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Evaluating the Implementation of Bilingual Learning Programs Using the CIPP Model

Wulan Sapitri[1]
Universitas Pendidikan Indonesia, Bandung, Indonesia
Nadia Tiara Antik Sari[2]✉
Universitas Pendidikan Indonesia, Bandung, Indonesia
Neneng Sri Wulan[3]
Universitas Pendidikan Indonesia, Bandung, Indonesia

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ABSTRACT
This study aimed to evaluate the implementation of the bilingual learning program at SDS Laboratory UPI Purwakarta using the Context, Input, Process, Product (CIPP) model. The research used a qualitative approach with a case study design. Data were obtained through interviews with one coordinator, three teachers, and two grade VI students, observations in four classes for 35 minutes each, and documentation studies. Data were analyzed through deductive-inductive coding and triangulation of sources and methods. In the Context aspect, the program objectives were oriented towards early exposure to English and in line with the school's vision, while parents' expectations were known through informant reports. In the Input aspect, curriculum, teaching materials, and media were available to support the program, although some documents could not be verified. In the Process aspect, observation showed the use of two languages, re-explanations, and variations in learning strategies. In the Product aspect, observations recorded participation and opportunities to use English, while interviews revealed students' learning experiences and perceptions of confidence. The documentation contained a plan of supporting activities, but did not provide evidence of development of language skills. The findings showed that the availability of resources was not always followed by uniform implementation between classes. This study did not prove an objective improvement of English language skills.

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INTRODUCTION
Globalization and advances in information technology have changed many areas of life, including education. As a result, students need communication skills to interact internationally. English is now the primary language for academic, technological, economic, and intercultural communication. As a result, English language skills are essential for cross-

Correspondence Author: ✉nadiatiara.as@upi.edu
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cultural communication and are valued in many fields. Building English language skills early on, especially in elementary school, helps create a strong language foundation and prepares students for future education and employment (Suherman et al., 2024; Wihartanti, 2022).

A widely adopted approach to improve students' English proficiency is bilingual learning. Bilingualism, which is defined as the use of two languages, goes beyond linguistic ability. Bilingualism encompasses linguistics, psychology, sociology, education, and neuroscience. Bilingualism affects not only communication but also cognitive, social, and intellectual development (Baker, 2011).

In an educational setting, bilingual teaching refers to using two languages during lessons, allowing students to acquire academic material while also developing language proficiency. This kind of program supports understanding of the subject matter and provides opportunities for authentic English use. Consistent classroom exposure to English encourages student engagement and confidence. In this study, English language development was defined as the changes participants observed, including increased opportunities to use English, higher participation, increased confidence, and expanded vocabulary (Mauryn et al., 2025; Una et al., 2024) (Una et al., 2024).

Research shows that bilingual teaching helps students develop academically and develop language skills. Bilingual classes can also boost elementary school students' confidence. However, these programs work best when teachers and students are prepared, and learning resources are available (Mauryn et al., 2025; Ulya et al., 2025)

Despite its benefits, bilingual education in elementary school faces challenges. Teaching must match the student's developmental stage because young children are still developing their thinking and language skills. Other challenges include limited English vocabulary, low student confidence, differences in students' initial abilities, insufficient teacher training, and limited resources. Many related factors affect how well bilingual programs work, not just the use of two languages in the classroom. (Adniy et al., 2023; Bujuri, 2018).

Running a bilingual learning program involves planning, implementing, and evaluating the program. Planning includes creating a curriculum, training teachers, and ensuring that sufficient learning resources are available. Implementing the program means using both languages in lessons. Evaluation checks how well the program is doing and how it affects students. Teachers must also be prepared to teach in two languages based on student needs. (Mauryn et al., 2025; Sarjani et al., 2025).

Researchers have studied bilingual learning in various ways. Some have researched how this learning supports students' language skills, academic growth, and confidence (Mukni'ah, 2021; Ulya et al., 2025). Others have focused on teaching methods such as translinguage, which help students understand lessons and participate in them. Studies have also shown that teacher and student readiness, along with sufficient materials and resources, are key to running bilingual programs well. (Amalia Mauryn et al., 2025; Sarjani et al., 2025).

Most studies examined only one part of a bilingual program, such as learning outcomes, teaching methods, student engagement, or supporting factors. Few studies examined how these parts connect in elementary school, such as linking program objectives, resources, classroom practices, and student experiences. To truly understand a bilingual program, it's important to evaluate how these elements work together, rather than focusing on just one aspect.

(Stufflebeam, 2002) The Context, Input, Process, Product (CIPP) model examines how the different parts of a bilingual program connect. The CIPP model examines the program's needs and objectives (Context), resources (Input), implementation (Process), and outcomes (Product). For bilingual learning, the CIPP model helps examine how strategies such as translanguaging, peer mentoring, gamification, and digital media fit into the program. With this framework, this study examines how school conditions and resources affect bilingual teaching and how those practices affect student participation, English language opportunities, and confidence.

SDS Laboratory UPI Purwakarta is a school that uses Indonesian and English in its lessons. As a laboratory school connected to the University of Education Indonesia, SDS Laboratory UPI Purwakarta teaches in Indonesian and English. As a laboratory school connected to the University of Education Indonesia, the school serves as a site for practice, research, and testing new teaching methods. However, more research is needed to understand how bilingual programs are implemented. This study looks at how bilingual programs are run at SDS Laboratory UPI Purwakarta using the CIPP model. Based on participants' observations and experiences, this study examines how program contexts, resources, teaching strategies, and outcomes are interrelated. Instead of examining strategies such as translanguaging, gamification, peer mentoring, and digital media separately, this study treats them as key parts of the overall program. Using the CIPP framework, this study shows how program objectives, resources, teaching methods, and student experiences are interrelated, providing a complete picture of how bilingual programs work in elementary schools. Bilingual education uses two languages in the educational process and relates not only to linguistic abilities but also to students' cognitive and communicative development. In elementary schools, teachers must adapt the use of Indonesian and English to students' characteristics and needs so the second language continues to support understanding of learning materials (Baker, 2011).

Previous research examined bilingual learning from various perspectives. It discussed the application of bilingual learning in grade IV elementary school students, while highlighting aspects of verbal-linguistic intelligence in bilingual application. Meanwhile, it emphasized aspects of planning and providing resources to support bilingual learning in elementary schools. This study shows that implementing bilingual learning involves not only using bilingual languages, but also language development and the readiness of teachers, students, teaching materials, and learning resources (Mauryn et al., 2025; Mukni'ah, 2021; Ulya et al., 2025; Una et al., 2024)

Previous research shows that bilingual learning requires teacher readiness, resources, and learning strategies aligned with students' needs (Mauryn et al., 2025; Ulya et al., 2025; Una et al., 2024). However, the research focuses vary, ranging from learning practices and verbal-linguistic skills to program planning and readiness. Meanwhile,(Sulistyorini & Kadir Jaelani, 2025) have used the CIPP model to evaluate bilingual programs, but at the high school level. These differences in focus and context indicate the need for an integrated evaluation of program objectives, resource readiness, learning processes, and implementation outcomes in elementary schools. The CIPP model can evaluate these four components, but it cannot prove improvements in language proficiency without objective measurements or longitudinal data. Therefore, this study evaluates the implementation of bilingual programs in elementary schools using the CIPP model.

