



THE PREDOMINANT EDUCATIONAL PHILOSOPHIES AMONG PRE-SERVICE ENGLISH TEACHERS

Ragilia Indaswari¹, Ouda Teda Ena²

^{1,2}English Education Department, FKIP, Universitas Sanata Dharma, Indonesia

Corresponding author: ragilia.agil@gmail.com

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Abstract: Theory and philosophy are inseparably linked. Theory shapes how people purposefully engage with the world, whereas philosophy shapes how people perceive the world. The idea behind this study is that pre-service English teachers follow certain beliefs to improve their pedagogical abilities prior to the implementation. This study investigated the predominant educational philosophies among pre-service English teachers enrolled in an English Education program at a University in Solo. The respondents of the study were 38 pre-service English teachers at a University in Solo, Central Java who were chosen through simple random sampling. Data were collected using a survey adapted from the self-assessment educational philosophies scoring guide. It utilized a quantitative survey research that involves gathering data through questionnaires. The analysis revealed that Behaviorism emerged as the most commonly endorsed philosophy, followed by Perennialism and Progressivism. These findings suggest that pre-service English teachers tend to adopt teacher-centered approaches that emphasize structure, repetition and reinforcement. The study suggests that Indonesian pre-service English teachers believe effective teaching involves a combination of student-centered and teacher-centered approaches, urging for curriculum support.

Keywords: *educational philosophy; behaviorism; essentialism; pre-service English teacher; teacher centered.*

INTRODUCTION

A vital component of human society, education is intricate and multidimensional. Philosophers have historically argued over the fundamental goals of education, with some emphasizing the development of morally and ethically grounded individuals or the acquisition of specialized knowledge for increased economic production. The dispute also centers on the nature of knowledge, with traditional approaches prioritizing rote memorization and modern approaches emphasizing problem-solving and critical thinking. The philosophy of education also looks at how power is distributed during the learning process. Teachers are philosophers, instilling values in learners. Education and philosophy are interconnected, aiming to achieve philosophical and moral targets through educational activities (Khan, 2013). This interconnection makes philosophy essential in designing educational practices and goals.

Understanding educational philosophy is crucial for pre-service English teachers. English teachers' knowledge of educational philosophies helps them understand their actions, choices, interpretations, and beliefs within the educational system (Danner & Ofuani, 2022). Awareness of these foundations allows educators to reflect on their actions and refine their teaching strategies. The researchers aim to review these philosophies and learning theories to expose teachers to how their views influence language teaching and learning. Amac & Oral (2023) stated that understanding preservice teachers' educational philosophy is crucial as they will be the torchbearers of the current curriculum, instilling knowledge and values into future learners. The data from English Education Study Program suggests that pre-service English teachers' educational philosophies also reveal a balanced agreement with both student-centered and teacher-centered approaches. These philosophies emphasize the importance of student experience

and active learning, which can be achieved through curriculum development, technology integration, and innovative assessment methods.

The philosophy of education critically investigates how values, skills, and knowledge are taught. It encompasses the nature of knowledge, educational goals, teacher responsibilities, and student learning strategies. This research explores eight educational philosophies: Perennialism, Progressivism, Constructivism, Essentialism, Reconstructionism, Information Processing, Behaviorism, and Humanism. By examining these philosophies, educators, parents, and policymakers can make informed decisions about the learning environment they wish to cultivate.

The study of educational philosophy is important because it addresses the goals of education, the development of knowledge and skills, and the ideals that should get into education. It supports the decision-making process on the kind of learners we want to foster and helps educators, legislators, and parents navigate the intricacies of education. The findings of a previous study conducted by B. Tupas & P. Pendon (2016) indicated that when pre-service English teachers were categorized based on course, sex, and GPA, as well as when considering existential and progressivist pedagogies overall, they were more likely to embrace them. Interestingly, B. Tupas & P. Pendon (2016) other findings demonstrated that, when considered collectively and when categorized by sex, age, and area of specialization, college lecturers were more inclined to endorse Behaviorism, Reconstructionism, and Progressivism as educational philosophies.

Perennialism, Essentialism, Progressivism, Reconstructionism, Information Processing, Behaviorism, Cognitivism, and Humanism are examples of core schools of philosophy. Educational philosophy offers a framework for comprehending and impacting learning processes, facilitating individuals and creating a fairer future by addressing social issues and supporting social involvement (Cohen, 1999b).

