



## ***FROM CURRICULUM TO CONSCIENCE: MAPPING THE RESPONSIBILITIES OF EFL TEACHERS IN INDONESIA***

Uswatun Qoyyimah<sup>1</sup>, Phan Thị Thanh Thảo<sup>2</sup>, Achmad Fanani<sup>3</sup>

<sup>1,3</sup> English Teacher Education, Universitas Pesantren Tinggi Darul Ulum Jombang Indonesia

<sup>2</sup> Foreign Language Department, Than do University, Hanoi, Vietnam

Email Correspondence: [uswatunqoyyimah@fbs.unipdu.ac.id](mailto:uswatunqoyyimah@fbs.unipdu.ac.id)

### ***Abstract***

*English as a Foreign Language (EFL) teachers in Indonesia are increasingly expected to assume roles beyond language instruction by supporting students' emotional and social development. However, limited studies have explored how these expanded responsibilities shape EFL teachers' professional identities within Indonesia's sociocultural context. This study investigates how four experienced public school teachers in Jombang district perceive and enact these roles through interviews and classroom observations. Findings reveal identities as language instructors, mentors, and moral guides. The study contributes to teacher identity and EFL education literature by highlighting culturally situated forms of holistic professionalism.*

**Keywords:** *EFL Teachers, Professionalism, SDGS, Teacher Responsibility*

### **INTRODUCTION**

In contemporary educational discourse, the role of teachers is expanding beyond subject-based instruction to encompass a wider set of responsibilities that reflect evolving societal needs. Within the Indonesian context, this expectation is formalized through the national "Kurikulum Merdeka" (Independent Curriculum) and the Strengthening of Character Education (PPK) framework, which mandates the integration of moral values into all academic subjects. This is particularly evident in Indonesia's public secondary schools, where English as a Foreign Language (EFL) teachers are not only expected to teach language skills but also to act as moral educators, emotional caregivers, and community role models. These expanded duties align closely with global goals such as Sustainable Development Goal (SDG) 4 (Quality Education), which emphasizes inclusive, equitable, and holistic learning, and SDG 16 (Peace, Justice, and Strong Institutions), which promotes peaceful, inclusive, and just societies (see Küfeoğlu, 2022; Monaco, 2024).

OPEN ACCESS



Creation is distributed under the Creative Commons License Attribution Share Alike 4.0 International Published in <https://ejournal.umpri.ac.id/index.php/smart/index>  
SMART Journal: Journal of English Language Teaching and Applied Linguistics

### *From Curriculum...*

In the Indonesian educational landscape, teachers are entrusted with responsibilities that extend well beyond academic instruction. They are expected to nurture students' character, discipline, empathy, and resilience, acting as key figures in students' moral and emotional development (Muhammadiyah et al., 2022). These expectations are rooted in cultural traditions that regard teachers not merely as educators, but as moral exemplars and community role models (Harefa et al., 2024). Many Indonesian teachers perceive their profession as a religious or social calling, which heightens the moral weight of their role and influences how they approach their work in the classroom.

This culturally embedded sense of duty intersects with a broader global shift toward holistic education, which expands the scope of teacher responsibilities. Guo (2021), for example, highlights the crucial role teachers play in fostering parental engagement to support student development. In times of crisis, such as during the COVID-19 pandemic, teachers have also been required to quickly adapt to new modes of instruction. Furthermore, in increasingly diverse classrooms, Nafisah et al. (2020) suggest that teachers must act as cultural mediators, fostering intercultural understanding and equipping students with the competence to navigate multilingual, multicultural environments.

In English as a Foreign Language (EFL) settings, these responsibilities converge in unique and complex ways. Teachers must simultaneously deliver linguistic content such as grammar, reading, and communication strategies, while also promoting values like honesty, empathy, and mutual respect. This dual role intensifies pedagogical demands, requiring teachers to balance academic rigor with social and emotional learning goals.

The complexity of these roles becomes even more apparent when teachers are required to navigate tensions between institutional mandates and students' socio-emotional realities. Ivanauskiene (2022) draws attention to the role of teachers as gatekeepers of pluralism and democracy, promoting social harmony in ways that are rarely formalized in the curriculum. However, as Öqvist and Cervantes (2025) demonstrate in the Swedish context, such responsibilities often go unacknowledged at the policy level, leaving teachers both highly visible in their moral role and overburdened due to a lack of institutional support.

