


THE IMPACT OF BILINGUAL LEARNING ON STUDENTS SELF-CONFIDENCE IN
ACADEMIC AND SOCIAL DOMAINS

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 28, 2025 Revised: February 7, 2025 Accepted: April 18, 2025 Published: April 30, 2025</p> <p>Keywords: Bilingual Self-confidence Academic Achievement Social Communication</p>	<p>This research aims to find out whether there is an influence of bilingual learning on students' self-confidence in their academic achievement and social communication, for students in grades V and VI of IOP Primary School. The population of this research was classes V and VI and the sample consisted of 8 students. Data collection used a quantitative descriptive method with a questionnaire to find out how students responded to bilingual learning regarding their self-confidence and used observation as a support for the questionnaire. The results show that the influence of bilingualism on students' self-confidence in academic achievement is in the very high category (76.5%). While the influence on social communication is in the high category (75%) all students on average agree that bilingual learning has a great influence on their self-confidence, bilingual learning makes students enthusiastic about learning and motivates them to be active in learning, self-confidence is influenced by Bilingualism is also beneficial for their academic achievement and communication.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

The use of language in the classroom has a very important role in the teaching and learning process. It is a means of communication for teachers and students in daily classroom interactions. Teachers use when they give instructions, ask questions, provide input, and even manage students in the classroom. Nunan and Lamb (2009:60) stated that all dimensions of the pedagogical process in the classroom, from providing feedback to monitoring. Forming small groups, giving instructions and explanations, disciplining and questioning students involves language.

Cazden (2001:2) Mentions three characteristics of class as part of it educational institutions that make communication a central thing. First, spoken language is the medium in which much teaching takes place, and in which students demonstrate much of what they have learned to the teacher. Second, the classroom is one of the most crowded human environments. Few adults spend hours per day in such crowded conditions. In this respect, the classroom is similar to a restaurant, bus, or subway. However, in such places, simultaneous conversations are the norm, whereas in one-person classrooms, the teacher is responsible for controlling all the conversations that occur while class is officially in session – controlling not just negatively, as traffic wardens do to avoid collisions, but also to improve educational goals. Third, and perhaps most obscure, spoken language was an important part of the identity of all participants. Variations in ways of speaking are a universal reality in life and language is a very important communication tool in society. One way to improve language skills is to use bilingual learning methods.

According to Hurlock (1993), bilingualism means using two languages. This ability is not only in speaking and writing but also the ability to understand what other people communicate verbally and in writing. Children who have good bilingual skills in foreign languages as well as children's understanding of their mother tongue.

Currently, there are several schools that implement the use of two languages in learning in their classes. One of them is the international elementary school in Makassar IOP Primary School, although this school is still relatively basic, they really implement bilingualism, they are able to speak English and Indonesian and are even very fluent in English. They implement a bilingual education program, where the teachers teach their students in class using English and Indonesian. Teachers use these two languages in managing and teaching classes – especially in subject content classes with the high hope that students will be able to easily learn subject content and the target language at the same time. Bilingual seems to describe a situation where two languages are used at school (Malmkjaer, 2005; Garcia in Coulmas, 2000). This is in line with who state that bilingual education generally means education that uses two different languages for general teaching.

Language confidence is one of the successes in the quality of education. A student is required to know at least one language, however, having only one language ability will sometimes hinder him from communicating with the wider community, because lack of language skills affects attitudes and behavior, one of the attitudes that hinders success in

education is a loss of self-confidence. Lauster (2002) stated that self-confidence is a belief in one's own abilities so that they are not influenced by other people and can act according to their wishes, be happy, optimistic, quite tolerant and responsible.

Another opinion according to Perry in Latifah, et al. (2018) said that self-confidence is feeling positive about what can be done and not worrying about what cannot be done but having the will to learn. Apart from that, according to Isna in Yuliesti, self-confidence is an extraordinary strength. Self-confidence is like a reactor that generates all the energy within a person to achieve success.

