



Research Article

Implementing the 2030 Bilingual Education Policy in Indonesian Private Schools: A Case Study of Santo Yoseph Catholic High School

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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 subject express concern about adapting, while parents fear their children may struggle with bilingual instruction. This study investigates how students, teachers, parents, and staff at Private Senior High School of Santo Yoseph Medan perceive the Bilingual education policy decided by YPK Don Bosco KAM in 2030. 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. A questionnaire with seven questions was distributed to 40 participants in Indonesian and later translated into English. Results show 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 smooth integration of bilingual education by 2030.

Keywords: Bilingual Education, Trained Teachers, Foreign Teachers, Concerned Issues, Local and Indigenous Languages.

1. Introduction

Bilingual education involves teaching academic subjects in both innate language and a second language (García & Baker, 2007). Bilingual education’ purpose is to promote competency in both languages, improve academic success, and encourage cultural understanding and respect Peguero (2024). Bilingual education has several benefits, including improved language abilities, cognitive development, academic accomplishment, and cultural competency (García & Kleyn, 2016). 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 (Genesee, & Gandara, 2010). These programs are aimed at helping students become proficient in two languages while also providing academic and cognitive benefits (Hornberger, 2006).

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.

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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 Ning Xia (2024). According to Skutnabb-Kangas (2000) bilingual students frequently outperform their monolingual peers academically, especially in literacy and critical thinking.

Furthermore, bilingual education can also improve academic achievement (Cummins, 2000). Prior studies have shown that bilingual students tend to perform better on standardized tests, as well as 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 (2004) 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 (2014), focusing on how bilingual students might improve their learning by utilizing their entire language repertoire.

Although bilingual programs provide many benefits, there are drawbacks as well (De La Garza et al, 2015). Some students may find it difficult to keep up with schoolwork and to develop their language ability. According to He and Lin (2019), 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 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 (Manik et al, 2023).

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

The purpose of the study by Sama, G., Doi, M., and Wanggai, F.F. I. (2023) is to ascertain 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 Marlina, Murwati Murwati, and Tri Rahayu (2024) 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, emphasizing 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, S., Febrianti, Y., Kusumaningrum, S. R., Rachmajanti, S., & Sobri, A. Y. (2022) 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 Policy, despite the fact that it has generated a lot of discussion in educational circles.

By considering the discussion of the relevant studies above, the researcher then finds the gap to do research with 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. Preliminaries or Related Work or Literature Review

2.1 Bilingualism

Bilingualism is the most enduring form of communication in the world. Scholars have different perspective on what constitutes bilingualism. Waris (2012) and Aulia Apriana et al (2022) 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. (Baker, 2011) Conversely, a person is classified as bilingual based on language proficiency and language use. In addition, Kresna et al (2024) states that bilingual person is able to use the two languages equally well. In summary, experts agree that a bilingual individual is one who can communicate in two or more languages.

The program level, which is also inevitably the most intricate and dispersed, is the last level at which bilingual education can be studied. Hornberger (1991) 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 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 2011 for an example 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), according to Crawford, J. (2004). Gibbons, P. (2002) 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.

2.2 Bilingual Education Program

The use of the students' first language is typically restricted to the first few years of schooling in weak (and subtractive) bilingual programs, such as transitional bilingual education (Genesee, F. (2008)). Immersion, heritage, and L1 maintenance bilingual programs are examples of strong (and additive) bilingual programs (González, R., 2014).

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 (Thomas and Collier 2002). Their degree of immersion in the minority or target language, as well as the timing and proportion 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 out 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.

Dharma de Astika (2009) stated 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 between the 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 (2008: 85), "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., & Starosta, K. (2017).

Since its implementation in 2004, bilingual education has gained popularity in Indonesia, where 1,300 schools were recognized 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 (Rao, P. S., 2019). English is widely used as an international language in Southeast Asia (Kirkpatrick, 2012b), and it was recognized as a working language by the Association of Southeast Asian Nations (ASEAN) in 2009 (Rappa, N. A., & J. E. K., 2010). English is a foreign language in Indonesia, one of the ASEAN nations. According to Kachru's (1988) 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).

3. Proposed Method

3.1 Research Design

This study adopted a quantitative research design employing a survey method to investigate stakeholder perceptions regarding the implementation of the 2030 bilingual education policy at SMA Santo Yoseph Medan. The research was structured to collect measurable data through a structured questionnaire, allowing for the statistical analysis of stakeholder views.

3.2 Participants

The participants of the study consisted of a total of 40 individuals, purposively selected to ensure diverse stakeholder representation. The sample comprised 10 teachers, 10 students, 10 parents, and 10 school employees, including counselors, administrative staff, and librarians. The use of purposive sampling enabled the researcher to intentionally target key groups directly involved in or affected by the policy.

