The Influence of Teachers' Professional Competence and Social Competence on The Implementation of Bilingual Class at Private School, Jakarta

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Article Info	ABSTRACT
	Background/Purpose: Improving the quality of education certainly cannot be separated from the important role of a teacher. A teacher must have and hone competencies to realize national education goals. This study aims to determine the influence of teachers' professional and social competence on implementing bilingual classes in ND schools. **Materials/Methods:** The method used in this study is a quantitative approach with a survey method. The respondents in this study are teachers in the elementary and junior high units of ND schools. The number of respondents in this study was 32 teachers. This study uses a questionnaire instrument with the Likert model and multiple linear regression analysis. This study explores the influence of teachers' professional and social competence on implementing bilingual classes at ND Puri Indah School, Jakarta. This research used a quantitative approach with regression analysis to examine the influence of teachers' professional and social competence on implementing bilingual classes. **Results:** The professional competence has a minimal negative effect on bilingual class implementation (regression coefficient = -0.011), while social competence contributes positively (regression coefficient = 0.176), accounting for 37.6% of the variance. When combined, both competences explain 74% of the effectiveness in implementing bilingual education. **Conclusion:** The results underscore the greater role of social competence in supporting successful bilingual classroom practices.

1. 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 to welcome a brighter future. Therefore, all activities, 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 following 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, of course, should never be separated from the important role of a teacher. The role of the teacher is one of the resources that influence 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 by 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 of 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 or work based on knowledge, abilities, and attitudes per 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 profession.

In RI Law no. 14/2005 Chapter IV Article 10, there are four competencies that a teacher must have, including pedagogical competence, personality competence, social competence, and professional competence (Republik Indonesia, 2005). According to (Murkatik et al., 2020), 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)

Competence and achievement are two words commonly used in the fields of human resource management, education, skill development, trainings, and others. However, since the two words have many conceptual similarities according to the place they are used, competence and achievement are frequently used interchangeably despite their differences (Podungge, 2020). Teacher competence is defined based on the Regulation of the Minister of National Education of Indonesia Number 16 of 2007 regarding Teacher's Academic Qualifications and Competencies. It is clarified that teachers are said to be competent if they have already fulfilled the four main competencies: (1) pedagogical competence, (2) personal competence, (3) social competence, and (4) professional competence; all of which are integrated into teacher's achievement (Sharma, 2018).

Competence is knowledge, skills, and basic values that are reflected in the habits of thinking and acting (Isroani et al., 2022). The habit of thinking and acting consistently and continuously can enable a person to become competent, in the sense of having basic knowledge, skills and values to do something (Marwiyah et al., 2022). Teachers who are skilled at teaching must also have a good personality and be able to make social adjustments in society.

Teacher competence is very important in the context of curriculum development. This is because the educational curriculum must be prepared based on the competence possessed by the teacher, because the teacher plays an important role in the preparation and implementation of the curriculum, and therefore the teacher must understand well the curriculum issues (Ruaya, 2022).

Pedagogical competency is a teacher's ability to design and manage an effective learning process (Rochaendi et al., 2021). 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) the ability to design curriculum and lesson plans; (3) motivating teaching skills and involving students; and (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 (Anwar, 2019).

This includes empathy and 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; and (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 (Akbar, 2021).

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 (Prastania & Sanoto, 2021)

The four competency components possessed by teachers will certainly make the learning process delivered easier and more focused, as stated by ((Faridah et al., 2020) who define 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 of bilingual classes, which have been implemented in the last 6 years. 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, in 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 (Prastania & Sanoto, 2021).

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, and 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, as 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, 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) strict recruitment of teachers; and (5) 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 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 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 professionalism of a teacher in bilingual classes.

This is by the assertion according to (Hayudiyani et al., 2020) 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, this research needs 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 Private School, Jakarta."

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 (Sulaiman & Ismail, 2020). Therefore, as educators who are actively involved in the teaching process in the classroom, they must be attentive to improve their competence by analyzing teacher performance (Tampubolon et al., 2019).