The disjunction between formal expectations and practical realities has led scholars to call for a more expansive understanding of professional responsibility. Puchegger & Bruce, (2020) suggest that teachers' professional identities must account for their engagement with the day-to-day realities of classroom life. From this perspective, teachers' responsibility is not

solely defined by curriculum implementation or subject expertise, but by their ability to respond effectively to students' emotional, social, and contextual needs. Evaluating teachers solely on policy adherence, without considering the nuanced demands they face, presents an unfair and incomplete picture.

Ultimately, teacher responsibility is not a fixed construct; it is shaped by sociocultural norms, institutional conditions, and individual convictions. As Solari et al. (2022) contend, the professional roles teachers inhabit are negotiated within complex environments and informed by deeply embedded values. Therefore, teacher identity is socially constructed and continuously evolving through professional experience. In Indonesia, this identity is closely linked to community obligations and lived classroom dynamics, all of which shape how teachers define and enact their multifaceted responsibilities.

This internalized sense of responsibility significantly influences classroom practices, especially in morally and culturally complex teaching contexts such as EFL instruction in Indonesia. As Zhang, Li, Zeng, & Lu (2024) suggest, teachers' professional actions are often shaped more by their internalized self-conceptions than by external policy mandates. Teacher identity is not fixed but socially constructed through personal, cultural, and institutional experience. Hence, teaching is often driven by teacher agency, which develops through reflective practice and is influenced by systemic support or its absence (Min et al., 2022). In the Indonesian case, this self-conception is shaped by teachers' deep-rooted social and religious commitments (Qoyyimah, 2023), positioning them as not only language instructors but also ethical guides and emotional caregivers.

Framing these responsibilities through Bernstein's (2000) theory of pedagogic discourse offers a nuanced lens for understanding how teachers enact these dual roles. Bernstein distinguishes between instructional discourse (ID), which governs the transmission of curriculum knowledge and skills, and regulative discourse (RD), which shapes students' social conduct, values, and moral orientation. In this framework, RD is often dominant, it sets the tone for how teaching is conducted and what kind of learner and citizen is being shaped. The Indonesian EFL teachers in this study clearly operate within both domains. Their emphasis on teaching empathy, respect, and discipline illustrates the centrality of RD in their classroom practice, even as they deliver grammar, vocabulary, and communication strategies aligned with ID. Thus, pedagogic discourse in these settings is deeply moral and relational,

### *From Curriculum...*

echoing the argument that education serves both academic and social functions (Bernstein, 2000).

Yet, while EFL teachers are expected to balance instructional discourse (ID) and regulative discourse (RD) in their everyday practice, institutional systems often provide limited support for this expanded professional responsibility. Anlimachie et al. (2025) emphasize that pedagogy must align with students' lived experiences, particularly in culturally diverse classrooms. However, teacher professional development often remains focused on technical instructional competencies, overlooking the emotional and ethical dimensions required for effective RD (see also Huu Hoang, 2025; Öqvist & Cervantes, 2025). Öqvist and Cervantes' (2025) study in Sweden demonstrates that unclear policies and insufficient support mechanisms may leave educators overburdened and professionally uncertain, particularly when caregiving and instructional responsibilities are not clearly defined. Similar tensions may be observed among Indonesian teachers, whose expanded roles often receive limited structural and policy-level recognition.

These challenges highlight the need to examine teacher responsibilities not merely as additional professional tasks but as identity-forming practices shaped by pedagogical and sociocultural contexts. Drawing on Bernstein's (2000) theory of pedagogic discourse, this study offers a novel perspective by analyzing how EFL teachers negotiate the relationship between instructional discourse (ID), which concerns language knowledge and skills, and regulative discourse (RD), which shapes students' values, behavior, and social identities. While previous studies have discussed teacher responsibility and values-based education, limited attention has been given to how EFL teachers in Indonesia construct and enact these dual responsibilities through the interplay of ID and RD.

