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The influence of Teacher's Multilingualism Perspective on English Language Learning and Academic Achievement of Students in Indonesia

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ABSTRACT

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Multilingualism, academic achievement, language learning styles, teacher's perspective.

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Purpose his study investigates the impact of a teacher's perspective on English language acquisition and student academic accomplishment in Indonesia. **Design** **Methodology / approach:** A questionnaire survey was conducted for the current study using quantitative research methodology. The fifth and sixth-grade teachers at Ibtaiyah Elementary and Madrasah in Indonesia provided the sample. Smart PLS 3 was used as a statistical tool to analyze the collected data.

Findings: Integration between a teacher's perspective on multilingualism and English language instruction is crucial for promoting student academic progress. This study demonstrated that academic accomplishment could be facilitated by a teacher's perspective on multilingualism and English language learning. The impact of a teacher's stance on multilingualism on pupils' English language acquisition and academic achievement is beneficial. **Practical implications:** It was discovered that a teacher's perspective on multilingualism is more effective for academic achievement and learning style. Consequently, school administrations can increase student academic progress by evaluating the findings of this study. This study advised policymakers to support teachers' perspectives on multilingualism to improve outcomes. **Originality/value:** Multilingualism significantly impacts student learning in academic institutions, although it is rarely addressed in other research. Particularly absent from the literature is the teacher's perspective on multilingualism. Therefore, this study addressed the most significant gap in the literature and contributed significantly to the body of knowledge.

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1. Introduction

Academic achievement at the school level is the most critical factor in determining a student's future (Li, Wang, & Kim, 2022). It significantly impacts the student's ability to pursue various options. The bad performance prevented the acquisition of advantageous opportunities. Therefore, the major purpose of schools is to provide pupils with a high-quality education and to improve academic performance. The language used in classrooms is of utmost importance to get better results. In Indonesian schools, administrators are also concerned with enhancing students' language skills.

Even though language is a key focus in Indonesian schools, pupils' language skills remain at a fundamental level and require significant improvement. As pupils' academic achievement relies heavily on language acquisition, Indonesian schools must prioritize language instruction. According to the literature, language learning is the most important aspect of a student's performance (Santikarn & Wichadee, 2018; Wei, Gao, & Wang, 2019). Students find the concept of multiple language comprehension more appealing. While it is great for learning in school, it is also highly useful for achieving success in the real world when speaking with foreigners after graduation. This study introduced the teachers' perspectives on multilingualism in Indonesian classrooms.

Multilingualism emphasizes the dynamic use of various languages and cultural awareness, knowledge, and experience in social contexts (North et al., 2022). Language is vital for interpersonal communication (Valerievna, 2022). Also, language is a tool for communication. A language is a tool for expressing one's thoughts to others; hence, language acquisition motivation should be fostered in children. The foundation of a teacher's and student's comprehensive educational development is established via learning. The instructor always requires language proficiency. Therefore, becoming a good teacher requires a specific qualification, including communicating effectively in class (Afif, 2019).

Humans employ language as a medium of communication and engagement (Nikolaeva & Synekop, 2020). Multilingualism is one of the many elements that must be incorporated into the educational system during globalization, which is gaining momentum (Phantharakphong, 2012). Previous research also indicates that multilingualism is crucial in schooling (Lauwo, Accurso, & Rajagopal, 2022; Masson, Antony-Newman, & Antony-Newman, 2022). The concentration of teachers in Indonesian schools on multilingualism can enhance the kids' learning. It can further improve the students' career progress. In the modern technological era, the globe functions as a global village, and people of many linguistic backgrounds connect for business and other social purposes. In this situation, learning multiple languages is of the utmost importance and a requirement of the current environment.

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Consequently, this study aims to explore the effect of a teacher's stance on Multilingualism on English language acquisition and student academic accomplishment in Indonesia. This objective significantly contributes to the literature since it addresses a substantial gap. The concept of multilingualism is extremely important to examine, but it has not been discussed in prior studies from educators' standpoint. In addition, earlier studies (Galante et al., 2019; Medina, 2022; Vallejo & Dooly, 2019) have not examined the relationship between multilingualism and students' academic accomplishment. Previous

research neglected the connection between multilingualism and the academic achievement of students. In addition, the association between multilingualism and language learning in students was not addressed in earlier research, making this study a significant addition to the body of knowledge. This study's theoretical contribution is highly valuable because it has important practical ramifications. Specifically, the study's findings are useful for Indonesian schools seeking to improve student academic attainment through multilingualism.

