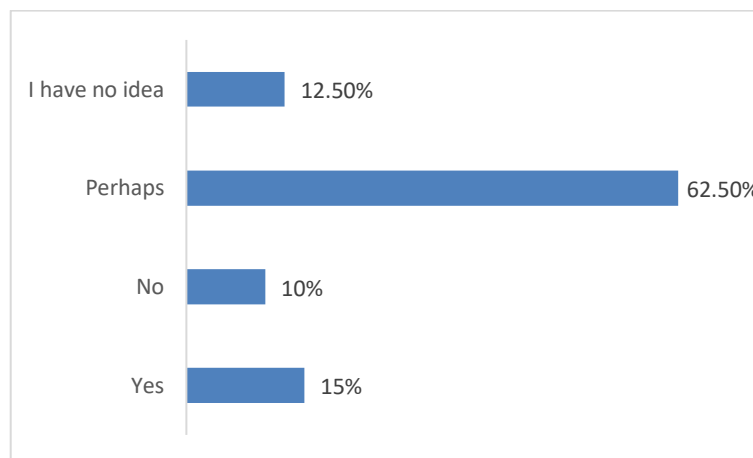


Figure 3. The percentage of participants' feedback on question no.3

### **The stakeholder's distrust that English class availability to realise the policy's goal by 2030**

Participants' responses to question 4, "Don Bosco Catholic Education Foundation can add enough English teaching hours in all the educational institutes to achieve the policy's goal by 2030," are displayed in the chart in Figure 4. Most informants (55 %) are not convinced, and 32.50 % of the informants are convinced that enough English teaching hours can be added by the foundation in order to realise the policy's goal by 2030.

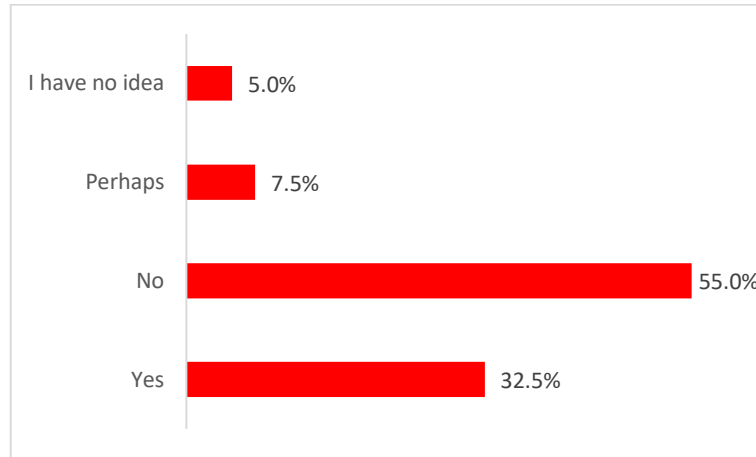


Figure 4. The percentage of participants' feedback on question no.4

**The availability of funds by the foundation can be invested in bilingual education.**

Figure 5 displays the participants’ responses to question 5, “Don Bosco Catholic Education Foundation can invest enough money for bilingual education.” The foundation can invest enough money to realise bilingual education, and this can be proven that 45 % of the informants have a point of view that the foundation can allocate enough funds for bilingual education, and 25 % are convinced that the foundation is able to allocate enough money for bilingual education.

