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by Alpino Susanto

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Indonesian Teachers' Belief about Teaching English to Elementary School Students: Environment and Educational background

Alpino Susanto¹, Sri Langgeng Ratnasari², Ervin Nora Susanti³, Suswanto Ismedi Megah⁴, Eka Wilany⁵, Sri Yuliani⁶

¹ Universitas Riau Kepulauan; susanto.alpino40@gmail.com

² Universitas Riau Kepulauan; sarisucahyo@yahoo.com

³ Universitas Riau Kepulauan; ervin.nora@gmail.com

⁴ Universitas Riau Kepulauan; megah76@yahoo.co.id

⁵ Universitas Riau Kepulauan; ekawilany3@gmail.com

⁶ Universitas Islam Riau; sriyuliani@edu.uir.ac.id

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ABSTRACT

One of the reason upon the success of the teaching and learning process in the classroom is belief system of the teacher. But the level of beliefs in the teaching process needs to be probed before teachers critically manifest their teaching practices and facilitate outcome changes. In Indonesia, the independent curriculum (Kurikulum Merdeka), which was regulated in 2022, directs the teaching of English since elementary school. The assessment of the teachers' belief system in teaching English to elementary school students as the implementation spirit on the "Kurikulum Merdeka" is the aims of the present study. The study involved 32 English teachers. The questionnaire assessed the teachers' beliefs about teaching English to primary school students in 3 areas; the nature of children's English development, methods and techniques, and self-efficacy. There was also 1 open-ended question addressed to teachers to investigate their level beliefs in teaching English among elementary school students. Data analysis is described in the form of descriptive statistics, independent t-test analysis, and content analysis. The results of this study indicate that the international school environment has a better level of belief than the national-plus school. Meanwhile, among teachers with different educational backgrounds when they were in college, there was no difference in the level of belief in teaching.

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Corresponding Author:

Alpino Susanto

Universitas Riau Kepulauan; susanto.alpino40@gmail.com

1. INTRODUCTION

The Indonesian government's direction in teaching English is dedicated to facing and challenging globalization and internationalization in which the implementation of *Pancasila* personality manifest values in education. *Pancasila* is the 5 basic principles of Indonesian and taken as the role model of the new curriculum. *Kurikulum Merdeka* (independent curriculum) is a new introduced term and rule in 2022. The decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/m/2022 concerning guidelines for implementing the *Kurikulum Merdeka* in the context of learning recovery. The decree stated that English became a required subject for elementary school students, but the implementation depends on the readiness of the school to conduct the course. In practice, some schools that call themselves international, national-plus, as well as favorite schools have long been providing English lessons in elementary schools and even kindergartens.

In contrast, other schools may think about other subject than English. Due to the English being designated optional subject instead of compulsory in Indonesian Elementary schools, the governing curriculum policy is considered ambivalent to other schools (Arafat, Ali, & Narimo, 2022; Astutik & Munir, 2022). Each school condition certainly provides a different learning environment. This could mean that different school environments respond in different ways to the challenges of globalization in the context of foreign language proficiency. If the school or local government has preconceived ideas that teaching English is not a *sine qua non* of education, they might replace it with other local content. Such a curriculum role is applied after the secondary school level.

Teaching English at school, is mandatory or not, has sparked various debates among education observers (Alfarisy, 2021; Astutik & Munir, 2022; Nurlatifah & Mauriyat, 2020; Zein, 2017). Although the trend of teaching English in elementary schools shows no signs of dwindling, leaving the school or institution to decide due to optional choice may reduce the value of the subject in the school environment. Several studies state that differences in expectations, environment, and educational background of learning show differences in the level of belief of the teachers (Al-Shukri, 2016; Astiani & Widagsa, 2021; Gilakjani & Sabouri, 2017; Mahmoodi, Hosseiniyar, & Samoudi, 2022; Sheu, 2019). Some language experts agree that belief is an essential issue in every field germane to the behavior and learning of teachers and students (Ajzen, 1988; Gilakjani & Sabouri, 2017; Timmermans & Rubie-Davies, 2018). The level of belief may indicate how well the expected English learning process in elementary school is and predict whether the process and results are maximized (Arafat et al., 2022; Gilakjani & Sabouri, 2017; Listiari, 2019; Susanto et al., 2020; Wedayanthi & Darmayanti, 2022). Yet, belief is made slowly over time (Gilakjani & Sabouri, 2017).

