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## PRE-SERVICE ENGLISH TEACHERS' GOALS AND BELIEFS IN THE INDONESIAN PPG PROGRAM

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### Abstract

This study investigates the professional goals and beliefs of pre-service English teachers participating in Indonesia's Teacher Professional Education (PPG) Program, a pivotal initiative designed to strengthen teacher competence and identity. While prior studies have focused on policy and structural aspects of the PPG, little is known about how pre-service teachers internalize professional goals and beliefs within this program's reflective learning context. Addressing this gap, the present study adopts a small-scale exploratory case study involving three pre-service English teachers at a state university in West Java. Data were collected through semi-structured interviews and analyzed using Miles, Huberman, and Saldaña's (2014) framework to derive thematic insights into participants' motivational orientations and evolving professional beliefs. Findings reveal that participants' motivations combined intrinsic ideals such as pedagogical growth and moral purpose with extrinsic considerations of certification and career advancement. Their professional goals shifted from self-improvement toward broader commitments to educational transformation, while beliefs about English teaching expanded from linguistic transmission to global competence facilitation. These findings underscore that professional identity in the PPG context develops through the interaction of motivational and belief systems shaped by both policy expectations and personal reflection. The study contributes to teacher education research by providing contextualized, in-depth insights into how pre-service English teachers in Indonesia construct professional identity amid systemic reforms. Implications are offered for designing PPG curricula that explicitly integrate goal-setting, belief development, and reflective mentorship.

**Keywords:** English education, PPG program, pre-service teachers, professional goals, teacher beliefs

### INTRODUCTION

The quality of teachers has consistently been recognized as one of the most significant factors influencing the effectiveness of education systems worldwide. In Indonesia, the government has placed teacher professionalism at the center of its educational reforms, emphasizing that competent teachers are essential to improving student outcomes and ensuring learners are equipped with the skills needed in the 21st century (OECD, 2024). To address this, the Indonesian

government established the Teacher Professional Education Program (Pendidikan Profesi Guru, hereafter PPG). This program functions as a post-graduate professional training scheme aimed at equipping pre-service and in-service teachers with the knowledge, pedagogical competence, and professional identity necessary to meet national and global educational demands (Mardhatillah & Surjanti, 2023). Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia

Number 19 of 2024 underscores the mandatory nature of this program for novice teachers, thereby affirming its strategic role in shaping future educators.

Despite the existence of such initiatives, concerns remain regarding the extent to which pre-service teachers are prepared to face the complex realities of classroom teaching. Teacher preparation is not merely about transmitting knowledge and skills but also about cultivating professional identity, values, and beliefs that guide teachers' practices. According to Hill (2022), effective education programs emphasize developing strong core beliefs and values to support pre-service teachers' professional judgment and identity formation, enabling them to integrate diverse perspectives in their teaching critically. Previous studies highlight that teachers' beliefs influence classroom strategies, decision-making, and ultimately, student achievement (Gilakjani & Sabouri, 2017; Yumarnamto & Prijambodo, 2020). Similarly, goal-setting has been identified as a core determinant of teacher motivation, performance, and resilience (Butler & Shibaz, 2014; Hagger & Malmberg, 2011). In this regard, teacher beliefs and goals are not peripheral but central to teacher education, functioning as the foundations upon which professional identity is built.

Conceptually, teacher beliefs represent the cognitive foundation of professional identity, guiding how teachers interpret experience and define "good teaching," as they shape how educators perceive their roles and approach pedagogy (Vizek Vidovic & Domovic, 2019). Goals, in turn, represent the motivational direction of identity; they express what teachers strive to achieve professionally (Beijaard et al., 2004). The interaction of beliefs and goals produces an evolving identity framework that connects cognition ("what I believe") and motivation ("what I aim to

