Empowering Early English Learning: Kindergarten Teachers' Self-Efficacy and Instructional Strategies in Indonesia

*1Setya Putri Rahayu, 1Farida Noor Rohmah
1,Universitas 'Aisyiyah Yogyakarta, Indonesia

*Correspondence:
setyaputri20l@unisayogya.ac.id

Abstract

Early exposure to English in Indonesia is increasingly recognized as a strategic foundation for children's long-term linguistic and cognitive development. However, the inclusion of English at the kindergarten level remains non-mandatory and highly dependent on institutional readiness and teachers' self-efficacy. This study investigates (1) how kindergarten teachers perceive their self-efficacy in integrating English as part of school activities, and (2) the efforts they undertake to insert English into classroom practices, particularly in schools where English is not part of the formal curriculum. Adopting a phenomenological qualitative design, data were collected through structured interviews and focus group discussions with 20 kindergarten teachers from three schools in Yogyakarta, Indonesia. The findings show that, while most teachers view early introduction to English as necessary to support children's cognitive, communicative, and future academic development, their self-efficacy is constrained by limited language proficiency, insufficient training, and minimal institutional support. Teachers with longer experience demonstrated moderately stronger self-efficacy, whereas novice teachers expressed uncertainty due to the absence of systematic guidance. Despite these challenges, teachers showed initiative by incorporating simple vocabulary through multimodal activities such as songs, movement, printed visuals, and online resources—particularly TikTok—to sustain engagement. These practices, though creative, remain unstructured and highly individualized. Overall, the results highlight a paradox: teachers value early English learning but feel inadequately prepared to implement it effectively. Strengthening teachers' self-efficacy through targeted professional development, structured pedagogical guidance, and supportive institutional environments is essential to improving the quality and consistency of early English education in Indonesia.

Keywords: Kindergarten teachers, early English language learning, English teaching practices, teacher self-efficacy, early childhood education.

INTRODUCTION

English occupies a central position in global communication, education, and professional life. Its widespread use across academic publications, digital platforms, and international industries makes English proficiency a key asset for accessing information and

broader opportunities (Selvi et al., 2024; Grigoryeva & Zakirova, 2022; Balasubramanian, 2022; McKay, 2018; Zhang, 2024). The rapid advancement of technology and the fast circulation of knowledge further reinforce the importance of English, as much contemporary information is produced and disseminated in this language (Ahmadi, 2018; Sun et al., 2020; Hariharasudan & Kot, 2018). For this reason, many countries view early exposure to English as an investment in children's long-term learning and global readiness (Lucas, 2023; Enever, 2018; Erk & Ručević, 2021; Bae & Park, 2019; Johnstone, 2019). In the Indonesian context, however, this recognition has not been accompanied by clear national guidance on English instruction at the kindergarten level. Although parents and educators increasingly value early English learning, its implementation remains optional and varies substantially across institutions (Zein et al., 2020; Mutiah et al., 2020). Some schools incorporate English into their vision for preparing globally aware students, while others introduce it only as a complementary activity when resources permit.

In practice, decisions about introducing English depend largely on teachers' initiative and confidence, yet many kindergarten teachers have limited preparation or training in teaching English (Rahmadan et al., 2023; Fikroni, 2022). The absence of standardized guidelines and uneven access to professional development create disparities in children's early learning experiences, making teachers' beliefs and instructional strategies especially influential in determining how English is introduced in the classroom (Nafissi & Shafiee, 2019; Hawanti, 2014; Na'imah et al., 2022). Within this context, Al-Seghayer (2017) highlights that teachers' capacity and willingness to take the lead become central, as they independently decide what content to teach, how much time to allocate, and which instructional approaches are feasible given their abilities and available resources. Similarly, Alwadi et al. (2020) emphasize that teachers' judgments about instructional methods play a critical role in shaping young learners' exposure to English. Teachers' understanding of child development, their creativity in selecting materials, and their readiness to experiment with different activities further influence the learning opportunities available to children (Hardini et al., 2020; Lengkanawati, 2016).

Early childhood is widely recognized as an optimal period for acquiring a new language, as young learners display heightened sensitivity to linguistic input and rapid cognitive development (Ghasemi & Hashemi, 2011). These advantages are reinforced by the social nature of early language learning, where meaningful interactions and engaging activities strengthen comprehension and retention (Kılıç & Balaman, 2023; Roh & Lee, 2018). Within this developmental context, kindergarten teachers play a pivotal role in shaping children's first encounters with English. Their attitudes toward English learning, beliefs about children's capabilities, and confidence in their own language skills directly influence the quality and consistency of classroom exposure (Lin, 2012; Al-Yaseen, 2021; Chu, 2014; Utami et al., 2021). When teachers view early English instruction as valuable and feel capable of facilitating it, they tend to create more supportive and engaging learning environments, whereas uncertainty or limited preparation can restrict opportunities for meaningful language engagement (Choi & Lee, 2017; Alibakhshi et al., 2020). These dynamics highlight why teachers are central to early English learning in Indonesia, particularly in contexts with limited institutional support and formal training (Anam & Stracke, 2019; Kamil et al., 2014; Utami & Kuswandono, 2023).

