

Teachers' Perception of Disposition in English Language Teaching English at Junior High School

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ABSTRACT

Disposition influences teachers' behaviour, which in turn impacts student learning, motivation, and development. Therefore, teachers' dispositions must be continuously developed to realise the competencies they possess. This study employed a mixed-methods approach to analyse teachers' perceptions of disposition in English language teaching at senior high schools in Dumai City, Riau Province, Indonesia. Forty-three teachers who enrolled in the English teacher centre were selected as respondents in this study through purposive sampling. The research instruments consisted of questionnaires and observation. The triangulation method and statistical analysis were applied to assess data validity and reliability. The descriptive statistic was applied for the quantitative data analysis, and thematic analysis was applied for the qualitative data analysis. The findings revealed that the average score of teachers' perceptions of disposition was 3.02, which is categorised as moderate. The results indicate that teachers generally have positive perceptions of disposition in English language teaching. However, the observation data showed that teachers still pay limited attention to the implementation of disposition in classroom practices. Therefore, teachers' dispositions need to be further developed to actualise the competencies they possess. Considering that most students currently utilise artificial intelligence (AI) in learning English, program evaluation and training are necessary to strengthen teachers' dispositions in English language teaching.

Keywords: *english language teaching, teachers' dispositions, perception*

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INTRODUCTION

Teachers' disposition is the habit of action (habit of mind) and moral commitment that underlies a teacher's performance. Teachers demonstrate high digital literacy (Erni et al., 2025a, 2025b), but their disposition remains low. The CEFR-based teacher literacy enhancement program has successfully improved teachers' digital literacy in using CEFR (Erni, et al, 2024). However, it has not yet succeeded in strengthening teachers' dispositions. A survey in junior high schools in Riau Province, Indonesia, showed that teachers' disposition is very low; only 5% of teachers understand the purpose and function of disposition for improving their professionalism.

Teachers did not realise that disposition is a priority for achieving competencies (Caena & Redecker, 2019), which was inherent in teacher professionalism. Teachers have never received training for teacher disposition, except for competencies. Teachers' dispositions must be developed to actualise the competencies they possess. Teachers have also mastered the CEFR tool (Erni et al., 2025a), but it has not been integrated into the curriculum or become a habit of action for teachers. This condition requires schools to facilitate the strengthening of teachers' dispositions toward capacity building and technology management.

Teachers' dispositions toward the four teachers' competencies in English language teaching are highly urgent to ensure that students achieve English language proficiency at the CEFR B1 level, as mandated by the Ministry of Education, Culture, Research, and Technology (Directorate General of Teachers and Education Personnel, 2023). This research aims to analyse teachers' perceptions of dispositions in junior high schools in Indonesia. The research question is formulated as follows: How is the English teachers' perception of teachers' disposition at Junior High School in Riau Province, Indonesia

LITERATURE REVIEW

Teachers' disposition is the attitude, beliefs, and behavioral tendencies of teachers. Teachers' disposition strengthen four teachers' competencies, namely pedagogical, personality, social, and professional competencies (Directorate General responsible for teachers and education, 2023). Disposition is teachers' characteristics that reflect how they act in specific ways and situations (Katz & Rath, 1985). Teacher disposition has not been clearly stated in the government regulation about teacher competencies (Directorate General responsible for teachers and education, 2023), whereas in other countries, teacher disposition has been defined by the government (Council for the Accreditation of Educator Preparation, 2018). The absence of a shared foundation for understanding dispositions in teacher education has sparked intense debate within and between teacher education institutions and scholars (Borko et al., 2007).

Disposition is a basic motivator that regulates a person's behaviour, appears repeatedly without coercion, and forms conscious thinking habits (habits of mind) to achieve goals (Katz & Rath, 1985). Teachers' disposition influences their behaviour, which in turn impacts student learning, motivation, and development (<http://caepnet.org/glossary>). Thus, behavioural patterns under individual control need to be developed (Altan et al., 2019). Good disposition leads to teachers' wise decisions and sound judgment (Ayelet Butcher, 2025) and to independence grounded in knowledge, skills, and social values (Fonseca-Chacana, 2019). Teacher disposition has become a standard assessment for teacher recruitment and professional development (Caena & Redecker, 2019), as it shapes teachers' identity and professionalism. In Indonesia, research on teachers' disposition in secondary schools is very limited or has not yet been conducted.