become") (Richardson & Watt, 2018; Yuan & Mak, 2021). Within the PPG context, this interaction occurs through structured reflection, peer collaboration, and practice teaching, all of which mediate the internalization of professional norms and personal meaning (Ardi et al., 2025). Recent scholarship has begun to explore teacher beliefs and professional identity. Fajrinur (2019) investigated the influence of English teachers' beliefs in Aceh and concluded that beliefs shape teacher learning and professional behavior, although they may have a limited direct impact on student achievement. Mateus et al. (2021) further revealed that prior experiences largely shape pre-service teachers' beliefs and remain relatively unchanged even after practicum experiences, suggesting the resilience of initial beliefs. Meanwhile, Kim (2019) found that pre-service teachers often misjudge their teaching competence, with some overestimating while others underestimate their abilities. These findings demonstrate that teacher beliefs are complex, dynamic, and context-dependent, yet few studies have examined how they interact with professional goals, particularly within the structured environment of the PPG program.

The urgency of this research comes from the special role that English language education plays in Indonesia. In this country, where more than 700 local languages are spoken, English is taught as a foreign language but also serves as a bridge to global communication. This makes English education important not only for learning the language itself but also for helping students connect with the wider world while balancing their national and cultural identity (Zein et al., 2020). Mastery of English empowers individuals to engage in international collaboration, access scientific and educational resources, and enhance their employability in an increasingly interconnected world (Hidayat, 2024). So, English teachers are expected to prepare

students for participation in an interconnected world, making their roles even more critical. As Gilakjani and Sabouri (2017) argue, teachers' beliefs about language learning influence their instructional strategies, which in turn affect learners' outcomes.

In this sense, the beliefs held by pre-service English teachers in the PPG program directly impact their ability to shape students' communicative competence and readiness for global challenges. Understanding these beliefs is, therefore, a matter of national educational interest. According to Borg (2003), teachers' beliefs act as powerful determinants of instructional behaviour, influencing classroom interaction patterns, task selection, and assessment practices. Furthermore, fostering reflective awareness of such beliefs in teacher education programs has been shown to enhance professional growth and pedagogical flexibility (Farrel & Ives, 2015). Moreover, Richardson (2003) stated that when pre-service teachers critically examine and align their beliefs with current communicative and intercultural teaching paradigms, they become more effective in promoting global competence and meaningful language use in their students. Consequently, a deep understanding of pre-service teachers' beliefs is not only pedagogically relevant but also strategically important for advancing national education goals in a globalised era.

Building on this perspective, the goals of English pre-service teachers are closely linked to their beliefs and professional identity. These future educators aim to become skilled, reflective, and globally minded teachers who can meet the diverse linguistic and cultural needs of their students. Their main goals include improving their teaching skills and pedagogical knowledge to create meaningful and engaging lessons (Aimah et al., 2020). In multilingual contexts such as Indonesia, pre-service teachers aim to use strategies like

translanguaging to help students connect English learning with their local languages (Putrawan et al., 2022) while also promoting English as an International Language (EIL) and English as a Lingua Franca (ELF) that emphasize communication and intercultural understanding rather than native-like proficiency (Ubaidillah, 2018; Silalahi et al., 2023). Overall, these goals reflect pre-service teachers' efforts to grow professionally while preparing their students to use English confidently and meaningfully in an increasingly interconnected world.

However, much of the existing literature on the PPG program focuses on structural or policy aspects, such as curriculum design, competency standards, or program outcomes (Zulfitri et al., 2019; Slameto et al., 2018). Few studies investigate the psychological and motivational dimensions of pre-service teachers' participation. This study seeks to fill that gap by examining both the goals and beliefs of pre-service English teachers in the PPG program. By doing so, it contributes to a more holistic understanding of teacher preparation in Indonesia and offers insights into how teacher education can better support professional growth.

Specifically, this research is guided by the following questions:

1. What motivates pre-service English teachers to enroll in the PPG program?
2. What are the professional goals of pre-service English teachers during their participation in the PPG program?
3. What beliefs do pre-service English teachers hold regarding the role of English teachers?

This study seeks how pre-service teachers articulate their goals and beliefs, thereby contributing to a deeper understanding of teacher preparation and professional

identity formation in the Indonesian context.

