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THE COMMUNITY OF INQUIRY FRAMEWORK IN ONLINE ENGLISH LEARNING: INSIGHTS FROM INDONESIAN CULTURAL CONTEXTS

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Abstract
This research is grounded in the theoretical foundation of the Community of Inquiry (CoI) Framework, exploring its application within the context of Indonesian cultural values in English education. The objective of this case study is to examine how English instructors adapt their teaching strategies to the challenges of online learning. The research design employs a qualitative approach, centered on interviews with three instructors from an English department at a private university in Jakarta. The participants, representing a small but focused population, were selected through a reputational purposive sampling technique, based on nominations from students who identified them for their effectiveness and expertise in online English learning. Data collection involved in-depth interviews, providing insights into the instructors' perspectives and experiences. The analysis involved a thematic examination of teaching, cognitive, and social presence in the CoI framework. Findings show a robust teaching presence and a significant cognitive presence. Notably, social presence, crucial to CoI, subtly aligns with Indonesian hierarchical culture. This study underlines the complex relationship between CoI and cultural factors in online education. It suggests incorporating pedagogies aligned with local cultural values to improve engagement and outcomes in Indonesian online English learning.

Keywords: CoI framework, collaborative, EFL, Indonesian culture, student engagement

Introduction
Higher education has been reshaped swiftly by emerging and unforeseen challenges. Recent global disruptions have necessitated a significant shift in higher education, prompting a rapid move from traditional face-to-face teaching to online learning modalities (Bozkurt & Sharma, 2020; Johnson et al., 2020). In regions like Indonesia, this transition has been encountered with challenges, including unstable and expensive internet access and a limited foundation in research-based virtual pedagogy (Masjaya et al., 2020; Tan, 2021). Despite these obstacles, English education has significantly transformed, requiring a thorough examination of this emerging digital pedagogy.

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Central to this exploration is the Community of Inquiry (CoI) Framework, a theoretical model introduced by Garrison et al. (2000). The framework includes three core elements vital for successful online learning: cognitive presence, social presence, and teaching presence. Cognitive presence pertains to learners' ability to individually and collaboratively construct and confirm meaning through critical reflection and discourse over four stages: triggering event, exploration, integration, and resolution (Garrison, 2017). While cognitive presence is essential for nurturing critical thinking skills, research indicates its effectiveness depends on robust social support and active participation (Anderson et al., 2001; Garrison, 2017; Yang & Mohd, 2020). Consequently, the second element, social presence, emphasizes learners' capacity to engage with their community, fostering trust and emotional connections, open communication, and group cohesion (Garrison, 2017). Lastly, teaching presence, a key component of the CoI framework, encompasses course design, facilitation, and guidance of cognitive and social processes. It is widely recognized that instructors play a crucial role in shaping interactions for productive learning outcomes (Akbulut et al., 2022; Caskurlu et al., 2021; Tan, 2021; Zgheib et al., 2023).

Recognizing the importance of the CoI framework across various disciplines, including English education, there remains a clear need to apply this theoretical model more extensively. Substantial research in Indonesia, including studies by Ardi and Rianita (2022), and Wahyuningsih et al. (2023), has examined the practical benefits of digital tools like Google Docs and Kahoot! for enhancing group work and collaborative learning in English education. However, there is a notable gap in understanding the theoretical foundations underpinning these practices, such as the CoI, that inform these digital tools' usage in education. This gap highlights the need for future research to bridge practical applications with theoretical understanding, enriching insights into the efficacy of digital tools in the English learning context and Indonesia's unique cultural dynamics.

This study addresses this research need by investigating how Indonesia's cultural environment shapes the application and adaptation of the CoI components in online English learning. It seeks to contribute to the broader discourse on localizing online education strategies, shedding light on how cultural nuances impact the efficacy and adaptation of established pedagogical frameworks. The research focuses on identifying effective strategies within the CoI framework that bolster student engagement in online English courses in the Indonesian context. It explores how instructors tailor their teaching methods within this framework to enhance student involvement and investigates the manifestation of the CoI framework in collaborative learning activities and practices in these courses. By considering Indonesia's cultural practices and values, the study aims to provide a more nuanced understanding of the interplay between cultural context and online educational strategies, further enriching the discourse on the localization of online learning.