3.3 Research Instrument

Data were collected through a self-developed questionnaire containing seven closed-ended items designed to capture perceptions across several core areas: the perceived necessity of the policy, the impact of bilingual education on language use, the feasibility of policy implementation, funding and resource allocation, staffing readiness, and anticipated implementation challenges. The questionnaire was initially written in Indonesian to ensure clarity for participants and was later translated into English for reporting purposes. While the

instrument was not subjected to a formal validation process, the study acknowledges the importance of incorporating expert judgment or pilot testing in future research for enhanced reliability and validity.

3.4 Data Collection

The data collection procedure involved distributing the questionnaire in both printed and digital formats, with the digital version shared via a WhatsApp link. Participants were invited to complete the survey voluntarily, and informed consent was obtained prior to participation. The data collection period spanned two weeks, allowing sufficient time for participant response.

3.5 Data Analysis

Upon completion of data collection, responses were tabulated and analyzed using descriptive statistics, specifically frequencies and percentages, to illustrate the distribution of stakeholder perceptions.

The results were then presented in the form of charts and visual summaries, followed by an interpretation based on observable response trends across the different stakeholder groups.

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

No	Questions	Answer choices			
		A	B	C	D
1	Bilingual program 2030 is crucial for students, teachers, and all employees in Senior High School of Santo Yoseph Medan?	Yes	No	Maybe	I have no idea
2	Bilingual education ignores 2030 will neglect mother tongue/vernacular/local languages?	Yes	No	Maybe	I have no idea
3	The objective of Bilingual Policy 2030 can be realized by 2030	Yes	No	Maybe	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	Maybe	I have no idea
5	For bilingual education, Don Bosco Catholic Education Foundation has sufficient funding.	Yes	No	Maybe	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	Maybe	I have no idea
7	What obstacles will Bilingual Policy encounter along the way?	Insufficient budge	Lack of funding and a shortage of qualified educators	Absence of equipment and qualified teachers	all of them

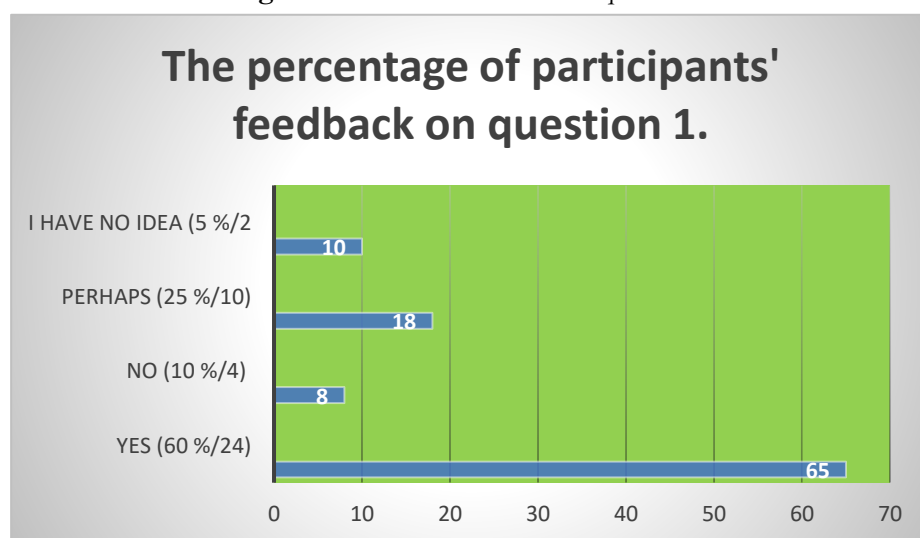
"Bilingual Program Policy 2030 is necessary for everyone in Senior High School of Santo Yoseph" is the first question. discusses the necessity of the Bilingual Program Policy 2030 for all students in that particular school. "Bilingual Policy 2030 will neglect mother tongue and vernacular" is the second 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. examines 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 of whether the organization 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 Senior High School of Santo Yoseph Medan, ten parents of students, and ten informants from various departments within the school, including the administration department, counseling guidance, school counselor, and librarian, are involved in this survey.

4. Results and Discussion

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

After analyzing 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 is 10 informants have point of view that bilingual education is possible important for stakeholders of Santo Yoseph Catholic Private High School. This shows that the opportunity of bilingual education implementation is still possible if it is compared to percentage of its 2 more competitors.

