



## Teachers' Consciousness on Philosophy Genres for 21st-Century English Language Education

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### ABSTRACT

An educational philosophy is the totality of a person's beliefs, values, and understanding of effective teaching and learning. Thus, it is essential to know the level of consciousness on their understanding of educational philosophy doctrine in their teaching style. This article will deploy a descriptive quantitative method. The subject of the quantitative research was English Language Teachers who have taught in Elementary, Middle, High School, Vocational and Course Institutions. The examination and result of the data show that many teachers combine different genres for their teaching style in the classroom. Based on the results from the quantitative research, it is concluded there are no various genres of education philosophy to choose. Considering every child has unique personality, the suitable educational approaches or ideas are necessary for them to succeed in their future careers. The originality of this research is less of research analysis or identification of consciousness on English teachers' understanding of educational philosophy, especially in East Kalimantan, Indonesia.

**Keywords:** Philosophy, Teacher, Education, Teaching, 21st Century Education.

## INTRODUCTION

Within the field of education, the curriculum functions as an essential guiding document, directing schools and educators in the process of directing the educational path of students by providing them with direction. Considering the current dynamic global scene, which is defined by rapid technology breakthroughs and the convergence of persons from many regions, the importance of a curriculum that is well developed becomes even more vital. The purpose of this is to serve as a beacon, offering educators a road map that will enable them to teach the knowledge, skills, and values that are necessary for the overall growth of their students. It is of the highest priority to develop in youngsters the values of open-mindedness and adaptability in the face of these tremendous shifts. According to Hudson and Luke (2021), this educational concept positions itself as a cornerstone in the process of training the younger generation to succeed in a society that is always changing. It is of the highest priority to be able to accept a variety of viewpoints and to be able to successfully navigate through unpredictable situations, and the curriculum is the instrument that serves to develop these skills.

The education of those who will one day become teachers is of equal significance in this constantly shifting educational landscape. According to Hermanto and Pamungkas (2023), teachers, who are the architects of the future, are required to be equipped with the abilities necessary to serve all students, including individual students who have specific requirements. Therefore, the programs that are designed to train future teachers are

increasingly focusing on giving them with the tools and insights that they need to be able to adapt to the various requirements of pupils. It is analogous to providing educators with the appropriate set of skills and information in order to set kids up for success in a world that is always evolving. The intricate framework of education entails a delicate interplay between the way in which academics view topics and the way in which teachers envision the process of education. The total quality of the learning experience is largely determined by the interaction that takes place between the two parties. As Setianti, Hartanti, Yilmaz, and Tosun (2013) point out, the conviction that is established in students during the process of teacher education has a big impact on the students and plays an essential part in determining the dynamics that occur within the classroom area. The educational philosophy that is adopted by educators becomes a directing force, which has an effect on the dissemination of students' academic material.

The article that was written by Cowie (2015) highlights the significant impact that an educator's selected educational philosophy has on the way that they approach teaching. This ideology, whether it is imparted directly or indirectly, becomes a driving force that determines the approaches that the teacher employs in the process of imparting knowledge. This not only influences the content that is taught but also the manner in which it is given, thereby creating an atmosphere that is conducive to efficient learning. Within the context of this complex educational framework, the philosophy that was chosen conducts symphonies of activities that involve learning and teaching. The purpose of this is to serve as a unifying force, bringing together a diversity of approaches, techniques, and strategies that are adapted to the various learning styles and instructional requirements of students. This philosophical framework is not only a form of theoretical construction; rather, it functions as the basis upon which effective methods of measurement and evaluation are built. According to Gordon, Oliva, and Taylor (2018), this method guarantees that the educational journey will continue to be not just accountable and rigorous, but also smooth and in sync with the pulse of growth.

An investigation into the perspectives on education that are held by educators who are currently enrolled in educational programs is the focus of the current research. In light of the fact that teachers' perspectives strongly predict their teaching-learning attitudes (Soccorsi, 2013; Incik, 2018), the purpose of this research is to uncover the layers of educational philosophy that pre-service teachers adopt through their own personal experiences. This research takes on a greater significance when viewed against the backdrop of the changing environment of teacher education, in particular the reforms that have been adopted by the Indonesian Council of Higher Education.

