

The Millennial Students' and English Teachers' Perceptions on the Challenges and Characteristics of an Effective Teacher in the Society 5.0 Era

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Abstract

Every student needs an ideal teacher to achieve a better result in learning; however, the figure of an ideal English teacher may change depending on the context of teaching. Each generation may share different profile compared to the current or previous context. In this case, future English teachers need to prepare themselves to match the students' need. Nowadays, with the fast development of technology in society era 5.0, English teacher should realize the challenges and the characteristics of effective English teacher who can serve the best practice of teaching for millennials. Therefore, the current study aims at investigating the millennial students' and the teachers' perspectives on the challenges and characteristics of effective English teachers in in society era 5.0. This research is a survey study in which the data was collected through questionnaire. The subjects of the study involved English department students and their teachers from some Islamic Universities in east Java. The result of the study showed that the millennial students and the teachers share almost the same perception on the challenges and characteristics of effective English teachers for some aspects but have different perceptions in some other aspects.

Keywords: millennials students' and teachers' perspectives, challenges, characteristics of effective English teacher.

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Introduction

Education continually faces the challenge of preparing students to adapt to advancements in science and technology ¹. A critical issue within this context is ensuring equitable access to quality educators, as teachers are the cornerstone of successful education systems. Murnane ² highlights that the demand for effective teachers is growing due to persistent disparities in the distribution of qualified teachers across schools. Recognizing the centrality of teachers to student success, many

¹ S Srivastava, "The Evolution of Education: Navigating 21st-Century Challenges," *International Journal for Multidisciplinary Research* 5, no. 5 (2023): 1–9; Min Lu, "Navigating the Future of Information Science Education: Challenges, Innovations, and Emerging Trends," in *2024 10th International Conference on Humanities and Social Science Research (ICHSSR 2024)* (Atlantis Press, 2024), 55–62.

² Richard J Murnane and Jennifer L Steele, "What Is the Problem? The Challenge of Providing Effective Teachers for All Children," *The Future of Children* 17, no. 1 (2007): 15–43, <http://dx.doi.org/10.1353/foc.2007.0010>.

studies have focused on identifying the characteristics of effective educators, emphasizing their role in ensuring a productive teaching and learning process ³.

In the Indonesian English Language Teaching (ELT) context, teacher preparation is primarily conducted through education departments, which offer teacher training programs to equip future educators with essential skills⁴. The government has also mandated the *Pendidikan Profesi Guru* (PPG) program as a compulsory requirement for graduates intending to teach in public schools. These initiatives aim to produce well-prepared and competent teachers. However, a critical question arises: are these efforts sufficient to ensure effective teaching? Research indicates that while formal qualifications and training are essential, they do not guarantee professional competence. Teachers must also continuously update their skills and adapt to the evolving educational landscape, particularly by considering the characteristics and needs of their students.

Millennial students, as digital natives, present unique challenges and opportunities for educators. This generation is deeply immersed in internet-based technologies, gadgets, and social media, which have shaped their learning preferences and behaviors. To achieve effective teaching outcomes, educators must adopt strategies tailored to this demographic, incorporating innovative teaching methods and leveraging digital tools to foster engagement and understanding. Understanding and addressing the distinctive needs of millennial learners is essential for creating teaching scenarios that meet their expectations and maximize their potential.

The challenges of adapting education to technological advancements are further amplified by the emergence of the Society 5.0 era. This era, characterized by the integration of advanced technologies such as artificial intelligence, big data, and the Internet of Things (IoT) into every facet of life, including education, demands significant adjustments from both teachers and students. Al-Emran ⁵ emphasizes that this era necessitates a partnership between technology and educators to enhance the efficiency and effectiveness of the teaching and learning process. Technologies in Society 5.0 have the potential to revolutionize teaching methods, assessment strategies, and classroom design, creating opportunities for personalized and adaptive learning experiences.

Despite these advancements, significant gaps remain in understanding how teachers and students perceive and address the challenges posed by Society 5.0. Current research has largely focused on traditional perspectives of teacher effectiveness, with limited exploration of how technological innovations reshape these dynamics. For instance, while studies in Saudi Arabia ⁶

³ Stephen Rushton, Jackson Morgan, and Michael Richard, "Teacher's Myers-Briggs Personality Profiles: Identifying Effective Teacher Personality Traits," *Teaching and Teacher Education* 23, no. 4 (2007): 432–441, <http://dx.doi.org/10.1016/j.tate.2006.12.011>.

