

APPENDICES

Appendix 1. Teachers and Staff Bali Bilingual Elementary School

No.	Name	Education	Employment Status	Position	Teacher's Code
1.	I Dewa Ayu Supartini, S.Pd., SE.MM	S2 Management	Private	School Principal	Teacher 1
2.	Komang Ary Purwanti, S.Pd.	S1	Private	Teacher	Teacher 2
3.	Ni Nengah Kartini, S.Pd.	S1	Private	Teacher	Teacher 3
4.	Ni Luh Eka Yanti, S.Pd.	S1	Private	Teacher	Teacher 4
5.	I Putu Wira Adi Kusuma, S.Pd.	S1	Private	Teacher	Teacher 5
6.	I Wayan Dika Juniarta, S.Pd.	S1	Private	Teacher	Teacher 6
7.	Ni Made Dila Citra Lestari, S.Pd.	S1 Psikologi	Private	Teacher	Teacher 7
8.	I Dewa Ayu Mona Merliani, S.S	S1	Private	Teacher	Teacher 8
9.	I Dewa Gede Erick Widiartha, S.S	S1	Private	Teacher	Teacher 9
10.	Ni Luh Rina Swandepi, S.Pd.	S1	Private	Teacher	Teacher 10

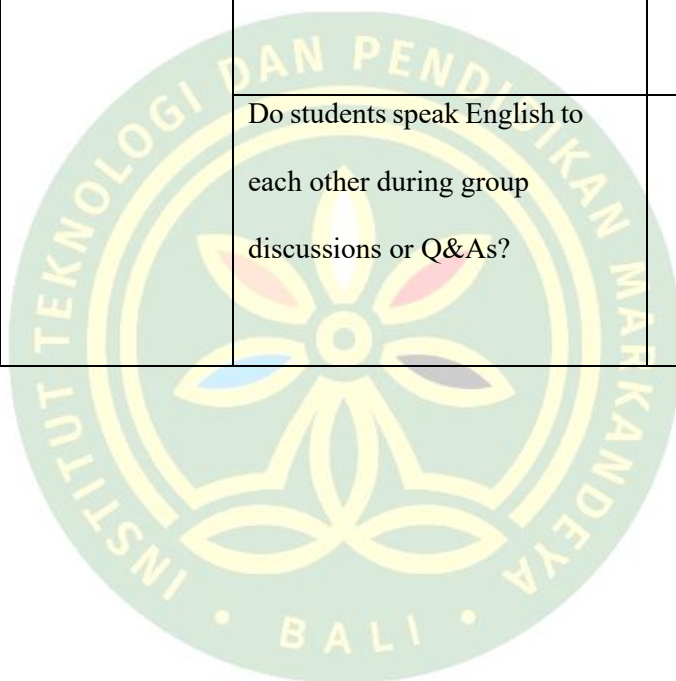
11	Ni Wayan Sudiasih	SMA	Private	Teacher	Teacher 11
12	Ni Putu Ariyastari	SMA	Private	Teacher	Teacher 12
13	Ni Kadek Risma Utami Febrianti	SMK	Private	Teacher	Teacher 13
14	Wahyu Nurhidayati	MA	Private	Teacher	Teacher 14
15	I Putu Esa Putra Dananjaya	SMA	Private	Teacher	Teacher 15
16	Tri Ning Lestari	SMK	Private	Employment	Employment 1
17	I Dewa Ayu Diah Indrayani	S.Ak	Private	Employment	Employment 2
18	Luh Putu Intan Nuraini	SMK	Private	Employment	Employment 3
19	I Dewa Alit Mendra	SMA	Private	Employment	Employment 4
20	Ni Nengah Muliani	SMA	Private	Employment	Employment 5
21	Ni Nengah Wanasari	SMA	Private	Employment	Employment 6

Appendix 2. Observation Instrument

No	Aspects observed	Indicators	Questions	field Notes
1	Use of two languages (L1 and L2) by teachers (García & Wei, 2015)	Frequency and context of use of Indonesian and English	How many times does the teacher use English to open the lesson?	
			In which sections do teachers predominantly use Indonesian?	
			Does the teacher translate or use English directly when explaining the material?	
			How is the transition between Indonesian and English done?	
		Conclusion of the lesson in a bilingual context	Does the teacher close the lesson in English or Indonesian?	
			How do students respond when asked to summarize a lesson in English?	
2			How do teachers ask questions in English and/or Indonesian?	

	Interaksi guru-siswa	Question-answer patterns, use of translanguaging	Does the teacher use two languages in one question and answer session (translanguaging)?	
			How do students respond to commands given in English?	
3	Student responses to bilingual learning	Student involvement, active participation	How many students answered in English?	
			Do students seem enthusiastic when asked to speak in English?	
			Do students show confidence in answering in English?	
4	Bilingual learning media	The existence and use of bilingual media	What media do teachers use during learning?	
			Does the media include English and Indonesian simultaneously?	
			How do teachers use media to support the use of English?	