Online education environments, characterized by a blend of synchronous and asynchronous activities like video conferencing, chats, and virtual world interactions, foster vibrant communities that resonate with the CoI framework. As highlighted by Aslan (2021), Cakiroglu (2020), and Garrison (2022), these settings facilitate collaborative content engagement, personal relationship development, and social skills refinement. Research by Wicks et al. (2015) indicates that high-

collaboration settings in online courses amplify learning presence, aligning with cognitive and social presences advocated by the CoI framework. The significance of collaborative approaches in deepening online learning experiences is further supported by Yandra et al. (2021) and Yuyun (2023), who argue for the critical role of instructors in enhancing student engagement and upholding academic and ethical standards. This emphasis on the instructor's role in online learning environments accentuates a key area of investigation in this research, particularly in the context of Indonesia's unique cultural dynamics.

In light of the dynamic interplay of cognitive, social, and teaching presences in online learning environments, it becomes imperative to identify and implement specific strategies aimed at bolstering student engagement, particularly in an online setting. This focus on engagement strategies is essential, as it bridges the gap between the theoretical principles of the CoI framework and the practical realities of engaging students in a digital landscape, where physical presence is replaced by virtual interaction. Garrison (2017) underscores the importance of this engagement and the necessity of creating an environment that fosters cognitive engagement through open, critical exploration and interaction, which is especially crucial in overcoming the challenges of an online educational setting (Garrison, 2017).

The multifaceted nature of online learning, characterized by collaborative student activities, the critical role of instructors, and the adherence of academic and ethical standards, underlines the importance of a comprehensive exploration in this domain. Building on the previously discussed CoI framework as crucial in fostering meaningful learning experiences, this study investigates its practical application in online English education. It is especially focused on optimizing its components in culturally diverse environments like Indonesia.

Building upon this context, the study is guided by two primary research questions:

1. What strategies are perceived as most effective in enhancing student engagement in online English courses, especially in the Indonesian cultural context?
2. How is the CoI framework manifested in collaborative learning activities and practices in online English courses, considering the nuances of this specific cultural setting?

Guided by these research questions, the study has a dual focus. Firstly, it explores effective strategies to boost student engagement in online English courses, particularly within Indonesia's unique cultural context, and assesses how the CoI framework functions in these settings amidst the growing prevalence of digital education. Secondly, the study examines the CoI framework's role in collaborative learning, seeking insights to refine digital teaching methods and elevate online learning experiences in diverse cultures.

This study offers multilayered benefits. Educators and instructional designers will gain insights into effectively integrating the CoI framework in diverse online English courses. Policymakers and academic institutions will receive evidence-based strategies to enhance online education quality and efficacy. Furthermore, the study enriches global education discourse by demonstrating how to adapt online learning to various cultural contexts, ultimately leading to more engaging and effective student learning experiences.

Literature Review

The community of inquiry (CoI) framework

Originally conceptualized by Garrison et al. (2000) and further explored by researchers such as Castellanos-Reyes (2020), the CoI framework has been instrumental in guiding the development of rich, interactive online learning environments. Its emphasis on the integration of cognitive, social, and teaching presences forms the basis for examining how online educational settings can be optimized for effective learning.

Cognitive presence is often regarded as the heart of the learning process. It is central to the learners' ability to individually and collaboratively construct and confirm meaning through sustained reflection and discourse (Garrison et al., 2000, 2001). This presence is not a linear process but rather a cyclical one, beginning with a triggering event that sparks curiosity. Learners then move into exploration, where they search for relevant information. The integration phase follows, where learners connect ideas, leading to resolution, where they apply new knowledge (Garrison, 2017). In essence, cognitive presence is the journey from understanding to application, and it is crucial for fostering rational judgment and higher-order thinking skills in higher education.

Social presence, as initially described by Rourke et al. (2001) and further detailed by Garrison (2009), is the process where learners infuse their personal traits into the community, thereby building trust and mutual respect, both vital for cognitive exploration (Garrison, 2009; Gogus, 2023; Gutierrez-Santiuste & Gallego-Arrufat, 2017). This concept encapsulates learners' capacity to express themselves socially and emotionally, fundamental for forming connections, interpersonal relationships, and establishing trust (Castellanos-Reyes, 2020; Garrison, 2017; Garrison et al., 2000). As suggested by Junus et al. (2022), this presence is key to fostering social and emotional connections, particularly as it enhances communication skills and comprehension in online collaborative learning environments.

Teaching presence, as defined by Anderson et al. (2001), involves the design, facilitation, and direction of cognitive and social processes to realize meaningful learning outcomes, a guiding force within the CoI framework. This presence encompasses the critical roles of online teachers to design, organize, facilitate, and direct learning activities to achieve desired outcomes (Akbulut et al., 2022; Anderson et al., 2001; Caskurlu et al., 2021; Garrison, 2017). Junus et al. (2017) assert the benefits of integrating a cognitive apprenticeship approach into the CoI model for achieving learning objectives and skill development in online settings. This method balances structure with flexibility, combining instructor guidance and student exploration. The use of appropriate technologies in virtual learning environments further enhances this presence, ensuring that learning processes are both engaging and effective (Cleveland-Innes et al., 2019; Garrison, 2017; Garrison et al., 2000).