Expectations are formed from belief, which are developed preceding experience with specific processes, contexts, or roles in the teaching career (White, 1999). The teacher's expectations manifest in how they react, respond, and experience a new environment (Gilakjani & Sabouri, 2017; White, 1999). But how the learners' expectation and belief predetermined their self-instruction context in the language learning experience, yet, very few we know (Vattøy, 2020; White, 1999). This can be interpreted that a little examination of expectations and belief can reveal the understanding of how the stage of self-instruction. Facilitating the transition phase in a movement would assess a more elementary student with greater autonomy in learning English (Ashrafi, Zareravasan, Rabiee Savoji, & Amani, 2020; Mizala, Martínez, & Martínez, 2015; White, 1999).

The belief system do provide unexplored passage-away in education for the last decade and researchers often construct this corpora into a favor of ELT (Borg, 2002). Despite its popularity, there is yet no consensus on meaning and the elements of belief have acquired fuzzy understanding (Borg, 2002; Borg et al., 2002). The following passage, are some common features of the belief system and the element intentionally part of the present study.

School Environment

Schools that channel the track record of a teacher's career are a work environment that can shape behavior in the classroom, thus ascribing the characteristics of elementary students (Geven, Wiborg, Fish, & van de Werfhorst, 2021; Lamont, Beljeau, & Clair, 2014; Mizala et al., 2015). The work environment, directly and indirectly, affects the teachers' academic competence and belief in the learning process. In other words, if the work environment is supportive, the teacher's competence would get improved (Marsen, Santosa, & Rochanah, 2021).

The maturity of the teaching teachers is influenced by formal and informal experience. Good experience is obtained through academic education in college. In contrast, informal expertise is shown in the daily life contacts of teachers in the school environment may change their belief in teaching (Gilakjani & Sabouri, 2017; Mansour, 2008; Susanto et al., 2020). Several studies claimed that the school environment has more power in influencing the level of teachers' beliefs rather than their formal college experience (Tuchman & Isaacs, 2011; Zeichner, 1980). The school environment refers to the internal characteristics that differentiate one school from another and is determined by the structural, personal, and functional factors of educational institutions, which give uniqueness to schools (Ahmad, Chew, Zulnaidi, Sobri, & Alfitri, 2019; Tapia-Fonllem, Fraijo-Sing, Corral-Verdugo, Garza-Terán, & Moreno-Barahona, 2020). National-plus and international school type are part of the situation uniqueness. The school environment can be seen either curriculum, teaching methods, teacher-student relations, school facilities, or types of school (Rinaldi & Saroh, 2017; Sugiharto, 2013; Tapia-Fonllem et al., 2020) consisted of national-plus and international school in this study.

Educational Background

Beliefs are shaped early in life due to a person's education and experience (Johnson, 1994). Thoughts about learning and teaching are formed when student teachers complete their education. There are five main categories of teachers' beliefs: beliefs about learners and learning; pedagogy; curriculum; learning to teach; and the self/nature of teaching which are well connected (Calderhead, 2013). Beliefs exist in connection to other beliefs, contradict one another, and indicate the complexity of belief systems (Breen, Hird, Milton, Oliver, & Thwaite, 2001). Education and learning experience of the elementary teacher shape their beliefs (Gilakjani & Sabouri, 2017; Johnson, 1994; Mizala et al., 2015).

Belief System

Belief is one part of knowledge which is subjective and experience-based (Pehkonen & Pietilä, 2003; Pourhosein Gilakjani, 2012). One's beliefs are related to other beliefs which are always considered as "central beliefs", then would have more outcomes to them (Gilakjani & Sabouri, 2017; Pehkonen & Pietilä, 2003). Some studies have shown that teachers' beliefs about classroom practice surge a more significant effect on the success of learning English than their lesson planning (Bacus, 2021; Chen, Shen, & Hsu, 2021; Gilakjani & Sabouri, 2017; van Ha, Tran, & Tran, 2021; Wang, Lee, & Park, 2020). How teachers behave in the classroom during the teaching and learning process can be identified from their level of belief (Gilakjani & Sabouri, 2017). If teachers have determined the abilities of their students afresh, they tend to be able to choose and modify learning appropriately (Xu, 2012). In teaching English, self-efficacy is the factor in inciting the teacher's belief in their abilities in diverse tasks either cognitively, affectively, or metacognitively, and being a decisive factor for students' achievements (Ghanizadeh & Moafian, 2009; Mahmoodi et al., 2022). The higher the teachers' efficacy level, the more effective their teaching methods. Teacher self-efficacy is how they perceive their teaching ability to positively impact the achievement of students' language skills (Alasmari & Althaqafi, 2021; Lap, Lien, & Thao, 2021).

