



## **Empowering Young Learners: Insights into EFL Teachers' Perceptions and Practices within the IB Framework in Elementary School**

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### **Abstrak**

Berdasarkan perspektif teoretis bahwa pengajaran Bahasa Inggris yang efektif memerlukan integrasi dengan kerangka pendidikan kontemporer, penelitian ini mengeksplorasi bagaimana kerangka kerja International Baccalaureate (IB) membentuk persepsi dan praktik guru Bahasa Inggris di sebuah sekolah dasar di Tangerang, Indonesia. Penelitian ini bertujuan untuk mengkaji dampak prinsip-prinsip IB terhadap metodologi pengajaran dan hasil pendidikan yang dihasilkan bagi siswa muda. Dengan menggunakan pendekatan penelitian naratif kualitatif, enam guru EFL diwawancarai, diamati, dan materi pengajaran mereka dianalisis untuk memberikan pemahaman yang komprehensif tentang pengalaman dan strategi instruksional mereka. Temuan mengungkapkan bahwa guru mengadopsi metode berbasis inkuiri yang berpusat pada siswa yang mendorong pemikiran kritis, kesadaran global, dan keterampilan bahasa praktis. Integrasi ini meningkatkan keterlibatan dan hasil belajar siswa, menunjukkan efektivitas kerangka kerja IB dalam mempromosikan pendidikan holistik. Implikasi penelitian ini menunjukkan bahwa kerangka kerja IB dapat secara signifikan berkontribusi pada peningkatan pendidikan Bahasa Inggris dengan menyelaraskan praktik pengajaran dengan standar pendidikan global, sehingga mempersiapkan siswa untuk kompleksitas dunia yang saling terhubung. Temuan ini sangat penting bagi pembuat kebijakan pendidikan dan praktisi yang bertujuan untuk menerapkan strategi pengajaran Bahasa Inggris yang inovatif dan efektif dalam kerangka IB.

**Kata Kunci:** Pendidikan Bahasa Inggris, IB Framework, pendekatan student-centred, penelitian kualitatif

### **Abstract**

*Drawing from the theoretical perspective that effective English as a Foreign Language (EFL) instruction requires integration with contemporary educational frameworks, this study explores how the International Baccalaureate (IB) framework shapes EFL teachers' perceptions and practices in an elementary school in Tangerang, Indonesia. The research aims to examine the impact of IB principles on teaching methodologies and the resultant educational outcomes for young learners. Utilizing a qualitative narrative inquiry approach, six EFL teachers were interviewed and observed, and their teaching materials were analyzed to provide a comprehensive understanding of their experiences and instructional strategies. The findings reveal that teachers adopt student-centered, inquiry-based methods that foster critical thinking, global awareness, and practical language skills. This integration enhances student engagement and learning outcomes, highlighting the effectiveness of the IB framework in promoting holistic education. The implications of this research suggest that the IB framework can significantly contribute to improving EFL education by aligning teaching practices with global educational standards, thus preparing students for the complexities of an interconnected world. These insights are pivotal for educational policymakers and practitioners aiming to implement innovative and effective EFL teaching strategies.*

**Keywords:** EFL education, IB Framework, student-centered approach, qualitative research

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## INTRODUCTION

The landscape of English as a Foreign Language (EFL) education in Indonesia has experienced significant changes due to the introduction of the 2013 Curriculum, which aimed to align the educational system with international standards and enhance global competitiveness (Jaffer, 2021). This reform emphasized communicative competence and interactive teaching methods, marking a departure from the traditional subject-focused approach to an integrated thematic learning model that connects various subjects under broad themes (Amini & Kruger, 2022). While this shift aimed to reduce academic fragmentation and stress for students, it sparked debates about its effectiveness, particularly regarding the inclusion of English as a standalone subject. In addition to that, the curriculum's emphasis on integrating English with other subjects raised concerns about its impact on language proficiency, prompting further evaluation of how thematic learning influences students' English skills and global awareness (Sulistiyo, 2020).

