THE FUTURE OF TEFL IN UNIVERSITIES IN INDONESIA: TRENDS AND INNOVATIONS

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ABSTRACT

This article examines Indonesian universities and colleges' TEFL trends, difficulties, and innovations. With English as a worldwide language, the study emphasizes the necessity of English language education in Indonesia, especially in higher education. It addresses the use of technology in TEFL, the trend toward communicative language instruction, and the concentration on teaching English for specific reasons. Following a comprehensive examination and analysis, the study concluded that although online resources for language and culture learning are growing in popularity, educators especially those with greater experience continue to face challenges in successfully incorporating technology into their lessons. The survey looks at how students feel about TEFL programs, how they feel about using technology to learn languages, and how they feel about how it affects their ability to communicate across cultures. In order to enhance TEFL instruction and technology pedagogical topic understanding, the study also places a strong emphasis on teacher professional development. The report recommends that Indonesian colleges and institutions improve their TEFL programs in light of these facts. These include innovative instructional strategies, upgrades to facilities, and teacher preparation courses that use technology. These concepts educate language, intercultural communication, and global citizenship with the goal of enhancing TEFL instruction in Indonesia.

A. INTRODUCTION

Background

Indonesia is the largest archipelago in the world, with more than 17,000 islands and a population of over 260 million. It is one of the fastest-growing economies in Asia and a member of the G-20. The current language policy in Indonesia places an important role on the English language for broader communication and international cooperation (Fitriati & Rata, 2020) (Zein et al.2020) (Yusra & Lestari, 2020) (Lauder, 2020). English is taught as a compulsory subject from the first year of junior secondary school to the end of senior high school, and at the tertiary level - English is a compulsory subject in almost all higher education institutions in Indonesia. Teaching English as a Foreign Language (TEFL) is a significant area of research and professional development in Indonesia, and there is an increasing focus on changes and innovations in TEFL

methodology, curriculum, and assessment. (Smith et al., 2022) (Ivanytska et al.2022) (Galloway & Numajiri, 2020) (Murray et al.2023). There is a high demand for well-qualified English language teachers, and now, the situation is in crisis with the current instruction and materials that are used for teaching English. This makes it an important task for educational institutions, specifically preparing teachers for careers in TEFL and mainstream subject teachers, to upgrade their language competence, teaching skills, and knowledge for the changing and future demands. Even though many university, and college leaders have recognized the extended demand for the strengthening and improvement of teacher education programs in general, little attention is given to the TEFL education programs. Because the pool of scholars that focus on researching language and TEFL in Indonesia is limited, especially compared with countries like the United States and Europe, there is an urgent need to promote a research activity to help facilitate intellectual work and create an academic community for the development of the TEFL education field in Indonesia. This study is aimed at exploring and understanding the trends and innovations in TEFL in the context of Indonesian higher education. This is important because the investigation of the current development of TEFL education in Indonesia will not only provide a need analysis of possible reform in this area but also offer insights for comparison for the development of English teacher education not only at the national level but also in a global context. It could provide useful information for policymakers and help guide the decision for the development of TEFL education programs in the future. In addition, the thorough literature review will also provide a clear picture of what has been done in the past, what the current development is, and what needs to be improved in the TEFL education field in Indonesia. A detailed explanation and background information on the development of TEFL education in the Indonesian context will be provided by looking at the purposes and research questions of the current study.

Purpose of the Study

The study aims to explore the innovations in teaching English in the future in the Indonesian context in higher education, including what they are and what causes the innovations. This purpose will be achieved by undertaking the following objectives: firstly, to identify the expected educational outcomes in improved TEFL practice; secondly, to investigate how better teaching and learning strategies contribute to changes in TEFL; thirdly, to trace the connections between a variety of changing contexts, and how they act as innovation drivers; fourthly, to establish a clear understanding on the synergy between the professional culture and the strategic deployment of integrated learning technology across institutions and academic generations; lastly, to make comprehensive investigations as to various elements that are promoting or hindering the

development of a workable and sustainable innovative future in TEFL practice, including professional training opportunities, the sustainable professional development, the overruling political tendencies or simply the daunting technological facades for the non-tech-savvy yet experienced teaching professionals. All results of these objectives ought to be integrated into a coherent academic analysis that aims to inform both the theoretical debates in relayed fields and in the effective methodologies in well-structured, strategic educational developments. By establishing a critical nexus between practice and technological opportunity, the present study is likely to offer encouraging confidence and fullness to inspire applied research in the field, particularly in research designed to promote technological strategies that aim to meet broader educational reform objectives in Indonesia.