This gap supports the use of the Context, Input, Process, Product (CIPP) evaluation model in this study. Through CIPP, the research analyzes the program's context and needs, resource readiness, the learning implementation process, and the implementation results observed and felt by participants. Thus, bilingual practices and learning strategies are not studied separately, but are placed as part of the overall process of implementing bilingual programs.

LITERATURE REVIEW

2.1 Bilingual Learning: Educational Concepts and Perspectives

Bilingual education in educational settings aims to improve students' academic achievement and support language development. Bilingual education not only involves achieving bilingual proficiency; it also contributes to the development of students' cognitive and communication skills. In primary schools, teachers should adapt the use of Indonesian and English to students' needs and proficiency levels so they can understand academic material (Baker, 2011).

Studies on bilingual education in primary schools highlight several closely interrelated factors, including learning objectives, language development, student and teacher readiness, and the availability of teaching materials. Research shows that second-language use in academic activities should match students' abilities and prior experience. Other research has linked bilingual education to language development, and studies on planning and resources emphasize the need for institutional support and readiness for bilingual programs to succeed. (Mauryn et al., 2025; Mukni'ah, 2021; Ulya et al., 2025; Una et al., 2024).

In fact, research shows that bilingual education involves more than teaching in English, since its success lies in combining a second language with academic goals, student needs, and school support. The problem is that most studies examine each factor separately, leaving an incomplete understanding of how program needs, available resources, teaching methods, and outcomes relate. Therefore, an approach that not only describes bilingual education but also examines how these elements interact in elementary schools is necessary.

2.2 Implementation of Bilingual Learning in Elementary Schools

In elementary schools, teachers use two languages when delivering lessons, considering program objectives, curriculum requirements, student needs, teacher skills, and available resources. The effectiveness of bilingual learning depends not only on how often English is used but also on careful planning, institutional support, and how the second language is integrated with the subject matter.

Schools apply bilingual learning differently. Some studies examined the influence of bilingual methods on classroom activities and student engagement, while others focused on planning and resource allocation. As a result, programs with the same goals may be run differently because of differences in teacher preparation levels, available teaching materials, student abilities, and the school environment (Mauryn et al., 2025; Ulya et al., 2025; Una et al., 2024).

In fact, Indonesian and English are often used in a mixed manner in the classroom, with teachers tailoring their use of both languages to students' teaching objectives and level of understanding. In these situations, translanguaging allows teachers and students to use all available linguistic resources to encourage understanding, communication, and engagement. As such, translanguaging is an important part of bilingual teaching and should not be viewed as a separate language practice(Lemmi & Pйrez, 2024; Ramadhani et al., 2024).

This study shows how bilingual learning links program policies and objectives to school readiness and classroom practice. However, previous research has often examined these elements in isolation, for example by focusing on language use, planning, or student engagement. As a result, questions remain about the relationship between program conditions, institutional support, teaching practices, and student experiences in bilingual programs.

2.3 Teaching Strategies and Influencing Factors in Bilingual Learning

Bilingual learning is closely tied to the teaching methods used to meet academic needs and support second-language acquisition. The literature identifies strategies such as scaffolding, cooperative learning, project-based learning, digital media integration, and game-based activities as effective in supporting student understanding, interaction, and participation. Although these strategies take different forms, they all encourage student engagement in a multilingual learning environment. (Gort & Pontier, 2013; Irafany et al., 2025; Lypez-Fernбndez et al., 2023).

Beyond general learning strategies, translanguaging lets teachers use language flexibly to meet students' learning needs and goals. Utilizing the first language can make it easier for students to understand concepts or instructions before switching to a second language. Thus, bilingual pedagogy and translanguaging (Lemmi & Pйrez, 2024; Ramadhani et al., 2024). Complement each other: bilingual pedagogy provides a framework for using multiple languages, while translanguaging offers a practical approach to managing language resources based on learning needs.

The literature also suggests that integrating technology and activities designed to increase student engagement can improve learning strategies. Digital media and gamification provide interactive opportunities for language use during teaching. Similarly, collaborative approaches such as peer mentoring support learning through peer interaction. However, the effectiveness of these strategies depends on the context; factors such as students' initial abilities, confidence levels, teacher expertise, and classroom conditions influence students' responses to teaching methods (Bahri & Nurhidayah, 2024; Lypez-Fernбndez et al., 2023).

Beyond teaching strategies, environmental factors and resource availability significantly influence the implementation of bilingual learning. Teacher competence, access to teaching materials, institutional support, parental involvement, and exposure to the target language contribute to sustainable learning. In contrast, limited vocabulary, low confidence, and variation in language ability among students can inhibit participation and use of a second language. Thus, the literature suggests that although teaching strategies support bilingual learning, their effectiveness depends on the interaction between teaching methods, institutional readiness, and student characteristics (Adniy et al., 2023; Sulkifli, 2021).

Although previous research has examined teaching strategies, translanguaging, gamification, peer mentoring, and digital media, these topics are typically studied separately. Research needs to examine how these strategies are implemented in bilingual programs operating under specific institutional supports and constraints. Therefore, this study not only identifies the strategies teachers use but also analyzes the relationships among those strategies, program conditions, available resources, and student involvement in the learning process.

2.4 Evaluation of Bilingual Learning Using the CIPP Model and Research Gaps

Assessing bilingual programs is essential to determine whether their implementation meets educational objectives and to examine the relationship between program conditions, resources, teaching methods, and outcomes. The Context, Input, Process, Product (CIPP) model developed by Stufflebeam provides an appropriate framework for viewing the program as a system consisting of interconnected components. The CIPP model facilitates not only data categorization but also analysis of how program needs and environmental conditions relate to resource readiness, implementation processes, and program outputs (Stufflebeam, 2002).

In the Context dimension, the evaluation focuses on students' needs, the program's background and objectives, and the school's policies and vision for bilingual education. This context forms the basis for the Input dimension, which includes teacher readiness, curriculum, teaching materials, media, facilities, and student readiness. Thus, the Context clarifies the program's objectives and desired outcomes, while the Input details the resources and conditions available to achieve those goals.