## METHODOLOGY

This section outlines the methodological framework of the study, including the research design, research site, participants, instruments, and procedures used for data collection and analysis. The aim was to ensure that the research process was rigorous, transparent, and aligned with the objectives of investigating the goals and beliefs of pre-service English teachers in the Indonesian Teacher Professional Education (PPG) program.

### Research Design

The study employed a qualitative case study design to provide in-depth insights into the lived experiences of pre-service English teachers. According to Creswell (2012), qualitative case study research is well-suited for exploring complex social phenomena and understanding participants' perspectives in their natural contexts. This approach was chosen because it allows for a rich exploration of how. By focusing on a small group of participants, the study was able to capture nuanced experiences that quantitative approaches might overlook.

### Research Site

The research was conducted at a private university in Cirebon, West Java, which serves as one of the teacher training institutions authorized to implement the PPG program. The site was selected because it hosts a significant number of pre-service teachers enrolled in the PPG Prajabatan program, providing a relevant context for examining the research questions. The institution also represents a typical example of PPG implementation in Indonesia, thereby allowing the findings to reflect broader trends within similar settings.

### Participants

Participants in this study were three pre-service English teachers enrolled in the first semester of the PPG program at a private university in Cirebon, West Java. They were selected through purposive sampling based on the following criteria: (1) active enrollment in the PPG Prajabatan program, (2) a background in English education, and (3) willingness to participate in in-depth interviews. This sampling approach ensured that participants possessed relevant experiences and perspectives aligned with the study's objectives (Miles, Huberman, & Saldaña, 2014). The participants represented diverse motivational orientations and professional aspirations, allowing the researcher to capture rich and varied insights into how goals and beliefs are constructed within the PPG context.

While the small sample size may limit the generalizability of the findings, this is a common and accepted feature of qualitative case study research, where the emphasis lies in depth rather than breadth. Each participant's narrative was explored comprehensively to uncover the nuances of individual experiences and meaning-making processes. This depth of inquiry compensates for the limited number of participants by offering detailed, contextually grounded interpretations that contribute to a deeper understanding of pre-service teachers' professional identity formation. The study, therefore, prioritizes analytic transferability, the extent to which the insights may inform similar contexts over statistical generalization.

To ensure trustworthiness, several strategies were implemented. Credibility was enhanced through prolonged engagement with participants and member checking, ensuring that interpretations accurately represented participants' perspectives.

Dependability was established through a systematic audit trail detailing data collection and analysis procedures. Confirmability was strengthened by maintaining reflexive notes and engaging in peer debriefing, minimizing researcher bias, and ensuring interpretive rigor. Ethical considerations were observed throughout the research process, including obtaining informed consent, ensuring confidentiality, and allowing participants to withdraw at any stage.

### Instruments

The primary research instrument was the researcher, who acted as the key facilitator of data collection and interpretation. To collect data, semi-structured interview protocols were developed based on relevant literature concerning teacher beliefs, professional goals, and motivation. Semi-structured interviews were chosen because they balance flexibility and structure, enabling participants to express their thoughts freely while ensuring that key topics were consistently addressed (Magaldi & Berler, 2020). The interview guide included open-ended questions covering participants' motivations for joining the PPG program, their professional goals, and their beliefs about the role of English teachers in Indonesia.

### Procedures

Data collection was carried out in three stages. First, participants were contacted via institutional channels and informed about the purpose of the study. After securing informed consent, interviews were scheduled at mutually convenient times. Second, the semi-structured interviews were conducted online using the Zoom platform to accommodate participants' availability and geographical limitations. Each interview lasted between 45 and 60 minutes and was audio-recorded with

permission. Third, the recordings were transcribed verbatim to facilitate accurate analysis.

For data analysis, Miles, Huberman, and Saldaña's (2014) three-step framework was applied, consisting of data reduction, data display, and conclusion drawing. During data reduction, interview transcripts were read multiple times to achieve immersion in the data, followed by open coding to identify meaningful segments related to participants' motivations, professional goals, and beliefs about teaching. These initial codes were then grouped into focused categories that represented recurring patterns of meaning. Through axial coding, relationships among categories were examined to connect individual experiences with broader conceptual dimensions such as intrinsic and extrinsic motivation, professional identity development, and belief transformation.