According to (Mayudho et al., 2021) 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 (Siri et al., 2020) emphasizes that a teacher must be competent 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 (Rombeallo et al., 2021). 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.

Professional Competence

Professional competence is defined in Law Number 14 of 2005 concerning Teachers and Lecturers, as the ability to study learning materials widely and in detail (Hafsah M. Nur & Nurul Fatonah, 2023). The professionalism of teaching staff is the competence of an educator also called a teacher to carry out his main functions ranging from planning to learning assessment, mastery of curricular content, material for each topic or subtheme, and others are usually more prominent. According to (Prastania & Sanoto, 2021), Professional competence of teachers refers to the set of skills necessary to realize oneself as a professional educator. Professional competencies related to the field of study involve: 1) An in-depth understanding of the learning materials to be taught, 2) Knowledge of competency standards and subject standards set by the government, including teaching materials included in the curriculum, 3) A strong understanding of the structures, concepts, and scientific methods that cover the subject matter, 4) Skills in understanding the relationships between concepts in related subjects, and 5) Ability to apply scientific methods.

Social Competence

According to (Sulaiman & Ismail, 2020) 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. 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 student's parents; and d) teacher relations with the community (Rahman, 2022).

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 (Saputra et al., 2019). 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 (Febriana, 2021).

Bilingual Class Concept

Bilingual education aims 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) define 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. A bilingual class is generally a learning method that uses two teaching languages, namely Indonesian and English (Amalia & Marzuki, 2023).

Furthermore, according to Lut Putu Artini & Putu Kerti Nitiasih, 2014 in (Mukni'ah, 2021), a bilingual class is defined 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. Several decades ago, international bilingual education began to take hold globally. In fact, are more bilingual or multilingual individuals in the world than monolingual ones (Alvarez-Cofino, 2019). Then, the number of children educated through a second language is higher than those educated only in their mother tongue (Hidalgo, 2023).

According to Bialystok (2018) stated that the results of bilingual education for language and literacy levels, academic achievement, and suitability for children with special challenges. Bilingual education has been an educational option in many countries for more than 50 years, but it is still controversial, especially in terms of its suitability for all children. So through bilingual education, children can evaluate the development of language and literacy levels, academic achievement and other challenges so that bilingual education is important enough to be developed continuously.

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, have creative imaginations, and get higher scores on nonverbal intelligence tests. Studies show that children who can speak two languages tend to have more analytical thinking patterns than those who only speak one language. In addition, they are also superior at 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 to develop language skills and broader cultural understanding. Bilingual education provides students with some 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.

Bilingual education is encouraged to implement in high schools, but little attention has been paid to primary schools (Anh, 2022), as well as it encouraged public high schools and junior high schools to implement bilingual if they meet the governmental requirements (MOET, 2018). The education Reform in 2018 issued a circular No. 32/2018/TT-BGDDT and English has officially become a compulsory subject for students from grade 3 (age 8) since February 2019, and English is now an optional subject for all students from grade 1 (age 6).

Then, at ND school has implemented bilingual classes since 2017 until now. The use of the curriculum still refers to the national curriculum framework, such as Kurikulum Tiga Belas and the Merdeka Curriculum, but with adjustments and development by 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 under what is envisioned by the founders. So, whatever curriculum is implemented by the school, for example, the national curriculum, the International Baccalaureate, Cambridge, and so on, the uniqueness of ND in building character and sharpening the eye of reason will remain (Tim Buku Kurikulum Sekolah Notre Dame, 2023).

Each level of bilingual classes in ND schools dominates more than regular classes. Especially as of the 2024/2025 school year, starting in 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 ND School students. In practice, what differentiates bilingual and regular classes in ND is that bilingual classes have different subjects from regular classes, namely: science, mathematics, and, English. Science and mathematics—these two subjects are only applied in bilingual classes with student handbooks, or what is 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 Bahasa 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.

2.   METHODS

This research used a quantitative and correlation approach with regression analysis to examine the influence of teachers' professional and social competence on implementing bilingual classes.