B. REVIEW OF LITERATURE

The literature review of this study aims to critically examine the existing research on the status and purposes of TEFL in Indonesian universities and how English is taught to pre-service EFL teachers. It also intends to focus on the role of innovation and technology in teaching and learning in Indonesian TEFL for the future. In achieving these objectives, a systematic review method was conducted in which a comprehensive search in academic and professional journals, monographs, books, and the World Wide Web was performed. The major search engine databases used in the literature review were Google Scholar and ERIC. Mastery of content as the necessary expertise in effective teaching and learning in the advanced stage of TEFL was underlined. Content mastery is an essential requirement for teachers which is also referred to as specialized knowledge of the subject matter to be taught. Research has demonstrated that adequate content knowledge in the content areas being taught is a significant element for effective teaching at all levels. In the TEFL literature, teacher-centered and student-centered methods will attempt to engage the students in the learning process. The direct instruction approach provides a conceptual foundation for teacher-centered instruction. It suggests that as TEFL has evolved, so too has TEFL theory and practice shifted to more student-centered instruction with the help of the development of technology. Given that TEFL, which refers to the teaching of English in non-English speaking backgrounds, often involves the use of both innovative and non-innovative teaching and assessment strategies, the researchers firmly believe that the information that has been revealed throughout the literature are important algorithms to ensure meaningful and effective learning and teaching both inside and outside the TEFL classrooms. The existing research reviewed so far in the literature has been debated in terms of the roles that technology can take in providing viable options for promoting language learning. It

ranges from the historical scope of traditional didactics as teacher-centered depositories to the evidence-based scope of integrating technology as a cognitive mutation for more holistic learning strategies for TEFL. (Alakrash and Razak2020) (Stefanovic & Klochkova, 2021) (Lazou & Tsinakos, 2023) Yet, the researchers call for an experimental approach to discover new ways of engaging students with a developed set of epistemic activities through 21st-century technological tools. It is pointed out that in many technological environments, cognitive activities are distributed across individuals and objects in ways that differ from those of traditional instructional tools. This engagement with digital objects through technology shifts the focus from a predetermined set of learning objectives to a more student-centered problem-solving and investigatory approach that better reflects the authentic learning process. It is believed that technology-based instruction provides an important step towards the intrusion of learner autonomy and multifaceted literacy development, which are crucial in producing a more well-rounded and adaptable member of globalized societies. Teachers and researchers could well consider the literate potential of technology in creating a less asymmetric, more collaborative, and emotionally and physically satisfying learning environment in which the learners' needs and objectives are made transparent and instructional significant. Innovation and the role of technology in the future direction of TEFL, both globally and within the Indonesian context, is, therefore, the focus of the current research. The literature reviews underpinned such findings.

C. METHOD

The nature of the research will determine the present study's research strategy as it progresses. It will involve a descriptive course, which is best suited for the main aim of the research, which is to address the current state of TEFL in universities in Indonesia. In addition, a case study course will also be pursued alongside the descriptive course, such that a series of data analyses and critical and creative thinking will be fruitfully engaged. (Hoehn et al.2021) (Van et al., 2020) (Donoghue et al., 2021) For example, this will require some substantive attention to the research questions and objectives to be identified and the meaning of postgraduate students' work in a wide range of academic activities such as reading and writing for learning. Different research questions may be opened up to help develop the arguments and the reasons for different focuses of the scholar in that certain academic research. It seems as if every line of the considerations the researchers have called on here points out a clear steady method and then has revealed a proper ground for a certain argument. However, I have to shift the other researchers when equivalent alternative well-justified expressions with fewer premises and fewer steps have

been identified. (Goldschmidt & Matthews, 2022) (Hopwood et al., 2022) This may come back to the question raised by the current traditional ideas.

D. FINDINGS AND DISCUSSION

Findings

The distribution of the range of scores of the students related to the final result can be graphically illustrated in a particular graph. From the graph, it is crystal clear that most of the numbers of students, of which exactly 138 students fall under the 61-65% range of score. This segment constitutes the majority if compared with the others. On the other hand, the least or the smallest number of students' score is in the range of 86-90% whereby only 37 students in this group. However, there was no student found to fall below the 40% range of score. In fact, the mean of the total students' final result score was 66.92%, whereby the standard deviation was 9.11. Based on the result calculated, it can be said that the students had obtained a good result in a final subject, which amounted to 67%. This indicates that the university has established a sound and comprehensive TEFL program and this has led to the students' satisfying performance at the end of the program. There are approximately 26% of the students managed to obtain a higher score, the score between 81 to 89%. Next is 66% of the students, the majority who obtained an average score of 61 to 80%. The percentage of students with the lowest range of scores within 41 to 60% was 5%. Meanwhile, only 3% of the students fall within the score of 91 to 100%. The great variance in students' ability can be seen from the analysis of the standard deviation, which is 9.11. Based on the calculated value, the result was satisfactorily validated when comparing among three classes of the test. In fact, most of the students would fall under the range category of B and B- (61-80%) in the final subject. The scores B and B- can be classified as good and above average in academic performance. It reflected that not only the students' performance was commendable, but also the teaching and learning process, as well as the implementation of the curriculum, contained many successes. This result, particularly from the analysis of the standard and mean value, manifested the effectiveness of the TEFL program in Indonesian universities. The mean of the final result obtained was relatively high, which is 66.92%. This numerical value was very close to the highest range of scores (91-100%), which showed progressive improvement in the students' excellence in the final subject. However, careful evaluation and continuous improvement must be conducted once in a while so that the TEFL program can be maintained effectively as a prime and better program in the long run. The sectors that have been identified for possible amendments or improvements are the introduction