2. Literature Review

Multilingualism instills in a person the self-assurance that they can transition between many languages according to the situation to facilitate communication. The study of multilingualism is intimately associated with English, which is Indonesia's second language. This relates to English learning as well. English proficiency is crucial for non-English countries (Atakulovna, 2021). Indonesia is one of the countries where English is not a native tongue, necessitating extensive school-based efforts to promote the language. Because English is a worldwide language, English learning opportunities in schools must be emphasized to improve the English language skills of pupils. However, in most countries, including Indonesia, English proficiency is low, one of the greatest obstacles for students to fulfill their academic goals. Students' linguistic skills have a significant role in their academic success. Students' linguistic proficiency positively affects their academic success (Nasirudeen & Xiao, 2020). Because the medium of instruction in most schools is English, pupils require strong listening, reading, and writing abilities to achieve higher results on exams. Therefore, pupils must develop stronger English language skills. As a result, English language competency must be fostered in schools (Neumann, Padden, & McDonough, 2019) because it is closely related to student achievement.

To increase language acquisition and academic accomplishment among Indonesian school students, the current study introduced the perspective of teacher multilingualism. The perspective on multilingualism held by teachers in schools offers significant advantages for students. As a result of multilingualism, a person can have the ability to speak numerous languages, which enables them to communicate with others in their tongue. It makes the conversation more comprehensible and improves the consequences. This study investigated the emphasis of school teachers on multilingualism. Consideration is given to the impact of a teacher's perspective on multilingualism on students' academic accomplishment.

Similarly, the effect of the teacher's perspective on multilingualism on the language learning style of the pupils is explored. Additionally, the impact of language learning on academic attainment is evaluated. Finally, this study examined the effect of language learning style as a mediator between a teacher's stance on multilingualism and academic accomplishment. As a conceptual framework for the analysis, Figure 1 highlights the relationship between a teacher's perspective on multilingualism, language learning style, and academic performance.

Language acquisition by pupils in schools depends on various variables (Chen, Hung, & Yeh, 2021; van der Velde et al., 2021). Specifically, the English language is crucial and relies on several elements. Literature has discovered essential aspects of language acquisition in societies that do not speak English. However, the critical importance of the

teacher's perspective on multilingualism is not considered. Although the function of the teacher is highly influential in language acquisition, it is overlooked from the standpoint of the instructor's multilingualism. The quality of instruction may impact the language acquisition of pupils in schools. In addition to quality, the teacher's perspective on multilingualism can be crucial. Indonesian students' mastery of multiple languages helps boost their enthusiasm for English language study. Multilingualism has the potential to alter students' learning styles. Multilingualism is a significant characteristic that may influence kids' learning styles. According to the current study, the teacher's attitude toward multilingualism favors learning English. Therefore, the current study proposes the significance of the teacher's attitude toward multilingualism and English language acquisition.

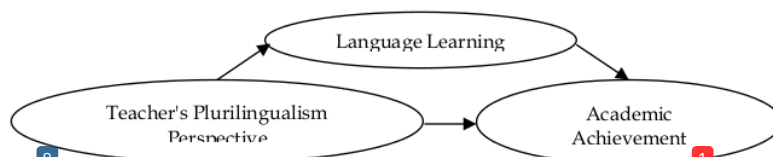


Figure 1. The conceptual framework of the study shows the relationship between a teacher's Multilingualism perspective, language learning style, and academic achievement

Furthermore, the relationship between the teacher's perspective on multilingualism and student academic progress is crucial. Academic achievement is associated with students' high school performance (Nuankaew & Nuankaew, 2022). Because the current study focuses on schools, educational attainment is restricted to school-level performance. Academic achievement generally refers to academic outcomes that indicate the extent to which students have completed their learning objectives. Academic achievement may refer to attaining educational milestones such as a bachelor's degree. It is frequently measured through exams or ongoing assessments. The usage of many languages at school heightens pupils' interest in a variety of instructional activities. Multiple languages in schools also reflect the culture of a variety of other countries, which improves the amount of diversity and ultimately promotes a rise in student engagement. Interest in educational activities is more advantageous for students' achievement of results. Previous studies have addressed academic accomplishment in various ways (Bal-Taştan et al., 2018; Choi Lee, 2019; Donado, Zerpa, & Ruiz, 2018), but none have explored the influence of the teacher's perspective on multilingualism. This study addresses for the first time the impact of a teacher's stance on multilingualism on student academic attainment. Therefore, this study proposed the relationship between a teacher's perspective on multilingualism and intellectual accomplishment.