Process Dimension examines how program resources and objectives are operationalized in a teaching environment. At this stage, bilingual pedagogy

is analyzed through the teacher's integration of Indonesian and English during teaching. Strategies such as scaffolding, digital media, gamification, peer guidance, and translanguaging are key pedagogical practices for meeting students' needs in a bilingual context. Translanguaging, therefore, is not just the use of two languages; it is a pedagogical mechanism that allows teachers to adapt language use to students' learning goals and abilities.

This analysis extends to the Product dimension, which evaluates program outputs based on available evidence. In this study, outputs do not refer to measurable improvements in English language proficiency, as proficiency is not directly assessed. Instead, outcomes are defined by aspects observed and perceived during implementation, including student participation, learning confidence, overall experience, and use of English in classroom activities. This perspective allows for an in-depth discussion of the relationship between teaching practice and student experience without attributing observed changes to the program alone.

Conceptually, the four dimensions of the CIPP are intertwined in explaining program implementation: program needs and objectives (Context) informing resource readiness (Input), resources supporting bilingual pedagogical practices and language use (Process), and these processes produce observable outputs in student experience and engagement (Product). English language learning is thus integrated into the broader bilingual learning process, shaped by program context, institutional readiness, teaching strategies, and language practices. This framework also places *translanguaging* as a component of bilingual pedagogy that facilitates student understanding and participation.

Previous research has illuminated various aspects of bilingual learning. Some studies have focused on bilingual education in primary schools, while others have examined teaching strategies, translanguaging, digital media use, gamification, peer mentoring, and student motivation and participation. Teacher support, pedagogical strategies, resource use, and learning environments have consistently been identified as important factors in implementing bilingual programs. However, research remains fragmented, and the integrated relationship between program needs, institutional readiness, teaching strategies, and student outcomes has not been extensively explored (Fadil Nugroho et al., 2025; Gort & Pontier, 2013; Lypez-Fernбndez et al., 2023; Qonita et al., 2025; Ramadhani et al., 2024; Una et al., 2024).

(Sulistyorini & Kadir Jaelani, 2025) show the relevance of the CIPP model for evaluating bilingual programs at the secondary school level. Unlike this study, this study not only evaluates the four components of CIPP but also examines gaps among institutional support, resource readiness, learning practices, and student responses in elementary schools. In the context of SDS Laboratory UPI Purwakarta, this study examines the allegation that the availability of resources and school support is related to the implementation of teacher strategies, such as translanguaging, digital media, gamification, and peer guidance, which can then be related to student participation and confidence. These relationships are explored

through interviews, observations, and document studies, without considering them as proven cause-and-effect relationships. Thus, this research's novelty lies in analyzing the alignment and gaps between CIPP components in implementing bilingual programs in elementary schools.

METHODS

This study uses a qualitative case study design to analyze the implementation of bilingual learning programs at the UPI Purwakarta SDS Laboratory. This approach was chosen because the research focuses on an in-depth understanding of program implementation in its natural context, including the conditions that support and hinder implementation, teachers' teaching strategies, and student experiences during bilingual learning. This research was conducted from April 28 to May 25, 2026.

The bilingual program at SDS Laboratory UPI Purwakarta is implemented in eight classes with approximately 210 students. The program focuses on two subjects: Mathematics and Science. The researchers obtained data through learning observations, semi-structured interviews, and documentation. These three techniques provide a more complete picture of program implementation from various data sources.

This study analyzes the implementation of bilingual learning programs using the CIPP (Context, Input, Process, Product) model to support a comprehensive program evaluation, starting with the program's context and needs, resource readiness, implementation, and outcomes (Stufflebeam, 2002).

In this study, the Context dimension identified the program's relevance, background, objectives, and policy support. The Input dimension analyzed teacher competencies, curriculum, teaching materials and media, and student readiness. The Process dimension examined learning implementation, teaching strategies, student participation and interaction, and supervision. Meanwhile, the Product dimension examined student confidence, class participation, perception of English language development, and program implementation outcomes. The indicators used in each component are adapted and presented in Table 1. (Sulistyorini & Kadir Jaelani, 2025)

Table 1. Indicators of Evaluation of Bilingual Learning Programs (CIPP)

Components	Indicator
Context	Program relevance, background, objectives, policy support
Input	Teacher competence, curriculum, teaching materials and media, student readiness
Process	Learning implementation, teaching strategies, student participation, classroom interactions, supervision
Products	Student confidence, classroom participation, perception of English language development, and program implementation outcomes

To clarify the operationalization of the CIPP model, this study mapped each evaluation indicator to relevant data sources and evidence, as presented in Table 2.

Table 2. Indicators of Evaluation of Bilingual Learning Programs (CIPP)

CIPP Components	Indicator	Data Source	Focus/Evidence Sought
Context	Policy relevance, objectives, and support	Interviews, documentation	Program needs, bilingual goals, school vision, and policies
Input	Teacher competence, curriculum, teaching materials and media, student readiness	Interviews, observations, documentation	Teacher qualifications, curriculum, learning resources, media, and student readiness
Process	Implementation, teaching strategies, participation, interaction, supervision	Observations, interviews, documentation	Bilingual use, teacher strategies, interaction, participation, and implementation of learning
Products	Confidence, participation, English language development, program outcomes	Interviews, observations, documentation	Student responses, engagement in learning, reported confidence, and program implementation outcomes

To show the relationship between evaluation indicators and data collection instruments, this study compiled a traceability matrix that contains observation categories, focus of interview questions, and document examination criteria. This matrix serves as a guideline for tracking evidence for each CIPP component, as shown in Table 3.

Table 3. Matrix of Traceability of CIPP Indicators to Research Instruments

Context	Not directly observed in classroom observation.	What are the objectives and background of the implementation of the bilingual program?	School visions, missions, program objectives and policies.
Input	Media use, availability of teaching materials, and learning readiness.	How ready are teachers, teaching materials, and media to support bilingual programs?	Curriculum, teaching tools, teacher competencies, and learning resources.
Process	Media use, availability of teaching materials, and learning readiness.	How do teachers implement bilingual learning and overcome students' difficulties?	Teaching modules, implementation of activities, and supervision records.
Product	The courage to answer, the students' responses, and the use of English in the classroom.	What is the student's experience and their confidence during bilingual learning?	Learning outcomes, student assignments, language assessment, and student reflection.

The matrix shows the relationship between evaluation indicators, data collection instruments, and traced evidence. Each finding is analyzed using information from interviews, observations, and document reviews. Some documents reportedly available in schools are inaccessible because researchers were not provided with them. Therefore, they are recorded as

documents that cannot be verified and are not used as direct evidence in concluding.

The selection of informants was purposive, based on their involvement in and relevance to implementing the bilingual program. The informants included one bilingual program coordinator, three bilingual teachers, and two bilingual students: one male and one female. The two students were selected because they had participated in bilingual learning in previous classes and were expected to share their experiences during the program. The supervisor also informed the selection. However, selecting students with relatively long experience may better represent the perspectives of participants familiar with the program. It may not include the experiences of students with different levels of involvement or learning difficulties. In addition, student interviews only involve class VI, so their perspectives cannot represent the experiences of students in grades I, II, and IV who were also observed. Therefore, information from both students is used as supporting data and is not intended to represent all participants of the bilingual program.

