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Implementation of the EVOLUSI (English Vocabulary Submission) Innovation Program Towards Bilingual Schools to Build Character Profile of Pancasila Students

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Abstract: EVOLUSI Program (English Vocabulary Submission) is the innovation of English program applied for improving vocabulary skill to all the school members as a form of achieving bilingual school. This research used mixed-method research. The data was collected by questionnaire, interview, and documentations. The research participants were 26 teachers and 313 students the seventh and eighth graders of SMP Islam Al-Fahd Jakabaring. The result showed that there were three main benefits in this innovation program: (1) Teachers and students' confidence in vocabulary skill for all the school members was improved so that bilingual school could be achieved; (2) The literacy in reading interest for teachers and students was raised effectively and productively; (3) Building the character of the students to be competent in realizing Pancasila Students Profile with the dimensions of global diversity, mutual cooperation, and independent. It can be concluded that this innovation program has an important role and a big impact in realizing a bilingual school and building the character of Pancasila Students Profile

Keywords: *Implementation; innovation; EVOLUSI; bilingual school; pancasila students profile*

the vision of Indonesian education is to realize an advanced Indonesia that is sovereign, independent, and has a personality through the creation of a Pancasila Student Profile which is described as having critical reasoning, creative, independent, faithful, devoted to God Almighty, and having noble character, mutual cooperation and global diversity (Kemendikbud, 2021). In this regard, one of the programs being promoted is the National Literacy Movement and the mastery of foreign languages for school residents, especially English.

Based on a survey from the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (2019), Indonesia ranks the 6th lowest from the bottom (74th out of 79 countries) in the category of reading/literacy abilities. Furthermore, the results of the 2018 PISA study released by the OECD show that the ability of Indonesian students in reading achieved an average score of 371, with an average OECD score of 471, which means that the ability of Indonesian children is below the minimum PISA competence of 60% (Ministry of Education and Culture Research and Development Center for Educational Assessment, 2019).

In learning English at school, vocabulary plays an important role. This is because vocabulary is one of the linguistic aspects that must be mastered to produce sentences correctly. Cameron (2001), vocabulary, as one of the fields of knowledge in language, plays a big role for students in acquiring language skills. Richard and Renandya (2002) also emphasize that vocabulary is a core component of language proficiency and provides much of the basis for how well students speak, listen, read, and write. Indonesian students usually have difficulty in learning vocabulary because Indonesia uses English

as EFL (English as Foreign Language). Correspondingly, Coady and Huckin (1997) state that the lack of knowledge of second language learners is the lack of vocabulary to communicate properly. This is reinforced by the results of research conducted by Zainudin, Indrawati, and Vianty (2019) that students often have difficulty in vocabulary and regard vocabulary as a difficult aspect because learning English is done only in class, it is not formed as a natural behavior since elementary school. So it can be concluded that teachers need to inform students about the importance of learning vocabulary in a creative and innovative way.

Based on the expectations and realities above, to be in line with the school's Vision and Mission in implementing bilingualism, SMP Plus Islam Al-Fahd has implemented the "EVOLUSI" program. EVOLUSI is an acronym for English Vocabulary Submission, which implicitly also means changing slowly for the better. By consistently implementing this program, it is projected that every junior high school/equivalent student will master a minimum of 2,100 English vocabularies. This program is also included in efforts to improve literacy in schools. In accordance with the opinion of Retnaningdyah et al (2016) in the School Literacy Movement Guidebook for SMP/Equivalent, it is stated that there are 3 stages in efforts to promote literacy in schools; the habituation stage, the development stage, and the learning stage.

As an innovation that is projected to be used en masse (can be duplicated in all schools), this program was developed with the 3E principles, namely Effective, Efficient, and Economical. Process-wise, this program is a holistic activity that involves all components of the school. Teachers and educators act as facilitators, students become the main implementers, and parents are involved in motivating students. Evaluation is carried out periodically every mid-semester and end of semester.

This innovation program is expected to give students the willingness to get used to communicating using English. Therefore, this application is a cognitive activity which will lead to the habituation of students to increase the number of vocabulary and is measured in the form of skill acquisition from collaboration between families, schools, and the surrounding environment in order to establish a bilingual school ecosystem to help children's learning process. be more effective and productive.