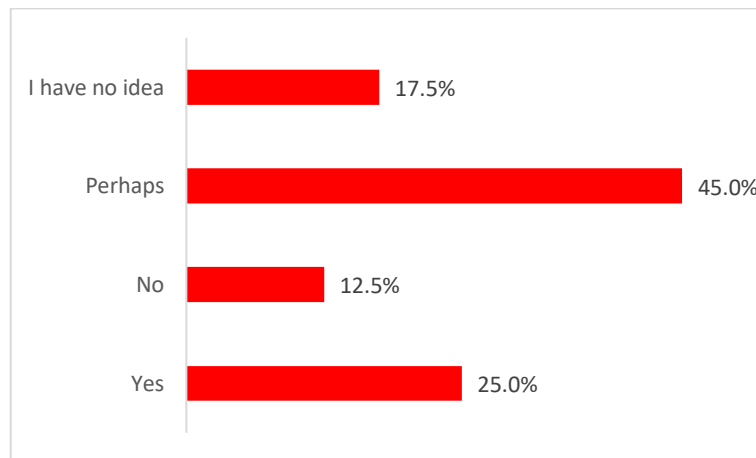


Figure 5. The percentage of participants' feedback on question no.5

**The foundation could endeavour to make the availability of trained teachers, as well as foreign teachers, available.**

On the question, "Don Bosco Catholic Education Foundation can hire enough trained local as well as foreign teachers to realise bilingualism policy 2030," 13 informants (32.5 %) of the informant are convinced the foundation is able to hire enough qualified teachers to achieve bilingual education by 2030, and 50 % (the most) have point of view that foundation is likely able to hire qualified teachers to realise bilingual education in 2030. The participants' responses are displayed in Figure 6.

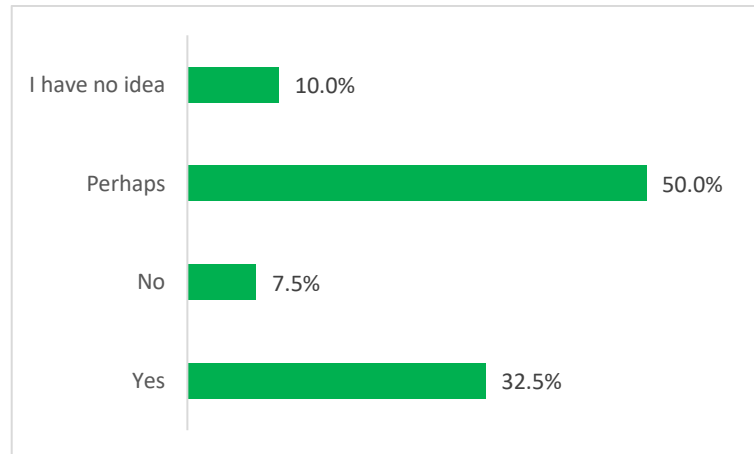


Figure 6. The percentage of participants' feedback on question no.6

### Challenges Facing the Foundation in Providing Bilingual Education

Participants' responses to the question, "What are some of the challenges Bilingual Policy will face on its course?" are displayed in Figure 7. The challenges of bilingual education are varied based on the informants' responses. The informants opine that the foundation will face various challenges in realising a bilingual education program in 2030, and this will be an evaluation for the foundation to improve the quality of education not only in Santo Yoseph Catholic Private High School but also in all schools managed by Yayasan Pendidikan Katolik (YPK) Don Bosco KAM.