In addition, the association between language learning style and academic accomplishment was proposed. Language learning is the most influential aspect in schools for improving pupils' comprehension. Given that English is the medium of instruction in Indonesian schools, pupils must acquire English language skills. According to prior research, English language proficiency is crucial to student achievement (Chung & Leung, 2016; Subramaniam et al., 2019; Teng & Zhang, 2018). Because the achievement of kids in school is dependent on reading, writing, and speaking, which are also crucial to their

careers. In light of the significance of English language acquisition, this study examined the correlation between language learning and academic accomplishment. In addition, the role of language acquisition as a mediator between a teacher's stance on multilingualism and academic accomplishment was examined in this study by reviewing the relevant literature. Consequently, based on the preceding debate, the following hypotheses are proposed:

Hypothesis 1. Teachers' Multilingualism perspective has a positive effect on the language learning of students.

Hypothesis 2. Teachers' Multilingualism perspective has a positive effect on the academic achievement of students.

Hypothesis 3. Language learning of students has a positive effect on their academic achievement of students.

Hypothesis 4. Students' language learning mediates the relationship between teacher's Multilingualism perspective and students' academic achievement.

3. Research Methodology

3.1 Research Design

The study's research design is founded on a quantitative research methodology and a cross-sectional design. As this study explored the relationship between a teacher's concentration on multilingualism, students' academic accomplishment, and their language learning style, a quantitative research approach is the most appropriate given the nature of the relationship. A questionnaire survey is recommended to examine the impact of a teacher's concentration on multilingualism on student achievement and language learning style.

3.2 Population of the Study

Indonesian fifth- and sixth-graders from Ibtaiyah Elementary and Madrasah serve as the study's population. The study's respondents are the educators in these schools. The fifth and sixth-grade teachers at Ibtaiyah Elementary and Madrasah in Indonesia provided the sample. The sample size for the current study was determined to be 200 to represent the population adequately.

3.3 Data Collection

Self-administered questionnaires were used to collect data. 200 questionnaires were provided to respondents for this purpose. Before distributing the questionnaire, respondents obtained consent, and the study's purpose was described in detail. It was guaranteed that responses would stay confidential and be used only for research purposes. Cluster sampling was favored for data collection purposes. Of the distributed questionnaires, 115 were returned; however, three were incomplete and therefore omitted from the study. Finally, 112 valid responses were utilized for data analysis in this study.

3.4 Questionnaire Development

This study produced scale items to measure teachers' emphasis on multilingualism, students' academic accomplishment, and their language learning style. Five items on a scale were used to assess teachers' focus on multilingualism. Students' academic achievement was measured using seven scale items. Lastly, the language learning style of

a learner is calculated using five scale items. All scale items were created using a 5-point Likert scale, specially suited for collecting unique responses. The questionnaire consisted of two primary sections. The first section of the questionnaire was used to collect respondents' demographic information. The second section of the questionnaire was designed to collect information regarding the primary variables of the study: teacher emphasis on multilingualism, the academic accomplishment of students, and language learning style.

4. Data Analysis

This study utilized Partial Least Square (PLS) for data analysis, as suggested by prior research (Hair Jr & Sarstedt, 2019; Hair Jr et al., 2014). It is the most suitable data analysis tool for primary data analysis. It is based on two primary steps: the reliability and validity analysis and the testing of the study's hypotheses. Before examining the data through PLS, the current research conducted data screening (Won, Wan, & Sharif, 2017), which is crucial for addressing data flaws. This study analyzed two missing values in academic accomplishment and five in language learning style throughout the data screening procedure.