Within the scope of this inquiry, the prevalent educational perspectives of teachers in the 21st century are investigated, together with their applicability to the requirements of language instruction in the digital age. The purpose of this endeavor is to evaluate their awareness and uncover the fundamental beliefs that underlie education. These beliefs reflect both eternal principles, such as perennialism, and the essence of knowledge, which is represented by essentialism. There are discussions that take place in the context of contemporary education on the efficacy of classic educational philosophies such as essentialism and perennialism in tackling the difficulties and opportunities that are brought about by the shifting educational landscape of the 21st century. In accordance with the progressive point of view, these conversations frequently bring to the forefront the importance of conformity while also addressing the evolution of education and the requirement to adapt to a changing world.

At the same time that researchers are beginning an all-encompassing investigation, it is absolutely necessary to think about the wider implications that the study could have. In addition to having the ability to influence individual teaching strategies, the findings of the research have the potential to influence the general structure of programs that are designed to educate teachers. The insights that were acquired go beyond the primary goal of the research and have an impact on the modifications that are currently being implemented by the Indonesian Council of Higher Education. By acquiring a complete grasp of the fundamental ideas that underpin the views of teachers, it is possible to conduct a more insightful evaluation of the curriculum that is used for teacher education. This holds a particularly significant relevance within the context of the most recent revisions. This research is in line with an increasing trend in the field of educational science, which acknowledges the enormous influence that the ideology of teachers has on the learning experiences of pupils.

The purpose of this research is to provide a more comprehensive understanding of the interdependent connection between teacher views and good education. This is accomplished by examining a variety of philosophical perspectives, including essentialism, progressivism, reconstructionism, and perennialism. This article investigates the intricate relationships that exist between educational perspectives, the interactions that take place between teachers and students, and the philosophical underpinnings that have an impact on the subject of English language instruction. Scholars not only improve their understanding of these relationships through the conduct of such in-depth research, but they also contribute vital insights that have the potential to influence and improve the area of teacher education in the 21st century. Considering the fact that education is constantly undergoing change, it is becoming increasingly important to perform in-depth study of this kind in order to

develop a more flexible and adaptive educational system that can accommodate the complexities of contemporary schooling. In addition to contributing to the continuing conversation about education, the intricacies that were discovered via this research will also shape the future of education and learning.

A further point to consider is that the implications of this research extend beyond the local educational situation. There are broader societal implications that can be derived from an understanding of the complicated dynamics of educational philosophies and the impact that these ideas have on teaching and learning. These beliefs play a part in forming future citizens, influencing their attitudes, and contributing to the broader social fabric. The values that are taught in students through these philosophies play a role in shaping future citizens. An overview of the collective mentality that exists within the educational community may be obtained from the research that was conducted on the prevalent educational perspectives held by teachers in the 21st century. It paves the way for conversations about educational policies and reforms, as well as the necessity of continuously adapting to the changes that society is undergoing. The insights that were gained can provide policymakers, educational institutions, and other stakeholders with information on the changing requirements that students and teachers have in today's society.

As we go deeper into the complexities of educational philosophy, it is becoming increasingly important to recognize the variety of opinions that exist within the academic community. A variety of philosophies may be adopted by various instructors due to the fact that their experiences, cultural backgrounds, and personal views are all different. The educational landscape is made more rich by the recognition of this diversity, which helps to cultivate an atmosphere in which diverse points of view are valued and contribute to a more thorough knowledge of education. Furthermore, future research attempts could investigate the practical implementation of various educational philosophies in classrooms, in addition to investigating the prevalent educational ideas that are now in use. What are the ways in which educators put their educational principles into practice in the classroom? What kinds of difficulties do they encounter, and what kinds of solutions do they use to get over those difficulties? When it comes to teacher training programs and professional development initiatives, having a solid understanding of the practical aspects of adopting educational philosophies can bring insights that can easily be put into action.

