

Stakeholder collaboration model for enhancing English communication competencies in early childhood teacher education programs

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Abstract: The need for English communication skills is increasing in bilingual early childhood education institutions, but there is no effective collaboration model to prepare competent graduates from early childhood education study programs. The objective of this study is to develop a role model for stakeholders to improve graduates' English communication skills. This research and development (R&D) study is based on the Borg and Gall model and involved 85 teachers, 24 school principals, and 14 PAUD program students. Data were collected through questionnaires, interviews, and focus group discussions (FGDs). Preliminary results of the study show that 98% of PAUD institutions have introduced English, but only 28% require teachers to have the appropriate skills. The developed internal-external collaboration model integrates learning strategies and field practices. Its effectiveness is demonstrated by a t-value (7.728) higher than the critical t-value (1.697), as well as by expert validation, which shows that 77% of respondents rated this model as "very good." This model has proven to be very effective in improving graduates' English communication skills, bridging the gap between field requirements and graduate competencies through systematic collaboration between higher education institutions and PAUD institutions.

Keywords: Bilingual education, Early childhood education, English communication, Stakeholder collaboration, Teacher preparation.

1. Introduction

English communication skills have become essential for college graduates, including graduates of the Early Childhood Education Teacher Training Program (ECTEP). The demand for Early Childhood Education teachers with English proficiency is increasing as bilingual and international Early Childhood Education institutions that use curricula such as the International Early Years Curriculum (IEYC), Cambridge, and Montessori continue to grow [1, 2]. The introduction of English from an early age has become a global trend, prompting Early Childhood Education institutions to incorporate English into their curricula [3].

The urgency of this study lies in the significant gap between the need for Early Childhood Education institutions for teachers who are able to communicate in English and the current competence of Early Childhood Education graduates. Preliminary survey results indicate that 98% of Early Childhood Education institutions introduce English to children, yet only 28% of institutions require teachers to have English communication skills. This gap has led many bilingual Early Childhood Education institutions to prefer graduates of English Language Education programs over Early Childhood Education graduates, despite the fact that English Language Education graduates lack adequate competencies in early childhood education.

This issue involves not only the individual abilities of graduates but also the education system, which involves various stakeholders. The involvement of internal stakeholders (students, lecturers, study programs, faculties, universities) and external stakeholders (schools, principals, teachers, alumni,

community) is crucial to developing graduate competencies in line with workplace needs. Without effective collaboration between these stakeholders, it is difficult for the ECTEP program to produce graduates with adequate English communication skills.

The role of stakeholders in improving the English communication skills of graduates of the Early Childhood Education Teacher Training Program has received significant attention as education becomes increasingly global and interconnected. Effective communication in English is not only a critical competency for educators but also an essential skill that facilitates children's empowerment in multicultural environments [2]. As the primary facilitators of language acquisition, teachers' ability to communicate effectively in English can profoundly influence the learning outcomes and developmental trajectories of young learners [2].

Research has emphasized the importance of teacher leadership in fostering an educational environment conducive to language development. Peer collaboration and professional learning communities that involve teachers in reflective dialogue can strengthen their communication skills and enhance their leadership capabilities [4, 5]. This is particularly relevant for early childhood education, where teachers must model language use and engage in positive interactions with students and parents to strengthen children's language acquisition [3]. Cultivating support networks among stakeholders—administrators, parents, and fellow educators is crucial, as these relationships can facilitate professional growth and innovation in teaching practices [6].

Teachers' emotional and social competencies play a crucial role in their effectiveness in teaching communication skills. Studies show that emotional well-being can have a significant impact on teacher-student relationships, thereby influencing student engagement and language development [7]. Ethical leadership from school principals and a trustworthy organizational environment are vital for motivating educators to pursue continuous professional development and improve their communication strategies [8].

Stakeholders in the education sector play a central role in shaping the communication skills of graduates of Early Childhood Education teacher training programs. Through effective support structures, leadership practices, and emotional encouragement, stakeholders can not only improve the quality of teacher education but also empower teachers to foster better communication skills in their students, thereby preparing them to participate in a diverse and interconnected world [1, 6].

