

Former Students' Perceptions Toward RSBI Program: A Reflection of Indonesia's Abolished Bilingual Program

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ARTICLE INFORMATION	ABSTRACT
<p>Article History:</p> <p>Accepted: 19-12-2022 Approved: 19-01-2023</p> <hr/> <p>Keywords:</p> <p><i>bilingual education;</i> <i>RSBI program;</i> <i>former RSBI students' perception</i></p> <hr/> <p>Corresponding Authors:</p> <p>Putu Yoga Sathya Pratama English Language Education Universitas Pendidikan Ganesha Udayana St, No.11, Singaraja – Bali, 81116, Indonesia E-mail: yoga.sathya@undiksha.ac.id</p>	<p>This article is an attempt to describe RSBI program's reflection from the former students' perceptions. The article employed case study research design to explore students' perceptions with particular emphasis on the use of bilingualism in the classroom. The data were gathered from interview toward 17 former students of RSBI program. The obtained data were analyzed qualitatively and inductively. Results presented RSBI program were perceived diversely from the reason, experience, and expectation viewpoints. Implications portrayed evaluation material in planning future programs that intensify the implementation of international-standards in general, or the use of two languages in the classroom in particular.</p>

Bilingual education is not a new terminology in Indonesia. It has been recorded to raise around 1990s (Pratama, 2017; Suharsono & Supriyadi, 2013; Yumelking, 2018). Bilingual education's evaluations in Indonesia have also been conducted several times (Mappiasse & Bin Sihes, 2014; Surdyanto, 2018; Wijayanti et al., 2018; Yulia, 2018). One of the bilingual programs offered by Indonesian Government that obtained enormous attention was RSBI, *Rintisan Sekolah Berbasis Internasional (International-Based School Pioneer)*. RSBI was an educational program highlighting bilingual (Indonesia-English) and ICT based learning (Romadlon, 2013). At the practice, only the qualified schools get selected by the government to run RSBI program (Hendarman, 2011; Kurnia, 2012; Trismanto & Adiwijaya, 2012). Hence, at that moment, RSBI school was getting extreme-prestigious by society (Adawiah, 2019; Jayanti & Sujarwo, 2019; Pratiwi et al., 2013). Introduced around 2008, this program had to be phased out quite suddenly in early 2013 due to numerous issues occurred (Anjasmari et al., 2019; Harsono et al., 2018; Saputra, 2013).

During its implementation, RSBI drove numerous advantages (Jaedun, 2010; Suharsono & Supriyadi, 2013; Yumelking, 2018). This program also carried potential aspects to enhance students' competences, especially in English and ICT (Yuliantoro, 2016). The English and ICT competencies are still relevant to discuss. Currently, those deliberations even get more highlight due to globalization exposure. The existence of RSBI literary was supportive relating to nowadays situation. Driving from that narration, the RSBI's discussions are recently getting enormous attention particularly in educational scope. Being discussed even after its abolition portrays RSBI has various things to expose. Unfortunately, most observed discussions are formed in news and argumentative essays. Furthermore, it seems that government's documents relating RSBI program cannot be freely accessible. Compared to other educational issues, little attentions indeed have been given to this issue which made the references around RSBI in academical discussions are difficult to gather.

Some of depth explanations regarding RSBI program are provided by (Adawiah, 2019; Jayanti & Sujarwo, 2019; Pratiwi et al., 2013; Romadlon, 2013; Yuliantoro, 2016). However, although these evaluations had attempted to cover data and information regarding RSBI program, little concern has been acknowledged from the side of student as the main subject of this program – which became the gap of this topic. Besides, student themselves were the party of RSBI program that experienced this program directly. As students have followed the program in real senses, their voice indeed could be employed as one of strong dimensions in reflecting the program being discussed.

Taking into account toward the gap being narrated, this research was purposed at investigating RSBI program's reflection with particular interest on bilingual practice in the teaching and learning process. Due to this program has been abolished for almost a decade, the investigations further employed former students' perceptions toward the RSBI program practice. Former students carried numerous data and information regarding RSBI program practice because they have experienced this program to the fullest sheet. The experiences gained from following RSBI program in the past has also had potential to influence former students' recent situation as well. Hence, it was anticipated that acquiring data on this topic would be able to provide broad descriptions that could fill the gap.

