

THE INFLUENCE OF TEACHERS' PROFESSIONAL COMPETENCE AND SOCIAL COMPETENCE ON THE IMPLEMENTATION OF BILINGUAL CLASS AT NOTRE DAME SCHOOL(ND) PURI INDAH, JAKARTA

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ABSTRACT

Improving the quality of education can of course never be separated from the important role of a teacher. A teacher is required to have and hone competencies to realize national education goals. This research aims to determine the influence of teachers' professional and social competence on the implementation of bilingual classes in ND Schools. The method used in this research is a quantitative approach with a survey method. The respondents in this study were teachers in the elementary and middle school units of ND School. The number of respondents in this research was 32 teachers. This research uses a questionnaire instrument with a Likert model with multiple linear regression analysis. The results of this study show that: (1) there is a negative relationship, but the influence is very small, meaning professional competence on the implementation of bilingual classes where teacher professional competence has a negative regression coefficient with a value = (-0.011), (2) there is a positive influence on the results regression test which shows that teacher social competence has a positive regression coefficient with a value of = 0.176 on the implementation of bilingual classes, and (3) the influence of teacher social competence on the implementation of bilingual classes is more significant than the influence of teacher professional competence, because the coefficient value of teacher social competence (0.176) is greater in absolute terms than the coefficient value of teacher professional competence (-0.011).

Keywords: Teacher Competence, Teacher Professional Competency, Teacher Social Competency Bilingual Class

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Introduction

The implementation of educational activities is a forum that seeks to make human existence better and nobler, as well as capable and intellectual to keep up with changes in times and civilizations in order to welcome a brighter future. Therefore, all activities or which include all learning activities or thinking activities are carried out systematically and holistically in all educational activities so that the expected educational goals can be realized.

Thus, educational activities are needed that are directed, measurable, and have definite goals, so that what you want to achieve and aspire to in producing people with noble character can run smoothly and optimally (Ismail et al., 2022).

Education is a deliberate effort to develop quality human resources to be able to compete. This is in accordance with Law Number 20 of 2003 concerning the National Education System, which states that education is a conscious and planned effort to create a learning environment where students actively develop their potential to have spiritual strength, self-control, personality, intelligence, morality, as well as the skills it requires, society, nation,

According to (Tobari et al., 2018), this legal regulation can be interpreted as a specific marker of the quality of education in Indonesia, namely the development of personal potential, spiritual strength, self-control, personality, intelligence, nobility and talent. Therefore, initiatives to improve human resources are part of a larger effort to improve the quality of education.

Improving the quality of education can of course never be separated from the important role of a teacher. The role of the teacher is one of the resources that influences educational achievement, especially in teaching and learning activities at school. A professional teacher, as described by (Supriyono, 2017) is an important aspect in influencing the quality of education. Teachers must also be able to find and realize their identity in accordance with the talents and norms of professional teachers. Teachers are responsible for guiding students in achieving learning goals, as well as updating and understanding course content from various sources. Professional teacher performance is believed to be one of the initial stages towards educational achievement.

One of the criteria for a teacher as a profession is stated in Law of the Republic of Indonesia Number 14 of 2005 Chapter IV Article 8 concerning teachers and lecturers, stating that a teacher is obliged to have and hone competencies to realize national education goals. The ability to carry out a task/work based on knowledge, abilities and attitudes in accordance with the required work instructions is called competency. Teacher competency is defined by (Faridah et al., 2020) as the ability and freedom of a teacher to carry out their duties positively related to their professional.

In RI Law no. 14/2005 Chapter IV Article 10, there are 4 (four) competencies that a teacher must have, including: pedagogical competence, personality competence, social competence and professional competence (Republic of Indonesia, 2005). According to (Lidyasari, 2014), teaching is a professional job, so teacher competence is very important in the teaching and learning process. Because teaching is more than just the transfer of knowledge but an interaction during the learning process.

Teachers must master pedagogical competence, personality competence, interpersonal competence and professional competence as educators (Law No. 14 of 2015). According to Article 3 paragraph 2 of Government Regulation Number 74 of 2008 concerning teachers, a teacher is said to be professional if he meets various criteria or competency standards, which include educational competence, personality competence, social competence and professional competence (Sihotang et al., 2019).