Additionally, few data outliers were identified. Before applying Structural Equation Modeling, all of these mistakes were rectified (SEM). The final data statistics are presented in Table 1.

Table 1

Data Statistics

	No.	Missing	Mean	Median	Min	Max	Standard Deviation	Excess Kurtosis	Skewness
TPP1	1	0	2.011	2	1	5	0.948	0.708	0.992
TPP2	2	0	2.069	2	1	5	1.209	0.508	1.19
TPP3	3	0	1.857	2	1	5	0.923	0.999	1.142
TPP4	4	0	1.81	2	1	5	0.894	1.148	1.146
TPP5	5	0	2.101	2	1	5	1.175	0.783	1.222
AA1	6	0	2.095	2	1	5	1.132	0.802	1.178
AA2	7	0	1.852	2	1	5	0.959	2.812	1.607
AA3	8	0	1.878	2	1	5	1.008	1.43	1.308
AA4	9	0	2.016	2	1	5	0.995	1.638	1.269
AA5	10	0	2.011	2	1	5	1.15	0.996	1.305
AA6	11	0	2.127	2	1	5	1.295	0.286	1.176
AA7	12	0	2.016	2	1	5	1.148	0.56	1.133
LLS1	13	0	1.947	2	1	5	1.068	0.727	1.131
LLS2	14	0	2.011	2	1	5	1.049	1.171	1.254
LLS3	15	0	1.915	2	1	5	0.983	1.208	1.249
LLS4	16	0	2.085	2	1	5	1.095	0.604	1.098
LLS5	17	0	1.926	2	1	5	1.086	0.66	1.197

Note: TPP = Teacher's Multilingualism Perspective, AA = Academic Achievement, LLS = Language Learning Style

The PLS measuring model is illustrated in Figure 2. The factor loadings of the scale items were analyzed to determine their dependability. All factor loadings must be more than 0.5 to meet the minimum level of scale item dependability. Table 2 and Figure 2 reveal that all items have factor loadings greater than 0.5, confirming the dependability of all items. In addition, the current study assessed the constructs' reliability using Cronbach

alpha and composite reliability. Table 2 demonstrates that all scale items of variables have Cronbach alpha values greater than 0.7 and composite reliability values greater than 0.7. Therefore, all three constructs (teacher's perspective on multilingualism, academic accomplishment, and language learning style) are reliable.

Table 2

Convergent Validity

Variables	Items	Loadings	Alpha	CR	AVE
AA	AA1	0.195	0.876	0.903	0.572
	AA2	0.18			
	AA3	0.172			
	AA4	0.188			
	AA5	0.172			
	AA6	0.204			
	AA7	0.213			
LLS	LLS1	0.268	0.844	0.88	0.596
	LLS2	0.319			
	LLS3	0.243			
	LLS4	0.251			
	LLS5	0.208			
TPP	TPP1	0.231	0.818	0.869	0.571
	TPP2	0.305			
	TPP3	0.253			
	TPP4	0.267			
	TPP5	0.263			

Note: TPP = Teacher's Multilingualism Perspective, AA = Academic Achievement, LLS = Language Learning Style

Convergent validity is addressed through average variance extracted (AVE) and composite reliability (Cheah et al., 2018; Hair & Alamer, 2022). As mentioned, composite dependability has reached the minimum level required for all structures. In addition, Table 2 reveals that the teacher's opinion on multilingualism has an AVE of 0.571, academic accomplishment has an AVE of 0.572, and language learning style has an AVE of 0.596. This study attained the minimum AVE level of 0.5 (Henseler & Chin, 2000; Henseler et al., 2014; Henseler, Ringle, & Sinkovics, 2009). In addition, discriminant validity (Henseler, Ringle, & Sarstedt, 2015) is attained through AVE square root and cross-loadings. The square root of the AVE is provided in Table 3, and cross-loadings are provided in Table 4.

Table 3.

