



A Review of Influential Ideology in the Praxis of English Language Education for Junior High School Students in Indonesia

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ABSTRACT

Education is undoubtedly the most important pillar in the development of a society, while philosophy is a body of knowledge that analyzes theories of knowledge. Consequently, philosophy cannot be separated from education because both contain precise goals to be achieved through education, including English language education. This study aims to explore the characteristics of contemporary philosophy that are relevant to the practice of English language education in Indonesia. This study uses a qualitative approach by conducting a systematic literature review to describe the ideologies that influence the practice of English language education in Indonesian Junior High Schools contained in online journal scientific articles. A total of ten online journal scientific articles were found and analyzed using a qualitative approach based on terms, statements, and paragraphs that describe the practice of English language education in Indonesia. The results of the study indicate that the characteristics of contemporary philosophy are relevant to the practice of English language education in Indonesia. To produce more convincing results, more longitudinal research is needed on the ideologies that influence English language education in Indonesia.

Keywords: review, influential ideology, praxis of English, language education

Tinjauan Ideologi yang Berpengaruh dalam Praktik Pendidikan Bahasa Inggris untuk Siswa SMP di Indonesia

ABSTRAK

Pendidikan tidak diragukan lagi merupakan pilar terpenting dalam pengembangan suatu masyarakat sedangkan filsafat adalah kumpulan pengetahuan yang menganalisis teori pengetahuan. Akibatnya, filsafat tidak dapat dipisahkan dari pendidikan karena keduanya mengandung tujuan yang tepat yang ingin dicapai melalui pendidikan, termasuk pendidikan bahasa Inggris. Studi ini bertujuan untuk mengeksplorasi karakteristik filsafat kontemporer yang relevan dengan praktik pendidikan bahasa Inggris di Indonesia. Penelitian ini menggunakan pendekatan kualitatif dengan melakukan tinjauan pustaka sistematis untuk mendeskripsikan ideologi yang berpengaruh dalam praktik pendidikan bahasa Inggris di Sekolah Menengah Pertama Indonesia yang termuat di dalam artikel ilmiah jurnal online. Sebanyak sepuluh artikel ilmiah jurnal online ditemukan dan dianalisis menggunakan pendekatan kualitatif berdasarkan istilah, pernyataan, dan paragraf yang menggambarkan praktik pendidikan bahasa Inggris di Indonesia. Hasil penelitian menunjukkan bahwa karakteristik filsafat kontemporer relevan dengan praktik pendidikan bahasa Inggris di Indonesia. Untuk menghasilkan hasil yang lebih meyakinkan, diperlukan lebih banyak penelitian longitudinal tentang ideologi yang berpengaruh dalam pendidikan bahasa Inggris di Indonesia.

Kata kunci: tinjauan, pengaruh ideologi, praktik pendidikan, bahasa Inggris

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INTRODUCTION

Education is undeniably the most crucial pillar in the growth of every society. It is absolutely necessary for the acquisition of knowledge. Knowledge, one of the purposes of education, is defined as “knowledge of or information about a subject received through experience or study, which is either in a person’s mind or possessed by people generally” (Crowther, 2005). The distinction between a-priori and a-posteriori knowledge is based on this idea. The latter refers to information that cannot be known to be true without the assistance or support of experience, whereas the former refers to knowledge that does not require confirmation from experience and, indeed, cannot be demonstrated or confirmed by observation (Burns & Law, 2004). Thus, philosophy is the body of knowledge that analyzes the theory of knowledge. As a result, philosophy cannot be separated from education because it contains the precise goal for which education is intended.

Aside from that, philosophy serves as a second-order subject in education by questioning its assumptions and fundamental concepts. Philosophy, in this way, interrogates and investigates the fundamental character, essence, and meaning of education, which is critical to the growth and development of society (Osemweige, 2012). Philosophy indirectly explores the fabric of society by questioning the underlying assumptions of education, thereby establishing the society’s values and standards. The main thrust of this publication is concentrated on Daley’s theory on the influential ideology of education in 1977. Daley (1977) mentioned that there are two groups philosophies that might be the bases of education. Those are traditional philosophy (Perennialism and Essentialism) and contemporary philosophy (Progressivism and Reconstructionism). Those philosophies have characteristics that can be found in the praxis of education.

