



IMPLEMENTATION OF THE TRILINGUAL HANDBOOK AND ANTI-BULLYING ACTION FOR TEACHER WORKING GROUP IN ENREKANG CITY

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Abstract

This study aimed to implement the Trilingual Handbook for English language teaching and the Anti-Bullying Action strategies across 8 elementary schools in Cluster 1, Enrekang Regency. The program was designed to improve English teaching through the integration of local wisdom-based materials and to foster safer school environments through structured anti-bullying campaigns. The Trilingual Handbook was successfully adopted by 4 out of 8 schools, demonstrating its potential to enhance language learning when effectively applied. However, challenges such as time constraints and unfamiliarity with the new methods hindered full adoption in the remaining schools. The Anti-Bullying Action strategies were implemented in 7 out of 8 schools, leading to a significant reduction in bullying incidents and improved student awareness. These results indicate that the program had a positive impact, although ongoing mentoring and support are essential to ensure full and sustained implementation across all schools.

1. Introduction

Elementary education plays a pivotal role in shaping the character and skills of young learners. However, in Enrekang Regency, particularly in Cluster 1 elementary schools, there are notable challenges in implementing effective English language instruction and addressing the pervasive issue of bullying among students. English, once a compulsory subject in the curriculum, has now become an optional extracurricular activity due to the scarcity of teachers equipped with the necessary skills to teach the language. As a result, many schools in this cluster have discontinued their English programs, replacing them with other activities, which presents challenges for students as they progress to higher levels of education where English is a required subject.

In addition to the difficulties surrounding English instruction, the integration of technology into education has been shown to improve learning outcomes. Technology-based tools enable interactive and flexible learning, fostering student engagement and improving comprehension (Jenita et al., 2023). However, in many schools, especially in rural areas, the lack of trained educators and resources limits the use of such technology (Oktarina et al., 2021). Digital tools like interactive e-books and multimodal resources have

proven to enhance student engagement, particularly in language learning and literacy skills (Laili et al., 2021; Budiarti et al., 2022).

Additionally, multimodal interactive e-modules have been shown to improve language structure learning by offering diverse resources that suit different learning styles (Daud et al., 2024). The use of these tools, especially in schools lacking traditional resources, could greatly benefit student engagement and understanding.

Bullying remains a serious concern in these schools. Despite teachers' efforts, both physical and verbal bullying continues to occur frequently, indicating a need for new, innovative strategies to prevent bullying and promote a safer school environment. The integration of digital learning tools like interactive e-books has been effective in promoting a safer school environment while also facilitating English language learning (Marselina et al., 2019).

2. Literature Review

1. Trilingual Education in Multilingual Contexts.

Trilingual education, which promotes the learning of three languages (local, national, and international), has been increasingly recognized as an effective approach in multilingual societies. The concept of trilingualism is particularly relevant in regions such as Indonesia, where local languages like Bugis coexist with the national language (Indonesian) and an international language (English). According to García and Wei (2014), trilingual education allows for the preservation of local culture while enhancing global competences, which is essential in the face of increasing globalization.

In Enrekang, the implementation of a Trilingual Handbook is critical in helping teachers effectively navigate this complex linguistic landscape. Studies show that successful trilingual education often depends on teachers' ability to integrate all three languages in classroom instruction (Baker, 2011). Teacher Working Groups (KKG) play a significant role in supporting teachers to develop the necessary skills through collaboration and shared experiences.

2. Challenges and Benefits of Trilingual Handbooks

While the benefits of trilingual education are well-documented, the challenges associated with its implementation are significant. One of the primary barriers is the lack of teacher preparation for managing multilingual classrooms. According to Baker (2011), many teachers lack training in second or third language pedagogy, which can hinder the effectiveness of trilingual programs. Additionally, resources such as handbooks must be designed to be both pedagogically sound and culturally relevant. KKGs offer a platform for teachers to share strategies and adapt the handbook to their specific local contexts.