VE Square Root

	AA	LLS	TPP
AA	0.756		
LLS	0.658	0.772	
TPP	0.525	0.664	0.756

Note: TPP = Teacher's Multilingualism Perspective, AA = Academic Achievement, LLS = Language Learning Style

Table 4

Cross-Loadings

	AA	LLS	TPP
AA1	0.792	0.628	0.609
AA2	0.757	0.535	0.612
AA3	0.735	0.503	0.592
AA4	0.767	0.55	0.648
AA5	0.776	0.481	0.612
AA6	0.769	0.713	0.585
AA7	0.771	0.756	0.6
LLS1	0.637	0.806	0.445
LLS2	0.751	0.82	0.624
LLS3	0.582	0.78	0.375
LLS4	0.582	0.753	0.603
LLS5	0.483	0.693	0.497
TPP1	0.514	0.457	0.699
TPP2	0.683	0.598	0.797
TPP3	0.589	0.467	0.731
TPP4	0.615	0.502	0.756
TPP5	0.627	0.468	0.792

Note: TPP = Teacher's Multilingualism Perspective, AA = Academic Achievement, LLS = Language Learning Style

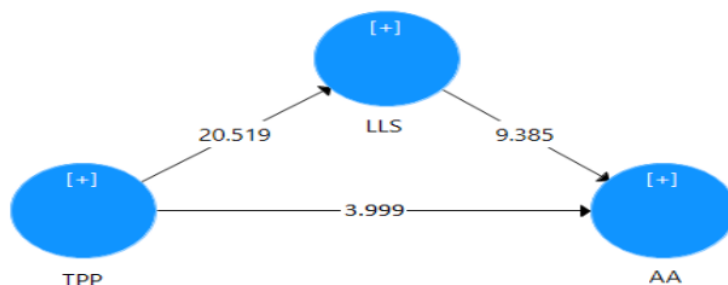


Figure 2. Structural Model

Note: TPP = Teacher's Multilingualism Perspective, AA = Academic Achievement, LLS = Language Learning Style

In the second part of this research, the PLS structural model (Figure 2) was utilized to explore the association between the teacher's opinion on multilingualism, academic accomplishment, and language learning style. In this stage, four hypotheses are evaluated using the t-value of 1.96 and the beta value. The effect of the teacher's Multilingualism perspective on the student's academic accomplishment is examined. Furthermore, the impact of the teacher's attitude toward multilingualism on language learning style is investigated. In addition, the effect of language acquisition on academic accomplishment is studied. The results are shown in Table 5.

Observations indicate that the teacher's perspective on multilingualism positively

affects academic achievement, with a t-value of 3.999 and a beta value of 0.20. In addition, a t-value of 20,519 and a beta value of 0.80 indicate that the teacher's perspective on multilingualism favors language learning style. The t-value for the relationship between language learning style and academic achievement is 9.385, and the beta coefficient is 0.75. The mediation effect of language acquisition between a teacher's perspective on multilingualism and academic achievement is substantial, with a t-value of 8.52 and a beta value of 0.04. Figure 3 illustrates the effect of the mediation histogram. Thus, the first, second, third, and fourth hypotheses are supported.

Table 5

Results (Direct Effect)

	Beta Value	Mean	SD	T Statistics	P Values
LLS -> AA	0.75	0.752	0.08	9.385	0
TPP -> LLS	0.805	0.805	0.039	20.519	0
TPP -> AA	0.06	0.059	0.015	3.999	0

Note: TPP = Teacher's Multilingualism Perspective, AA = Academic Achievement, LLS = Language Learning Style

Table 6

Mediation Effect

	Beta Value	Mean	SD	T Statistics	P Values
TPP -> AA -> LLS	0.604	0.605	0.071	8.527	0

Note: TPP = Teacher's Multilingualism Perspective, AA = Academic Achievement, LLS = Language Learning Style

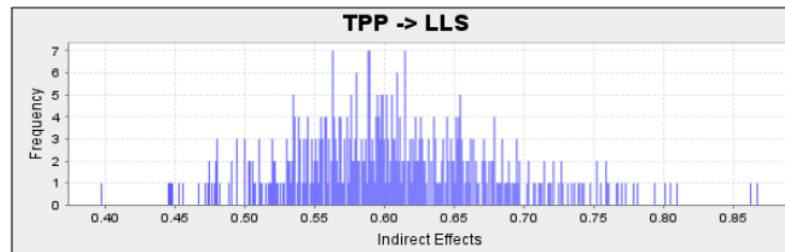


Figure 4. Mediation Effect Histogram

Note: TPP = Teacher's Multilingualism Perspective, AA = Academic Achievement, LLS = Language Learning Style

5. Discussion

This study aimed to investigate the impact of teachers' concentration on multilingualism on student academic achievement in English and language learning styles. To attain this purpose, four hypotheses were offered in this study. To test the hypotheses, data is collected from Indonesian schools and analyzed using PLS, with the measurement and structural models evaluated.