These findings align with broader global trends in values-based education. Sun (2023) notes that language classrooms are increasingly recognized as spaces for cultivating ethical awareness, intercultural dialogue, and global civic consciousness, rather than merely developing linguistic competence. In Indonesia's diverse society, this dual function is particularly significant, as teachers are expected to foster inclusive and socially cohesive classrooms where language instruction (ID) and value formation (RD) are inseparable. This integrated role reflects the everyday realities of Indonesian teachers navigating cultural expectations, student needs, and institutional demands (Muhammadiyah et al., 2022).

Nonetheless, significant challenges remain. Teachers must negotiate their roles as moral authorities while simultaneously promoting student autonomy. In culturally diverse classrooms, they must mediate between potentially competing value systems while maintaining social cohesion. These tensions reinforce the importance of inclusive and pluralistic pedagogies that promote shared values while respecting diversity.

Despite increasing global attention to teacher responsibilities, the literature still lacks a contextualized understanding of how these responsibilities are enacted within specific national settings, particularly in the Indonesian public education system. Although previous research has examined teachers' religious motivations and broader role expansion (Ivanauskiene, 2022), few studies have explored how Indonesian EFL teachers construct their professional identities while navigating their interconnected roles as language educators, moral guides, and emotional-social mentors. This study addresses this gap by applying Bernstein's pedagogic discourse framework to illuminate how cultural expectations and institutional contexts shape EFL teachers' expanded professional identities.

This study explores how Indonesian EFL teachers conceptualize and perform a wide range of responsibilities that extend well beyond language instruction. These include moral guidance, social mentoring, and community engagement—roles that resonate directly with the goals of SDG 4 (Li, Jiang, & Zhang, 2025) and SDG 16 (Castillo & Tunitit, 2025). While this study acknowledges the alignment of teacher responsibilities with Sustainable Development Goal (SDG) 4 and SDG 16, these global goals serve as a macro-level backdrop rather than the primary analytical constructs of this research. The primary frameworks driving this study are Bernstein's (2000) theory of pedagogic discourse and the Indonesian national 'Kurikulum Merdeka' (Independent Curriculum). By illuminating these multifaceted roles, the study contributes to the growing literature on teacher responsibilities in culturally and institutionally complex settings. More importantly, the research objectives include

1. Identify the range of responsibilities assumed by EFL teachers beyond language instruction.
2. Explore how cultural and institutional contexts shape teachers' perceptions of their roles.

However, the current literature lacks a contextualized understanding of how these expansive responsibilities are enacted within specific national settings, particularly the Indonesian public education system. While previous research has addressed teachers' general role expansion, there is a significant research gap regarding how EFL teachers navigate the

interplay between their dual roles as language instructors and moral-social mentors. This study addresses this gap by investigating the complexities of teacher professionalism beyond narrow, standardized definitions of effectiveness, exploring how educators negotiate the emotional and ethical dimensions of their practice within culturally complex environments.

## **RESEARCH METHOD**

This study adopted a qualitative research design within the constructivist-interpretive paradigm, which assumes that knowledge is co-constructed through human interaction and shaped by cultural and contextual factors (Watson, 2025). This paradigm is well-suited for exploring how teachers understand and enact their roles, especially in complex educational environments. Consequently, the research prioritizes facilitating a nuanced examination of how Indonesian EFL teachers internalize their 'holistic responsibility' and balance instructional and regulative discourses within the specific institutional logic of the 'Kurikulum Merdeka

The study focused on English as a Foreign Language (EFL) teachers working in Indonesian public secondary schools. Four teachers, referred to as Teachers A, B, C, and D, were recruited from three different state schools in East Java to represent diverse institutional contexts. Participants were selected through purposive sampling based on several criteria: (1) they were active EFL teachers in public secondary schools, (2) they had a minimum of five years of teaching experience to ensure sufficient professional reflection, (3) they had experience implementing classroom practices that integrated academic instruction with students' moral, social, or emotional development, and (4) they were willing to participate in interviews and classroom observations. The selection of these four participants was intentional, prioritizing phenomenological depth and the rich, idiographic details of individual teachers' professional lives over broad statistical generalizability. This qualitative focus aimed to capture the nuanced, lived experiences of teachers as they navigated dual professional responsibilities. Although the sample size was small, it was appropriate for the study's interpretive orientation, which sought depth of understanding rather than statistical representation. All names and locations were anonymized to protect participant confidentiality.