Central to this process is teacher self-efficacy, understood as teachers' confidence in their ability to organize and implement actions that lead to effective and meaningful learning (Bandura, 1997; Tschannen-Moran & Hoy, 2001). Self-efficacy influences how teachers respond to challenges, make pedagogical decisions, and adapt their instruction. Teachers with strong self-efficacy are more likely to explore diverse strategies, persist when facing obstacles, and employ interactive techniques—such as songs, storytelling, visual aids, and play-based activities—that sustain children's interest and provide consistent exposure to English (Klassen & Tze, 2014; Holzberger et al., 2013; Copland et al., 2013; Shah, 2023; Phan, 2011; Zonoubi et al., 2017). Conversely, teachers with lower self-efficacy may hesitate to use English, worry about making mistakes, or rely on repetitive routines that limit opportunities for meaningful language interaction (Phan, 2020; Mirsanjari et al., 2013).

Research across various contexts highlights that early English instruction is profoundly shaped by teachers' beliefs, pedagogical decisions, and confidence in their own teaching abilities. Roh and Lee (2018) demonstrated that teacher repetition in kindergarten English lessons functions not only as linguistic input but also as a key pedagogical resource that guides children's participation and supports their comprehension during classroom interaction. Building on the importance of teacher beliefs, Al-Yaseen (2021) found that kindergarten teachers in Kuwait generally value early English learning for its long-term educational benefits, even though some remain concerned about potential effects on children's first-language development. In the Iranian context, Nafissi and Shafiee (2019) reported that early childhood English teachers' practices are shaped by institutional constraints, cultural expectations, and concerns about how English may influence children's identities, all of which affect the methods they feel able to use. Insights from Indonesian classrooms, as reported by Fikroni (2022), further highlight that developmentally appropriate techniques, such as songs, movement-based activities, and Total Physical Response, are essential for sustaining young learners' engagement and supporting comprehension. Research on teacher self-efficacy reinforces these findings. Phan (2020) showed that teachers with higher self-efficacy are more willing to adopt communicative and child-centered approaches. In contrast, those with lower self-efficacy often rely on traditional or repetitive teaching methods. Similarly, Alibakhshi et al. (2020) found that high teacher self-efficacy positively influences instructional quality, learners' motivation, and teachers' emotional well-being.

Although many studies have examined teacher beliefs, pedagogical practices, and self-efficacy in early English education, most have focused on settings where English instruction is formally supported or delivered by trained English teachers. Far less is known about kindergartens in which English is not part of the official curriculum, where teachers must independently decide whether and how to introduce the language, despite limited resources, training, and institutional guidance. This gap is particularly evident in Indonesia, where the absence of a national policy creates substantial variation across schools and places significant responsibility on teachers' initiative, confidence, and instructional judgment. The novelty of this study lies in its focus on teacher-driven English introductions in non-English-medium kindergartens. This context remains largely undocumented but represents everyday realities in early childhood education. The study aims to examine how teachers perceive their self-efficacy in integrating English into school activities and the efforts they make to incorporate it into daily learning experiences. Accordingly, the research addresses

two guiding questions: (1) How do kindergarten teachers perceive their self-efficacy in integrating English as part of school activities? (2) What are kindergarten teachers' efforts in inserting English as part of teaching and learning activities?

METHOD

This study employed a qualitative approach using phenomenology as its guiding framework because this design enables researchers to explore and interpret the meaning of participants' lived experiences, particularly aspects of everyday professional practice that are often overlooked or taken for granted. Phenomenology seeks to understand how individuals make sense of their experiences by asking what an experience is like for those who live it, a perspective emphasized by Eberle (2014). Scholars such as Williams (2021), Qutoshi (2018), and Alase (2017) argue that phenomenology is well-suited to research that aims to capture the essence of human experience in natural contexts. In this study, phenomenology provided a lens for understanding kindergarten teachers' experiences, challenges, and strategies for introducing English to young learners, enabling the researcher to examine how teachers interpreted these experiences within their institutional and pedagogical contexts.