Strengthening teachers' dispositions requires teachers to engage in self-reflection in order to support technology-based professionalism (Chen, 2024) and promote global literacy toward global citizenship (Directorate General of Teachers and Education, 2023). The theories underlie the concept of teacher disposition in this study are a) constructivism theory that knowledge and meaning are built by b) incremental theory that a person's intelligence develops, c) Self-Regulated Learning is students monitor and manage their own learning, d) Mindfulness theory is processes mind to achieve goals, and e) Emotional Intelligence is someone manages emotions to achieve cognition (Altan et al., 2019).

METHOD

This study employed a mixed-methods approach to analyse teachers' perceptions of disposition in English language teaching at Yuniar High School in Dumai City, Riau Province, Indonesia. Respondents of this study were public and private junior high school teachers in Riau Province, Indonesia. Forty-three teachers participated as respondents in this study. They were selected using purposive sampling (Sugiyono, 2013) based on their active involvement in teacher-centred activities. The number of respondents was assumed to represent the population (Borg, 2014; Creswell, 2005). The reason for selecting respondents was that English teachers have a good ability in digital literacy (Erni et al., 2025b) and were able to use the Common European Framework of Reference (CEFR) tool for teaching English (Erni et al., 2024), but have not yet demonstrated a habit of mind in designing teaching plans, teaching media, and using the CEFR tool for teaching.

Research instrument

The research instruments were questionnaires and observation (Creswell, JW, 2013). Observation sheets were used to analyse teachers' dispositions, while questionnaires comprised 73 items distributed across four disposition domains. They were a) perceptions of self, b) perceptions of others, c) perceptions of teaching, and d) general frame of reference (Walker, 2019) as presented in Table 1.

Table 1. Four Domains of Teacher Disposition Indicators

No	Domain	Indicators	Items
1	Perceptions of Self	a. Perceptions of self-efficacy	5
		b. Perceptions of collaboration	4
		c. Perceptions of dependability	4
2	Perceptions of others	a. Perceptions regarding high expectations of students	5
		b. Positive perceptions of all stakeholder	4
		c. Perceptions regarding availability of highest quality education	4
		d. Perceptions concerning the empowerment of others	7
3	Perceptions of Teaching	a. Perceptions of a teacher as facilitator of learning	5
		b. Perceptions of teacher flexibility and responsiveness	8
		c. Perceptions regarding reflective practice	3
		d. Perceptions of commitment to students and profession	5
		e. Perceptions around a long- term view of purposes of education	5
4	General frame of reference	a. Empathy	5
		b. People- oriented	3
		c. Honesty and integrity	3
		d. Attendance and punctuality	3
Total			73

Validity and Reliability

The results of the validity test on the teacher disposition instrument found that, for N = 33 and a significance level of 0.05, the r-table value is 0.30. Meanwhile, the calculated r-values for all items exceed the r-table values. It is concluded that the calculated r-value > 0.30, so the data is valid. For the reliability test with N = 71, Cronbach's alpha is 0.964, which exceeds the 0.60 significance level. The research data is valid, and the instrument used is reliable. The result of the reliability test analysis is presented in Table 2 below. The results obtained from the research are supported by sufficient data.

Table 2. Reliability test.

Number of items	Cronbach's Alpha	Sig. Value
71	.979	0.60

The descriptive statistical results for the variables using a point scale with class inter-vals are presented in Table 3.

Table 3. Five -Point Scale of Class Intervals

Interval	Interval	Midpoint	Interpretation
1-(1 + 0.80)	1-1.80	1.4	Very low level
1.81-(1.81 + 0.80)	1.81-2.61	2.21	Low level
2.62-(2.62 + 0.80)	2.62-3.42	3.02	Moderate level
3.43-(3.43 + 0.80)	3.43-4.23	3.83	High level
4.24-(4.24 + 0.80)	4.24-5.04	4.64	Very high level

RESULTS AND DISCUSSION

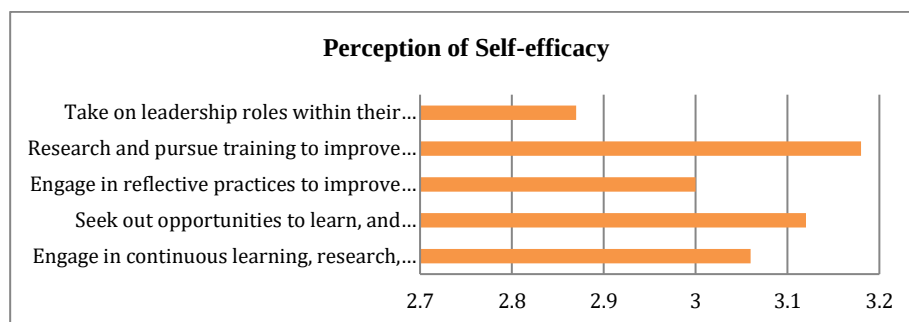
The results of the data analysis present teachers' perceptions of disposition in English language teaching at Junior High Schools in Riau Province, Indonesia. There were four domains of perception regarding teacher disposition in English Language teaching: perceptions of self, perceptions of others, perceptions of teaching, and the general frame of reference.