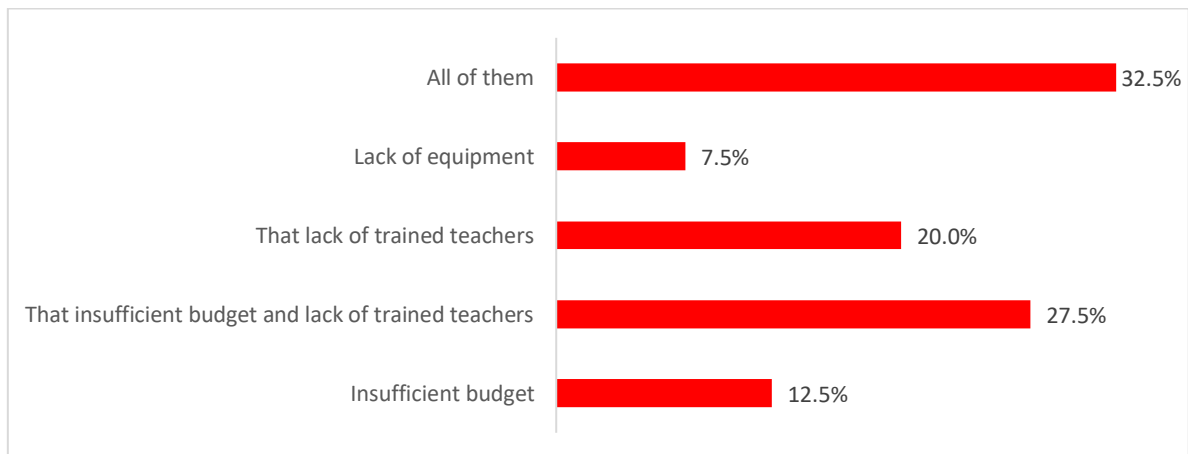


Figure 7. The percentage of participants' feedback on question no.7

Implementation of bilingual education in SHS of Santo Yoseph is going to encounter many challenges, especially insufficient budget and insufficient availability of qualified local teachers and foreign bilingual educators, adequate English instruction, and the required bilingual teaching resources. If Don Bosco Catholic Education Foundation wants to carry out and accomplish the objectives of the bilingual education policy, then Don Bosco Catholic Education Foundation needs to increase the adequate fund allocation. Without investing enough funding, it will be impossible to accomplish this plan.

### 3.2. Discussion

The results of this study indicate that most stakeholders at St. Joseph Catholic High School Medan support the implementation of bilingual education policies in 2030. The support reflects a collective awareness of the benefits that students can derive through bilingual mastery, such as improved cognitive, academic, and intercultural skills, as described by García & Kleyn [3]. This support also affirms Perez et al.'s [16] view on the global relevance of bilingual education, which is able to equip students with language and cultural skills so that they are ready to face the increasingly complex challenges of globalisation.

Nevertheless, the study also underscores significant concerns regarding the preservation of local languages. Most respondents believe that the implementation of this policy will not ignore regional or mother tongues, but the potential threat to the existence of local languages remains a concern. This is in line with the findings of Manik et al. [23], who stated that one of the risks of implementing bilingual policies is the shift or even loss of regional languages due to the increasing dominance of English in the academic environment. Therefore, the Don Bosco Catholic Education Foundation needs to devise a specific strategy to ensure that regional languages remain respected and integrated into the bilingual curriculum so that students remain connected to the local cultural heritage.

Regarding the practical implementation of this bilingual policy, respondents identified several significant challenges that must be addressed immediately. The main challenges include budget constraints, a lack of trained bilingual teachers, and the need for increased English language instruction. These results are in line with the study by He and Lin [22], which emphasised the importance of the availability of adequate financial resources and teachers who have qualified linguistic and pedagogical competencies to ensure the effectiveness of bilingual education. Without adequate funding and competent teachers, this ambitious bilingual education goal will be difficult to achieve by 2030.

To overcome these barriers, the Don Bosco Catholic Education Foundation needs to make long-term investments in intensive teacher training, the recruitment of competent local and international teaching staff, and the procurement of high-quality bilingual teaching materials. In addition, a collaborative approach by actively involving parents, local communities, and local governments is indispensable to ensure ongoing support. In this context, the importance of an effective communication strategy is also emphasised in order to explain the benefits and alleviate the concerns of various parties regarding the impact of this policy. Thus, the implementation of the bilingual education policy at St. Joseph's Catholic High School can run effectively and sustainably, and it can have a real positive impact on the entire school community.

### 4. CONCLUSION

Based on the current research investigation and findings on people's perceptions of various issues arising from Senior High School's bilingual education policy 2030, it is clear that, while 60% of participants welcome the new bilingual policy, the remaining 40% must be persuaded to implement and execute the policy successfully. Regarding local, mother tongue, or indigenous languages, the foundation must be able to convince the society that

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the implementation of bilingual education will not cause a negative effect (language shift, language loss) on local/mother/indigenous languages. More English teaching is required by the Don Bosco Catholic Education Foundation, as is the recruitment of trained local and foreign teachers. The bilingual education mission cannot be accomplished without an adequate number of trained teachers. There are numerous obstacles to overcome, so the Don Bosco Catholic Education Foundation must allocate enough funds to prepare bilingual education so it can help the government realise a better grade of education.

Although there are favourable perspectives on bilingual education, the policy's efficacy hinges on rectifying practical deficiencies, including inadequate funding, a scarcity of qualified bilingual educators, and a dearth of English learning resources. The Don Bosco Catholic Education Foundation (YPK Don Bosco KAM) must augment financial investment to train educators, develop bilingual content, and extend English instruction hours to address the neglect of local languages. Additionally, the foundation should harmonise bilingual education with cultural and linguistic preservation, potentially integrating multilingual methodologies. Continuous conversation and support mechanisms will be crucial for securing consensus and adjusting the implementation plan, as kids, parents, and teachers are impacted in diverse ways.

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