Based on the identified problems, this study aims to address the following research questions:

1. What is the current factual model of stakeholder roles in improving the English communication skills of ECTEP graduates?
2. What stakeholder role model is needed to enhance the English communication skills of ECTEP graduates?
3. How effective is the developed stakeholder role model in improving the English communication skills of ECTEP graduates?

2. Literature Review

2.1. Stakeholder Theory in Higher Education

One key aspect of Stakeholder Theory in higher education is the recognition that institutions must balance the interests of diverse groups. Research shows that a comprehensive understanding of stakeholders facilitates the development of policies that are responsive not only to the needs of students but also to the needs of faculty, the local community, and industry partners [9, 10]. The findings of Osorio et al. emphasize the importance of effectively identifying stakeholder groups and considering their long-term impact on sustainability within an educational framework [11]. This approach can enhance the overall value proposition of higher education institutions by promoting collaboration that aligns with social and economic trends [12].

Stakeholder theory emphasizes the importance of accountability and transparency. By prioritizing these values, higher education institutions can foster trust among stakeholders, which is essential in an era where institutional legitimacy is increasingly linked to perceived responsiveness to stakeholder

demands [9, 10]. The concept of shared value creation is crucial; it suggests that institutions must create an environment where stakeholders can create shared value, thereby enhancing stakeholder satisfaction and institutional performance [13, 14].

The application of Stakeholder Theory encourages institutions to engage in proactive communication and interaction with their diverse audiences. As noted by Cheng, et al. [15], organizations that actively seek stakeholder input tend to innovate more effectively, particularly in responding to external pressures and expectations for green innovation [15]. This resonates in the literature on the evolving digital landscape in education, where stakeholder engagement is crucial in adapting curricula to meet emerging professional competencies and social needs, especially in the face of challenges such as digital transformation and sustainability [16, 17].

2.2. English Communication for Early Childhood

Effective communication in early childhood is crucial for language development and overall child growth. Early childhood marks a critical period for language acquisition, during which significant cognitive and social-emotional abilities are cultivated through interactions with caregivers and educators. Early language development is greatly influenced by the nature of interactions between children and educators [18, 19]. Storytelling and narrative practices significantly strengthen language abilities during this period, enabling children to learn new vocabulary, construct sentences, and effectively understand language functions [20].

Playful interactions and the use of simple, engaging language, often referred to as “baby talk,” are critical in supporting language development in young children [21, 22]. The need for rich linguistic input during the formative years facilitates effective language acquisition [23]. It enhances vocabulary acquisition and meaningfully engages children with language [24].

2.3. Collaborative Models in Teacher Education

Collaborative models in teacher education have gained increasing attention as an effective strategy for improving teaching practices, professional development, and student outcomes. One of the prominent benefits of collaboration in teacher education is its positive effect on teacher job satisfaction [25]. Collaboration contributes to increased job satisfaction among teachers [26]. Engagement in professional learning communities encourages positive interactions among educators [27].

Collaboration positively influences teaching effectiveness [28]. Collaborative learning facilitates a deeper understanding of theoretical concepts [29]. Educational settings that adopt such pedagogical models have observed increased engagement and cognitive elaboration among teachers, who emphasize that effective teacher collaboration enhances the implementation of innovative and student-centered teaching methods [30]. Various collaboration models, including co-teaching and structured lesson studies, have demonstrated significant benefits. Impact of co-teaching in improving access to general education for students with special needs, showing that collaborative teaching strategies help teachers support all students more effectively [31]. This highlights the need for specialized models tailored to meet the unique demands of different educational contexts. Effective collaboration is vital for successfully implementing education, building relationships that enhance student learning across various educational settings [32].

3. Method

3.1. Research Design

This study uses a Research and Development (R&D) approach based on the Borg and Gall model. This method stands out because of its structured stages, which aim to ensure that the developed product meets specific educational needs and quality standards. The initial stage involves a comprehensive needs analysis that serves as the foundation for the development process, enabling researchers to gather detailed information about the needs of the target audience [33, 34].

The Borg and Gall model includes a comprehensive ten-step process: identifying the problem, conducting a needs assessment, developing an initial product form, testing it in preliminary field testing, revising the main product, conducting main field testing, further revising the operational product, and finally disseminating and implementing the product [35-37]. This methodological rigor ensures that each educational product is not only effective but also practical and user-friendly. The steps are designed to incorporate feedback at various stages, enabling continuous improvement and refinement of educational resources [38, 39].