Implementing English language teaching (ELT) within the Indonesian school setting presents numerous challenges, especially among young learners. Teachers often grapple with limited resources, large class sizes, and diverse student proficiency levels, which complicate the delivery of effective instruction. Furthermore, the socio-economic disparities and varying degrees of parental involvement in children's education add another layer of complexity to the teaching process. To address these challenges, educators have adopted various strategies such as differentiated instruction, the use of technology-enhanced learning tools, and fostering a supportive classroom environment to enhance student engagement and learning outcomes. Despite these efforts, ensuring consistent quality and effectiveness in ELT remains an ongoing struggle, highlighting the need for continued innovation and professional development.

Amidst these changes, Indonesian schools have increasingly adopted the International Baccalaureate (IB) framework, which aligns with the nation's educational goals by promoting inquiry-based learning, global-mindedness, and cultural sensitivity (Maryono & Emilia, 2022). Furthermore, the IB Learner Profile encourages teachers to foster attributes such as curiosity, critical thinking, and effective communication, transforming their roles from traditional knowledge transmitters to facilitators of a holistic educational experience. This shift supports a student-centered approach that emphasizes personal growth, intercultural competence, and the practical application of language skills in real-world contexts. The integration of IB philosophy into the curriculum not only complements the objectives of the 2013 Curriculum but also extends its impact by promoting lifelong learning and adaptability in an increasingly interconnected world.

Supporting this integration, IB's emphasis on a transdisciplinary approach aligns well with the thematic learning model proposed by the 2013 Curriculum. This approach helps to create a more cohesive and engaging learning experience by linking English language skills with broader subject areas, thus fostering a deeper understanding and appreciation of both the language and the content. Additionally, the IB framework's focus on reflective practices encourages teachers to continuously assess and refine their teaching methods, ensuring they meet the diverse needs of their students while maintaining high standards of education.

The IB framework encourages students to appreciate diverse linguistic and cultural perspectives, fostering mutual respect and understanding. EFL teachers may incorporate literature and texts from various cultures into their curriculum, exposing students to the richness of the global English language and literature. The "Balanced" attribute prompts EFL teachers to consider the overall well-being of their students, recognizing that language learning is not solely an intellectual pursuit but also a means of personal growth and development. This holistic approach may lead EFL educators to incorporate activities that promote physical, emotional, and cognitive well-being into their lessons. Furthermore, the "Reflective" attribute encourages EFL teachers to engage students in self-assessment and goal-setting. An increasing number of Indonesian elementary schools, including those in Tangerang, have adopted the IB framework, incorporating EFL instruction. This reflective practice enhances language learning and empowers students to take ownership of their progress and language development (Ledger et al., 2015). In addition, this integration marked a dynamic shift in how English was taught to young

learners in Indonesia. The IB framework prioritized language proficiency and emphasized cultivating critical thinking skills, intercultural competence, and a profound understanding of global issues.

Previous studies have highlighted the benefits and challenges of implementing the IB framework in various educational contexts. Research by Maryono and Emilia (2022) and Susilo (2015) indicates that the IB program enhances students' critical thinking and intercultural communication skills, making them better prepared for global citizenship. However, studies also note challenges such as the need for extensive teacher training, the adaptation of local curricula to meet IB standards, and the resources required to support IB programs effectively. Additionally, a study by Toruan et al (2022) found that IB implementation in primary schools in diverse settings led to improved student engagement and academic performance but also highlighted the necessity for ongoing professional development and support for teachers to fully realize the program's potential. These findings underscore the importance of understanding how these factors play out in the specific context of EFL education in Indonesian primary schools.