Learning observations were conducted in four separate meetings across four classes: Mathematics class I, Science class II, Mathematics class IV, and Science class VI. Each class was observed once for 35 minutes, so the entire observation lasted 140 minutes. The class selection aimed to provide an overview of bilingual learning implementation at the lower and upper grade levels, as well as in the two subjects that implemented the program. The observation focused on the use of English and Indonesian, teacher teaching strategies, interactions, student participation, and learning implementation conditions. However, differences in findings between classes cannot be directly attributed to grade level because subject and teacher differences also influenced the observations. In addition, observations were conducted only once in each class, which did not provide a comprehensive picture of the consistency of learning practices. Therefore, the observation results were used to describe learning practices in the four sessions observed, not to conclude learning progress based on grade level.

Table 4. Details of the Implementation of Learning Observation

Meetings	Date	Subjects	Classes	Duration
1	28 April 2026	Math	I	35 Minutes
2	29 April 2026	Science	VI	35 Minutes
3	06 May 2026	Science	II	35 Minutes
4	07 May 2026	Math	IV	35 Minutes
Total	4 Meetings		4 Classes	140 Minutes

Semi-structured interviews were conducted with one bilingual program coordinator, three bilingual teachers, and two grade VI students. Interviews were conducted on April 28, April 29, May 11, and May 25, 2026, lasted about 30–45 minutes, and were conducted in Indonesian. The researcher prepared the interview protocol based on CIPP indicators and analyzed it through expert judgment by bilingual coordinators from other schools. Interview questions included program objectives, resource readiness, learning strategies, supporting and inhibiting factors, and

program implementation results. The questions focused on the informant's role: program management for coordinators, learning practices for teachers, and learning experiences for students.

The document study served as a source of supporting data to complement and compare information from observations and interviews. The documents searched include curriculum, modules or teaching tools, books and learning media, student assignments, and school documents relevant to the bilingual program. The examination followed document study guidelines based on CIPP indicators. Some documents reported as available were not provided to the researcher, so the researcher could not verify their contents. Therefore, limited access to documents is distinguished from their unavailability and is not used as the sole basis for conclusions.

The research data was analyzed qualitatively using the interactive analysis model of Miles et al., (2014), which included data condensation, data presentation, and conclusion drawing and verification. The three stages were used to organize and interpret the information obtained through observation, interviews, and documentation studies based on the focus of CIPP evaluation.

In the data condensation stage, the researcher selects, focuses, and simplifies information relevant to the research objectives. The researcher transcribes the interview recordings using online transcription tools, then cross-checks them against the original recordings. The researcher also reviews observation notes and documentation to identify findings related to the Context, Input, Process, and Product indicators.

The researcher codes manually using both deductive and inductive approaches. Deductive coding refers to CIPP indicators, while inductive approaches are used to identify themes that emerge from the data. Each unit of information is coded based on its meaning, then grouped into relevant categories. For example, teachers' statements about using Indonesian to support students' understanding are grouped under learning strategies and mapped to the Process dimension.

One researcher performed all coding without a second coder's independent review. The coding matrix was compiled to trace relationships among the source data, categories, and CIPP components, and was reorganized during manuscript revision. The study did not document changes to code definitions or inter-coder agreement. Therefore, this study does not claim any inter-coder reliability.

At the data presentation stage, the findings are compiled as narrative descriptions and a matrix based on CIPP components. Information from coordinators, teachers, students, observation results, and documents is compared to identify the suitability and differences in findings. Conclusions are then drawn by considering the available evidence and the limitations of each data source.

The validity of the data is sought through triangulation of sources and methods. The researcher triangulates sources by comparing information from coordinators, teachers, and students, and triangulates methods by comparing interviews, observations, and documentation. When the researcher finds differences in information, they review the available data

sources and limit interpretation to evidence that can be confirmed. For example, the informant's report on the use of digital media is not considered evidence that the media is used in all classes, because observations also show the use of concrete objects without digital media in Grade IV mathematics learning. These differences show variation in learning practices, but do not, by themselves, prove inconsistency in the informant's information.

The research was carried out based on a research cover letter from the university that was submitted to the school. The research was conducted with permission from the school and the homeroom teacher. Before the interview, the two Grade VI students were told the purpose of the research and verbally agreed to participate. The students' verbal consent was not documented in written form. The homeroom teacher communicated with parents, and the study did not obtain approval or an ethics exemption letter from the institutional ethics committee. Therefore, the school's permission is not stated as a substitute for ethical approval if such consent is required. The informant's identity is disguised in the data presentation to maintain confidentiality.

This study has limitations because it was conducted in one school with a limited number of informants, especially two grade VI students who did not represent all program participants. Observations were conducted once per class for 35 minutes, so they did not reflect consistent program implementation over time. Differences in subjects and possible differences in teachers also limited comparisons between classes. In addition, one researcher conducted the coding, some documents were inaccessible, and the study did not use objective or longitudinal measures of language proficiency. Therefore, the findings provide a contextual picture of bilingual program implementation and are not intended to be generalized widely.

RESULTS

4.1 Implementation of Bilingual Learning Programs in SDS Laboratories

Classroom observations show that the bilingual learning program at the SDS Laboratory is implemented using Indonesian and English in the learning process. The two languages seem to be adjusted to the class level and students' abilities. In the lower grades, Indonesian appears more dominant, while English is used for simple vocabulary, instructions, number pronunciation, and short conversations. The pattern shows that teachers introduce English gradually, based on each class's learning conditions. These findings suggest that teachers seek to provide exposure to English in learning activities without completely replacing Indonesian.

Across four observation sessions, teachers used English in Mathematics and Science lessons, with varying applications across classes. In the second-grade Science lesson, some students still struggled to understand English instruction and needed additional explanations from the teacher. Meanwhile, fourth-grade Mathematics learning also used concrete objects to help students understand. The program also used bilingual books, learning modules, and media such as videos and PowerPoint, while interviews reported Kahoot, Quizizz, and Wordwall as learning support

media. These findings were limited to the observed sessions. They could not be used to infer differences in language use by grade level because of differences in subjects and possible differences among teachers. In addition to the observation results, interviews with the coordinator and teachers provided information about the program's objectives. The bilingual program coordinator stated:

(1) "This bilingual program was developed because of the needs of students facing global challenges and high expectations of parents for children to have good English skills from an early age."