Philosophical orientations of preservice teachers enhance their professional growth and education purpose by enabling them to modify teaching practices and align them with suitable instructional approaches (Magulod, 2017). Understanding a teacher's and student's philosophy can lead to tailored teaching, addressing learning styles, open communication, and increased motivation. Teachers who are passionate about their philosophy can also motivate students to create a positive learning environment.

Specifically, this research focuses on these research questions: (1)What is the predominant educational philosophy of pre-service English teachers? (2) What is the consequence of the educational philosophy among pre-service English teachers?

Nowadays, schools use a variety of philosophical stances, with a primary emphasis on the curriculum, or what and how to educate. Eight philosophies of education, perennialism, essentialism, progressivism, behaviorism, information processing, constructivism, cognitive psychology and reconstructionism, each rooted in one of the four major philosophical traditions, have emerged (existentialism, pragmatism, realism and idealism).

Perennialism, the oldest and most conservative educational philosophy, focuses on realism and traditional values (Ornstein & Hunkins, 2017). It dominated American education from the colonial period to the early 1990s, emphasizing subjects like Latin, Greek, grammar, rhetoric, logic, and geometry. Perennialism emphasizes the permanency of knowledge and values, arguing that human nature is constant. The curriculum is subject-centered, focusing on language, literature, mathematics, and sciences, with teachers as authorities in their fields. Character training is also crucial for developing students' moral and spiritual being.

In contrast, essentialism teaches a core set of essential skills to all students, focusing on traditional academic disciplines and a back-to-basics approach (George et al., 2023). It emphasizes reading, writing, and computing, preparing students for productive society roles. Essentialist classrooms are teacher-centered, emphasizing lectures and demonstrations, adhering to Realism tenets. Essentialism is a teacher-centered American education philosophy that focuses on academic content and moral behavior (Adirika et al., 2017). Teachers are knowledgeable in subjects and role models, imposing discipline and a pass/fail system. They believe in equal education for all students, regardless of age or ability, and reject special circumstances.

Progressivism emphasizes individual learner needs, interests, and real-world issues, using hands-on activities, project-based learning, and social and emotional development to prepare students for real-world challenges. As the research conducted by Shorty et al. (n.d.), the participant believes that modern education should significantly change, focusing on the lived human

experience to create quality learning experiences, and believes the progressivist philosophy will continue to influence the educational landscape.

Constructivism is a learning theory that encourages active knowledge construction through interaction with the environment and experiences, focusing on problem-solving skills through reflection-in-action. It encourages active student participation, involving joint teacher-student work and inspired by Vygotsky, Dewey, and Piaget (Hinduja, 2021).

Reconstructionism supports the use of education as a vehicle for social change, encouraging students to exercise critical thinking, question established norms, and put forth ideas for building a more just society. Although reconstructionism influenced by pragmatism and existentialism, it views education as a driving force for social change and development, with teachers as leaders in social reform (Yolcu & Sari, 2022). Reconstructivists believe education should be seen as a tool for creating a world society based on shared values, constantly reshaping and organizing society.

Cognitive psychology theory emphasizes information processing, focusing on instructional strategies that break down information into manageable chunks and promote active learning activities to enhance memory and knowledge retrieval. Piaget's cognitive theory suggests that knowledge is a result of antecedent categories, concepts, and ideas, rather than a simple recording of experience. This theory posits that the epistemic object is "intentional" and that any meaning found in the representation is inherent to the individual and the stimulus material itself (Duschl & Hamilton, 1992).

When it comes to Information Processing, students are much like to computers in that they take in and process external data that needs to be saved, sorted, and stored (Phillips, 2014). These processes are under the direction of decision-making functions like elaboration processes and metacognitive skills. According to Vygotsky's theory of cognitive development, a primary learning pathway makes progress within a zone of proximal development possible for learners who are relatively novices compared to more experienced learners. This zone shows the difference between a learner's ability on their own and their ability with the help of a more experienced partner.

Behaviorism, which has its roots in behavioral psychology, focuses on how motivation and punishments are used to change observable

actions. Positive reinforcement is one strategy used to attain desired learning outcomes. As a widely recognized and influential learning theory, behaviorism has been transformed into various current teaching models such as mastery learning, hierarchical learning, modeling, direct instruction, and individualized instruction (Arduini-Van Hoose, 2020). It emphasizes classical conditioning behavior and habit formation, relating new learning with previous learning.