Despite the numerous studies on IB implementation, there remains a significant gap in research focusing specifically on how the IB framework influences EFL teachers' beliefs and practices in Indonesian elementary schools. No previous studies have comprehensively examined the intersection of IB philosophy and EFL education within this unique context, particularly in terms of how teachers adapt their instructional strategies and perceive their evolving roles. This research aims to fill this gap by providing a detailed exploration of EFL teachers' experiences and approaches within the IB framework, offering new insights into the effectiveness of this educational model in enhancing language acquisition and fostering holistic development in young learners.

Therefore, this study aims to explore how the IB framework influences EFL teachers' beliefs and roles in an Indonesian elementary school, addressing a significant gap in research on primary education within this context. By focusing on teachers' perceptions and practices, the research seeks to provide insight into the evolving landscape of EFL education in Indonesia, highlighting how educators adapt to and shape these transformations through the lens of the IB philosophy. This study also seeks to identify best practices and potential areas for improvement, contributing to the broader discourse on effective EFL education within globally minded frameworks. The findings will not only inform educational policy and practice but also contribute to the global conversation on innovative approaches to language teaching and holistic education.

## **METHODOLOGY**

This study employed a qualitative research methodology to explore how the International Baccalaureate (IB) framework influenced English as a Foreign Language (EFL) teachers' perceptions and practices in teaching young learners. Utilizing narrative inquiry, a qualitative approach centered on the collection and analysis of stories as data, this research sought to provide in-depth insights into the experiences of EFL teachers. The research participants consisted of six English teachers from SD Plus Islamic Village, Tangerang City, Indonesia, who are teaching students aged 6-12 within the IB program. These participants were selected based on their teaching experience, categorized as beginner, experienced, and very experienced, to ensure a diverse range of perspectives. The chosen school provided a representative setting for examining how the IB framework impacted teaching practices and perceptions.

Data collection involved a multi-faceted approach combining semi-structured interviews, classroom observations, and document analysis. The researcher closely observed teachers in their classrooms, focusing on the practical application of the IB framework in their teaching methods. Additionally, the study analyzed lesson plans to assess the integration of the IB framework, examining the selection of visual materials, alignment with learning goals, and engagement strategies. Semi-structured interviews with teachers provided deeper insights into their roles, beliefs, and experiences, revealing their perspectives on the importance of the IB framework, challenges faced during implementation, and its impact on their teaching practices.

The data analysis was conducted through thematic coding, allowing for the identification and interpretation of recurrent themes within the narratives collected. By systematically analyzing the semi-structured interview transcripts, classroom observation notes, and lesson plans, the study illuminated the alignment of teachers' instructional methods with the IB's learner-centered principles. The findings were triangulated to ensure the reliability and validity of the results, providing a comprehensive understanding of how the IB framework influenced EFL teaching in the context of SD Plus Islamic Village.

## **FINDINGS AND DISCUSSIONS**

Three key themes emerged: teachers' beliefs in teaching English using the IB framework, teachers' roles in teaching English using the IB framework, and the integrations of the IB framework in the classroom. These three themes are discussed with relevant previous studies.

### **Teacher's beliefs in teaching English using IB Framework**

The results of the study show that teachers' perspectives on the purpose of education reveal a common emphasis on transformation, personal growth, and lifelong learning, aligning with the International Baccalaureate (IB) framework. The participants highlight education as a journey from ignorance to knowledge, with continuous learning and personal development emphasized as essential for creating inquiring and knowledgeable individuals. Additionally, education is viewed by the teachers as a discovery process, supporting a constructivist approach where understanding is built through experience. The participants extend this by linking education to lifelong learning and economic growth, with its broader societal contributions highlighted. Moreover, the role of education in personal growth and social betterment is emphasized, with self-improvement and critical thinking seen as fundamental to lifelong learning. Finally, the holistic perspective shared by the participants aligns with the IB's aim to develop well-rounded individuals who contribute positively to society.