METHODS

This study adopted qualitative approach as the writing foundation. Along with the approach used, case study research design by Miles et al. (2014) was employed because it matched with the objective of this writing, which was investigating RSBI practice's reflection from the former students' viewpoint in depth discussion. It was also underlined by the specific setting determined, making final writing was much focused on the observed participants only. Thus, final results did not aim at generalizing the discussed topic into broader settings, but rather exploring and portraying the case in specific sense.

Research setting employed a public school in Bangli, selected due to several considerations. To begin with, Bangli was considered as one of remote regency in Bali, Indonesia. As the result, having a RSBI school was a unique thing offered in this area. In addition, the selected public school was the only RSBI school from 5 High Schools in Bangli. Hence, its attractiveness carried potential discussion in the further result.

The research contained 17 former students of RSBI program from the selected school. These participants were chosen purposively under several indicators, namely (1) a former student of RSBI program of the selected school in academic year 2010/2011 until 2012/2013; (2) age to work/be productive (around or greater than 21 years old); (3) willing to participate in the conducted study. To begin with, the RSBI students in the academic year 2010/2011 until 2012/2013 were the last generation of RSBI program before its deletion. Selecting these participants was expected able to occupy extended data regarding RSBI's reflection since they tended to experience RSBI program from the beginning until its deletion phase. In other words, these participants were the living witness to the practice and journey of the RSBI program. Participants were also concerned about their current age, which was already considered productive-working age. This indicator was highlighted to collect participant data regarding the relationship between the RSBI program they had followed and their present situation. Lastly, these participants have willingly joined the research; therefore, final results have been agreed to display by the involved participants.

The data gained from participants became the primary data used in this study. The data were collected and arranged through interview, particularly in the form of online interview with virtual meeting apps (Zoom & Google Meet). The interview guide used was underlined by Robbins & Judge (2013)'s Perception Theory; further was validated through content validations by experts. The primary instrument used consisted of several dimensions, formulating the interview guide were displayed on the table 1.

Table 1. Interview's Dimensions: Reflection of RSBI Program from Former Student's Viewpoint

Focus Dimensions	Indicators
Reasons on selecting RSBI School	<ol style="list-style-type: none"> 1. Motivation to continue the study in RSBI Schools 2. Participants' insight regarding RSBI and regular schools' distinctions.
Experiences as RSBI Student	<ol style="list-style-type: none"> 1. Participants' insight regarding process and culture of learning in RSBI program. 2. Participants' responses toward RSBI program's advantages. 3. Participants' responses toward RSBI program's weaknesses.
Expectations of RSBI Program in The Future	<ol style="list-style-type: none"> 1. Participants' responses toward RSBI program's abolition 2. Participants' hopes and suggestions toward RSBI program in the future.

Obtained data were analyzed through data collection, data condensation, and conclusion drawing in cycling pattern; highlighting Miles et al. (2014) interactive data analysis. First, the data were collected and triangulated one into another. Obtained data were condensed through condensing inappropriate information that might cause misinterpretation. Also, data that strongly connected with the objective being set were more emphasized, so that final writing could be more focused. Final results were concluded and drawn. The process of analysis was more on inductive approach; hence depth description could be obtained to overcome the research objective.

FINDINGS

According to the analysis of the investigated participants' responses, interesting findings regarding former students' perception toward RSBI program can be drawn. Largely, obtained findings were dispersed into three main results, namely: reasons on selecting RSBI School, experiences as RSBI student, and expectations of RSBI program in the future. The descriptions gotten from the participants portrayed various responds and perceptions. As the result, formulated discussions were highly wide-ranging. Further deliberations were deeply described as follow.

Reasons on selecting RSBI School

To begin with, majority of observed participants mentioned that being able to study in English-Indonesian content was the main reason of selecting RSBI school. At that time, bilingual learning was also viewed highly innovative. In addition, RSBI school was considered to have more prestige since not all schools had the opportunity to implement RSBI system. Hence, continuing study in RSBI schools was perceived able to provide better learning experience. These interpretations were shown on the excerpts below:

Excerpt 1

"At that time, RSBI school provided experiences of learning bilingual languages, which was different from other schools in general\ (Mentioned by Participant 3)."