Humanism promotes individual potential, creativity, critical thinking, and self-actualization in education, promoting a curriculum that engages students' interests and talents beyond academics. In addition, the humanist values creating a nurturing environment where students feel safe to explore new ideas and learn from one another, a philosophy rooted in Humanism (Shorty et al., n.d.). This is in line with the research conducted by Khairani et al. (2023) that a humanistic educational philosophy fosters a welcoming, supportive, and non-threatening classroom environment, encouraging students to express themselves and take responsibility for their learning. Conversely, a behaviorist philosophy emphasizes rewards and punishments, creating a structured, predictable, and rigid environment. The teacher uses extrinsic motivation to enforce performance, highlighting the need for educational philosophy in organizing learning resources, including curricula, syllabuses, and RPPs.

Considering the theories of educational philosophy assists educators in making well-informed decisions aimed at encouraging learning acquisition, intellectual curiosity, social responsibility, and a lifetime love of learning in a variety of settings and for a range of student needs.

METHOD

The research employs a quantitative survey methodology to explore the educational beliefs among the pre-service English teachers, utilizing quantitative data to identify trends and patterns in their experiences and preferred learning environments. Surveys provide an effective means of obtaining information from many respondents, enabling us to investigate the range of educational views that the subject population possesses. A Likert scale was utilized, allowing respondents to express degrees of agreement with statements related to educational goals, knowledge nature, teaching methods, and teachers' roles. It will explore whether education should focus on acquiring established knowledge, questioning and constructing knowledge, or fostering student

inquiry. Using Google Forms, the survey was done online based on the target population's level of technological access. Although they might not fully capture the range of opinions, surveys can yield useful information for examining educational philosophies within a target community when they are well-planned and carried out.

Click or tap here to enter text. In the Educational philosophy assessment adapted from Cohen's (1999a) self-assessment as cited in George et al. (2023), the survey consists of 40 Likert-scale items covering the key areas of philosophy. The survey was distributed to 38 pre-service English teachers from a University in Solo. In selecting the participants, the researcher used simple random sampling. This method was chosen for its fairness, statistical generalizability, and ease of implementation. It ensured that everyone in the population had an equal chance of selection, reducing sampling bias.

Table 1. Profile of the participants as to gender

Categories	f	%
Entire group	38	100
Gender		
Male	4	11
Female	34	89

The Likert scale survey employed in this study consists of 40 items, each offering five response options, i.e., "strongly agree", "agree", "somehow agree", "somehow disagree", and "strongly disagree". Each response was assigned a numerical value from 5 to 1, respectively, to facilitate data analysis. Respondents who select "strongly disagree" express their total disagreement with the statement or their strong disapproval of it. In the meanwhile, "somehow disagree" indicates a tendency for disagreement or a slightly pessimistic viewpoint. The response "somehow agree" suggests that the respondent is impartial or lacks a strong opinion. "Agree" indicates that the participants affirmatively accept or accept the presented statements. The highest scale with the response "strongly agree" indicates that the respondent has either had a very good experience or completely agrees with the statement. The following is the mean scale in determining the results used in this study:

Table 2. Categories of participants' responses

Mean Scale	Description
1.00 – 1.80	Strongly disagree
1.81 – 2.60	Somehow disagree

2.61 – 3.40	Somehow agree
3.41 – 4.20	Agree
4.21 – 5.00	Strongly agree

Before data collection, the researcher obtained verbal permission and support from a colleague working at the University where the study was conducted. The participants, all of whom were pre-service English teachers, were informed about the purpose of the study, assured of the confidentiality of their responses, and advised that their participation was voluntary. Informed consent was obtained before the participants completed the survey. Although formal ethical approval was not processed through an institutional review board, the study adhered to general ethical guidelines for educational research, including respect for participant autonomy, privacy, and data confidentiality. Click or tap here to enter text.

The instrument's internal consistency was tested using Cronbach's alpha, yielding a reliability score of 0.89, which indicates good reliability for low-stakes testing (N=40 items). Cronbach's alpha $0.8 \leq \alpha < 0.9$ means Good (Low-Stakes Testing). The reliability statistics of the Likert-scale questionnaire were described as the following:

Table 1. Cronbach's Alpha standardization

Cronbach's standardization	alpha	Cronbach's alpha result	N of items
0.6	0.89	40	

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum \sigma_i^2}{\sigma_x^2} \right]$$

α = Coefficient alpha

k = number of items

σ_x^2 = Total variance of the scale

σ_i^2 = variance of the item

RESULT AND DISCUSSION

General findings in educational philosophy

Table 2 presents the mean and standard deviation (SD) of pre-service English teachers' dominant educational philosophies. The overall mean score for all participants was 4.02 (SD=1.06), indicating a general agreement with the philosophies included in the survey. This reflects a tendency among pre-service English teachers to align with foundational educational beliefs. However, the standard deviation signals moderate variability in their responses, suggesting differing degrees of endorsement among individuals.

