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Beliefs of English Language Instruction by Indonesian Elementary School Teachers: Exploring the Influence of Environment and Educational Background

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ABSTRACT

One of the reasons for the success of the teaching and learning process in the classroom is the teacher's belief system. Belief guides one's thinking, action, and understanding of events. 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 present study aims to assess the teachers' belief system in teaching English to elementary school students as the "Kurikulum Merdeka" implementation spirit. The study involved 32 English teachers. The questionnaire assessed the teachers' beliefs about teaching English to elementary 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 of 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, there was no difference in the level of belief in teaching among teachers with different educational backgrounds when they were in college.

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1. INTRODUCTION

The *kurikulum merdeka* (independent curriculum) is a new terminology introduced in 2022 as a strategy from the Indonesian Ministry of Education to address global challenges in the future and as one of the answers to the crisis experienced during the Covid 19 pandemic. The basis for implementing

the *kurikulum merdeka* is that school learning is based on competence, flexibility, and *Pancasila* (Pratikno et al., 2022). *Pancasila*, the five basic principles of Indonesia, is expected to be a solid foundation in the effort to maintain the noble values of the nationality (Ma'arif et al., 2020). The main characteristics of this new curriculum that support learning recovery are (1) project-based learning for the development of soft skills and character according to the *Pancasila* profile; (2) focus on important material so that there is sufficient time for in-depth learning of essential competencies such as literacy and numeracy; and (3) independence for teachers to carry out differentiated learning-based on students' abilities (Ma'arif et al., 2020; Zulaiha et al., 2022). Thus, in learning English, curriculum changes have presented new challenges for developing effective lesson plans, creativity, meaningfulness, and evaluation of learning outcomes (Sofiana et al., 2019; Zulaiha et al., 2022). The main essence of learning English at the elementary and secondary education level is to open insights about oneself, social relations, culture, and global job opportunities (Kurka, 2022; Zulaiha et al., 2022). It can be concluded that the challenge of learning English from the *kurikulum merdeka* perspective is the ability of a teacher to adapt to technological developments and complete foreign language literacy at the elementary and secondary education levels.

English, one of the subjects that can be taught in elementary schools, is principally one of the learning processes to increase literacy. However, schools are free to determine whether these subjects will be taught or not by the readiness conditions of each unit. If it becomes an elective subject, the schools could organize the subject for the students. Otherwise, they may be relieved of it (Nurlatifah & Mauriyat, 2020; Salim & Hanif, 2021). The schools that consider themselves unprepared to provide English language education could then consider another subject. Due to English being designated an optional subject instead of compulsory in Indonesian Elementary schools, the governing curriculum policy is considered ambivalent to other schools (Arafat et al., 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 education level.

Teaching English at school, whether 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 et al., 2022; Sheu, 2019). Some language experts agree that belief is an essential issue in every field germane to the behaviour 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 beliefs, 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). However, the learners' expectation and belief predetermined their self-instruction context in the language learning experience, yet few we know (Vattøy, 2020; White, 1999). This can be interpreted as a little examination of expectations and beliefs revealing an understanding of 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 et al., 2020; Mizala et al., 2015; White, 1999). The belief system has provided unexplored passage away in Education for the last decade, and researchers

often construct these corpora in favor of ELT (Borg, 2002). Despite its popularity, there is no consensus on meaning, and the elements of belief have acquired fuzzy understanding (Borg, 2002; Borg et al., 2002).

Schools that channel the track record of a teacher's career are a work environment that can shape behaviour in the classroom, thus ascribing the characteristics of elementary students (Geven et al., 2021; Lamont et al., 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 will improve (Marsen et al., 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, which 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 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 et al., 2019; Tapia-Fonllem et al., 2020). National-plus and international school types are part of the situation's uniqueness. The school environment can be seen in either curriculum, teaching methods, teacher-student relations, school facilities, or types of school (Rinaldi & Saroh, 2017; Sugiharto, 2013; Tapia-Fonllem et al., 2020) consisting of national-plus and international school in this study.