To enhance the trustworthiness of the findings, several strategies were employed. Data triangulation was conducted by comparing information obtained from semi-structured

interviews and classroom observations to identify consistencies and differences between teachers' reported beliefs and their enacted practices. Member checking was conducted by sharing the summarized interpretations with participants to confirm the accuracy of the researchers' understanding of their experiences. In addition, peer debriefing was undertaken through discussions among the researchers to critically review the coding process, emerging themes, and interpretations, thereby reducing individual researcher bias and strengthening the credibility of the analysis.

Two primary methods were used to collect data: semi-structured interviews and classroom observations. Interviews were conducted in Bahasa Indonesia, the participants' first language, to ensure clarity and depth of response. Each teacher participated in one individual interview lasting approximately 60–90 minutes. The interviews followed a flexible guide based on key research themes but allowed space for participants to elaborate on their experiences, beliefs, and professional identities (Chand, 2025). Guiding questions included:

How would you describe your responsibilities as an EFL teacher?

Do you see yourself more as a teacher of English or as a teacher of children?

In addition, each teacher was observed during three regular classroom sessions to gather complementary data on how professional responsibilities were enacted in practice. Observations were conducted using a structured protocol that mapped classroom interactions against Bernstein's (2000) concepts. Observation notes focused on verbal and non-verbal interactions, teaching strategies, classroom management, and any integration of moral or social guidance into English instruction.

After data collection, interviews were transcribed and translated into English. Observational notes were also translated to maintain consistency. A deductive thematic analysis was employed, using theoretical concepts to guide coding and interpretation. Initial themes were derived from existing literature on teacher responsibility and identity, including: Professional responsibility (how teachers view their professional roles), Instructional vs. moral discourse (balance between teaching language and nurturing values), and Child as student vs. whole child (academic focus versus holistic development).

Each transcript and observation was coded manually and cross-checked for consistency. Themes were refined through iterative reading, with attention to patterns, contradictions, and context-specific interpretations. The goal was to understand how teachers mapped and

### *From Curriculum...*

enacted their responsibilities within the overlapping demands of moral, social, and academic expectations.

This methodological approach enabled a rich, contextualized understanding of the lived realities of EFL teachers in public schools, shedding light on how they navigate complex and often conflicting roles in contemporary Indonesian education.

## **FINDING AND DISCUSSION**

### **Finding**

The findings and discussion are presented here to illustrate how teachers navigate the national policy that requiring the integration of values into classroom instruction. This section presents data collected from public (state) school English as a Foreign Language (EFL) teachers to explore how they perceive and enact their professional responsibilities. Particular attention is given to the influence of Indonesia's values-based education agenda, especially its emphasis on character development. In examining the extent to which teachers integrate this framework into their teaching, the analysis also reveals their conceptualizations of what it means to be a 'good teacher.' This dual role, teaching both language and moral values, is evident across the teacher narratives.

Public school EFL teachers were asked to reflect on whether they perceived their role to be limited to language instruction or extended into wider moral and social domains. Teacher A's response illustrates this blended responsibility.

*R: What is your main duty a teacher?*

*A: ... Control the classroom, prepare interesting teaching materials and assess her students' progress. Teacher must be ready to encounter any difficulty ... At least she should anticipate and cope with different kinds of students.*

*R: Do you consider yourself a teacher of children or a teacher of English?*

*A: I feel I am a teacher of children. I am not an English teacher only. Outside the English classroom, I am always available when students need my assistance. I will help them as much as I can.*

This statement illustrates a multidimensional conception of professional responsibility. While Teacher A demonstrates a focus on academic tasks—preparing materials and managing classes—she also embraces a caretaking role that extends beyond subject teaching.

Her use of the phrase ‘teacher of children’ reflects an expansive sense of duty that encompasses emotional and moral support.

