Psychologically ready? Cases of EFL Elementary School Teachers' Readiness to Teach English in Indonesia

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Abstract. In the implementation of *Kurikulum Merdeka* in Indonesian schools, there is a fundamental change related to the position of English as a subject. When previously English was considered a local content subject at elementary schools, in today's curriculum, it becomes compulsory for both primary to secondary levels of elementary. The policymakers should be intrigued about whether elementary school teachers in Indonesia are ready to respond to this change. Accordingly, this study intends to investigate to what extent the participated teachers are ready to teach English in elementary school. The psychological dimension of readiness was the main concern. To address this issue, a narrative inquiry involving three elementary teachers, all teaching in fourth grade, served as the participants of this study. They wrote their personal stories with guiding questions comprising their experiences dealing with English, how they had responded to changes, and their educational backgrounds. Through deductive coding and data analysis, it revealed that the participants had different ways of responding to change, such as: conducting preparation, worrying, and being optimistic. They had different educational majors, which was predicted as a factor that influences self-efficacy. They also had different experiences in dealing with their English proficiency. However, they believed they were psychologically ready to teach English at Elementary schools. The result indicates that there is important to investigate further and more in-depth other dimensions of readiness: behavioural and situational readiness.

Keywords: Elementary teachers, ELT, psychological readiness

1. Introduction

As an option for learning recovery after special conditions related to the COVID-19 pandemic, the Indonesian government, through The Ministry of Education, Cultural, and High Education, has launched a new policy that allows schools that are ready to implement *Kurikulum Merdeka*. Previously, the targeted schools for *Kurikulum Merdeka* implementation covered schools with two categories: (1) *Program Sekolah Penggerak* (later called PSP schools), and schools independently volunteering to Implement Kurikulum Merdeka with the issue of The Kemendikbudristek BSKAP Decree No. 044/H/KR/2022 concerning the List of Schools or Units Implementing Kurikulum Merdeka (later called IKM schools). However, as a solution is needed to respond to learning loss after the post-Covid-19 condition, schools that do not belong to the two categories above are also allowed to implement the *Kurikulum Merdeka* in one of the three modes: *Merdeka Belajar*, *Merdeka Berubah* and *Merdeka Berbagi*, as stated by Kepmendikbudristek No. 56 of 2022, The Guidelines for Implementing *Kurikulum Merdeka* in The Context of Learning Recovery post-pandemic.

The current curriculum mandates a fundamental change from an English teaching and learning perspective. The previous curriculum considered English as a local subject in elementary schools. Schools could add English to their content curriculum if the students' need analysis shows the necessity. However, the current curriculum puts English as a compulsory subject. So, English has to be taught in all elementary schools implementing *Kurikulum Merdeka*.

1.1. Problem Statement

In developing a curriculum, policymakers should consider the dimensions of teacher readiness (Endot et al., 2021). The same consideration should be applied in addressing the issue of changing the curriculum structure related to the position of English as a new compulsory subject. The fundamental change in Indonesia's curriculum related to English as a mandatory subject at the Elementary School level calls upon the need to investigate the elementary teachers' readiness to teach English in their classes. In this case, since the teachers are on the instructional level of education, it is essential to identify and analyse if they are behaviourally, psychologically, and situationally ready to plan, organise and evaluate English teaching.

The concept of teacher readiness covers a broad body of knowledge. There are three dimensions of teacher readiness: behavioural readiness, psychological readiness, and situational readiness. Behavioural readiness deals with the teachers' competencies. It includes their knowledge and skills to implement principles or strategies. The teacher's psychological readiness is related to how the teacher is willing to adjust to the new principles or approach. It includes Factors of self-efficacy and intrinsic motivation. At the same time, situational readiness covers the supporting factors, including the environment and infrastructure that supports the change of principles or strategies (Britt et al., 2016; D. Holt et al., 2007; Nakata, 2011; Weiner, 2009).

This study focused on one of the three dimensions of teacher readiness, phycological readiness. So, it describes the teachers' self-efficacy and intrinsic motivation in teaching English to elementary school level students. The factors assumed to lift teachers' self-efficacy are their experiences in dealing with English (as students or teachers) and their educational background. While the factor indicating their intrinsic motivation is how they respond to a change(s).