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 teacher 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 et al., 2001). Elementary teachers' education and learning experience shape their beliefs (Gilakjani & Sabouri, 2017; Johnson, 1994; Mizala et al., 2015).

Belief is one part of knowledge that 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 (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 et al., 2021; Gilakjani & Sabouri, 2017; van Ha et al., 2021; Wang et al., 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 is 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 et al., 2021).

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

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2. Are there similarities and differences between the educational background of teachers and the school environment in learning English?

2. METHODS

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

2.1. *Participants*

Thirty-two participants agreed to complete the questionnaire described in Table 1. Observation was also be done among 4 schools: 2 international schools and 2 national plus schools. There were 7 teachers interviewed, and 8 classes were 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

2.2. *Procedures*

The present study primarily employed a survey, interview, and observation. The survey comprised a set of questionnaires concerning teachers' beliefs. Interviews were conducted to hear teachers' opinions about their beliefs about carrying out their duties of teaching English in elementary schools. This interview was to gather information other than a close-ended questionnaire. At the same time, observations were obtained during the teaching and learning process. Collecting data through interviews and observations was to improve understanding of 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, and the phenomena were then compared to other participants' feedback in the closed-ended questionnaire (Given, 2012; Hrinak, 2022).

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

2.3. *Research Instruments*

The close-ended Elementary School English Teachers' Teaching Beliefs questionnaire was translated into Indonesian by two proficient English lecturers and one Indonesian. The original questionnaire was adopted from (Kocaman & Cansız, 2012; Liao, 2007) and was composed of 40 items in three categories. The categories are the Nature of Students' 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), neutral (3), agree (4), and strongly agree (5) were employed to assess the level of agreement. The reliability or Cronbach alpha coefficient levels from the previous study were 0.72 (Liao, 2007) and 0.96 (Kocaman & Cansız, 2012) for the whole scale. In contrast, 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

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of the internal consistency values were > 0,7, indicating an acceptable level of 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 to all items of the close-ended question.

There was one open-ended question for seven teachers: "What determines the level of English teachers' belief in elementary schools"? The appointed teachers were excluded from the 32 respondents 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). The class observation was conducted by observing the communication between students and the seven-pointed teachers. It is a scientific investigation resulting from preparation, a so-called artefact (Given, 2012). The observation result is addressed based on the context of the study and determines what the activities mean as the study's boundaries.

3. FINDINGS AND DISCUSSION

3.1 Statistical Analysis of the Survey

Of the 30 items, 23 had a mean greater than 4.0, and none were below 3.6. Most participants agreed on most items. Table 2 shows that all groups- international or national–plus schools and English or non-English majors effectively developed greater self-efficacy, teaching methods, and techniques. The teacher contributes to the student's English development. Based on the value of Sig. (2-tailed) between NSE vs SET, NSE vs TMT, and SET vs TMT were 0.000 <0.05, which means there was 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 was a correlation between variables. The relationship between variables was positive as the "r" count was 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 value of df (degree of freedom) 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-values of variables NSE, SET, and TMT among the two groups of teachers, international vs national-plus schools, were 5,325, 3,975, 3,162 > t-table 2,042, indicating a difference Sig. (2-tailed) 0.000 < 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 differed from what was 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 no significant difference between the two groups in their level of belief.

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Table 3. Comparison of groups

Comparison	Group	N	Mean	t	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			

3.2. 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, and reading and writing skills. 75% of international school teachers agree to strongly agree with the statements, and 47% of national-plus schools. 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 writing 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, most teachers believe they can get along with students during class.

3.3. 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 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.

