DESIGNING AN INNOVATIVE BILINGUAL ELEMENTARY SCHOOL FOR FUTURE LEADERS OF INDONESIA

Ni Nyoman Padmadewi
Universitas Pendidikan Ganesha Singaraja Bali
E-mail: padmadewi@pedulisesamaphilanthropicwork.org

Abstract

It is a national issue recently declared by the government that the schools in Indonesia with the status of RSBI (pioneering international standard) have been considered a great failure. However, up to now, there has been no alternative ways which have been considered and offered by the government on how the failed RSBI can be replaced by other systems which can satisfactorily produce competent students who have highly competitive skills; academically, socially and morally. What has been done so far by the government has been to replace the curriculum which is certainly not the best solution since the success of education does not entirely depend on the curriculum. This study, therefore, will discuss about an innovative bilingual elementary school, called North Bali Bilingual School (NBBS), which can be considered as an alternative for RSBI. The school was designed based on the paradigm of R& D type of research. The research started in 2010 and the school started in 2012. The school is a national plus school which has special characteristics and uniqueness. With two years of implementation close to completion, it is not too exaggerating to say that it has proven to be very successful. The programs and the system implemented have been under evaluation by experts and reviewed regularly in order to produce the best graduates from whom the quality of future leaders of Indonesia can be developed.

Keywords: bilingual school, North Bali

RATIONALE

Education has a very important role in life through which people will gain competence and skills which are needed for building self and society as well as building and developing the nation. As an enlightening process, education enables every individual to gain new knowledge and insight and gives perspective to students on how to lead their life in general. Education cultivates children into mature individuals who are capable of making decisions in life not only dealing with their individual life but as well as the life of their communities and the nation.

Among all levels of education, primary education is the first formal schooling provided for Indonesian students which will give a basic foundation for the next levels of education. The success of primary schooling will certainly influence the success of the next level of education. Primary school is also the first formal schooling which has a prime important role in building the basic concepts from which the next knowledge and skills will be built for the students' life and future demands.

Realizing its importance as the first stage of introducing key-concepts of life values, the government of Indonesia had paid serious attention on how to empower the primary schools and be able to produce competent graduates. One of the efforts which was conducted by the government was to set up RSBI (pioneering international standard) school programs in every regency in Indonesia. However, the RSBI program has been considered a failure and cannot achieve the goals of producing schools with international standards. The failure was rooted in several problems, one of which is assumed to be because little or no research was conducted prior to implementing the

program. Other important conceptual problems are derived from misconceptions about education which put emphasis solely on academic matters and ignore non-academic aspects like affective domains and psychological factors of the students. What happened in this system was that competence was defined as a cognitive matter reflected by scores but neglected the wholeness of students as human beings.

Another concern which needs to be taken into consideration is the character education inserted in school curriculum which aims at enabling every individual not only to gain new knowledge and insight, but also to learn proper behavior and be able to differentiate basic right from wrong. Basic character education is essential to help develop nation-building and future leaders of Indonesia. However, many primary schools do not have sufficient guidance and skills on how the character values are and can be inserted in the learning process and how the values are manifested in activities in schools. The changes have only been recognized in the level of lesson planning in which character values are explicitly mentioned but no clear systems on how the values are introduced and inserted in the process of teaching and learning in the classroom or in school.

Realizing the national concerns of the failed RSBI, and the need/ importance of inserting character education for building character values of students, it is expected that the government would introduce another policy for replacing the afore mentioned programs. However no such expectations have been socialized. For that reason, research on a new alternative of primary school with programs aimed at leading a school into international standard and quality needs to be conducted. This paper therefore is aimed at describing the results of research on an innovative bilingual school which has been considered successful in leading primary students to be competent and having good character with the hope that the school resulting from this research can inspire the government on how a new system can be designed and established for enhancing the quality of primary schools in Indonesia.