Closer scrutiny of issues related to the implementation of English curriculum in elementary school reveals a lack of exploration into the valleys of mind some parties. Policymakers, teachers, and researchers who expect the success of learning English in schools are to understand whether there is a significant relationship between school environment, education, and belief in implementing English

language education in primary schools. Therefore, it is necessary to study the performance of these three variables among Elementary English teachers. The questions in this study are described as follows:

1. What is the English teacher's belief in the learning process in elementary school?
2. Are there similarities and differences between the educational background of teachers and the school environment in learning English?

2. METHODS

This section provides details about participants, procedures, research instruments, and data analysis.

Participants

32 participants agreed to complete the questionnaire, detailed in table 1. Observation was also done among 4 schools: 2 international schools and 2 national plus school. There were 7 teachers interviewed and 8 classes observed for about 20 to 45 minutes.

Table 1. Participants' Profile

Participants	Type of School	School Code#	Educational Background	Interviewee and Class observation
4 Teachers	International	A	English major	1 teacher (coded as #a) and 1 class
4 Teachers	International	A	Non-English major	1 teacher (coded as #b) and 1 class
4 Teachers	National plus	B	English major	1 teacher (coded as #c) and 1 class
4 Teachers	National plus	B	Non-English major	1 teacher (coded as #d) and 1 class
4 Teachers	International	C	English major	1 teacher (coded as #e) and 1 class
4 Teachers	International	C	Non-English major	1 teacher (coded as #f) and 1 class
4 Teachers	National plus	D	English major	1 teacher (coded as #g) and 1 class
4 Teachers	National plus	D	Non-English major	1 class

Procedures

The present study primarily employ a survey, interview, and observation. The survey comprised of the sets of questionnaires concerning teacher's beliefs. Interviews were conducted to hear teachers' opinions about the beliefs they have in carrying out their duties of teaching English in elementary schools. This interview was to gather information other than close-ended questionnaire. While observations were obtained during the teaching and learning process. Collecting data through interviews and observations were to improve understanding about teachers' belief systems phenomena and the teacher-student interaction in the classroom (Hrinak, 2022; Kocaman & Cansız, 2012). A semi-structured observation was conducted in a less-systematic order which then comparing the phenomena to other participants' feedback in the close-ended questionnaire (Given, 2012; Hrinak, 2022).

The survey used through its standardized and structured design, aimed to identify and compare beliefs about teaching English that are shared between international versus national school teachers and educational background. The researcher personally administered the survey. After participants complete the survey, their responses are collected for analysis. 32 participants as convenience sampling (Kocaman & Cansız, 2012; Liao, 2007) based on the availability of respondents.

Research Instruments

The close-ended questionnaire of Elementary School English Teachers' Teaching Belief was translated into Indonesian by the two proficient English lecturers and one Indonesian. The original questionnaire was adopted from (Kocaman & Cansız, 2012; Liao, 2007) composed of 40 items in three categories. The categories are the Nature of Students's English development (NSE), Self-efficacy as an English Teacher (SET), and Teaching Methods and Techniques (TMT). A 5-point likert-scale; strongly disagree (1), disagree (2), netral (3), agree (4), and strongly agree (5) were employed to assess the level

of agreement. The reliability or the Cronbach alpha coefficient levels from previous study were in 0.72 (Liao, 2007) and 0.96 (Kocaman & Cansız, 2012) for the whole scale. While the level of reliability of the present study was 0.83. The first factor has 0.75, the second 0.73, and the third 0.82. All of the internal consistency values were > 0.7 , indicated acceptable reliability (Taber, 2018). The quantitative analysis of the questionnaire data involved the correlation of surveyed sub-factor and group comparison through independent-sample *t-tests* (Geven et al., 2021; Kocaman & Cansız, 2012). The data were transcribed, segmented, coded, and analyzed based on the content analysis of the answers of all items of the close-ended question.

