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Uncovering the Philippines and Indonesian Teachers' Pedagogical Beliefs in the 21st Century Learning

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Abstract

In the 21st century, teaching English as a medium of instruction requires that educators possess high levels of competence and professionalism. Mastering integrated language skills is essential for designing effective learning scenarios in English as a Foreign Language (EFL) contexts. However, teachers often encounter various challenges and complexities in this process. This quantitative causal-comparative study explored the pedagogical beliefs of teachers in the Philippines and Indonesia regarding English language teaching. Specifically, this study aimed to examine the pedagogical beliefs of teachers from the Philippines and Indonesia about teaching English and identify any differences in these beliefs between teachers from the two countries. The research included 30 EFL teachers, with 15 participants from each country, randomly selected from state and vocational institutions. Data were gathered using a close-ended questionnaire, and statistical analysis was conducted with SPSS version 25. The results showed that teachers in both countries demonstrated strong pedagogical perspectives. However, Filipino teachers remained neutral about incorporating additional materials and media into lessons. These findings provide valuable insights into how teachers in the Philippines and Indonesia approach their professional responsibilities and reflect their perspectives on teaching English.

Keywords: Teachers' Beliefs, Pedagogy, Teaching English

INTRODUCTION

The teaching and learning of EFL involve a range of multifaceted issues that merit careful observation, particularly because many of these challenges stem from the obstacles faced by both teachers and students and their aspirations and needs in the learning process. In this study, the researchers focus on revealing teachers' perspectives from two states, the Philippines and Indonesia. In the EFL context, teachers play a central role in developing students' competence and guiding students to practice each competency linked to English skills, namely reading, writing, listening, and speaking. Teachers' perspectives deal with the pedagogical aspects as a discipline of teaching technique covering the learning objectives and strategies to achieve them (Fawns, 2022; Khalilovich, 2022; Murphy, 2003) is urgent here. The perspectives came from teachers from two states, bringing new perspectives to the realization

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of EFL teaching. The benefits of revealing teachers' perspectives affected the motivation for academic needs to improve teaching and learning quality.

This effort involves a pedagogical feature highlighting instructional practices, including educational aims and strategies, which are interconnected with teachers in creating scenarios. Unlike the bilingual education context, students can easily and naturally practice dual communication where their proficiency has the exact nature of 'ability' (Herda & Damayanto, 2022). Yet, in the EFL education setting, teachers have to think smartly and thoughtfully about how to make their students competent in English (L2) as the second language. This context is also linked to the depreciation of teachers' problems in teaching EFL students whose first language is not English. The researchers provided a chance for teachers to voice their pedagogical beliefs so that constructive suggestions could be given if they have problems or share what they need to get the academic balance between teaching duty and motivation. What teachers believe can also monitor their professional development that has been practiced or not during the teaching session.

In practicing their pedagogy, teachers must be the expert improviser (Sawyer, 2019), where active students need to learn creative knowledge in each subject. Consequently, teachers must transform themselves into excellent improvisers. They can teach each skill creatively with different projects and relevant instruction. However, most teachers face complicated duties based on the mandated laws and rules, so they can not explore their creativity and get stuck in monotonous activities. Dakhi et al. (2016) argued that in 21st-century learning, EFL teachers are worried about the rapid technological advancement forcing them to change their behavior and mindset to integrate digital tools. In line with that, teachers ideally have a unique role in transforming traditional teaching techniques into modern and up-to-date ones. Sometimes, for some teachers, the demands to integrate technology become a specter they will not expect. They tend to operate something efficiently without wanting to try another variation.

However, what teachers should perform must be based on the curriculum instruction. In the Philippines curriculum, Dakhi et al. (2016) stated that the change in adopting the new English curriculum, namely the Language Arts and Multiliteracies Curriculum (LAMC), requires teachers to do their pedagogy to establish language teaching and learning principles according to the essential principles of 21st-century learning. Meanwhile, Indonesia's curriculum is now known as *Kurikulum Merdeka,* a transformation that makes teachers independent in formulating the learning style in line with the 21st century Skill Standards (Waton, 2023). In this point, both the Philippines and Indonesia have applied curriculum transformation to improve teachers' pedagogical competence.

Thus, based on the situation in the two states, the researchers intend to conduct a study to reveal EFL teachers' pedagogical beliefs about teaching English. This study has two research questions:

1). What are the Philippines' and Indonesian teachers' pedagogical beliefs regarding teaching English?