METHODS

This paper is a result of a two year research conducted in 2010 up to 2012. The research was designed in the form of Research and Development Paradigm following Logan's model (Padmadewi, 2012). The research was conducted in Singaraja, Bali and the product is an innovative bilingual primary school named as North Bali Bilingual School (NBBS). The school, as the product of the research, has been implemented since July 2012 and has been undergoing continuous review and evaluation by experts to maintain and guarantee its quality.

In order to suit the theme of the conference and because of the limitation of space, the success of the school reported in this paper is viewed from the literacy achievements in English use, even though its curriculum and central philosophies from which its success is rooted are also described sufficiently.

FINDINGS: THE PROFILE OF INNOVATIVE BILINGUAL SCHOOL

As mentioned previously, the school was started in 2012. Despite its young age, it is clear that the school has been successful in creating a positive atmosphere of high energy and a sense of joy that makes students truly like the school and enjoy every moment of studying at school. The success is contributed to by several factors. The following is the profile of the school resulted from the research.

This paper has been presented at Sriwijaya University Learning and Education-International Conference 2014. Faculty of Teacher Training and Education, Sriwijaya University, Palembang, May 16—18, 2014.

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Vision and Mission Statements of the School

The vision of NBBS is Empowering Global Learners through Quality Learning which Respects Diversity and the Mission Statements are a)Providing meaningful learning to achieve success, b) Developing awareness of life-long learning and love of learning, c) Providing an emotionally secure and a physically safe environment, d) Respecting Differences and Diversity, and e) Developing social care and contribution to community.

Curriculum

The curriculum is a set of plans and arrangements regarding the objectives, content and teaching materials and methods used as guidance for organizing the activities to achieve certain educational goals. Under the Law No. 20 of 2003 on National Education System Article 36 Paragraph (2) asserted that the curriculum at all levels and types of education developed by the principle of diversification in accordance with the educational unit, the potential of the area, and learners.

NBBS, as a national plus school and still uses the 2006 curriculum because when it was designed in 2010 the new curriculum of 2013 was not launched yet. Despite using the 2006 curriculum, how the NBBS curriculum has been implemented and manifested in the teaching learning process has been accommodating the drawbacks of the RSBI mentioned earlier and promotes the spirit of the 2013 curriculum.

In accordance with the mandate of the Republic of Indonesia Government Regulation No. 19 of 2005, the curriculum of the Education Unit at the Level of Basic Education refers to the content standards and competency standards and is guided by the guidelines of the National Education Standards Agency. For that reason, the curriculum of NBBS was developed as a manifestation of the basic education curriculum and organized based on the following principles:

Centered on the potential, progress, needs and interests of learners and their environment.

The curriculum of NBBS is organized and developed based on the principle that learners have a central position to develop their abilities in order to become people of faith, noble, healthy, knowledgeable, capable, creative, independent and democratic and responsible citizens. To support the achievement of that goal the development of learner competencies are adjusted to the potential, progress, needs and interests of learners and the demands of the environment. Having a central position means that learning activities are centered on the learner

Diverse and integrated

The curriculum of NBBS was developed by taking into account the diversity of characteristics of learners, the conditions surrounding communities of the school, appreciate differences and does not discriminate against religion, ethnicity, culture, customs, socioeconomic status, nor gender. This curriculum includes the substance of the components of the required curriculum, local content, and self-development in an integrated manner, which are linked and arranged in a meaningful and appropriate way.

Responsive to developments in science, technology and art;

The curriculum was developed based on the awareness that science, technology and art develop dynamically. Therefore, the spirit and content of the curriculum provides learning

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experiences for learners to follow and take advantage of developments in science, technology, and art.

Relevant to the needs of life;

Curriculum development is done by involving the community of NBBS to ensure the relevance of education to the needs of life, including social life, the business world and the world of work. Therefore, the development of personal skills, thinking skills, social skills, academic skills, and vocational skills is a necessity.

Holistic and Continuous;

The substance of the curriculum covers all dimensions of competency. The subject matter is planned, transferred and presented on an on-going basis at all educational levels.