Perceptions of Self

There were three indicators of perceptions of the self-domain. They were perceptions of self-efficacy, collaboration, and dependability.

a. Perceptions of self-efficacy

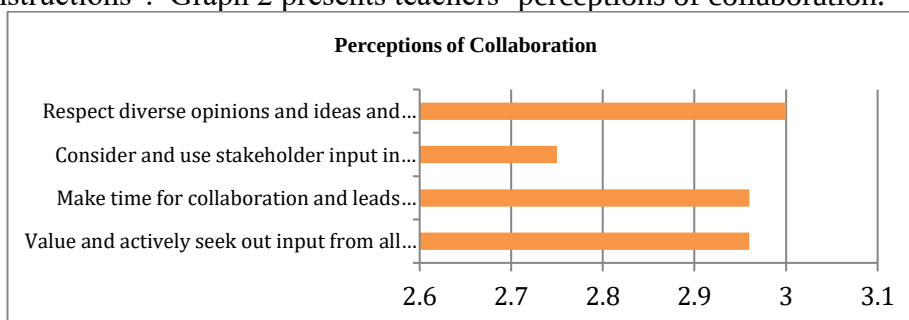
The average self-efficacy perception score was 3.05, categorised as moderate. The highest score was 3,18 for “Researches and pursues training to improve student learning of 3,18”, and the lowest score was 2,87 for the “Takes on leadership roles within school, and professional organisation”. Graph 1 presents teachers’ perceptions of self-efficacy disposition.



Graph 1. Perceptions of self-efficacy

b. Perceptions of collaboration

The average score for teachers’ perceptions of collaboration was 2.92, categorised as moderate. The highest score was 3,00 for “Respects diverse opinions and ideas and in-corporates those ideas in the classroom. The lowest score was 2,75 for the “Consider and use stakeholder input in planning instructions”. Graph 2 presents teachers’ perceptions of collaboration.

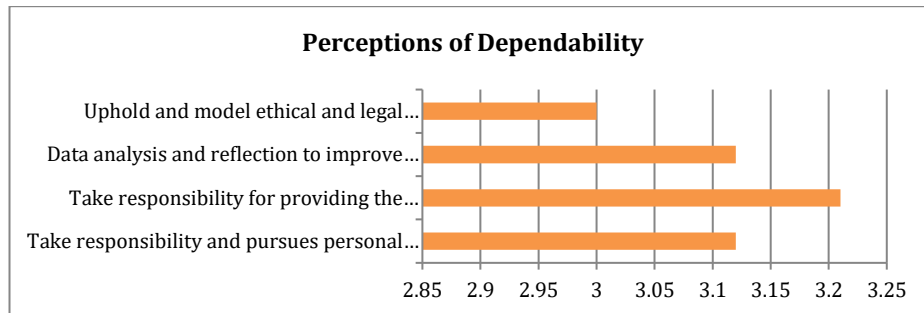


Graph 2. Perceptions of collaboration

c. Perceptions of dependability

The average score for teachers’ Perceptions of dependability was 3.11, categorised as a moderate level. The highest score was 3.21 for “Take responsibility for providing the highest quality

instruction. The lowest score was 3.00 for “Uphold and model ethical and legal practices of the profession”. Graph 3 presents the teachers’ Perceptions of dependability.



Graph 3. Perceptions of dependability

There were three indicators of teachers’ perceptions of the self. On average, perception of self-efficacy was 3.05, collaboration was 2.92, and dependability was 3.11. The average self-perception score was 3.03, indicating a moderate level. The highest score was for perceptions of dependability at 3.11, while the lowest was for perceptions of collaboration at 2.92.