⁴ Subhan Zein et al., "English Language Education in Indonesia: A Review of Research (2011–2019)," *Language Teaching* 53, no. 4 (2020): 491–523; Utami Widiati and Nur Hayati, "Teacher Professional Education in Indonesia and ASEAN 2015: Lessons Learned from English Language Teacher Education Programs," *ASEAN integration and the role of English language teaching* 3, no. 1 (2015): 121–148.

⁵ Mostafa Al-Emran and Charla Griffy-Brown, "The Role of Technology Adoption in Sustainable Development: Overview, Opportunities, Challenges, and Future Research Agendas," *Technology in Society* 73 (2023): 102240, <http://dx.doi.org/10.1016/j.techsoc.2023.102240>.

⁶ Gul Nazir Khan and Hafiz Muhammad Inamullah, "Effect of Student's Team Achievement Division (STAD) on Academic Achievement of Students," *Asian Social Science* 7, no. 12 (2011): 211–215.

and Iran ⁷ have highlighted pre-service training and technological integration as key factors in effective teaching, few have examined these issues from the perspective of both teachers and students in the Indonesian context. Furthermore, studies in Indonesia, primarily focus on content mastery and teaching strategies, with limited attention to how educators adapt to rapid technological shifts and their implications for teacher effectiveness ⁸.

This study seeks to address these gaps by investigating the characteristics of effective English teachers in the Society 5.0 era, emphasizing the perspectives of both teachers and millennial students. It explores how these stakeholders perceive the challenges and threats posed by this transformative era and the strategies required to address them. By integrating insights from theoretical frameworks on teacher effectiveness ⁹ and aligning them with the competencies mandated by the Republic of Indonesian Teacher and Lecturer Act No. 14/2005, this research aims to provide a comprehensive understanding of what constitutes teacher effectiveness in a technologically advanced society.

Moreover, this study will contribute to the broader discourse on adapting ELT practices in an era of rapid technological innovation. By examining the perspectives of both teachers and students, it will shed light on the critical competencies, pedagogical strategies, and technological tools required for effective teaching in the Society 5.0 era. Ultimately, this research seeks to inform policy and practice, guiding efforts to prepare teachers and students for a future where technology and education are increasingly intertwined.

Methods

This study employs a mixed-methods approach to explore millennial students' and English teachers' perspectives on the challenges and characteristics of effective English teachers in the Society 5.0 era. Participants were selected using a cluster random sampling method, targeting millennial students and English teachers from Islamic universities in East Java. The selection criteria included universities with English Language Teaching (ELT) departments accredited at least B and students who fit the millennial demographic. This sampling method ensured a representative sample for the study.

Data were collected through a survey, which included both close-ended and open-ended questionnaires. The questionnaires were developed based on the competencies outlined in the Republic of Indonesia's Teacher and Lecturer Act No. 14/2005, focusing on pedagogy,

⁷ Mohammad Amin Mozaheb, Zohreh Seifoori, and Amir Biglar Beigi, "Effective Iranian EFL Writing Teachers (A Technology-Based Framework)," *Procedia - Social and Behavioral Sciences* 70 (2013): 18–27, <http://dx.doi.org/10.1016/j.sbspro.2013.01.034>.

⁸ Barry Fishman, Chris Dede, and Barbara Means, "Teaching and Technology: New Tools for New Times," *Handbook of research on teaching* 5 (2016): 1269–1334; Donald C Orlich et al., *Teaching Strategies: A Guide to Effective Instruction* (Wadsworth, Cengage Learning, 2010); Siti Aimah and Bambang Purwanto, "Evaluating Teachers' Performance: A Need for Effective Teaching," *Celt: A Journal of Culture, English Language Teaching & Literature* 19, no. 1 (2019): 160, <http://dx.doi.org/10.24167/celt.v19i1.1369>.

⁹ Li-fang Zhang, "Teaching Styles and Conceptions of Effective Teachers: Tibetan and Han Chinese Academics Compared," *Learning and Individual Differences* 21, no. 5 (2011): 619–623, <http://dx.doi.org/10.1016/j.lindif.2011.06.005>; et al., "An Investigation of Undergraduate Students' Beliefs about Autonomous Language Learning," *International Journal of Instruction* 10, no. 01 (2017): 117–132, <http://dx.doi.org/10.12973/iji.2017.1018a>.

professional skills, and personal competence, while social competence was excluded as it was beyond the scope of the study. The questionnaire comprised 20 statements addressing teaching challenges and 43 statements focusing on the characteristics of effective English teachers. To ensure clarity and comprehension, the survey was distributed via Google Forms and presented in Bahasa Indonesia.