Pre-service English teachers rated highest on philosophies such as Humanism ($M=4.26$), Progressivism ($M=4.08$), and

Reconstructionism/Critical Theory (M=4.06)

which are student-centered in nature. These scores suggest that the participants value learner agency, social transformation, and the importance of emotional development and critical consciousness that align with current pedagogical trends that promote inclusivity and student empowerment.

These findings are consistent with Magulod (2017), who found that Filipino pre-service English teachers also leaned toward humanistic and progressive values due to growing awareness of inclusive education and learner diversity. Similarly, Nihayah et al. (2023) reported that the implementation of *Kurikulum Merdeka* emphasizes increased teacher autonomy and encourages educators to move away from rigid, centralized instruction. Instead, teachers are empowered to design learning experiences that are responsive to students' interests, contexts, and individual needs.

Surprisingly, participants also scored highly on traditionally teacher-centered philosophies such as Behaviorism (M=4.29) and Information Processing (M=4.26). This dual alignment indicates that while they appreciate student-centered approaches ideologically, they still value structured, outcomes-based instructional strategies often associated with effective classroom management and measurable learning. This may reflect their exposure to hybrid or varied instructional models in their teacher training.

Gender-based findings

As shown in Table 4, both male and female pre-service English teachers show similar philosophical preferences, generally favoring student-centered ideologies. Nonetheless, subtle differences are present. Males scored slightly higher than females on Behaviorism and Information Processing, suggesting a somewhat greater inclination toward teacher-directed practices among male respondents. These differences may be influenced by perceptions of classroom authority, confidence in managing learning environments, or prior learning experiences that shape instructional comfort zones.

Items 20, 30, 33, 35, and 38 reflect the core principle of Behaviorism. These items help explain why participants may have scored Behaviorism highly—especially male respondents who, as the results show, expressed slightly more preference for structured, teacher-directed methods. These responses suggest the teacher's role in developing behavioral goals and establishing reinforcers to achieve them, reflecting prior learning environments. As Prayogo (2022) observes, many English teachers in Indonesia still rely on structured, teacher-centered methods due to limited training in 21st-century pedagogies and a deeply rooted preference for control and clarity in classroom management.

Table 3. *Mean and Standard Deviations (SD) of pre-service english teachers' dominant educational philosophies when viewed as an entire group and categorized by gender*

Categories	Mean	SD	Description
Entire group	4.02	1.06	Agree
Gender			
Male	4.11	1.09	Agree
Female	4.01	1.06	Agree

Table 4. *Means, standard deviations, and rank of pre-service english teachers' predominant educational philosophies when categorized by gender*

Categories	Mean	SD	Description	Rank
Entire Group				
Perennialism	3.79	1.08	Agree	7
Essentialism	3.44	1.26	Agree	8
Progressivism	4.08	1.00	Agree	4
Reconstructionism/ Critical Theory	4.06	1.18	Agree	5
Information Processing	4.26	0.78	Strongly Agree	3
Behaviorism	4.29	0.79	Strongly Agree	1
Cognitivism/ Constructivism	3.97	1.05	Agree	6

Humanism	4.26	0.96	Strongly Agree	2
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Gender				
Male				
Perennialism	3.55	1.32	Agree	7
Essentialism	3.50	1.32	Agree	8
Progressivism	4.15	0.67	Agree	5
Reconstructionism/ Critical Theory	4.25	1.16	Strongly Agree	4
Information Processing	4.50	0.76	Strongly Agree	2
Behaviorism	4.55	0.76	Strongly Agree	1
Cognitivism/ Constructivism	4.00	1.21	Agree	6
Humanism	4.35	0.93	Strongly Agree	3
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Female				
Perennialism	3.82	1.05	Agree	7
Essentialism	3.43	1.26	Agree	8
Progressivism	4.07	1.04	Agree	4
Reconstructionism/ Critical Theory	4.04	1.18	Agree	5
Information Processing	4.23	0.78	Strongly Agree	3
Behaviorism	4.26	0.79	Strongly Agree	1
Cognitivism/ Constructivism	3.97	1.03	Agree	6
Humanism	4.25	0.96	Strongly Agree	2

Predominant educational philosophy of pre-service english teachers in Solo

The study conducted by Carifio (2005), it explains real-time learning processes and consequences based on information processing theory, which is consistent with neurology and brain sciences and explains communication between cells, atoms, and humans. Since behaviorism and information processing strongly emphasize teacher-centered instruction, pre-service English teachers are likely to favor them over behaviorism and information processing. To sum up, both philosophies focus more on learners' information processing, observable behaviors, and reinforcement while acknowledging individual differences and emphasizing effective instruction.