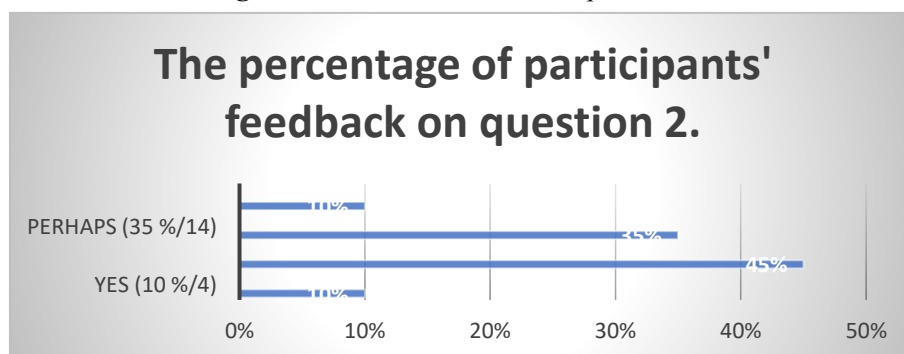
Figure 1 illustrates the result of question 1



4.2 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 mother tongue or local language, this can be seen that 45 % from the informants are really convinced and 35 % from the informants opine that stakeholder of Santo Yoseph Catholic Private High School do not neglect and may not ignore.

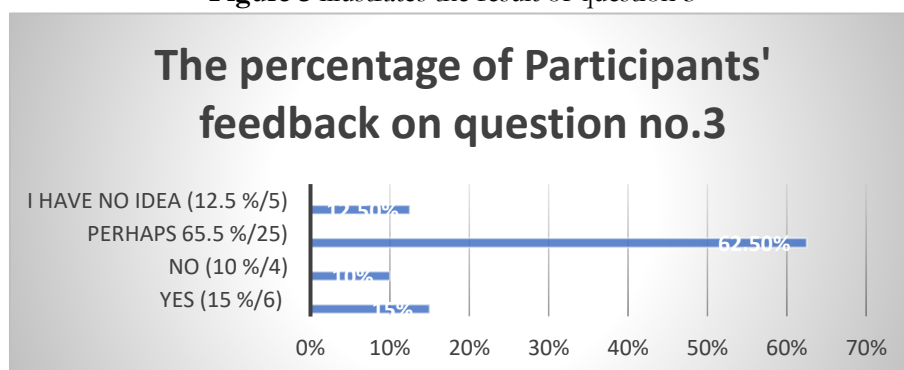
Figure 2 illustrates the result of question 2



4.3 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 realized by 2030." The most informants have point of view that the purpose of bilingual education likely can be achieved by 2030. This means that the most informants still doubt that bilingual education can be achieved. This could happen and caused by many factors, for example doubt on fund owned by foundation, qualified and trained teachers, inability of the students and many more.

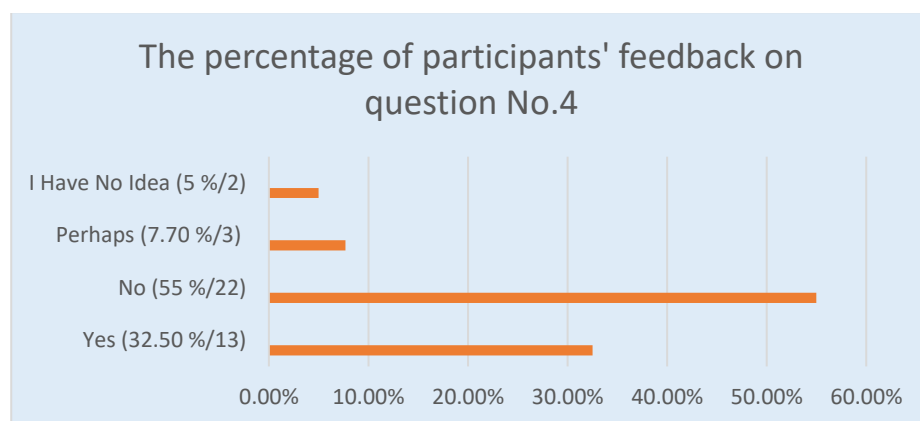
Figure 3 illustrates the result of question 3



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

Participants' responses to the question, "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. The most informant (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 realize the policy' goal by 2030.

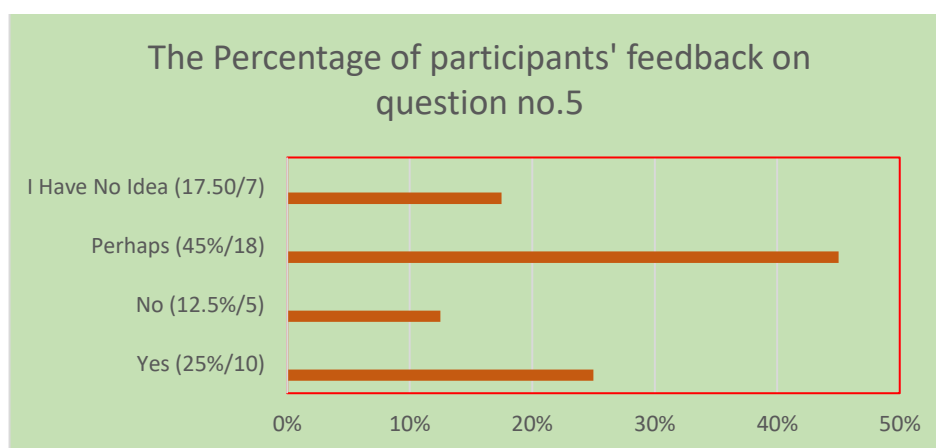
Figure 4 illustrates the result of question 4