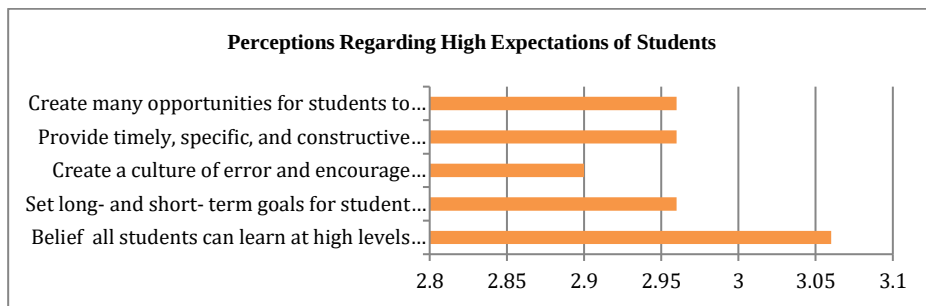
It could be interpreted that the teacher perceives students as dependent people. Teachers should facilitate students in achieving the learning target. The teachers are responsible for students’ success in learning English. Teachers are required to master classroom management and related tasks to support communicative language teaching (Evertson & Weinstein, 2006). Teachers have to provide the highest-quality instruction, improve planning and instruction, and serve as models of ethical and legal practices of teaching English at Junior High School. Thus, teachers recognise that they teach individuals, not classes, and they make a connection between what is important for students and the topic they teach.

Perceptions of others

In this section, there were three indicators of the perceptions of others’ domain. They were a) perceptions regarding high expectations of students, b) positive perceptions of all stakeholders, c) perceptions regarding availability of the highest quality education, and d) perceptions concerning the empowerment of others.

a. Perceptions regarding high expectations of students

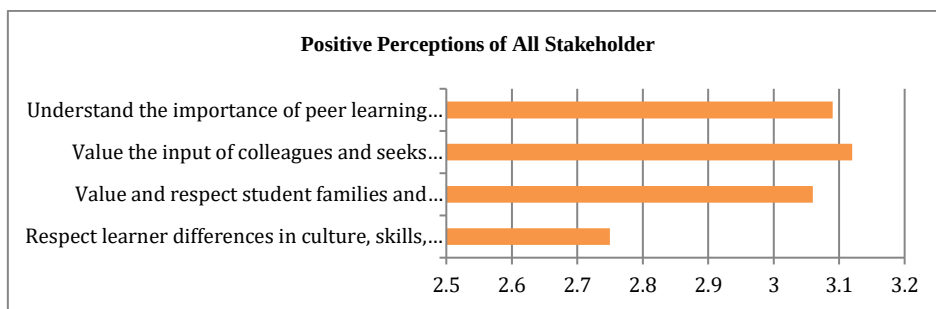
The average score for teachers’ perceptions regarding high expectations of students was 2.97, categorised as moderate. The highest score was 3.06 for “Believes all students can learn at high levels and help students reach his/her potential”. The lowest score was 2.95 for “Create a culture of error and encourage students to take risks, bold in learning”. Graph 4 presents teachers’ perceptions of high expectations for students.



Graph 4. Teachers' Perceptions of high expectations for students

b. Positive perceptions of all stakeholders

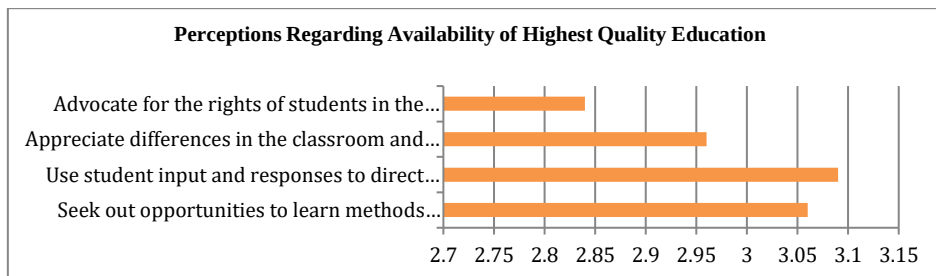
The average score for teachers' positive perceptions of all stakeholders was 3.01, categorised as moderate. The highest score was 3.12 for "value the input of colleagues and seek opportunities to collaborate". The lowest score was 2.75 for "respect learner differences in culture, skills, interests, and needs". Graph 5 presents teachers' positive perceptions of all stakeholders.