1.2. Related Research

In the context of the Indonesian curriculum, various research was conducted from the perspective of teacher readiness. First, there was a study investigating teachers' readiness and competence to implement the 2013 Curriculum: the syllabus of English, its articulation into lesson plans, and the ability self-efficacy in implementing the curriculum in classroom teaching and learning processes (Sundayana, 2015). Other current research on teacher readiness mostly takes on the issue of learning in the online mode in the extraordinary curriculum adjustment context (Andarwulan et al., 2021; Ardiasih & Yundayani, 2021; Dorsah, 2021; Howard et al., 2020; Nikolopoulou et al., 2020; Scherer et al., 2021; Sudirtha & Widiartini, 2021). I believe that those studies share similarities in some aspects: the framework, concept, and context. This study is unique because it specifically discusses English for elementary school level curriculum content from the perspective of psychological readiness. By addressing a specific issue from a particular point of view, this study should be able to dig even deeper into the core of the issue.

1.3. Research Objectives

Implementing a curriculum or aspects of it should consider the teacher's readiness. It is time to investigate teacher readiness empirically through a systematic study. Therefore, this study focused on measuring to what extent the elementary school teacher participants are psychologically ready to teach English in their classroom from various indications.

To sum up, this study investigated the teachers' psychological readiness from their self-efficacy and intrinsic motivation shown by their enthusiasm and efforts to adjust to the English curriculum at the elementary school level. The factors that allegedly affect this psychological readiness include: (1) How teachers respond to changes, (2) Their educational background in expertise, and (3) As well as their experiences dealing with their English proficiency. This study seeks to the relation between the aspects of teachers' psychological readiness and the factors that influence them.

2. Theoretical Framework

As the foundation of this study, we need to adjust our perception of both the framework and the aspects investigated. Therefore, this theoretical framework covers the theory related to the concept of teachers' psychological readiness (as the framework) and the theory of English language teaching for the elementary school level in the Indonesian context (as the aspect addressed in the study). The following are the details of the theoretical framework utilised in this particular narrative inquiry study.

2.1. Teachers' Psychological Readiness

There are three dimensions of teacher readiness: (1) behavioural: teachers' knowledge and ability to implement a concept, (2) situational: the supporting aspects and environment, and (3) psychological: teachers' self-efficacy and intrinsic motivation (Britt et al., 2016; Endot et al., 2021; D. T. Holt et al., 2007; Nakata, 2011; Weiner, 2009).

Behavioural readiness corresponds with teachers' ability to apply particular principles in practice (Nakata, 2011). It comprises strategies or techniques of the teaching components, such as content knowledge, quality of instruction, teaching climate, classroom management, teachers' beliefs, and their professional behaviours (Coe et al., 2014).

What is intended by psychological readiness is how teachers are determined to implement a change (Nakata, 2011). It is related to their motivation and specific emotional state(Boitzova & Simonova, 2019), intentions, beliefs, and efficacy (Armenakis et al., 1993; Caprara et al., 2006).

While situational teacher readiness deals with how best the teachers are aware that they can promote an implementation (Nakata, 2011). It involves the issue of support factors such as opportunities and challenges, support climate, and facilitation strategies related to the aspects implemented (Armenakis et al., 1993).

In conclusion, it can be stated that teachers are ready to implement pedagogical principles in their classroom practices when they show behavioural indicators meet the qualifications of behavioural and psychological readiness and are situationally supported. The aspect of knowledge and skills meant in this context are the teachers' competencies in planning, implementing, and evaluating their teaching processes.

The aspects of teachers' psychological readiness intended in this study are self-efficacy and intrinsic motivation (Endot et al., 2021). We can state that teachers are psychologically ready to implement tasks in their instructional classroom if they show both self-efficacy and intrinsic motivation.

The first aspect of teacher psychological readiness is teachers' self-efficacy. A teacher with a high self-efficacy level believes they can adjust to new concepts or principles regarding their instructional tasks (Caprara et al., 2006). When a teacher has a particular level of self-efficacy, we can expect effective classroom instruction (Klassen & Tze, 2014). The level of teachers' self-efficacy can be perceived by their enthusiasm to teach (Burić & Moè, 2020). That is why teachers' self-efficacy becomes a measurable aspect of teachers' psychological readiness to teach English at the elementary school level.

Another aspect of teachers' psychological readiness is teachers' intrinsic motivation. It is defined as the teachers' willingness to do their professional tasks because doing it is considered self-rewarding. Intrinsically motivated teachers do not expect external rewards (Lee et al., 2012). The indication of teachers with self-intrinsic motivation in this context can be measured from how they do various activities to self-adjust to the change implementation.

2.2. English Language Teaching (ELT) for Elementary School Level

Kurikulum 2013, the previous national curriculum in Indonesia, put English language as a compulsory subject at junior secondary school and junior high school level. However, considering students' need and availability of English teachers, some elementary schools implement, both international and national curricula, teaching English as a local content

subject. The contents taught at national elementary schools were mostly daily expressions and vocabulary building. The contents taught at international-curriculum elementary schools were mostly simple text types.