5	Learning atmosphere	Student enthusiasm, comfort in using two languages	Do students appear active and engaged in bilingual activities?	
			How do students react to the use of English in the classroom?	
			Do students speak English to each other during group discussions or Q&As?	

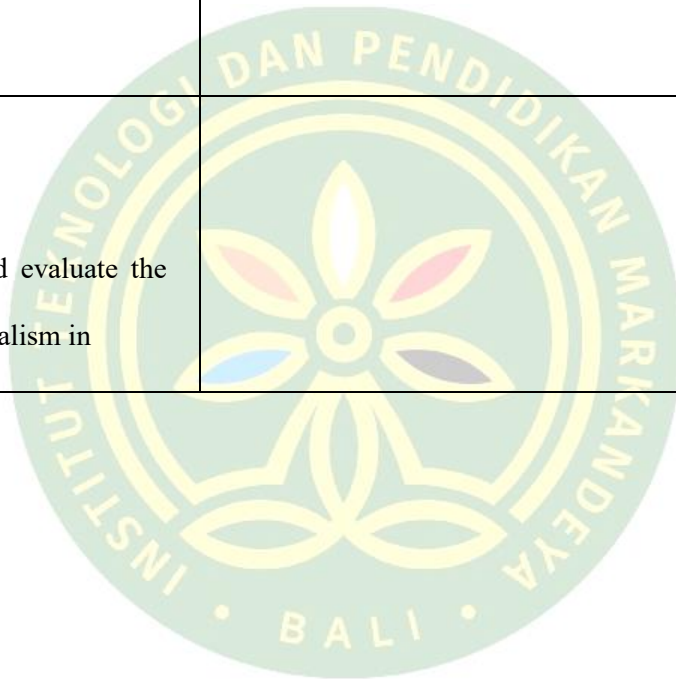


Appendix 3. Interview instrument with teachers

No	Questions	Answer
1	How do you plan bilingual learning for grade 1A? (Muawanah, 2023)	
2	What language do you use in your daily learning process?	
3	What are some challenges you face in teaching using two languages?	
4	How do you assess student success in a bilingual context?	
5	What forms of support do schools provide for the implementation of bilingual programs?	

Appendix 4. Interview instrument with the principal

No	Question	Answer
1	What is the background of the school implementing a bilingual program?	
2	How do school policies support the implementation of bilingual learning?	
3	How do you monitor and evaluate the implementation of bilingualism in	



Appendix 5. Interview Instrument with Curriculum Coordinator

No	Questions	Answer
1	How is the bilingual curriculum designed and adapted to school conditions?	
2	How is the training or coaching for teachers in implementing the bilingual method?	
3	To what extent have teaching materials used two languages?	



Appendix 6. Observation Results in Class 1A

(based on theory García & Wei, (2015);)

Observation Place : Class 1A

Date : May 15, 2025

Time : 08.00 - 13.10

Observer : Ni Wayan Sudiasih

No	Aspects Observed	Indicators	Questions	Field Notes
1	Use of two languages (L1 and L2) by teachers	Frequency and context of use of Indonesian and English	How many times does the teacher use English to open the lesson?	The teacher opens the lesson in English, but still in the form of greetings and several basic phrases to start the lesson.
			In which sections do teachers predominantly use Indonesian?	Teachers predominantly use Indonesian when explaining core material and during discussions.
			Does the teacher translate or use English directly when explaining the material?	The teacher uses translanguaging: giving instructions in English, then explaining them again in Indonesian.
			How is the transition between Indonesian and English done?	Transitions occur spontaneously; they are not

				always systematic or consciously designed.
		Conclusion of the lesson in a bilingual context	Does the teacher close the lesson in English or Indonesian?	The teacher closed the lesson with a mix of two languages; the closing greeting was in English but the material reflection was in Indonesian.
			How do students respond when asked to summarize a lesson in English?	Some students have difficulty, so the teacher gives examples or translates first.
2	Teacher-student interaction	Question-answer patterns, use of translanguaging	How do teachers ask questions in English and/or Indonesian?	Basic questions such as “What is this?” are used, but follow-up questions are more often in Indonesian because they are returned to the students’ abilities.
			Does the teacher use two languages in one question and answer session (translanguaging)?	Yes, translanguaging occurs naturally in teacher-student interactions.