Similarly, Teacher B echoed the idea of holistic responsibility:

*R: Do you consider yourself a teacher of children or a teacher of English?*

*B: I am a teacher of children. English is only what I teach. A teacher of children is more than that, could be everything—not only teaching English but teaching morality and values.*

*R: What your main duty a teacher?*

*B: She must be well prepared for her teaching that in line with a good lesson plan so that students like her methods of teaching or her fantastic teaching materials..*

Although Teacher B affirms the primacy of moral and character development, she also emphasizes technical teaching competencies. These dual priorities suggest a tension between pedagogical rigor and the ethical dimensions of the role. This preference for a ‘teacher of children’ identity indicates that in the Indonesian public school context, Regulative Discourse (RD) does not merely accompany Instructional Discourse (ID) but actively recontextualizes it. Specifically, when Teacher B asserts that ‘English is only what I teach’ while morality is the essence of her role, she provides empirical evidence for Bernstein’s (2000) argument that the regulative code provides the moral scaffolding without which instructional delivery cannot be locally legitimized. Rather than being a secondary concern, moral regulation becomes the primary filter through which these teachers perceive their professional effectiveness.

Beyond interview narratives, classroom observations confirmed that teachers actively integrated these dual roles in practice. In Teacher C’s class, instructional creativity was paired with ethical reflection:

*Day 2. Class 1: Teacher C introduced different activities to the class. She started by explaining the Recount genre and its language features. Then, she initiated a ‘sequencing game’ using six pictures. As the students organized the story, C reinforced grammar points and later concluded with a song and moral reflections drawn from the narrative.*

This multi-modal instructional design ensured engagement while promoting values. Students actively participated, and no disciplinary issues were noted—suggesting that interest-based learning can align with moral instruction.

### *From Curriculum...*

Teacher D also suggest the double responsibilities, as can be seen from his utterance, *Very often, borrowing stationery becomes a problem in the class. Here, I told students verbally the importance of being independent, that is, buying their own stationery (Teacher D)*

Teacher D reported that he might incidentally teaching moral values depending on the opportunities that arose in class. When he saw a problem in class, he reacted by telling the students about particular conduct.

The classroom observations of Teacher C and Teacher D further illustrate the empirical embedding of ID within RD. In Teacher C's case, the technical language features of the recount genre (ID) were intentionally nested within a moral reflection phase, suggesting that linguistic competence is treated as a vehicle for the more culturally valued outcome of character formation. Similarly, Teacher D's 'incidental' moralizing about stationery reveals how the regulative code is internalised as a professional conscience; the moment a social infraction occurs, the moral regulation (RD) takes precedence over the immediate linguistic objective (ID). This suggests that for these practitioners, the 'whole child' orientation is not just a pedagogical choice but a structural necessity of their pedagogic discourse.

The patterns emerging from Teachers A, B, C, and D demonstrate that public school EFL teachers construct their professional identities through the interaction between instructional discourse (ID) and regulative discourse (RD). Rather than functioning as separate domains, ID and RD operate relationally, with RD providing the moral and social framework within which language instruction becomes meaningful. This finding extends Bernstein's (2000) concept of pedagogic discourse by showing that, in the Indonesian EFL context, teachers' professional legitimacy is not derived solely from their ability to transmit linguistic knowledge but also from their capacity to shape students' social and ethical development.

Across participants, the relationship between ID and RD appeared in different forms. Teacher A primarily emphasized classroom management and instructional preparation (ID), yet her statement that she considered herself "a teacher of children" indicates that her instructional role was embedded within a broader commitment to students' emotional and personal needs (RD). Teacher B demonstrated an even stronger orientation toward RD by viewing English as "only what I teach" while positioning morality and values as central to her professional identity. This suggests that, for some teachers, RD does not merely

complement ID but becomes the interpretive framework through which instructional practices are understood. Meanwhile, Teacher C integrated ID and RD through lesson design by embedding moral reflection within language activities, illustrating how linguistic competence can become a pathway for character formation. Teacher D's classroom practice further revealed the spontaneous operation of RD, as everyday classroom situations became opportunities for moral guidance alongside formal language teaching.

These findings suggest that Indonesian EFL teachers do not simply add moral responsibilities to their existing instructional duties; rather, they reconstruct the meaning of teaching itself through culturally situated understandings of professionalism. This supports Solari et al.'s (2022) argument that teacher identity is socially and culturally constructed and extends Min et al.'s (2022) view that teacher agency develops through responses to contextual demands. In this study, teacher agency is evident in how educators interpret and negotiate institutional expectations, cultural values, and students' needs rather than passively implementing curricular requirements.