Excerpt 2

"As far as I remembered, that school was the only school with RSBI system. I chose it because I want to feel different learning experiences (Mentioned by Participant 11)."

Excerpt 3

"Choosing RSBI school was underlined by the content language use, Bahasa Indonesia and English. I believed I could indirectly enhance my English competencies (Mentioned by Participant 6)."

From the asserted excerpts, it did portray an indication that choosing RSBI school was underlined by the regular schools' incapability. In other words, selecting RSBI school tended to be emotionally done because of its comparison with regular school, not purely because of its values. The thing being compared the most was the language use during the learning process. Hence, it seemed to be the most striking thing as the distinction between RSBI and regular schools. These were presented through several excerpts, such as:

Excerpt 4

"RSBI schools used more English as the language instruction, especially on Math, Science, and ICT subjects (Mentioned by Participant 2)."

Excerpt 5

"The basic distinction between RSBI and regular school was the highlighted language. RSBI school was more emphasizing English than the regular school (Mentioned by Participant 11)."

Other than the English instruction used, few participants also provide opinion around price (participant 10) and work time (participant 7, 15). It was observed that RSBI school ordered some facilitations that were not subsidized by government, such as extra-courses. It was waged to the students, so that some charges have appeared. Moreover, RSBI school tended to have more learning time compared to the regular one. These two reasons are further acceptable, although more participants propose English instruction as the main RSBI school's novelty that regular school do not have. To sum up the main descriptions of this finding, the table 2 regarding reasons on selecting RSBI School uttered by the investigated participants were drawn, as follow:

Table 2. Reasons on selecting RSBI School (Based on the Investigated Participants of This Research)

No.	Reasons on selecting RSBI School
1	High enthusiasm to study in a bilingual environment (English-Indonesia)
2	Viewing bilingual education as a significant educational innovation
3	Considering RSBI school as more prestigious than regular school
4	Perceiving RSBI school to be capable of providing outstanding educational experiences

Experiences as RSBI Student

The experiences faced by the observed participants were identified to be highly diverse. In general, some participants perceived RSBI program was tiring and spending much money. They mentioned long study time made them have limited rest time. Besides, extra lunch money must always be prepared. Different viewpoint has been faced by few participants. They experienced RSBI school was just the same as regular school, yet it was different from the English instruction use only. Meanwhile, there seem to show more participants experiencing RSBI program positively. Most participants experienced fun, interesting, and meaningful learning environment. Moreover, they can actualize the obtained experiences into their current success.

Prior to the learning process and learning culture aspects, it shows an indication that almost all participants have agreed on these results, namely: 1) RSBI portrayed competitive learning culture; 2) learning process contained the use of two book versions, Bahasa Indonesia and English content version; and 3) all activities were integrated with the sense of ICT. These findings were drawn on the excerpts below:

Excerpt 6

"I felt my classroom's vibes were so competitive. I think it occurred due to the accepted students came from strict selections. Hence, almost all of us have high competence compared to the regular school students (Mentioned by Participant 6)."

Excerpt 7

"RSBI schools have high compete level. Students tend to study so hard to reach maximum result and to show their best (Mentioned by Participant 2)."

From two excerpts above, they indicated competitive vibes occur due to the prestigious value carried by the school and system. It was noticed that RSBI school conducted strict tests to select the best students only. In short, only high competence students would be accepted. There, competition among students, in positive manner, was inevitable. All of them certainly aimed for the best, as well as did not want to be the lowest figure in the school.

The use of English instruction during learning process is identified to influence the learning sources as well. Based on the investigated participants, they mentioned that teachers employed two book versions to maximize the bilingual instruction. In addition, ICT tools (laptop and internet connection) were rapidly integrated. Most participants mentioned they had to make presentation (using PowerPoint) in almost all subjects. Hence, comprehending technologies were extremely highlighted. These findings were shown through the excerpts below:

Excerpt 8

“Not all teachers can build up attractive learning during the process. Yet, the positive side is that I can learn with a book or books with 2 languages at the same time (Mentioned by Participant 1).”

Excerpt 9

“We are trained to learn using 2 languages, Bahasa Indonesia and English. Moreover, we are also introduced to ICT earlier, so the process and culture of learning are competitive yet still conducive (Mentioned by Participant 9).”