Graph 5. Positive perceptions of all stakeholders

c. Perceptions regarding the availability of high-quality education

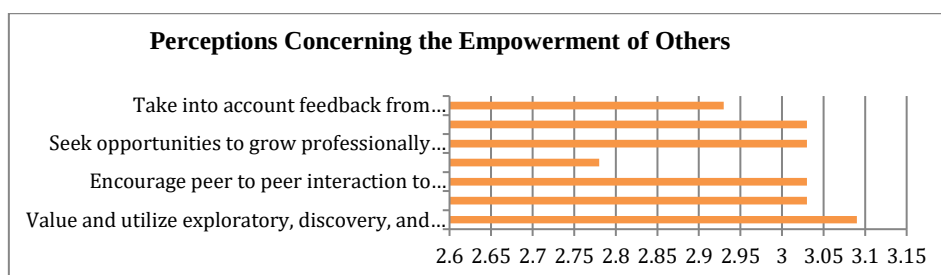
The average score for teachers' perceptions of the availability of the highest-quality education was 2.99, categorised as moderate. The highest score was 3.09 for "use student input and responses to direct and adjust instruction". The lowest score was 2.84 for "advocate for the rights of students in the classroom, school, and community". Graph 6 presents teachers' perceptions of the availability of the highest-quality education.



Graph 6. Perceptions regarding the availability of the highest quality education

d. Perceptions concerning the empowerment of others

The average score for Perceptions concerning the empowerment of others was 2.99, categorised as a moderate level. The highest score was 3.09 for “values and utilises exploratory, discovery, and collaborative learning” and the lowest score was 2.78 for “involves families in student learning beyond what is required for their job”. Graph 7 presents teachers’ perceptions of others' empowerment.



Graph 7. Perceptions concerning the empowerment of others

Four indicators of others' perceptions were analysed in this study. The average scores for perceptions regarding high expectations of students were 2.97; perceptions of all stakeholders were 3.01; perceptions regarding the availability of the high-est-quality education were 2.99; and perceptions concerning the empowerment of others were 2.99. The average score of teachers’ perception of others was 2.99, catego-rised as moderate. The highest score was positive perceptions of all stakeholders of 3.01, while the lowest score was perceptions regarding high expectations of students of 2.99.

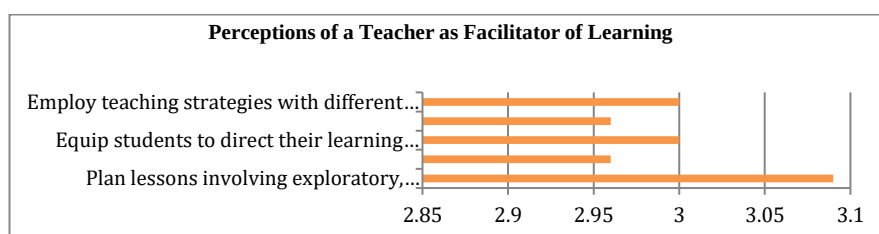
The teachers believe that stakeholders’ input is needed to gain teaching outcomes. Teachers show high expectations for students to achieve high-quality education. Teachers' concern about empowering students and stakeholders in educational plan-ning has fostered a learning culture that supports students’ success (Fernández-Terol & Domingo-Segovia, 2025; Weatherton et al., 2024). The teachers see their students more realistically and perceive them as dependable, able, and qualified.

The Perceptions of Teaching Equations

There were 5 indicators of perceptions of teaching. They were a) perceptions of a teacher as facilitator of learning, b) perceptions of teacher flexibility and responsive-ness, c) perceptions regarding reflective practice, d) perceptions of commitment to stu-dents and profession, e) perceptions around a long-term view of purposes of education. Below is the presentation of the indicators of the perceptions of the teaching domain.

a. Perceptions of a teacher as facilitator of learning

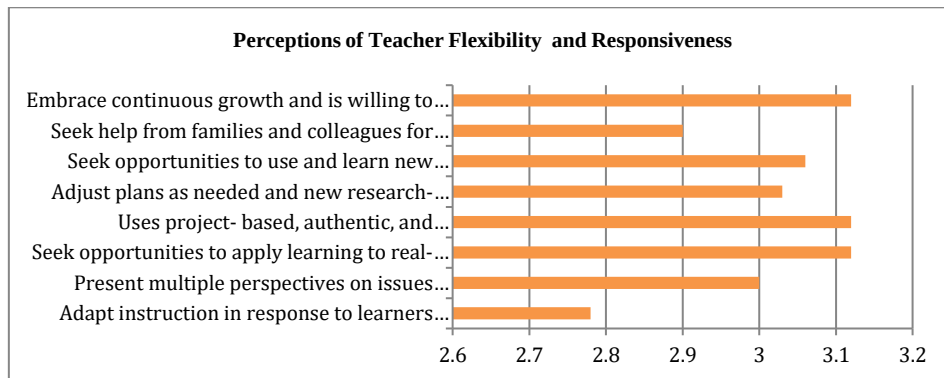
The average score for perceptions of a teacher as a facilitator of learning was 3.00, which was categorised as moderate. The highest score was 3.09 for “plan lessons in-volving exploratory, discovery, and collaborative learning”, and the lowest score was for “ equip students to take the lead in managing the classroom” and “employ several assessments and involve students in developing their assessments”. Graph 8 presents the perceptions of a teacher as a facilitator of learning.