The dominance of RD within teachers' professional identities also reflects the culturally embedded nature of Indonesian education. While international research has highlighted tensions between policy expectations and teachers' actual practices (Öqvist & Cervantes, 2025), the participants in this study experienced values-based education not primarily as an external burden but as an extension of existing cultural and moral commitments. This finding is consistent with Muhammadiyah et al. (2022) and Harefa et al. (2024), who emphasize the socially and morally oriented dimensions of teacher professionalism in Indonesia. Thus, the teachers' expanded responsibilities should be understood not only as policy-driven expectations but also as expressions of localized professional identities.

## **Result**

### *The Expanding Range of Responsibilities: Beyond Linguistic Instruction*

The first research question examined the responsibilities EFL teachers assume beyond their formal obligation to teach English. The findings indicate that teachers constructed themselves as language instructors, moral educators, emotional caregivers, and community role models. This pattern reflects broader shifts in educational discourse, where teaching is increasingly understood as a relational and values-oriented practice rather than a purely technical activity. In EFL education, language classrooms are increasingly recognized as

### *From Curriculum...*

spaces where learners develop not only linguistic competence but also ethical awareness, intercultural understanding, and civic consciousness (Richards, 2022; Sun, 2023).

The teachers' accounts demonstrate that language instruction and character formation were mutually reinforcing rather than competing priorities. Their efforts to integrate empathy, respect, and honesty into English lessons illustrate Bernstein's (2000) argument that instructional discourse is always shaped by regulative discourse. However, the findings provide a more context-specific interpretation by showing that RD in Indonesian EFL classrooms is not simply a classroom management mechanism; it functions as a foundation for teachers' professional self-understanding.

This interpretation also contributes to discussions of teachers as intercultural mediators. Nafisah et al. (2020) emphasize that teachers play an important role in creating inclusive learning environments and supporting students' identity development. The present study extends this perspective by demonstrating that such mediation involves not only negotiating cultural differences but also embedding moral and social values within everyday language practices.

Importantly, the teachers' commitment to holistic education should not be interpreted as being directly caused by global frameworks such as the SDGs. Instead, the connection is better understood as an interpretative resonance. The participants' practices were primarily shaped by localized religious-moral orientations and the internalization of national character education expectations (Qoyyimah, 2023; Muhammadiyah et al., 2022). Their promotion of empathy, respect, and social harmony aligns with broader aspirations of SDG 16, but their professional identities are more directly explained through Bernstein's (2000) regulative discourse operating within the Indonesian cultural context. These expanded responsibilities also correspond with global educational goals related to inclusive and equitable learning (Küfeoğlu, 2022; Monaco, 2024).

### *The Influence of Cultural and Institutional Contexts on Role Perception*

The second research question explored how cultural and institutional contexts shaped teachers' perceptions of their responsibilities. The findings indicate that EFL teacher identity in Indonesia is deeply connected to cultural expectations and moral traditions. Teachers did not perceive themselves merely as transmitters of English knowledge but as figures responsible for students' character development, reflecting broader expectations of teachers as social and moral exemplars (Muhammadiyah et al., 2022; Harefa et al., 2024).

At the institutional level, the character education (CE) orientation embedded in national educational policies functioned less as a new obligation and more as a framework that legitimized teachers' existing professional beliefs. This contrasts with findings from other contexts where values-based policies may create tensions between institutional expectations and classroom realities (Öqvist & Cervantes, 2025). In this study, teachers' personal convictions and institutional expectations were largely aligned, allowing them to internalize and enact these responsibilities through everyday pedagogical practices.

This finding reinforces the view that teacher professionalism is socially negotiated, institutionally shaped, and culturally situated (Solari et al., 2022). Indonesian EFL teachers actively reconstructed policy expectations through their own values, experiences, and understandings of student needs. This process reflects teacher agency, where educators respond creatively and contextually to professional demands (Min et al., 2022).

The findings also suggest implications for teacher education and professional development. If teaching is understood only through curriculum delivery and examination outcomes, important dimensions of teacher professionalism remain invisible. Educational policies should therefore provide stronger institutional support for teachers' ethical and emotional responsibilities, including opportunities for reflective practice, collaboration, and professional learning (Huu Hoang, 2025). Furthermore, developing teachers' technological competencies remains important for sustaining holistic educational practices across face-to-face and digital learning environments (Guo, 2025).