Excerpt 10

“Learning process has been on the bilingual aspects. Moreover, it is always integrated with IT although it somehow does not sophisticate yet. However, I think it is understandable because the technology at that time was not as sophisticated as today. I feel grateful because of that system, I am currently more tech-savvy compared to some people in my generation (Mentioned by Participant 5).”

Excerpt 11

“I learn in bilingual manner. Some subjects are integrated with ICT (Mentioned by Participant 17).”

During the analysis, none of participants could describe the learning process in details, from pre activity until post activity. The lack of variation in the participants' responses could be interpreted as if learning process was only emphasizing English instruction and ICT integration. Other process might have been experienced, but because those two things were more highlighted, the participants further could only portray the learning process as has been previously explained.

The observed participants have also mentioned their viewpoints of RSBI program's advantages and disadvantages. Majority, the participants believed their current success was influenced by the RSBI program. They perceived RSBI program benefited them in term of enhancing English competencies (especially on communication skills), improving ICT knowledge, training critical thinking skills, and exercising collaboration competence. The school's facilitations were also perceived better than the regular school, letting them to have practices independently. Additionally, longer school time was perceived as one of RSBI advantages as well because it prevented the participants to use their time for negative activities. These descriptions were well-presented on some excerpts below:

Excerpt 12

“Indirectly, joining RSBI program makes us able to think critically. It helps us a lot in current situation, especially in college and daily life situation (Mentioned by Participant 1).”

Excerpt 13

“I am ready for every challenge in current era because I am used to learn harder and smarter since junior high school level. Moreover, I feel blessed that I can understand IT earlier than my colleague (Mentioned by Participant 5).”

Excerpt 14

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Excerpt 15

“I can know and even join various activities, academically as well non-academically. I also feel it help me a lot in training my English competences because I have more time to study at school. In addition, I feel I love the school vibe since I can meet my friends and teachers longer, preventing me from doing something negative after the school time. At that time, many juveniles are exposed by teenager, I feel blessed from being prevented to do that due to studying in RSBI school (Mentioned by Participant 17).”

Excerpt 16

“With good facilitations provided by the school and combined by the competitive circumstances, I perceive every student is advantaged on the self-development. As far as I see, most of my friends during RSBI program are more self-achieved these days (Mentioned by Participant 13).”

Besides the advantages obtained by the participants, they also perceived several weaknesses of RSBI program. The form of weaknesses tended to varied, showed on the excerpts below:

Excerpt 17

“I feel like the facilitations are good, if it is compared with the conventional schools. Yet, I do not think it is sophisticated yet, especially on the books provided. Even, in the library, only few books are observed with bilingual contents. Most of them are in Indonesian, making us buy the supported books independently. (Mentioned by Participant 1).”

Excerpt 18

"At this time when I can see something more rational, I believed that the RSBI program was too enforced to conduct. The teachers were forced to teach in Bilingual methods, although some of them even cannot communicate in English. At the beginning, some students felt great frustration since they have not learned English in previous stage. Correlated with low-English competence of the facilitators, several miss-concept and miss-understanding have been experienced (Mentioned by Participant 5)."

Excerpt 19

"There were many charges given to us, like buying books, joining exchange program, lunch time, and others. For me, with low economic condition, I had dreamed that there was scholarship at that time, which can cover my education in RSBI school (Mentioned by Participant 2)."

Excerpt 20

"I think it was lack on the teachers with international competence as well. Some of the teachers teach in Bilingual, yet the English exposures used was so little (Mentioned by Participant 9)."

Surprisingly, RSBI program has portrayed several weaknesses from the former students' viewpoints. From the excerpts above, the weaknesses could be categorized into (1) unwell prepared program, (2) teachers' competency issues, and (3) high cost.

As a beginning, the RSBI program was perceived to conduct with little preparation. Observed participants proposed the government looked enforcing the program to run. As the effect, only several schools got chance to implement the system, providing educational malpractice and discrimination (mentioned by Participant 8, 12, and 16). It can be interpreted that the offered program was not well conducted in the school level. Based on the observed participants' arguments, government did not facilitate the RSBI program with sophisticated facilitations and qualified teachers. Hence, the program had run yet not maximal.