			How do students respond to commands given in English?	Most students understand basic commands, but only a few respond in English.
3	Student responses to bilingual learning	Student involvement, active participation	How many students answered in English?	Only a few students dared to answer in English; most were still in Indonesian.
			Do students seem enthusiastic when asked to speak in English?	The students looked enthusiastic, but still shy.
			Do students show confidence in answering in English?	The level of self-confidence is still low; students look hesitant and wait for examples from the teacher.
4	Bilingual learning media	The existence and use of bilingual media	What media do teachers use during learning?	Teachers use flashcards and pictures, some labeled in two languages. And use other media such as word walls.
			Does the media include English and Indonesian simultaneously?	Some yes, some only speak Indonesian.
			How do teachers use media to support the use of English?	Media is used during drilling or vocabulary building, but is

				not yet comprehensive for all materials.
5	Learning atmosphere	Student enthusiasm, comfort in using two languages	Do students appear active and engaged in bilingual activities?	Students appear active during singing or game sessions, but are still somewhat passive during instructions in English.
			How do students react to the use of English in the classroom?	Positive response, and shows interest even though its use is still limited.
			Do students speak English to each other during group discussions or Q&As?	Yes, some students use English, however, most students still use Indonesian when discussing.

Appendix 7. Results of interviews with Ms. Kartini

(Based on theory Muawanah (2023);)

Informant : Ni Nengah Kartini, S.Pd

Interview by : Ni Wayan Sudiasih

Date : May 16, 2025

No	Questions	Answer
1	How do you plan bilingual learning for grade 1A? (Muawanah, 2023)	I use a bilingual lesson plan. But in practice, I adjust more to my and my students' abilities.
2	What language do you use in your daily learning process?	I use both Indonesian and English, but more often Indonesian because I do not come from an English background.
3	What are some challenges you face in teaching using two languages?	Sometimes I have difficulty explaining complex materials in English. There is no special training from the school.
4	How do you assess student success in a bilingual context?	Students are starting to get used to English vocabulary, but are not yet able to actively speak English.
5	What forms of support do schools provide for the implementation of bilingual programs?	Schools have begun to encourage the use of English, such as providing learning posters in 2 languages and bilingual story books in the library.

Appendix 8. Results of interviews with Ms. Ary Purwanti

(Based on theory Muawanah (2023);)

Informant : Komang Ary Purwanti, S.Pd

Interview by : Ni Wayan Sudiasih

Date : May 16, 2025

No	Questions	Answer
1	How do you plan bilingual learning for grade 1A? (Muawanah, 2023)	I create my own bilingual lesson plans and adjust them to the learning theme and students' needs. I usually make sure the key vocabulary is in both languages.
2	What language do you use in your daily learning process?	I use English as the main language of instruction, but still provide explanations in Indonesian if students do not seem to understand.
3	What are some challenges you face in teaching using two languages?	The main challenges are the different levels of understanding of students, and the limited time to explain in two languages.
4	How do you assess student success in a bilingual context?	Students are becoming more confident in speaking English, although it is still simple. They are getting used to hearing instructions in two languages.
5	What forms of support do schools provide for the implementation of bilingual programs?	Schools are quite supportive, such as providing teacher training and encouraging the use of English in the school.

Appendix 9. Results of interviews with Mr. Erick

(Based on theory Muawanah (2023);)

Informant : I Dewa Gede Erick Widiartha, S.S

Interview by : Ni Wayan Sudiasih

Date : May 16, 2025

No	Questions	Answer
1	How do you plan bilingual learning for grade 1A? (Muawanah, 2023)	I prepare bilingual teaching materials and media, then integrate them into the daily lesson plan. I also insert dialogues or role plays in English.
2	What language do you use in your daily learning process?	I mostly use English, but I still translanguage when necessary, especially at the beginning of new material.
3	What are some challenges you face in teaching using two languages?	The challenge is to get students used to not immediately switching to Indonesian when they have difficulties.
4	How do you assess student success in a bilingual context?	They showed progress in listening and vocabulary. Still need reinforcement in speaking and writing.
5	What forms of support do schools provide for the implementation of bilingual program?	The school provides space for teachers to innovate in teaching media and frees us to develop bilingual materials.

Appendix 10. Results of interviews with Ms. Mona

(Based on theory Muawanah (2023);)

Informant : I Dewa Ayu Mona Merliani, S.S

Interview by : Ni Wayan Sudiasih

Date : May 16, 2025

No	Questions	Answer
1	How do you plan bilingual learning for grade 1A? (Muawanah, 2023)	I use the bilingual lesson plan template from the curriculum team, then I complete it with additional materials such as songs and short videos in English.
2	What language do you use in your daily learning process?	I use English predominantly, especially at the beginning and end of the lesson.
3	What are some challenges you face in teaching using two languages?	It is sometimes difficult to maintain consistency in the use of English because students often ask for translations or express confusion.
4	How do you assess student success in a bilingual context?	Students begin to be able to answer questions in English, although this is still limited to simple sentences.
5	What forms of support do schools provide for the implementation of bilingual programs?	There are efforts by schools to provide visual aids and bilingual literature, although these are still limited.

Appendix 11. Results of interviews with Mr. Dika

(Based on theory Muawanah (2023);)

Informant : I Wayan Dika Juniarta, S.Pd.