Graph 8. Perceptions of a teacher as facilitator of learning

b. Perceptions of teacher flexibility and responsiveness

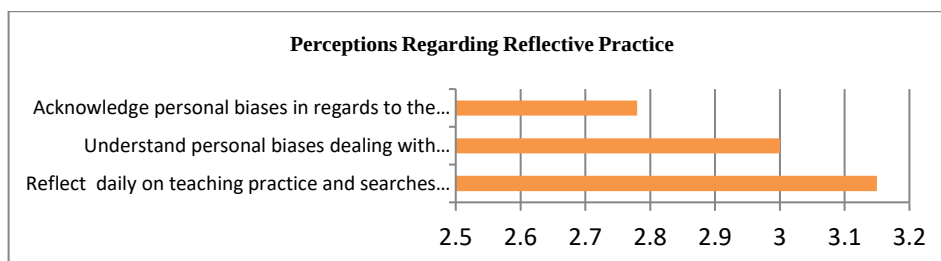
The average score for perceptions of teacher flexibility and responsiveness was 3.02, categorised as moderate level. The highest score was 3.14 for “Use project-based, authentic, and performance assessments” and the lowest score was 2.78 for “Adapt instruction in response to learners’ needs, ideas, and interests”. All scores are moderate. Graph 9 presents perceptions of teacher flexibility and responsiveness.



Graph 9. Perceptions of teacher flexibility and responsiveness

c. Perceptions regarding reflective practice

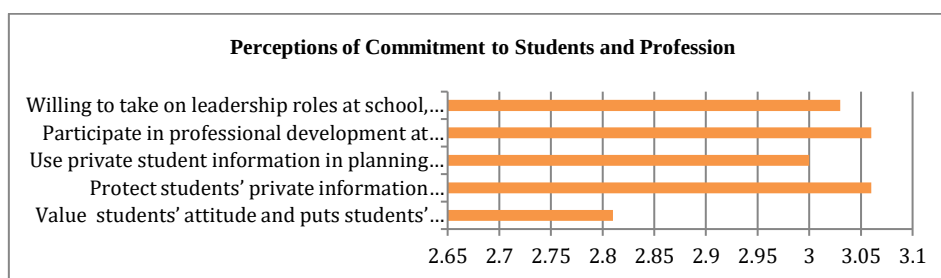
The average score for teachers’ perceptions regarding reflective practice was 2.98, categorised as moderate. The highest score was 3.15 for “reflect daily on teaching practice and search for connections”, and the lowest score was 2.78 for “Acknowledge personal biases to the discipline and engagement in learning”. All scores are moderate. Graph 10 presents perceptions regarding reflective practice.



Graph 10. Perceptions regarding reflective practice

d. Perceptions of commitment to students and profession

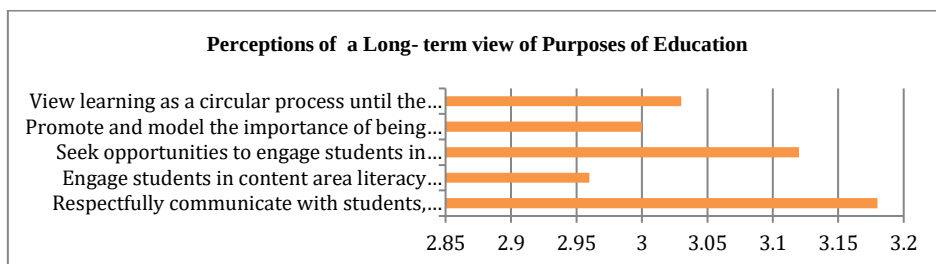
The average score for teachers’ perceptions of commitment to students and profession was 2.99, categorised as a moderate level. The highest score was 3.06 for “participates in professional development at the school, state, and national” and the lowest score was 2.81 for “values students’ attitude and puts students’ needs before their own”. All scores are moderate. Graph 11 presents Perceptions of commitment to students and the profession.