The research was conducted in three main stages: preliminary study, development, and evaluation. The preliminary stage analyzed needs, identified challenges faced by ECTEP graduates in English communication, and examined the role of stakeholders through literature review and field research. The development stage created a stakeholder role model based on literature review and field needs analysis, validated by experts and empirically tested through field trials. The evaluation stage conducted limited field trials and assessed the effectiveness of the developed model.

3.2. Sampling and Sample Size

The population consists of ECTEP study programs in Semarang City and Early Childhood Education institutions that use national and international curricula, ECTEP students, and ECTEP graduates who have become teachers in the last five years. The sample was selected using purposive sampling, consisting of 85 teachers from various Early Childhood Education institutions in Semarang City, 24 Early Childhood Education principals, and 14 ECTEP students from Universitas PGRI Semarang (UPGRIS) and the Open University.

Table 1.
Characteristics of Teachers.

Origin of Education	Sum	Percentage
Universitas PGRI Semarang (UPGRIS)	26	30.6%
IKIP Veteran Semarang	13	15.3%
Universitas Terbuka (UT)	18	21.2%
Universitas Negeri Semarang (UNNES)	9	10.6%
Universitas Soegijapranata (UNIKA)	6	7.1%
Other	13	15.2%
Total	85	100%

3.3. Research Instruments

The research instruments included questionnaires, interview guides, and validation sheets. The questionnaire collected data from teachers, principals, and ECTEP students regarding the role of stakeholders in English communication. The interview guide collected qualitative data from school principals and ECTEP study programs. The validation sheet validated the stakeholder role model developed by experts and practitioners.

The effectiveness of using Borg and Gall in R&D has been validated [40]. Instrument validity was tested using construct validity and content validity. Construct validity is done through expert judgment, while content validity measures the suitability of the instrument with the theoretical framework. Instrument reliability was tested to ensure consistency and accuracy in measurement.

3.4. Data Collection Techniques

Data collection techniques include: (1) questionnaire method to collect data from teachers, principals, and ECTEP students; (2) interview method for in-depth information from principals and ECTEP study programs; (3) documentation method for secondary data collection; and (4) Focus Group Discussion (FGD) for input and validation of the developed stakeholder role model.

3.5. Data Analysis

Qualitative data analysis used the Miles and Huberman model, including data collection, data reduction, data presentation, and conclusion drawing. Quantitative data analysis was used to analyze the results of model trials using statistical methods. Test the model's effectiveness using the T-test (one-sample test) with SPSS, where the model is considered effective if $t\text{-count} > t\text{-table}$.

4. Result

4.1. Factual Model of Stakeholder Roles

Analysis of existing conditions shows that stakeholder involvement is not optimal. The survey results showed that 98% of early childhood education institutions introduce English to children, but only 28% require teachers to have adequate English communication skills.

Table 2.

Characteristics of Stakeholder Engagement in English Communication.

Stakeholder	Active Engagement	Providing Feedback	Development Collaboration
Teacher	64%	56%	52%
Principal	42%	63%	63%
Student	100%	86%	43%

Data shows that stakeholder involvement in curriculum development is still limited. As many as 61% of teachers stated that the lecture material had not adequately facilitated English communication skills, while 56% had difficulty teaching using English.

The results of interviews with the principals of Early Childhood Education institutions that use English show that three schools already use English as the language of daily communication between teachers and students, while the other two schools that use English are still at the level of introducing or learning. The existence of a policy on using English as a daily communication tool cannot be separated from the curriculum used at the institution, namely the International Early Years Curriculum (IEYC), Cambridge, and Montessori.

Based on these findings, the factual model of the role of stakeholders in English communication in ECTEP graduates can be described as follows:

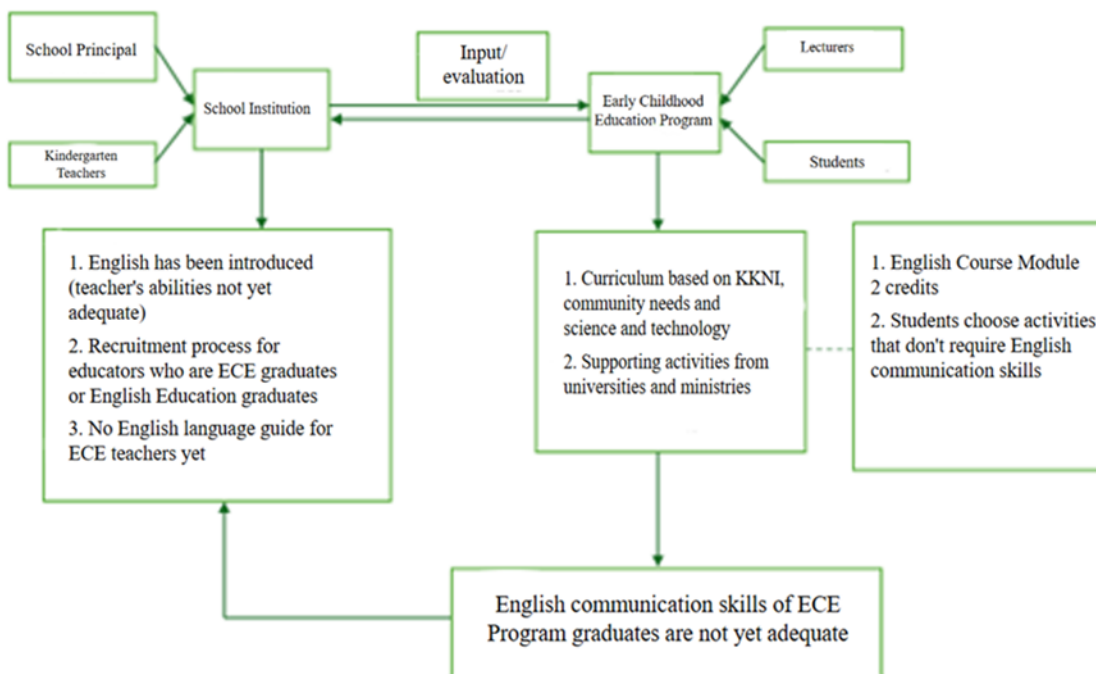


Figure 1.
Factual Model of the Role of Stakeholders in the English Communication Skills of ECTEP Graduates.

The factual model of stakeholder roles in English communication among ECTEP graduates illustrates the current situation where stakeholders, namely schools and ECTEP study programs, provide feedback or evaluation and collaborate in other educational activities. One example of feedback is curriculum development, although not all ECTEP study programs and schools are involved. Schools, as a place for students to practice teaching and as users of ECTEP graduates, have introduced English to young children, but this is not balanced with human resource competencies that meet the needs. The recruitment process carried out in bilingual Early Childhood Education schools tends to select graduates who can already apply English for daily communication.

ECTEP programs, as education providers and graduate producers, have curricula aligned with university values, associations, and community needs. However, students only receive two credit hours of general English courses. Supporting activities organized by universities and ministries aim to enhance graduates' English communication skills, but student participation remains limited.

4.2. Stakeholder Role Models Needed

Based on needs analysis and theoretical studies, a collaborative model of internal-external stakeholders was developed with the following components: (1) integration of English in courses with 60-90% usage; (2) interactive learning strategies with native speakers; (3) internship programs in bilingual schools; (4) international MBKM activities; and (5) English language development extracurricular activities.

The following is the model design that has been developed:

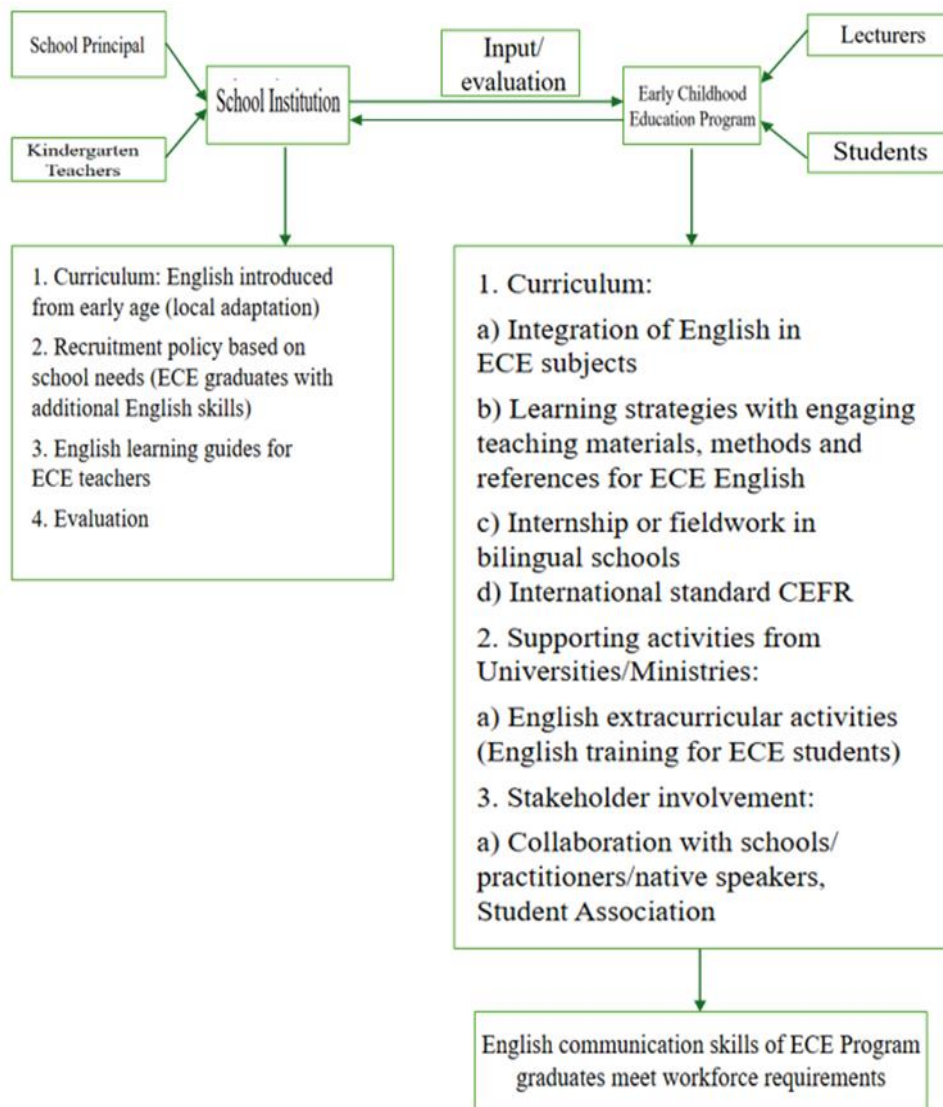


Figure 2.
Design of Stakeholder Role Model in Improving English Communication for ECTEP Graduates.

The stakeholder role model developed shows an integrated collaborative system between school institutions and the Early Childhood Teacher Education Program (ECTEP) in improving the English communication skills of graduates. This model involves internal stakeholders, including school principals, kindergarten teachers, lecturers, and students, as well as external stakeholders such as universities/ministries and bilingual partner schools. The implementation of this model is designed through a systematic approach that includes curriculum integration, innovative learning strategies, and active involvement of various parties to ensure graduates possess English language competencies aligned with the demands of the workforce.

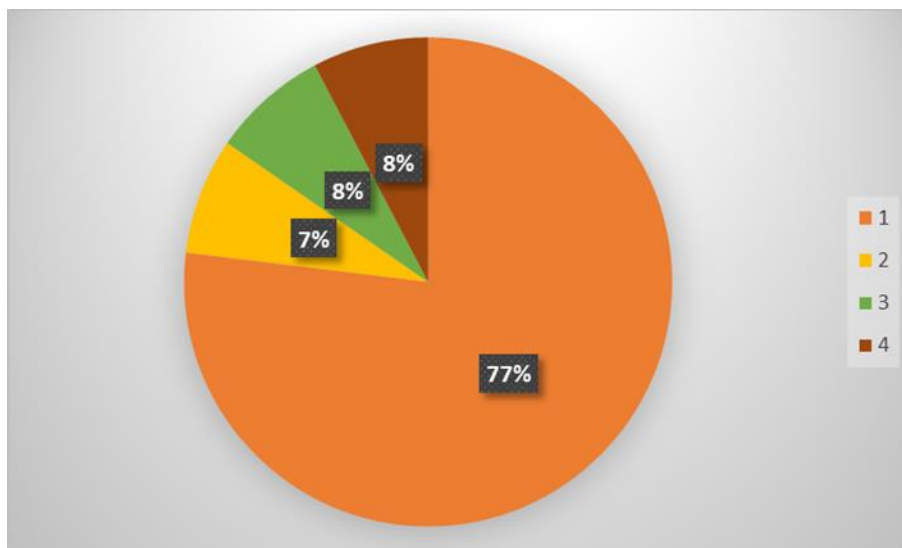


Figure 3.
Percentage of Stakeholder Role Model Assessment Results.