METHOD

The research method used is a mixed-method research design. According to Creswell and Clark (2011), mixed-method research design is focused on collecting, analyzing, and mixing quantitative and qualitative data in one study, then the main premise is that the use of quantitative and qualitative approaches in combination, provides a better understanding of the problem. research and evidence. Furthermore, the main advantage in

Mixed-method research design is thorough in delivering data, providing guidance and assisting in language development in the delivery of research results (Teddlie and Tashakkorri, 2006). The research location of this study is in Al-Fahd Islamic Middle School. The research respondents were 26 teachers in Al-Fahd Islamic Junior High School. Therefore, 26 teachers were selected based on the criteria; first, teachers involved in the assignment of the "EVOLUSI" program; second, the teacher who teaches in the first lesson on Tuesday and Friday for the implementation of the "EVOLUSI" program. This study also involved 313 students in grades 7 and 8 consisting of eighteen classes in the 2021/2022 school year where the teachers involved in this study taught them.

Data were collected from questionnaires, interviews, and documentation. Questionnaires were distributed to teachers and students to obtain information about the responses of teachers and students to this innovation program. This questionnaire consists of five core questions asking respondents to agree/disagree with this program. The results of the questionnaire were analyzed into percentages and interpreted descriptively.

In addition, face-to-face interviews were conducted with students and teachers. This research provides a core question to delve deeper into the impact felt during the innovation program. The results of the interviews were analyzed with interview transcripts, thematic analyzes were made in the form of a narrative by giving coding which the results of the interviews could connect to answer questions, namely the impact felt during the innovation program. In addition, the authors reduce the repetition of data to gain an understanding of the interviews. To support the data, the authors collect: (1) Decree on the Establishment of the EVOLUSI Program Team; (2) pocket book 350 Vocabularies Submission; (3) EVOLUSI implementation and examination documentation; (4) documentation of training to the Al-Fahd Islamic Junior High School educator team; (5) documentation of training for several professions in the school environment, such as: school clinic teams, front office employees, librarians, canteen and dormitory managers who use a checklist of documents to become available information in relation to the achievements of the implementation of this innovation program.

RESULTS AND DISCUSSION

Program is a statement that contains conclusions from several interdependent and interrelated expectations or goals, to achieve a common goal. Usually a program includes all activities that fall under the same administrative unit, or interdependent and complementary goals, all of which must be implemented simultaneously or sequentially (Muhaimin et al., 2009).

Programs are often associated with planning, preparation, and design or drafting. Design comes from English, namely from the word design. So the design in the learning perspective is a lesson plan. Learning plans are also called learning programs (Mudasir, 2012). The learning program implemented in schools is a form of effort from the school in improving various aspects that are considered low. In this case, the writing team of English teachers at Al-Fahd Islamic Middle School has planned, prepared, and designed an English program that focuses on the vocabulary in English so that an innovation called the "EVOLUSI" program was formed.

The "EVOLUSI" program application has been implemented since July 27, 2021 for two days a week on "English Day on Tuesday and Friday" with a quantity of 12 vocabularies per week. The writing team has compiled the 350 Vocabularies Submission pocket book. During the implementation of this program, it has been running for two semesters, with a projected increase in the vocabulary of students as evidenced by a positive response from students and teachers in the school environment.

To obtain a survey of the results of this program, the writing team conducted a mixed-method research study that integrated quantitative and qualitative data collection. Semi-structured questionnaires and interviews were used to collect data. Questionnaires were distributed to 339 respondents consisting of 26 teachers and 313 students to obtain information about the responses of teachers and students to this program consisting of 5 questions with Agree/Disagree responses. In addition, face-to-face interviews were conducted with teachers and students to dig deeper into the impact felt during the innovation program. Interviews were recorded and recorded with the permission of teachers and students and took about 10 minutes.

The findings show a total of 339 responses to 5 questions regarding this program. The number of frequencies for each type of question is as depicted in Table 1. The data shows that (97.1%) teachers and students are increasingly motivated to learn each vocabulary presented in pocket books, (96.2%) teachers and students feel the English program This Vocabulary Submission fosters their interest in reading, (93.5%) teachers and students collaborate with friends/colleagues to learn the pronunciation of English vocabulary correctly and fluently, then, (88.2%) teachers and students are confident to communicate in English in their daily activities at school, and (83.2%) teachers and students try to be independent in memorizing the required vocabulary one day before the English Day activity. Table 1 presents the findings in detail.