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Using hypothesis 1, the relationship between the teacher's perspective on multilingualism and students' academic progress is studied. This study demonstrated a substantial correlation between a teacher's perspective on multilingualism and student academic progress. The increased focus of teachers on the perspective of multilingualism has the potential to boost student success, leading to higher academic achievement. Multiple language learning possibilities enhance students' communication skills, enhancing their degree of interaction with others and their capacity to engage in various activities. Language's centrality to student performance and academic achievement has also been emphasized in the literature (Nwene & Olaniyi, 2022; Thaba & Baharuddin, 2022).

Using hypothesis 2, the relationship between the teacher's stance on multilingualism and language learning styles is studied. According to the findings of this study, the effect of the teacher's Multilingualism viewpoint on language learning style is considerable, indicating that the teacher's Multilingualism perspective can enhance language learning style. Teachers' participation in multilingual schools can boost kids' motivation to study English. The teacher's perspective on multilingualism can address the English-language deficiency among Indonesian pupils in schools.

Using hypothesis 3, the association between language learning style and academic performance is investigated. This hypothesis is supported, demonstrating that language learning style had a favorable effect on academic achievement in Indonesian schools. There is a substantial correlation between style of language acquisition and intellectual ability. These results demonstrated the significance of language learning style on student achievement. In particular, English language learning skills contribute to a student's academic career success. Similar to the present study, several studies have found that English language acquisition significantly affects students' academic achievement (Bal-Taştan et al., 2018; Chien, Hwang, & Jong, 2020; Teng & Zhang, 2018).

The last hypothesis is based on the effect of English language learning style as a mediator between the teacher's stance on Multilingualism and student academic progress. This mediation effect demonstrated that the English language learning style could convey the favorable influence of the teacher's multilingualism perspective on students' academic progress. Therefore, growth in English language proficiency can indirectly have a good effect on academic performance.

6. Conclusion

The academic performance of pupils in school is crucial to their future success. This study evaluated the significance of integrating a teacher's Multilingualism perspective and a student's English language learning style in promoting academic accomplishment. This study's findings demonstrated that a teacher's perspective on multilingualism could promote academic progress. It has been noticed that a concentration on multilingualism by teachers in Indonesian schools can boost student academic achievement. Additionally, English language proficiency is essential for academic achievement. Through the teacher's perspective on multilingualism, pupils' English language learning styles can be enhanced. In reality, the integration of a teacher's perspective on multilingualism and language learning has the potential to boost academic attainment.

7. Implications of the Study

Due to the enormous contribution to the body of knowledge, the current work has the greatest theoretical significance. Even though students' academic accomplishment is often discussed in the literature, there are still significant literature gaps in this area. Therefore, by establishing the teacher's multilingualism perspective on the academic accomplishment of Indonesian students, this study addressed the most important gap in the literature. The relationship between a teacher's perspective on Multilingualism, English language learning style, and academic accomplishment contributes significantly to the unique body of literature. In addition, this study contributed by studying the role of English language learning style as a mediator between a teacher's stance on multilingualism and academic accomplishment. In addition to its theoretical ramifications, this study is essential for its practical contributions. Practitioners can benefit from the present research when developing strategies to improve student academic performance. It is suggested that Indonesian schools promote the multilingualism perspective of teachers to increase the academic accomplishment of English language acquisition among students.

6.2 Limitations and Recommendations for Academicians

This work filled an important gap in the literature, although there are a few limitations. First, this study's focus on language learning styles was limited to English; future research should use a more general approach. Second, the student's academic achievement was employed in this study; future research should utilize academic performance in terms of performance. Thirdly, this study examined the mediating role of language learning style, although learning interest could mediate between the teacher's perspective on multilingualism and academic accomplishment. Therefore, future research should investigate learning interest as a mediating variable between a teacher's perspective on multilingualism and student accomplishment.

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