Pedagogical Competency is a teacher's ability to design and manage an effective learning process. This includes a deep understanding of the subject matter, diverse teaching strategies, as well as the ability to identify and respond to student learning styles, which include: (1) Mastery of the subject matter, (2) Ability to design curriculum and lesson plans (3) Motivating teaching skills and involving students, (4) Evaluation and feedback on student learning outcomes. Second, personality competency emphasizes the personal and social aspects that make teachers effective in interactions with students, colleagues and parents.

This includes empathy, professional ethics, as well as the ability to adapt and work together, which includes: (1) Professional ethics and integrity, (2) The ability to build good relationships with students and parents, (3) The ability to adapt and respond to student differences. Furthermore, social competency includes the teacher's ability to interact positively with the school environment and community.

This involves participation in extracurricular activities, effective communication with relevant parties, and an understanding of the social context in which the school is located, which includes: (1) Participation in school and community activities. (2) Effective communication with related parties such as parents and the school (3) Understanding the social and cultural context in which the school is located. Then, the fourth competency is professional competency which includes aspects related to self-development and teacher contributions to school development. This includes participation in professional development activities, involvement in educational research, and effective communication skills, which include: (1) mastery of the structure and content of the subject

area curriculum; 2) mastery of the substance of the field of study and scientific methodology; 3) mastery and use of information and communication technology in learning; 4) organizing curriculum materials in the field of study; and 5) improving the quality of learning through classroom research actions (Muhammad Kristiawan, 2018).

The four competency components possessed by teachers will certainly make the learning process delivered easier and more focused, as stated by (Mulyasa, 2013) who defines pedagogy as a continuous process of interaction and mutual assimilation between knowledge and student development. Becoming a teacher requires special criteria, especially for professional teachers who must have special talents in the fields of education and teaching as well as other fields of knowledge obtained through education qualifications (Alam & Nur Zuama, 2019). Professionalism is a need that cannot be met; As competition grows in the era of globalization, strengthening teacher professionalism becomes important. Teachers must apply more inventive learning methods to students to increase their professionalism.

Furthermore, in a continuous educational process, an educational unit needs to continue to develop the quality and qualities of its education so that it has high competitiveness in line with current developments. One of the developments carried out by the ND School is by opening bilingual classes which have been implemented since 6 years ago. Based on initial research studies through interviews and observations in the field together with the principal sister in the Elementary School unit, it was found that since the school was founded in 1986 to 2016, ND School used the national curriculum with the language of instruction using Indonesian. Then, entering 2017, ND School began school development by trying to offer parents the opportunity to open bilingual classes while maintaining some of their regular classes. The implementation of bilingual classes continues to receive a positive response from parents to the point that currently, bilingual classes in ND Schools are more dominant than regular classes, and even as of the new school year 2024, regular classes in class 1 have been abolished.

Bilingual classes, in general, are classes that teach in two languages: Indonesian and English. According to Holmes in Margana (2009), bilingual learning programs attempt to encourage bilingualism by using the first language proportionally or by using two languages as learning media. According to Anderson and Boyer in Margana, 2009, a bilingual learning program is the use of two languages as the language of instruction in the learning process (Putri, 2018).

In line with the development of the implementation of bilingual classes in every unit in ND Schools, the demand for human resource development mentioned here is teachers, then the demand for the credibility of bilingual class teachers regarding the quality of learning and management in bilingual classes also grows. Based on the explanation of the definition of a bilingual class, bilingual teachers are required to have more expertise and skills than regular teachers, seen from their professional competence and the form of material delivery using materials and teaching materials that tend to be in English, seen from their pedagogical competence.

The results of initial observations at the research location show that the majority of teachers have high competence and function very well and meet the foundation's requirements. This is based on several reasons, including: (1) High work loyalty of senior teachers at ND Schools, (2) Training and development provided to teachers every semester, (3) Low turnover, (4) Recruitment strict teachers, and (5) There is supervision every semester by the school principal. However, at the end of the 2022/2023 school year, the elementary and middle school units at that time were in a condition where several teachers who had worked for quite a long time resigned and some retired so that the elementary school units had to re-recruit new teachers. Conditions at the start of the 2023/2024 academic year, ND elementary and middle school units are quite challenged by the condition of the new teachers, who are young teachers and some of them are even teachers who have no teaching experience at all and still lack skills in using language. English as everyday communication in the bilingual classroom. The senior teachers who were still living at that time were also regular class teachers, so they were unable to fully support the continuity of the bilingual class.