Expert validation results showed that 77% of respondents rated the model as “very good,” 7% as “good,” 8% as “fair”, and 8% as “poor”. FGDs with stakeholders resulted in recommendations for model refinement, particularly regarding the implementation of field practices and collaboration with international institutions.

The results of the FGD provided additional input for the model produced.:

1. Educational institutions play a role in providing English language training for prospective teachers before they begin teaching practice
2. Establishing cooperation with Special Education Units.
3. Setting standard benchmarks for English communication skills for ECTEP graduates
4. Involving schools as venues for practical training or internships
5. Cooperation involves not only bilingual schools but also national schools
6. Student participation is one of the keys to success
7. In addition to English communication skills, students also need to be equipped with an understanding of early childhood education.

Based on this input, a guidebook entitled “The Role of Stakeholders in Improving English Communication in the ECTEP Study Program” was developed, which contains guidelines on how stakeholders in higher education can collaborate to improve the English communication skills of ECTEP graduates.

4.3. Model Effectiveness Test

The effectiveness test involved 34 respondents with 11 assessment items. The Shapiro-Wilk normality test showed that the data were normally distributed ($p=0.139>0.05$). The one-sample t-test yielded a t-value of 7.728 > the critical t-value of 1.697, with a p-value of $0.000 < 0.05$, indicating that the model is significantly effective.

Table 3.
Model Effectiveness Test Results.

Statistics	Value
N	34
Mean	36.68
Std. Deviation	5.038
t-hitung	7.728
df	33
Sig. (2-tailed)	0.000

Based on the results of the effectiveness test using a one-sample t-test, it was found that the t-table value was 1.697, while the t-calculated value was 7.728. Since the t-calculated value (7.728) is greater than the t-table value (1.697), the null hypothesis (H_0) is rejected, indicating that the stakeholder role model in improving English communication among ECTEP graduates is effective.

The descriptive statistical results show that the mean value of the respondents is 36.68, significantly higher than the test value of 30, with a p-value of $0.000 < 0.05$, indicating that the stakeholder role model is significantly effective in improving the English communication skills of ECTEP graduates.

5. Discussion

5.1. Factual Model of the Role of Stakeholders in English Communication in ECTEP Graduates

The results of the study reveal a factual model of stakeholder roles that shows existing conditions that are not yet optimal in supporting the English communication skills of ECTEP graduates. The factual model shows a significant paradox where almost all Early Childhood Education institutions (98%) have introduced English to children, but only a small portion (28%) require teachers to have adequate English communication skills. This condition reflects a mismatch between the learning practices implemented and the qualifications of the educators.

Stakeholder involvement in the factual model shows an unbalanced pattern. Students, as internal stakeholders, demonstrate maximum active involvement (100%) and provide high feedback (86%), but development collaboration only reaches 43%. Conversely, teachers show moderate involvement in all aspects, with 64% active involvement, 56% providing feedback, and 52% in development collaboration. School principals have the lowest active involvement (42%) but show high development collaboration (63%). This pattern indicates that each stakeholder plays a partial role without systematic coordination.

The factual model also shows that the ECTEP study program only provides two credits of general English courses, which are insufficient to prepare graduates who can communicate in English for early childhood education. This condition is reinforced by the finding that 61% of teachers stated that the lecture material did not adequately facilitate English communication skills, and 56% experienced difficulties teaching in English. This indicates that the current model has not been able to bridge the gap between field requirements and graduate competencies.

The role of stakeholders in the curriculum development process, especially in early childhood education, remains a significant challenge for many educational institutions. Stakeholders, including educators, parents, community members, and government entities, play a crucial role in curriculum evaluation and development. Their input is necessary to ensure that the curriculum is aligned with the linguistic policies implemented in these institutions, such as using English as the language of daily communication. Emphasize the importance of formal written language policies that detail instructional rationale and professional development needs [41].