The validity of the questionnaire was established through construct and content validation involving cross-expert review. A pilot test was conducted to measure its reliability, with Cronbach's alpha used to confirm the internal consistency of the instrument. Quantitative data from the close-ended questions were analyzed using descriptive and inferential statistics. Descriptive statistics provided measures of central tendency and variability, while inferential statistics were employed to compare the perspectives of millennial students and English teachers, highlighting similarities and differences. Qualitative data from open-ended responses were processed through systematic selection, coding, categorization, and interpretation to uncover key themes and deeper insights into the participants' perspectives.

The research was conducted in several steps: first, participants meeting the study's criteria were identified and selected. Next, the questionnaire was developed, validated by experts, and pilot-tested for reliability. Following this, the validated questionnaire was distributed online, and responses were collected over a set period. Finally, the collected data were analyzed using both statistical tools for quantitative responses and thematic analysis for qualitative data. This mixed-methods approach ensures a comprehensive understanding of how English teachers and millennial students perceive the characteristics of effective teachers and the challenges they face in the Society 5.0 era.

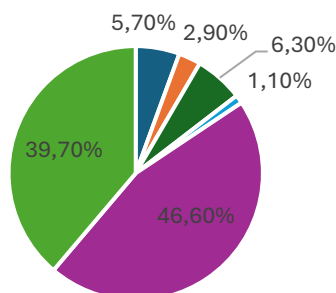
Result And Discussion

Result

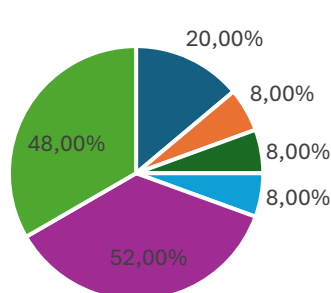
As presented in the previous explanation, the finding of the study were presented in two parts as follows. The first is the challenges of English teaching in society era 5.0. and the second is the characteristics of effective English teacher in society era 5.0. The presentation of th findings and discussion were explained as follows.

The first category is the challenges of English teaching in society era 5.0. Based on the result of the study, it revealed that the millennial students' perception, the five highest challenges were the following; (1) teaching vocab, (2) teaching pronunciation, (3) free to choose method of learning, (4) prefer to use platform to study English online and (5) learning individually.

The First Challenge Students' Response



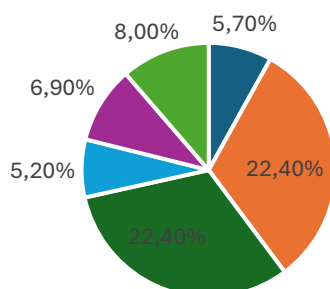
The First Challenge Students' Response



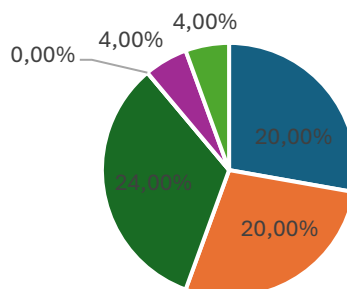
- I can improve my listening skills independently without a teacher.
- I can improve my speaking skills independently without a teacher.
- I can improve my reading skills independently without a teacher.
- I can improve my writing skills independently without a teacher.
- The internet helps enhance my vocabulary.
- The internet helps improve my pronunciation.

The first challenge according to the students is teaching vocabulary, with statement no. 5 having a mean score of 4.42, indicating that over 95% of respondents believe that vocabulary mastery can be aided by the internet. Teachers also agree, with a mean score of 4.52. Both groups perceive that sophisticated applications for independent vocabulary study, which use concrete moving images, help students remember vocabulary better than traditional printed word methods. This highlights the significant role of the internet in enhancing vocabulary learning and suggests that the presence of a teacher could be partially replaced by digital tools, presenting a major challenge for English teachers.

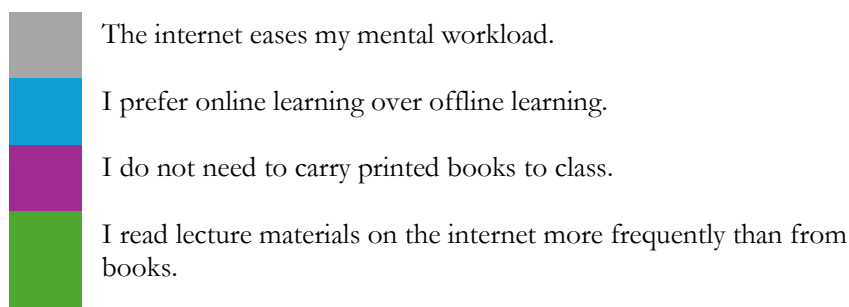
The Second Challenge Students' Response



The Second Challenge Teachers' Response

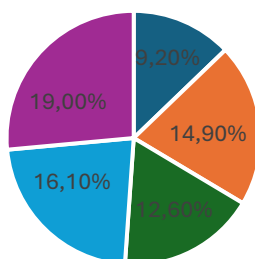


- I search for lecture materials independently.
- I heavily rely on the internet to complete assignments.