Interview by : Ni Wayan Sudiasih

Date : May 16, 2025

No	Questions	Answer
1	How do you plan bilingual learning for grade 1A? (Muawanah, 2023)	I follow the lesson plan from a bilingual school. I also prepare some important English vocabulary before teaching.
2	What language do you use in your daily learning process?	Most of the time I use Indonesian, but I sprinkle in English for commands and naming objects.
3	What are some challenges you face in teaching using two languages?	I am still developing my confidence in using English in front of the class, especially for longer explanations.
4	How do you assess student success in a bilingual context?	Students are interested when I insert English, especially when using pictures or songs and other media. They quickly memorize vocabulary.
5	What forms of support do schools provide for the implementation of bilingual programs?	The school supports by providing bilingual lesson plans, but we hope there will be additional training to improve the skills of non-English teachers.

Appendix 12. Results of interviews with principal

(Based on theory Garcia & Kleifgen (2018))

Informant : I Dewa Ayu Supartini, S.Pd., SE., MM

Interview by : Ni Wayan Sudiasih

Date : May 16, 2025

No	Questions	Answer
1	What is the background of the school implementing a bilingual program?	The school wants to prepare students to face global challenges and introduce English from an early age.
2	How do school policies support the implementation of bilingual learning?	I encourage teachers to use English, especially in the lesson plans for opening classes, during the learning process and during the provision of instructions in English, although this is still gradual.
3	How do you monitor and evaluate the implementation of bilingualism in schools?	Through supervision of lesson plans and class visits, evaluation of the implementation of bilingual learning is also carried out incidentally, such as after class hours end or when there is free time, where teachers are called directly to receive input related to learning. In addition, schools also hold formal and scheduled evaluation meetings as part of ongoing coaching efforts. However, the implementation of this evaluation is still not optimal due to the limited human resources who are truly competent in using English.

Appendix 13. Results of interviews with curriculum coordinator

(Based on theory Garcia & Wei (2015))

Informant : Komang Ary Purwanti, S.Pd

Interview by : Ni Wayan Sudiasih

Date : May 16, 2025

No	Questions	Answer
1	How is the bilingual curriculum designed and adapted to school conditions?	We prepare lesson plans in two languages, but the teaching materials still refer to the national curriculum.
2	How is the training or coaching for teachers in implementing the bilingual method?	There is no special training; teachers are self-taught so far.
3	To what extent have teaching materials used two languages?	Still limited. Because most of the student handbooks are still in one language (Indonesian).

Appendix 14. Document Analysis

(Based on theory Garcia & Wei (2015))

No	Document Type	Consistency of Two Language Use (García & Wei, 2015)	Suitability of Materials to Bilingual Learning Objectives	Support for CLIL and Translanguaging Approaches	Information
1	Lesson Plan	Are the instructions on the document written in two languages (Indonesian and English)?	Do the learning objectives in the document cover both language and content objectives?	Does the document demonstrate the integration of lesson content with the use of English (CLIL)?	The lesson plans used by teachers have been prepared bilingually, indicating a formal effort to support bilingual learning. However, the student handbooks are still mostly in Indonesian because they follow the national curriculum. There is no

					<p>bilingual version of the book or written activities that use two languages.</p> <p>Translanguaging occurs more in oral practice during the teaching and learning process, not stated in the student handbooks.</p>
2.	Student handbook	Is the main content (teaching materials) available in two language versions?	Does the material support students to understand concepts while learning English?	Is there any space or activity in the document that allows the use of a mixture of Indonesian and English (translanguaging)?	<p>The LKS used are mostly still in one language (Indonesian).</p> <p>They have not been specifically created for bilingual learning, so they do not reflect a bilingual</p>

					approach in writing.
3.	Student worksheet	Do the teacher's explanations or notes in the lesson plan use two languages in a balanced manner?	Do the worksheets and student handbooks use language that is appropriate to the child's language development level?	Are there any specific guidelines for teachers in bridging student understanding through translanguaging?	Although the lesson plan has been prepared bilingually as part of the effort to implement bilingual learning, the worksheets used by students are still presented in one language, namely Indonesian. The worksheets have not been specifically designed to support bilingual learning, so the bilingual approach has not been reflected in writing in the

					student worksheets.
4	Visual learning media	Is the assessment section also available in two languages?	Do the activities in the document support English speaking, listening, reading, and writing skills?	Does the document suggest media or activities that involve two languages at one time?	Media such as posters and flashcards are already bilingual. However, assessments in two languages are not yet available. The media supports vocabulary learning but does not yet lead to specific CLIL content.
5	Written policy on bilingualism	Is the use of language in the document consistent or does it depend on the type of material?	Do the listed evaluations support the achievement of bilingual goals (content + language)?	Do the learning strategies listed support CLIL practices (e.g. science learning in English)?	The school has a written policy regarding bilingualism stated in the school's vision and mission, which states that

					<p>the school is committed to equipping students with global competencies, including early English language proficiency. This vision indirectly becomes a formal basis for the implementation of bilingual learning at all levels.</p>
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Appendix 15. Thematic Analysis