By launching the current *Kurikulum Merdeka*, the elementary schools implementing the curriculum should put English language lessons as the main structure of their curriculum. That is why elementary-school teachers face a change. Those who teach in first and fourth grade should teach English. The teachers should respond to this change with implementation. Are they ready to implement?

From the perspective of cognitive developmental theory, elementary school students aged 7-13 years old are included in the concrete operation stage and the beginning of the formal operation. In the substantial cognitive stage, the students apply logical thinking and category to understand the world. Meanwhile, in the cognitive stage of formal operation, they use hypothetical thinking and scientific reasoning to understand the word. It means that cognitive developmental views upper-class elementary students as on the brink of transitioning to a significantly more complicated level of thinking (Piaget, 1964).

While in the context of English Language Teaching (ELT), children from the age of 6 to 17 are often referred to as young learners. However, it is essential to distinguish between young learners before and after the age of 12. They experience physical, social, and psychological changes that begin around this age with puberty. It could be a significant transition from one state of linguistic readiness or ability to another around this age. This transition affects their language learning style, time span, and effectiveness(Ellis, 2013). It needs to be paid attention to by elementary school teachers, especially those who teach English in the upper classes.

In The *Kurikulum Merdeka,* the students are categorised into seven phases based on age. Grade 1-2 students belong to Phase A, students from grades 3-4 belong to Phase B, while the 5-6 grades belong to Phase D. Each phase is distinctive for it has its own Learning Achievement Target (*Capaian Pembelajaran*), which later is abbreviated as CP. CP consists of content and competence. The content is English text types. They are narrative, description, exposition, procedure, argumentation, discussions, special texts (short messages, advertisements), and authentic texts. These various texts are presented not only in text form only written texts, but also in spoken texts (monologues or dialogues), visual, audio text, and multimodal text (text containing verbal, visual and audio aspects), both authentic and created for teaching purposes, both single and multiple texts, produced in both paper and screen. The competencies are derived from the language learning elements such are listening-speaking, reading-writing, and viewing-presenting. Phase A is focused on introducing spoken English. Phase B is still focused on spoken English, but written language is started to be introduced. In Phase C, at the final level (SD/MI/Package A Program), English learning is focused on spoken and written English skills.

In the context of Indonesia's current national curriculum for English Language Subject, it is stated that the learning goal is to empower students with the knowledge and skill of English that support them to communicate with the broad citizen of the world and facilitate them in accessing knowledge through various text types and topics (literacy). That is why the learning process should be organised to attain those objectives through competence-based language learning.

The general learning in Indonesia's national curriculum should consider the principles: (1) holistic, (2) explorative, (3) student-centred, (4) explorative, and (5) contextual. For English language learning, the recommended methodology specified by the curriculum is the genre-based approach with its cycle (Aditomo, 2022). However, the application of other methods that suit the characteristics of both the materials and the students is permitted.

The elements of the curriculum above are the knowledge that elementary school teachers should be aware of during their classroom instructions. The implementation of teaching principles, the characteristics of English learners, and English learning comprise teachers' abilities that indicate the level of their behavioural readiness. The willingness to implement them

is the indicator of the teachers' psychological readiness. At the same time, the external supports they need are the indicators of situational readiness.

3. Method

3.1. Research Design

To address this issue, the principles of the qualitative approach are implemented. It suits to be employed since it is more suitable to deal with teachers who are human and aim to capture a social phenomenon (Guba, 1990). To be specific, a narrative inquiry methodology has been carried out. It was applied since stories are considered the best way to make sense of a phenomenon (Beijaard et al., 2004; Gee, 2000). This methodology was expected to capture how teachers' values move them to become psychologically ready (with self-efficacy and intrinsic motivations) to teach English through the lens of reflective personal stories.

3.2. Participants

Three elementary teachers, all teaching in fourth grade, became the participants of this study. They are all female elementary teachers with more than five years of teaching experience, various educational majors, values, knowledge and skills in ELT. They teach in different government elementary schools in West Java, Indonesia. They were chosen since their schools are included in schools implementing the Kurikulum Merdeka (IKM schools). They vary in experiences, characteristics and education major. Having varied participants, this study expects to dig deeper into how the various aspects influence their psychological readiness.