Table 1. Distribution of Teacher and Student Responses in the "EVOLUSI" Innovation Program

Question	Respondent	Agree		Disagree	
		F	(%)	F	(%)
I have self-awareness to memorize the required vocabulary one day before English Day	339	282	83,2%	57	16,8%
I collaborate with friends/colleagues to learn to pronounce English vocabulary correctly and fluently	339	317	93,5%	22	6,5%
I am more and more motivated to learn every vocabulary presented in the pocket book	339	329	97,1%	10	2,9%
I feel that the English Vocabulary Submission program has stimulated my interest in reading	339	326	96,2%	13	3,8%
I am confident to communicate in English in my daily activities at school	339	299	88,2%	40	11,8%

In addition, the authors analyzed the interview transcripts related to the answers to the research objectives. The authors get positive results from teachers and students on the responses before and after this innovation program. Supported from interview answers, teachers and students stated that self-confidence is one of the impacts felt during this innovation program. Therefore, teachers and students have had the opportunity to communicate using English without being afraid to make mistakes. Here are some statements from teachers and students:

Teacher 1 *"In my opinion, this program is very good, where not only students are studying but teachers are also required to learn English. Before this program existed, I rarely used English at school, but in line with this program, every English Day I try to speak English."*

Student 1 *"Before this program was introduced, I only studied English during the English class schedule in English Club and extracurricular activities. Although my English skills are adequate, I am not confident enough. Alhamdulillah, through this program, I feel confident to practice it directly because we learn together in class to remember and pronounce the English vocabulary listed in the pocket book."*

This was also stated in the interview where the impact felt during this innovation program was to foster literacy, interest in reading for teachers and students. As stated by teachers and students, this program requires reading skills in mastering English vocabulary, teachers and students are then motivated to memorize vocabulary one day before the English Day activity, which in the end all concerned school residents are also motivated to use English in learning activities in the school environment. Here are some statements from teachers and students:

Teacher 2 *"I feel that this program has been implemented well, plus it is used as a password to enter class on every English Day, making students motivated to memorize the vocabulary listed. I also feel a positive impact because every night before English Day, the English team announces the vocabulary through the Whatsapp group so that I also take part in this vocabulary learning."*

Student 2 *"In my opinion, this program has a positive impact because it requires reading and memory skills in English vocabulary. My English skills are low, so I really felt the impact after this program was implemented. If this program is implemented continuously, I believe the students' interest in reading will increase and so will their English skills."*

The results of the questionnaires and interviews showed three main benefits. First, teachers and students are motivated to learn every vocabulary presented in the book. That means, the "EVOLUSI" program is able to motivate students to understand the correct vocabulary. The teacher must train students on English Day, Tuesday and Thursday, to master the vocabulary several times, give direct commands and students respond while developing their oral skills . In line with Pranowo (2006) claims that most Indonesian learners lack strategies in dealing with new words. Therefore, this program can be applied as a new innovation for teachers to know an effective and relevant language for the target learners, in this case, young learners to develop vocabulary mastery.

Second, this program succeeded in growing interest in reading for both teachers and students. This means that this program can improve the literacy skills of all school members. This is in line with the School Literacy Movement of the Ministry of Education and Culture (2021), which is to move the ecosystem at the primary and secondary education levels to develop the character of students through the cultivation of the school literacy ecosystem which is manifested in the School Literacy Movement so that they become lifelong learners.

In addition, the activities in this program are 15 minutes of reading non-lesson books before the start of study. In this case, this activity is carried out to foster student interest and improve reading skills so that their knowledge and vocabulary of English can be mastered better. Therefore, an important breakthrough from this program involves all school members, starting from school principals, teachers, education staff, students, and related professions from all school residents.

Third, from the results of the questionnaires and interviews, there are improvements in three main characteristics, namely, the ability to communicate, the ability to collaborate, and the self-awareness of students in mastering new vocabulary. That means, this program is in line with the vision of building three of the six dimensions and key elements of strengthening the Pancasila Student Profile (Aditomo, 2021); (1) global diversity for the ability to communicate, (2) mutual cooperation for the ability to collaborate, (3) independent for self-awareness of the process and learning outcomes.