Self-confidence is an individual's ability to understand and believe in all potential so that it can be used in adapting to the living environment. A person who is self-confident has initiative, is creative and optimistic about the future and is able to realize weaknesses and own strengths, assuming that all problems have a solution. A person who is not confident is characterized by attitudes that tend to be less than enthusiastic, such as being inferior, pessimistic, passive and apathetic Latifah, et al. (2018)

Based on the explanation above, the researcher was interested to conduct a research about "The impact of Bilingual Learning on Students Self-Confidence in Academic and Social Domains"

RESEARCH METHOD

The design of this research is quantitative descriptive research. descriptive research is also called survey research which collects data numerically data to answer questions about the truth of the status of research subjects. The subjects of this research were class V and VI students IOP Primary School. Based on the statement above, then It can be seen that descriptive research is a research design where the researcher surveying people to describe their attitudes, opinions, behavior, or characteristics related to current problems. In this research, there are two variables. This research analyzes the effect of bilingual learning on students' self-confidence in academic achievement and social domains Participants have been selected, they were students who have bilingual abilities. There were 8 students who fell into that category

In this study, researcher collected data by questionnaire and observation techniques. Questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. This questionnaire contains statements related to influence of bilingual learning on students self-confidence on their academic achievement and social communication. Data from this questionnaire is used as the main data in this research and observation as supporting data.

The researcher analyzed the data result after collecting the data by used a questionnaire and observation. To analyze the data, the researcher took some steps. They are Scoring the questionnaires by using Likert Scale. To obtain the relative frequency/percent figure, a calculation is carried out using the following

$$P = \frac{f}{N} \times 100 \%$$

N

Note:

f = The frequency the percentage is being searched for

N = Number of frequencies/number of individuals

P = Percentage figur

Based on the formula above, categories will be obtained based on percentage as follows:

Table 1. Scoring level of self-confidence

Interval Skor (%)	Category
76- 100	Very high level
51 - 75	High level
26 - 50	Low level
0 - 25	Very Low level

Sugiyono (2015)

RESULT AND DISCUSSION

Data on the influence of bilingualism on students' self-confidence in this study were obtained based on the results of 8 respondents 16 questionnaires items for each research variable with 4 alternative answer choices given to respondents.

After giving a questionnaire, the researcher analyzed the students score of bilingual of self-confidance in academic achievement and bilingual of student self-confidence in social communication. The scoring clasification of the student score is presented in table 2

Table 2 The clasification from bilingual of student self-confidence in academic achievement and bilingual of student self-confidance (AA) in social communication (SC

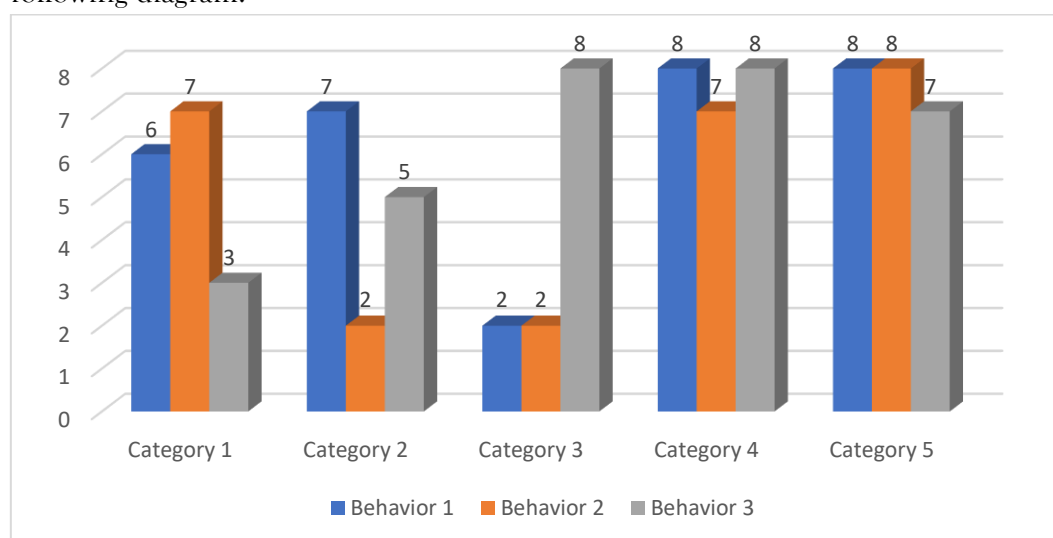
Clasification	Score	Bilingual Self-Confidence AA	Bilingual Self-confidence SC
Very high level	76-100	76,5%	-
High level	51-75	-	75%
Low level	26-50	-	-