Lifelong learning;

The curriculum is directed to the development process, acculturation, and the empowerment of learners in a lifetime continuum. The curriculum reflects the links between the elements of formal education, non formal, and informal with attention to environmental demands and conditions that will always improve the direction and the development of students.

Balance between national interests and regional interests.

The curriculum was developed by considering national interests and regional interests to build the life of the society, nation and the state. National interests and regional interests should complement and empower the motto of Unity in Diversity.

Additive Bilingualism

As the name implies, NBBS is a bilingual primary school which adopts additive bilingualism (a term introduced by Lambert (1974) in Beardsmore(1986) "in which the second language brings to the speakers a set of cognitive and social abilities which do not negatively affect those that have been acquired in the first language but where the two linguistic and cultural entities involved in being bilingual combine in a complementary and enriching fashion". This type of bilingualism was chosen by NBBS because the situation of bilingualism in which the students evolve, attribute positive values to both languages, and realizes the acquisition of the second language (English) as an additional important tool for thought and communication.

Although it is a bilingual school, bilingual situations are not only exposed through systematic or structured instruction in the classroom, but the fact that the availability of a native speaker of English in school beyond classroom and formal lesson hours allows natural bilingualism to happen and develop. Normally, in most schools, students have no opportunity to practice the language outside the classroom, but with a native speaker around, the students are not only involved in formal language teaching at school, but they are exposed to an environment where students and the native speaker can mingle in real life activities in a normal bilingual society in school. This school situation can lead students to have a natural English language acquisition which promotes their proficiency in English.

Utilizing the additive bilingualism so far has brought about positive effects because the teaching learning process may be repeated in two languages which not only helps students improve their competencies in English language use, but also the understanding and the process of

internalization toward the concepts introduced in their first language. Literacy in the two languages, (the first language, Bahasa Indonesia and the second language English) both develop well and neither of the languages denigrates at the expense of the other.

Character Education

Character education has been formulated in various ways and definitions, but all refer to how character can be cultivated in students in order to make them able to understand and differentiate between right and wrong conduct and between good and bad behavior and manners. Character education is all about basic human virtues, such as honesty, sharing, courage, equality and respect so that individuals can take their place as morally responsible and self disciplined citizens (in BuildCharacter.net at http://www.buildcharacter.net/).

In line with the motto and the philosophy of "Committed to Excellence", NBBS has the goal of helping students develop their character, academic and social skills, and discipline to a level of excellence. The philosophy is used as a foundation from which the programs are developed. For that reason, NBBS creates programs in order to strive not only for students' intellectual growth but also for building students' character. It should be considered that character education is a "top down" issue where teaching character is reflected by showing a model of proper manner and behavior by adults and started by the top management. For that reason, the core and fundamentals of introducing character education has to trickle down from the administration in a school, to teachers and finally to the students whose character is the target of governmental educational policy.

At North Bali Bilingual School, the students are asked to be part of not only the process of learning, but the process of character education. At NBBS, fundamentally, students are asked to take responsibility for their own actions and behaviors, asked to consider themselves not only as individuals but as part of the group, and accept both positive and negative consequences for their behavior. This philosophy of character education is manifested in all activities and areas of the school.

Character building is strengthened through empowering various kinds of school-wide or class reward programs until character values are formed and built. The kind of school-wide reward system used in NBBS is the use of 'coins' (small tokens). All teachers and staff carry "coins" (small tokens). Tokens are given out when students are "caught" behaving in the following ways:

1) Way-to-go Token – When students exhibit excellent behavior in a variety of ways, they may receive a "way-to-go" token. This token is especially valuable for students struggling to follow rules and behave well in certain circumstances.
2) Kindness Tokens – When students are "caught" being kind to friends, classmates, younger students or teachers and staff (or their parents), a kindness token can be given to them.
3) English Token – Being a bilingual school where the student's first language is not English, the students are encouraged to use English in a natural and appropriate way.