Lack of preparations has affected various aspects. The main thing gained much attention was the teachers' competency. Based on the observed participants, teachers' qualification in teaching bilingual contents were often questionable. First, teachers used little English on their teaching process. Most of the time, participants perceived their teachers taught them in Bahasa Indonesia. Only few vocabularies were used, making English exposure during the learning process was so little. It seemed that teachers were not prepared and selected through appropriate indicators.

In addition, malpractices were often observed by the participants during RSBI program conducted. It was represented by the extra-cost burdened to the students. Some supported books were bought by the students themselves since the school could not occupy the students' need. Whereas, it seemed to be government's obligation to distribute books as one of learning sources along with the program they had created. Some activities such as outdoor classes, student exchanges, and practices were mostly covered by the students; although they had paid for the tuition fee. While these programs were literary good for students' development, the cost was perceived hampered and somehow irrational.

Findings on the dimension of former students' experiences in following RSBI class portrayed various perceptions. There seemed to be positive and negative experiences encountered by the investigated participants of this research. To sum up the main descriptions of this finding, the table 3 regarding experiences as RSBI Student uttered by the investigated participants were drawn, as follow:

Table 3. Experiences as RSBI Student (Based on the Investigated Participants of This Research)

Experiences as RSBI Student	
Positive Experiences	Negative Experiences
The RSBI program has given a stimulating, engaging, and meaningful learning environment	RSBI was implemented in full-day schools, reducing students' rest time
Knowledge and experiences gained in the RSBI program contributed significantly to recent success	The additional costs burdened students, particularly those from low-income families
Students' achievement motivation was boosted by the RSBI class's competitive atmosphere	RSBI was deemed inadequately because there were numerous adjustments that needed to be made
Students' worldwide competency was enhanced by the RSBI program's blend of bilingual instruction and ICT	The competence of the teachers was dubious, as the bilingual instruction did not function properly during the teaching-learning process.

Expectations of RSBI Program in The Future

Pros and cons were carried by RSBI program in Indonesia. Although it provided advantages that even can be actualized by the participants in current life, it was inevitable for RSBI program not to have various weaknesses. Some expectations provided by the participants were also recorded on this writing. Participants' hopes and suggestions were identified, highlighting to the RSBI program's existence in the future.

Regarding the deletion of RSBI program in Indonesia, the investigated participants were divided into 2 big groups. One group, containing almost half of total participants, strongly agreed on the status quo occurred. They believed RSBI program was better to end for the sake of deleting the educational discrimination and malpractice. Hence, there would be no practice of gaining more incomes under the RSBI terminology. Moreover, the debate around RSBI school and regular school, which somehow irritating the non-RSBI schools, could be stopped as well. These descriptions were reflected on some excerpts below:

Excerpt 21

“RSBI in many cases are used as a tool for gaining much incomes, even for the irrational one. Moreover, the extra-charges burdened to the students could not provide good drawbacks. Hence, I agree on the deletion of RSBI in Indonesia. (Mentioned by Participant 1).”

Excerpt 22

“I agree on the RSBI abolition. I feel pity for the clever students that could not afford for good education since they do not have much income. Eradicating RSBI will open opportunity for those students to have same education with the rich students (Mentioned by Participant 3).”

In contrary, the other group that disagree with the RSBI abolition proposed different argumentations. They inclined to regret on government’s determination because RSBI indeed carried potential opportunities to grow up. Reflecting on their self-achievement, some participants considered government’s choice was not based on strong analysis. RSBI abolition was also considered to decrease students’ enthusiasm and motivation to be high-achiever because they were generalized with the regular students. These were portrayed on several excerpts, such as:

Excerpt 23

“Since RSBI was deleted, I lose my motivation to show my best. I feel like there is no stage for me to be the best anymore. Suddenly, the competitive culture was also gone along with RSBI abolition. (Mentioned by Participant 6).”

Excerpt 24

“I totally oppose the government’s consideration to stop RSBI. If RSBI has proven to produce high-qualified students, government should indeed develop it by implementing the system broadly when the case is generalizing schools’ quality. Government takes conventional standard instead of choosing a step ahead movement to be generalized, so that thing that has been done is much regrated. Since RSBI was deleted, I lose my motivation to show my best. I feel like there is no stage for me to be the best anymore. Suddenly, the competitive culture was also gone along with RSBI abolition. (Mentioned by Participant 9).”