Recent studies have introduced 'emotional presence' as a fourth dimension to the CoI framework, concentrating on the affective aspects of learning (Cleveland-Innes et al., 2013; Cleveland-Innes & Campbell, 2012; Swan, 2019; Majeski et al., 2018; Williams, 2017). This expansion accounts for learners' emotional experiences in digital education (Fox, 2018; Jiang & Koo, 2020) and facilitates dynamic interactions between teachers, learners, and content within the CoI

framework. Furthermore, the shift to online learning during the COVID-19 pandemic accentuated the CoI framework's relevance in online higher education research and practice (Shea et al., 2022). Shea et al. proposed adding 'learning presence' to the framework, enhancing our understanding of collaborative online learning regulation. These new dimensions in the CoI framework present valuable opportunities for future research to explore and validate the roles of emotional and learning presences in online learning contexts.

Various studies have substantiated the interrelation of the CoI's elements (Heilporn & Lakhal, 2020; Lee et al., 2020; Shea et al., 2022). Heilporn and Lakhal (2020) validated the CoI instrument in French-speaking contexts, confirming its reliability and suggesting refinements for greater clarity. Lee et al. (2020) explored the influence of cognitive and social presence on e-learning satisfaction, noting teaching presence as a critical link and environmental factors like content quality as key moderators. These insights point to the necessity of well-designed e-learning platforms. Extending this understanding, research by Hilliard et al. (2019) and Akay (2021), along with Rachman et al. (2021), demonstrates the CoI framework's effectiveness in diverse English learning contexts. Hilliard et al. and Akay focused on online environments, while Rachman et al. showed its utility in enhancing autonomy and intelligence through group activities in a Philippine high school. These studies indicate the need for broader investigation into the CoI framework's application across varied cultural and educational settings, underlining its potential in Indonesian online English learning environments.

Method

Research design and participants

This study, part of a larger project on online teaching at private universities in Seattle, USA, and Jakarta, Indonesia (Ebersole et al., under review), employs a case study approach focused on the CoI Framework in diverse cultural contexts. Participants were selected using a student-nominated purposive sampling method. Instructors were identified through a survey where students named those, they considered most effective in online instruction. This process led to the selection of three instructors from the English Department at a Jakarta university, known as Instructor 1 (I1), Instructor 2 (I2), and Instructor 3 (I3), from a broader group of ten across various disciplines.

This method ensures a focus on instructors recognized by their students for effective online teaching, offering insights into successful instructional strategies within the Indonesian context. The findings from these instructors will enhance understanding of the CoI framework's application in online English education, providing valuable perspectives on pedagogical methods in diverse educational environments.

Data collection

Data collection involved semi-structured interviews designed to deeply explore instructors' experiences. Conducted in Indonesian for participants' comfort and to capture nuanced expression and cultural subtleties, the interviews also catered to the interviewees' proficiency in English. Each session, lasting about 60 minutes, was recorded with the interviewees' consent. Two researchers conducted all interviews to maintain interrater reliability and consistency. Upon completion of

the interviews, recordings were transcribed verbatim to aid in coding and analysis. To accommodate a non-Indonesian speaking research team member and ensure global understanding, the transcription was translated into English by an independent translator and proofread by two bilingual researchers for clarity and equivalence.

Instruments

The study's interview protocol, adapted from Damm's (2016) version of Arbaugh et al. (2008)'s CoI Survey, was originally designed for students but modified to target instructors, focusing on their perceptions of the three CoI presences in online courses. While each instructor was asked a consistent set of standardized questions to ensure uniformity in data collection, the protocol also included flexibility for follow-up questions. This approach allowed for deeper exploration into each instructor's unique experiences and perspectives. Such modifications and the inclusion of probing questions were integral to capturing the nuances of instructors' experiences in online teaching, aligning the tool with the study's specific objectives.

Data analysis

To address the first research question on effective strategies for enhancing student engagement, the co-researchers reviewed the transcriptions with particular attention given to practices associated with instructional strategies. The identification of specific keywords and themes was grounded in the principles outlined by Fiock (2020), which underline the practical aspects of online teaching. This data-driven approach, as opposed to a purely theoretical one, ensures a systematic identification of patterns and themes emerging from the instructors' narratives. This methodology helped illuminate the perceived effective strategies for enhancing student engagement within online English courses. The method of thematic analysis aligns with the qualitative research tradition, where co-researchers code and collate datasets, then review, refine, and define recurrent themes to derive valuable insights (Braun & Clarke, 2006).