This study contributes to the global educational agenda by demonstrating how Indonesian EFL teachers' holistic practices resonate with Sustainable Development Goal (SDG) 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions) (Castillo & Tumitit, 2025; Li, Jiang, & Zhang, 2025). By prioritizing the "whole child," teachers create inclusive learning environments that support equitable education (Li, Jiang, & Zhang, 2025). Their roles as moral mentors and cultural mediators also contribute indirectly to social cohesion and peaceful communities. Nevertheless, these contributions emerge from localized cultural and professional values rather than direct implementation of global agendas. The study therefore highlights how global educational aspirations are interpreted and enacted through specific sociocultural contexts.

## **CONCLUSION**

### *From Curriculum...*

This study successfully addresses its research objectives by identifying that Indonesian EFL teachers assume a multifaceted range of professional responsibilities, including roles as moral guides, emotional caregivers, and social mentors that are deeply shaped by cultural traditions, religious convictions, and the "Kurikulum Merdeka" policy framework. Drawing on Bernstein's theory of pedagogic discourse, the findings reveal that these educators prioritize a "whole child" orientation where regulative discourse (moral and social conduct) acts as essential scaffolding that legitimizes instructional delivery and defines professional mastery. The study demonstrates that EFL teacher professionalism cannot be understood solely through linguistic competence but must also consider the ethical, emotional, and social dimensions of teaching.

The findings have several practical implications. For teacher education programs, the preparation of future EFL teachers should move beyond pedagogical and linguistic competencies by incorporating training on socio-emotional learning, ethical decision-making, classroom relationships, and culturally responsive practices. Such preparation would enable teachers to negotiate instructional discourse (ID) and regulative discourse (RD) more effectively in diverse educational contexts. For curriculum developers, the findings suggest the importance of designing EFL curricula that recognize language learning as interconnected with character development and social values, rather than treating moral education as an additional component. For policymakers, educational evaluation and professional standards should acknowledge teachers' expanded responsibilities and provide institutional support, including professional development opportunities and reflective spaces that enable teachers to sustain holistic educational practices.

Consequently, future research should expand upon these insights by investigating how such broad responsibilities are perceived by other key stakeholders, such as students, parents, and policymakers, while examining their specific impact on student learning outcomes across diverse educational settings. Further studies may also explore how teacher identity and pedagogic practices develop across different regions and institutional contexts.

### **REFERENCES**

Anlimachie, M. A., Abreh, M. K., Acheampong, D. Y., Samuel, B., Alluake, S., & Newman, D. (2025). Enacting culturally responsive pedagogy for rural schooling in Ghana: A school-community-based enquiry. *Pedagogy, Culture & Society*, 33(1), 141-159. DOI:

<https://www.tandfonline.com/doi/full/10.1080/14681366.2023.2205861>

- Bernstein. (2000). *Pedagogy, symbolic control, and identity: Theory, research, critique*. London, Taylor and Francis
- Castillo, L. F., & Tunitit, A. A. (2025). SDG 16 at a glance: Exploring moral values and service dedication among aspiring law enforcers in a state university of the Cordilleras, Philippines. *Journal of Criminal Justice Education*, 36(4), 761-783. <https://doi.org/10.1080/10511253.2024.2336590>
- Chand, S. P. (2025). Methods of data collection in qualitative research: Interviews, focus groups, observations, and document analysis. *Advances in Educational Research and Evaluation*, 6(1), 303-317. <https://doi.org/10.25082/AERE.2025.01.001>
- Nafisah, S., Oktarina, I., Santri, D., & Suwartono, T. (2024). Teachers' perception and practices of intercultural communicative competence integration in EFL classroom: A systematic literature review. *Educalitra: English Education, Linguistics, and Literature Journal*, 3(1), 1-19. DOI: <https://doi.org/10.5281/zenodo.10596576>
- Monaco, S. (2024). SDG 4. Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All. In *Identity, Territories, and Sustainability: Challenges and Opportunities for Achieving the UN Sustainable Development Goals* (pp. 43-49). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83797-549-520241021>
- Shi, Z., & Senom, F. (2023). Professional Identity Development of Chinese EFL Student Teachers through Practicum. *Eurasian Journal of Educational Research (EJER)*, (107). DOI: <https://doi.org/10.14689/ejer.2023.107.014>
- Harefa, D., Hulu, F., & Siswanti, W. (2024). Mathematics learning strategies that support Pancasila moral education: Practical approaches for teachers. *Afore: Jurnal Pendidikan Matematika*, 3(2), 51-60. DOI: <https://doi.org/10.57094/afore.v3i2.2299>
- Huu Hoang, N. (2025). The interplay of self-efficacy and well-being in shaping Vietnamese tertiary EFL teachers' professional identity. *Journal of Education*, 205(4), 286-298. DOI: <https://doi.org/10.1177/00220574251329306>
- Ivanauskiene, G. M. (2025). Educators as Gatekeepers of Pluralism: Traces of Agonistic Pedagogy in Lithuanian Democratic Citizenship Education. *Journal of Social Science Education*, 24(3), n3. DOI: <https://eric.ed.gov/?id=EJ1486260>
- Küfeoğlu, S. (2022). SDG-16: Peace, justice and strong institutions. In *Emerging*