Furthermore, this program also has a positive impact on residents in the school environment to learn English. This pocket book is equipped with 11 sub-sections of vocabulary which include touching several professions that work in the school environment, such as: (1) vocabulary for librarians, (2) vocabulary for extracurricular coaches, (3) vocabulary for canteen managers, (4) vocabulary for school clinic nurses, (5) vocabulary for Front Office employees and (6) vocabulary for hostel managers.

In addition, the team has socialized the "EVOLUSI" program in several webinar activities, such as: Podcast One Day One Innovation Balitbangda South Sumatra, RRI Palembang, Talk Show Palcomtech Opi Palembang, and Webinar Sharing Good Practices NTPD (National Teacher Professional Development) Musi Banyuasin . Based on participant feedback, this program received positive responses from several fellow teachers from other schools to be implemented in their schools. The following is a statement from one of the participants in the webinar:

Participant 1 "It's nice to be able to learn together, I feel that I have learned something new from the English Day- Bilingual Program at School material, that collaboration and communication are one of the keys to the successful implementation of this program. One thing that inspires me is the English Vocabulary Submission program. This program is very useful for teachers, especially teachers of non-English subjects. Thank you for sending the material via my email. I think this program can be implemented to encourage bilingualism in my school."

Plus, as an innovation the "EVOLUSI" program has been included as a nomination for the top 10 Innovative Government Award (IGA) of South Sumatra Province in 2021. This can be interpreted that the "EVOLUSI" program has been included as a selected innovation program promoted by innovators (writers) who aims for an innovative and creative culture to grow and develop in the people of South Sumatra, and has created new innovations that can provide benefits to the community.

In terms of innovation, this program has sustainable prospects. The team of writers consistently implements the "EVOLSI" program at the junior high school/equivalent level in an effort to improve literacy and vocabulary of English, as a result, teachers and students will have mastery of up to 2,100 vocabularies for three years of study or as many as 350 vocabularies per semester.

Therefore, to support the sustainable implementation of the "EVOLUTION" program at the junior high school/equivalent level, the writing team has prepared a plan for the preparation of a sustainable pocket book in order to achieve the expected vocabulary target. Table 2 presents a plan for the preparation of books on an ongoing basis:

Table 2. Plan for Sustainable Development of Pocket Books

No	Title/Pocket Edition	Publication Date	Book Theme
1	350 Vocabularies Submission – First Edition	Juli/2021	School
2	350 Vocabularies Submission – Second Edition	Januari/2022	House
3	350 Vocabularies Submission – Third Edition	Juli/2022	Nation
4	350 Vocabularies Submission – Fourth Edition	Januari/2023	Tourism
5	350 Vocabularies Submission – Fifth Edition	Juli/2023	Technology
6	350 Vocabularies Submission – Sixth Edition	Januari/2023	Business

For the first edition of the pocket book which has been compiled in July 2021, there are 350 English vocabularies consisting of 11 sub-sections with themes in the school environment, for example: (1) the classroom, (2) the library, (3) school subjects and extracurricular activities, (4) the canteen and how to shop, (5) the teacher's office, (6) the medical room, (7) the bathroom, (8) the front office, (9) dormitory, (10) communication by phone and (11)the entire school.

In terms of program formulation, the implementation of the "EVOLUSI" innovation program was made referring to the knowledge gained by the author in the Learning Teacher Education (PGP) organized by the Ministry of Education and Culture with the BAGJA approach. As follows :
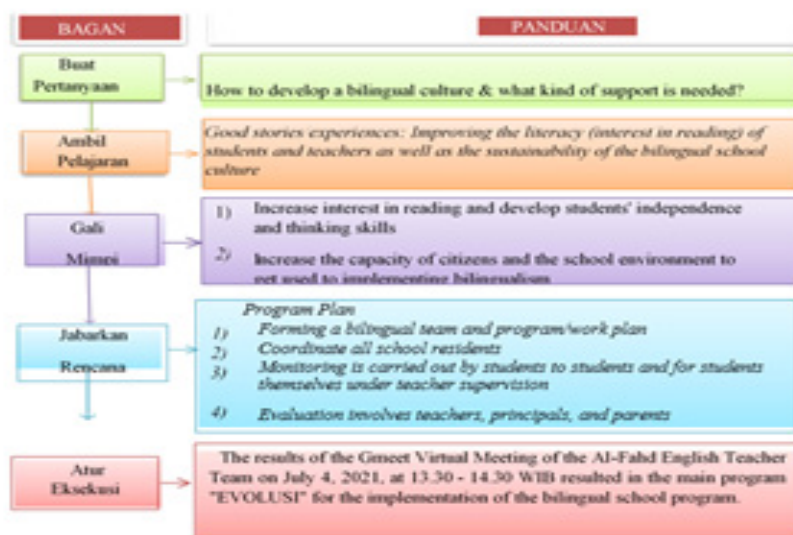