For the ethical purpose of this study, their names have been protected under pseudonyms. They have agreed to participate in this study and expose their stories for the development of this particular knowledge. The first participant is a 36-year-old elementary class teacher. Lara has taught upper-level elementary (4-6 graders) for eight years. She graduated from the elementary school education department in 2009. She has no ELT experience but has an intermediate English proficiency from the TOEFL test she was taken in 2009.

Lina, the second participant, has a bachelor's degree in English education. She graduated in 2010. She used to teach English at various levels of education. She taught English to elementary, junior secondary, and junior high school students. In 2012 she took a double degree in elementary school teacher education and graduated in 2016. She has been teaching as a classroom elementary teacher since then.

Lily, the third participant, took her major in elementary school education. She graduated in 2014 from the same university as Lara. During her study, Lily took an on-top program in teaching English to young learners. She also joined the college Student Storytelling Competition representing her department. She took her first TOEFL test in 2014. It shows that her English proficiency level was at the advanced level. She has experience in teaching English for elementary and junior secondary school during her university time. She has been teaching elementary classrooms in a government school since 2017.

3.3. Data Collection

They wrote their personal stories with guiding questions comprising their experience dealing with English, how they respond to changes, and their educational backgrounds. To collect the data, I utilised the feature of Google Forms. The participants were given two days-time to complete their responses. This time allotment allowed them to recall, rethink, and reflect on their experiences.

The form was directed to embrace the participants' experiences and the values they learned along their way, which resulted in how they perceived themselves as psychologically ready to teach English in elementary schools. The questions are in various forms, but the anticipated answers are in the form of narrative paragraphs.

With that sense of freedom given to them, it is expected to deductively collect the indications of both teachers' self-efficacy and intrinsic motivation, if any.

3.4. Data Analysis

The data were analysed through coding data analysis. Deductive analysis was carried on with keywords of a particular teacher's psychological readiness framework category: (1) Self-efficacy, and (2) Intrinsic motivation. Keywords were listed to meet the category of self-efficacy, such as enthusiasm, belief, thought, feel, can, able, confident, and optimism. While the keywords that are categorised as intrinsic motivation are: want, try, like, enjoy, self-reward, independent, efforts, will and learning.

3.5. Trustworthiness

The participants were given the analysis draft of their stories. They re-read the story and provided feedback on the content of the analysis when needed. With this step, it is hoped that what is described in this study represents the actual perceptions of the participants. In addition, it is expected that this process will minimise the level of meaning reduction during the analysis process.

4. Findings

After applying the narrative inquiry research method, through coding data analysis, it is revealed that the participants have different ways of responding to change, different educational majors, and different experiences in dealing with their English proficiency. However, it can be seen that all three of them not merely narrated their stories in the contexts given. They were being reflective in telling the stories, what they learned from the experiences and how it has shaped their values. Some findings related to the three elementary school teachers' psychological readiness are presented as follows:

4.1. Lara's Story

4.1.1. Dealing with English

Information on how Lara's experiences dealing with English can be elaborated on by her narrative writings. One highlighted experience that built one of her values is as follows:

> *"Saya ingat sangat stress harus story telling saat ujian sekolah SMP, sedang kosakata bahasa inggris masih minim."* [I remember being very stressed having to tell stories during a junior high school exam while my English vocabulary was still minimal].

Lara merely dealt with English in her junior secondary and junior high schools. Lara has a traumatic experience dealing with it. During a junior high school exam, an English teacher once asked all grade IX students, including herself, to perform storytelling. She felt that she had never been taught how to tell stories and realised that her vocabulary was insufficient to tell stories. This burden was too heavy for her at that time. That traumatic experience made it hard for her to enjoy learning English at school.

From that experience, she has learned that when she later teaches English in class, she will make sure that she teaches her students what they need to know and carry out assessments that are in accordance with the competence, content, and learning objectives the students need to master. The most important thing about the assessment for her is that it must be feasible and formative. Assessment should not only serve as a measuring event. The assessment itself can be a learning process. The teachers and students can also use the result to improve teaching and to learn in the upcoming time.

4.1.2. Responding to change

Lara experienced several new events she had to respond to during her teaching career. Her beliefs influenced the way she dealt with every change. From her perspective, the following experience is fundamental as she narrated:

> *"Banyak tantangan sepanjang karir. Terutama saat menjumpai hal baru. Tantangan terpenting dalam hidup yang saya alami sepanjang karir adalah saat pertama kali harus mengajar peserta didik di SD."* [There were many challenges I encountered. Especially when I had to deal with new things. The most syghificant

challenge that I experienced throughout my career was when I first had to teach students in the elementary school].