For illustration, in the analysis of the 'Adaptive Teaching Methods' strategy, segments where instructors referenced tools like Zoom or the challenges of replicating classroom experiences online were coded. Discussions that included issues with student recordings, the use of breakout rooms, or the incorporation of external resources were grouped under the 'Adaptive Teaching Methods' theme. This theme represents the instructors' proactive approaches, adaptability, and commitment to improving the online learning experience, as supported by the literature (Castellanos-Reyes, 2020; Goh, 2020; Guo et al., 2021; Tan, 2021). The systematic coding and collation of data provided a clearer understanding of the strategies effective for engaging students in online English courses.

The coding scheme employed to address the second research question on the manifestation of the CoI framework in collaborative learning activities was referenced from Garrison et al. (2000). This scheme, specifically designed to assist researchers in coding for CoI in qualitative datasets, was crucial for analyzing the data effectively. The categories and indicators in the coding instrument were organized by presence, providing explicit examples for coders to guide their data analysis. For instance, discussions about brainstorming, reading materials, and

asking questions were coded as evidence of cognitive presence. Mention of tools like Zoom was coded as evidence of teaching presence, while expressions of concerns, communication, and group assignments were identified as evidence of social presence.

Findings and Discussion

Findings

This section presents the key findings of the study, aligning them with the research questions outlined in the introduction. The first question focuses on identifying effective strategies for student engagement, while the second delves into these strategies' theoretical foundations through the CoI framework. This exploration aims to understand how these strategies fit within an established educational framework and respond to the specific challenges of online English education in Indonesia. The following sections present and discuss findings derived from interviews with instructors in the English Department.

Effective strategies for student engagement in Indonesian online English courses

In the shift from traditional to virtual classrooms in online education, a primary focus for educators is maintaining student engagement. This study, centering on the Indonesian cultural context, explores instructors' experiences in the English Department to identify effective engagement strategies for online English courses. Interviews with three instructors have uncovered a range of strategies, which are summarized in Table 1. These strategies encompass adaptive teaching, emotional connection, and clear communication. Table 1 details how these strategies, including Adaptive Teaching Strategies for diverse learning needs, Emotional Connection to enhance student-instructor rapport, and Clear Communication for participation, are utilized in practice to foster an engaging and effective online learning environment.

Table 1. Strategies for online student engagement

No	Strategy	Example Quotes
1.	Adaptive Teaching Strategies	
	Identification of Challenge	"…this isn't a face-to-face meeting in a classroom, so how do I create material where students at home can still enjoy it, feel like they're in a classroom, as usual? The interaction with their peers is absent, direct interaction is missing." (I1); "… early on it was still confusing, I asked them to record, so asynchronous … Then I thought, 'Well, instead of having them record individually which is heavy to upload and also heavy for them to download', I learned those methods, and it turns out there's a breakout, so I tried the breakout room." (I1)
	Immediacy of Action	"I learned those methods, and it turns out there's a breakout, so I tried the breakout room." (I1) "So, I immediately use the breakout room feature in Zoom, and then the discussion takes place right there... within the breakout room itself, I control... But with the classroom breakout, you can see the presence of a [learning community] …" (I3) "…when using Zoom, usually what I do—firstly, I place them in breakout rooms. For instance, if there's a specific topic, they've already been given a task beforehand, whether it's for

No	Strategy	Example Quotes
	Strategic Implementation	discussion or brainstorming. I then give them time to share with each other in the breakout room, …" (I2) "Reading newsletters and articles from other campuses for ideas." (I1) "So, I immediately use the breakout room feature in Zoom, and then the discussion takes place right there…" (I3)
	Proactivity in Seeking New Resources	
2.	Emotional Connection	
	Empathetic Understanding	"I see if I do the project, right, it doesn't burden them either; … I create material where students at home can still enjoy it, …" (I1) "… someone would say, … My internet was down or something … I do try to keep it minimal, … select just one or two tools … for the entire class in one meeting … so as not to burden them." (I2) "… early on it was still confusing, I asked them to record, so asynchronous … instead of having them record individually which is heavy …, I learned those methods, … so I tried the breakout room." (I1)
	Inclusivity	"… I go back to my philosophy was inclusive learning, so inclusive learning in context that all should be able to be involved and collaborative earlier…" (I3)
	Partnership	"the students are not as my student but as a partner, as a collaborative learner that I also have to be friends in it…" (I3) "...usually what I do—firstly, … in breakout rooms …, they've already been given a task beforehand, whether it's for discussion or brainstorming. I then give them time to share with each other in the breakout room…" (I2)
	Genuine Connection	"… more clearly personal interaction cannot be replaced whatever the technology." (I3) "What confused me was preparing the material... so how do I create material where students at home can still enjoy it, feel like they're in a classroom, as usual?" (I1).
3.	Clear Communication	
	Replicating Traditional Classroom Dynamics	"… so how do I create material where students at home can still enjoy it, feel like they're in a classroom, as usual?" (I1)
	Simplification of Tools	"someone would say, … My internet was down or something … I do try to keep it minimal, … select just one or two tools … for the entire class in one meeting … so as not to burden them." (I2)
	Structured Learning Environment	"Most of the time I use … Google Slides, so I've created a template .. , I can chat directly with groups too, so even if I'm no longer in their breakout room" (I2) "So, I immediately use the breakout room feature in Zoom, and then the discussion takes place right there... within the breakout room itself, I control ... But with the classroom breakout, you can see the presence of a [learning community]" (I3)