There was one open-ended question to 7 teachers "What determines the level of English teachers' belief in elementary schools"? The appointed teachers were excluded of the 32 respondent for the open-ended one. The open-ended question was employed to verify the consistency and validity of the respondents to close-ended questions and to provide a meaningful context for the statistical results (Given, 2012). Class observation was conducted by observing the communication between students and the 7 pointed-teachers. It is a scientific investigation as a result of preparation, a so-called artifacts (Given, 2012). The observation result is addressed based on the context of the study determines exactly what the activities mean as the boundaries of the study.

3. FINDINGS AND DISCUSSION

Statistical Analysis of the Survey

Of the 30 items, 23 had mean greater than 4.0, and none were below 3.6. Most participants were agree on most items. Table 2 shows that all groups: either international or national-plus schools and English or non-english major developed greater self-efficacy, teaching methods, and techniques effectively. The teacher contribute to Students' English development. Based on the value of Sig. (2-tailed) between NSE vs SET, NSE vs TMT, and SET vs TMT are $0.000 < 0.05$, which means there is a significant correlation between the variables. Based on the calculated "r" values for the relationship between NSE vs SET, NSE vs TMT, and SET vs TMT were 0.712, 0.585, and $0.603 > r$ table 0.349. So it can be concluded that there is a correlation between variables. As the "r" count is positive, means that the relationship between variables is positive.

Table 2. Correlations of survey sub-factor

		NSE	SET	TMT
NSE	Pearson Correlation	1	.712**	.585**
	Sig. (2-tailed)		0,000	0,000
	N	32	32	32
SET	Pearson Correlation	.712**	1	.603**
	Sig. (2-tailed)	0,000		0,000
	N	32	32	32
TMT	Pearson Correlation	.585**	.603**	1
	Sig. (2-tailed)	0,000	0,000	
	N	32	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=20

Table 3 shows that the df (degree of freedom) value was 30. Meanwhile the alpha value was $5\%/2 = 2.5\%$ or 0.025. The t-table value of df=30 and a tail probability of 0.025 were 2.042. The t-value of variables NSE, SET and TMT among the two groups of teacher; international vs national-plus schools were 5,325, 3,975, 3,162 $>$ t-table 2,042, indicated a difference Sig. (2-tailed) $0.000 < \text{Alpha value } (0.05)$. There was a significant difference between the two groups of teachers.

The phenomenon of the group based on the type of school was different from what found in the group of teachers based on the background of education. The *t* values of the NSE, SET and TMT variables were 1.82, 2.43, and 1.88 < *t*-table 2.042. The value indicated that there was no significant difference between the two groups in their level of belief.

Table 3. Comparison of groups

Comparison	Group	N	Mean	<i>t</i>	df	Sig. (2-tailed)
NSE	International	16	3,7	5,325	30	0,000
	National-plus	16	3,2			
SET	International	16	3,9	3,975	30	0,000
	National-plus	16	3,3			
TMT	International	16	3,9	3,162	30	0,004
	National-plus	16	3,2			
NSE	English major	16	3,5	1,182	30	0,246
	Non English major	16	3,3			
SET	English Major	16	3,8	2,433	30	0,021
	Non English Major	16	3,4			
TMT	English Major	16	3,8	1,880	30	0,070
	Non English Major	16	3,5			

The Nature of Students' English Development

There are 18 statements from the nature of students' English development (NSE) variable starting from learning activities in the classroom, parental influence, cognitive abilities, optimal age in learning English, as well as reading and writing skills. 75% of international school teachers agree to strongly agree on the statements and 47% of national-plus school. On average, the level of agreement was almost always higher for the cohort of teachers in international schools than in national-plus schools.

78% of teachers were agree to strongly agree that elementary school students need to be taught listening and speaking. 100% of international school teachers were agree to strongly agree, and 56% of national-plus school teachers. 71% of teachers agree to strongly agree that they get along with the students well in the class. Despite the dominance of most international school teachers, the majority of teachers believe they have the ability to get along with students during the class.

Self-efficacy as an English Teacher

Among English teachers, they believe that self-efficacy is an important point in learning English in elementary schools. 63% of teachers in international school teachers agree to strongly agree on the self-efficacy, meanwhile among the national-plus school teachers, 40% agree to strongly agree. Comparing to educational background, those with an English major, 58% agree to strongly agree, and 45% among non-english major.