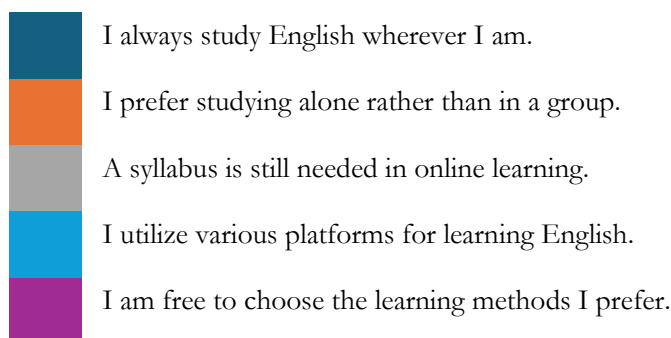
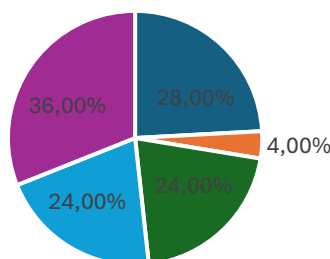


The second challenge is teaching pronunciation. Students rated this with a mean score of 4.33, with 96% agreeing that the internet aids pronunciation mastery. Teachers also agreed, with a mean score of 4.4. Both groups strongly believe in the internet's effectiveness for three main reasons: it provides access to native speakers, offers flexibility in terms of time and place, and allows students to practice independently without embarrassment, as they can repeat words without judgment.

The Third Challenge Students' Response

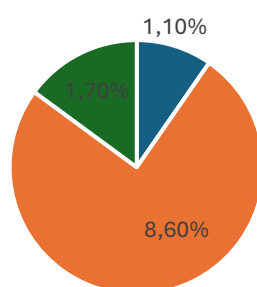


The Third Challenge Teachers' Response

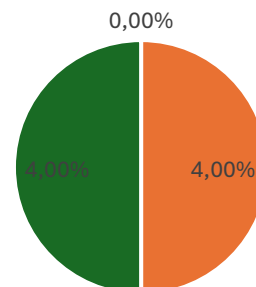


The third challenge in teaching English is students' preference for studying alone online, with a mean score of 4.15. This suggests that internet-based applications make students more comfortable studying individually, as they feel more capable of solving problems on their own. In contrast, teachers identified the lack of a syllabus in online learning as the third highest challenge, with a mean score of 4.32. Teachers believe that without a structured syllabus, the abundance of online resources can lead to unfocused teaching.

The Fourth Challenge Students' Response



The Fourth Challenge Students' Response



- Online exams make me more honest.
- Online exams are more likely to ensure good grades.
- Online exams make me more flexible in completing tasks.

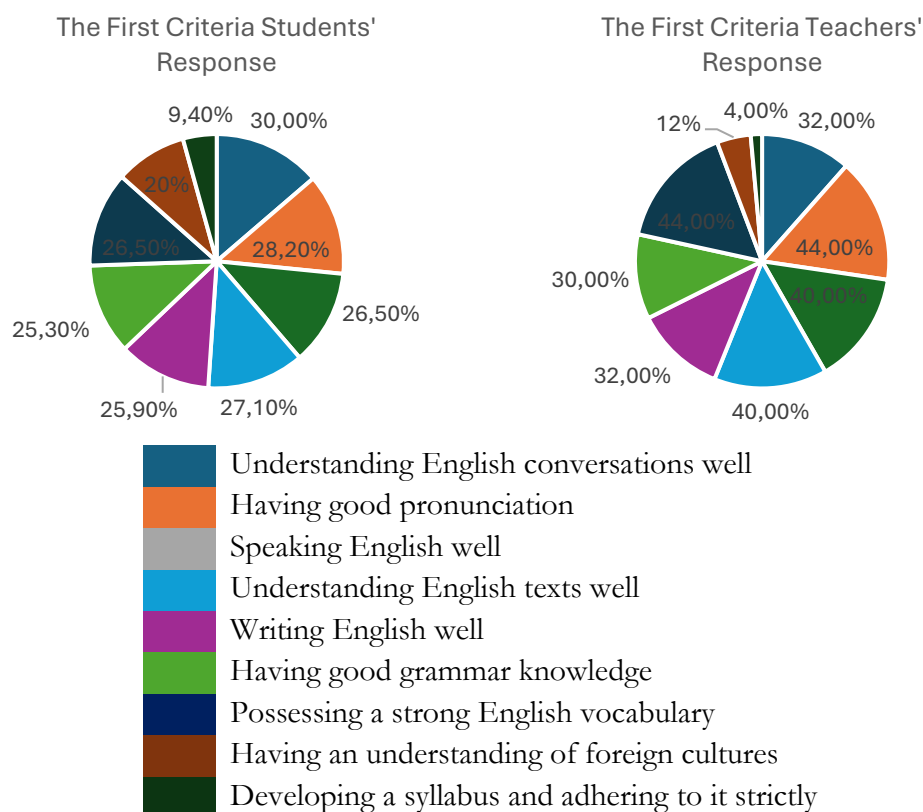
The fourth highest challenge in teaching English, according to students, is the freedom to choose their learning methods online, as stated in statement no. 17 with a mean score of 4.15. Teachers also perceive this as a challenge, with a mean score of 4.28. This freedom motivates students to learn English, as they can utilize various online applications that support both offline and online learning. This flexibility allows them to manage their time effectively and learn at their own pace.