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

Figure 5 displays the participants' responses to the question, "Don Bosco Catholic Education Foundation can invest enough money for bilingual education" Foundation has possibility to invest enough money to realize bilingual education, this can be proven that 45 % of the informants have point of view that foundation can allocate enough fund for bilingual education and 25 % are convinced that foundation is able to allocate enough money for bilingual education.

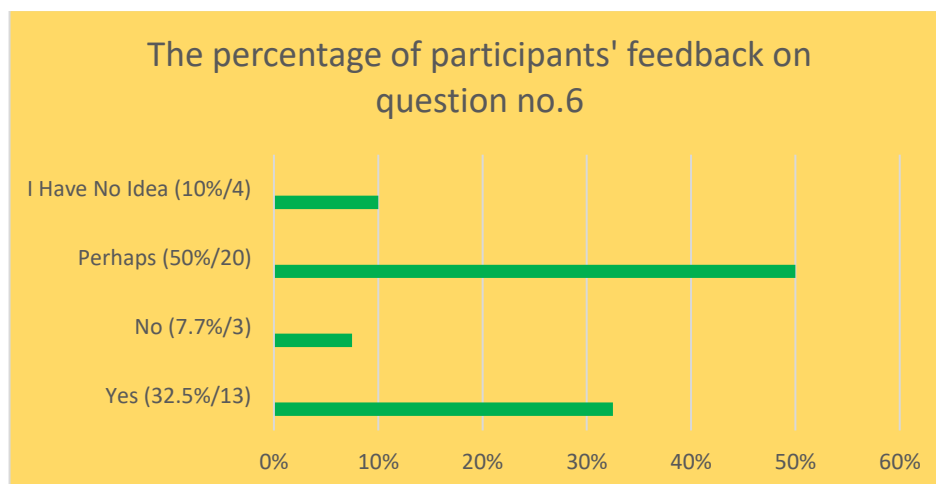
Figure 5 illustrates the result of question 5



4.6 The foundation could endeavor 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 realize 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 realize bilingual education in 2030. The participants' responses are displayed in Figure 6.

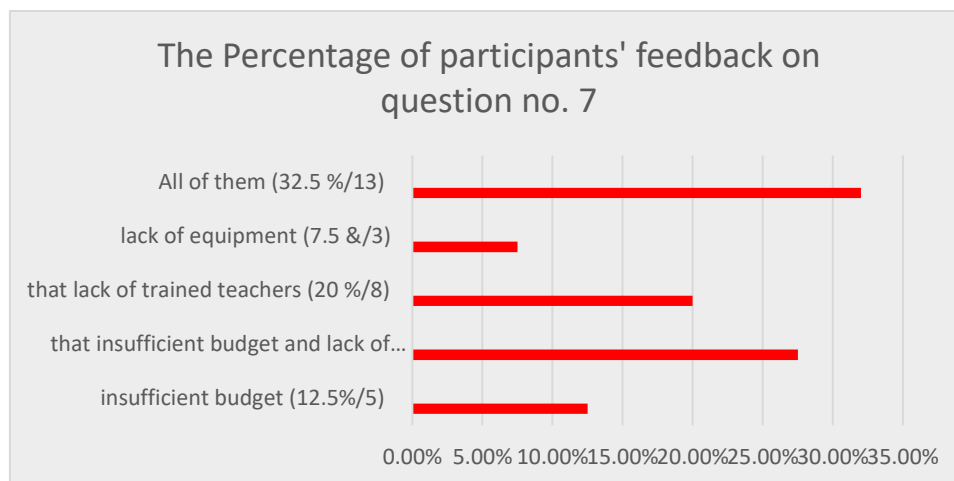
Figure 6 illustrates the result of question 6



4.7 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 foundation will face various challenges in realizing bilingual education program in 2030 and this will be evaluation for foundation to improve the quality of education not only in Santo Yoseph Santo Yoseph Catholic Private High School but also in all schools managed by Yayasan Pendidikan Katolik (YPK) Don Bosco KAM.

Figure 7 illustrates the result of question 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.

6. Conclusions

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 the implementation of bilingual education will not cause the negative effect (language shift, language loss) to local/mother/indigenous languages. More English teaching is required by 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 Don Bosco Catholic Education Foundation must allocate enough funds to prepare bilingual education so it is able to help the government in realizing the better grade of education.

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