The participants in this study were 20 kindergarten teachers selected through purposive sampling, a method commonly used in qualitative research to ensure the inclusion of information-rich cases relevant to the study focus (Ahmad & Wilkins, 2024; Etikan, 2016). They were drawn from three kindergartens in Yogyakarta, with nine teachers from School A, six from School B, and five from School C. All participants were full-time female teachers with at least one year of experience in early childhood education. Male teachers were omitted because they primarily served as extracurricular instructors rather than classroom teachers, reflecting contextual patterns noted by Creswell and Poth (2018). The demographic profile showed that most participants were in the 36–40 age range, held bachelor's degrees, and were predominantly married. Teaching experience ranged from novice to highly experienced, and most teachers lived within 5 km of their school. Regarding English proficiency, more than half reported low proficiency. In contrast, the remainder indicated moderate proficiency, a factor that is highly relevant to understanding their confidence and instructional choices when introducing English to young learners.

Data collection took place from May to July 2024 using two primary methods: structured interviews and focus group discussions. Structured interviews were selected because they provide consistent prompts and questions for all participants, thereby enhancing comparability and reliability across interviews, as noted by Kallio et al. (2016). Each interview lasted approximately 30 to 60 minutes and explored teachers' perceptions, experiences, and instructional practices related to early English learning. Following the interviews, focus group discussions were conducted separately at each school for about 90 minutes. FGDs enabled participants to collectively share, compare, and reflect on their experiences, a process valued in qualitative research for generating rich data through participant interaction (Akyildiz & Ahmed, 2021; Bachtiar et al., 2024). The purpose of these discussions was not statistical representation but the collection of detailed insights from a purposefully selected group of teachers, consistent with Shaheen et al. (2019) emphasis on information-rich cases in qualitative inquiry. With participants' consent, all sessions were

audio recorded and subsequently transcribed verbatim, in accordance with best practices for maintaining accuracy and integrity in qualitative analysis (Rutakumwa et al., 2019).

The data in this study were analyzed using Colaizzi's seven-step phenomenological framework, a widely recognized method for capturing the essential structure of lived experience (Morrow et al., 2015). Analysis began with repeated readings of the transcripts to gain a holistic understanding of participants' accounts, consistent with phenomenological emphasis on deep immersion in the data. The researcher then identified statements relevant to the phenomenon and derived meanings from these statements, which were subsequently organized into thematic clusters following established procedures for thematic development in phenomenological inquiry (Tindall, 2009). An exhaustive description of the phenomenon was then produced and distilled into its fundamental structure. The final step involved returning the findings to participants for validation through member checking, a key strategy for ensuring that interpretations authentically reflect lived experiences (Motulsky, 2021). Manual coding using Microsoft Word and Excel supported systematic organization of data, a common practice in qualitative research to enhance transparency and analytic rigor (Lungu, 2022). Trustworthiness was further strengthened through member checking to assess credibility and through detailed documentation of coding decisions, theme development, and researchers' reflections to enhance dependability, thereby aligning the analysis with established qualitative and phenomenological research standards.

FINDING AND DISCUSSION

The findings of this study reveal how kindergarten teachers perceive their ability to teach English and how they incorporate English into their classroom practices. Analysis of interview and focus group data yielded two major themes: teachers' perceived self-efficacy in teaching English and their efforts to integrate English activities into daily instruction. These themes reflect both the opportunities and challenges teachers face when introducing English as a supplementary learning component in early childhood settings.

Perceived Self-Efficacy in Teaching English

Teachers expressed varied perspectives about introducing English at the kindergarten level, revealing a tension between recognizing the value of early exposure and concerns about children's developmental readiness. One respondent felt that English should not yet be taught because many kindergarten children still struggle with basic literacy, such as letter recognition, stating that *"kindergarten children still find it difficult to recognize letters, so teachers should focus on reading before introducing another language"* (T12). This concern aligns with research emphasizing that early English instruction must correspond to children's cognitive and developmental stages (Erk & Ručević, 2021). In contrast, most respondents (95 percent) viewed early exposure to English as essential for preparing children to navigate an increasingly globalized world. One teacher highlighted this perspective by noting that *"English is an international language that children need to master to face future global challenges"* (T5), a belief consistent with scholarship on the global role of English (McKay, 2018; Selvi et al., 2024; Haryadi & Aminuddin, 2023). Another teacher explained that early English learning supports children's broader development, stating that *"teaching English helps children's cognitive growth, communication skills, and prepares them*

to learn other languages later" (T8). This view aligns with evidence showing the cognitive and linguistic benefits of early foreign language learning (Ghasemi & Hashemi, 2011).