In addition, the findings in this study are consistent with broader views on the part that education plays in the progression of society. Education is not only a procedure for the transmission of information; rather, it is a driving force behind the development and improvement of society. Not only do the philosophical foundations of education mold the minds of individuals, but they also make a contribution to the collective awareness of a society. Consequently, it is vital to continue conducting research in this field in order to cultivate educational environments that are in line with the ever-changing requirements of both people and society as a whole because of this. At the end of the day, the investigation of educational philosophies among teachers in the 21st century reveals the dense tapestry that lies beneath the teaching and learning process. As a document that serves as a guide, the curriculum is an essential component in the process of developing educational experiences. The philosophical ideas that are accepted by educators have an impact not only on the content that is taught but also on the manner in which it is conveyed. This helps to cultivate an atmosphere that is conducive to preparing students for the challenges and opportunities that will lie ahead in the 21st century. In order to ensure that our educational systems continue to be responsive, adaptive, and connected with the larger aims of societal progress and individual development, it is necessary that we engage in continual inquiry and reflection as we navigate the complicated terrain of education.

## LITERATURE REVIEW

### Overview of Educational Philosophies

Perennialism is a philosophical standpoint that emphasizes the paramount importance of education which is focused on the advancement of the individual. Supporters, commonly known as Permanentists, argue that an exemplary education ought to reflect the eternal and universal nature of truth (Segall & Wilson, 2004). Perennialism places greater emphasis on the transmission of knowledge from elder to younger generations rather than on student interests, adopting a teacher-centric approach. In their quest for veracity, permanentists place significant emphasis on experimental methods conducted in a structured and disciplined academic setting. Educators, being esteemed authorities in their fields and role models, are entrusted with the duty of demonstrating logical and consistent modes of reasoning. In essence, the Perennialist philosophy prioritizes established societal values and knowledge.

Essentialism, as a philosophical position, argues that the essence of being consists of certain immutable qualities that are intrinsic to both entities and human beings. This notion, which is supported by Sahin (2018) and

Richardson (2011), among others, underscores an inherent and immutable quality associated with the nature and function of entities. Essentialism asserts that humans are susceptible to persuasion due to their proneness to rapidly shifting opinions and the absence of clear direction (Kashima et al., 2010). Critical theorists contend that, owing to the malleability of educational concepts, the bedrock of education ought to be an enduring value system (Mohammadkhani, 2013). The curriculum, which incorporates academic subjects that contribute to an enhanced quality of life and happiness, also functions as a means of passing on cultural heritage via traditional subjects, under the direction of the instructor (Sahin, 2018).

Since its inception in the nineteenth century, progressivism has emerged as one of the most current pedagogical philosophies. This principle, which was originally developed by George Sanders Pierce, William James, and John Dewey, is emphasized heavily (Sadovnik, Semel, Coughlan, Kanze, & Tyner-Mullings, 2017). It focuses on experiential, activity-oriented learning. Protesting against the traditional approaches of perennialism and essentialism, the progressive movement promotes the application of pragmatism in education. Progressivists argue that education ought to progress in order to accommodate transformations in the lives of individuals and the ever-changing global landscape, as opposed to adhering to static and universal truths. Progressivism, which views learning as an ongoing process of development and progress, urges educators to restructure and modify interactions in order to better equip students to navigate a world that is perpetually evolving. In accordance with this philosophical standpoint, knowledge ought to be subject to perpetual scrutiny in light of environmental developments, and educational materials ought to be consistently revised. In contrast to the inflexible policies and instructor-centric methodologies that characterize conventional education, progressivism espouses a more versatile and adjustable methodology that corresponds to the ever-evolving landscape of knowledge acquisition and society at large.

Educationally, reconstructionism emphasizes the capacity of the learner to self-regulate and engage in independent study. This viewpoint posits that the function of educators and supervisors is to provide support and guidance to pupils, as opposed to exerting dominance and command. This philosophy departs from the narrow perspective that education is solely the acquisition of skills for the workforce by placing emphasis on progress and the concept of education as a continuous endeavor. Schooling as a social agent crucial for societal reconstruction and the establishment of a new social order is a perspective shared by progressivism and reconstructionism, which elevates schools beyond academic institutions. An additional responsibility of instructors is to encourage genuine social initiatives for students (Sadovnik, Cookson, Semel, & Coughlan, 2017). This is achieved through the implementation of an interdisciplinary and multidisciplinary curriculum. At the core of reconstructionism lies the acknowledgment that every student is an autonomous, distinct, and conscious being capable of influencing the content and approaches to learning in accordance with their individual requirements and inclinations (Loyens, 2007).