3.4. Teaching Methods and Techniques

Teaching methods and techniques were the lowest points among the other two variables in this study compared to the other two variables. 67% of teachers responded strongly agree. 76% were international school teachers, and 58% were national-plus school teachers. 73% of respondents with an English major background agree to strongly agree, while 61% are from a non-English major educational background. Figure 1 displayed that agree-to-strongly agree responses were more dominant than those who answered neutral and disagree-to-strongly disagree.
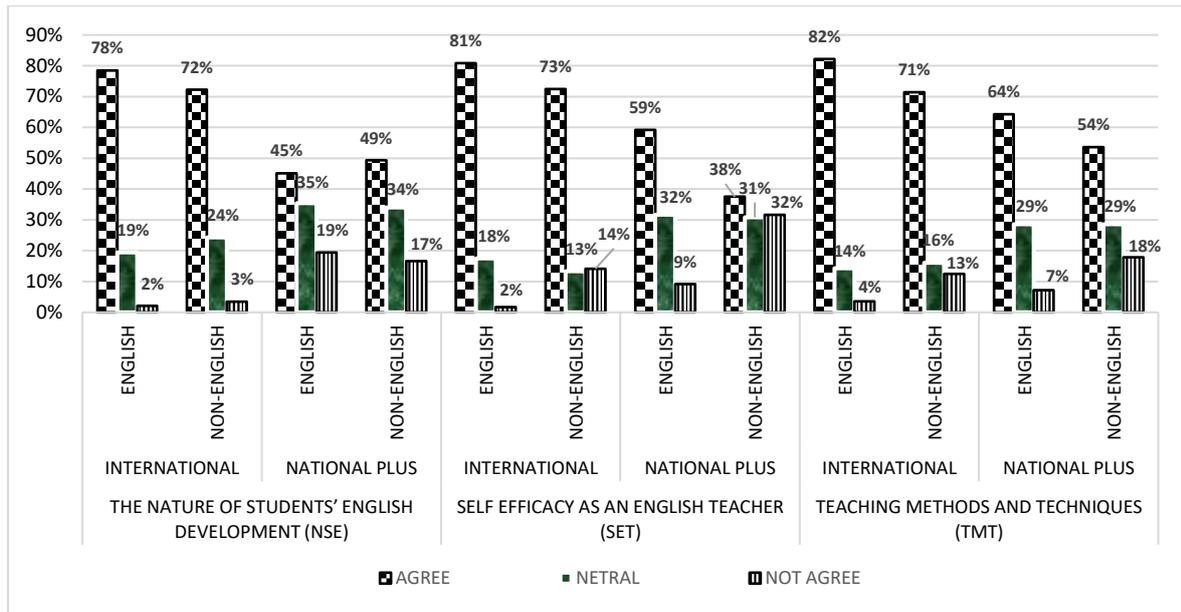
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Figure 1. Respondent

3.5. Open-ended Question

Seven teachers were interviewed: four international school teachers and three national-plus. The answers of the interviewees were recorded and transcribed. Of the seven interviewed, five respondents stated that teachers need to have experience as language learners. The academic credentials, level of school, speaking ability, and previous experiences were fruitful experiences 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 started teaching, I wasn't as confident as I am now. However, I became confident because I was in an international curriculum-oriented school where English was the medium of instruction. I believe the school type and level contribute greatly to teachers' belief, especially in English."

> #d stated: "I 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 joined 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."

Two teachers stated that the mastery of methods and materials in teaching affects the level of belief. Both items influence the attention of the student. A suitable teaching method encourages teachers. The running of the ideal process in the classroom is the extent to which the teacher is 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 essential. 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 you ask as closely related to the belief in the material being taught. The teaching method in class for English courses requires students to use English, which most

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students communicate in English every day at home. The material taught in English classes is social science, such as history, morals, and 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 believe that what they teach is an exciting 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 by 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 not commonplace. In the curriculum at my elementary school, English subjects no longer discuss grammar, pronunciation, and grammar rules. We focus more on discussing social topics and combine classroom learning with reading, listening, speaking, debating, and writing. That makes teachers self-confident, or maybe the belief that you mean."