The coordinator's statement indicated that the bilingual program was seen as relevant to students' needs and parents' expectations of early English language learning. Thus, from the program manager's perspective, implementing bilingual learning is not only about using two languages in learning, but also about the school's efforts to respond to environmental needs and increasingly global demands. These findings are in line with the report of one of the classroom teachers who stated:

(2) "Bilingual programs are particularly relevant to the needs of today's students because English is increasingly used in everyday life and students need to learn it from an early age."

The teacher's statement supports the finding that the school views the program as relevant because students need English-learning experience starting in elementary school. However, these findings reflect the informant's views and experiences, so they are not interpreted as evidence that the program directly improves students' English language skills.

The document study also shows that the school profile and bilingual program document include objectives that are aligned with the school's globally oriented vision. The teaching module document shows the use of Indonesian and English in learning activities. The documentation findings show how the two languages are integrated into the learning tools and implementation. Other teachers' statements also support this by explaining the program's objectives.

(3) "This program aims to help students master the four English skills: speaking, listening, reading, and writing."

The findings suggest that this bilingual program is designed to develop speaking, listening, reading, and writing skills. Based on observations, interviews, and documentation, the program is designed not only to introduce English vocabulary but also to provide a space to use English in a variety of learning activities. As such, the program views the development of language skills and communication competencies as an objective, rather than an ability improvement that is objectively measured in this study. The study did not use English proficiency tests or other measures to determine improvement in these skills. Therefore, the relationship between the program and the development of English skills was understood through informants' experiences and perceptions, as well

as the observed learning conditions. In addition to classroom learning activities, the school also held supportive activities such as *A Day with Native Speakers.*

The A Day with Native Speakers activity is one of the supporting programs designed to give students an interactive experience in English. Based on the description, students can interact directly with native speakers in the context of school activities. This activity introduces students to using English outside the usual classroom interaction patterns, especially in listening and speaking activities.

From a program-implementation perspective, this activity shows the school's efforts to provide a more authentic experience of using English. However, the claim that this activity directly enhances students' ability or confidence requires careful interpretation because this study did not measure language skills or compare students' confidence levels before and after the activity. Thus, A Day with a Native Speaker is better understood as providing experience and exposure to English use that supports the implementation of bilingual programs in schools.

4.2 Teachers' Strategies in Implementing Bilingual Learning in the Classroom

Findings from observations and interviews show that bilingual learning strategies vary by grade level, depending on students' learning needs and language skills. In Grade 1, teachers mainly use vocabulary repetition, educational games, songs, concrete learning media, and Indonesian as additional explanations to improve student understanding. In contrast, teachers in Grades 4 and 6 use classroom discussions, question-and-answer activities, peer guidance, instructional videos, and other digital learning media to facilitate bilingual teaching.

Teachers also adjusted how they delivered material based on students' abilities, such as by repeating explanations, slowing their speech, and using simpler language when students had difficulty understanding English. The interview results reinforced these findings, suggesting that media and interactive activities are common strategies in bilingual learning. Two teachers stated:

(4) "We often use games, videos, and Kahoot to get students more interested in using English."

(5) "Usually I explain the material in English first and then repeat it in Indonesian so that students can better understand the lesson."

The statement shows that teachers are trying to create an engaging and enjoyable learning experience to encourage students to use English more actively in learning activities.

Table 5. Teachers' Strategies in Bilingual Learning

Learning Strategies	Form of Implementation
Vocabulary repetition	The teacher repeats the English vocabulary gradually
Gamification	Learn to use educational games and interactive activities
Digital Media	Use of YouTube, Canva, Kahoot, and Wordwall
Peer tutor	Students help friends understand the learning material
Songs and games	Used mainly in the lower classes to increase interest in learning
Translanguaging	Teachers use Indonesian to re-explain difficult material
Learning motivation	The teacher encourages students to ask questions and use English actively during studying.

The results of student interviews also show that teachers often provide students with opportunities to ask and answer questions and use English during presentations and classroom learning activities. Teachers use interactive learning media to attract interest and enthusiasm for bilingual learning. The students explained:

(6) "The teacher usually explains the lesson again in English and Indonesian until I understand."

(7) "Using English and Indonesian helped me understand the lessons because I could ask questions about unfamiliar English words."

Findings on bilingual learning strategies were largely obtained from observations and interviews. Documentation studies, in the form of modules and student assignments, provided supporting data showing how bilingual learning is implemented in the classroom. Observations and interviews showed that teachers used a variety of bilingual learning strategies, such as translinguage, gamification, peer tutoring, digital media, and interactive activities, to help students understand learning materials. In addition, student assignments and learning portfolios also showed the habit of using two languages in classroom learning activities.

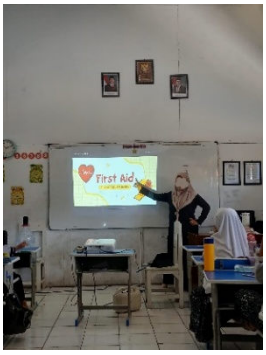


Figure 1. Learning in the Classroom

Based on classroom observations, teachers used English and Indonesian by adjusting explanations to students' responses and understanding. Several observation sessions used learning media, such as digital and video presentations, while interviews also reported educational games as a learning strategy. This strategy gave students opportunities to engage in learning activities and use English in the context of the material. These findings align with students' experiences that bilingual games and explanations make learning more engaging and easier to understand. However, the findings reflect observed practices and students' perceptions, not evidence of measurable improvement in English language skills.

4.3 Supporting and Inhibiting Factors of Bilingual Learning Programs

The data obtained in this study show that various factors in the school and student learning environment support the implementation of bilingual learning programs. The school provides learning facilities, digital media, funding, and teacher training to support bilingual programs. In addition, the school collaborates with UPI Language Center and Kampung English to support the development of bilingual programs.

The availability of learning media, bilingual books, and interactive methods supports bilingual program implementation. The informant also mentioned parental support as a supporting factor, although this was not verified through direct interviews with parents. Based on interviews with two Grade VI students, bilingual learning was perceived as interesting and helped them understand the material and use English. However, these two students' views may not represent the experiences of all program participants. One of the students stated:

(8) "I enjoy learning bilingual because it's fun."

This response shows that students view bilingual learning as an interesting and enjoyable learning experience. Differences in students' initial abilities are one of the main obstacles in the learning process. Some students still struggle to understand English vocabulary and instructions, so teachers need to repeat explanations in Indonesian. As one teacher explained:

(9) "Students often have a hard time understanding Science because they have to learn English concepts and terminology at the same time."

This statement shows that students face additional cognitive demands when learning subject matter and English terminology at the same time. In addition, some students still lack confidence in using English for fear of making mistakes or not speaking fluently. These findings are reflected in the response of one of the students:

(10) "Now I am more confident in speaking English, although I still feel shy and sometimes hesitant."