Students learn that every day is a new day and they have equal chances to gain tokens. The key is the immediacy of the token being given. Teachers verbalize the exact reason for the token. The power of positive comes into play at the moment of receiving the token. At the end of each day, students "deposit" their tokens in a class bank, telling their classmates why they received the token. A class reward for accumulated tokens is given.

Besides using a token system, various programs of character education are inserted in the process of teaching and learning melded with the classroom management system. The key is the

commitment of all stakeholders involved in school, the seriousness of the management in implementing it, the willingness of all to be consistent and the system of consensus that students are taught they are responsible for – both positive and negative.

Philosophies of Teaching and Best Practices in NBBS

To go with character education and in accordance to the principles of the curriculum adopted by NBBS as mentioned above, there are several philosophies of teaching and learning utilized in NBBS from which theories are put into practice and various kinds of teaching strategies are based.

Constructivism is the main paradigm used for teaching and learning in NBBS. Constructivism believes that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. (http://www.thirteen.org/edonline/concept2class/constructivism). In line with that philosophy, many teaching practices can be put into implementation which encourage students to use a lot of experiments, real-world problem solving to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teaching learning processes in a constructivist classroom encourage students to constantly assess the activities which help them gain understanding. The students are given chances of questioning themselves and strategies they use, so that they can lead themselves into 'expert learners' which allow them to have ever-broadening tools to keep learning and learn "how to learn".

Hooked to that philosophy, NBBS teachers always encourage students to construct their own knowledge gained from their own experiments and project/task based learning, rather than memorizing facts and mechanically ingest knowledge and information from teachers. The teachers provide students with skills of problem-solving and inquiry based learning activities from which students formulate their ideas and test their own 'hypothesis', make inferences and draw conclusions through group work and collaborative learning. The teachers transform students from passive learners into active participants in the learning process in the classroom.

Complementary to the paradigm above, the Whole-Person Approach (Curran's view in Richards and Rogers, 2001) which encourages whole-person learning is encouraged and used as another important principle of the learning process in NBBS. Such learning is a key element in NBBS which views learning as a holistic one from which all aspects of cognitive, affective and psychomotor domains are well developed as a whole entity. Whole-person learning allows students and teachers to be involved in the process of interaction with experiences and a sense of their own wholeness.

As a philosophy, the whole-person approach is manifested in activities which promote feelings of security, and establish a sense of belonging. The students are helped to grow and develop with a secure feeling and anxiety-free environment, and learn to be independent until they are ready to be comfortable enough to take criticism and challenges associated with maturation. As a paradigm of learning, NBBS adopted Curran's acronym SARD (in Richard and Rogers, 2001), as a basis of designing activities. S stands for Security, that students must feel secure in order to have optimum learning. A is for attention and aggression. The approach recognizes the importance of students' attention in the process of learning so lack of attention should be taken as lack of students' involvement. Aggression applies to the way in which the students seek opportunities to perform their strengths by demonstrating what have been learned using the new knowledge and skill as a tool for self assertion. The teachers and schools are recommended to provide students

This paper has been presented at Sriwijaya University Learning and Education-International Conference 2014. Faculty of Teacher Training and Education, Sriwijaya University, Palembang, May 16—18, 2014.

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with appropriate rewards to sustain the new skills. R is for retention and reflection which is also another important part to be considered in whole-person learning. Students are encouraged to internalize what has been retained. Reflection is always carried out as a part of assessing the stage of progress and development, and also identifying the weaknesses and limitation before re-evaluating the goal of learning. D, the last part, stands for discrimination. Students are expected to classify and build the mapping and network of ideas. This discrimination process is promoted as a kind of competences and skill for using language in real life outside the classroom.

This whole-person learning becomes the spirit of how students must be treated by teachers at the school. The students' feeling and emotion is considered as important as their cognitive aspect both of which therefore need to be developed in balance.