2). Are there any different findings on pedagogical beliefs between the Philippines and Indonesian teachers'?

All research findings are expected to provide relevant insights for those interested in uncovering the perspectives of EFL teachers in the Philippines and Indonesia.

METHODS

The study used a quantitative method to examine data and find patterns related to research objectives. The researchers used a causal-comparative design to determine the cause or consequences of differences between or among groups of individuals (Fraenkel et al., 2022; Gay et al., 2012). At this point, the two groups were teachers from the Philippines and Indonesia. Therefore, the researchers observed a causal-comparative research exploration of the causes of the two groups (independent variable) to reveal their comparisons. The researchers present the design of the causal-comparative research in Table 1.

Table 1. Causal-Comparative Design

Group	Independent Variable	Dependent Variable
I	C_1	O
	The Philippines Teachers	Pedagogical Beliefs
II	C_2	O
	The Indonesian Teachers	Pedagogical Beliefs

This research involved 30 secondary high school teachers, 15 of whom were from the Philippines and 15 from Indonesia. The random sampling technique was applied, and individuals from the two countries' populations had an equal and independent chance of being selected as participants. The participants' demographic data covering gender and age are presented in Table 2.

Table 2. Participants Demographic Information

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender					
Valid	Female	16	53.3	53.3	53.3
	Male	14	46.7	46.7	100.0
	Total	30	100.0	100.0	
Age					
	Above 30	21	70.0	70.0	70.0
	Under 30	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

In this case, the researchers used a closed-ended questionnaire of a Five-point Likert Scale consisting of five values (5= strongly agree, 4=agree, 3=neutral, 2=disagree, and 1=strongly disagree) to gather information from respondents. They set 17 relevant statements for four indicators reliably and validly, as the Likert Scale questionnaires were to measure the participants' behavior and perceptions (Radhakrishna, 2007; Sugiyono, 2009; Taherdoost, 2016). Furthermore, questionnaire sheets also become a written collection of self-report questions to be answered by the students as research participants (Fraenkel et al., 2022; Gay et al., 2012). In this study, the questionnaire sheets were sent to the respondents, and the researchers protected their identities.

Table 3. A Questionnaire Items Classification

Indicator	uestion Items Classification
Teaching Background	1, 2, 3
Perceptions of English Skills Mastery	4, 5, 6, 7
Perceptions of Developing Professional Competence in Pedagogical Aspects	8, 9, 10, 11
Perceptions of Technology-Enhanced Language Teaching (TELT) in This Era	12, 13, 14, 15

To analyze the findings from the questionnaire, the researchers used SPSS version 25 to find the descriptive statistics data and the frequency of each response from questionnaire items. Table 3 provides the way to interpret the questionnaire findings. The five-point Likert scale shows the behavior continuum from the most negative to the most positive response (Widoyoko, 2012), referring to the frequency of answers for each item. Additionally, the interval data from the questionnaires were analyzed by counting the mean score (Sugiyono, 2012) that belonged to the descriptive statistics. Thus, the researchers interpreted the adjectival rating of each item using the mean scores, referring to Pimentel's (2010) five-point Likert Scale, as shown in Table 4.

Table 4. Adjectival Rating Interpretation

Interval	Adjectival Rating
1.00 – 1.79	Strongly Disagree
1.80 – 2.59	Disagree
2.60 – 3.39	Neutral
3.40 – 4.19	Agree
4.20 and above	Strongly Agree

RESULTS

This section presents the findings of the close-ended questionnaire, followed by a discussion in the next section. The findings were based on two research questions in this quantitative study as follows:

RQ 1= How are the Philippines and Indonesian teachers' pedagogical beliefs regarding teaching English?

RQ 2= Are there any different findings on pedagogical beliefs between the Philippines and Indonesian teachers'?

Philippines and Indonesian Teachers' Pedagogical Perspectives

Table 5 provides information on the Philippines teachers' pedagogical beliefs on teaching English. The researchers interpreted the findings based on the adjectival rating for each statement.