The responses showed students' perceptions of their confidence in using English. Even though the student felt more confident, he still felt

embarrassed and hesitant when speaking. Because these findings are based on student-reported experiences, these findings cannot be used to conclude that bilingual programs, in general, improve students' overall confidence.

Table 6. Supporting and Inhibiting Factors of Bilingual Learning Programs

Supporting Factors	Inhibiting Factors
School facility support	Diverse student initial abilities
Use of digital learning media	Limitations of students' English vocabulary
Teacher training and supervision	Students still lack confidence in speaking English
Parental support	Difficulty understanding terms in science subjects
Cooperation with other institutions	Some students still depend on Indonesians
Use of interactive learning methods	Understanding the material requires the repetition of explanations

Despite obstacles to implementing bilingual programs, schools continue to conduct routine evaluations, learning supervision, and teacher training to improve the quality of bilingual program implementation in SDS Laboratories. Based on documentation, supporting factors for bilingual programs include bilingual textbooks, digital learning media, teaching modules, and curriculum documents that support bilingual learning. These findings show that the successful implementation of bilingual programs depends not only on adequate facilities but also on ongoing teacher support and teaching adjustments to students' varying levels of English proficiency.

Based on the documentation study results, support for bilingual programs is evident in the school's vision and mission, program objectives, lesson plans, textbooks, and student assignments. However, some documents related to program evaluation, learning supervision, and the development of students' English skills are not accessible because the school is carrying out institutional activities. Therefore, the study obtains information on these aspects through interviews and observations. These limitations mean that findings on the Product aspect are more dependent on informant reports and observations. Therefore, inferences about the development of English language skills and the program's effectiveness should not be interpreted as directly measurable results.

4.4 Synthesis of Research Findings Based on CIPP Model

To provide a comprehensive overview of the implementation of the bilingual learning program at SDS Laboratory UPI Purwakarta, the researcher synthesized findings from observations, interviews, and documentation studies. This synthesis follows the Context, Input, Process, Product (CIPP) evaluation model to understand better the relationship between program needs, supporting resources, learning implementation, and identified outcomes.

Triangulation shows that several data sources support some of the findings. Observations, interviews, and documentation studies consistently support findings on the use of bilingual language in learning, the use of digital media, and the availability of bilingual teaching materials. Only one or two data sources support the other findings, so they are interpreted more carefully. Table 7. presents the triangulated research findings

Table 7. Triangulation of Research Findings

Key Findings	Observations	Interview	Documentation
School support	✓	✓	✓
Use of bilingual books	✓	✓	✓
Use of digital media	✓	✓	✓
Parental support	-	✓	-
Student vocabulary barriers	✓	✓	-
Use of Bilingual	✓	✓	✓
Translanguaging	✓	✓	-
Peer tutor	✓	✓	-
Gamification	✓	✓	-

Based on Table 7, several data sources support school support, the use of bilingual books, digital media, and bilingual language use. Meanwhile, parental support came only from interviews, so other sources could not confirm it. Findings on student vocabulary barriers, *translanguaging*, peer guidance, and gamification were also interpreted based on the available evidence. If discrepancies between sources were found, interpretation was limited to information that could be observed or confirmed. Thus, triangulation was used to assess the suitability and limitations of the research evidence.

This study uses triangulation to compare information from various sources and data collection techniques and identify similarities, suitability, and differences between sources. The findings are then synthesized into the Context, Input, Process, and Product (CIPP) components to provide an overview of the interconnectedness of various aspects of implementing bilingual learning programs at SDS UPI Purwakarta Laboratory.

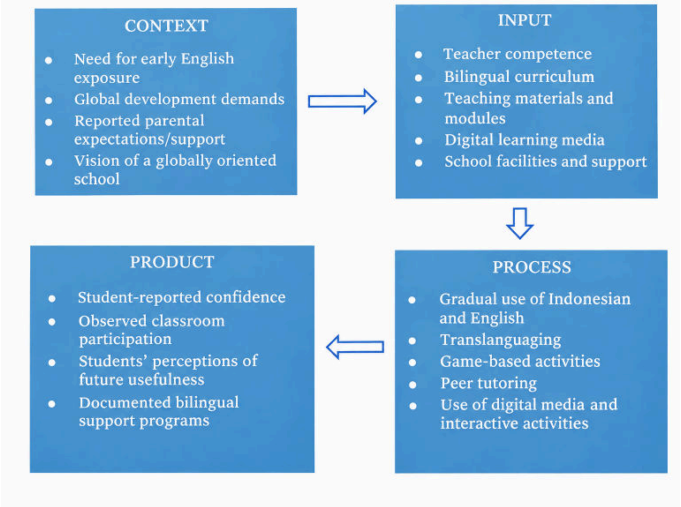


Figure 2. Synthesis of Implementation of Bilingual Learning Programs Based on the CIPP Model

Figure 3 shows that the Context, Input, Process, and Product components in a bilingual learning program are interrelated. The program is implemented based on students' needs and the demands of English use, supported by the school environment and parents. This support relates to input aspects, including teacher capacity, curriculum, teaching materials, and learning media that provide supporting conditions for implementing bilingual learning.

This condition is more reflected in the Process aspect through learning strategies such as translinguage, gamification, peer mentoring, and digital media. Teachers use these strategies to tailor learning to students' needs and abilities, help students understand the material, and provide opportunities for students to use and interact with English during class activities. However, implementing these strategies also faces several obstacles, especially students' difficulty understanding English terminology and some students' doubts about using English. This suggests that learning resources and strategies do not always support barrier-free program implementation.

Based on these observations, students engaged in a variety of learning activities that used Indonesian and English. Meanwhile, interviews showed that teachers and students reported positive learning experiences and student involvement in bilingual learning. Thus, the Product aspect in this study was mainly reflected in students' experiences, perceptions, and participation, as identified through interview and observation results, rather than in directly measured changes in English language skills.

(11)"This bilingual program is useful for my future because English is important if I want to study or work abroad."

The statement indicates that students view bilingual learning and exposure to English as potentially useful for future study or work opportunities. The statement reflects students' perceptions of the usefulness

of the English language and does not indicate the long-term academic or professional benefits that have occurred.

Overall, the synthesis based on the CIPP model shows the relationship between program needs and support in contextual aspects, supporting resources in input aspects, learning strategies and implementation conditions in Process aspects, and students' experiences and perceptions in Product aspects. This link shows that institutional conditions and available resources pertain to the implementation of various bilingual learning strategies. At the same time, the Process level offers opportunities for students to participate in and use English in learning activities.

However, limitations such as difficulty understanding terminology and hesitation in using English indicate conditions to consider when implementing the program. Because some outcomes are not supported by direct evaluation or measurement of English proficiency data, interpret findings on English language skill development and program effectiveness carefully in the context of the school studied.