Note: I1 = Instructor 1, I2 = Instructor 2, and I3 = Instructor 3

Adaptive Teaching Strategies. An instructor's ability to adapt and implement innovative teaching strategies is crucial for maintaining student engagement. The transition to virtual platforms presents unique challenges and opportunities, compelling educators to adopt flexible and creative approaches. The analysis of interview transcriptions revealed four key strategies for successful online teaching: identification of challenge, immediacy of action, strategic implementation, and proactivity in seeking new resources. These strategies highlight the instructors' adept modification of teaching strategies to meet the specific demands of the virtual classroom, focusing on enhancing student interaction and integrating appropriate technological tools.

For instance, Instructor 1 (I1) acknowledged the challenge of replicating the classroom experience in an online setting, especially in terms of student interactions. They reflected, "… so how do I create material where students at home can still enjoy it, feel like they're in a classroom, as usual? The interaction with their peers is absent, direct interaction is missing." This concern illustrated identification of challenge, recognizing the difficulties posed by online teaching and the need for adaptation.

In terms of immediacy of action, both I1 and I3 quickly adapted to online teaching challenges by utilizing Zoom's breakout rooms for more interactive and engaging student discussions. I1 shared their experience, noting, "… early on it was still confusing, I asked them to record, so asynchronous … Then I thought, 'Well, instead of having them record individually which is heavy to upload and also heavy for them to download', I learned those methods, and it turns out there's a breakout, so I tried the breakout room." Similarly, I3 exemplified this immediate response to the virtual environment, stating, "So, I immediately use the breakout room feature in Zoom, and then the discussion takes place right there…" These actions by I1 and I3 highlighted their quick adaptation and proactive approaches in enhancing student engagement online.

Strategic Implementation was evident in Instructor 2 (I2)'s approach. They stated, "…when using Zoom, usually what I do—firstly, I place them in breakout rooms. For instance, if there's a specific topic, they've already been given a task beforehand, whether it's for discussion or brainstorming. I then give them time to share with each other in the breakout room, …". This strategy demonstrated a thoughtful process of integrating collaborative learning activities within online teaching.

Proactivity in seeking new resources was exemplified in I1's approach to enhancing their strategies, evident from their statement, "Reading newsletters and articles from other campuses for ideas." Instructor 3 (I3) also displayed this proactive approach, particularly in their use of Zoom's breakout room feature to enhance student engagement. I3 explained, "So, I immediately use the breakout room feature in Zoom, and then the discussion takes place right there... within the breakout room itself, I control... But with the classroom breakout, you can see the presence of a [learning community] …" This illustrated I3's initiative in utilizing interactive tools to create a more connected and community-oriented online learning environment.

The interview data highlighted the instructors' commitment to enhancing student engagement by actively exploring and integrating new teaching strategies into their online courses. Their approaches, labeled identification of challenges,

immediate action, strategic implementation, and proactivity in seeking new resources, provide a comprehensive view of their adaptive teaching and commitment to enhancing the online learning experience for students. From the thematic data analysis, adaptability in teaching strategies emerged as a significant theme. Equally noteworthy was the theme surrounding the emotional aspects of online teaching. The data revealed that the emotional bond between instructors and students played a fundamental role in the learning experience.

Emotional Connection. The data analysis highlighted the critical role of emotional connection in online education as a unique and vital component for cultivating a vibrant and effective learning atmosphere. This facet of teaching transcended the mere transmission of knowledge, focusing instead on fostering a nurturing, inclusive, and empathetic learning environment where students can thrive both emotionally and academically. The analysis identified four main aspects that significantly contributed to this emotional connection: empathetic understanding, inclusivity, partnership, and genuine connection. Each of these components, as revealed through the coding results, played an essential role in bridging the physical distance between educators and students. They collectively cultivated a sense of belonging, understanding, and motivation in the virtual classroom.