Table 5. Descriptive Statistics and Adjectival Rating of Questionnaire Findings of Philippines Teachers

	N	Mean	Adjectival Rating
X1.1	15	4.67	Strongly Agree
X1.2	15	5.00	Strongly Agree
X1.3	15	2.60	Neutral
X2.1	15	4.47	Strongly Agree
X2.2	15	4.67	Strongly Agree
X2.3	15	4.60	Strongly Agree
X2.4	15	4.53	Strongly Agree
X2.5	15	4.40	Strongly Agree
X3.1	15	4.13	Agree
X3.2	15	4.27	Strongly Agree
X3.3	15	4.40	Strongly Agree
X3.4	15	4.13	Agree
X3.5	15	3.93	Agree
X4.1	15	4.87	Strongly Agree
X4.2	15	4.33	Strongly Agree
X4.3	15	4.40	Strongly Agree
X4.4	15	2.73	Neutral
Valid N (listwise)	15		

The researchers show the same way to provide descriptive statistics information and adjectival rating of Indonesian teachers' pedagogical beliefs on teaching English.

Table 6. Descriptive Statistics and Adjectival Rating of Questionnaire Findings of Indonesian Teachers

	N	Mean	Adjectival Rating
X1.1	15	3.87	Strongly Agree
X1.2	15	5.00	Strongly Agree
X1.3	15	3.13	Neutral
X2.1	15	4.20	Strongly Agree
X2.2	15	4.27	Strongly Agree
X2.3	15	4.53	Strongly Agree
X2.4	15	4.87	Strongly Agree
X2.5	15	4.73	Strongly Agree
X3.1	15	4.33	Strongly Agree
X3.2	15	4.47	Strongly Agree
X3.3	15	3.73	Strongly Agree
X3.4	15	3.80	Agree
X3.5	15	4.27	Agree
X4.1	15	4.80	Strongly Agree
X4.2	15	4.47	Strongly Agree
X4.3	15	3.93	Strongly Agree
X4.4	15	4.60	Strongly Agree
Valid N (listwise)	15		

The Philippines and Indonesian Teachers' Pedagogical Perspectives

The mean scores indicate that most participants showed positive pedagogical beliefs about teaching English because most adjectival ratings are dominated by "Strongly Agree" and "Agree" in almost all indicators. However, the "Neutral" interpretation found in the Philippines teachers' information on the fourth statement (X4.4.) of the fourth indicator about Perceptions of Technology-Enhanced Language Teaching (TELT) in This Era *(The teacher must give students additional online material and media that support their proficiency)*. The mean score was 2.73. It can be concluded that the Philippines teachers did not have the idea to include online material and media as additional points for their students.
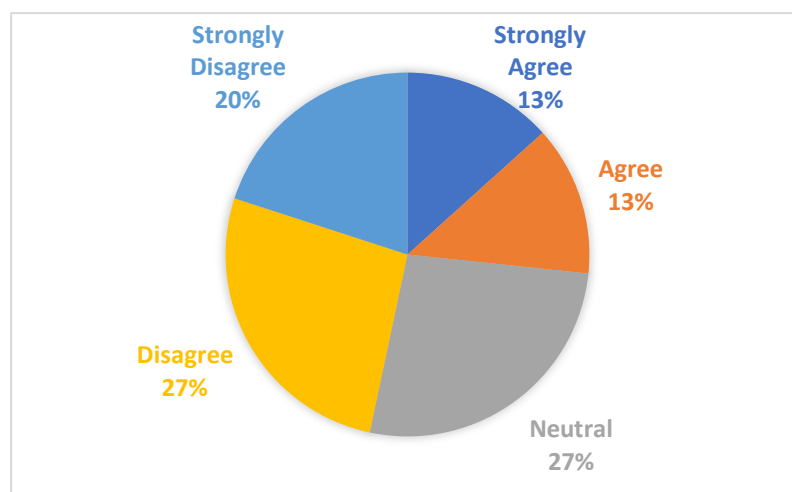

Figure 1. Teachers' Frequency Response for Statement Four (X4.4)

Of 15 participants, teachers who chose to be neutral, 27% (N=4) were accompanied by 27% who decided to disagree (N=4), and 20% strongly disagreed (N=3). More than half the participants chose opposing perspectives on this aspect. This situation caused the mean score to be categorized as low and interpreted as "Neutral." In line with this part, Figure 1 shows the response frequency for X4.4.

DISCUSSION

This section provides a discussion that deals with the findings of this study. There are some points to be further discussed. As the mean scores were interpreted, the Philippines and Indonesian teachers' pedagogical beliefs on teaching English were positive and indicated good. The first thing was about the perspectives on English urgency. In this case, teachers from two states strongly agreed with this urgency. In the era of lifelong learning, English plays a crucial role as a medium for both written and spoken communication. English as a cosmopolitan language (Chehimi & Alameddine, 2022) facilitates teachers' conduct of teaching scenarios and access to information from other cultures. Furthermore, using English for academic purposes provides a chance to transfer relevant or necessary knowledge and skills to students.