Lara saw that everything new was challenging because in every new thing there is an unknown zone. This distant feeling often makes people burdened. Teaching elementary school for the first time in 2010 was challenging. Being in a new environment, meeting new people, and getting a new teaching assignment required an effort that was far from being simple. Yet, she believed that with all she had learned, with the life experiences she had, she would soon be able to adjust. Her strategy when it comes to a new thing is to observe, formulate, and engage.

Meanwhile, regarding the issue of English teaching, she thinks she has done quite an observation. She is very confident with her pedagogical competence but not very with her English skills. So, improving her English Skills is her focus for now. She believes that she needs to take an English course soon. She realised that the implementation of English subjects in elementary is inevitable. So, it is her responsibility to prepare herself to face the issue. So, she has formulated a strategy that she will learn English by taking courses and seminars. Still, she is confident that her pedagogical competence in elementary school teaching will help her deal with English teaching.

4.1.3. Educational Major

Lara claimed her perception of her capability in teaching English in elementary school regarding her educational major as follows:

> *"Saya mengambil D2 di PGSD UPI (2005-2007). Kemudian melanjutkan S1di PGSD UPI (2007-2009). Saya hanya belajar Bahasa Inggris di sekolah dan kuliah. Tapi saya yakin dengan sedikit usaha kemampuan saya cukup untuk mengajar mata pelajaran Bahasa Inggris di kelas 4 SD."* [I took a Diploma Program in PGSD UPI (2005-2007). Then I continued to take my bachelor degree in PGSD UPI (2007-2009). I only studied English in schools and college. But I am certain that it is enough to teach English in 4th grade with some efforts].

Lara's major is Elementary School Teacher Education. She has no English Education background but is willing to learn English and ELT from an informal education institution or a particular community. She would be even more delighted if there were support or funds from the stakeholder(s) or teacher development program initiated by the elementary teacher community.

Table 1. Lara's Psychological Readiness Index

Psychological Readiness	Frequency of Keywords Appearance
Self-efficacy	7
Intrinsic Motivation	8

4.2. Lina's Story

4.2.1. Dealing with English

Lina, who taught English from 2002 to 2012, told her story and reflected on how this experience changed her perception of the concept of English assessment. Her statements are as follows:

> *"…bahasa Inggris menjadi hal yang menakutkan. Ditambah dengan adanya media teknologi salah satu nya hp menjadi solusi setiap tugas siswa yang akhirnya tidak ada proses berfikir pada saat mengerjakan tugas bahas inggris. Walau pun jawaban nya benar namun belum tentu saat berhadapan langsung siswa tersebut bisa menjawab."* [… so that English lessons are considered frightening. In addition, the development of technological media, one of which is a cellphone, becomes solutions for completing students' task. There is no thinking process. Even though the answers were correct, what the use if their learning is not meaningful].

Lina first studied English at junior secondary school. She found it difficult and tedious. She did not study English in elementary or other institutions, so the first year in junior secondary school was her first English learning experience. Her impression of that very first experience was hideous. It was mostly because of the teachers' characteristics and the rigid and tense learning methodology they applied.

Concerning her plan to teach English to her elementary students this semester, she wants to make the student's learning experience as fun as possible. She believes that giving the students a feel-good start will make them better English learners. It is because she wants to avoid giving her students such traumatic English learning experiences, just like her one.

Lina taught English for an elementary school during her university time. She also taught English for junior secondary and junior high school right after she graduated. She remembers that during that time, there was a phenomenon where the students preferred to do internet browsing when they were given assignments or assessments. She thought that was ineffective. Those assignments and assessments were meant to facilitate them to learn. When they search for the direct answer from the internet without processing them in their mind, they almost did not learn. The assignment and assessment lost their formative functions.

So, for her next English teaching, she will make sure that the instruments of English assignments will be more engaging and they should be more relatable so that the students will have more motivation to complete them and forget the easy-internet-browsing. Assignments and assessments should be more than just learning obligations. It must become the process of learning.

4.2.2. Responding to change

Lina believes that preparation is an important stage when it comes to facing change. Having enough knowledge and mastering the needed skills are assets that play an important role in ensuring the success of an implementation. She thinks it is essential to carry out efforts during this preparation stage. That belief can be identified from her writing as follow:

> *"Ada banyak perubahan yang saya alami dalam mengajar bahasa Inggris baik di SD, SMP, ataupun SMA. Cara menanggapinya, saya selalu mempersiapkan metode mengajar yang tepat sebelum implementasi."* [There are many changes that I have experienced in teaching English in elementary, junior high, or high school. To respond to them, I always prepare the right teaching method before implementation].