Teaching Methods and Techniques

Teaching methods and techniques were the lowest points among the other 2 variables in this study comparing to the other two variables. 67% of teacher responded agree to strongly agree. 76% belonged to international school teachers, and 58% of the national-plus school teachers. 73% responses of English major background agree to strongly agree, meanwhile 61% from non-English major educational background. Figure 1 displayed agree to strongly agree responses were more dominant than those who answered netral and disagree to strongly disagree.

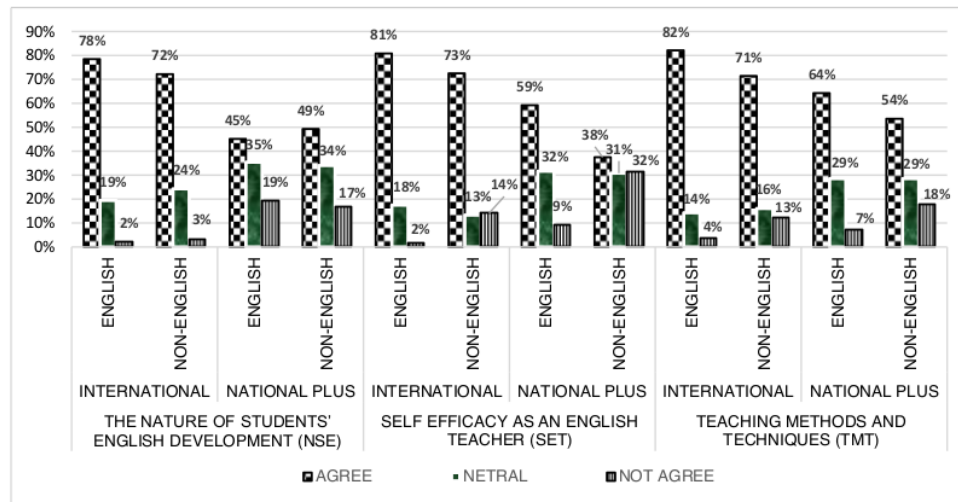


Figure 1. Respondent

Open-ended Question

There were 7 teachers interviewed, 4 international school teachers and 3 national-plus. The answers of the interviewee were recorded and transcribed. Of the 7 people interviewed, 5 respondent stated that teachers need to have experience as language learners. The academic credential, level of school, speaking ability, and previous experiences were the fruitful experience in teaching.

#a stated: "I think experience is the best teacher. One who has teaching experience can adjust the circumstances where, with whom, and how he teaches. The more teaching experience, the higher the level of belief".

#b stated: "When I first start teaching, I wasn't as confident as I am now. However, because I was in an international-curriculum oriented school that English is the medium of instruction, seems the reason why I became confident. In my opinion, the school type and level contributes greatly to the level of teacher belief, especially in the English subject."

#d stated: "Me and other teachers know teaching English not because they graduate in English education, but their ability to speak English. Some of us have experience in foreign companies for some years, and then joining the schools due to the opportunity and interest. Such experiences help us.

#e stated "I think the level of belief has something to do with self-confidence. The more confident he is, the higher his belief that he can play a good role as an English teacher."

2 teachers stated that the mastery of methods and materials in teaching affects the level of belief. The attention of the student is influenced by both items. The good teaching method encourage teachers. As the running of ideal process in the classroom is the extent to which the teacher as the locomotive of the learning process. The learning flow emanated from one stage to another without constraints.

#c stated: "In my opinion, the teacher is a model that students imitate. Therefore the method of approaching the teaching material is very important. If you mean by belief is the teacher's belief... In my opinion, it is influenced by these two elements, namely teaching with an approach that is as familiar as possible with students and material that pleases them."

#f stated: "I define the level of belief that you ask is closely related to the belief in the material being taught. The teaching method in class for English courses requires students to use English, which for most students communicates in English every day at home. The material taught in English classes is social science material such as history, morals, and a recent social issues. I think the level of belief is closely related to student responses."

Learning a language is a natural process, so teachers need to have a high belief that what they teach is an interesting learning process, said one teacher.