With these philosophies underlying the education system in NBBS, the drawbacks of the previous RSBI programs faced by the government schools are not repeated in NBBS. For that reason, in order to establish and enhance the vision of the school which respects diversity as mentioned above, at the implementation level, the philosophies of learning described before are also supported and seasoned by the paradigm of differentiated instruction.

Differentiated Instruction is described as a process of learningwhich provides services for students of different needs in the same classroom which include a wide spectrum of learning abilities, styles, and needs, including students who demonstrate above-average intelligence, students who are considered "at risk of school failure", students with cultural/ language differences, students who are educationally disadvantaged, students who have a slow learning rate, and students who qualify for special education services (Choate 1993 in Nordlund, 2003). The paradigm of differentiation is adopted because it is realized that a class is composed of individuals (rather than being some kind of unified whole), so the teachers must be able to think and consider how to respond to the needs of different students, so that while teaching students as a group, the teachers also respond and pay attention to the different identities faced in the classroom.

Since differentiated instruction is utilized in the classroom, the instruction is started from where the students are, and not based on the materials provided in the syllabus. For that reason, the teacher is expected to be ready to provide a great range and variety of methods, techniques and modalities along with a wide range of complexity. In order to meet the different needs of the students, the teacher is also required to enrich and provide themselves with enough knowledge and patience, with pedagogical skills including the skill of managing the classroom, in order that every student will have enough attention, each of them can be in the zone of comfort, and enjoy their learning process and can be on-task during the process of learning in the classroom. The teachers are challenged to provide help which recognizes the children as unique individuals, regardless of the levels they are assigned in the teaching learning process in the classroom.

It cannot be denied that managing mixed abilities with differentiation in the same classroom is not an easy job and many teachers see it as problematic or difficult. In NBBS, we try to make this manageable by applying the Tomlinson model of differentiated instruction which offers the three methods of differentiating instruction for any curricular area such as modifying the content, the process of learning, and the end product (Tomlinson 1999).

In the process of modifying the content to suit the students' different needs, the teacher provides them with different material tailored to the students' needs but still referring to the core content as guide-lined in the syllabus; only adjusting the complexity of the material. Not only that, but at times, the students are also allowed to make choices about what material they will go on

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with. They can be offered a range of possible exercises and they can choose the ones they want to do.

For the modification of the learning process, the teacher can utilize many kinds of strategies and techniques in order to teach each concept. The students can be given different tasks based on their levels. For more advanced learners, the students might be given many opportunities to work by themselves, and also study all aspects of the topics for the content component. For those who are struggling, they might be expected to do less for the content component and the teacher might utilize direct instruction to give better guidance for the students. Students who are in-between might be assigned to work in groups with the occasional help of the teacher and with a medium range to cover for content. In any of these cases, peer support may also be utilized, bringing great advantages to both advanced and struggling students. Peers supporting peers also strongly aligns with character education and basic elements of empathy and being human.

The end product of a differentiating classroom is usually conducted by varying the levels or degree of complexity of tasks or projects made by the students and the amount of the assignment which should be finished by the students. *Products* are ways through which students demonstrate and extend what they have learned which will vary according to the ability levels of the students. Students at an advanced level might be able to establish the best product in the most quantity, and those who are in-between might be able to produce something of an average level, while struggling students may only be able to finish their task with the guidance of the teacher. The assessment system applied to the end products made by students is based on indicators which are generated from the statements of basic competencies in the syllabus.

Another way of treating students in differentiated instruction is to include tasks which do not necessarily demand high linguistic proficiency but instead allow students to show off the talents they have. This is done in order to give every individual the chance to be the best at something even though they might be weaker on certain things compared with their classmates.