Channelling that mindset to her plan to teach English to elementary students, she believes that she has to prepare her English skills and English teaching methodology suitable for elementary students. As an effort, she has tried to recall her knowledge and skill for the time being autonomously and believes that she will be ready by the time of implementation.

4.2.3. Educational Major

Lina has a double degree in English literature and elementary school teacher education programs. In her story, she said:

> *"Saya lulus dari sebuah universitas negeri mengambil jurusan sastra Inggris. Saya pun mengambil jurusan pendidikan guru sekolah dasar di sebuah universitas swasta lokal dan lulus pada tahun 2016."* [I graduated from a state university taking English literature, and a n elementary school education program at private university in 2016].

Despite having majored in English and elementary teacher education, she is still concerned that her English skills and pedagogical competence have been rusted because she has not taught English for over a decade. She is confident that with her educational major, teaching English in elementary school will not be so problematic. She thinks most elementary school teachers have no English education background. So, in this case, she believes she is one step ahead.

Table 2. Lina's Psychological Readiness Index

Psychological Readiness	Frequency of Keywords Appearance
Self-efficacy	8
Intrinsic Motivation	9

4.3. Lili's Story

4.3.1. Dealing with English

Lyly learned English not only at school. Her interest in English led her to refine her English skills through non-formal institutions and by participating in various competitions, as she stated in her story:

> *"Saya mendapatkan pengalaman untuk belajar bahasa Inggris selain di lembaga formal (sekolah) juga melalui les pada saat SMA. Setelah itu saya berkuliah dengan jurusan PGSD yang kebetulan pada saat semester 4 saya memilih peminatan "English for Young Learners " di kampus."* [I learned English in formal institutions (schools) and through private courses during high school. After that, I went to college majoring in PGSD, which during the 4th semester I chose the "English for Young Learners" specialization on campus].

Lily studied English both in formal and informal institutions. Not only studying English at school, but she also took English courses to improve her skills. She has always been interested in English, so she even took an on-top English program at the university. She did a self-reflection. Those English learning experiences taught her which teaching methodologies are effective and which are not.

She will use those experiences to formulate the best methodology that will suit teaching English to her elementary students. She thinks there is a misconception among most English teachers she has been learning with. Most of them teach grammar and vocabulary in separation. The experiences taught her that this approach is ineffective or only effective for a relatively short term. She remembers that the English contents that come in handy until now are those that she found relatable to her real world. Those contents are mostly taught through videos, movies, and songs that are kept intact in her memory, and the skill is well-reserved until today.

She has learned that English teachers should stick to the principle of meaningful learning when they develop English materials and chooses English teaching methods. By implementing that principle, the learning process can be more effective because the language learned is functional and the method used suits both the students and the materials.

Meanwhile, Lily's experiences in joining English competitions gave her the confidence that she is well-articulated and can be a good model for her students. Although she did not win, her experience entering a speech competition to represent her department during college built her confidence. She has realised that a good model is very important in English learning. With this confidence, she believes she can be a good English teacher.

4.3.2. Responding to change

Lyly is full of optimism. In her writing, she explained:

> *"Di lingkungan kerja sering saya temui tantangan dalam proses pembelajaran bagi siswa, terutama yang berkaitan dengan gaya belajar siswa, kesulitan belajar siswa serta karakteristik yang beragam yang tak jarang dapat menghambat proses pembelajaran. Saya menanggapi hambatan-hambatan tersebut sebagai tantangan pasti ada penyelesaiannya."* [In working environment, I often encounter issues, especially those related to student learning styles, student learning difficulties and various characteristics that often hinder the learning process. I respond to these obstacles as challenges, there must be solutions].

During her elementary school teaching career, she has experienced changes in curriculum and student characteristics. Those issues brought a significant change in students' learning styles and their learning difficulties. However, she has always been optimistic when she deals with issues. She believes that there will be the best solutions for every issue.

Lily applies the same optimism when she deals with the change in curriculum. She responded with enthusiasm. She has learned what English competencies her students in grade 4 need to master and what method she thinks is appropriate to deliver the learning materials. She believes she has the pedagogical and professional competencies to teach English even though English was not her educational major. So, she is very enthusiastic to teach English to her elementary school students soon.

4.3.3. Educational Major

> "… saat kuliah sesmester 4 di PGSD, saya memilih peminatan English for Young Learners di kampus." [… at the 4th semester of elementary school teacher education, I chose the "English for Young Learners" specialisation on campus].

Lily has a major in elementary school education. She took an English-for-young-learners specification. She believes from the beginning of her study that someday the stakeholders will notice that English is an essential lesson that is important to learn from such a young age. Therefore, Lily is very excited because, in the latest elementary school curriculum, she can apply her knowledge in teaching English to young learners she has learned previously.