The sampling technique used in this research was purposive sampling. The purposive sampling technique is a technique for sampling data sources with certain considerations (Campbell et al., 2020). The number of samples is 32 teachers. Profile of respondents who are studying in bilingual classes at ND school, based on ages above 23 years to ages above 43 years, profiles of respondents who are studying in bilingual classes at Notre Dame Schools, Profile of educational level of respondents: 31 teachers at bachelor's level of education and 1 teacher at master's level. Profile and teaching period of respondents who conducted teaching and learning in bilingual classes as permanent teachers.

3.   RESULTS AND DISCUSSION

RESULTS

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 (X) on the dependent variable (Y). The results of multiple linear regression calculations using the SPSS program in this research are as follows:

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

Information:

Y: Bilingual Class

a : Constant (fixed value)

b_1, b_2: Regression coefficient (estimated value)

X1: Teacher Professional Competency

X2: Teacher Social Competence

Table 1. Results of Multiple Regression Analysis

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B Errors	Std.	Beta		
1.(Constant)	8.014	6.038		1.327	.195
Teacher Professional Competency (X1)	-.011	.207	.207	-.051	.960
Teacher Social Competence (X2)	.176	.131	.376	1.342	.190
a.Dependent Variable: Bilingual Class (Y)					

Y= 8.014 - 0.011X1 + 0.176X2

a. This constant of 8.014 shows that if X1 and X2 have a value of 0 then the value of Y remains 8.014.

b. Based on variable X1 (professional competence), the results of the regression test show that the variable is constant. This relationship is negative, but the effect is very small, meaning that the influence of X1 on Y is a very minor decrease.

c. 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 the variable This relationship is positive and has a greater influence than the influence of X1 on Y.

d. 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).
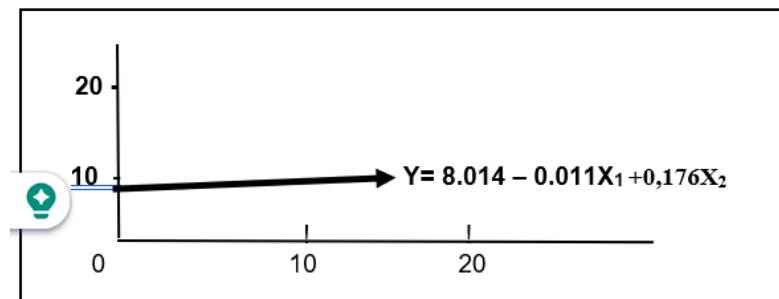
Figure 1. Regression Y = 8.014 - 0.011X1 + 0.176X2

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

1. 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 minimal, meaning that the influence of X1 on Y is a minor decrease.

2. 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.

3. 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).

DISCUSSION

Based on the research findings obtained through a questionnaire consisting of 40 items completed by 32 teachers at ND School, it can be concluded that the professional competence of teachers is generally at a good level. Most teachers demonstrated strong capabilities in planning and delivering instruction, as well as utilizing information and communication technology in their teaching practice. Sejalan dengan penelitian yang dilakukan oleh Suwanarak (2013) menyebutkan bahwa the result of this study help to advance the debate surrounding the effectiveness of a bilingual learninf programme suggesting that a bilingual learning programme provides an effective instructional approach for elementary bilingual students. It can be concluded that in carrying out teaching and learning activities in bilingual classes, a teacher must have standards that are in accordance with the bilingual learning program by providing an effective learning approach for bilingual students, especially skills in teacher professional competence by demonstrating good abilities in delivering learning and utilizing information and communication technology in teaching practice.

These results also align with the findings of (Febriana, 2021), who noted that professional competence includes mastering the structure of subject matter, applying appropriate teaching methods, and engaging in critical thinking to enhance learning outcomes. At ND School, the availability of adequate learning facilities supports the development and implementation of professional competence. Teachers not only plan effectively but also deliver lessons in ways that are interactive and aligned with current educational needs. The presence of ICT tools further support instructional quality and reflect the school's commitment to providing a conducive teaching and learning environment.