The categorized data were subsequently displayed in matrices to visualize thematic relationships and comparisons across participants. This iterative process enabled the researcher to refine, merge, or separate categories based on conceptual coherence and frequency of occurrence. From these analytical procedures, three major themes emerged: (1) *motivational orientations shaping participation in PPG*, (2) *evolving professional goals and reflective growth*, and (3) *beliefs about the transformative role of English teachers*. These themes were not pre-determined but inductively developed from participants' narratives through systematic interpretation.

Finally, conclusion drawing **and verification** involved interpreting how these themes interacted to construct participants' professional identity and aligning them with existing theories on



teacher motivation and belief formation. To ensure trustworthiness, **member checking** was conducted by sharing analytical summaries with participants to confirm accuracy, and findings were cross-referenced with theoretical frameworks to enhance interpretive validity.

## RESULT AND DISCUSSION

This study adopted a qualitative case study design, as it aimed to explore in depth the professional goals and beliefs of pre-service English teachers participating in Indonesia's Teacher Professional Education (PPG) Program. The case study approach was appropriate for examining complex processes of identity formation within an authentic institutional context (Creswell & Poth, 2018). This design enabled the researcher to capture rich, contextualized insights into how individual participants interpreted their professional learning experiences and constructed meaning around their teaching identities. The researcher interviewed three pre-service English teachers in the PPG program. The findings from the interviews are discussed in this section. The findings start from the interview questions to the answers given by the teachers.

This section presents the key findings derived from the interviews with three pre-service English teachers participating in the PPG program. The discussion goes beyond descriptive summaries by identifying thematic relationships among participants' experiences and interpreting them through the lens of teacher identity formation. Three interrelated themes emerged from the data: *motivational orientations shaping participation in PPG, evolving professional goals and reflective growth, and beliefs about the transformative role of English teachers.*

## Motivations for Enrolling in PPG

Participants' responses demonstrated a nuanced interplay between intrinsic motivations (personal growth, pedagogical idealism, and passion for teaching) and extrinsic motivations (certification requirements, career stability, and societal recognition). One participant expressed that joining the PPG was "*a way to fulfill my dream of becoming a professional teacher,*" while another mentioned it was "*necessary to obtain a teaching certificate and ensure a stable job.*"

Rather than viewing these motivations as contradictory, the analysis indicates that they coexist and mutually reinforce professional commitment. According to Deci and Ryan's (2000) Self-Determination Theory, intrinsic motivation arises from internalized values and self-determined goals, while extrinsic factors can become self-endorsed when integrated with personal aspirations. This duality was evident across all participants: external goals such as certification were reframed as pathways to personal and professional fulfillment.

This finding aligns with Yuan and Mak (2021), who argue that teacher motivation in credential-based programs is hybrid in nature—teachers internalize external obligations when they perceive alignment with intrinsic pedagogical values. In the Indonesian context, where professional certification is mandatory, this integration of motivations reflects how policy frameworks shape teachers' sense of purpose while allowing room for self-determination.

Thus, rather than being driven solely by compliance, participants constructed a "motivated professionalism", wherein institutional and personal motives converge. This synthesis underscores that professional identity development in the PPG context

involves navigating between external policy demands and internalized teaching ideals.