Teachers' perspectives on the purpose of education, emphasizing transformation, personal growth, and lifelong learning, align with several significant studies. For example, lifelong learning and adult education are emphasized by Koulaouzides (2023) as a journey toward personal and social transformation, which is crucial for creating inquiring and knowledgeable individuals (Pouska, 2019). This view is echoed by Mickelson and Nkomo (2012) who argue that education should not merely serve economic goals but should also foster personal growth and social transformation. Additionally, the idea that transformative education seeks to renew and reform individuals through spiritual and educational growth supports the concepts of lifelong learning and personal development (Evimalinda et al., 2022)

The study results indicate that teachers' views on good teaching focus on comprehension, communication, and creating an engaging learning environment, reflecting the principles of the IB framework. Clear instruction and student understanding are emphasized by the participants, advocating for an educational environment where students actively participate and communicate their learning. Similarly, the importance of enjoyment and engagement is highlighted by the participants, promoting a joyful learning atmosphere that motivates students. The significance of emotional connections and creating lifelong learners is stressed, integrating emotional intelligence with academic achievement. Furthermore, fostering a positive and supportive learning environment is focused on by the participants, encouraging active participation and enjoyment in education. These perspectives collectively underscore the importance of creating dynamic, supportive, and student-centered learning environments that foster critical thinking, engagement, and holistic development (Bachtiar & Puspitasari, 2024)

Teachers' views on good teaching, which emphasize comprehension, communication, and an engaging learning environment, reflect the principles of the IB framework and are supported by existing literature. Campbell (2009) discusses multiple perspectives on the purpose of education, including student-centered and inquiry-based learning, which align with teachers' emphasis on active participation and communication. Moreover, Silva et al (2021) highlight the importance of engaging in learning activities and mutual

understanding in fostering transformative learning experiences for pre-service teachers, which supports the emphasis on enjoyment and engagement in teaching. Additionally Bachtiar and Nirmala (2023) and Myatt and Kennette (2023) underscore the need for teacher education to cultivate creativity, passion, and ethical thinking, aligning with the importance of creating positive and supportive learning environments.

The emphasis on the practical application of knowledge, collaboration, and real-life experiences in achieving meaningful learning aligns with studies on education's evolving role. Srivastava (2023) explores how education must adapt to 21st-century challenges by integrating digital transformation, inclusivity, and lifelong learning to ensure practical skills and critical thinking (Srivastava, 2023). Additionally, Talbot (2011) discusses the importance of experiential learning and critical pedagogy in developing cultural competencies, reinforcing the significance of real-world applications in education (Keys & Bryan, 2001). Tucker (2014) also emphasizes the necessity of constructivist approaches and adult learning theories in professional development, aligning with the need for practical and collaborative learning experiences.

Additionally, the results show that teachers emphasize the importance of a student-centred, collaborative curriculum that fosters critical thinking and addresses current and future needs, aligning with the IB framework. A curriculum that prioritizes the learning process, encouraging active participation and teamwork, is advocated by the participants. Additionally, the need for a dynamic curriculum that addresses current needs while preparing students for future challenges is highlighted, emphasizing adaptability and relevance. The integration of critical thinking and real-life relevance is underscored by the participants, creating an intellectually challenging and practical curriculum. Moreover, the ability of the IB curriculum to foster critical thinking and exploration is appreciated, promoting student-centred learning and individual growth. These perspectives collectively support the IB's commitment to holistic development, critical thinking, and student-centred learning, preparing students to navigate and contribute effectively to a globalized world. In valuing the learning process and encouraging inquiry and exploration, the IB curriculum aligns with the teachers' beliefs in creating dynamic, supportive learning environments that empower students to achieve their full potential.

The importance of a student-centered, collaborative curriculum that fosters critical thinking and addresses current and future needs is well-supported in the literature. Omelchenko (2020) discusses the UNESCO educational concept, emphasizing the interdisciplinary and holistic approach to lifelong learning, which aligns with the IB framework's goals. Additionally, Lepareur and Grangeat (2018) highlights the need for an engaging and transformative higher education experience to foster curiosity, critical thinking, and personal growth. This perspective is supported by Dick et al. (2022), who argue for transformative teacher training practices to support educational transformation and student-centered learning.