Very Low level	0-25	-	-
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Based on the table 4.1 shows that students got scores in the questionnaire results for bilingual learning on students' self-confidence in academic achievement is classified as very high category (76.5%), There are no students belonging to the average, low and very low categories. Meanwhile, for bilingual learning on students' self-confidence in social communication is classified as high category (75%). Scores were classified as excellent. This means that there is a significant difference in the influence of bilingual learning on students' self-confidence in academic achievement and bilingual learning on students' self-confidence in social communication. Bilingual teaching influences students' self-confidence related to Indonesian language teaching. As in accordance with the findings Karimi & Aeida (2014) which stated that a study on the importance of self-confidence and its relationship with achievement in languages becomes important in the current scenario. Induction materials and activities that will help develop students' self-confidence and self-esteem. This is beneficial for both teachers and students so that classes become more effective and improve learning achievement.

Data on students' self-confidence behavior which is influenced by bilingual learning at school. This research obtained based on the researcher's observations in the form of a check list consisting of 5 aspects, the researcher made observations in the classroom during class hours and continued to observe students outside class hours to see interactions between students. For the results of this data, researchers used descriptive data.

In this observation data the researcher refers to Lauster (2002) regarding aspects of self-Confidence. The accumulation of observation checklists for students is described in the following diagram!



Observation Chart

Based on the diagram above it was found that when the learning process is running, the interaction between the teacher and students goes well, students can easily accept the material presented and given by the teacher. Apart from that, the use of bilingualism by teachers can make it easier for students to understand the material that has been presented and for students to be active in participating in learning activities.

The results of my observations not much different from the students' respond in the questionnaire which was proven when students were in class, when class time started, information was obtained that the students happily greeted the teacher and entered the class first before the teacher arrived. When the learning was underway they were given drawing assignments, they looked optimistic. As said Cikeman (2007) There are several conditions that found in children who have bilingual ability. Most children who attending a bilingual school has the ability to socialize with people others to achieve desires and likes do activities together with people others in order to achieve what is desired, the statement is appropriate with Hurlock (1993) stating if children show high interest in activities to make friends and socialize together peers in activities. Mostly children Bilinguals also have characters and the ability to take people's perspectives another, which means that the child cannot yet understand what you feel/think other people so they don't realize that people others don't look at the actions and situations just like what he did.

Overall I found that on average students who are good academically and communication are students who have good self-confidence too, it can be seen how active they are in learning bilingually, and their ability to answer questions. As per the findings Saidah (2024), which said that students who have poor academic performance are caused by low self-confidence. Students who lack self-confidence tend to perform poorly in class. Because pessimistic thoughts always cross their minds, individuals often assume that they will fail the tests and quizzes given by their teachers. In addition, if students feel uncomfortable speaking in front of the class or sitting in front of it, they will most likely not participate in class.

CONCLUSION

The results obtained from bilingual learning questionnaire regarding students' self-confidence in academic achievement were students in the very high category (76.5%), this shows that bilingual learning has significant influence on students' self-confidence in their academic achievements. Meanwhile, based on the results of observations, it was found that it was not much different from the results of the questionnaire, as evidenced by the behavior of students who were motivated in learning. Meanwhile, the result obtained from Bilingual learning questionnaire regarding students' self-confidence in social communication is classified in the high category with a score of 75%, only a difference of 1% with the results for the scope of academic achievement. This also shows that bilingualism has a significant influence on students' self-confidence in their social communication. Meanwhile, the observation results are not much different from the questionnaire results, showing the tendency of students to be active in communicating using bilingualism, whether talking with

teachers or with their peers. To maximize the potential of children's communication skills bilingual learning required, appropriate with what is generally depicted that bilingual learning is learning that uses a combination of two Language. In general, bilingual learning using a combination of mother tongue with other languages/foreign languages other than language Mother. This learning is intended so that children can receive language skills training includes literacy skills with language Mother and other languages. Apart from that, with good language skills your self-confidence will also increase.

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