3.6. Observation

After obtaining permission from the school, observations were made of 8 classes representing one class per school for 40 to 50 minutes. Notes were jotted down as no video recording was allowed. The class observations included 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 a strong voice that can be heard by most of the students. It 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 doing gaming activities. In international schools, it seemed students or teachers spoke no single word of their mother tongue (Indonesian). Very few Indonesian words were spoken by students in 2 national-plus schools, but they sounded to clarify the teachers' instruction. Teachers and students seemed to mingle and share opinions on topics that have been prepared, such as the environment, animals, climate, and society. Students in grades four to six 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 talks at international and national-plus schools. From this observation, the researchers saw that learning new vocabulary, grammar, and pronunciation was 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 unravelled by adequate and verified school environment and educational background data. The rise of national-plus schools and the upsurge of international curricula adopted in elementary schools in Indonesia could furnish colour 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 that counts on their previous learning experience or due to the various school environments where they adapt as a professional teacher. In general, it can be agreed that beliefs strongly influence teaching 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 teachers' ability in the classroom.

Learning language could be viewed from the outset of the revolutionary vantage point generated from the ecology of language paradigm obtained naturally through two-way interaction. Thus, there is a need to stipulate more class activities than coopt a single literature source. The focus on textual discussions, in general, has not yet significantly influenced English communication skills in most cases

despite the burgeoning literature employed. Through open interviews and observations, researchers saw that open communication between students and teachers, experience as English learners in college, work experience, and excellent student participation have created variations in learning English that are not monotonous in terms of sources, and that's all situation. A study (Gilakjani & Sabouri, 2017) stated that teachers' beliefs are related to interaction, awareness, behaviour, decision–making, planning, curricular choices, attitudes, and teaching methods. Previous research conducted by (Kocaman & Cansız, 2012) comparing the two groups of preservice 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 preservice teacher.

Meanwhile, in the present study, the researchers found that teachers who teach English internationally have higher levels of belief than those who work in a 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 with an English major and those without one. It is shown in the percentage data findings, namely 68% and 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 with experience from different backgrounds may have the same level of belief as those who have Education according to the subject they teach. This study did not intend to invoke government regulations on linearity, emphasizing that the English subject should be guided 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 for implementing. An opportunity for those who can elaborate on their teaching abilities and motivate students is 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 to provide learning whose goal is that the subjects being taught are truly optimal with goals that can be accounted for (Arafat et al., 2022; Wedayanthi & Darmayanti, 2022).

4. CONCLUSION

The teachers' belief in students' abilities, self-efficacy, and the teaching methods they employ are manifestations of what they do in teaching. Based on the correlation analysis of the belief factors, the ideal condition is a significant relationship between the nature of students' English development and self-efficacy as an English teacher. This can be interpreted that the higher the level of teacher self-efficacy as the sub-factor, the better the nature of students' English development, and vice versa. Increasing the level of self-efficacy is an important component of the belief variable. There were differences in the level of belief because of the school environment. An environment with broader use of English would drive the English teacher's level of belief change in a better direction. Correspondingly, an environment such as an international school is an ideal school environment for maintaining and increasing the level of English teacher belief. The policies in the *kurikulum merdeka* that leave the decision to apply English subjects or not to school management might have read the situation that learning English should be in a natural learning process, where language grows and develops along with the daily communication process in and outside the classroom. Suppose English is taught in elementary schools where English is not fully used as the language of instruction but is still chosen as a local content subject. In that case, it seems not to be on par with the level of English teachers' belief in international schools. There were no differences in the level of belief between the teachers who had graduated from English major versus others. The policy to always refer to the linearity of teachers' educational background to the subject assigned does not show signs of applicability to all conditions

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and fields. Learning English is a natural process that may move dynamically along with the environment in which they are developed, not always in line with teachers' educational background, but how teacher beliefs, teaching approach, and learning atmosphere according to students' feelings with the right steps. This research does not mean to overdo one with the other, but reflecting on the research results could help schools mirror their student's English proficiency achievement. It has become a good academic culture to complement one study with another. The students' beliefs in the learning process are as important as the teachers. Thus, the following research may enrich more input on the *implementation of kurikulum merdeka, especially in English e*ducation among elementary school students. The success of English education at the elementary school level would be sustained at the next education level.

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