Humanism as the second rank can be adopted to examine how education is changing in the AI era from a humanistic philosophical viewpoint. Humanism, a unique perspective, promotes humanistic education, fostering participation, self-esteem, and self-efficacy, encouraging children to take responsibility for their learning and reject praise and blame (Aung, 2020). Yulianto et al. (2024) investigates how Carl Rogers' humanistic philosophy can guide the creation of pedagogical practices that prioritize individual needs and experiences. The study explores the ethical implications of AI in education, focusing on Carl

Rogers' teachings. It explores privacy, bias, equity, and knowledge commodification, and how AI influences individual development and teacher-student relationships, emphasizing human-centered educational practices.

Cognitivism, which is placed in the same rank in both genders focuses on learners constructing reality through reflection and action, balancing new experiences with existing knowledge. Teachers support learning by facilitating environmental conditions and mediating experiences (Cohen, 1999b). Concepts like learning styles, multiple intelligences, emotional intelligence, and constructivism developed. Other ideas include problem-solving, discovery learning, creative thinking, reflective thinking, critical thinking, and intuitive thinking. Overall, cognition and curriculum are intertwined, as most curricularists are cognitive-oriented.

From the table above, essentialism is scored lowest among other philosophies. This suggests a declining preference for rigid, content-centered instruction among pre-service English teachers. From a sociocultural perspective, this could be interpreted as a reaction to outdated, top-down educational systems which may not reflect the dynamic and diverse contexts of modern classrooms—especially in contexts like Indonesia, where equity, student wellbeing, and critical

thinking are increasingly emphasized in education reform. Thus, this suggests a shift in teacher beliefs from control and content delivery to more contextualized teaching practices. From a sociocultural standpoint, this may reflect how younger educators respond to evolving learner needs and societal change.

Blanford (2011) distinguishes student-centered philosophies, which give priority to individual needs and interests, and essentialism, which prioritizes core knowledge and abilities. Philosophies that place more emphasis on student experience and exploration, such as progressivism, are considered more engaging than essentialism, which stresses on basic subjects and abilities. Approaches with a stronger sense of interactivity and relevance to students' lives may be more appealing to pre-service English teachers. On the contrary, essentialist philosophers place a strong emphasis on production, survival, life skills, and civilian living (Bueno, 2019). With an emphasis on respect and discipline, teachers should be seen as moral and intellectual role models in the classroom. Similar results which essentialism adopted the least by pre-service English teachers found in Alemdar & Aytaç (2022).

Consequence of the educational philosophy among pre-service english teachers in Solo

The study of pre-service English teachers in Solo reveals a strong agreement with a balanced approach combining student-centered and teacher-centered philosophies. Both male and female pre-service English teachers agree on these philosophies, with males showing a marginally higher tendency towards agreement. They prefer student-centered learning philosophies like Progressivism, Reconstructionism/Critical Theory, Humanism, and Constructivism, aligning with modern educational paradigms. However, they also rate teacher-centered philosophies like Information Processing and Behaviorism highly, indicating that effective teaching often requires a blend of methodologies to address diverse learning needs.

The study shows minor gender differences in philosophy preferences, with male pre-service English teachers scoring slightly higher on Behaviorism and Information Processing, suggesting a preference for structured, teacher-directed practices. This may be due to varying perspectives on classroom management and instructional control. The study suggests that teacher education programs should adopt a balanced approach, incorporating both student-

centered and teacher-centered philosophies to prepare pre-service English teachers for diverse classrooms. It also suggests that gender-sensitive training programs should be tailored to cater to the specific needs of male and female pre-service English teachers. Ongoing professional development should focus on refining the ability to blend different educational philosophies, including instructional strategies that leverage student engagement and teacher direction. Professional development programs should focus on blending teaching strategies, classroom management, and reflective practice to support teacher growth. Gender-sensitive training is also necessary, with programs offering tailored support for both male and female pre-service English teachers. Exposure to diverse role models and teaching styles can help teachers appreciate different approaches and develop their unique teaching identities.