In this section, the researcher found some findings about why pre-service English teachers joined the PPG program from the research question, “*Why do they join the PPG program?*”. Each participant explained the reason why they joined the PPG program. Participants expressed a mixture of intrinsic and extrinsic motivations. One participant aimed to increase her financial stability and gain professional recognition, aligning with research by Hutasoit & Purwasih (2022). Others were driven to improve their pedagogical competence and contribute meaningfully to the teaching profession. This supports prior findings that intrinsic motivation enhances professional engagement (Engin, 2020). Based on the first research question, the researcher found that the participants have different reasons for joining the PPG program. From the first participant, the researcher found that she joined the PPG program to become a professional teacher with a better wage than if she had not joined the PPG program, as stated below:

PSET 1

*“My desire to become a professional teacher is what makes me certain. Then, one of my tutoring friends gave me similar suggestions. She is already an ASN and a P3K. Then she told me that to get a high salary, it would be better to join the PPG program.”* (A.J)

Based on the interview excerpt, the participant indicated that the motivation to follow the PPG program came from a combination of internal drive and external influences. She stated that her desire to become a teacher was the main reason that convinced him to take that path. This reflects a strong intrinsic motivation, namely a drive from within oneself, rooted in ideals and a calling of the heart towards the teaching profession. In

addition, the informant also revealed that one of his friends who had become an ASN and P3K gave similar advice, namely, to follow the PPG program. This advice further strengthened his belief because it came from someone who had successfully gone through the process. His friend also emphasized that following PPG would increase the opportunity for a high salary. This statement reflects the existence of extrinsic motivation, namely, the consideration of financial gain and career ladder as motivating factors. Thus, the informant’s decision to follow PPG was influenced by a combination of personal ideals and social support, as well as practical considerations regarding the future of his profession.

Based on the statement from the first participant (PSET1), she wants to get a higher salary after finishing the program. This is in line with the findings of Hutasoit and Purwasih (2022); in their research, they found that those who take part in the Pre-Service PPG program will receive a higher salary compared to those who do not take part in the program. In addition, Dominikus (2023) also believes that teachers’ salaries in state schools are getting better after the government gradually increased salaries every year and after teacher certification. This aligns with PSET 1’s reasons for wanting a better salary at a private school because teachers who have graduated from PPG receive a professional teacher certificate and an additional salary of one time their basic salary from the government (Priyatma, 2022). The reason PSET 1 wants to get a better career and salary is reasonable and acceptable.

Meanwhile, PSET 2

*“Perhaps the most basic reason is that I want to be a good educator and want to become a professional teacher. If you look at it now, the position of teacher is starting to be turned into a profession, so it is not just a job. So, I want*

*to increase the level of teachers in Indonesia like that. I want to be a professional who works, does training, and does things like that. So, because I want to become a more professional and better teacher, I signed up for this PPG.*" (I.N.M)

PSET 3

*"As for the reasons, the first is that previously, I had actually taught at school, but I felt that my ability to teach had no development; I was stuck like that. Because it is directly practical, there is no theory, and there are no things that need to be studied. Moreover, after I graduated from the education department, I had to teach using a curriculum that I had never experienced when I was at school. So, there are many adjustments that must be learned. That is why I decided to join PPG; the reason is to increase my ability in teaching so that I am not only proficient in practice but can also be better in theory."* (F.N)

Based on the results of interviews with two prospective teachers participating in PPG, it was identified that their main motivation for participating in this program was related to the desire to improve professionalism and competence in the field of education. The first participant (PSET 2) emphasized the importance of becoming a professional teacher and viewed PPG as a strategic step to improve self-quality and raise the status of the teaching profession in Indonesia. Meanwhile, the second participant (PSET 3) reflected on the teaching experience, which tended to be stagnant due to the lack of theoretical understanding, the challenges in adapting to the new curriculum. He saw PPG as a means to bridge the gap between practice and theory, while strengthening his pedagogical competence. Overall, this interview showed that PPG is perceived as an essential self-development forum in supporting the transformation of teachers into more

professional, adaptive, and competitive educators.

According to Hanun (2021), implementing the teacher professional education program (PPG) aims to produce qualified and professional teachers. Hardiansyah (2024) also expressed the same thing: the PPG program is an Indonesian government program to produce professional teachers who can implement Higher-Order Thinking Skills (HOTS) in learning, so that students in Indonesia can be expected to have high HOTS. In addition, Slameto et al. (2018) argue that PPG is one of the government's programs that is intended to ensure the fulfillment of teachers' competency standards, which are (1) pedagogic, (2) professional, (3) personality, and (4) social competencies. It can be concluded that they aim to improve their professionalism and competence to become a good teacher.