Despite recognizing its importance, many teachers expressed doubts about their ability to teach English effectively. Limited proficiency and a lack of formal training were frequently cited as major barriers, a challenge widely documented among Indonesian kindergarten teachers and those in similar EFL contexts (Rahmadan et al., 2023; Mutiah et al., 2020; Fikroni, 2022). One teacher stated, *"I have never been trained to teach English, and I do not speak it confidently…"* (T15), underscoring how insufficient preparation undermines self-efficacy—a core issue in teacher development literature (Tschannen-Moran & Hoy, 2001; Klassen & Tze, 2014). Novice teachers in particular expressed uncertainty because they had never observed or been mentored in teaching English to young children, consistent with studies showing that beginners often struggle with confidence, classroom decision-making, and appropriate pedagogical strategies (Shi & Yeung, 2024). More experienced teachers, however, reported higher confidence stemming from informal learning, peer observation, and accumulated trial-and-error experiences—patterns aligned with Bandura's (1997) conceptualization of mastery experience and social modeling as central to the development of self-efficacy.

School context further shaped teachers' perceived capability. In School C, English instruction was aligned with the school's multilingual vision, and teachers felt motivated and supported to integrate English regularly. One teacher noted that the school's trilingual mission attracts parents and encourages consistent English teaching (T19), illustrating how institutional culture reinforces teacher agency and instructional commitment. Research similarly demonstrates that professional learning communities and supportive school environments enhance teachers' willingness to innovate and strengthen their efficacy beliefs (Zonoubi et al., 2017; Utami & Kuswandono, 2023; Kaçar & Er, 2025; Karimi, 2011). In contrast, in Schools A and B, where English was not formally required, teachers treated it as an optional enrichment activity. One teacher explained that students became comfortable with simple vocabulary, such as numbers (T8). Yet, these efforts depended largely on personal initiative rather than on curriculum or policy guidance, a pattern frequently observed in contexts where English policy implementation is inconsistent or unclear (Hawanti, 2014; Zein et al., 2020).

Across these experiences, the emotional dimension of teacher self-efficacy became prominent. Teachers valued early English learning and wanted to support children's development, yet many felt unprepared, producing a persistent tension between enthusiasm and insecurity. Their narratives reveal that self-efficacy was shaped by concrete daily realities—limited linguistic resources, absence of structured training, minimal guidance, and uneven institutional expectations—conditions commonly reported in early childhood English education (Nafissi & Shafiee, 2019). Teachers gradually constructed their sense of competence through experimentation, observation of peers, and responses to children's reactions. Their lived experiences thus demonstrate that self-efficacy is not a static trait but a dynamic, continuously negotiated process influenced by context, professional experience, and social interaction, aligning with developmental perspectives on teacher self-efficacy (Phan, 2011; Choi & Lee, 2017).

Teachers' Efforts in Inserting English Activities

Despite limitations in proficiency and training, most teachers (90 percent) made deliberate efforts to introduce English through practices they perceived as developmentally appropriate and engaging for young learners. They typically focused on simple vocabulary—such as numbers, colors, animals, body parts, and basic prepositions—which reflected an intuitive understanding that early English exposure should begin with concrete, familiar concepts linked to children's immediate environment. This pattern aligns with research stressing that developmentally moderated foreign-language instruction supports early comprehension and gradual linguistic uptake (Hardini et al., 2020; Ghasemi & Hashemi, 2011; Roh & Lee, 2018). To sustain attention and scaffold meaning, teachers frequently incorporated songs, pictures, rhythmic clapping, and movement-based activities. One teacher explained, *"I usually teach English through songs supported with pictures and simple clapping rhythms…"* (T2). Their emphasis on multimodal input mirrors evidence that playful, emotionally supportive, and interactive learning environments reduce anxiety and increase engagement among young EFL learners (Guz & Tetiurka, 2016; Kılıç & Balaman, 2023; Lucas, 2023; Enever, 2018).

Teachers also demonstrated notable creativity and resourcefulness in preparing materials, primarily by printing images from online sources and using digital platforms such as TikTok to obtain English songs, gestures, and activity models. Teachers in Schools B and C frequently created visual dictionaries by printing large images for classroom display, a practice aligned with studies showing the significant role of visual scaffolding in early vocabulary learning and concept formation (Haryadi & Aminuddin, 2023; Rahmadan et al., 2023; Ahmadi, 2018; García-Gámez & Macizo, 2023). Meanwhile, teachers in School A relied heavily on social media to compensate for the absence of structured resources. As one respondent noted, *"Most teachers here get ideas for introducing English from TikTok…"* (T1). This reliance on informal digital communities reflects broader trends in Indonesian early childhood EFL contexts, where teachers turn to online networks for pedagogical inspiration due to limited institutional training, curricular guidance, and access to professional development (Na'imah et al., 2022; Venalinda & Armanda, 2023; Mutiah et al., 2020).