Excerpt 25

“I disagree with the RSBI abolition by the government. For me, RSBI can facilitate high-achiever students to enhance their competencies. At that time, there are few systems that can facilitate students with that case. The abolition was also done all of a sudden, I think it is totally unprofessional (Mentioned by Participant 16).”

The dualism occurred between pros and cons groups are indicating the offered program is quite debatable. However, both sides are in the same direction when it comes to the hopes and suggestions aspects. Majority, participants hope and suggest for the future RSBI program, as follow:

Excerpt 26

“If RSBI program is going to reborn, I hope the created program are well prepared. Socializations, teachers’ training, students’ direction, and supported facilitations are expected to be done first, instead of directly making the program. I do believe RSBI program is a good program if only it is well planned (Mentioned by Participant 1).”

Excerpt 27

“I think a good program always comes from a good planning. If further program is created, I hope it is well organized by using RSBI program as the evaluation instrument. I do hope, in current globalization era, RSBI program can be implemented again in our education. Yet, it must possess strict preparations (Mentioned by Participant 4).”

Excerpt 28

“Government should take a look into what have happened in the past. RSBI should exist again, yet it must be maximized in various aspects, especially on the teachers’ competences. I hope future education can be better, so that next generation can compete in global scale. (Mentioned by Participant 10).”

Most responses portrayed RSBI program to be implemented again in Indonesia yet with full of evaluation. It seems that most participants regret the abolition without trying to improve and develop the program created. All participants are in the same line to suggest that future program should be based on enormous considerations and preparations, so that things happened on RSBI program were not repeated.

DISCUSSIONS

This study figured out that RSBI carried a variety of discussion on its abolition. Observed participants have portrayed that this program affected their emotional aspect, during the process of choosing the school, experiencing the school, and after graduated stage. Based on the formulated descriptions, there was an indication showing some participants tended to have negative perception on RSBI program, few participants show neutral response on their perception, and there are more participants to have positive perception toward RSBI program.

In the process of determining RSBI school, there seemed to be no negative perceptions observed. Most participants portray RSBI school was better if it was compared to the regular school. In short, RSBI school seemed to be the favorite school. This reason has been cited in many studies regarding RSBI discussion (Hendarman, 2011; Jaedun, 2010; Kurnia, 2012; Pratama, 2017; Suharsono & Supriyadi, 2013; Trismanto & Adiwijaya, 2012); showing that the prestigious aspect of RSBI program at that time could attract society's attentions across settings. It also presented into an interpretation that RSBI schools offered better perception than the regular schools that mostly reflect negative perception (Harsono et al., 2018; Yumelking, 2018). It seemed to be acceptable since regular schools were often strict to follow government regulations (Wijayanti et al., 2018). Hence, every movement must be based on the government's acceptance. On the other side, this circumstance indeed made regular schools be limited to explore many things. Things that were taken for granted often attached on regular school in Indonesia, making negative perceptions occurred on society became unavoidable (Mahmud, 2020).

Emotional effects in selecting RSBI school was kind of predictable as well. RSBI school with its high prestige could attract numerous people to experience it. A study conducted in Bali by Pratama (2017) supported this assertion, where benefits provided by RSBI program has shaped society's perception to be part of this program. Psychologically, people tended to put attention more on something new, especially when it comes with innovations (Achar et al., 2016; Wisker & Poulis, 2015). RSBI at that time offered novelty that regular schools were limited on, learning on bilingual manner. As the result, most people viewed RSBI schools in positive perception could be acknowledged.

The debate around participants with negative, neutral, and positive perceptions occurred on the experience's dimension. People might have similar reasons in selecting something, yet the experiences effect created might be different from one to another (Wisker & Poulis, 2015). Based on the obtained finding, negative perception occurred toward RSBI program because the participants perceived little distinction between RSBI school and regular school. It was further acceptable as if negative perception occurred due to unoccupied expectation, making someone to view and treat something negatively (Cruz, 2015). It was reflected through first expectation during selecting RSBI school seems different from the practice in reality, making them indeed feel disappointed.