The fifth highest challenge, according to students, is also related to the freedom to choose their learning methods online, as stated in statement no. 16 with a mean score of 4.04. In contrast, teachers identified statement no. 9 as their fifth challenge, which focuses on how online platforms can reduce students' mental burden. Platforms like Grammarly, for instance, assist students in completing assignments faster and with better results, demonstrating the benefits of using technology in education.

Among these five highest aspects of the challenges in English teaching in society era 5.0 the students and the teacher almost have the same opinion but with different emphasis. The same aspects were teaching vocabulary, teaching pronunciation and preference to use platform to study English online, meanwhile the different aspects were on the use of syllabus and the use of platform in decreasing students' burden. This findings relates to Maharani¹⁰ study sating that the challenges faced by students and teachers factors such the level of interest, motivation, and technology used.

The second category is the characteristics of effective English teacher in society era 5.0. In this category, both the students and the teacher also have almost the same perception but with different emphasis. Based on the result of the study, it revealed that the millennial students' perception on the five highest criteria for effective English teacher were the following; (1) friendly and kind to the students, (2) good looking, (3) not discriminate the students & giving logic assignment and test and, (4) can motivate the students to learn (5) introducing fun activities.

¹⁰ Veronica Yulry Maharani and Denny Paul Ricky, "Hubungan Adiksi Internet Dengan Prokrastinasi Akademik Pada Mahasiswa Keperawatan," *Jurnal Penelitian Perawat Profesional* 5, no. 4 (2023): 1755–1762.