Table 3. Lily's Psychological Readiness Index

Psychological Readiness	Frequency of Keywords Appearance
Self-efficacy	10
Intrinsic Motivation	10

Among the three factors investigated; experiences in dealing with English, how teachers respond to change, and their educational major; the indications of self-efficacy mostly appear in the latest two factors. The indications of intrinsic motivation mostly occur in the first factor, dealing with English.
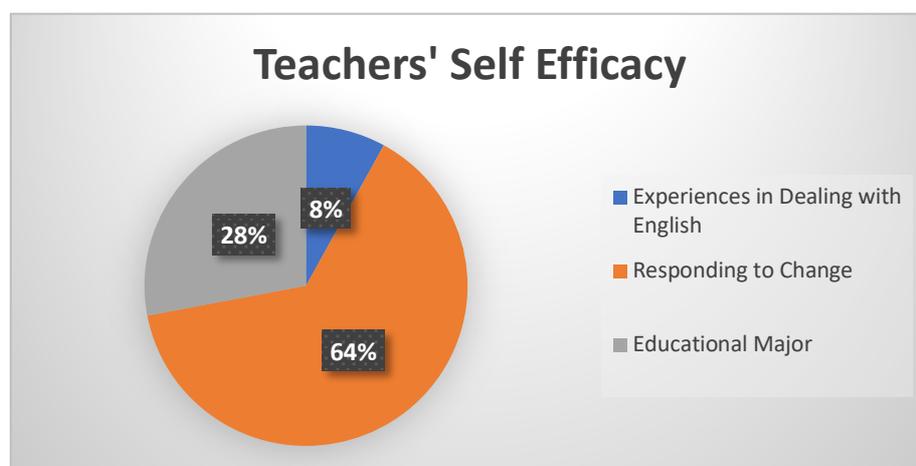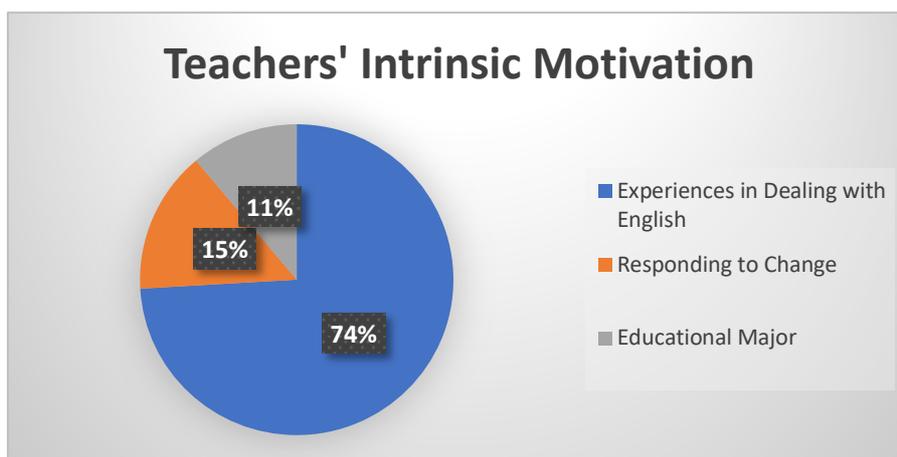

Figure 1. Teachers' Self-Efficacy

Figure 2. Teachers' Intrinsic Motivation

5. Discussion

The data analysis from the participants' stories indicates that they are psychologically ready to teach English at the elementary school level. The two aspects of psychological readiness, teachers' self-efficacy and intrinsic motivation, occurred in the participants' stories, especially when they told the stories related to three contexts. The contexts are their experiences in dealing with English, how they respond to change in their professional life, and their educational major. There are seven to ten appearances of self-efficacy keywords found in the participants' stories. Besides, their writings have eight to ten appearances of intrinsic motivation keywords.

The first aspect of psychological readiness, teachers' self-efficacy, can be identified in all contexts of participants' writings. However, 64% of the indications occurred when they told their story about how they responded to the change they faced in their professional life. Self-efficacy beliefs are attained through the enactive process, vicarious experience, and physiological and emotional states (Bandura, 1982). Elaborating that theory on the data, we can conclude that the participants possibly found their experiences responding to a particular change during their professional life as enactive, vicarious, and defining their psychological and affectional states.