I1 exemplified empathetic understanding through their approach to material creation, specifically tailored to student' home learning contexts. I1's deliberate effort to replicate the engagement and warmth of a physical classroom setting was evident in their statement, "I see if I do the project, right, it doesn't burden them either; … I create material where students at home can still enjoy it, …". This reflected a profound sensitivity to the students' experiences and well-being, showing a deep commitment to accommodating their needs and preferences in the online setting.

I3 adopted inclusivity as a foundational philosophy in their teaching approach. By stating "… inclusive learning in context that all should be able to be involved and collaborative earlier…", I3 attempted to create an environment where every student could feel a sense of belonging and active participation. This commitment to inclusivity was to ensure that the online classroom was a space where diverse voices and experiences were acknowledged and valued, contributing to a richer and more holistic learning experience.

The concept of partnership was central to I3's teaching philosophy, viewing students not merely as learners but as active collaborators in their educational journey. I3's perspective, "the students are not as my student but as a partner, as a collaborative learner that I also have to be friends in it...," fostered a learning environment characterized by mutual respect, collaboration, and a deeper emotional bond. This approach transformed the traditional teacher-student dynamic into a more engaging and interactive partnership, enhancing the learning process.

Lastly, a genuine connection was stressed by I3's recognition of the irreplaceable nature of personal interactions, as captured in their statement, "… more clearly personal interaction cannot be replaced whatever the technology." This acknowledgment illustrated the importance of authentic human connections in an educational context. I3's emphasis on genuine interaction illustrated an understanding that while technology facilitates learning, it was the real, personal connections that truly enriched and deepened the educational experience.

These four aspects, empathetic understanding, inclusivity, partnership, and genuine connection, coalesced to form the backbone of emotional connection in online teaching. They illustrated how instructors could effectively bridge the virtual gap, creating an online learning environment that was not only intellectually stimulating but also emotionally supportive and engaging. The data analysis also indicated that while the emotional connection formed the bedrock of student engagement, clear communication stood out as another vital theme. The effectiveness of online teaching, as the findings suggested, greatly hinged on the clarity of communication. The data showed how instructors addressed this crucial aspect in their instruction.

Interviews with three instructors have revealed a variety of strategies for student engagement in online English courses, focusing on adaptive teaching, emotional connection, and clear communication. These strategies are integral to creating an engaging and effective online learning environment. The instructors showcased adaptive teaching by responding flexibly to the unique challenges of online learning, utilizing technology like breakout rooms and structured activities with tools such as Google Slides to foster student interaction and engagement. They also demonstrated a commitment to meeting students' diverse needs in a virtual setting. Emphasizing the importance of emotional connection, the instructors fostered empathetic understanding, inclusivity, and genuine partnerships with students, which were crucial in maintaining a supportive and motivating learning atmosphere. Their approach ensured that the online environment was conducive to both learning and student well-being, effectively addressing the unique challenges of online teaching in the context of Indonesian online English education.

Manifestation of the CoI framework in collaborative online English learning

As the study progressed from uncovering effective student engagement strategies in Indonesian online English courses to exploring their alignment with the CoI framework, a key research question emerged: 'How is the CoI Framework manifested in collaborative learning activities and practices in online English courses, considering the nuances of this specific cultural setting?' Analysis of interviews with three instructors revealed that, while not explicitly structured around the CoI framework, their teaching practices significantly aligned with its components, particularly teaching presence. This alignment was critical in understanding how instructors intuitively guided, managed, and directed the online learning process within the Indonesian context, demonstrating proactive engagement and adaptability with online tools and efforts to build a cohesive learning community. Table 2 provides a detailed illustration of these findings.

Table 2. Manifestation of the CoI framework in online collaborative learning

CoI Element	Category	Quote
Cognitive Presence	Triggering Event	"For a specific topic, they had already been given assignments beforehand, whether it's for discussion or brainstorming" (I2)