Encouraging reflective practice can help pre-service English teachers understand their philosophical leanings and their impact on their teaching style, fostering continuous improvement and adaptability. To support this, self-regulation theory suggests that a shift from a teacher-centered to a student-centered approach requires changes in epistemic beliefs and representations. This can lead to misconceptions and fragmentation in teachers' interpretation of SRL theory. To promote SRL practices, effective intervention programs need to be developed. Integrating subject content with SRL strategies is also crucial for effective teaching (Vosniadou et al., 2020).

According to Soleas & Hong's (2020) research, found that pre-service English teachers who completed their post-practicum showed improved resilience in terms of social support and emotional health. This suggests that practical teaching experiences can boost resilience even in cases where more time and experience are required. In terms of self-efficacy, research on EFL teachers' beliefs, based on Bandura's Social Cognitive theory, examines threats to their abilities in English language teaching (Hoang & Wyatt, 2021). Hoang & Wyatt's (2021) study examined the self-efficacy beliefs of Vietnamese EFL PSTs and examined how they related to L2 proficiency, practicum development, and important sources of knowledge that built efficacy.

Thus, a holistic approach to teacher preparation is necessary, with comprehensive pedagogical training covering a wide range of theories and practices. Interdisciplinary learning and collaboration among pre-service English teachers can foster a more well-rounded educational

perspective through joint projects, cross-departmental courses, and collaborative teaching experiences. Overall, these philosophies offer valuable insights for enhancing educational practices and supporting teacher growth.

CONCLUSION

Philosophy plays a crucial role in shaping our actions and curriculum. It influences educational theories, ranging from traditional and conservative to contemporary and liberal. Few schools adopt a single philosophy, but it should be politically and economically feasible and serve students and society's needs. Designing a curriculum is to provide its components significance for learners, educators, and the community, as well as paying attention to the guiding principles (Börekci & Uyangör, 2021). Curriculum workers must help develop practices in harmony with the school and community's philosophy.

The study explores the educational philosophies of pre-service English teachers, finding that they generally agree with the presented philosophies. They support student-centered learning philosophies like Progressivism, Reconstructionism/Critical Theory, Humanism, and Constructivism, emphasizing active student participation and knowledge construction. They also score high on Information Processing and Behaviorism, which are teacher-centered philosophies. However, there are minor gender differences, with male pre-service English teachers scoring slightly higher on Behaviorism and Information Processing. The study suggests that while valuing student-centered learning, effective instructional practices are crucial for successful implementation.

In this regard, it may be claimed that behaviorism is the most dominant educational philosophy among the pre-service English teachers in an English Education Study Program in Solo, Central Java. However, Abramson (2013) highlights the challenges of behaviorist perspective in the classroom and the need for textbook authors to incorporate it and address cognitive perspectives. As teachers should correct errors, provide hands-on activities, and use supplementary materials to help students evaluate both perspectives.

Given that Behaviorism emerged as the most dominant philosophy overall, this finding invites reflection. As noted by Abramson (2013), over-reliance on behaviorist methods can restrict the development of students' cognitive and reflective capacities. Therefore, while structure and feedback

remain essential, teacher education programs should promote critical engagement with multiple educational philosophies to ensure balanced pedagogical development.

The study suggests that pre-service English teachers in Indonesia may view effective teaching as a blend of student-centered and teacher-centered approaches. Therefore, curricula should encourage philosophical reflection, self-assessment, and understanding how structured methods support student autonomy and active learning. These implications are especially relevant in the Indonesian context, where ongoing curriculum reforms call for greater teacher agency, adaptability, and contextual responsiveness (Nihayah et al., 2023).

While this study provides valuable insights into the dominant educational philosophies of pre-service English teachers, several limitations must be acknowledged. The survey relied on the Educational Philosophies Self-Assessment (Cohen, 1999a); (Cohen, 1999b) which, although widely used, may not offer a balanced number of items across all philosophical categories. Some categories, such as Behaviorism and Information Processing, may have had more relatable or contextually familiar statements for participants. Additionally, the study's sample was limited to pre-service English teachers from a single institution in Solo, which may affect the generalizability of the findings to other regions or disciplines.

Future research should consider employing more diverse sample across multiple teacher education programs in Indonesia to enhance the representativeness and reliability of the findings. A revised or adapted instrument that ensures a balanced number of well-contextualized items for each philosophy would also yield more nuanced insights. Moreover, a mixed-methods approach incorporating interviews or classroom observations could provide richer data on how philosophical preferences are enacted in practice. Further investigation is also recommended to explore how local cultural values, schooling traditions, and policy reforms shape philosophical leanings among future educators.

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