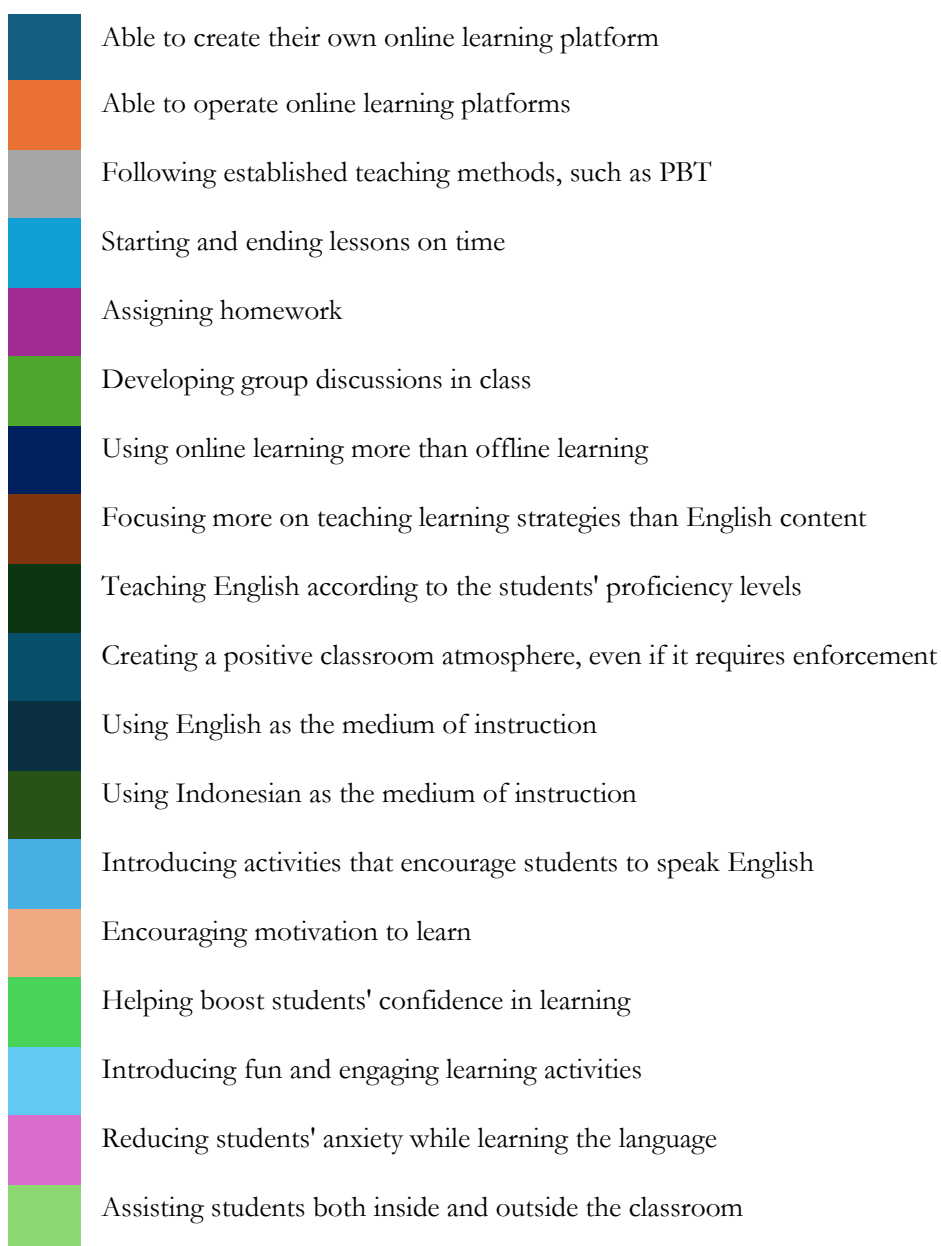
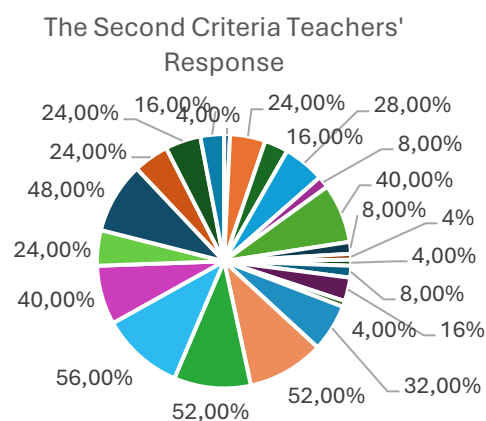
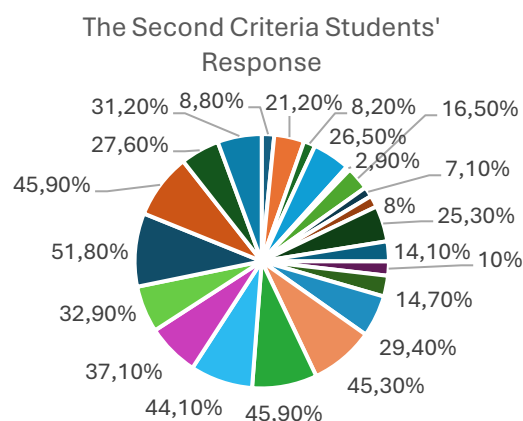


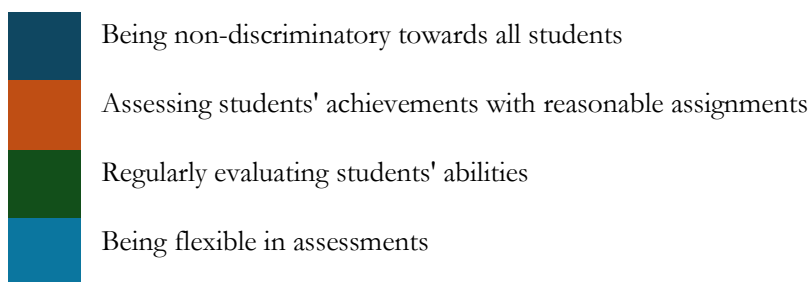
The first high characteristics of effective English teacher based on the students' perception is friendly and kind to the students, which was presented in statement no 33 with the mean 4.88. Being friendly and kind is crucial for millennials students because they need real attention from other people, especially from the teacher. Since many of them are only often exist in social media, they need a teacher who became a true friend in real life to make them comfort in learning. This finding is in line to Misigo' study ¹¹. In addition, it also relates to socio affective aspect proposed by Wichade ¹². In contrast the first high criteria of effective English teacher according to the teacher was fun activities with the mean 4.84. It also relates to socio affective aspect proposed by ¹³. Fun activities is essential for the students because they need interesting activities that make them happy during the teaching learning process for they have online environment for their social life. In short, in the first characteristics, although the students and the teacher have different perception, those two aspects reach the highest mean among the other criteria.