For Early Childhood Education frameworks such as the International Early Years Curriculum (IEYC), Cambridge, and the Montessori method, integrating multiple stakeholder perspectives enhances the relevance and effectiveness of the curriculum. Collaborative networks among stakeholders significantly impact educational programs, improving curriculum quality and community involvement in Early Childhood Education [42]. This collaboration is urgently needed as a response to evolving

educational demands and social needs, which require active stakeholder involvement in the strategic planning process of educational frameworks [43].

The need for structured language policies in international schools underscores the importance of collaboration among diverse stakeholders in the curriculum development process. Addressing students' linguistic needs in a multicultural context goes beyond the implementation of teaching practices; it requires stakeholders to establish written policies that define instructional goals and operational details for language use, as emphasized by Lehman and Welch [41]. Community collaboration has proven vital during crises such as the COVID-19 pandemic, where schools innovated through partnerships. Such strategies should be similarly applied to curriculum development [44]. Collaboration can foster diverse educational programs that meet student needs and broader educational standards.

Teachers and education leaders must also be key stakeholders in the curriculum. Their insights are essential to inform improvements and adaptations that address contemporary educational challenges and connect various educational initiatives, such as aligning curriculum design with community needs and professional standards [45]. The organizational structures of these institutions must support stakeholder involvement in all aspects of educational planning, ensuring that their voices are not only heard but also acted upon. This participatory approach leads to more effective educational practices and helps develop a strong understanding that is essential for both local and international contexts.

5.2. Analysis of the Role Model of Stakeholders Needed in Improving English Communication in ECTEP Graduates

This study successfully developed a collaborative internal-external stakeholder model that is responsive to the needs of improving the English communication skills of ECTEP graduates. This required model was developed based on a gap analysis of the factual model and theoretical studies on stakeholder theory and collaborative models in teacher education. This model integrates five main components that are interrelated and support each other.

The first component is the integration of English in courses with 60-90% usage, indicating the need for a transformation of the learning approach from a general course to an integrated learning medium. The second component is interactive learning strategies with native speakers, which provide authentic exposure and improve students' practical communication skills. The third component is an internship program in bilingual schools, providing relevant field experience in a real-world work context. This required model highlights the importance of systematic collaboration between internal stakeholders (students, lecturers, study programs, faculties, universities) and external stakeholders (school institutions, principals, teachers, alumni, community) in creating a conducive learning ecosystem.

Expert validation results show that 77% of respondents rated the required model as “very good,” indicating strong theoretical and practical validity. Input from Focus Group Discussions provided important recommendations for improvement, including the need for English language training by schools for prospective teachers, collaboration with Special Education Units, the establishment of English communication proficiency standards, and the involvement of schools as practice venues. These recommendations strengthen the model by providing concrete mechanisms for effective implementation.

Many graduates lack the necessary communication skills, with a substantial percentage citing poor English proficiency as a reason for reduced employability [46]. Institutions can better equip future educators to meet the demands of an increasingly global workforce [47]. Effective collaboration between regular teachers and special educators [48, 49]. The success of education depends on a cooperative approach [50].

Establishing standard benchmarks for English communication skills among ECTEP graduates is another important step [51]. School involvement as a practical training site or internship placement is crucial for bridging theoretical knowledge with real-world teaching experience [52]. Institutions are encouraged to foster strong partnerships with various schools, including bilingual and national institutions, to expand the scope of practical experience [53].

Commitment to the educational journey [54], active involvement in classroom settings in teacher readiness and effectiveness [55]. In addition to English communication skills, prospective teachers should also be equipped with a basic understanding of early childhood education principles [56]. Integrating these key components into teacher training programs ensures that educators are prepared holistically to support the diverse needs of young learners, further strengthening the critical nature of collaboration among education stakeholders, including parents and community members [50].

5.3. The Effectiveness of the Stakeholder Role Model in Improving English Communication in ECTEP Graduates

The results of the effectiveness test showed that the developed stakeholder role model proved to be significantly effective in improving the English communication skills of ECTEP graduates. A statistical test using a one-sample t-test yielded a t-count of 7.728, which is larger than the t-table of 1.697, with a significance value of 0.000, which is smaller than 0.05. These results provide strong empirical evidence that the developed model is highly effective.