DISCUSSION

5.1 Context

Laboratory is driven by the need to develop students' English skills, the demands of global development, and parents' interest in educational programs that provide early exposure to English. This bilingual program also aligns with the school's vision of a globally oriented school. In implementing it, these factors serve as the basis for schools to provide gradual English exposure and adjust it to students' ability levels.

In the CIPP evaluation model, the context aspect aims to identify the program's needs, objectives, and background. Research findings, student needs, school vision, and parental expectations shape the bilingual program's direction. Variations in students' English language skills also influence how the program is implemented, especially through the gradual use of Indonesian and English based on grade level. Thus, program context is not only background information but also shapes the design and implementation of bilingual learning.

These findings align with the idea that bilingual education allows students to develop the language skills and communication competencies needed in a global society. In addition, successful bilingual programs are generally built on students' real needs and supported by a positive social environment that encourages the use of more than one language.(Prilutskaya, 2021; Salmeryn, 2022).

Parental support also helps to maintain bilingual programs. Parents view English language skills as skills that need to be introduced from an early age. This expectation aligns with the school's globally oriented vision and is one consideration in sustaining bilingual learning in schools. (Li et al., 2025) support these findings, stating that parental involvement contributes to the success of educational programs by providing learning support in the family environment.

Thus, the findings on the Context aspect show that student needs, the school's institutional vision, and parents' expectations are intertwined in shaping the program's direction. Aligning these factors provides a basis for schools to implement bilingual learning gradually and adapt it to the students' conditions.

5.2 Input

The data obtained showed that various learning resources supported the implementation of bilingual learning programs. The school uses an Independent Curriculum combined with Pearson's learning resources and provides a variety of learning media, such as Kahoot, Quizizz, Wordwall, learning videos, and bilingual modules. The documentation also shows that learning tools have been prepared to support program implementation, including learning objectives, digital and concrete media, diagnostic assessments, and collaborative learning activities.

In the CIPP evaluation model, the Input aspect relates to the readiness of resources that support program implementation. In this study, the curriculum, bilingual materials, learning media, and teacher competencies support teachers in choosing and adjusting learning strategies to suit students' needs. For example, bilingual materials and visual media can be used as alternatives when students have difficulty understanding English terms or instructions.

Digital media also supports a variety of bilingual learning strategies. Using Kahoot and Wordwall allows materials and exercises to be presented through interactive activities, including vocabulary exercises, material comprehension, and student responses. These findings align with previous research suggesting that Wordwall supports more interactive learning and encourages engagement among elementary school students (Azmi, 2025; Bahri & Nurhidayah, 2024; Diana & Raya Akbar, 2025; Pratiwi Nawawi et al., 2025; Russhaimah et al., 2024).

In addition to learning resources, schools also provide regular teacher training to support competence in implementing bilingual learning. These findings align with the importance of teacher competence and institutional support in implementing bilingual programs (Prilutskaya, 2021).

Input conditions are also related to the Process aspect, as seen in how teachers combine bilingual materials, digital media, group activities, and the use of Indonesian and English in learning. Teachers do not use available resources uniformly; they adapt them to the conditions and needs of students at each grade level. In the lower grades, teachers provide more Indonesian language support to help students understand teaching, terms, and learning concepts. Meanwhile, in the upper grades, English emerges in more diverse learning activities, with Indonesian remaining used when needed.

This difference suggests that bilingual learning strategies require adjustments based on grade levels and student conditions. Thus, the availability of learning resources depends not only on facilities and materials, but also on teachers' ability to integrate and adapt them in

learning practices. However, this study did not measure English language proficiency, so differences in English language proficiency between classes cannot be quantitatively concluded.

Therefore, resource availability does not automatically indicate the program's success. Its use still depends on teachers' ability to select and integrate learning materials, media, and strategies based on students' characteristics and needs. Teachers still need professional development to use available resources appropriately to implement bilingual learning.

5.3 Process

The results showed that bilingual learning was implemented in stages by adjusting the class level and students' conditions. In the lower grades, Indonesian remained more dominant because students were still in the early stages of English exposure. Meanwhile, at the upper grade level, English use seemed more frequent, especially in Mathematics and Science learning. This difference showed that language use in learning was adjusted to students' needs and abilities. Hence, the strategies applied were not completely uniform across grade levels.

Documentation data show that learning is designed using a Make-a-Match type cooperative learning model, which involves group discussions, presentation of work results, use of visual media, and interactive activities. These findings align with observations and interviews showing that teachers use an active, student-centered learning strategy.

In the CIPP evaluation model, the Process aspect focuses on program implementation and the suitability of the learning process for the set goals. Based on findings in the field, teachers use various strategies such as gamification, peer guidance, group discussions, digital media, and translinguage to help students understand the learning material. The selection of these strategies seems related to differences in students' English language skills and needs. When students have difficulty understanding English, teachers use Indonesian to support their understanding of the material.

Translanguaging becomes relevant in these conditions because it allows teachers to tailor language use to students' needs. Teachers do not use English exclusively; they use Indonesian as a bridge when students struggle to understand the material or the instruction. These findings align with, which suggests that translanguaging can support students' understanding of concepts and participation in bilingual learning. Similar results were also found by, who explained that translanguaging helps elementary school students adapt to a bilingual learning environment without neglecting understanding of the learning material (Lemmi & Pĭrez, 2024; Ramadhani et al., 2024).

In addition to translinguage, teachers implemented gamification through a variety of game-based activities. In this study, these activities provided variety in learning, especially when students practiced vocabulary or understood the material through more interactive activities. Observations showed that teachers used game-based activities to maintain student engagement during the learning process. These findings align with reports

of a positive relationship between game-based learning and student motivation and engagement. It also suggests that gamification elements can be associated with students' intrinsic motivation if used appropriately in learning activities. Thus, the findings support patterns reported in previous studies, but are not intended to prove that gamification directly increases student motivation (Lypez-Fernбndez et al., 2023; Marquardt et al., 2025).

Peer tutoring and group discussions also give students with different abilities space to help each other during the learning process. This strategy is especially useful when some students still have limited vocabulary or need help understanding English terms. However, it still requires cooperation between students and teacher support to ensure activities align with learning objectives.

The study also found several obstacles, such as limited English vocabulary and some students' low confidence in actively using English. This condition suggests that more intensive use of English cannot always be applied in the same way for all students. Therefore, using Indonesian as support, translinguage, visual media, and peer guidance helps adapt learning to students' conditions.

Thus, the Process aspect shows the relationship between the resources available in the Input aspect and the learning strategies the teacher implements. Teachers use available bilingual materials and learning media, then adjust their use through translanguaging, gamification, and collaborative activities based on students' conditions. This pattern shows that learning resources become more meaningful when integrated with strategies that are appropriate to the class level and students' needs. However, limitations in vocabulary and student confidence indicate that bilingual learning implementation still needs teacher adjustment and guidance.