Across schools, teachers prepared English activities independently because no standardized materials, curriculum guidelines, or pedagogical frameworks were provided. As a result, instructional design depended almost entirely on teachers' personal initiative, technological resourcefulness, and peer sharing rather than structured institutional support. These conditions echo longstanding challenges in early English implementation in Indonesia, where teachers must construct learning materials without adequate preparation, formal training, or policy clarity (Copland et al., 2013; Hawanti, 2014; Zein et al., 2020; Utami et al., 2021). While such autonomy encouraged creativity, it also produced inconsistencies in both the frequency and quality of English instruction across classrooms. This variability is closely tied to differences in self-efficacy and access to institutional support, reinforcing findings that teachers' beliefs, confidence, and contextual realities strongly shape instructional decisions in early EFL settings (Nafissi & Shafiee, 2019; Al-Yaseen, 2021; Lin, 2012).

Teachers' lived experiences ultimately revealed a pedagogical paradox: they valued English and actively sought ways to integrate it into the curriculum, yet simultaneously felt unprepared and anxious about their own proficiency and instructional approaches. Their self-efficacy developed primarily through personal experimentation, peer imitation, and

accumulated classroom exposure rather than formal professional learning, consistent with theoretical perspectives that identify mastery experiences, social persuasion, and vicarious learning as central mechanisms of self-efficacy growth (Bandura, 1997; Phan, 2011; Choi & Lee, 2017; Mirsanjari et al., 2013). Consequently, English instruction in Indonesian kindergartens was shaped far more by teachers' intrinsic motivation, resourcefulness, and local school culture than by curricular mandates—a pattern reflecting the structural, pedagogical, and policy realities documented across early childhood English education in Indonesia (Mutiah et al., 2020; Zein et al., 2020; Nafissi & Shafiee, 2019).

CONCLUSION

This study explored Indonesian kindergarten teachers' perceptions of their self-efficacy in introducing English and the ways they enacted English-related activities in their classrooms. The findings indicate that teachers generally valued early exposure to English and regarded it as beneficial for children's cognitive, communicative, and future academic development. However, their capacity to teach English was strongly shaped by limited linguistic proficiency, lack of formal training, and unequal institutional support. Teachers with less experience expressed greater uncertainty, while more experienced teachers relied on accumulated classroom encounters and peer collaboration. These patterns confirm that teacher self-efficacy in early English instruction is dynamic, emerging over time through daily practice, social interaction, and contextual reinforcement rather than through fixed personal traits.

Despite feeling underprepared, most teachers demonstrated strong initiative by integrating English through songs, visuals, gestures, and digital platforms. Their efforts reflected creativity and commitment but also underscored structural gaps, particularly the absence of standardized curriculum guidance and sustained professional development. As a result, English instruction varied widely across schools and depended mainly on individual motivation rather than institutional policy. To support more equitable and developmentally appropriate early English education, it is essential to strengthen teachers' self-efficacy through targeted training, consistent mentoring, and clearer institutional frameworks. Providing accessible teaching materials and supportive school environments would help transform individual teacher efforts into coherent instructional practices and enhance the quality of early English learning in Indonesian kindergartens.

ACKNOWLEDGMENTS

REFERENCES

Ahmad, M., & Wilkins, S. (2024). Purposive sampling in qualitative research: a framework for the entire journey. *Quality & Quantity*, *59*(2), 1461–1479. https://doi.org/10.1007/s11135-024-02022-5

Ahmadi, M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, *3*(2), 115–125. https://doi.org/10.29252/ijree.3.2.115

Akyildiz, S. T., & Ahmed, K. H. (2021). An overview of qualitative research and focus group discussion. *International Journal of Academic Research in Education*, *7*(1), 1–15. https://doi.org/10.17985/ijare.866762

Alase, A. (2017). The Interpretative Phenomenological Analysis (IPA): a guide to a good qualitative research approach. *International Journal of Education and Literacy Studies*, *5*(2), 9. https://doi.org/10.7575/aiac.ijels.v.5n.2p.9

Alibakhshi, G., Nikdel, F., & Labbafi, A. (2020). Exploring the consequences of teachers' self-efficacy: a case of teachers of English as a foreign language. *Asian-Pacific Journal of Second and Foreign Language Education*, *5*(1). https://doi.org/10.1186/s40862-020-00102-1

Al-Seghayer, K. (2017). The central characteristics of successful ESL/EFL teachers. *Journal of Language Teaching and Research*, *8*(5), 881. https://doi.org/10.17507/jltr.0805.06

Alwadi, H. M., Mohamed, N., & Wilson, A. (2020). From experienced to professional practitioners: a participatory lesson study approach to strengthen and sustain English language teaching and leadership. *International Journal for Lesson and Learning Studies*, *9*(4), 333–349. https://doi.org/10.1108/ijlls-10-2019-0072