Figure 1. Formulation of the "EVOLUSI" Program through the BAGJA Approach

The BAGJA chart is a collaborative approach, focusing on the strengths, aspirations and hopes of teachers and students, as well as the school's vision and mission (Nurkaenah, 2020). Therefore, the author believes that to make positive cultural changes it takes people who are willing to continue to innovate change, in this case all school members must be able to continue to develop themselves, and continue to move other people, both colleagues and students in order to realize the vision of the future. shared mission at school. Then, through the BAGJA approach, the formulation of the "EVOLUSI" program will be more structured. The flow of the implementation of the "EVOLUSI" program is explained in detail in the following chart.

For the second edition of the book which was published in January 2022, the English team has compiled 350 advanced vocabulary consisting of 12 sub-sections with the theme of home and home appliances, such as: (1) type of housing, (2) everyday activities I, (3) everyday activities II, (4) family members, (5) the bedroom, (6) the living room, (7) the dining room, (8) ramadhan vocabularies, (9) the kitchen, (10) personal care products , (10) household cleaning and laundry, (11) outside the home, and (12) the apartment building. Furthermore, for the third edition pocket book, fourth edition, fifth edition, and sixth edition in the period July 2022-January 2023.
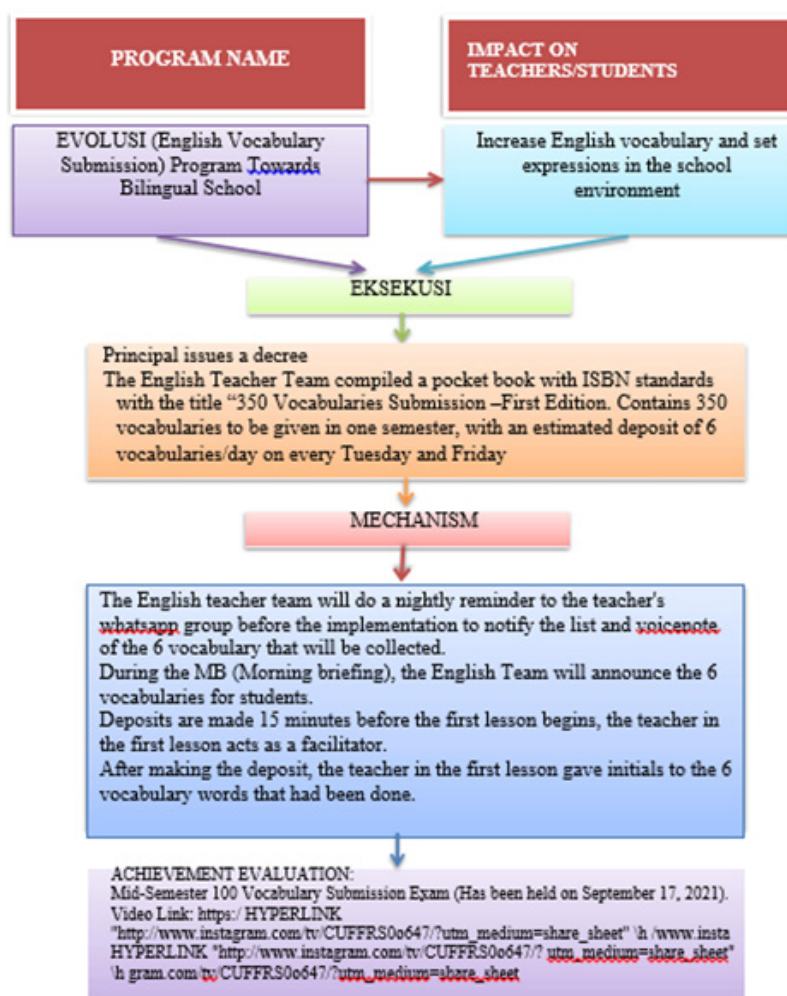
Figure 2. Flow of the "EVOLUSI" Program Implementation in the School Environment

Furthermore, in the second edition of the book the author made three core updates from the first edition of the book, in which this update became the author's good reflection/evaluation of this "EVOLUSI" program.