The integration of trilingual handbooks also offers benefits, such as enhanced cognitive flexibility for students and the ability to switch between languages effortlessly. Research by Cummins (2000) demonstrates that multilingual students tend to perform better academically, as learning in multiple languages enhances metalinguistic awareness and problem-solving skills.

3. Anti-Bullying Programs in Schools

Teacher Working Groups, or *Kelompok Kerja Guru (KKG)*, are integral to the successful implementation of both trilingual handbooks and anti-bullying programs. These groups serve as professional learning communities where teachers can share best practices, discuss challenges, and collaboratively develop solutions. Guskey (2002) highlights the importance of continuous professional development in ensuring that new educational programs are adopted effectively in the classroom.

In the context of anti-bullying programs, KKGs enable schools to implement policies with greater fidelity. A study by the European Commission found that schools that adopted a whole-school approach to tackling bullying, with the involvement of all staff members, saw more positive outcomes compared to schools that did not have such a collaborative approach (Downes & Cefai, 2016).

3. Research Methodology

This study primarily focused on assessing the extent to which schools in Cluster 1, Enrekang Regency, implemented the Trilingual Handbook for English teaching and the Anti-Bullying Action strategies. The research followed a structured methodology involving seminars and mentoring sessions, designed to encourage and monitor the adoption of these initiatives in the participating schools.

3.1 Initial Desk Study and School Selection

The first phase involved a desk study to identify the schools' readiness and capacity for implementing the Trilingual Handbook and anti-bullying strategies. Schools were selected based on their expressed interest in improving English teaching practices and addressing bullying concerns. Data from the teacher working group (KKG) in Cluster 1 were analyzed to understand the current state of English teaching and bullying prevention in the schools. The importance of teacher competency development in the effective adoption of these strategies was highlighted, aligning with previous findings that underscore the need for professional development in technology integration and language teaching (Oktarina et al., 2021).

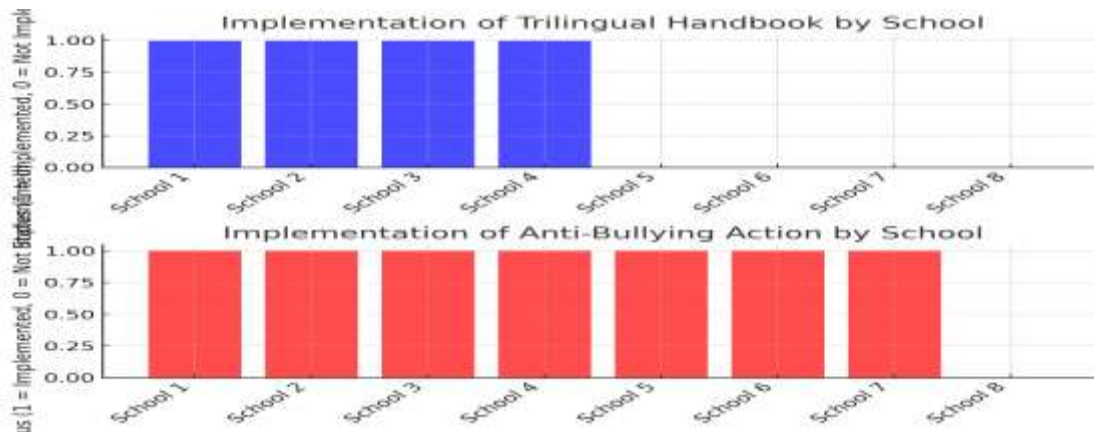
3.2 Seminars on Implementation

A series of seminars were conducted to introduce the program's key components:

- a. **Trilingual Handbook:** Teachers from selected schools attended a seminar on how to integrate the Trilingual Handbook into their English language teaching. The handbook, which combines English, Indonesian, and local languages, was presented as a practical tool for enhancing language instruction while promoting cultural relevance in the classroom (Ismail et al., 2023). The development and application of interactive digital books have been shown to be an effective means of improving student engagement and language skills (Marselina et al., 2019).
- b. **Anti-Bullying Action:** A separate seminar was held to explain strategies for implementing anti-bullying programs in schools. The teachers were trained on how to raise awareness about bullying and engage students through methods like Project-Based Learning (PjBL) and role-play, which have been shown to foster a safer and more inclusive learning environment (Chen et al., 2022). The integration of such methods,

along with digital learning resources, has been noted to enhance students' understanding of social issues and improve their ability to interact in respectful and meaningful ways (Budiarti et al., 2022).