In line with the previous description, the next point discussed in this part is teachers' perception of English mastery. From the five statements (X2.1-X2.5), the researchers found that teachers in the Philippines and Indonesia strongly desired ample English mastery of speaking, writing, listening, reading, and integrated skills. Integrating the skills into language learning enables studying a language (Alakrash et al., 2021; Herda et al., 2024). In this case, EFL teachers must help students reach one of the main goals of becoming competent L2 users because English is the international language (Juan-Garau & Jacob, 2015). Teachers' consciousness about developing English skills sometimes makes them more sensitive. All learning scenarios must be thought out and arranged carefully based on the learning target.

Rostami (2016) argued that Non-native teachers who used and practiced language in an EFL context seem to miss the opportunities to experience authentic culture naturally. English is classified as an international language, necessitating educators to acquire proficiency in all linguistic facets to understand and effectively engage in conversation. Indeed, the way teachers learn each skill of the target language and culture teaching is also obviously influenced by educational forces (Bell & Borden, 2022; Bonu et al., 2022; Guchte et al., 2022; Rostami, 2016). EFL teachers are expected to have ample competencies to teach English properly. So, teachers showed their perspectives that they need more input on English skills.

Dealing with the idea of teaching and learning in the 21st Century, which focuses on the transformation in the educational environment, globalization, and internationalization (Boholano, 2017), the teaching and learning process gives opportunities to students to achieve critical skills consisting of critical thinking, communication, collaboration, problem-solving, and creativity (Fadel, 2008). Thus, the transformation of pedagogy will affect teachers' professional development to apply critical skills, which is an intellectual activity carried out actively to conceptualize, apply, analyze, synthesize, and evaluate information obtained (Muhammadin & Herda, 2024) to make EFL students critical thinkers to practice collaborative communication and authentic problem-solving (Naidoo, 2021; Namaziandost et al., 2022; Sari & Prasetyo; 2021).

Consequently, teachers must develop their professional skills since it equips them with the latest pedagogical strategies, methods, and tools tailored to diverse student needs. The findings of the third indicator in the close-ended questionnaire provide information about the teachers' perception of professional development linked to the 21st century skill, collaboration. In this context, collaboration happens among teachers with the same subject. It aimed to share fruitful ideas and experiences for the next actions in classroom implementation. A study by Hindin et al. (2016) revealed that teachers' collaboration may encourage the intellectual work of teaching. However, teachers need to do this when they get stuck or feel unconfident with continuous learning, where the students are more critical from moment to moment.

As a work-related process, teachers' collaboration becomes an essential aspect of teachers' professional lives (De Jong, 2019) since it can reflect on and improve teaching practice. Additionally, one of the ways to develop teachers' professional skills is by conducting classroom action research to generate the sustainable effect of EFL teaching (Puspitasari, 2021; Salamoura & Morgan, 2021; Tindowen et al., 2019). The more teachers realize the cyclical process of action research, the more they understand how to assess students authentically for authentic assessment to emphasize the students' real-world tasks (Herda et al., 2022). In other words, when teachers show positive perspectives, they know well that the improvement of teaching students is necessary.

In this case, teachers also agreed they needed to join a workshop relevant to their background. Joining the workshop can activate teachers' content knowledge (Chang et al., 2020) and adopt a teaching style (De Naeghel et al., 2016) they have not known before. However, teachers need workshops to boost new motivation and confidence in teaching. The next indicator was the perception of the technology-enhanced language teaching that deals with digital tools in this modern era. The urgency of English as a foreign language (EFL) is accompanied by the rapid development of technology, so a need to develop some new skills appears at the age of education (Ataberk & Mirici, 2022). Teachers from the Philippines and Indonesia agreed that integrating technology was necessary for teaching, where it creates fun and excitement when the teacher can operate the technology tool.

Furthermore, teachers should use new technologies that positively contribute to learners' language learning skills and enhance their language proficiency. Nurmala et al. (2023) argued that technology tools are as effective as learning with human teachers. In addition, the existence of technology that supports language learning indicates its benefits in offering personalized learning experiences. In recent learning scenarios, teachers should vary their teaching styles in this era to address their students' diverse learning needs, preferences, and abilities. Thus, the findings of this study also uncovered that teachers from two states showed good perspectives on the idea that the teacher must arrange an online classroom schedule to minimize students' boredom. A study by Vahedi et al. (2023) proposed that integrating technology into language learning can effectively increase student engagement. Moreover, teachers familiar with technology can help students lessen their learning obstacles and boredom.