CoI Element	Category	Quote
	Exploration	"What do you think about this, what is your understanding?" Later, your friends will give you input, or give what you call it—comments" (I1) "I prepared materials and organized structured discussions, guiding students through the learning process." (I2) "I encouraged students to explore different viewpoints in breakout room discussions and collaborative tasks." (I3)
	Integration	"those who weren't presenting prepared by reading the materials and so on. Later on, they asked questions and other related activities." (I1) "What have you found out about this topic, or not? If it's related to their previous experiences, then they can also share that there." (I2)
	Resolution	"Usually the application is practical from the work, because the translation, … so they can experience … this is how to translate, oh if you translate this that's how it's done" (I1) "What are the lessons learned that they have obtained? This is one of the possible skills they can acquire, not a technical skill but a life skill" (I3)
Social Presence	Emotional Expression	"I always try to ensure that students feel like they're in a classroom, as usual," (I1) "I do try to keep it minimal... so as not to burden them," (I2) "... inclusive learning in a context where all should be able to be involved and collaborative," (I3)
	Open Communication	"I encourage students to share their thoughts openly." (I1) "I always emphasize that there are no wrong answers, just different perspectives." (I2) "I also have to be friends in it... personal interaction cannot be replaced whatever the technology." (I3) In fact, I prefer email, … and then there is a class representative. … I give an announcement, at the UVC [the University Virtual Class], they read the announcement for the communication" (I3)
	Group Cohesion	"group assignments are a great way for students to interact and learn from each other." (I1) "breakout rooms to facilitate group discussions and brainstorming sessions." (I2) "[learning community]" within "the classroom breakout." (I3)
Teaching Presence	Instructional Management	"I always start with a clear agenda for each session." (I1) "define the topics for discussion and initiate the conversation to ensure it stays on track." (I2) "Using UVC, I set clear objectives for each lesson." (I3)

CoI Element	Category	Quote
	Building Understanding	"I provide context and help students relate to the topic through my experiences." (I1) "I encourage students to share their personal stories, which enrich our discussions." (I2) "I always adhere to these 3 tenets: teaching is transformation, innovation, and collaborative learning." (I3)
	Direct Instruction	"I harness breakout rooms to channel group discussions, ensuring they're both focused and fruitful." (I1) "I steer the discussions in breakout rooms, offering prompts when needed." (I2) "I promptly activate the breakout room feature in Zoom, taking charge of the discussion therein." (I3)

Cognitive Presence. Cognitive presence, central to the CoI framework as outlined by Garrison et al. (2001), is crucial in fostering critical thinking and meaning construction within a learning community. This study examined how instructors in online English courses facilitated these processes. The findings stressed the instructors' roles in guiding students through the four stages of cognitive presence: initiating the process with a triggering event, encouraging exploration of concepts, aiding in the integration of ideas, and leading to the resolution where understanding was applied and solidified. These stages were reflected in the instructors' practices, showcasing their strategies to promote critical thinking and meaning construction among students in the virtual learning environment.

Triggering Event. This stage was marked by the recognition of initial challenges or issues, setting the groundwork for subsequent inquiry and exploration. For instance, I2 described the early phase of online teaching: "For a specific topic, they had already been given assignments beforehand, whether it's for discussion or brainstorming." This reflected the initial stage of engaging students and setting the context for deeper inquiry.

The triggering event stage, which involved recognizing a problem or issue that sparked inquiry, was less directly observed in the instructors' narratives. Although there was an implied sense of adaptation to online teaching, no instructor explicitly mentioned activities that directly corresponded to an initial sense of puzzlement or questioning, which typically marked the beginning of this inquiry process.

Exploration. During the exploration stage, instructors and students actively engage in the exchange and exploration of ideas, information, and experiences. This phase is characterized by an open inquiry and discussion, where diverse teaching strategies and student contributions are crucial in deepening understanding. In this stage, instructors in the study facilitated an environment where students could investigate various concepts, reflect on them, and articulate their thoughts.

I1 exemplified this approach by prompting students to share their understanding and then encouraging their peers to provide input and comments, as indicated in the quote "What do you think about this, what is your understanding? Later, your friends will give you input, or give what you call it—comments." This

strategy encouraged active participation and exchange of ideas, central elements of the exploration stage.

Similarly, I2 took an active role in shaping this exploratory environment by organizing structured discussions that guide students through their learning journey, as shown in "I prepared materials and organized structured discussions, guiding students through the learning process." This structured approach aided students in navigating through the course material while encouraging them to delve deeper into the subject matter.

I3's strategy of encouraging students to explore different viewpoints in breakout room discussions and collaborative tasks further enriched the exploration process. By fostering an environment where diverse perspectives were shared and discussed, I3 contributed to creating a dynamic and engaging learning space conducive to exploration.

Integration. The integration stage of cognitive presence involves the synthesis of new ideas and information with existing knowledge. This phase is characterized by students and instructors making connections between what they have learned and their prior experiences, thus deepening their understanding of the subject matter. It is a reflective and constructive process where the initial exploration of ideas evolves into a more cohesive and comprehensive understanding.

In this phase, I1 demonstrated effective facilitation of integration through activities that encouraged reading, questioning, and discussion. For instance, as I1 described "those who weren't presenting prepared by reading the materials and so on. Later on, they asked questions and other related activities." This approach encouraged students to not only engage with new information but also to reflect on it and relate it to what they already know, thereby fostering a deeper understanding.