Contrary to the negative experienced party, more participants come with positive perception on their own. Based on the obtained findings, it could be interpreted that participants with positive perception were those that can actualize RSBI advantages into future self-development. Reflecting positive values was the further effect of obtaining positive perception on something (Cruz, 2015; Gellatly, 1999). Moreover, further movement motivated by positive perception tended to last longer, inhibiting as the intrinsic motivation (Mallett, 2005; Ryan & Deci, 2000). It seemed to be reflected on most participants with positive perception that could figure out meaningful learning from every part of RSBI, although they also recognized several weaknesses. Yet, instead of looking it as a barrier, positive perception participants could use it as self-reflection material for future development.

The neutral participants were those who experience RSBI program with no benefits and harms. In other words, they were party that take RSBI program just for granted. They perceived RSBI program was not too different from the regular program, yet they did not really pay attention into it. Probably, these participants did not really observe the program in depth, making them in between negative and positive perceptions. This circumstance was a rare condition, when it comes to the deliberation of perception. Mostly, people tend to have an exactly clear perception, whether it is negative or positive (Kerr et al., 2018). In the basic theory used, it is also mentioned that negative and positive perception underlying people's viewpoint (Robbins & Judge, 2013). Yet, the neutral perception obtained in this writing was still counted, as it inclined to provide such an interesting finding that other discussions might have not occupied.

Another interesting finding was also portrayed on the expectation dimension. Although the experience aspect described various perceptions, but participants with different responses could unite their perception toward future RSBI program. Majority, it was found that all participants came with the idea of future program with improvements, considering RSBI program as the evaluation material. Although the participants deal with different experiences on RSBI practice, all participants expected for the best for the future created program. It seemed that no matter how perceptions were formed, every participants were still considering the best for the future, which kinds of identical from one to another (Lunenburg, 2011).

This findings seemed supported the assertion offered by Anjasmari et al. (2019), where participants of RSBI inclined to regret the deletion of RSBI program since it indeed could be more adjusted rather than directly abolished. The same expectations were also portrayed on other studies (Barroh et al., 2012; Djahimo & Indahri, 2018; Hendarman, 2011; Jaedun, 2010; Kurnia, 2012; Pratama, 2017; Saputra, 2013; Suharsono & Supriyadi, 2013; Trismanto & Adiwijaya, 2012; Yumelking, 2018); which further verified that this program indeed was a good innovation yet need more evaluations for the better implementations. There seemed to be no perfect program for every party, but RSBI carried enormous potential of students'

competencies development. Especially in current situation where English and ICT are rapidly promoted, RSBI program could indeed provide numerous advantages.

It was expected that this study could represent former students of RSBI program toward RSBI practices in their school. In broader scope, it was expected to occupy references, data, and discussions regarding RSBI practices in Indonesia. Where it seemed to get little attention by the researchers, this finding could be used as one indicator of conducting future rigorous researches around RSBI program. As a matter of fact, there is a strong need to possess competency in a foreign language (i.e., English) so that a bilingual program should come into play in school curricula. The finding of this study indicates that the former RSBI had been partly perceived as a promising program to meet the need. There should be some refinement in term of the employments of bilingual education practices in the classroom. In addition, the finding of this study can also be considered as suggestion for better educational program in Indonesia that accommodate the need for the global competence of the school graduates.

CONCLUSION

This study figured out three perceptions regarding RSBI program: the negative perception, neutral perception, and positive perception. Along with the observed participants, it showed an indication that there were more participants to have positive perception than those with negative and neutral perception. The variety of perception occurred due to different experiences have been faced by observed former students of RSBI program. Although participants reason of selecting RSBI school and expectation of RSBI program in the future incline to be identical, various forms of RSBI experiences were inevitable to appear. Besides, the participants seemed to be agreed that RSBI program has carried many benefits in education scope; yet, it was also expected that the program needed more evaluations when it was attempted to be reimplemented.

Due to its incapacity to investigate RSBI program within more participants included, final summary of this study was not conclusive yet. However, it portrayed that bilingual issue was highly essential to discuss yet it seemed underrated by researchers. Thus, future researches with more participants and broader areas emphasizing the lesson learned from the former RSBI project are highly suggested to conduct.

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