Al-Yaseen, W. S. (2021). Teaching English to young children as an innovative practice: Kuwaiti public kindergarten teachers' beliefs. *Cogent Education*, *8*(1). https://doi.org/10.1080/2331186x.2021.1930492

Anam, S., & Stracke, E. (2019). The role of self-efficacy beliefs in learning English as a foreign language among young Indonesians. *TESOL Journal*, *11*(1). https://doi.org/10.1002/tesj.440

Bachtiar, N. K., Fariz, M., & Arif, M. S. (2024). Conducting a focus group discussion in qualitative research. *Innovation Technology and Entrepreneurship Journal*, *1*(2), 94–101. https://doi.org/10.31603/itej.11466

Bae, S., & Park, J. S. (2019). Investing in the future: Korean early English education as neoliberal management of youth. *Multilingua*, *39*(3), 277–297. https://doi.org/10.1515/multi-2019-0009

Balasubramanian, C. (2022). World Englishes in the EFL classroom: The reality. In: Hemmy, K., Balasubramanian, C. (eds) *World Englishes, global classrooms*. Springer, Singapore. https://doi.org/10.1007/978-981-19-4033-0_1

Bandura, A. (1997). *Self-efficacy: The exercise of control.* W H Freeman/Times Books/ Henry Holt & Co.

Choi, E., & Lee, J. (2017). EFL teachers' self-efficacy and teaching practices. *ELT Journal*, *72*(2), 175–186. https://doi.org/10.1093/elt/ccx046

Chu, Y. (2014). Teachers' beliefs in teaching English for kids at a kindergarten: A case study of students from the Department of Applied English. *English Language Teaching*, *7*(10). https://doi.org/10.5539/elt.v7n10p100

Copland, F., Garton, S., & Burns, A. (2013). Challenges in teaching English to young learners: global perspectives and local realities. *TESOL Quarterly*, *48*(4), 738–762. https://doi.org/10.1002/tesq.148

Creswell, J.W. and Poth, C.N. (2018). *Qualitative inquiry and research design choosing among five approaches*. 4th Edition, SAGE Publications, Inc., Thousand Oaks.

Eberle T. S. (2014). Phenomenology as a research method. In Flick U. (Ed.), *The SAGE handbook of qualitative data analysis* (pp. 184-202). Sage Publications. https://doi.org/10.4135/9781446282243

Enever J. (2018). *Policy and politics in global primary English*. Oxford University Press.

Erk, M., & Ručević, S. (2021). Early English language acquisition: how early is early enough? *Suvremena Lingvistika*, *47*(92). https://doi.org/10.22210/suvlin.2021.092.02

Etikan, I. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1. https://doi.org/10.11648/j.ajtas.20160501.11

Fikroni, M. R. (2022). English language teaching at kindergarten: What happens in the classroom. *GENIUS Indonesian Journal of Early Childhood Education*, *3*(1), 9–22. https://doi.org/10.35719/gns.v3i1.75

García-Gámez, A. B., & Macizo, P. (2023). Gestures as scaffolding for vocabulary learning in a foreign language. *Brain Sciences*, *13*(12), 1712. https://doi.org/10.3390/brainsci13121712

Ghasemi, B., & Hashemi, M. (2011). Foreign language learning during childhood. *Procedia - Social and Behavioral Sciences*, *28*, 872–876. https://doi.org/10.1016/j.sbspro.2011.11.160

Grigoryeva, L. L., & Zakirova, R. R. (2022). The role of English in intercultural communication: Past, modernity and future global perspectives. *Training Language and Culture*, *6*(2), 45–55. https://doi.org/10.22363/2521-442x-2022-6-2-45-55

Guz, E., & Tetiurka, M. (2016). Positive emotions and learner engagement: Insights from an early FL classroom. In: Gabryś-Barker, & D., Gałajda, D. (eds) *Positive psychology perspectives on foreign language learning and teaching. Second language learning and teaching*. Springer, Cham. https://doi.org/10.1007/978-3-319-32954-3_8

Hardini, I., Di Biase, B., Kawaguchi, S., & Reid, C. (2020). The effect of developmentally moderated focus on form instruction in Indonesian kindergarten children learning English as a foreign language. *Instructed Second Language Acquisition*, *4*(1), 49–61. https://doi.org/10.1558/isla.39724

Hariharasudan, A., & Kot, S. (2018). A scoping review on Digital English and Education 4.0 for Industry 4.0. *Social Sciences*, *7*(11), 227. https://doi.org/10.3390/socsci7110227