#g stated: "The ability to communicate in English that has been started since elementary school is a good effort because it is in accordance with the natural principles of language learned through daily habits from childhood. I believe the teacher's level of belief is because he has personally experienced how elementary school students can speak English fluently. For most Indonesian children, communicating in English is something that is not commonplace. In the curriculum at my elementary school, English subjects no longer discuss grammar, pronunciation, and grammar rules. We focus more on discussing about social topics around us and combine classroom learning with reading, listening, speaking, debating, and also writing. That is the thing that makes teachers have self-confidence, or maybe it is the belief that you mean."

Observation

After obtaining permission from the school, observations were made of 8 different classes representing one class per school for 40 to 50 minutes. Notes were jotted down as no video recording allowed. The class observations were in 3 things; teacher self-efficacy, teaching methods, and student-teacher interactions. 7 out of 8 teachers in the class did the opening by repeating the previous week's lesson for 10 to 20 minutes before continuing today's lesson. All observed teachers have strong voice that can be heard by most of students. This is proven by responding to each instruction until the last line. Although thirty to fifty percent of the students followed the teacher's instructions to carry out various activities in the classroom, the remainder indicated that they understood what was required. Twenty-five percent of students in grades 1-3 make movements in almost every corner of the room, such as naming objects, making short sentences, and gaming activities. In international schools, seemed no single word of their mother tongue (Indonesian) spoken by students, neither the teachers. Very few of Indonesian words heard spoken by students in 2 national-plus schools, but sounded to clarify the teachers' instruction. Teachers and students seemed to mingle in sharing opinions on topics that have been prepared such as the environment, animals, climate, and society. For students in grades four to six, they did not seem to do much physical activity in the room, but had more discussions. Topics discussed in specific vocabulary. Students look very relaxed and enjoy discussions, both at international and national-plus schools. From this observation, the researchers saw that learning new vocabulary, grammar, and pronunciation were integrated into reading and speaking activities among students supervised by the teachers.

The posture of teacher belief factors constituted by the nature of students' English development, self-efficacy, methods, and techniques were unraveled by the adequate and verified data of school environment and educational background. The rise of national-plus school and the upsurge of international curriculum adopted to the elementary in Indonesia could furnish the color psychology for teachers. English teachers with various educational backgrounds who have taken it before becoming a teacher and serving in different school environments have always had certain beliefs about how to teach English. It is a belief count on their previous learning experience or due to the different school environment where they adapt as a professional teacher. In general, it can be agreed that teaching is strongly influenced by beliefs in student development, self-efficacy, methods and techniques. Of course, the level of confidence of teachers with different backgrounds needs to be explored in line with efforts disguised by the ability of teachers in the classroom.

Learning language could be viewed from the outset of the revolutionary vantage point generated from the ecology of language paradigm obtained through two-way interaction naturally. Thus, there are a need to stipulate more class activities than coopted a single literature source. The focus on textual discussions in general has not had yet exerted any significant influence on English communication skills in most of the cases despite the burgeoning literature employed. Through open interviews and observations, researchers saw that open communication between students and teachers, experience as English learners while on college, work experience, and excellent student participation, have created variations in learning English that are not monotonous at all in terms of sources and that's all situation. A study did by (Gilakjani & Sabouri, 2017) stated that teachers' belief are related to the interaction, awareness, behavior, decision-making, planning, curricular-decision, attitudes, and method of teaching. Previous research conducted by (Kocaman & Cansız, 2012) compared the two groups of pre-service and in-service teachers, concluded that those in the in-service teacher had more experience with a better level of belief than those in the pre-service teacher. Meanwhile, in the present study, the researchers found that teachers who teach English at international have higher levels of belief than those who work at national-plus school environment. The figure that emerges from this difference is 76% of teachers in international schools agreeing with 40 answer choices compared to 51.5 answers of teachers in national-plus schools. However, there was no difference between teachers who had an English major and those who did not. Figures that appear in the range of 68% versus 59.2%. In the interview, one of the respondents, such as teacher #d from a national-plus school, said that they did not have an English education background while in college, but had experience as an English speaker while working in some companies before deciding to become a teacher.

In some cases, teachers who have experience from different backgrounds may have the same level of belief as those who have education according to the major they teach. This study did not intend to invoke government regulations on linearity which emphasize that English subject should be taught by those who have graduated from an English major. Yet in some situations, such as private schools, things that become rules are not always ideal to implement. An opportunity to those who can elaborate on their teaching abilities and motivate students are enlarged.