The profound impact of the IB framework on teachers' beliefs and practices, emphasizing student-centered learning, inquiry-based approaches, and real-world application, is well-documented. Lieberman and Mace (2008) advocate for transforming teacher in-service learning to foster collaborative and professional learning communities, aligning with the IB's focus on student agency and practical application. Tovkanets (2018) further supports the role of lifelong learning in enhancing teacher training and professional development, which is essential for implementing the IB framework effectively. Finally, Papathanasiou (2023) highlights the importance of constructivist and transformational learning theories in continuous teacher education, reinforcing the IB framework's emphasis on fostering independent and critical thinkers.

### **Teacher's Roles in Teaching English Using IB Framework**

The results of the study reveal that teachers perceive their roles with a deep understanding of the dynamic nature of language education. The emphasis on continuous learning and adaptation is highlighted, showcasing the need to keep pace with evolving methodologies, resources, and linguistic trends. This proactive approach ensures that they remain effective in their roles as English experts, able to integrate new strategies and materials to enhance their teaching practices and stay relevant in the field. For example, the importance of digital platforms for professional growth is recognized by the participants, demonstrating a proactive stance towards

continuous learning by utilizing social media and online seminars. Li et al (2019) highlights the need for teachers to develop linguistic self-respect and pedagogical competence through continuous learning, which is critical for effective EIL implementation. Similarly, Naibaho (2019) underscores the importance of teachers adopting various roles, including organizer, assessor, and resource, to remain professional and responsive to student-centered learning needs. This proactive approach ensures that teachers stay updated with evolving methodologies and resources, enhancing their teaching practices.

Furthermore, the study results indicate that the participants demonstrate a strong commitment to integrating cultural awareness into their teaching, aligning with the IB framework's goal of fostering open-mindedness and cultural understanding. The findings reveal that lessons are related to students' experiences by using familiar cultural examples, such as different kinds of food, to create a relatable and engaging learning environment. Similarly, the importance of being open-minded and encouraging students to share and accept diverse cultural perspectives is emphasized by the participants, contributing to an inclusive classroom atmosphere. The focus on discussing cultural similarities and differences through storytelling is highlighted to promote understanding and tolerance among students. Stroganova et al. (2019) found that digital tools are essential for the adaptation and integration of international students in new educational environments, highlighting the importance of using such platforms for continuous learning. Additionally, Ovbiagbonhia et al (2020) emphasizes the role of digital campus platforms in enhancing students' autonomous learning abilities while improving their comprehensive English application skills. These findings support the integration of digital tools and social media to foster professional growth and community among educators.

Additionally, the results of the study show that the participants adopt various strategies to enhance student engagement and learning effectiveness. Active participation and critical thinking are fostered by using brainstorming sessions and student examples, creating a dynamic learning environment where students feel a sense of ownership over their education. Moreover, students' progress is regularly monitored, with notes taken to personalize and adapt teaching strategies to meet individual needs, thus promoting continuous improvement and accountability. Memory and understanding are boosted by incorporating current events into lessons, making learning relevant and fostering critical thinking. Inquiry-based learning strategies, such as hands-on projects related to the natural world, are used to engage students, encouraging curiosity and scientific inquiry.

Integrating cultural awareness into teaching, as highlighted in the IB framework, is corroborated by several studies. McKay (2003) argues for the inclusion of local cultural topics in EIL pedagogy, recognizing its importance for enhancing students' understanding and appreciation of their own and other cultures. Furthermore, Demircioğlu and Çakir (2015) explore the significant role of intercultural competence in IB schools, emphasizing the need for English language teachers to integrate cultural teaching into their curriculum. These perspectives align with the study's findings on the importance of cultural awareness in fostering a global mindset among students.