Haryadi, R. N., & Aminuddin, M. (2023). The role of English in preparing students to face global challenges. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *6*(11), 9615–9621. https://doi.org/10.54371/jiip.v6i11.3167

Hawanti, S. (2014). Implementing Indonesia's English language teaching policy in primary schools: The role of teachers' knowledge and beliefs. *International Journal of Pedagogies and Learning*, *9*(2), 162–170. https://doi.org/10.1080/18334105.2014.11082029

Holzberger, D., Philipp, A., & Kunter, M. (2013). How teachers' self-efficacy is related to instructional quality: A longitudinal analysis. *Journal of Educational Psychology, 105*(3), 774–786. https://doi.org/10.1037/a0032198

Johnstone, R. (2019). Languages policy and English for young learners in early education. In Garton, S. & Copland, F. (Eds.), *The Routledge handbook of teaching English to young learners* (pp. 13–29). Routledge.

Kaçar, K., & Er, G. (2025). An investigation into the EFL teachers' self-efficacy beliefs and their individual innovativeness levels. *Disiplinlerarası Eğitim Araştırmaları Dergisi*, *9*(20), 48–69. https://doi.org/10.57135/jier.1644366

Kallio, H., Pietilä, A.-M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. https://doi.org/10.1111/jan.13031

Kamil, D., Mukminin, A., & Kassim, N. L. A. (2014). From education policy to class practices: Indonesian secondary EFL teachers' self-efficacy in developing school-based EFL syllabi. *Excellence in Higher Education*, *4*(2), 86–107. https://doi.org/10.5195/ehe.2013.78

Karimi, M. N. (2011). The effects of professional development initiatives on EFL teachers' degree of self efficacy. *The Australian Journal of Teacher Education*, *36*(6). https://doi.org/10.14221/ajte.2011v36n6.6

Kılıç, E. T., & Balaman, U. (2023). Facilitating students' learning of a target construction through teacher interactional resources in EFL kindergarten classrooms. *TESOL Quarterly*, *57*(2), 656–669. https://doi.org/10.1002/tesq.3209

Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, *12*, 59–76. https://doi.org/10.1016/j.edurev.2014.06.001

Lengkanawati N.S. (2016). Teachers' beliefs about learner autonomy and its implementation in Indonesian EFL settings. In: Barnard R., Li J. (Eds.), *Language learner autonomy: Teachers' beliefs and practices in Asian contexts* (pp. 134–149). Phnom Penh: IDP Education.

Lin, Z. (2012). Language Teachers' Attitudes, Beliefs, professional knowledge, and Views on Professional Development: an exploratory study at a preschool TEFL setting. *TESOL Journal*, *4*(1), 55–82. https://doi.org/10.1002/tesj.52

Lucas, C. (2023). "Too young to learn English?"—Nurturing preschool children's English language learning across an early years curriculum: A case study. *Education Sciences*, *13*(9), 949. https://doi.org/10.3390/educsci13090949

Lungu, M. (2022). The coding manual for qualitative researchers. *American Journal of Qualitative Research*, *6*(1), 232–237. https://doi.org/10.29333/ajqr/12085

McKay, S. L. (2018). English as an international language: What it is and what it means for pedagogy. *RELC Journal*, *49*(1), 9–23. https://doi.org/10.1177/0033688217738817

Mirsanjari, Z., Karbalaei, A., & Afraz, S. (2013). Teachers' sense of efficacy in teaching English among Iranian EFL teachers. *Indian Journal of Fundamental and Applied Life Sciences*, *3*(3), 417-428.

Morrow, R., Rodriguez, A. & King, N. (2015). Colaizzi's descriptive phenomenological method. *The Psychologist*, *28*(8), 643-644.

Motulsky, S. L. (2021). Is member checking the gold standard of quality in qualitative research? *Qualitative Psychology, 8*(3), 389–406. https://doi.org/10.1037/qup0000215

Mutiah, S. D., Nakhriyah, M., Hr, N. H., Hidayat, D. N., & Hamid, F. (2020). The readiness of teaching English to young learners in Indonesia. *Jurnal Basicedu*, *4*(4), 1370–1387. https://doi.org/10.31004/basicedu.v4i4.541

Na'imah, N., Muassomah, N., & Fadlilah, N. a. N. (2022). Technology challenge: EFL teacher experience teaching online at kindergarten. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *10*(2), 228–238. https://doi.org/10.23887/paud.v10i2.52528

Nafissi, Z., & Shafiee, Z. (2019). Teachers' roles in early childhood English language pedagogy: beliefs of kindergarten English language teachers. *Journal of Early Childhood Teacher Education*, *41*(3), 306–324. https://doi.org/10.1080/10901027.2019.1647479