The very meaning of the term is one of the significant issues inherent in the subject matter of philosophy. Scholars have sought to define philosophy over the years, and their attempts have

resulted in a variety of interpretations. As a result, there is no one definition of the phrase. Nonetheless, Pythagoras’s “love of wisdom” remains the most often accepted or appealing generic definition (Lawhead, 2002). Philosophy, according to Paul Hirst, is concerned with the clarification of concepts and propositions through which the human experience and activities become more understandable; it is also a second-order area of knowledge, concerned above all with the necessary features of man’s understanding and awareness in science, morals, history, and so on (Hirst, 1974). For Russell, philosophy is a no-land man’s between theology and science, vulnerable to attack from both sides (Russell, 1963). This type of definition is inadequate since philosophy is rendered ambiguous. Dewey defines philosophy as the general theory of education in all (Omatseye, 2004). This term is crucial to this study since it emphasizes the connection between philosophy and education.

English has emerged to be viewed as a global language, with a unique role recognized in every country (Crystal, 2008). It is a tool for communication among countries as they engage in the world’s rapid expansion, notably in political and economic development. In Indonesia, English is taught as foreign language (Rokhyati, 2013). English language education was set in the curriculum of Indonesia as a compulsory subject in senior and junior high schools (Cahyo et al., 2019). In the praxis of English language education in Indonesia, there must be an underlying influential ideology which is used as the bases of the curriculum. Just like in other country, Iran, Ashraf & Kafi (2017) found that “Perennialism” as one of the philosophy of education subscales was considered to have the only significant relation with Iranian EFL teachers’ professional development along with being the only significant predictor of their professional development.

In order to get a better understanding on the influential ideology underlying the praxis of English language education in Indonesian Junior High School, this recent study aimed at conducting



a systematic literature review (SLR). A systematic review is a concise summary of the published research on a certain subject (Bettany-Saltikov, 2012). Although there are numerous researches, some of which are review studies, on the praxis of English language education in Indonesia, there are few review studies on the influential ideologies underlying the praxis of English language education in Indonesia in the context of Junior High School. Policymakers and other stakeholders may be able to obtain clear and concise reference (Akçayr & Akçayr, 2017; Galvez, 2017).

METHOD

Content analysis was used in this study because it can examine publication stacks, and the article analysis and interpretation technique, which comprised defining categories, calculating frequencies, and interpretation phases, was done in a systematic manner (Zainuddin, et al., 2019). Another reason is to connect and evaluate similar facts and concepts so that it can be read quickly and easily by readers; it might also be used as a reference by other scholars for future research (Bauer, 2000).

Ten journal articles published between 2005 and 2021 that focused on the praxis of English language education in Indonesia in the context of Junior High School were analyzed using content analysis. According to Ary, et al. (2010), content analysis is a method of analyzing materials such as textbooks, articles, educational files, and other sorts of documents in order to find specific qualities.

This study adopted the data collection and analysis framework proposed by Zainuddin et al. (2019), which consisted of four main steps. First, the objectives of the study were clearly defined to establish a focused direction for the research. Second, relevant articles were reviewed and their content analyzed by identifying statements, terms, and paragraphs that specifically addressed the praxis of English language education in Indonesia. Third, content analysis was employed to collect the data, after which the gathered information was

analyzed descriptively. Finally, the findings were discussed, conclusions were drawn, and suggestions for future research were proposed to address any remaining gaps in the field.

RESULT

The analysis of ten journal articles published between 2005 and 2021 revealed that the praxis of English language education in Indonesian Junior High Schools is predominantly influenced by contemporary philosophy, specifically Progressivism and Reconstructionism. The characteristics of student-centered learning were considerably found across all reviewed articles, indicating that teachers act as facilitators or guides rather than as sole knowledge transmitters. This finding is significant because it demonstrates a clear departure from traditional, teacher-dominated instructional models. In several articles, the role of the teacher was explicitly described as a “mediator” or “facilitator” who assists students in constructing their own understanding of English rather than simply delivering content. Additionally, it was found that education should provide opportunities for students to develop themselves and to solve real-world problems, reflecting the Reconstructionist emphasis on social relevance and practical application. For example, multiple studies highlighted the integration of contextual teaching and learning (CTL) approaches, where English lessons are connected to students’ everyday lives and local cultural contexts. This finding suggests that English language education in Indonesia is not viewed merely as the acquisition of linguistic rules but as a tool for meaningful communication and problem-solving in authentic situations.