¹¹ Ronald Misigo, "Classification of Selected Apple Fruit Varieties Using Naive Bayes," *University of Nairobi* 3, no. 1 (2016): 56.

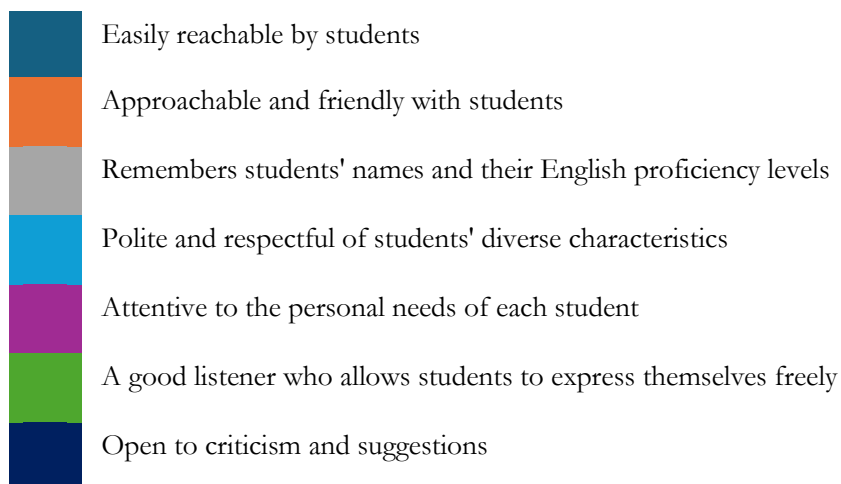
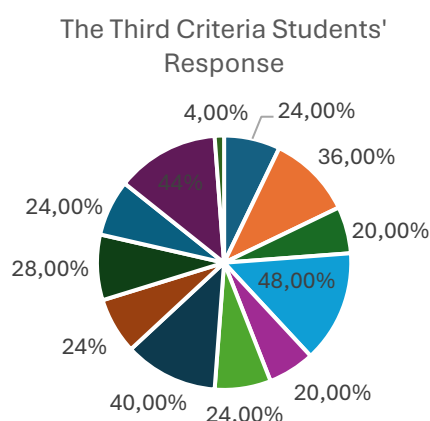
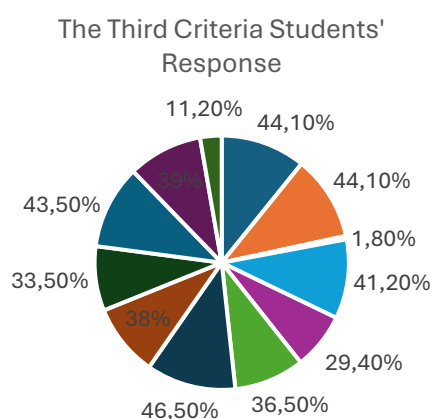
¹² et al., "An Investigation of Undergraduate Students' Beliefs about Autonomous Language Learning."

¹³ Ibid.





The second highest characteristics of effective English teacher according to the students is being good looking with the mean 4.52 which was presented in statement no 40. Millennials students are generation who adore on physical appearance because many of them love actor/actresses or group band with perfect looks. That's why they hope the teacher is someone who is handsome or beautiful with sexy body to make them love learning English. In contrast for the second highest criteria according to the teacher were on statement 23 and 24. In statement 23 says that teacher should motivate the students to learn with the mean 4.52 and statement 24 saying that teacher should help the students improve their self confidence in learning with the mean 4,52 too. From the statements above it can be seen that both the students and the teacher have different perception on this aspect.



	Has a good sense of humor
	Maintains a neat physical appearance
	Does not get angry easily
	Enthusiastic about their profession as a teacher
	Strict and rigid in adhering to administrative rules

The third highest criteria of effective teacher for the millennials students is on statement no 28 with the mean 4.36. This statement says that teacher should not discriminate their students. This support Korieos' {Kourieos, 2013}, Catano's {Catano 2011} and Duta's work {Duta 2015}. It means that the millennial students need a teacher who treated them equally without considering their differences. As we know the students may have different background such as social status, religion, etc. In addition, this view also supported by the teachers' perception on this statement with the mean 4.48. From the result above it can be seen that not only the students but also the teacher perceived that a fair teacher is crucial during the teaching learning process.