Additionally, the study findings highlight that the participants employ various methods to make learning enjoyable and engaging for their students. Group discussions and peer interviews are incorporated, fostering a lively and dynamic learning environment where students actively participate and contribute. Furthermore, videos and games are used to cater to different learning styles, making learning interactive and enhancing understanding and retention. Activities like gallery walks and wonder walls are utilized to create immersive learning experiences that foster student curiosity and exploration. Interactive methods are emphasized to make learning dynamic and enjoyable, promoting critical thinking and teamwork skills. In one Grade 4 classroom, the practical application of knowledge is emphasized, engaging students in projects that connect classroom learning to real-life situations.

The adoption of various strategies to enhance student engagement and learning effectiveness is supported by current educational research. Suryani et al. (2020) discuss the role of English teachers as cultural managers, using diverse approaches such as social interaction and classroom routines to teach cultural elements, thereby

engaging students effectively. Additionally, Tang and Ye (2023) highlight the benefits of communities of practice in professional development, which include innovative teaching practices and improved student engagement. These strategies align with the study's emphasis on active participation, inquiry-based learning, and personalized teaching approaches.

Finally, the study highlights that the participants embrace their roles as facilitators, emphasizing student choice and collaboration in the learning process. Their commitment to the IB framework's student-centered, inquiry-based approach is evident, creating a rich, supportive, and engaging learning environment. The transformative power of education is believed in by these teachers, viewing it as a tool for growth, lifelong learning, and holistic development. They act as guides, encouraging students to explore, inquire, and connect concepts to real-life experiences. Inquiry-based learning is emphasized, fostering a culture of curiosity and critical thinking, while cultural awareness and open-mindedness are focused on helping students develop a global mindset.

The role of teachers as facilitators, emphasizing student choice and collaboration, is corroborated by several studies. Xu (2017) discusses the development of meta-cultural competence in EIL classrooms, highlighting the importance of teachers facilitating intercultural communication and critical thinking. Additionally, Rahimi and Pakzadian (2019) examine teachers' attitudes towards their roles in EIL pedagogy, emphasizing the need for teachers to be active promoters of intercultural competence and critical users of instructional materials. These perspectives align with the study's findings on the transformative power of education and the importance of student-centered, inquiry-based learning approaches (Bachtiar et al., 2024).

### **The Integrations of IB Framework in the Classroom**

The results of the study reveal that through the colorful and carefully constructed PowerPoint presentations of Tangerang EFL teachers, a vivid story unfolds, showcasing their dedication to integrating the International Baccalaureate (IB) principles into their lessons. These presentations provide a glimpse into the dynamic and student-centered classrooms these teachers create, aligning closely with the IB's educational philosophies. For example, in Grade 1, open-ended questions and conversation starters are used to stimulate curiosity and discussion, transforming the classroom into an adventurous learning environment. In Grade 2, an inquiry-based approach with project-based assignments is employed, nurturing critical thinking and investigative skills. Similarly, Grade 3 presentations emphasize student-centered learning through interactive slides featuring crafts and group activities, fostering ownership and engagement.

The integration of IB principles through colorful and carefully constructed PowerPoint presentations by Tangerang EFL teachers is a powerful approach to creating engaging, student-centered classrooms. Research supports the effectiveness of using multimedia tools like PowerPoint in enhancing student engagement and learning outcomes. For instance, AlKash and Al-Dersi (2013) highlighted the significant benefits of PowerPoint presentations in EFL classrooms, noting that they can transform traditional teaching methods and increase student interest and participation. Similarly, the study by Jahangiri and Saharkhiz (2016) demonstrated that interactive PowerPoint slides can significantly improve EFL learners' speaking abilities by providing visual and auditory stimuli that enhance comprehension and retention.