In order to provide students with the principles of contemporary philosophy, the reviewed articles frequently mentioned the term “authentic assessment” as the main clue. Authentic assessment was described as a method for measuring students’ ability to apply English in meaningful, real-world tasks such as delivering presentations, conducting interviews, or creating written products for genuine audiences, rather than

through rote memorization or standardized testing alone. Several articles specifically discussed the challenges teachers face in implementing authentic assessment, including time constraints, large class sizes, and limited resources, yet affirmed its importance in aligning with contemporary philosophical principles. The organization of learning elements was also found to be based on students' interests and needs, with teachers expected to provide varied instructional materials and resources to enrich students' knowledge and cater to different learning styles. This includes the use of interactive multimedia, video subtitles, online resources, and printed materials that address visual, auditory, and kinaesthetic learners. The reviewed articles consistently emphasized that rigid, one-size-fits-all curricula are incompatible with the principles of contemporary philosophy, and that flexibility and adaptability are essential for effective English language instruction.

Furthermore, the reviewed articles revealed that the praxis of English language education in Indonesia not only focuses on cognitive development but is also deeply concerned with social and moral development. Several articles explicitly discussed the integration of character education into English lessons, addressing values such as honesty, discipline, responsibility, tolerance, and respect for others. This finding aligns with Indonesia's national educational goals, which emphasize the development of students' character alongside their academic achievement. During the analysis, this study also found that contemporary philosophy is highly relevant to technological education and personalized education, as its characteristics are pertinent to the principles of both. For instance, the use of interactive multimedia, flipped classroom elements, and computer-assisted language learning tools were all identified as practices that support student-centered, flexible, and individually tailored instruction. No evidence was found to suggest that traditional philosophies such as Perennialism or Essentialism serve as the primary ideological basis for English language instruction in this context.

Thus, based on these comprehensive findings, contemporary philosophy is clearly identified as the influential ideology underlying the praxis of English language education in Indonesian Junior High Schools, shaping curriculum design, instructional strategies, assessment methods, and the overall educational environment.

DISCUSSION

The findings of this systematic literature review confirm that contemporary philosophy, encompassing Progressivism and Reconstructionism, serves as the dominant ideological foundation for English language education in Indonesian Junior High Schools. In relation to Daley's (1977) framework, which categorizes educational ideologies into traditional and contemporary philosophies, the present study found no strong evidence of traditional philosophies in the reviewed articles. This absence is noteworthy because it suggests that Indonesian English language education has deliberately moved away from teacher-centered, content-driven models that prioritize the transmission of fixed bodies of knowledge. Instead, the consistent presence of Progressivist characteristics such as learner-centeredness, experience-based learning, and attention to students' interests and needs indicates a paradigm shift toward more dynamic, learner-responsive approaches. This shift is not merely theoretical but is reflected in concrete classroom practices, including the use of group work, project-based learning, and inquiry-based activities. The emphasis on real-world problem solving, a hallmark of Reconstructionism, further demonstrates that English language education in Indonesia is intended to prepare students not only for academic success but also for active and responsible participation in society. This dual focus on personal development and social contribution is a defining feature of contemporary philosophy and distinguishes it sharply from traditional models that prioritize content mastery above all else. The alignment between the findings and the 2013 Curriculum (Kurikulum 2013) in Indonesia is



particularly striking. The 2013 Curriculum explicitly emphasizes scientific approaches, active learning, higher-order thinking skills, and the integration of character education across all subjects, including English. The prevalence of authentic assessment as a key finding further supports this alignment, as authentic assessment is a hallmark of contemporary educational philosophy that prioritizes meaningful application over rote memorization. However, the discussion of challenges related to authentic assessment in several reviewed articles raises important questions about the gap between philosophical ideals and practical implementation. Issues such as large class sizes, limited teacher training, inadequate resources, and time constraints may hinder the full realization of contemporary philosophical principles in many Indonesian classrooms. This gap is particularly concerning in rural or under-resourced schools, where access to technology and professional development opportunities may be limited. The integration of character education into English lessons, as noted in several reviewed articles, resonates strongly with

Reconstructionism's concern for building a better society through education. This reflects the broader national goal of developing students' moral and social competencies alongside their academic achievement, a goal that is encoded in Indonesia's national education philosophy, Pancasila. Nevertheless, questions remain about how effectively character education is integrated into English instruction in practice, and whether teachers feel adequately prepared to address moral and social issues through language teaching.