In addition, to advance the regional literacy movement, the "EVOLUSI" program is also in line with the "SI MANIS" program (Students read and write) which is part of the literacy movement in Banyuasin Regency (Banyuasin Regency Government, 2021). Therefore, this program is also being proposed as a massive movement throughout the Banyuasin Regency. In conclusion, the "EVOLUSI" program has the prospect of quantitative innovation and comprehensive benefits for writers, residents of relevant agencies, and local governments, especially Banyuasin Regency, South Sumatra Province.

Based on all the results of the survey above, the fact that this program provides motivation for teachers and students to master the vocabulary presented by the book which in turn gives confidence to communicate using English in daily activities. The author concludes that this program is important and applicable for the implementation of bilingual schools and is of great benefit as an increase in literacy which has an impact on all students and teachers as well as school residents to build character according to the Pancasila Student Profile philosophy which is global, mutual cooperation, and independent.

Table 3. Reflections on the Update of the Second Edition of the Book

No	First Edition	Second Edition	Objectivs
1	Teachers and students master 6 vocabularies/day	Teachers and students master 10 vocabularies/day	Based on the reflection on the implementation of the program in semester 1 (July 2021 - December 2021), the application of 6 vocabularies/day can be mastered by school members well. Therefore, in the second edition of the program and book, the author adds the number of vocabularies that must be mastered/day to 10 vocabularies/day.
2	The author sends a voice note of the vocabulary that must be mastered/day in the school's whatsapp group	The author has made a barcode that is used to access the voice in the correct pronunciation of vocabulary	barcodes on the entire vocabulary can be accessed by every reader on how to pronounce the entire vocabulary correctly. This can make it easier for readers to master vocabulary as well as an update in terms of school digitization
3	In practice, the teacher in the first lesson acts as a facilitator when students make vocabulary deposits	In practice, deposits during the first lesson are made by students in pairs	The purpose of deposits is done in pairs, meaning that deposits are made in pairs between students. This is good for instilling a sense of independence, confidence in communicating, and collaborating as the basis for the manifestation of the Pancasila student profile.

CONCLUSIONS AND RECOMMENDATIONS

This study examines the implementation of the "EVOLUSI" (English Vocabulary Submission) innovation program in schools towards Bilingual Schools. It is known that English is an international language so it is highly expected to be able to master it. Starting with enriching vocabulary, it is believed that students will feel confident to communicate in English so that the expected bilingual school can be realized. It was concluded that (97.1%) school residents agreed that they were more motivated to learn every vocabulary presented in pocket books, (96.2%) school residents agreed that they felt the English Vocabulary Submission program fostered interest in reading, (93.5%) School residents agree that they have collaborated with friends/colleagues to learn the pronunciation of English vocabulary correctly and fluently, (88.2%) school residents agree that they are confident to communicate in English in every daily activity at school and (83.2 %) school residents agreed to have self-awareness to memorize the required vocabulary one day before the English Day activity.

From the results of the interviews, it was concluded that several teachers and students felt that this program was able to create a bilingual culture in schools so that they were motivated to have good English skills, especially vocabulary skills which are the initial foundation in encouraging the realization of self-confidence to communicate in English. (speaking skills) while in the school environment everyday. Also, the "EVOLUSI" program received a positive response from other school colleagues who stated that this program was a program that had a very big impact in realizing bilingual schools so that they felt the need to do the same in their schools.

Thus, in its application, through the "EVOLUSI" program, it can be concluded that there are three main benefits; (1) Increasing the confidence of teachers and students in vocabulary skills for school residents can be realized so that the expected bilingual school can be realized; (2) Fostering literacy of teachers' and students' reading interest can also be realized effectively and productively; (3) Building the character of students who are competent in realizing the Pancasila Student Profile with the dimensions of global diversity, mutual cooperation, and independence. It can be concluded that this innovation program has an important role and a big impact in realizing a bilingual school and building the character of the Pancasila Student Profile.

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