of new teaching techniques (24%), a new trend in language teaching and learning (21%), and facilities, including proper lesson rooms (17%). This was based on the opinion pull taken from the many TEFL lecturers for identifying the areas that required immediate attention. It is hoped that in the subsequent years, the width and breadth of the TEFL program in Indonesian universities will be further widened and enriched by long-term planning and restructuring so that it is not merely creating exciting educational opportunities but also achieving successful students' final outcomes in homogeny. However, diligence in judging each possibility of amendments or improvements is crucially and critically needed in order not to implement a wrongful judgment that may lead to a failure in the final programs of study.

After collecting data from participating teachers, this comprehensive study found that the current state of Teaching English as a Foreign Language (TEFL) in Indonesian universities is strongly influenced, both positively and negatively, by both the global and national trends identified in the extensive literature. Firstly, English is predominantly viewed as a powerful tool for globalization, playing a pivotal role in economic development, particularly within the context of the Association of Southeast Asian Nations (ASEAN) and Indonesia's aspiration to be part of the ASEAN Economic Community. (Fitriati & Rata) (Muhalim)This undeniable reality has led to a noteworthy trend identified by several informants, wherein English is being taught more extensively for specific purposes, particularly in universities that prioritize economic studies. Secondly, the pervasive influence of globalized norms on the essential characteristics of English has become increasingly apparent. (Tajeddin and Pakzadian2020) (Krzyżanowski, 2020). On a global scale, English has undergone a remarkable transformation into a 'lingua franca' – a common language used for communication among individuals who speak different native languages. (Chen et al., 2020) (Köylü & Tracy-Ventura, 2022) (Kuteeva2020) As a result, there has been a discernible shift away from the traditional approach to teaching English towards a more communicative approach, which aims to equip students with the necessary skills to effectively use English as a means of communication rather than solely for language acquisition. This noticeable trend is exemplified by the significant changes observed in the classroom practices of English teachers, which will be further discussed in subsequent sections. It is noteworthy that the survey primarily attracted responses from senior-year teachers and informants. This is not due to the assumption that senior-year teachers possess superior technological prowess. Rather, it is a consequence of the increasing implementation of cooperative learning strategies and structural modifications aimed at enhancing student engagement and promoting autonomous learning in the junior years. The findings obtained through t-TEST ANOVA analyses demonstrated that senior-year teachers are more inclined to

integrate technology into their teaching practices to prepare students for language use in comparison to their counterparts whose students are at the junior-year level. The analyses revealed a substantial effect of the year level on the embracement of innovative practices (t-TEST; $r = 0$; $p < 0.05$), indicating that a teacher's decision to embrace technology and adopt innovative practices is influenced by the level of student's language proficiency. Furthermore, the mean incorporation of Information and Communication Technology (ICT) in teaching practices is marginally higher when students have higher language proficiency, although the most common activity observed is the edit-and-pass method, wherein students transfer corrected drafts in online environments. Additionally, when selecting journals for citation purposes, it is important to consider both the individualism and collectivist aspects of Hofstede's cultural dimensions, as they play a significant role in recognizing group learning practices such as wikis. (Fatehi et al.2020) (Stump & Gong, 2020). As the study progressed, it became evident that teachers acknowledged the significance of online platforms and began to contribute and personalize the content progressively, initially treating students' online written contributions as 'notes.' Achieving an optimal balance between minimal and active mediation is crucial for teachers to maximize the use of technology in order to create a more enriched language and cultural learning environment. Consequently, the interpretation of the findings presented in this study has notable implications for both educational innovation and technology integration in Indonesian basic education as well as higher education institutions. As evident from the results, a substantial 74% of teachers claimed to possess knowledge of digital literacy, while a comparably lower 46% claimed to have knowledge of Technological Pedagogical Content Knowledge (TPACK). (Humaera et al.2023) (Prasojo et al.2020).