Through direct study in several unscheduled classes, as well as short talks with the principal and bilingual class teachers, the challenges developed from the teacher's perspective, where it was found that many teachers still did not fully understand the core role and duties of teachers as a teacher today. Teachers' teaching skills, as can be seen from the variety of learning models and approaches available, are still not being utilized adequately. Some teachers still seem to have difficulty developing adequate approaches and communication with students, parents and colleagues, as well as the demands of professionalism, to support the capacity to carry out multilingual learning. Based on the conditions described above, a solution is needed, namely increasing the four competencies of a teacher, especially teachers in bilingual classes, in this case developing teacher teaching skills, communication, personality character, and the professionalism of a teacher in bilingual classes.

This is in accordance with the assertion according to (Usman, 2011) that teaching is a job that requires special talents. This job cannot be done by those who have no teaching experience, because teaching is a career that has high moral obligations. This condition is also reinforced by (Ilyas, 2022) who says that a competent or good teacher is a teacher who meets the standards of personality and technical teaching talent. Teaching is not a job that everyone can do. Everyone can be a teacher, but not everyone can be a competent or qualified teacher. This of course depends entirely on the individual's will, tenacity and effort to obtain the various competencies required in their duties.

Based on this, it is important for this research to pay attention to the above, so the author wants to conduct a more in-depth study of the research problem with the title "The Influence of Teacher Professional Competence and Teacher Social Competency on the Implementation of Bilingual Classes at Notre Dame (ND) School."

Teacher Competency

Teacher performance is increasingly important as feedback and reference for developing performance in the future. The performance of teachers in the education sector must of course be improved, considering that we have now entered the fourth industrial revolution, which means competition for competence is getting tougher. Therefore, as educators who are actively involved in the teaching process in the classroom, they must be attentive in improving their competence by analyzing teacher performance (Tampubolon et al., 2019).

According to (Alkornia, 2016), teacher competency is the teacher's ability and authority to carry out their duties as a teacher responsibly. Teaching is a profession, therefore competence is very important in the teaching and learning process. The article (Wahyudi et al., 2018) emphasizes that a teacher must be competent in order to carry out his responsibilities. The following are four competencies that a teacher must have, as regulated in Law Number 14 Article 10 paragraph (1) of 2005 concerning Teachers and Lecturers, namely: (1) pedagogical competency; (2) personality competence; (3) social competence; and (4) professional competence. Teacher competence refers to the collection of knowledge, skills, attitudes and behavior possessed by a teacher to effectively teach and help student development. Teacher competency does not only include understanding the subject matter, but also involves various other aspects that support the learning process and student development.

Teacher competency is a key factor in creating an effective learning environment and supporting holistic student development. Along with changing times and developments in science, teachers need to continue to develop and improve their competencies so they can make maximum contributions to the educational process.

Teacher competency refers to the collection of knowledge, skills, attitudes and behavior possessed by a teacher to effectively teach and help student development. Teacher competency does not only include understanding the subject matter, but also involves various other aspects that support the learning process and student development.

Teacher professional competence refers to the collection of knowledge, skills, attitudes and behavior required by a teacher to provide quality and effective teaching to students

Social Competence

According to (Huda, 2018), teacher social competence includes the ability to adapt to tasks and work environments as a teacher, as well as the ability to communicate socially with various parties, including students, fellow teachers, school principals, administrative staff, and the community. Effective communication skills can form better relationships and enable teachers to adapt to their surroundings.

Communication and social interaction are examples of social skills. Teachers' social abilities are the capacities and skills that enable them to communicate and interact effectively in carrying out the learning process and interacting with the surrounding community. According to (Sofia & Syafrudin, 2020), social competence includes the ability to interact socially and carry out social tasks.

In line with Sofia and Syafrudin, socially competent teachers are able to bring students to achieve learning goals. Therefore, social competence is very necessary for an educator because in teaching and learning activities, contact is needed to share knowledge with students. This competency is achieved based on the following indications, namely: a) the teacher's relationship with students; b) teacher relations with fellow teachers; c) the teacher's relationship with the students' parents; and d) teacher relations with the community (Huda, 2018).