## METHODOLOGY

The descriptive quantitative method was utilized by the researcher. Mills and Gay (2019) stated that a large percentage of research papers rely on surveys for data and are hence descriptive. Questionnaire surveys and interviews are commonly used to acquire descriptive data. Additionally, the individuals completed a questionnaire with thirty statements describing the teaching processes of four schools of educational philosophy: perennialism, essentialism, progressivism, and reconstructionism. The ideal teacher in this study demonstrates a versatile set of skills and approaches to cater to the multifaceted needs of students. In addition, the teacher connects classroom learning to real-world issues, encouraging critical thinking and social awareness. The subject of this research was English Language Teachers who have taught in Elementary, Middle, High School, and Vocational Institutions. Prior to contacting the participants, the researcher sought IRB approval. Once the proposal was approved, I invited approximately 40 Indonesians through an email that described the present study, including the risks, benefits of joining this study, and the link to the survey. A month later, 15 teachers completed the questionnaires. Furthermore, the researcher used a questionnaire that was previously used by Zirhlioğlu and Yayla (2016), this scale was designed from strongly agree (+) to strongly disagree (-). These principles were determined as a total of 30 principles, which include 7 principles of Perennialism, 7 principles of Essentialism, 9 principles of Progressivism, and 9 principles of Reconstructionism.

## RESULTS

Principal component analysis, which was carried out on data gathered from the survey with 15 respondents of English Language Teachers. The data are gathered from Elementary, Junior, High, and Vocational Schools, without instructors or teachers from course institutes. With 47 per cent of the data coming from junior high school teachers and only 13 per cent from vocational school teachers, junior high school teachers were the source of the majority of the data.

**Table 1.** Teacher Respondent

Grade	Percentage
Elementary school	20 %
Junior High School	47%
Senior High School	20%
Vocational High School	13%

In **Table 2**, the average age of the teachers who responded to the questionnaire was between 24 and 30 years old, with the longest period spent as a teacher being 18 years in total. Eighty-six per cent of female teachers responded to this survey questionnaire.

**Table 2.** Teacher Age

Age	Percentage
24 years old	6,7%
31 years old	14%
35 years old	6,7%
36 years old	20%
37 years old	40%
38 years old	6,7%
49 years old	6,7%

The results for the analysis of significance levels of views that are directed to the participants during the study about the philosophy of education movements were obtained as indicated in **Table 3**.

**Table 3.** Results for Analysis of Views on Philosophy of Education Movements

No	Statement	Percentage	Answer	Genre
1	I make my students gain timeless universal values.	80%	Agree	Perennialism
2	I make my students read classics which belong to all humanity.	46.7%	Agree	Perennialism
3	I prepare my students to live by education.	53.3%	Strongly Agree	Perennialism
4	I make an effort to raise my students as character-wise and well-behaved individuals.	60%	Strongly Agree	Perennialism
5	I help my students with their cognitive development and sober behaviors.	53.3%	Strongly Agree	Perennialism
6	I make my students gain knowledge and values which are valid for every time and everywhere instead of the ones important for specific times	60%	Agree	Perennialism
7	I use Socratic management in the learning-teaching process.	73.3%	Agree	Perennialism
8	I make an effort to be the only authority to manage the learning-teaching process, make decisions, and determine classroom rules.	33.3%	Disagree	Essentialism
9	I adopt a strict disciplined understanding of students' learning during the process.	60%	Agree	Essentialism
10	I transfer the basic knowledge and background to the students by preserving their important parts.	73.3%	Agree	Essentialism
11	I make myself central since I consider classes and topics as important.	40%	Neutral	Essentialism