5.4 Products

In the CIPP evaluation model, the Product aspect examines the outcomes identified after the program has been implemented. In this study, Product indicators include confidence, class participation, perception of English language development, and program implementation outcomes. Because this study does not use English proficiency tests or pre- and post-program measurements, it bases Product outcomes on observation, interviews, and documentation.

The results showed that students had the opportunity to use English in a variety of learning activities. Based on the teacher's observations and statements, some students followed instructions, answered questions, and participated in English-based activities. These findings showed that students had learning experiences that involved English. However, the findings did not provide measurable evidence of increased confidence, vocabulary mastery, or English language skills. Based on the results of the interview, one of the students stated:

(12)"I became more confident when I was asked to answer questions in English than when I first took a bilingual class"

The statement shows students' perceptions of changes in their confidence in using English. In addition to student reports, participation is also identified through observations of student engagement during learning activities. Thus, confidence and participation serve as indicators of the Product because they describe students' experiences and conditions after participating in the bilingual learning process.

The findings on student confidence and engagement align with previous research on the potential of bilingual learning environments to support second language use and student engagement in learning. However, this study reported participants' experiences and perceptions, as well as behaviors identified through observation, rather than directly measured evidence of improvement (Mukni'ah, 2021; Salmeryn, 2022).

Interactive learning media is also part of the learning experience observed during the learning process. Game-based media such as Kahoot and Wordwall offer a variety of activities and encourage student engagement. Previous research has shown that these types of media can support interactive learning activities. In this study, they were understood more as a means of providing opportunities for students to engage in bilingual learning activities, rather than as direct evidence of improving English language skills (Bahri & Nurhidayah, 2024; Russhaimah et al., 2024).

In addition to classroom learning, the bilingual program at SDS Laboratory UPI Purwakarta is also supported by various activities. Based on the bilingual program documents for the 2024/2025 school year, these activities include a Day with Native Speakers, English Ambassadors, Outing Classes, Cross-Classroom English Competitions, Laboratory English Competitions, Parenting Programs for parents, Internal Training for teachers, Habituation Programs, and Homestay Programs. These activities show that bilingual programs are implemented not only through classroom learning, but also through supporting activities that provide opportunities to use English in various contexts.

Among these activities, Outing Class and A Day with a Native Speaker are designed to give students opportunities to use English in more contextual situations. However, the presence of these activities in the program document does not directly indicate an improvement in students' English language skills. From a CIPP perspective, these activities are better understood as the result of program implementation that expands students' opportunities to use English beyond regular learning.



Figure 3. Outing Class Activities

Outing class activities support bilingual programs by providing learning experiences outside of the classroom. Through these activities, students can use English to observe the environment, discuss observations, and convey information. These activities provide a context for using English that is different from regular classroom learning. Thus, Outing Classes expand the opportunity to use English. However, this study did not measure the change in students' English language skills after the activity.

The observations also showed that some students still needed teacher support when asked to explain concepts in English because of vocabulary limitations. In addition, students' initial abilities and difficulties in understanding English terms differed in certain subjects, such as science. This suggests that program implementation results do not appear uniformly for all students. Differences in initial abilities are factors to consider when providing support and using bilingual learning strategies.

Overall, the findings on the Product aspect show that the identified program outcomes are primarily related to students' opportunities to use English, participation in learning, perception of self-confidence, and experience of participating in a variety of activities that support a bilingual program. Student reports primarily support confidence, observations support participation, and available program documentation and observations provide evidence of opportunities to use English in support activities. Meanwhile, in this study, English language skill development can only be understood as perceived or reported improvements by participants, not as improvements evidenced through direct measurement. Therefore, the Product findings provide an overview of the experiences and outcomes identified in the schools studied, but cannot be used to infer improvements in English language skills or program effectiveness objectively.

CONCLUSION

The study findings show that the bilingual learning program at SDS UPI Purwakarta Laboratory is implemented through the linkage between the Context, Input, Process, and Product aspects of the CIPP model. In the Context aspect, the need for early exposure to English, the school's globally oriented vision, and parents' expectations support the program's direction. In the Input aspect, the program is supported by curriculum, bilingual materials, digital learning media, and teacher competency development. Teachers then use these resources to adjust learning strategies to students' English proficiency and proficiency levels.

In the Process aspect, bilingual learning is carried out in stages through translinguage, gamification, peer mentoring, group discussions, and digital media. These strategies help students understand the material while providing opportunities to use English in learning. However, implementation still faces challenges related to differences in initial abilities, vocabulary limitations, and the need for teacher support. This shows that implementing bilingual learning requires flexibility in language use and strategy adjustments based on student needs.

In the Product aspect, the outcomes identified were mainly related to students' experience of using English, participation in learning, and

perceptions of confidence in communicating in English. In addition to classroom learning, activities such as A Day with a Native Speaker, Outing Class, and habituation programs provided additional opportunities for students to use English in different contexts. However, these findings reflected participants' perceived experiences and outcomes, as well as behaviors identified through observation. The study did not use English proficiency tests or pre- and post-program measurements, so it could not conclude that English language skills objectively improved.

Overall, the CIPP-based analysis shows that bilingual program implementation relates to contextual conditions, resource support, learning strategies, and student experiences during the program. These findings suggest that evaluating bilingual programs should consider not only language skills as outcomes, but also the fit among program needs, resource readiness, learning practices, and student experiences. Thus, this study provides a contextual picture of bilingual program implementation at the elementary school level.

The study had several drawbacks. First, the study was conducted only in one school, so the findings were contextual, and transferability was limited to schools with similar characteristics. Second, the student interviews involved only two participants, so the findings on perceptions of confidence, participation, and English language development may not represent all students. Third, the Product Data was primarily obtained through participant observations and reports, rather than through direct measurement of language skills, so the interpretation of language development needed to be done carefully. Fourth, some documents related to program evaluation, learning supervision, and English proficiency development were not accessible during the study, so the documentation could not support all Product indicators. Further research could include more participants and schools with different characteristics, as well as language proficiency measurements and more complete program documentation, to provide a broader picture of the implementation and outcomes of bilingual learning programs.

STATEMENT OF CONTRIBUTION BY THE AUTHOR

WS contributes to research design, data collection and analysis, and manuscript writing. NT contributes to data collection, documentation analysis, and manuscript drafting. NS contributes to data analysis, manuscript revision, and final editing. All authors review and provide feedback on manuscripts and approve final versions for publication.

AI DISCLOSURE STATEMENT

The authors used ChatGPT during the preparation of this manuscript to assist with language editing, improvement of academic writing, manuscript organization, and content refinement. The authors critically review, revise, and verify all AI-generated results. The authors are solely responsible for the final content of the manuscript.

COMPETING DECLARATION OF IMPORTANCE

The authors state that there are no competing interests.

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