Quote	Code (Label)	Theme
The teacher opened the lesson in English, but still in the form of greetings and some basic phrases.	L2 USE IS LIMITED TO OPENING	Translanguaging sebagai Strategi Utama
The teacher uses translanguaging: giving instructions in English, then explaining them again in Indonesian.	TRANSLANGUAGING TO AID UNDERSTANDING	
Transitions occur spontaneously; they are not always systematic or consciously designed.	SPONTANEOUS TRANSLANGUAGING WITHOUT WRITTEN STRATEGY	
The lesson plans used by teachers have been prepared bilingually.	BILINGUAL LESSON PLAN DOCUMENT	The Gap Between Planning and Implementation
However, most of the student handbooks still use Indonesian.	LIMITATIONS OF BIO-LANGUAGE TEACHING RESOURCES	

I am still developing my confidence in using English.	LACK OF TEACHER CONFIDENCE	Implementation Barriers
There is no special training from the school.	NO BILINGUAL TRAINING YET	
Teachers are learning independently so far.	AUTODIDATED LEARNING	
Evaluation is carried out incidentally, not optimally due to limited human resources.	UNSYSTEMATIC EVALUATION	
Only a few students dared to answer in English.	PRODUCTIVE RESPONSE IS STILL LOW	Student Responses to Bilingual Learning
The students looked enthusiastic, but still shy.	PASSIVE ENTHUSIASM	
I encourage teachers to use English... although it is still gradual.	LIMITED AND GRADUAL SUPPORT	School Policy And Program Evaluation
Schools want to prepare students to face global challenges.	GLOBAL COMMITMENT	

Appendix 15. Data Triangulation

No	Aspects Studied	Data source	Findings	Triangulation Conclusion
1	Bilingual learning strategies (translanguaging)	Class observations	Teachers mix Indonesian and English in learning.	
		Interview with teacher	The teacher admitted to using English for instructions and greetings, then explained it again in Indonesian.	Data is consistent, translanguaging is applied.
		Lesson plan document	The lesson plan includes English and Indonesian, but does not specifically address translanguaging strategies.	

2	Teacher readiness and competence in bilingualism	Interview with teacher	The teacher admitted that he was not yet confident and did not have an English background.	Teacher competence is still limited and requires training.
		Class observation	Teachers often search for words when speaking English.	
		Lesson Plan document	There are no specific indicators for teacher bilingual competence.	
3	Student responses to bilingual learning	Class observation	Students were enthusiastic during the song/visual activities, but were shy to	Student responses were positive but need to improve self-confidence.

			answer in English.	
		Interview with teacher	The teacher said the students were happy but still shy to speak.	
4	Evaluation of bilingual programs	Interview with the principal	Evaluations are conducted informally and through regular meetings.	The evaluation is not yet systematic and not yet indicator-based.
		School policy documents	No specific bilingual evaluation indicators were found.	

Appendix 16. Lesson Plan Bilingual



YAYASAN SATRIA MAHOTTAMA SD BALI BILINGUAL SCHOOL BANGLI

Jalan Merdeka No. 150X Bebalang Bangli

Telepon 081238998720

E-mail: sdbalibilingualschool21@gmail.com

LESSON PLAN ENGLISH GRAMMAR

GRADE	: 1 st	WEEK	: 1
SEMESTER	: 2	ENCOUNTER	: 1 st

TOPIC	: Family tree
INDICATORS	: Understanding about family tree.
OBJECTIVES	: The students are expected: to understand about family tree.
PROCESS	: <ol style="list-style-type: none">1) Introduction<ul style="list-style-type: none">• Solicit the idea from the student about the topic.• Giving an example related their prior knowledge.2) Interaction<ul style="list-style-type: none">• Explain about family tree.• Discussing the exercise provided.3) Integration<ul style="list-style-type: none">• Practical activity by presenting the exercise about family tree.
SOURCE	: English Plus 1 Book
REMARKS	:

Subject Teacher

Ni Nengah Kartini



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LESSON PLAN
MORAL SCIENCES

GRADE : 1 st	WEEK : 1
SEMESTER : 2	ENCOUNTER : 2 nd

TOPIC	: Asking for a help
INDICATORS	: Understanding how to ask for a help
OBJECTIVES	: The students are expected: to understand how to ask for a help
PROCESS	: 1) Introduction <ul style="list-style-type: none">• Solicit the idea from the student about the topic.• Giving an example related their prior knowledge. 2) Interaction <ul style="list-style-type: none">• Explain how to ask for a help• Asking to read the lesson conclusion "Remember Box".• Discussing the exercise provided. 3) Integration <ul style="list-style-type: none">• Practical activity by asking for a help
SOURCE	: English Plus 1 book.
REMARKS	: _____