As a part of differentiated instruction, NBBS develops a range of enrichment activities which are placed in enrichment boxes. Enrichment Boxes are an opportunity for enrichment, review, and to teach independence and independent learning. . The boxes contain folders of "review" sheets of varying ability and dealing with varying concepts. These boxes also contain subject-oriented puzzles and games and other fun activities. Students must be able to do certain activities in order to complete the game or puzzle. Levels vary, so either an activity will be reviewed (already mastered), practiced (currently studying) or enriched (stretching boundaries of current level). A key to this system is choice for the students. Students will choose activities according to their interest, ability, confidence or mood. The concept for Enrichment Boxes is to have the students work independently and either review something they can do, or challenge themselves with puzzles, activities and games that require varied skills. If the student needs help from the teacher, generally speaking, they have chosen an activity that requires some dependency. Of course teachers can be flexible and help where and when possible.

The main principle and philosophy of using the enrichment boxes as a way of strengthening character education as stated above is a kind of actualization of how to help students with self-discovery and at the same time empower their critical thinking as well as to promote the students' appreciation of their achievement and individuality. This strategy is concurrently also used as a promotion of language, and thought development

Even though differentiated instruction is implemented in the classroom, it does not mean that every occasion is differentiated. There are many occasions when the teachers treat the students

in a lesson as one big class and give the same information. This is usually done for instructions or other classical activities.

This differentiated instruction and other philosophical concepts described previously underlie the teaching learning process conducted in NBBS which are manifested in a range of task or project–based activities. To guarantee the best result which promotes meaningful learning, the tasks must be designed following the principles that: activities that involve real communication are essential for language learning, activities in which language is used for carrying out meaningful tasks promote learning, language that is meaningful to the learner supports the learning process (Richards and Rogers, 2001). For that reason, the tasks must be planned well and made contextual. What happens in the classroom should be connected with what happens outside that has relevance to students. Education is most effective when it is experience-centered, when it relates to students' real need (Larsen-Freeman, 2000).

The tasks and various kinds of projects introduced in NBBS are also triggered by the facts that young learners learn differently from adults. They are different in some ways: they often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught, their understanding comes not just from explanation, but also from what they see and hear and more importantly have a chance to touch and interact with (Harmers, 2007). For that reason, introducing students with meaningful experiences through task-based activities provide a better context for the activation of learning processes and hence ultimately promotes better opportunities for meaningful learning to take place.

Since NBBS started in 2012, many kinds of tasks based activities have been implemented. Among those can be classified as follows:

Jigsaw or cooperative tasks

These kinds of tasks involve the learners combining different pieces of information to form a whole (for example a group of five students may each have different pieces of picture and have to piece the small parts of the picture together to make one big picture). The following photos show an example of cooperative tasks done collaboratively by the students. From this kind of task, the students learn many cooperative elements like negotiating with friends and also at the same time being engaged in the process of thinking of how one piece of information can be combined to make a whole piece of a drawing. This activity also promotes the use of meaningful English because the teachers give instructions in English which are necessary to understand to complete an interesting and motivating task or project.

Creative Tasks

These kinds of tasks promote students' creativity. Besides encouraging students' creativity, these kinds of tasks aim at promoting the ability of the students to respond through doing

something. By allowing students to see what the teacher and students do as a result of what the teacher said, it will be soon discovered whether they have interpreted the message correctly.

Cultural Tasks : understanding through seeing and involvement in the tasks

Seeing as a source of understanding is central to language work (Halliwell, 2004). This is because meaning is not only taken from language but also to language. By showing how the tasks are done with students, students will get the message. Besides that, as the name implies, the other purpose of the tasks is to create cultural understanding by students. This is in line with the vision statement of the school which respects diversity. Since some of the students in the school are from different cultures, the tasks like shown in the pictures aim at respecting the students' cultures and at the same time introducing different cultures to other students.

Problem solving Tasks (Scavenger Hunt): responding through doing.

Similar to the tasks explained previously, these tasks also promote students' understanding about language work by responding through doing. A Scavenger Hunt is a task which is language based which asks students to hunt for something hidden in certain places. The success of the task depends on the students' ability to understand the instructions written in the target language.