Based on the findings, there was a difference in teachers' perspectives on statement number four in the last indicators: "*The teacher must give students additional online material and media that support their proficiency."* Different from Indonesian teachers who strongly agreed with that statement, the Philippines teachers showed their objection to this case. Most teachers chose to be passive to provide students with additional online material and media to support their proficiency in English. This situation is unnecessary for them. This objection was absolutely teachers' right. However, it is better to consider the need for online material and media to supplement students' learning. Birch and Williams (2013) stated that web-based materials affected students' academic performances and cultivated their curiosity about the topic discussed (Karcher et al., 2022).

In these post-pandemic nuances, students could manage how they learn something. The remote learning practiced during the pandemic brought new learning experiences for students and teachers who facilitated online and hybrid Learning. Online and hybrid pedagogy has become increasingly appropriate to modern-day schools right now. The Philippines teachers' objection above was categorized as natural since they faced the challenge of understanding the nature of online pedagogy in this digital era. This condition is in line with Archambault et al. (2022), that most teachers faced the challenge of succeeding in technology-used settings, where they needed the skills related to online pedagogy, covering the ability to incorporate active learning and personalize the learning process.

CONCLUSION

Using a causal-comparative design, this quantitative study found that the Philippines and Indonesian teachers' pedagogical beliefs regarding teaching English were positive. What they showed through the questionnaire revealed that they needed complete English skills, including reading, writing, speaking, listening, and integrated ones. Additionally, they knew the need to leverage professional development through classroom action research, academic workshops, and collaboration with teachers with the same concentration on teaching subjects. They also showed consciousness of the need for technology-enhanced language teaching, including its urgency and relevant activities needed in this era. Both teachers from the two states showed reasonable beliefs. The subsequent finding responded to the second research question about the different results on pedagogical beliefs between The Philippines and Indonesian teachers. The researchers revealed different perspectives between the teachers from the two states, and the last point was linked to teachers' perception of technology (X4.4). Most Philippines teachers disagreed and chose to be neutral about providing additional online material and media that support students' proficiency. However, for several reasons, English instruction today must incorporate technology. It makes different learning materials available anytime, anyplace. Digital tools allow teachers to design interactive lessons that engage students. Videos, audio clips, and animations may explain complicated linguistic concepts. This study only concerns the teachers' pedagogical perspectives on teaching English, so the researchers highly recommend that future researchers with similar topic interests broaden the sample size and research area to get richer information about this topic.

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APPENDICES

A CLOSE-ENDED QUESTIONNAIRE

Please give symbol (√) for the appropriate response in the following table. Before that, fill in the identity without inserting your name.

Country : ………………………………..
Age : ………………………………..
Teaching Experience : ……………………… years
The subject/course that I teach is ………………………………………..
English is my ……………………………………… **(first/second/foreign) language.**

No	Aspects/Indicators	Responses				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

A	TEACHING BACKGROUND					
1	Teaching students with English is relevant to my educational background.					
2	My master's degree was from an overseas institution.					
B	PERCEPTIONS OF ENGLISH SKILLS MASTERY					
1	I must have ample writing skills to teach my students.					
2	I must have ample speaking skills to teach my students.					
3	I must have ample reading skills to teach my students.					
4	I must have ample listening skills to teach my students.					
5	I must have ample English-integrated skills to teach my students.					
C	PERCEPTIONS OF DEVELOPING PROFESSIONAL COMPETENCE IN PEDAGOGICAL ASPECTS					
1	Professional development is necessary in the context of teaching.					
2	I need to hold Classroom Action Research in my teaching scenario.					
3	I need to join English Language Teaching (ELT) workshop to broaden my language competence.					
4	I need to collaborate academically with other teachers around the world.					
5	Practicing the 4Cs of 21st language learning (Communication, Critical Thinking, Collaboration, Creativity) is necessary for my classroom.					
D	PERCEPTIONS OF TECHNOLOGY-ENHANCED LANGUAGE TEACHING (TELT) IN THIS ERA					
1	The integration of TELT is necessary for teaching.					
2	The learning activities become fun and exciting when the teacher can					

	operate the technology tool.					
3	The teacher must arrange an online classroom schedule to minimize students' boredom.					
4	The teacher must give students additional online material and media that support their proficiency.					