Subject Teacher

Ni Nengah Kartini



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LESSON PLAN
SCIENCES

GRADE : 1 st	WEEK : 1
SEMESTER : 2	ENCOUNTER : 3 rd

TOPIC	: Room in house
INDICATORS	: Understanding about room in houses.
OBJECTIVES	: Understand about room in houses.
PROCESS	: <ol style="list-style-type: none">1) Introduction<ul style="list-style-type: none">• Solicit the idea from the student about the topic.• Giving an example related their prior knowledge.2) Interaction<ul style="list-style-type: none">• Explain the topic.• Asking to read the lesson conclusion "Remember Box".• Discussing the exercise provided.3) Integration<ul style="list-style-type: none">• Practical activity by mentioning name of room in a house
SOURCE	: English Plus 1 book.
REMARKS	: _____

Subject Teacher

Ni Nengah Kartini



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LESSON PLAN
MATHEMATICS

GRADE	: 1st
SEMESTER	: 2

WEEK	: 2
ENCOUNTER	: 1st

TOPIC : **Number 30-50**
INDICATORS : Understanding number 30-50.
OBJECTIVES : The students are expected: to understand number 30-50.
PROCESS :
1) Introduction

- Solicit the ideas from the student about the topic.
- Giving an example related their prior knowledge.

2) Interaction

- Explain the terms/definition/concepts.
- Discussing the exercise provided.
- Asking to answer the question one by one or in competition.

3) Integration

- Practical activities by giving quiz and answer on board directly, playing game quiz "rise your answers".

SOURCE : English Plus 1 book.
REMARKS : _____

Subject Teacher

Ni Nengah Kartini

MODUL AJAR

LESSON PLAN



SEKOLAH DASAR (SD)

ELEMENTARY SCHOOL

Nama Penyusun : I Dewa Ayu Mona Merliani, S.S

Teacher's name : *I Dewa Ayu Mona Merliani, S.S*

Nama Sekolah : SD Bali Bilingual School

School's Name : *SD Bali Bilingual School*

MODUL AJAR / LESSON PLAN

Mata Pelajaran/Subject : Bahasa Indonesia (Indonesian Language)

Kelas/Semester/Grade & Semester : I/2

Bab/Chapter : 7 Keinginan dan Kebutuhan (Needs and Wants)

Alokasi Waktu/Time Allocation : 2 × 35 menit (1 pertemuan/1 meeting)

A. Tujuan Pembelajaran/Learning Objectives

1. Siswa mampu membedakan kebutuhan dan keinginan melalui teks dan gambar. (Students can differentiate between needs and wants through texts and images.)
2. Siswa mampu menyusun daftar kebutuhan dan keinginan dalam kehidupan sehari-hari. (Students can create a list of needs and wants in daily life.)
3. Siswa berpartisipasi aktif dalam diskusi kelompok tentang prioritas keuangan.

(Students actively participate in group discussions about financial priorities.)

B. Kompetensi Dasar/Basic Competencies

1. Menganalisis konsep kebutuhan dan keinginan dalam teks informatif.
(Analyze the concepts of needs and wants in informational texts.)

2. Menyajikan gagasan tentang pengelolaan keuangan berdasarkan kebutuhan.

(Present ideas about financial management based on needs.)

C. Materi Pembelajaran/Learning Materials

1. Definisi kebutuhan (makanan, pakaian, tempat tinggal) vs keinginan (mainan, barang mewah). (Definitions: Needs [food, clothing, shelter] vs Wants [toys, luxury items].)
2. Contoh teks cerita: "Tas Baru atau Sepatu Baru?" (Example story text: "New Bag or New Shoes?")
3. Gambar dan tabel klasifikasi kebutuhan/keinginan. (Images and classification tables for needs/wants.)

D. Metode Pembelajaran/Methods

- Pendekatan/Approach: Saintifik (observasi, diskusi, presentasi). (Scientific approach: observing, discussing, presenting.)
- Teknik/Techniques: Tanya jawab, kerja kelompok, penugasan singkat. (Q&A, group work, short assignments.)

E. Langkah-Langkah Pembelajaran/Lesson Activities

1. Pendahuluan/Introduction (10 menit/10 minutes)
 - Guru membuka dengan salam dan doa. (Teacher greets students and leads a prayer.)
 - Apersepsi: Menampilkan gambar "sepatu" dan "tas". Tanya: "Ini kebutuhan atau keinginan?" (Show images of "shoes" and "bag". Ask: "Is this a need or a want?")

- Menyampaikan tujuan pembelajaran. (State learning objectives.)

2. Kegiatan Inti/Main Activity (50 menit/50 minutes)

a) Observasi (10 menit)

- Siswa menyimak cerita pendek "Tas Baru atau Sepatu Baru?" (dibacakan guru). (Students listen to the short story "New Bag or New Shoes?" read by the teacher.)

- Diskusi singkat: "Apa yang dibutuhkan Sari? Apa yang diinginkannya?"