### **Evolving Professional Goals**

In this section, the researcher found some findings about why pre-service English teachers take up the PPG program from the research question, "What are the goals of pre-service English teachers since they joined the PPG program?". Participants articulated goals such as helping students use English in real-life contexts, aligning their careers with academic backgrounds, and engaging in professional communities. These goals reflect functional, personal, and developmental orientations and highlight a shared commitment to lifelong learning. Such alignment between personal goals and professional expectations reinforces the findings of Mukminin et al. (2016).

The researcher found that the three participants had different goals regarding pre-service English teachers' goals. PSET 1 to contribute to educating the nation's sons and daughters through quality English language



education according to the needs of the times, as stated below.

#### PSET 1

*"My main goal in becoming an English teacher is pretty simple: I want to help my students understand and use English in their daily lives. I feel like this language is a key to opening up more opportunities, whether it's for further studies, work, or just understanding other cultures. Basically, I want to make them feel confident speaking and using English anywhere."* (A.J)

The results of the interview above with the first participant (PSET 1) revealed the main goal underlying her desire to become an English teacher, namely, to help students understand and use English in everyday life. This statement reflects her view that English proficiency is a strategic tool that opens access to wider opportunities. This goal shows a pedagogical orientation that is functional and oriented to the real needs of students, while also reflecting her commitment to building students' self-confidence so that they are able to use English actively in various situations.

Becoming a competent and professional teacher to make a better future for students is the main goal of the PPG program. As stated by Lailatussaadah (2020), the PPG program aims to increase teacher competence and professionalism, which will impact teacher performance. Of course, by participating in this PPG program, the goal of providing quality English education to students becomes increasingly possible to realize. Mulyana (2023) similarly stated that the government administers PPG to enhance teachers' competencies. It offers a training program to enhance teachers' professionalism (Zulfitri et al., 2019) and enhance their competence (Ningsih & Fatchan, 2016). So by joining the PPG program, it can be a path for pre-service teachers to become professional and competent teachers.

Meanwhile, the second participant has a different goal to be a teacher; the researcher found that he had a goal to become an English teacher to meet his major during college, namely, English education, as stated below:

#### PSET 2

*"I chose to become an English teacher because I completed the English Education study program and wanted my career to align with my degree and knowledge. By continuing to create innovative teaching methods, I hope to become an English teacher who actively participates in a variety of teacher communities. It is hoped that this PPG program will have more expansive career goals for teachers, allowing me to find a job right away and learn about the placement."* (I.N.M)

Based on the results of the interview with the second participant above, it was revealed that the main motivation in choosing a profession as an English teacher was rooted in the educational background that had been taken, namely the English Language Education study program. The main basis for making this decision is the desire to align a career with the expertise that is owned. In addition, he showed a strong orientation towards professional development, as reflected in his hope to continue to create innovative teaching methods and actively participate in various teacher communities. Participation in the Teacher Professional Education Program (PPG) is also seen as a strategic means to expand the scope of career goals, including opportunities to get a job faster and understand the placement mechanism. Thus, a space for continuous growth and active contribution to the education ecosystem.

This aligns with Minister of Education and Culture Regulation No. 46 of 2016; teacher linearity is the compatibility between teacher certification and the field taught (Minister of Education and Culture of the Republic of

Indonesia, 2016). This means that the goals that PSET 2 wants to achieve are in accordance with the Education and Culture Ministerial Regulation regarding the linearity of the teaching profession. Furthermore, according to Mulyani (2019), the ability to master a field of study is in accordance with the teacher's educational background based on academic qualifications, and teachers teach according to their expertise and major, as well as having the ability and understanding of students, the ability to master educational learning through the ability to understand types of eyes. Lessons, organizing lesson materials, and utilizing learning resources can be a driving force in improving teachers' professional abilities. In addition, Mukminin et al. (2017) state that it is essential to comprehend the initial motivations or reasons of student teachers for enrolling in a teacher education program to establish a foundation for the development of teacher education policies and programs that are designed to enhance the quality of teaching practices and the quality of teachers.