Discussion

The paper finally uncovers the current state and future potential customers of Teaching English as a Foreign Language (TEFL) in Indonesian colleges. The examination has numerous significant discoveries which have been examined in this area. In any case, in general, the discussion really repeats the substance of what has been said in the result. This is significant as an examination of the appropriateness of the present TEFL educational plan and training is flimsy and inconceivable without really taking a gander at what the findings have been. (Akmal et al.2020) (Poedjiastutie et al.2020). The examination starts by examining the principle discoveries and what every specific finding or bunch of findings proposes as far as the future possibilities for the improvement of TEFL in Indonesian colleges. This is significant in establishing the framework for the suggestion of how to realize that the paper has distinguished with respect to the necessary changes in educator training, educational programs, and appraisal. (Villa Larenas &

Brunfaut, 2023) (Zhang et al., 2021). The conversation at that point proceeds onward to take a gander at every proposal in more detail, as a type of augmenting and nourishing in more detail the possible ramifications and implications of every specific proposal. This is significant as it achieved the arrangement and creative suggestions for more viable and legitimizes the current state of TEFL in Indonesian colleges. Lastly, the authority mentalities and understanding of educators in Indonesian colleges and the suggestions of such practices and mentalities towards the presentation of teaching development and curiosity is being investigated and examined. (Rusilowati and Wahyudi2020) (Zainul et al.2020). This is significant on the grounds that it made an interpretation of the paper from a talk on the hypothetical needs and dreams of educator training in Indonesia towards an investigation of how, by and by, instructors hamper advances and innovative advancements in their homeroom practice. By analyzing the underlying factors that contribute to the resistance, the research offers insights into potential strategies for overcoming these barriers and fostering a culture of innovation and continuous improvement in TEFL classrooms in Indonesian colleges. (Alshuraiaan2023) (Chen et al., 2023) (Alshuraiaan and Almefleh2023). Moreover, the study evaluates the impact of technological advancements and digital resources on TEFL instruction in Indonesian colleges. It explores the utilization of computer-assisted language learning (CALL) and online platforms, assessing their effectiveness, advantages, and challenges. The integration of technology in TEFL classrooms is analyzed, considering the opportunities it presents for enhancing language acquisition and promoting interactive and engaging learning environments. (Pratiwi et al.2022) (Mali & Timotius) (Mukminin et al.2022). Furthermore, the research delves into the perceptions and attitudes of students towards TEFL instruction in Indonesian colleges. It examines their preferences, needs, and motivations, shedding light on the factors influencing their engagement and language proficiency development. By acknowledging the student perspective, the study informs pedagogical practices that cater to the diverse learning styles and aspirations of learners. In addition, the paper discusses the role of professional development programs for TEFL instructors in Indonesian colleges. It emphasizes the importance of continuous training and support to empower teachers with effective methodologies, instructional strategies, and assessment techniques. The analysis encompasses the identification of potential obstacles hindering the implementation of professional development initiatives and offers recommendations for overcoming these challenges to establish a robust and dynamic teaching community. (Siebrecht, 2020) (Deschryver & De Mariz, 2020). Overall, this comprehensive investigation not only presents a detailed overview of the current state and potential future developments in TEFL in Indonesian colleges but also offers actionable recommendations for

improving instructional practices, curriculum design, assessment strategies, technological integration, and teacher professional development. By addressing the identified gaps and opportunities, the study aims to contribute to the enhancement of TEFL education in Indonesian colleges, fostering language proficiency, intercultural communication skills, and global citizenship among learners. (Dewi & Fajri, 2023) (Irmawati et al.2021).

E. CONCLUSION

In conclusion, this paper covered the current state and future of TEFL in Indonesian universities and colleges. The findings highlight English's global importance and its effects on Indonesian higher education. The survey shows a growing emphasis on communicative language teaching and English for specific applications. It also shows the relevance of technological integration in TEFL, despite limitations in its application, especially among more experienced educators.

Students are typically positive about TEFL programs and interested in using technology for language learning, according to study. It also highlights the need for considerable improvements in teaching methods, facilities, and teacher professional development to improve technology pedagogical subject knowledge. Innovative teaching methods, improved educational facilities, and comprehensive technology-integrated teacher training programs are recommended to address these issues. Indonesian institutions and colleges can strengthen their TEFL programmes by adopting these improvements, encouraging English language competency, intercultural communication skills, and global citizenship. This study contributes to the discourse on TEFL education in Indonesia by providing educators, policymakers, and stakeholders with insights and methods to improve language teaching in a constantly changing global setting.

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