*From Curriculum...*

- Technologies: Value Creation for Sustainable Development* (pp. 487-496). Cham: Springer International Publishing. [https://link.springer.com/chapter/10.1007/978-3-031-07127-0\\_18](https://link.springer.com/chapter/10.1007/978-3-031-07127-0_18)
- Lei, J., & Vibulphol, J. (2024). Teacher-parent collaboration for young EFL learners: A Thai teacher's experiences. *English Language Teaching*, 17(8), 39–51. DOI: <https://EconPapers.repec.org/RePEc:ibn:eltjnl:v:17:y:2024:i:8:p:39>
- Li, Y., Jiang, Y., & Zhang, H. (2025). Practical Legal Education as Transformative Learning in China: Advancing SDG 4 and SDG 16. *European Journal of Education*, 60(4). DOI: <https://doi.org/10.1111/ejed.70272>
- Min, M., Lee, H., Hodge, C., & Croxton, N. (2022). What empowers teachers to become social justice-oriented change agents? Influential factors on teacher agency toward culturally responsive teaching. *Education and Urban Society*, 54(5), 560-584. DOI: <https://doi.org/10.1177/00131245211027511>
- Muhammadiyah, M. U., Hamsiah, A., Muzakki, A., Nuramila, N., & Fauzi, Z. A. (2022). The role of the professional teacher as the agent of change for students. *Al-Ishlah: Jurnal Pendidikan*, 14(4), 6887-6896. DOI: <https://doi.org/10.35445/alishlah.v14i4.1372>
- Puchegger, R., & Bruce, T. (2020). Reconceptualizing teacher identity: Teachers' becoming in the dynamic complexity of teaching situations. *Journal of Teaching in Physical Education*, 40(2), 178-189. DOI: <https://doi.org/10.1123/jtpe.2019-0100>
- Qoyyimah, U., Singh, P., Exley, B., Doherty, C., & Agustawan, Y. (2023). Professional identity and imagined student identity of EIL teachers in Islamic schools. *Journal of Language, Identity & Education*, 22(2), 121-136. DOI: <https://doi.org/10.1080/15348458.2020.1833726>
- Sun, L. (2023). Cultivating critical global citizens through secondary EFL education: a case study of mainland China. *Literacy*, 57(3), 249-261. DOI: <https://doi.org/10.1111/lit.12314>
- Solari, M., & Martín Ortega, E. (2022). Teachers' professional identity construction: A sociocultural approach to its definition and research. *Journal of Constructivist Psychology*, 35(2), 626-655. DOI: <https://doi.org/10.1080/10720537.2020.1852987>
- Watson, A. (2025). A postmodernist qualitative research approach: Choosing between descriptive and interpretive phenomenology. *Journal of Advanced Nursing*, 81(10), 6968-6973. DOI: <https://doi.org/10.1111/jan.16730>

Zhang, J., Li, Y., Zeng, Y., & Lu, J. (2024). Exploring the mediating role of teacher identity between professional learning community and teacher resilience: Evidence from Eastern China. *Humanities and Social Sciences Communications*, *11*(1), 1-9. <https://www.nature.com/articles/s41599-024-03800-0>