Based on Minister of Education and Culture Regulation number 137 of 2014, social competence includes the ability to act inclusively, objectively and without discrimination based on gender, race, religion, ethnicity, physical condition, family background and socio-economic status. Apart from that, the ability to communicate effectively, empathetically and politely with fellow educators, education staff, parents and the community is also an integral part of this competency. Furthermore, it is also important to be able to adapt to the socio-cultural diversity in Indonesia.

Thus, social competence is the ability to interact effectively in various situations, enabling individuals to adapt and integrate themselves with their surrounding environment.

Bilingual Class Concept

The aim of bilingual education is to improve learning materials, learning processes, and delivery of information in English (Sari, 2020). The form of the bilingual class curriculum, learning methods, costs and infrastructure are different from the regular ones in general. Martina Rizky and Levianti (2012) in defining bilingual classes and non-bilingual classes as having differences in the use of language as a medium of instruction in conveying lesson material, the selection process, facilities, the role of educators, student behavior during learning, assignment collection, assessment criteria, and value achievement. Bilingual Class is generally a learning method that uses two teaching languages, namely Indonesian and English (Dewi, 2016).

Furthermore, according to Lut Putu Artini & Putu Kerti Nitiasih. 2014 in (Mukni'ah, 2021) defines a bilingual class as the ability to use dual languages, one of which is a foreign language and its use is considered to have a high reputation as the world's lingua franca, namely English.

Philosophically, bilingual learning programs can be additive (enriching students' knowledge of the language they already know) or subtractive (replacing one language with another). The bilingual learning program, according to Holmes in Margana (2009; 11), aims to encourage bilingualism by using the first language proportionally or using two languages as a teaching medium for learning various subjects. Meanwhile, in Anderson and Boyer's view, a bilingual learning program is a process where learning is carried out using dual languages as a communication medium. A bilingual program is a learning program that integrates two languages as the language of instruction for the various curricular elements used.

The bilingual program is based on various regulations, namely, 1) Government Regulation (PP) Number 19 of 2005 concerning National Education Standards (SNP), 2) Decree of the Minister

of National Education Number 22 of 2006 concerning Content Standards, 3) Decree of the Minister of National Education Number 23 of 2006 concerning Graduate Competency Standards, 4) Decree of the Minister of National Education Number 24 of 2006, and 5) Strategic Plan (Renstra) of the Department of National Education 2005-2009.

At an early age, the ability to speak two or more languages can improve a child's language and cognitive skills, as well as open up broader cultural insights. According to (Septiyaningrum, 2024), there are several views of educational experts regarding the benefits of bilingualism for children: first, children can understand the structure of more than one language, making it easier for them to communicate. Second, children become more sensitive to shifts in meaning between the two languages they master. Third, they are also more aware of the pragmatic characteristics of the two languages. Then, fourthly, children tend to be more adaptable and have creative imaginations, and get higher scores on nonverbal intelligence tests. Studies show that children who can speak two languages have a tendency to have more analytical thinking patterns than those who only speak one language. In addition, they are also superior in analyzing statements that have multiple meanings with the help of clues.

According to Zhou and Brown in their work "Bilingualism and Education: Perspectives from Learning and Teaching," bilingual learning refers to a learning process that involves the introduction of two or more languages in an educational environment with the aim of developing language skills and broader cultural understanding. Bilingual education provides students with a number of benefits, including improving critical thinking skills, broadening cultural horizons, strengthening social skills, and preparing students to face an increasingly connected global reality.

This is also reinforced through research conducted by (Sari, 2020) at Al Azhar School which adopted a bilingual curriculum. Researchers revealed that the curriculum used was the Cambridge curriculum. According to the Principal, the Cambridge curriculum offers many important benefits over other bilingual curricula. This is in line with research by Nuhla Fauziyatun Nafisah (2018) who found one of the expected consequences of implementing the Cambridge curriculum, namely the increasing complexity of students' thinking processes, but on the one hand there are still significant shortcomings.