No	Statement	Percentage	Answer	Genre
12	I use traditional methods which are based on abstract thinking.	53.3%	Disagree	Essentialism
13	I care about the transfer of traditional values and cultural heritage.	73.3%	Agree	Essentialism
14	I help my students with their cognitive development and I raise them as talented individuals.	73.3%	Agree	Essentialism
15	In instruction, I manage the process by putting my students in the center.	53.3%	Agree	Progressivism
16	I strongly oppose the view that "Knowledge should be obtained in an abstract way and knowledge should be loaded into the minds of students by teacher."	40%	Agree	Progressivism
17	I provide my students to be active by making the understanding of learning by experience central.	80%	Agree	Progressivism
18	I form a basis for a democratic classroom environment by making the decisions for classroom management with my students.	66.7%	Agree	Progressivism
19	I use problem-solving methods in the learning-teaching process.	73.3%	Agree	Progressivism
20	I guide my students in the issues for which they need help.	53.3%	Agree	Progressivism
21	I make a basis for my students' collaborative learning without competition between them.	33.3%	Strongly Agree	Progressivism
22	I make an effort for the development of democratic and social life.	46.7%	Agree	Progressivism
23	I work for the reconstruction of the society and establishment of a real democracy.	60%	Agree	Progressivism
24	I work to change and convert society and put social reforms into practice.	46.7%	Agree	Reconstructionism
25	I pioneer the establishment of a new social structure and lead my students for this purpose.	46.7%	Agree	Reconstructionism
26	I believe that the basic responsibility for social change belongs to me.	46.7%	Agree	Reconstructionism
27	I become the representative of change and social reform.	60%	Agree	Reconstructionism
28	I behave like the coordinator of the learning-teaching process and head of the project and help my students realize their problems.	66.7%	Agree	Reconstructionism
29	I care for the propagation of equality and opportunity in education.	60%	Agree	Reconstructionism
30	I work to raise my students' suspicions and critical thinking.	80%	Agree	Reconstructionism

Following an analysis of the information supplied in **Table 1**, the results and data acquired revealed the extent to which different educational philosophy perspectives are held by different percentages of teachers in the classroom. Many teachers pay more attention to the first statement, "I help my students obtain timeless universal ideals that are contained in the Perennialism point of view," which has received positive responses from 80 percent of the teachers who responded. It demonstrated that they are willing to provide the learner with long-lasting information or that they are those who do not have an expiration date or who do not ever fall out of favor with any community or culture. One example is when a teacher instructs their students on the importance of telling the truth. Telling the truth is one of the fundamental fundamentals of living with people since the truth is required to keep things safe and peaceful. Alternatively, respect binds a group of individuals together; without respect, there is no order or achievement. Another statement that has the same high perceived importance is the one that says, "I encourage my students to be active by placing a strong emphasis on the knowledge of learning by experience." This statement has received 80 per cent support. This remark is part of the Progressivism theme, and it demonstrates that teachers nowadays are willing to encourage students to be more active while also assisting them in doing so.

In contrast, the percentage value of the other assertions has a score % that is neither too high nor too low, with the replies strongly agreed and agreed to be the most common responses. Another interesting finding was that the answers differed by a margin of 33.3 per cent of the percentage points given. With a statement that reads "I try to be the only authority to manage the teaching and learning process, make decisions, and determine class rules," the statement incorporates ideas from the School of Essentialism, whereas the other answers are 26.7 per

cent neutral, plus 26.7 per cent with agree answers, and answers strongly disagree 13.3 per cent. With a neutral response to the statement, it exposes that there are still teachers who can use it in managing their classes by wanting the class to be 100 per cent under their control, resulting in no autonomous learning for students to be able to increase their knowledge, skills, and achievements through their own initiative in planning, implementation, and evaluation, which is a 21<sup>st</sup>-century skill that is extremely important in the present and in the future.

## DISCUSSION

Teachers' educational philosophies influence their educational planning, implementation, and evaluation. Teachers' educational philosophies play a pivotal role in shaping their instructional practices and approaches to curriculum. The choice of teaching methods and materials is intricately linked to their philosophies, impacting students' engagement and learning experiences. The teaching method chosen following the philosophy affects the teaching materials to be used and the student's participation in the lessons. Aslan (2017), Bas and Senturk (2019), Eđmir and elik (2022) have found that there is a clear correlation between the educational philosophy that teachers adopt and their understanding of the curriculum. For example, teachers who adopt Progressivism and Reconstructionism mostly use student and problem-solving-based teaching methods. As a result, preservice teachers must be prepared to follow the educational philosophy adopted by the current curriculum during teacher education programs.