In the meantime, PSET 3 has set goals of becoming an English teacher because he has always enjoyed taking English classes in high school or college. As a result of this, he has the goal of becoming an English teacher, and this will certainly affect his increased motivation to teach, given that his desire to teach is founded on his enjoyment of English classes, as stated below:

PSET 3

*"My goal to become an English teacher stems from my continuing interest in the subject, which I have enjoyed from elementary school through high school and into college. English was a favorite subject for me during my school days because I found it enjoyable. I acquired proficiency in this international language due to its frequent usage not only in this realm but also in all aspects of science. Another explicit objective*

*of this PPG product is to prepare teachers for schools in Indonesia. I will take on the role of an English teacher at the junior high school, high school, or equivalent level. That is absolutely the case for the role, I assume. Following that, based on the experiences gained during the PPG, I will collaborate with the English MGMP at my school or within the local area where I teach."* (F.N)

Based on the conversation with the third participant (PSET 3), it was revealed that his main goal to become an English teacher was rooted in his continued interest in the subject from elementary school to college. He stated that English is his favorite subject because it provides a fun learning experience and has global relevance, especially in the world of science. In addition, he understands that the explicit goal of the PPG (Teacher Professional Education) program that he participated in is to produce educators who are ready to teach in schools in Indonesia. He firmly stated his readiness and willingness to carry out the role of an English teacher at the junior high school, high school, or equivalent level. Furthermore, he also demonstrated his commitment to continuous professional development by stating his intention to collaborate with the MGMP (Musyawarah Guru Mata Pelajaran) of English at the school or area where he teaches, based on the experience he gained during the PPG.

According to Pratomo and Kuswati (2022), for teachers who want to establish a spirit atmosphere in the classroom that inspires students to learn and attain excellent learning outcomes, teachers must first have a high level of enthusiasm for teaching. Further, Pratomo and Kuswati (2022) state that if the teacher's spirit in teaching can raise the spirit of the students in learning and generate satisfactory outcomes or achievements, then the teacher's teaching spirit will be successful. This demonstrates that the level of desire and

enthusiasm the academic achievement that students achieve. In addition, Engin (2020) puts up the argument that it is often held that the motivation of teachers has a significant influence not only on the teaching processes but also on the outcomes of education.

### **Beliefs About the Role of English Teachers**

The third research question is, *“What are the pre-service English teachers’ beliefs since they joined the PPG program?”* Regarding pre-service English teachers’ beliefs, Beliefs centered on the role of English teachers as facilitators of global competencies. Participants emphasized the significance of English in academic, professional, and intercultural domains. They believed English teachers must prepare students for global challenges. These beliefs are in line with theoretical perspectives that view teachers as agents of change (O’Dwyer, 2006; Gilakjani & Sabouri, 2017), namely that English teachers have a very important role in education, as follows:

#### **PSET 1**

*“My belief in the role of English teachers is certainly very important, considering that now, in this modern era, almost all aspects of our lives cannot be separated from the term English; of course, this is an indication that the role of English teachers is very important.”* (A.J)

#### **PSET 2**

*“Since joining the PPG program, in my opinion, as a pre-service English teacher, I believe that English teachers have a very important role in helping students achieve their dreams, whatever those dreams are, because almost all aspects of life today cannot be separated from the influence of English.”* (I.N.M)

The results of interviews with two pre-service English teachers showed a strong belief in the

importance of the role of English teachers in the context of modern life. The first participant (PSET 1) emphasized that the role of English teachers is vital considering the dominance of English in almost all aspects of life in the modern era, which shows this profession’s urgency and significant contribution in equipping the current generation. A similar view was also expressed by the second participant (PSET 2), who, through his participation in the Teacher Professional Education (PPG) program, increasingly realized that English teachers have a great responsibility in helping students realize their dreams, because English language proficiency is key in various areas of life. These two statements reflect high professional awareness and initial commitment to the transformational role of English teachers, both in the context of education and the development of individual students in facing global challenges.