One of the articles in the independent curriculum states that English is an elective subject and can be taught if the school feels ready. This can be interpreted that schools can be creative about how the methods are applied, the facilities provided and which teachers will teach this subject. Thus the rules adhered to in this subject depend on the interest of the students and the readiness of the teacher in providing learning whose goal is that the subjects being taught are truly optimal with goals that can be accounted for (Arafat et al., 2022; Wedyanthi & Darmayanti, 2022).

4. CONCLUSION

There are two questions in this study; what is the English teacher's belief in the learning process in elementary school and if there are similarities and differences between the educational background of teachers and the school environment in learning English. The following conclusions summarize data from questionnaires, interviews, and observations. The three instruments are used to mutually reinforce one approach to another.

Most of the responses indicated that they agreed to strongly agree from the questionnaire given. This showed the validity and reliability of the questionnaire used. Correlation t-test results show a significant relationship between variables. So it can be concluded that the higher the NSE, the higher the SET. Likewise, an increase in NSE will increase TMT and an increase in SET will increase TMT.

This study focuses on teachers as research objects. The teacher's intelligence in reading student situations, the environment, and supporting equipment for learning English is very helpful. The results of this study indicate that international schools have a slight advantage in terms of teacher beliefs compared to national-plus schools. However, for the group of teachers who had studied English majors compared to those who had not, there was no difference in the level of belief. This means that the educational background of the teachers does not affect their level of confidence in teaching. From the

results show that the environment at school would affect the level of belief. International schools with a more blended environment and fully spoken English, seemed encouraged teachers even to those graduated from other disciplines.

The school environment in question is the difference in atmosphere between international schools and national-plus schools. This research does not intend to flatter the international curriculum adopted by international schools, but the atmosphere created by international schools empirically provides a better level of belief than national-plus schools, even though in terms of quality and equality they can be considered equal.

The educational background that exists among teachers usually becomes a stumbling block for teachers to be able to have a level of confidence. In policy, teachers may only teach subjects according to their educational background. However, in some cases, that educational background does not always make the teacher have a better level of confidence.

To analyze the nature of language in relation to the social dimension, studies that focus on the dimensions of cognition, language design features, and socialization aspect. In elementary education, a child experiences his linguistic development through writing, listening, reading, speaking, either blended or partial into specific activity such as debates, speeches, and quizzes. Understanding the social aspects of child development and their relationship to language is something that needs to be emphasized. The process of social interaction colors the level of belief from the teacher individually as well as in a group.

The level of confidence of English teachers in teaching at international schools shows slightly higher results than at national-plus schools. In this study it can be concluded that there is a close relationship between the school environment with the level of self-efficacy. Although this condition may differ from one school to another, and from one city to another. However, at least, policy makers can consider what needs to be considered in recruiting teachers who teach English in elementary schools (Arafat et al., 2022; Wedayanthi & Darmayanti, 2022). Even though this subject is not considered mandatory in the latest policy, the process that students go through during elementary school will become a reference for further processes at the next school level.

The results of the interviews in this study seem to confirm that the 3 main things that measure the level of a teacher's belief in teaching language in elementary schools are the nature of students' English development, self-efficacy of English teacher, and teaching method. In addition to confirming these 3 things, from the interviews it was found that the teachers believed that their educational background while in college and the environment in which they work now are two things that influence the phenomenon of teachers' beliefs in carrying out their functions in the classroom. Two additional things as factors that affect the level of belief of an English teacher in elementary schools, need to be investigated further whether these additional factors are worthy of being included as indicators of the level of belief that have been widely used as references by previous researchers.

During classroom observations, the researchers saw that the teachers carried out their function as a good communicator from the class opening. However, in some situations, researchers saw that students did depend heavily on the material that the teacher has made as a learning flow, so that sometimes, it does not display the naturalness of the language learning process. In the international class, students tend to explore more, but the distribution of time in class sometimes only few students perform dominant, and take more opportunities to communicate with the teacher, while the rest were waiting for instructions.

This research has not explored the population outside the international and national-plus school students in Indonesia. Further research are commended to explore more populations in other public and private schools with larger populations, observations, and interviews using an open-ended questionnaire. Much needs to be revealed about how students learn language at the age of 6-12 years. The age at which they begin to know the language naturally. The success of English education at elementary school age will help the teacher's work to the next education level.

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