Teachers' self-efficacy can be defined as their perception of being able to fulfil their instructional task in planning, organising and evaluating teaching (Bandura, 2001). It can be assumed that the participants of this study are confident that they will be able to teach English to their elementary school students with particular efforts. The source of their confidence is their belief that they have the capacity to adapt to any change. The participants have a growth mindset that they have always got through all the challenges they have experienced along their careers, so there is no reason that they will not be able to respond to this challenge of teaching English to elementary school students (Hochanadel & Finamore, 2015).

The results have also shown that this growth mindset matters more than the participants educational major (28%) and their experiences dealing with English (8%) in determining the psychological readiness of a teacher. This is relieving when we consider that most elementary teachers do not have an English education background. Despite that issue, they still are psychologically ready. It raises a hope that having no English education major will not become an invincible obstacle for elementary school teachers in Indonesia. This self-efficacy shown by their growth mindset can lead them to commit efforts. Those efforts can boost their knowledge and skills, the two specifications that are expectedly attained by those majoring in English education major. Self-efficacy also promotes a positive affective experience and makes any goal of an individual perceived as more attainable (Burić & Moè, 2020). This assumption raises the optimism of ELT success at the elementary school level.

The second aspect of psychological readiness is teachers' intrinsic motivation. Intrinsic motivation plays a significant role in someone's work. When individuals do some activities

moved by intrinsic motivation, they will find the process as their goal. A teacher with intrinsic motivation will enjoy all the ups and downs of their teaching process as something joyful and rewarding (Fishbach & Woolley, 2022).

The Indications of intrinsic motivation that appeared in the participants' writings can be identified by their stories regarding the three contexts. However, for this aspect, the participants' experiences in dealing with English dominate the occurrence of intrinsic motivation keywords with 74% appearance. It can be inferred that their experiences dealing with English shape their personal values mostly. Their internalised values manifest in their attitude towards their tasks and how they view students, lessons, and learning. It can be seen by the stories that the participants kept reflecting on their experiences, integrating the lessons learnt into their values, and projecting those values into their future actions.

The values/rewards that drive teachers' intrinsic motivation are their responsibility, self-respect, and sense of accomplishment (Iliya & Ifeoma, 2015). In line with the theory, those values are mostly, if not all, elaborated in the participants' writings. Lara and Lina wrote the two initial values, while Lily wrote all three of them. The existence of the three personal values can undeniably be assumed as a solid indication of teachers' intrinsic motivation.

Although the frequency of intrinsic motivation indicated in the other two contexts is not as dominating as their experiences dealing with English, we should not neglect the other two contexts, responding to change (15%) and educational major (11%). We should see them as opportunities for improvement. We can infer that if we want to improve the teachers' psychological readiness level, facilitating the elementary teachers to get a professional development program related to their English pedagogical and professional skills is an option. Another option is to shift their mindset to be more optimistic. Teachers with high optimism tend to be more successful in completing their tasks (Sezgin & Erdogan, 2015).

To sum up, since the three participants have shown both self-efficacy and intrinsic motivation in their stories, indicated by the appearance of particular keywords, we can assume that they are psychologically ready to teach English to elementary school students to some extent. There are still readiness aspects to improve. However, in the meantime, this psychological readiness can be considered a valuable asset to attain other dimensions of readiness in the following time.

6. Conclusion

To conclude, the findings and discussion show that the three participants of this study are psychologically ready to teach English at Indonesian Elementary School Level. The stories they narrated indicate that they have both psychological readiness elements; self-efficacy and intrinsic motivation. However, the level of readiness varies to some extent. One participant is more ready in one aspect than the other. Of the three factors that allegedly affect the level of their psychological readiness to teach English in elementary schools, the factor that contributes the biggest role is the participants' attitude in responding to a change. With this growth mindset, various behavioural and situational readiness issues that concerned the participants are responded to by looking for a solution and trying various efforts.

Limitation

Among the three dimensions of teacher readiness, this study discusses one of them, namely the psychological dimension. To draw a comprehensive conclusion regarding the elementary school teachers' readiness to teach English subjects in their schools, we also need to investigate two other dimensions.

In addition, because this study takes a qualitative perspective to capture a phenomenon taking place in depth, the results of the study cannot be projected to a wider scope of the field.

Recommendation

The results of this study recommend that other researchers investigate two other dimensions of teacher readiness related to the issue. As for the stakeholders, it is imperative to verify that the teachers at the instructional level are ready behaviorally, psychologically, and supported with a facility and growth environment before starting the implementation of a policy. It is better if the process of ensuring this readiness is carried out using empirical methods, one of which is by carrying out a study-based analysis.

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Conflict of Interest

There is no conflict of interest in this article's framework, contents, instrument, and other aspects.

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