Talking about the shortcomings of the research results mentioned above, the weaknesses of implementing bilingual classes are explained by (Shabrina & Amrullah, 2021) in their research on Muhammadiyah I Gempol Elementary School, explaining that the cost of books and English learning tests may be quite expensive in bilingual classrooms for students who are unable to obtain reference books or reading materials. So in the second year, the school made changes by setting criteria for parents of children who were considered financially capable and passed the selection to be allowed to take bilingual classes. This is done to ensure that learning in bilingual classes runs smoothly. The difficulties faced in introducing bilingual classrooms are due to parents' long-standing beliefs about the differences between normal and bilingual schools, which causes schools to prefer bilingual students over regular students. This is a problem for schools, especially elementary school principals.

Notre Dame schools have implemented bilingual classes since 2017 until now. The use of the curriculum still refers to the national curriculum framework, such as Kurtilas and the Merdeka Curriculum, but with adjustments and development in accordance with the local characteristics of ND, namely a general framework to ensure that all plans, implementation and evaluation carry out the spirit of Notre Dame Education in accordance with what is envisioned by the founders. So, whatever curriculum is implemented by the school, for example the national curriculum, International Baccalaureate, Cambridge, and so on, the uniqueness of Notre Dame in building character and sharpening the eye of reason will remain (Notre Dame School Curriculum Book Team, 2023).

Each level of bilingual classes in Notre Dame schools dominates more than regular classes. Especially as of the 2024/2025 school year, starting from grade one, regular classes will no longer be abolished. This increase in bilingual classes was carried out due to the level of evaluation of interest and positive responses from prospective parents of Notre Dame School students. In practice, what

differentiates bilingual and regular classes in Notre Dame is that bilingual classes have different subjects from regular classes, namely: Science, Mathematics, and of course English. For Science and Mathematics, these two subjects are only applied in bilingual classes with student handbooks or what are usually called printed books from outside printers. For English, it is applied in bilingual classes and also regular classes, but specifically for bilingual classes, the percentage of English used is one hundred percent. Then there is an additional English Native class, where this class is conducted directly by native speakers. Furthermore, other subjects such as Social Sciences, ICT, SBdP, and PJOK, also use bilingualism in bilingual classes, both in delivering material, assignments, and daily communication. The rest, such as Religion, PPKn, and Indonesian, use Indonesian.

The concept of Bilingualism can also be interpreted more broadly as the use of two languages alternately, both constructively and receptively, by individuals or cultures. Bilingual learning refers to learning methods that are planned and implemented in two languages. Bilingual learners must be able to speak, write, and read, as well as understand communication. Implementing bilingual learning is related to the provision of resources, teachers who teach, time, objectives, assessment and media, as well as the environment and student learning approaches.

Research methodology

The sampling technique used in this research was purposive sampling. According to Sugiyono (2013:218) purposive sampling technique is a technique for sampling data sources with certain considerations. The number of samples is 32 teachers. Profile of respondents who are studying in bilingual classes at Notre Dame Schools, based on ages above 23 years to ages above 43 years, Profiles of respondents who are studying in bilingual classes at Notre Dame Schools, based on ages above 23 years to ages above 43 years, Profile of educational level of respondents: 31 teachers at bachelor's level of education and 1 teacher at master's level. Profile, teaching period of respondents who conducted teaching and learning in bilingual classes 53% between 3 years to 10 years, are permanent teachers at the Notre Dame Foundation Jakarta.

Results and Discussion

Hypothesis testing in this research uses multiple regression analysis methods. Multiple linear regression analysis aims to find the influence of two or more independent variables/independent variables (X) on the dependent variable/dependent variable (Y). The results of multiple linear regression calculations using the SPSS program in this research are as follows:

$$Y = a + b_1X_1 + b_2X_2 + \dots + b_nX_n$$

Information :

Y: Bilingual Class

a : Constant (fixed value)

b₁,b₂: Regression coefficient (estimated value)

X₁: Teacher Professional Competency

X₂: Teacher Social Competence

Table 1. 1. Results of Multiple Regression Analysis

	Coefficients ^a		Standardized Coefficients	t	Sig.
	Unstandardized Coefficients	Std. Errors			
Model	B	Std.	Beta		
1 (Constant)	8.014	6.038		1.327	.195