Moreover, the narratives emerging from the PowerPoint presentations of these teachers reveal a profound integration of IB principles into their teaching strategies. Their materials are not merely slides; they are dynamic tools that bring the IB philosophy to life, fostering rich, engaging, and meaningful educational experiences. Through inquiry-based learning, student-centered approaches, global and cultural perspectives, conceptual understanding, and critical thinking, these teachers create vibrant classrooms that embody the IB's commitment to holistic education. These presentations highlight how the IB framework shapes their teaching, fostering environments that encourage curiosity, critical thinking, and a global mindset, ultimately preparing students to navigate and contribute to an interconnected world.

Similarly, the inquiry-based approach in Grade 2, which includes project-based assignments, promotes critical thinking and investigative skills. Research by Azhar et al. (2019) demonstrated that PowerPoint-mediated modules in science education significantly improved students' conceptual understanding and independent learning abilities, highlighting the effectiveness of such interactive teaching strategies.

The dedication of the participants to these principles not only enriches their students' learning experiences but also underscores the transformative impact of the IB philosophy on their educational practices. Through their innovative and thoughtful approaches, these teachers illustrate the significant role that the IB framework plays in creating educational settings that are both impactful and relevant. Their efforts ensure that students are not only learning but are also becoming active, informed participants in a global community.

The implications of this research are profound for educational policy and practice, particularly within the context of EFL education in Indonesian primary schools. The findings suggest that adopting the IB framework can significantly enhance the quality of language instruction by promoting holistic development, critical thinking, and global awareness among students. For policymakers, this underscores the importance of supporting professional development initiatives that align with IB principles, ensuring that teachers are well-equipped to implement student-centered and inquiry-based approaches. Additionally, the study highlights the need for ongoing research to further explore the impact of IB integration on educational outcomes, providing valuable insights that can inform future educational reforms and practices. By embracing the IB framework, schools can cultivate a more inclusive, dynamic, and effective learning environment that prepares students for success in an interconnected global society.

Despite the comprehensive insights provided, this study has several limitations that must be acknowledged. First, the sample size of six teachers from a single school limits the generalizability of the findings to other contexts and educational settings. Second, the reliance on self-reported data through interviews may introduce bias, as participants might portray their practices and beliefs in a more favorable light. Lastly, the observational component of the study, while detailed, captures only a snapshot of the teachers' practices and may not fully represent their day-to-day teaching dynamics within the IB framework.

## CONCLUSIONS

This study provides an insightful exploration into how the International Baccalaureate (IB) framework influences the beliefs and practices of English as a Foreign Language (EFL) teachers in an Indonesian elementary school. The findings highlight that teachers perceive education as a transformative journey emphasizing lifelong learning, personal growth, and societal contribution. These perspectives align with IB's holistic educational philosophy, which fosters critical thinking, intercultural competence, and a student-centered approach. Furthermore, the study reveals that teachers adopt a variety of innovative strategies to create engaging and supportive learning environments, incorporating digital tools, cultural awareness, and inquiry-based learning to enhance student participation and achievement. The integration of the IB framework has significantly impacted teachers' roles, encouraging them to act as facilitators of learning rather than mere transmitters of knowledge. This shift has promoted the development of dynamic, student-centered classrooms where learners are active participants in their educational journeys. The teachers' commitment to continuous professional development and reflective practice ensures that they remain effective and responsive to the evolving needs of their students. Overall, the study underscores the transformative potential of the IB framework in fostering a comprehensive and engaging educational experience that prepares students for the complexities of the modern world.



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- 5881 *Empowering Young Learners: Insights into EFL Teachers' Perceptions and Practices within the IB Framework in Elementary School - Alifia Chaerunnisa, Bachtiar, Ruminda*  
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- 5882 *Empowering Young Learners: Insights into EFL Teachers' Perceptions and Practices within the IB Framework in Elementary School* - Alifia Chaerunnisa, Bachtiar, Ruminda  
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