The average respondent score of 36.68, which is well above the test value of 30, indicates that stakeholders' perceptions of the model's effectiveness are very positive. This indicates that the developed model is theoretically valid, practical, and acceptable to stakeholders. The effectiveness of this model can be attributed to its holistic approach, which integrates various learning strategies and systematically involves multiple parties.

The model's effectiveness is also reflected in the Shapiro-Wilk normality test results, which indicate that the data is normally distributed ($p=0.139>0.05$), indicating that stakeholder responses to the model are relatively consistent and reliable. This consistency is important because it shows that the model is effective for some stakeholders and widely accepted by various parties involved in the ECTEP education system.

Developing the guidebook "The Role of Stakeholders in Improving English Communication in the ECTEP Program" as an output of this effective model provides practical tools that higher education institutions can implement. This guidebook serves as an operational reference that facilitates the implementation of the model, ensuring that its effectiveness is not only proven statistically but also operationalized in educational practice.

The stakeholder role model is increasingly recognized as an effective means of improving communication skills, especially for English language acquisition among graduates of programs such as ECTEP (Early Childhood Education Teacher Education). This model emphasizes collaboration among various stakeholders, including educators, students, and the community, which ultimately fosters a more engaging language learning environment. This collaborative approach is crucial due to the multifaceted challenges faced by students in mastering English communication, including psychological barriers and a lack of effective practice opportunities [57-59].

Developing fluency and confidence in speaking English [60]. Learning through direct interaction allows students to contextualize language use, thereby strengthening communicative competence [61]. Programs involving community service or practical language application bridge the gap between academic learning and real-world communication needs [62, 63]. Collaborative learning environments [61] Align with Vygotsky's sociocultural theory, which states that social interaction plays a fundamental role in cognitive development, thereby enhancing students' ability to communicate effectively in English [58]. This structured program reflects the role of stakeholder models in ensuring sustained engagement, which is crucial for achieving long-term linguistic proficiency [64]. Collaborative methodologies and community-involving programs foster an enriched learning environment conducive to the development of language skills essential for professional success in today's global landscape [65].

6. Conclusion

This study successfully developed and tested an effective stakeholder collaboration model to improve English communication skills for graduates of the Early Childhood Education Teacher Training Program (PG-PAUD). The collaboration model between internal and external parties that was developed proved to be significant in bridging the gap between the needs of the world of work and the competencies of graduates.

The main contribution of this research is the existence of a systematic collaborative framework that integrates the roles of various stakeholders in the curriculum, learning process, field practice, and continuing professional development. With this model, universities can produce PG-PAUD graduates who not only have theoretical knowledge but also master essential English communication skills, so that they are ready to face challenges in bilingual educational institutions.

6.1. Practical Implications of Research

The findings of this study provide several important practical implications for higher education institutions and schools. Higher education institutions should revise the PG-PAUD curriculum to integrate English more deeply, rather than just as a complementary subject. This includes allocating more credits to applied English courses relevant to the PAUD context, such as English for Early Childhood Teachers. Universities need to build stronger strategic partnerships with PAUD schools, especially bilingual ones, for structured internship and practicum programs. This collaboration ensures that students' practical experiences are aligned with the demands of the job market. There is a need for regular English training and workshops for PG-PAUD students and lecturers. This model can be used as a guide for designing development programs that involve native speakers or practitioners from partner schools. By implementing this model, graduates will be more competitive in the job market, especially amid the increasing demand for teachers who are proficient in English in early childhood education institutions.

6.2. Limitations and Future Research

This study has several limitations that can be the basis for future research. This study focuses on the Semarang area, so the results may not be generalizable to all of Indonesia. Future research can expand the geographical scope to include various cities with different demographic and educational characteristics. This study did not analyze in depth other factors that affect English language competence, such as individual student motivation, socioeconomic background, or government policy. Future research could integrate these variables to gain a more comprehensive understanding. The effectiveness of this model was tested over a limited period of time. Future research could conduct longitudinal studies to evaluate the long-term impact of this model on graduates' professional careers and the quality of their teaching in schools.

Institutional Review Board Statement:

The institutional ethics committee has approved this study. All participants provided informed consent, and research data are kept confidential in accordance with ethical research guidelines.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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