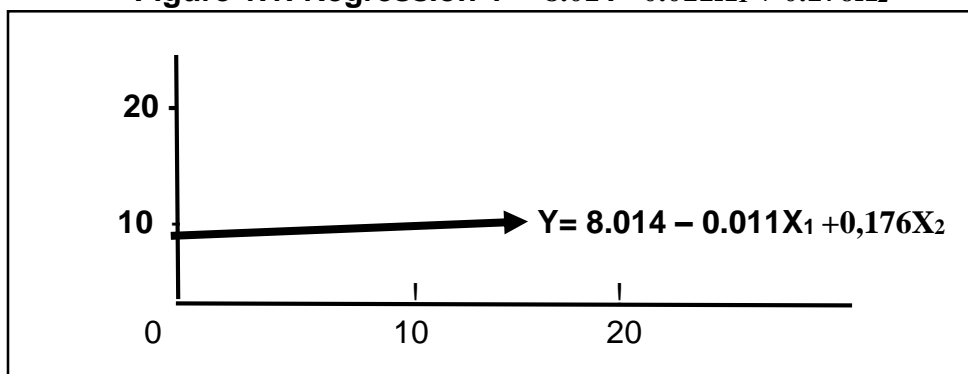
-Teacher Professional					
Competency (X ₁)	-.011	.207	-.014	-.051	.960
-Teacher Social					
Competence (X ₂)	.176	.131	.376	1.342	.190

a. Dependent Variable: Bilingual Class (Y)

$$Y = 8.014 - 0.011X_1 + 0.176X_2$$

- This constant of 8.014 shows that if X₁ and X₂ have a value of 0 then the value of Y remains 8.014.
- Based on variable X₁ (professional competence), the results of the regression test show that variable constant. This relationship is negative, but the effect is very small, meaning that the influence of X₁ on Y is a very minor decrease.
- Based on variable X₂, the results of the regression test show that variable X₂ has a positive regression coefficient with a value = 0.176, meaning that if there is an increase in the value of variable This relationship is positive and has a greater influence than the influence of X₁ on Y.
- The influence of X₂ on Y is more significant than the influence of X₁, because the coefficient value of X₂ (0.176) is greater in absolute terms than the coefficient value of X₁ (-0.011).

Figure 1.1. Regression $Y = 8.014 - 0.011X_1 + 0.176X_2$



Conclusion

From the problem formulation and research hypothesis proposed, along with research results based on data analysis and hypothesis testing, the conclusions that can be put forward in this research are as follows:

- Variable Teacher Professional Competence (X₁) has a negative regression coefficient with a value = (-0.011), meaning that if there is an increase in the value of variable X₁, Y will decrease by 0.011 with the assumption that the other independent variables (X₂) remain constant. This relationship is negative, but the effect is very small, meaning that the influence of X₁ on Y is a very minor decrease.
- The variable Teacher Social Competence (X₂) has a positive regression coefficient with a value = 0.176, meaning that if there is an increase in the value of the variable X₂, Y will increase by 0.176 with the assumption that the other independent variables (X₁) remain constant. This relationship is positive and has a greater influence than the influence of X₁ on Y.
- The influence of X₂ on Y is more significant than the influence of X₁, because the coefficient value of X₂ (0.176) is greater in absolute terms than the coefficient value of X₁ (-0.011).

Implications

In discussing the research results and conclusions drawn from this research, the following implications can be presented:

- This research shows that there is no relationship between teacher professional competence and bilingual classes at Notre Dame School. Therefore, in its implementation, teachers can still improve

and optimize their professional competence without having to think about the ongoing impact on bilingual classes because it does not have a significant influence.

2. This research shows that there is a relationship between teacher social competence and bilingual classes at Notre Dame School. So teachers in this study show that there is no influence on the relationship between teacher professional competence and bilingual classes at Notre Dame School. They must pay attention to and improve their social competence, especially when teaching bilingual classes in order to achieve good results inside and outside of learning.
3. This research shows that variable X_2 has a greater influence compared to variable towards the bilingual class (Y). So it can be said that the teacher's professional competence (X_1) has no influence on the bilingual class (Y), while the teacher's social competence (X_2) has a significant influence on the bilingual class (Y).

Recommendations

The following are useful recommendations for future research:

1. For campuses, research is used as teaching material in class or as a reference for learning resources related to similar material.
2. For schools, this research can be used as material for evaluating and improving the quality of both teachers and schools.
3. For future researchers, it is hoped that they can add relevant sources or references in order to perfect the research that has been carried out.

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