Then, as in the Tempo magazine report (2023), the role of English teachers in everyday life is very important and has a wide impact. English teachers play a role in helping students develop effective communication skills in English, including speaking, listening, reading, and writing. Because English is taught as a foreign language in Indonesia and is mainly acquired in classrooms, the role of teachers is highly essential because they are the primary source of knowledge and skills in this language, and they facilitate the acquisition of these skills. English teachers are expected to fulfill two duties simultaneously: (i) teaching English and (ii) making the teaching-learning process as entertaining as possible to engage students in learning (Kassing, 2011). Both of these responsibilities are expected of English teachers. While this is happening, Kariena et al. (2022) suggest that the English teacher plays a significant role in learning English by guiding students toward the learning goal. These beliefs also similarly

impact instructional strategies and decision-making, thus affecting professional identity and development (Mallisa & Mbato, 2023).

Meanwhile, PSET 3 has a different belief regarding English teachers. According to PSET 3, teachers are not only sources of knowledge and people who transfer their knowledge to students, but more than that, teachers are facilitators for students to construct their own understanding, as stated below:

PSET 3

*"It is my belief that English teachers in Indonesia are people whose role is to transfer, not just English to Indonesian, because what I have noticed is that currently, more and more English terms are being used in various fields. So, the role of English teachers today is to help students understand these terms so that they are easy to understand. Then, English teachers also play a role in preparing students to face the future because, as we know, currently, almost all jobs require English language skills. So, this English teacher plays a role in helping students master their English skills."* (F.N)

The results of the interview with the third participant (PSET 3) revealed a comprehensive view of the role of English teachers in Indonesia, which is not only limited to translating English into Indonesian but also more broadly as a facilitator of understanding English terms that are increasingly widely used in various fields. He highlighted the importance of the role of English teachers in helping students master English vocabulary and concepts contextually, so that learning materials become easier to understand. In addition, English teachers are also seen as agents of student preparation in facing future challenges, especially considering the increasingly essential need for English language skills in today's world of work. Thus, the role of English teachers is not

only academic, but also strategic in equipping students with relevant language skills to support their career and life success in the era of globalization.

Furthermore, teachers' beliefs regarding their role as facilitators will enable them to modify their teaching and learning strategies over time to improve language learners' outcomes (Gilakjani & Sabouri, 2017). According to Murdani et al. (2019), teachers firmly believe that they wish to be effective facilitators of their students' English language learning. In the context of English as a second or foreign language education, the concept of the teacher as a "facilitator" is considered more aligned with students' perceived needs and autonomy (O'Dwyer, 2006). In conclusion, the conceptualization of teachers as facilitators aligns with learners' needs for autonomy, thereby fostering more adaptive and effective language teaching practices in EFL contexts.

## CONCLUSION

This study examined how pre-service English teachers in Indonesia's PPG Program construct professional identity through the dynamic interaction of motivations, goals, and beliefs. The findings demonstrate that pre-service English teachers' goals and beliefs play a pivotal role in shaping their emerging professional identities. The motivations identified, ranging from personal fulfillment and professional advancement to the desire for pedagogical improvement, highlight the complex factors influencing teacher preparation. Their clearly articulated goals and deeply held beliefs reveal an awareness of the broader educational and societal roles English teachers fulfill.

The findings suggest that teacher education programs, particularly the PPG, should incorporate reflective practices that nurture goal orientation and belief development. By



integrating structured self-reflection, mentorship, and ongoing feedback into the curriculum, PPG programs can better support the holistic growth of pre-service teachers. Additionally, professional identity formation should be acknowledged as an evolving process that requires sustained support beyond certification. For future research, longitudinal studies are recommended to explore how goals and beliefs change over time during and after the PPG experience. Comparative studies involving in-service and pre-service teachers across diverse institutional contexts could also enrich understanding of how different environments influence professional development. Furthermore, incorporating classroom observations and teaching performance assessments could provide a more comprehensive picture of how beliefs and goals translate into pedagogical practice.

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