Analyzing the scholarly studies on the pedagogical philosophies adopted by student teachers in general and by primary teacher education students in particular, it was found that student teachers preferred Progressivism the most and Essentialism the least (Bolat & Bař, 2018; Kozikođlu & Erden, 2018b). In studies conducted with prospective teachers, it was found that some student teachers had different educational philosophies, such as Existentialism (Sahan & Terzi, 2015). This result can be attributed to the fact that the foreign-sourced scales used in the studies contained scale items related to this philosophy. According to the literature review in terms of gender variables, female preservice teachers have a more Progressive understanding, while male preservice teachers prefer more traditional philosophies such as Essentialism and Perennialism.

Furthermore, research in Turkey has also found that teachers' beliefs about education are predominantly rooted in Progressivism and Reconstructionism, with a lesser emphasis on Essentialism (Han & Brown, 2013; Sahan & Terzi, 2015). This alignment is also seen in the United States, where Edlin (2013) found that 78% of teachers identify with Progressivism. In the Philippines, Tupas and Pendon (2016) found that Filipino student teachers distinctly favor Progressivism. This research found that a small number of teachers identified with the educational philosophy of Essentialism, which emphasizes the importance of traditional teaching methods and teachers as experts in their field. These teachers highlighted the value of traditional teaching methods and the role of the teacher as an expert. Other studies in the literature (Tupas & Pendon, 2016; Borekci & Uyangor, 2021; elik & Zelyurt, 2016; Kozikođlu & Erden, 2018a) have also shown that preservice teachers tend to have less preference for Essentialism. This may be because they have received education through a traditional approach, which could have influenced their understanding of Essentialism.

## CONCLUSION

The findings of this study constitute an exhaustive investigation into the educational philosophies that are held by educators and the influence that these ideas have on the atmosphere of the classroom. The purpose of the study is to determine the degree to which educators connect themselves with a variety of philosophical ideas on education by means of careful data gathering and analysis. With a special emphasis on progressivism, the findings indicate a dominating affinity for contemporary educational philosophies. However, it is important to acknowledge that conventional paradigms continue to have a significant amount of influence yet.

Progressivism is the predominant educational concept among educators in today's academic environment. This inclination is strongly ingrained in the philosophy's compatibility with the requirements of dynamic and rapidly changing twenty-first-century contexts. The emphasis on experiential learning and adaptation, which are fundamental principles of progressivism, aligns effectively with the continuous technological developments and information explosion that define the contemporary day. This is in direct opposition to conventional ideologies like Perennialism, which highlights the importance of unchanging knowledge and strict loyalty to tradition. Progressivism dominates the field of English language instruction, as educators strongly employ student-centered

techniques. The focus is on responding to the distinct needs and preferences of every student, creating a dynamic and stimulating learning environment. Diverse approaches, such as group projects, conversations, and peer cooperation, are utilized to improve communication skills and establish a learning environment that surpasses conventional paradigms.

The importance of progressivism is seen in its acknowledgment of the inherent variety among student populations. English educators, who follow progressive ideology, employ varied education methodologies. These strategies are customized to address the specific needs, preferences in learning, and degrees of language proficiency of each student. The outcome is a thorough and personalized learning encounter that highlights the adaptability and receptiveness inherent in the progressivist educational philosophy. In contrast, the research emphasizes the deviation of educators from essentialist viewpoints. Progressivism, with its emphasis on adaptability and experiential learning, is more favored by educators compared to essentialism, which prioritizes a core set of information and skills. This change demonstrates a wider recognition of the changing educational environment and the necessity for teaching methods that align with the intricacies of the contemporary world.

Moreover, the research examines how students perceive reconstructionist concepts, which are a key aspect of modern educational ideologies that aim to bring about societal change. Curiously, students hold unfavorable opinions about these concepts, indicating a lack of agreement between the philosophical foundations of reconstructionism and the viewpoints of the learning community. This discovery presents opportunities for additional investigation into the variables that impact students' perspectives on societal change inside the educational setting. In the end, this research offers a detailed comprehension of the educational philosophies adopted by educators, with progressivism playing a pivotal role in influencing English language instruction. The rejection of essentialist viewpoints and the detailed examination of student perspectives on reconstructionist principles provide vital insights into the current discussion on effective teaching methods in the constantly changing field of education.



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