4. Result and Discussion



4.1 Implementation of the Trilingual Handbook

Out of the 8 schools involved in the study, 4 schools successfully implemented the Trilingual Handbook in their English teaching practices. Teachers in these schools integrated the handbook into their curriculum and used it regularly in classrooms, demonstrating a significant improvement in their ability to teach English. The Trilingual Handbook, which incorporates English, Indonesian, and local languages, was well-received by both teachers and students. Teachers noted that students engaged more actively with the material due to its familiar cultural references, which made the learning process more relatable and less intimidating (Ismail et al., 2023).

Despite the successful adoption in half of the schools, the remaining 4 schools faced challenges in implementing the handbook. Some of the barriers included a lack of time to fully integrate the material into the school schedule, as well as some teachers' hesitation to adapt to the new teaching methodology. These schools cited a need for more time and additional mentoring before they could fully commit to using the handbook.

4.2 Implementation of Anti-Bullying Action

The Anti-Bullying Action strategies saw more widespread implementation. 7 out of the 8 schools initiated school-wide anti-bullying campaigns following the seminar. These campaigns included student awareness activities, such as role-play scenarios and discussions, which helped students understand the negative effects of bullying and how to prevent it. Teachers reported that these activities improved the school environment, with fewer bullying incidents being reported after the campaigns were launched (Chen et al., 2022).

The results of this study indicate that the Trilingual Handbook and Anti-Bullying Action strategies had a positive impact in the majority of the participating schools. The successful implementation of the Trilingual Handbook in 4 schools highlights the potential of using local wisdom-based materials to enhance English language learning in elementary education. By incorporating local languages alongside English, the handbook made the

subject more approachable for students, especially those who had previously struggled with English due to its foreign nature. This is consistent with findings from other studies on the effectiveness of culturally relevant materials in education (Marselina et al., 2019).

However, the challenges faced by the other 4 schools suggest that further support and resources are necessary to ensure wider adoption of the handbook in the future. Teachers in these schools indicated that time constraints and unfamiliarity with new teaching methods were significant barriers to the full integration of the handbook into their classrooms (Oktarina et al., 2021).

The high implementation rate of the Anti-Bullying Action strategies, with 7 out of 8 schools participating, shows that schools are eager to address bullying issues. The use of interactive methods like Project-Based Learning (PjBL) and role-play allowed students to better grasp the importance of anti-bullying measures, creating a more inclusive and respectful school environment (Chen et al., 2022). Interactive methods, such as role-play and digital learning tools, have been shown to improve student engagement and understanding of social issues (Budiarti et al., 2022). Additionally, the evaluation of multimedia coursebook materials used in these campaigns was essential to track improvements in student outcomes and ensure that the tools used were effective in both teaching and fostering a respectful school environment (Perdani, 2023).

5. Conclusion

The study on the implementation of the Trilingual Handbook and Anti-Bullying Action across 8 schools in Cluster 1, Enrekang Regency, revealed important insights into the adoption of these initiatives. The Trilingual Handbook was successfully implemented in 4 out of 8 schools, showing promise in improving English language teaching by integrating local wisdom through the use of both local and foreign languages. However, half of the schools faced challenges related to time constraints and unfamiliarity with the new methodology, highlighting the need for additional support and time for full adoption.

On the other hand, the Anti-Bullying Action saw a higher rate of implementation, with 7 out of 8 schools successfully launching anti-bullying campaigns. These initiatives were effective in raising awareness among students and reducing bullying incidents, showcasing the importance of interactive methods like role-play and project-based learning in addressing social issues within the school environment.

In summary, while both initiatives made positive impacts, especially in terms of fostering a safer and more engaging learning environment, the results suggest that ongoing mentoring and support are critical for ensuring wider and more sustained adoption across all schools.

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