In terms of social competence, the teachers at ND School were also rated positively. The data indicates that they are capable of building meaningful relationships with students, parents, and colleagues. This social skill facilitates smoother communication, stronger collaboration, and a more inclusive school climate. Teachers' ability to connect with stakeholders enhances both student engagement and parental involvement in the educational process. These findings are consistent with the literature that emphasizes the importance of teacher social competence in fostering an effective learning environment.

Maintaining and improving this social competence is essential, as it contributes not only to student success but also to the overall perception of the school community. Socially competent teachers are better positioned to respond to students' emotional and social needs, thereby promoting a positive classroom climate and improving student outcomes.

Regarding bilingual education, the study found that most teachers in bilingual classes consistently use English as the medium of instruction. This consistent use of English helps students become more familiar with the language and improves their ability to communicate

effectively in both academic and everyday contexts. This is in line with the findings of (Sari, 2020), who emphasized that in bilingual classes, teaching materials, instructional delivery, and assessment should all be conducted in English to achieve optimal learning outcomes. However, this study also highlights the importance of continuous teacher training and feedback in the bilingual context. While current performance is satisfactory, regular professional development is necessary to ensure that teachers stay updated with best practices in bilingual education.

Another study conducted by Asrifan (2015) stated that one of the factors that dominates the development of learning in bilingual class students is the sociological and psychological teacher, which is in line with teacher competence. It is stated that student learning achievement, especially in English, is able to progress significantly faster than children in non-bilingual classes.

This is in line with the professional and social competence of teachers at ND school, where teachers have good competence and commitment to bilingual education and are supported by good infrastructure to implement bilingual class education so that teachers can maintain the quality of bilingual teaching and foster collaborative relationships.

In addition, research conducted by Meyerhoffer (2019) stated that bilingual teaching has begun to be developed and implemented in schools with both national and international standards. This states that the increase in knowledge of the same content as their peers who are only taught in their mother tongue. The average achievement motivation rating before and after the unit was moderate to high in all classes, and the majority of students were open to more bilingual lessons. Evaluation of student comments provides further indications for the development of bilingual units in the future.

The research confirms that teachers at ND School exhibit strong professional and social competence, supported by the school's infrastructure and commitment to bilingual education. These findings not only support previous research but also provide practical insights into areas for ongoing improvement, especially in sustaining bilingual teaching quality and fostering collaborative school relationships.

Building on these findings, future studies could explore the following areas to further support bilingual education:

1. Enhancing Teacher Training for Bilingual Education

    Investigating how teacher training programs prepare educators for bilingual classrooms would be valuable. Future research could examine whether these programs provide sufficient balance between subject knowledge and interpersonal skills, ensuring that teachers are equipped to engage students effectively.

2. Understanding Student Perspectives on Teacher Competence

    While much research focuses on teachers' self-assessments, exploring students'

experiences could offer new insights. Do students feel more engaged when their teachers demonstrate both strong instructional skills and supportive social interactions? Understanding students' perspectives could help refine teacher development programs.

3. Comparing Bilingual Education Across Different School Environments
    The effectiveness of bilingual education may vary depending on the school setting. A comparative study between public and private schools or urban and rural institutions could reveal key factors that contribute to successful bilingual programs in different contexts.

4. The Impact of Technology on Bilingual Teaching
    With the increasing use of digital tools in education, it would be beneficial to explore how technology enhances or challenges bilingual instruction. Future research could examine whether AI-assisted learning and online resources support teachers in maintaining both professional excellence and strong student engagement.

4. CONCLUSION

This study concludes that teachers' social competence plays a more significant role than professional competence in the success of bilingual class implementation at ND Puri Indah School. While professional competence shows a minimal and negative impact, social competence positively contributes to the effectiveness of bilingual teaching. These findings emphasize the importance of interpersonal and communication skills in supporting bilingual education and suggest that teacher development programs should prioritize the enhancement of social competencies.

5. ACKNOWLEDGEMENTS

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