The fourth highest criteria of effective English teacher based on the millennials students is that teacher can motivate the students to learn which was presented in statement no 5 with the mean 4.41. This finding is in line to Wichade, Chatano, and Kaurious' study¹⁴. In contrast, based on the teachers' perception, this third highest characteristics was the teacher should reduce students' anxiety with the mean 4.40. In addition, another third highest criteria which reach the same mean value was giving logic assignment and test. From this statement, it can be assumed that so far many English teachers may have given the overdose assignment and test. This duty can make the students reluctant and think that English is difficult to master.

The fifth characteristics of effective English teacher is introducing fun activities which was presented in statement no 5 with the mean 4.32. Similarly, the teachers also perceive the same opinion in this aspect with the value 4.84. it can be seen that this aspect was the fast criteria according to the students, but become the first criteria from the teachers' perspectives. Giving fun activities can be used as one criterion to measure the success of teaching for millennials students since for some of them think that they have enjoyable teaching with internet-based platforms and applications. When the scenario of teaching is not fun anymore, they may ignore it and think that the learning English is difficult. From the result above it can be seen that both the students and the teacher have the same perception in this aspect.

The study revealed significant differences in criteria for effective English teachers between millennial students and teachers. Students emphasized personal competencies such as

¹⁴ Ibid.; Stella Kourieos and Dimitris Evripidou, "Students' Perceptions of Effective EFL Teachers in University Settings in Cyprus," *English Language Teaching* 6, no. 11 (2013), <http://dx.doi.org/10.5539/elt.v6n11p1>; Victor M Catano and Steve Harvey, "Student Perception of Teaching Effectiveness: Development and Validation of the Evaluation of Teaching Competencies Scale (ETCS)," *Assessment & Evaluation in Higher Education* 36, no. 6 (2011): 701–717, <http://dx.doi.org/10.1080/02602938.2010.484879>.

supportiveness, openness to critique, accessibility, respect for differences, and good listening skills. In contrast, teachers prioritized English language mastery including pronunciation, speaking proficiency, grammar skills, and competence in using teaching platforms. This suggests that students value interpersonal qualities while teachers focus on linguistic proficiency and instructional methods.

The findings contribute to understanding perceptions in Indonesian English language teaching, highlighting a gap in existing literature. Exploring these perceptions offers insights into how teacher and student perspectives influence expectations of effective teaching. Both groups prioritize characteristics that enhance classroom dynamics and student motivation, reflecting shared educational and pedagogical concerns that impact teaching and learning outcomes. However, further research is needed to explore the underlying reasons for these similarities and differences. Teachers are encouraged to create supportive learning environments that meet students' emotional needs and enhance learning outcomes. Addressing these personal aspects can contribute to more effective teaching practices tailored to student preferences. This study has limitations, including its single-point data collection in Indonesia. Future research could explore how perceptions evolve over time and across different contexts, providing a more comprehensive understanding of effective English language teaching characteristics.

Conclusion

This study provides valuable insights into the perspectives of millennial students and English teachers regarding the challenges and characteristics of effective English teachers in the Society 5.0 era. The findings reveal shared views on several challenges in English teaching, such as vocabulary and pronunciation, which are increasingly shaped by the influence of internet-based technologies. Both groups acknowledge that technology empowers students to choose independent learning methods and platforms, potentially diminishing the traditional necessity of a teacher's presence. However, this shift underscores the evolving role of teachers as facilitators and guides in navigating technological advancements.

Regarding the characteristics of effective English teachers, both students and teachers emphasize the importance of engaging activities, student motivation, and logical assignments and assessments. Students, however, place additional value on personal traits such as friendliness and appearance, while teachers prioritize mastery of core language skills (reading, speaking, and pronunciation) and proficiency in utilizing online teaching platforms. These findings illustrate the diverse expectations placed on teachers, reflecting the dual necessity for strong interpersonal skills and technological competence in contemporary education.

This study bridges various aspects of effective teaching, integrating the perspectives of teachers and students to highlight the growing significance of technology in shaping educational practices. The findings suggest several implications for the field of education. First, English education departments should provide pre-service teachers with robust training in technology integration and student engagement strategies. Second, professional development programs should equip current teachers with the skills to adapt to the changing dynamics of teaching in the

Society 5.0 era. Third, universities and policymakers must prioritize creating curricula that balance the development of core language skills with the application of digital tools.

Future research is encouraged to expand on this study by exploring perspectives from different regions or educational contexts, examining additional aspects of teacher-student dynamics, or investigating how specific technological tools impact teaching efficacy. This study highlights the evolving demands placed on teachers in the Society 5.0 era and calls for continued exploration into how educators can meet these challenges while maintaining the humanistic aspects of teaching. By addressing these evolving needs, the field of education can better prepare teachers and students for a future where technology and learning are deeply interconnected.

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