Additionally, the relevance of contemporary philosophy to technological and personalized education suggests that current English language teaching practices in Indonesia are adaptable to modern educational innovations. The use of interactive multimedia, video subtitles, flipped classroom elements, and computer-assisted language learning tools were all identified as practices that support contemporary philosophical principles by enabling student-centered, flexible,

and individually tailored instruction. However, the digital divide in Indonesia presents a significant challenge, as not all schools have equal access to technology or internet connectivity. This disparity means that the implementation of technology-enhanced, personalized English instruction may be uneven across different regions and school types. While the findings consistently point to contemporary philosophy as the influential ideology underlying English language education in Indonesian Junior High Schools, it is important to note that this conclusion is drawn from a systematic review of published articles rather than direct classroom observation. The reviewed articles themselves may reflect aspirational practices or policies rather than everyday realities. Therefore, the extent to which teachers fully implement these philosophical principles in diverse classroom settings remains an open question that requires further investigation. Future longitudinal research is needed to explore how these ideological principles are practically enacted, including through the direct analysis of textbooks used in the classroom, in-depth investigations of teacher beliefs and perceptions, and classroom observations that capture the complexity of real-world teaching practices. Such research would generate more compelling and comprehensive results that can better inform policymakers, curriculum developers, teacher trainers, and other stakeholders working to improve English language education in Indonesia.

CONCLUSION

Education is undeniably the most crucial pillar in the growth and development of every society, as it serves as the primary vehicle for the acquisition of knowledge, skills, and values. Philosophy, as the body of knowledge that analyzes the theory of knowledge, provides the foundational principles that determine the goals, methods, and content of education. Consequently, philosophy and education are inseparable, as philosophy contains the precise purposes for which education is intended. In the context of English language

education in Indonesia, understanding the philosophical underpinnings is essential for ensuring that instructional practices align with national educational goals and the needs of learners. This study aimed to identify the influential ideology underlying the praxis of English language education in Indonesian Junior High Schools by conducting a systematic literature review of ten journal articles published between 2005 and 2021. Based on the careful analysis of terms, statements, and paragraphs found in these articles, the findings clearly demonstrate that contemporary philosophy, specifically Progressivism and Reconstructionism, serves as the major influential ideology shaping English language instruction at the junior high school level. Characteristics such as student-centered learning, real-world problem solving, alignment with students' interests and needs, authentic assessment, diverse instructional resources, and the integration of social and moral development were consistently identified across the reviewed literature, with no evidence found to suggest that traditional philosophies such as Perennialism or Essentialism serve as the primary ideological basis.

For future research, it is essential to move beyond document analysis to examine the influential ideology of English language education in Indonesia more practically and directly. Longitudinal studies that observe classroom instruction over extended periods would provide valuable insights into how contemporary philosophical principles are actually applied in real-world teaching contexts. In particular, future research should explore the influential ideology of English language education through the analysis of textbooks used in the classroom, as textbooks often reveal implicit philosophical assumptions about the nature of knowledge, learning, and the role of the learner. Additionally, investigating teacher beliefs through interviews, surveys, and reflective journals would be highly beneficial, as teachers' personal philosophies may either align with or diverge from officially endorsed ideologies,

thereby influencing their instructional decisions in powerful ways. Comparative studies examining differences between public and private schools, urban and rural settings, or schools with varying levels of resources would further enrich our understanding of how contextual factors mediate the implementation of contemporary philosophy. By addressing these research gaps, future studies can generate more compelling and comprehensive findings that will help strengthen English language education in Indonesia and ensure that its philosophical foundations translate into genuine improvements in teaching and learning outcomes.

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