Graph 11. Perceptions of commitment to students and profession

e. Teachers' perceptions around a long-term view of the purposes of education

The average score for teachers' perceptions of a long-term view of the purposes of education was 3.10, categorised as moderate. The highest score was 3.18 for "respectfully communicate with students, families, colleagues, and stakeholders", and the lowest score was 2.96 for "engage students in content area literacy development". All scores are moderate. Graph 12 presents perceptions of the long-term purposes of education.



Graph 12. Teachers' perceptions of a long-term view of the purposes of education

There were five indicators of teachers' perception of teaching. The average score of perceptions of a teacher as facilitator of learning was 3.00, perceptions of teacher flexibility and responsiveness were 3.02, perceptions regarding reflective practice were 2.98, perceptions of commitment to students and profession were 2.99, perceptions around a long-term view of purposes of education were 3.10. On average, teachers' perception of teaching was 3.02, which is categorised as moderate.

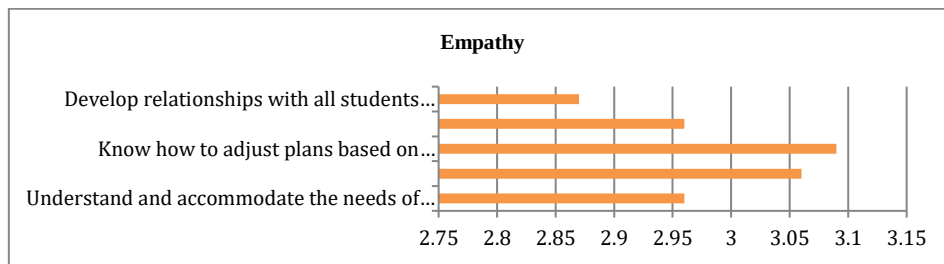
Teachers perceive themselves as facilitators of learning, demonstrating flexibility and responsiveness in reflective practice, commitment to students and the profession, and a long-term view of educational purposes. Teachers should be flexible in their teaching and responsive to their students' needs and diversity. They demonstrate a strong commitment to students and the profession to achieve the purposes of education (Shu, 2022). Teachers believe that positive changes in students' life is more important than the grades they get.

General Frame of Reference

In this domain, there were four indicators of the general frame of reference. They were empathy, people-oriented, honesty and integrity, and attendance and punctuality. Below is the result general frame of reference.

a. Teachers' empathy

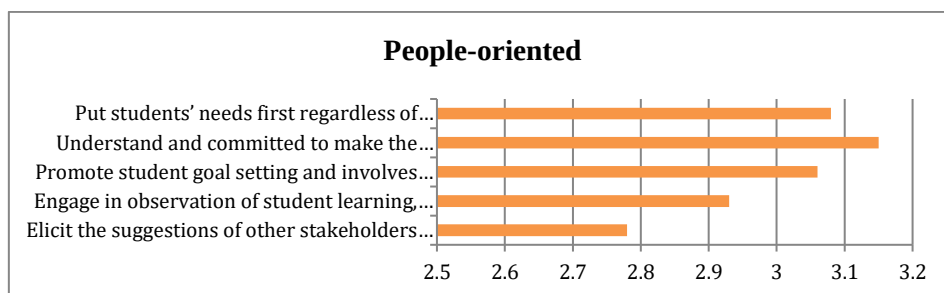
The average score for teachers' empathy was 2.99, categorised as a moderate level. The highest score was 3.06 for "understand students' different needs and create teaching and assessment to meet their needs" and the lowest score was 2.87 for "Develop relationships with all students regardless of gender, race, religion, disabilities". Teachers' perceptions of empathy for students' learning, diversity, disability, and environment were moderate. Graph 13 shows the average score of teachers' empathy.