(Short discussion: "What did Sari need? What did she want?")

b) Diskusi Kelompok (20 menit)

- Kelompok 3-4 orang mengklasifikasi 10 gambar barang ke dalam tabel: *(Groups of 3-4 classify 10 item images into a table:)*

No	Kebutuhan/Needs	Keinginan/Wants
1		
2		
Dst.		

- Presentasi hasil kelompok.

(Group presentations.)

c) Menulis Kreatif (20 menit)

- Siswa menulis paragraf singkat (5 kalimat) tentang "Kebutuhan

Terpenting Saya". (Students write a short paragraph: "My Most Important Need".)

- Beberapa siswa membacakan hasil tulisan. (Volunteers read their paragraphs aloud.)

3. Penutup/Closing (10 menit/10 minutes)

- Refleksi: Siswa menyebutkan 1 kebutuhan dan 1 keinginan mereka hari ini.

(Reflection: Students name 1 need and 1 want they learned today.)

- Penugasan: Mencari 2 contoh kebutuhan dan keinginan di rumah (ditulis di buku). (Assignment: Find 2 examples of needs and wants at home.)
- Doa penutup dan salam. (Closing prayer and dismissal.)

F. Penilaian/Assessment

1. Pengetahuan/Knowledge: Kuis lisan tentang definisi kebutuhan vs keinginan.

(Oral quiz on definitions of needs vs wants.)

2. Keterampilan/Skills: Rubrik presentasi kelompok dan tulisan paragraf.

(Rubric for group presentations and paragraph writing.)

3. Sikap/Attitude: Observasi partisipasi selama diskusi. (Observation of participation during discussions.)

G. Alat dan Sumber Belajar/Tools & Resources • Teks cerita "Tas Baru atau Sepatu Baru?"

- Gambar barang kebutuhan/keinginan.

- Lembar kerja tabel klasifikasi.
- Proyektor dan speaker.

H. Catatan/Notes

- Untuk kelas bilingual, instruksi diberikan dalam bahasa Indonesia dan Inggris.

(For bilingual classes, instructions are delivered in Indonesian and English.)
- Penyesuaian waktu dilakukan berdasarkan dinamika kelas. (Time adjustments are made based on class dynamics.)

Contoh Rubrik Penilaian/Example Rubric:

Kriteria/Criteria	Skor/Score	Keterangan/Remarks
Ketepatan klasifikasi (Needs/Wants)	1 - 4	Sangat Baik - Kurang
Kerjasama kelompok	1 - 4	Needs Improvement

Bangli, 06 Januari 2025

Guru Bahasa Indonesia



(I Dewa Ayu Mona Merliani, S.S)

NIY. 20022406 201005 2 042

Appendix 17. Observation Photo



Appendix 18. Teacher interview photos

Interview with Ms. Ary



Interview with Ms. Mona



Interview with Mr. Erick



Interview with Ms. Kartini



Interview with Mr. Dika



Appendix 19. Photo of principal and curriculum coordinator interview

Interview With Ms. Ayu (School's Pricipal)



Interview With Ms. Ary (Coordinator Curriculum)



Appendix 20. School Profile and School vision and mission

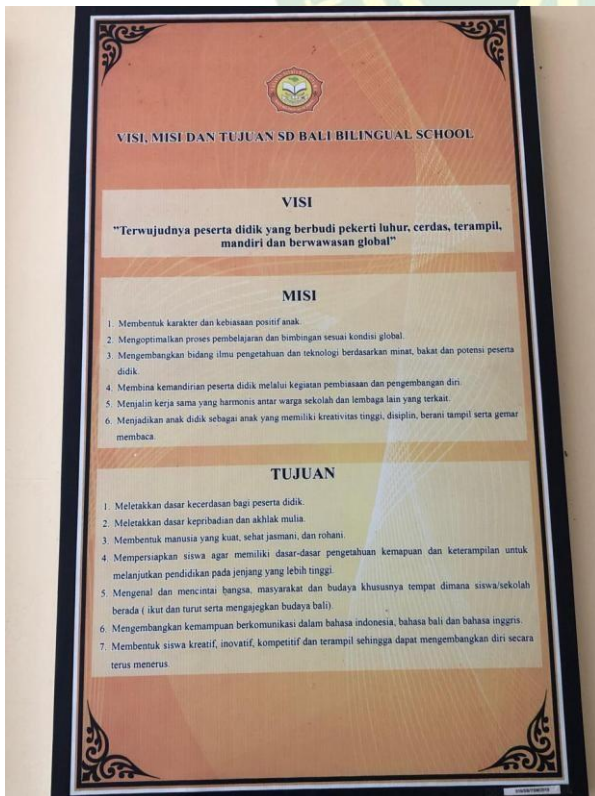
School Profile



The image shows a school profile form for SD Bali Bilingual School Bangli. The form is titled 'PROFILE SD BALI BILINGUAL SCHOOL BANGLI' and contains a table with 28 rows of information. The table is divided into two columns: 'NO.' and 'IDENTITAS SEKOLAH'. The 'IDENTITAS SEKOLAH' column contains the following information:

NO.	IDENTITAS SEKOLAH
1	NAMA SEKOLAH SD BALI BILINGUAL SCHOOL BANGLI
2	N.I.S
3	N.S.S
4	N.P.S.N
5	PROVINSI BALI
6	OTONOMI YAYASAN
7	KECAMATAN BANGLI
8	DESA/KEURAHAN BEBALANG
9	JALAN JALAN MERDEKA NO. 150X
10	KODE POS 80614
11	TELEPON 081238998720
12	FAKSIMILE -
13	DAERAH <input type="checkbox"/> PERKOTAAN <input type="checkbox"/> PEDesaAN
14	STATUS SEKOLAH <input type="checkbox"/> NEGERI <input type="checkbox"/> SWATA
15	KELOMPOK SEKOLAH <input type="checkbox"/> MIBAN <input type="checkbox"/> INTI
16	AKREDITASI
17	SURAT KEPUTUSAN/SK
18	PENERBIT SK/DITANDATANGANI OLEH 2019
19	TAHUN BERDIRI
20	TAHUN PERUBAHAN
21	KEGIATAN BELAJAR MENGAJAR <input type="checkbox"/> PAGI <input type="checkbox"/> SIANG <input type="checkbox"/> PAGI DAN SIANG
22	BANGUNAN SEKOLAH <input type="checkbox"/> MELIK SENDIRI <input type="checkbox"/> BUKAN MELIK SENDIRI <input type="checkbox"/> MELIK SELAJAR
23	LUAS BANGUNAN L. P.
24	LOKASI SEKOLAH PERKOTAAN
25	JARAK KE PUSAT KECAMATAN
26	JARAK KE PUSAT OTODA <input type="checkbox"/> DESA <input type="checkbox"/> KECAMATAN <input type="checkbox"/> KABUPATEN <input type="checkbox"/> PROV.
27	TERLETAK PADA LINTASAN
28	JUMLAH KEANGGOTAAN RAYON YAYASAN
	ORGANISASI PENYELENGGARA
	PERJALANAN/PERUBAHAN SEKOLAH

school vision and mission



The image shows a school vision and mission statement for SD Bali Bilingual School. The document is titled 'VISI, MISI DAN TUJUAN SD BALI BILINGUAL SCHOOL' and contains the following sections:

VISI

"Terwujudnya peserta didik yang berbudi pekerti luhur, cerdas, terampil, mandiri dan berwawasan global"

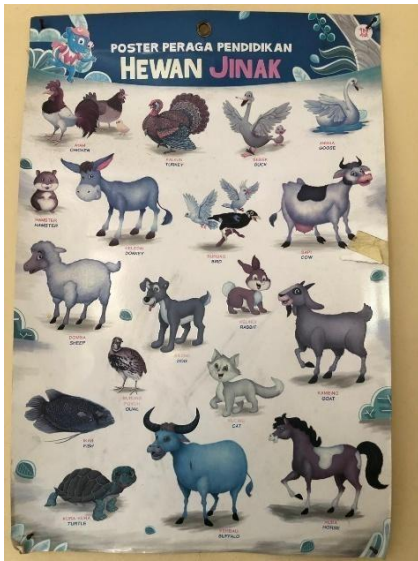
MISI

1. Membentuk karakter dan kebiasaan positif anak.
2. Mengoptimalkan proses pembelajaran dan bimbingan sesuai kondisi global.
3. Mengembangkan bidang ilmu pengetahuan dan teknologi berdasarkan minat, bakat dan potensi peserta didik.
4. Membina kemandirian peserta didik melalui kegiatan pembiasaan dan pengembangan diri.
5. Menjalin kerja sama yang harmonis antar warga sekolah dan lembaga lain yang terkait.
6. Menjadikan anak didik sebagai anak yang memiliki kreativitas tinggi, disiplin, berani tampil serta gemar membaca.

TUJUAN

1. Meletakkan dasar kecerdasan bagi peserta didik.
2. Meletakkan dasar kepribadian dan akhlak mulia.
3. Membentuk manusia yang kuat, sehat jasmani, dan rohani.
4. Mempersiapkan siswa agar memiliki dasar-dasar pengetahuan kemampuan dan keterampilan untuk melanjutkan pendidikan pada jenjang yang lebih tinggi.
5. Mengenal dan mencintai bangsa, masyarakat dan budaya khususnya tempat dimana siswa/sekolah berada (ikut dan turut serta mengajekkan budaya bali).
6. Mengembangkan kemampuan berkomunikasi dalam bahasa Indonesia, bahasa Bali dan bahasa Inggris.
7. Membentuk siswa kreatif, inovatif, kompetitif dan terampil sehingga dapat mengembangkan diri secara terus menerus.

Appendix 21. Photo of learning posters



Appendix 22. Learning media photos