Art and Talent Tasks : promoting creative use of limited language resources

The drama tasks as shown in the photos below are intended to promote the development of the students to excel at making creative use of the limited language resources they have. Students

This paper has been presented at Sriwijaya University Learning and Education-International Conference 2014. Faculty of Teacher Training and Education, Sriwijaya University, Palembang, May 16—18, 2014.

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are creative with grammatical forms and also creative with concepts (Halliwell, 2004). In this task, students are trained to make their own drama using mixed languages, not only to give the chance for students to develop their language and show their creativity but also to build certain characteristics of working with others, leadership, as well as critical thinking skills.

Literacy Tasks: promoting students authentic literacy development

These tasks mainly aim at empowering students' literacy development. The tasks are designed in a fun way in order to promote joyful and meaningful learning. A fun reading aloud activity, for example, is always done during International Reading Aloud Day. Students carry a book all day and do D-E-A-R (drop everything and read) when a bell gives a signal all through the day.

Another kind of literacy task is called "Reading Buddy" where students work with their buddy to exchange reading and sharing of stories. Reading Buddy, besides being for literacy skill, is also done for encouraging the development of cooperative characteristics, tolerance, acceptance and also mutual understanding. Other literacy tasks can be in the forms of story reading, novel study or just simply giving students certain literacy remedial treatment for those who need a "literacy boost".

Language across curriculum and Thematic Tasks

These kinds of tasks provide students with a lot of experiments aimed at exposing students to experiences about how things work and training them on how to explain the process to others. These kinds of activities are designed following the students' ages and stages of development they

go through. Referring to Piaget's theory children start at the sensory motor stage, then proceed through the intuitive stage, and the activities expose them to experience the concrete operational stages before finally reaching the formal operational stage where abstraction becomes increasingly possible.

Decision Making , Opinion Exchange Tasks and simulation

These tasks like shown in the pictures below are all intended to allow the students to practice the use of English as the target language. The teacher provides them with the opportunities which urge students to communicate using English. The use of English is demanded not only by the fact that the English teacher is a native speaker but also by the games/tasks. The students engage on task not only because the activities are fun but also the fun element itself creates a desire to communicate. Beside that the games also can create unpredictability which promote the urge to communicate even though sometimes with inept language.

All tasks above provide benefits on the pedagogical values as a vehicle for promoting communication. Besides that, the tasks also enhance the power of authentic literacy as well as the authentic language use needed for future demand in real life of the students. Some activities are designed for enhancing students' English proficiency through direct learning but some are also designed to empower students' capacity for indirect learning. Both conscious direct learning and subconscious indirect learning are beneficial for students. Conscious direct learning promotes accuracy while subconscious indirect learning enhances students' spontaneity.

Other Innovative Programs:

In addition the tasks above, other innovative programs are also carried out in NBBS. The importance of parents' involvement to enhance the execution of the programs cannot be denied. For that reason, certain systems are created in order to allow parents' involvement to be formalized conducted through certain program like having teacher-students-parents conference and observation day for parents. Besides those programs of parents' involvement, parents are also encouraged to set time for improving children-parents emotional relationship through home reading tasks systemized by the school and controlled through the instrument called a Reading Log. This is extremely important and helpful because not only is it able to improve students' literacy but also successfully builds reading habits for students. The program also usually makes the concept and topic of reading central in student's homes and home life.

Students' Achievement

Through many kinds of innovative tasks as mentioned above, the school has been able to attract people's attention as being a "different" school in the area. Although the school has only been in operation since 2012, the way the school is managed and operated has been able to bring

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about significant results. The indicators of success are clear and the students' progress is explicit. The success firstly can be seen through the academic achievement of the students in understanding the content of syllabus. However, the goal of the education in NBBS is not only related to the achievement toward the content but also concerns with the students' attitude and characters; the wholeness of students as human beings. It is proven that joyful learning created in NBBS has been able to make students have a very positive attitude towards every activity conducted in school. Not only that, good characteristics like confidence, critical thinking, risk taking and other positive characters start to bloom and therefore parents are very happy with their children's clear development.