Graph 13. Teachers' empathy

b. People- oriented

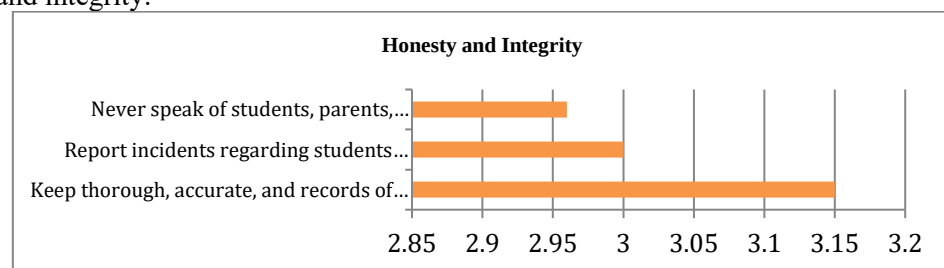
The average score of teachers' perception of people-oriented was 3.00, categorised as a moderate level. The highest score was 3.15 for "understands and committed to make the accommodations and modifications of disabilities," while the lowest score was 2.78 for "elicit the suggestions of other stakeholders, especially students." Teachers' perception of people-oriented dealing with education was moderate. Graph 14 presents teachers' people-oriented.



Graph 14. People- oriented

c. Teachers' honesty and integrity

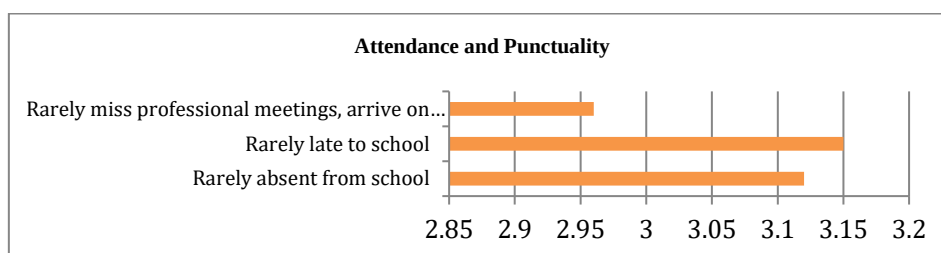
The average score for teachers' honesty and integrity was 3.04, categorised as a moderate level. The highest score was 3.15 for "keeps thorough, accurate, and records of student learning and behaviour" while the lowest score was 2.96 for "Never speaks of students, parents, colleagues, or supervisors in a derogatory manner". Teachers' perception of honesty and integrity in learning was moderate. Graph 15 presents teachers' honesty and integrity.



Graph 15. Honesty and integrity

d. Teachers' attendance and punctuality

The average score for teachers' attendance and punctuality was 3.08, categorised as moderate. The highest score was 3.15 for "Rarely late to school", and the lowest score was 2.96 for "Rarely misses professional meetings, arrives on time and stays until the meeting ended". Teachers' perceptions of teachers' attendance and punctuality were moderate. Graph 16 presents teachers' attendance and punctuality.



Graph 16. Teachers' attendance and punctuality

The general frame of reference has four indicators. The average score for perception of empathy was 2.99, people-oriented was 3.00, honesty and integrity was 3.04, and attendance and punctuality was 3.08. The average scores for teachers' perception of the general frame of reference were 3.04, indicating a moderate level. Teachers' perception of attendance and punctuality was the highest, while teachers' empathy and punctuality were the lowest. Teachers show higher perceptions of attendance and punctuality.

Teachers believe that attendance and punctuality influence students' achievement in English teaching at the junior high school. Honesty and integrity also influence students' success in learning English at junior high school. Disposition is a habit of mind related to learning theories that support teaching and learning (Altanet al., 2019). Teachers demonstrate a mind- and service-oriented approach; they build strong relationships with students, teachers, and stakeholders.

To conclude, teachers perceive the disposition toward English language teaching in junior high schools in Indonesia as positive, with an average score of 3.02. It is at a moderate level (Alkharusi, 2022). No domain and indicator reach the high or very high level. Teachers' disposition significantly affects their professional development in practical terms (Katz & Rath, 1985), while teachers in Indonesia perceive disposition as not very important (Apriliawati, 2017). Observation data show that teachers pay less attention to disposition (Apriliawati, 2017). No data analysis was conducted on the difference between male and female teachers' perceptions of disposition because the scores were not comparable, as the sample sizes were unbalanced, with a 1:9 ratio.

CONCLUSIONS AND RECOMMENDATION

This study aimed to analyse teachers' perception of disposition in English language teaching at junior high schools in Indonesia. This study answered the research questions through data analysis. What is the English teachers' perception of disposition at junior high school in Indonesia? Teachers showed positive perceptions of disposition in English language teaching at junior high schools in Indonesia. Observation data show that teachers pay moderate attention to the disposition. Program evaluation and additional training should be implemented to strengthen teachers' dispositions and actualise the competencies. Teachers need to apply the disposition to improve students' English language skills. Teachers need to integrate technology into learning because most students can use artificial intelligence to learn English.

Acknowledgements

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