Phan, H. P. (2011). Interrelations between self-efficacy and learning approaches: a developmental approach. *Educational Psychology*, *31*(2), 225–246. https://doi.org/10.1080/01443410.2010.545050

Phan, N. T. T. (2020). Can I teach these students? A case study of Vietnamese teachers' self-efficacy in relation to teaching English as a Foreign Language. *Arab World English Journal*, *254*, 1–270. https://doi.org/10.24093/awej/th.254

Qutoshi, S. B. (2018). Phenomenology: a philosophy and Method of Inquiry. *Journal of Education and Educational Development*, *5*(1), 215. https://doi.org/10.22555/joeed.v5i1.2154

Rahmadan, M. K., Abrar, M. A., Failasofah, F., & Masbirorotni, M. (2023). Investigating EFL kindergarten teachers' media and challenges in teaching vocabulary. *JELITA Journal of Education Language Innovation and Applied Linguistics*, *2*(1), 22–33. https://doi.org/10.37058/jelita.v2i1.5229

Roh, T. R. D., & Lee, Y. (2018). Teacher repetition as an instructional resource for classroom interaction: Three pedagogical actions in kindergartens in an EFL context. *System*, *74*, 121–137. https://doi.org/10.1016/j.system.2018.02.008

Rutakumwa, R., Mugisha, J. O., Bernays, S., Kabunga, E., Tumwekwase, G., Mbonye, M., & Seeley, J. (2019). Conducting in-depth interviews with and without voice recorders: a comparative analysis. *Qualitative Research*, *20*(5), 565–581. https://doi.org/10.1177/1468794119884806

Selvi, A. F., Galloway, N., & Rose, H. (2024). *Teaching English as an international language*. Cambridge: Cambridge University Press.

Shah, D. (2023). Teachers' self-efficacy and classroom management practices: A theoretical study. *Journal of Education and Research*, *13*(1), 8–26. https://doi.org/10.51474/jer.v13i1.661

Shaheen, M., Pradhan, S., & Ranajee, R. (2019). Sampling in qualitative research. In M. Gupta, M. Shaheen, & K. Reddy (Eds.), *Qualitative Techniques for Workplace Data Analysis* (pp. 25–51). IGI Global.

Shi, X., & Yeung, S. S.-S. (2024). The general pedagogical knowledge underpinning early childhood education teachers' classroom behaviors who teach English as a foreign language in Chinese kindergartens. *Behavioral Sciences,* *14*(7), 526. https://doi.org/10.3390/bs14070526

Sun, Z., Anbarasan, M., & Kumar, D. P. (2020). Design of online intelligent English teaching platform based on artificial intelligence techniques. *Computational Intelligence*, *37*(3), 1166–1180. https://doi.org/10.1111/coin.12351

Tindall, L. (2009). J.A. Smith, P. Flower and M. Larkin (2009), Interpretative Phenomenological Analysis: Theory, Method and Research. *Qualitative Research in Psychology*, *6*(4), 346–347. https://doi.org/10.1080/14780880903340091

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education,* *17*(7), 783–805. https://doi.org/10.1016/S0742-051X(01)00036-1

Utami, A. A., & Kuswandono, P. (2023). Exploring EFL teacher's agency and self-efficacy in their professional practice among Indonesian EFL teachers. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *7*(2), 289. https://doi.org/10.21093/ijeltal.v7i2.1358

Utami, D. R. F., Pranoto, Y. K. S., Latiana, L., & Sunawan, S. (2021). Agreement levels among kindergarten principals and teachers in determining teaching competencies and performance. *European Journal of Educational Research*, *volume–10–2021*(volume–10–issue–2–april–2021), 537–551. https://doi.org/10.12973/eu-jer.10.2.537

Venalinda, A. W., & Armanda, M. L. (2023). *The role of TikTok application to learn English vocabulary: A survey on student teachers*. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 8(2), 224–233 https://doi.org/10.24235/eltecho.v8i2.14852

Williams, H. (2021). The meaning of "Phenomenology": qualitative and philosophical phenomenological research methods. *The Qualitative Report*. https://doi.org/10.46743/2160-3715/2021.4587

Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011–2019). *Language Teaching*, *53*(4), 491–523. https://doi.org/10.1017/s0261444820000208

Zhang, H. (2024). The impact of English language development on internationalization of Education. *Lecture Notes in Education Psychology and Public Media*, *34*(1), 243–249. https://doi.org/10.54254/2753-7048/34/20231933

Zonoubi, R., Rasekh, A. E., & Tavakoli, M. (2017). EFL teacher self-efficacy development in professional learning communities. *System*, *66*, 1–12. https://doi.org/10.1016/j.system.2017.03.003