The following is one example of how students can achieve English literacy beyond their ages.
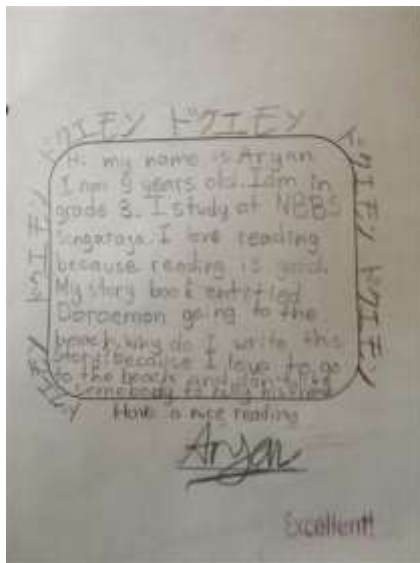
This photo shows how Aryan can perform his proficiency in English. The photo shown here is the last page of an English comic, made by Aryan. He has been able to exhibit his extraordinary mastery on English.

He is just in grade 3 but his English mastery is amazing because he has a good understanding about the pattern of the language. He is aware of the rules of the language and has been able to express himself with good coherent ideas.

The next photo is taken from a page of Aryan's comic.

The photo on the left side also shows the mastery of good English considering that Aryan is only in the 3rd grade. He is able to create several sentences with good grammar and good idea development.

Another example of student's success in understanding English can be indicated by the following result of a worksheet done by a student of 2nd grade.
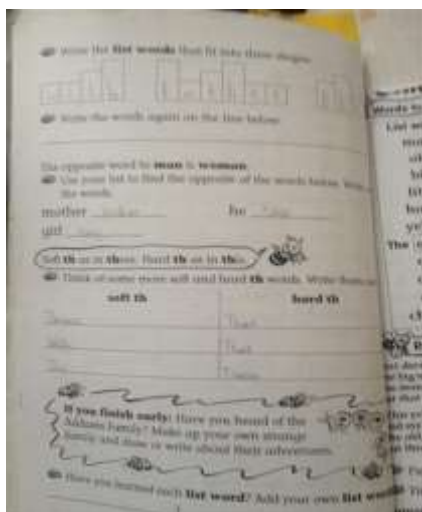
The picture on the left side shows that the worksheet is fully in English and the students are able to do the task correctly. The student is able to do the vocabulary task shown in the page. It is very clear that the student has no problem with the words and is able to grasp the message stated in the sheet.

From the evidences above, it can be stated that the students' capacity for learning the forms and grammatical forms of the language has been developing well. The various kinds of real tasks designed by the teachers in NBBS have been worthwhile not just as language exercises but also have been able to provide students with occasions for real language use and let the subconscious mind work on processing the concepts which are internalized in their brain for building new knowledge of the world.

CLOSURE

From the explanation above, it can be stated that the school which has resulted from this research strongly believes in the importance of how the paradigms adopted for achieving the goal of education are well designed and implemented with good understanding toward the principles of curriculum. The key elements adopted are to give the focus on the process rather the product, designing purposeful activities and tasks which emphasize meaning and communication. Students learn the language by using the language communicatively and purposefully so direct learning as well as indirect learning takes place which promote the natural development of language use. Tasks and activities are made contextual and relevant to the needs of real life from which joyful and meaningful learning are empowered.

Understanding the characteristics of young learners who have an enormous capacity for finding and making fun, and enjoy play and activities relevant to their age development, is a basis for teachers how tasks are designed and managed so not only their achievement concerning content can be improved but also students' characters can be built and developed. Inserting character values through the tasks and activities done by the students allows their attitudes to develop in the positive directions from which character needed for future leaders are formed and developed.

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This paper has been presented at Sriwijaya University Learning and Education-International Conference 2014. Faculty of Teacher Training and Education, Sriwijaya University, Palembang, May 16—18, 2014.

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