Similarly, I2 contributed to this stage by prompting students to connect new topics with their prior experiences. I2 said "What have you found out about this topic, or not? If it's related to their previous experiences, then they can also share that there." This strategy supports the integration of new learning with existing knowledge, allowing students to construct a more nuanced understanding of the subject matter.

Resolution. In the resolution stage of the cognitive presence within the CoI framework, the focus shifts to applying and evaluating the new strategies and insights that have been developed through the earlier stages. This stage involves the practical application of learned concepts and the assessment of their effectiveness. It is where theoretical understanding is translated into real-world practice, allowing students to see the tangible outcomes of their learning journey.

I1 exemplified this stage by discussing the practical application of concepts learned in class. I1 describes: "Usually the application is practical from the work, because the translation, … so they can experience … this is how to translate, oh if you translate this that's how it's done." This excerpt suggested the importance of applying theoretical knowledge to practical tasks, enabling students to gain hands-on experience and a deeper understanding of the subject matter.

Similarly, I3 underlined the acquisition of skills that extend beyond mere technical knowledge, reflecting on the broader educational value of the learning experience. I3 mentioned "What are the lessons learned that they have obtained? This is one of the possible skills they can acquire, not a technical skill but a life

skill." This perspective underscored the importance of learning as a holistic process that encompassed both academic and life skills, contributing to the overall development of the student.

The resolution stage, as demonstrated by the practices of I1 and I3, marked the culmination of the cognitive journey within the online learning environment. It is where students can apply what they have learned in meaningful ways, thereby solidifying their understanding and appreciation of the course content. This stage is essential for ensuring that the learning process is not only about acquiring knowledge but also about integrating and applying it effectively in real-life contexts.

The cognitive presence within the CoI framework was not just a theoretical construct but a lived experience for instructors in this study. Their journey from initial challenges to successful adaptation exemplified the dynamic nature of online teaching and the continuous evolution required to ensure optimal student engagement and learning outcomes. While the transcriptions reflected the exploration, integration, and resolution phases of cognitive presence within the CoI framework, the triggering event was less evident in the instructors' experiences.

Social Presence. In analyzing the manifestation of the CoI framework in online English courses, particularly within the unique cultural setting of this study, the dimension of social presence emerged as another focus. This presence is the ability of learners to project their personal characteristics into the community, presenting themselves as real people (Rourke et al., 2001). In this study, this aspect was reflected in the instructors' emphasis on group assignments, student interaction, and attention to students' emotional well-being, which aligns with the three critical components of social presence: emotional expression, open communication, and group cohesion.

Emotional Expression. Emotional expression, a vital aspect of social presence, involves recognizing and responding to students' emotional states. The instructors created environments that support and resonate with students emotionally. I1 subtly conveyed this through efforts to create a familiar and comfortable learning atmosphere: "I always try to ensure that students feel like they're in a classroom, as usual." I2 showed sensitivity to students' emotional and workload concerns: "I do try to keep it minimal... so as not to burden them." I3 fostered inclusivity: "...inclusive learning in a context where all should be able to be involved and collaborative," thus ensuring an emotionally supportive learning space.

Open Communication. Open communication enables students to project their personalities and thoughts. The data showed how I1 fostered an environment of openness, actively urging students to share their thoughts freely as evident in their statement "I encourage students to share their thoughts openly." I2 created a space that values diverse viewpoints, reinforcing the idea that all perspectives are valid: "I always emphasize that there are no wrong answers, just different perspectives." Meanwhile, I3 demonstrated an understanding of the balance between direct and indirect communication methods, necessary in respecting the traditional hierarchy and indirect communication styles. I3 stressed the importance of personal interactions in enhancing genuine communication, as they noted, "I also have to be friends in it... personal interaction cannot be replaced whatever the technology." However, I3 also illustrated the use of structured, hierarchical communication, as

evidenced by their preference for using email, LMS, and class representatives for disseminating information, as stated: "In fact, I prefer email, … and then there is a class representative. …I give an announcement, at the UVC, they read the announcement for the communication." This approach reflected a blend of open dialogue with adherence to structured communication channels, respecting traditional authority while adapting to online communication nuances.

Group Cohesion. Group cohesion was actively fostered by the instructors through collaborative activities. I1 recognized the value of group assignments for facilitating interaction and mutual learning, noting, "Group assignments are a great way for students to interact and learn from each other." I2 employed breakout rooms to enhance group discussions, stating, "I use breakout rooms to facilitate group discussions and brainstorming sessions." Meanwhile, I3 worked to cultivate a learning community within the online classroom, as evidenced by their approach: "[learning community]" within "the classroom breakout."

Social presence played a crucial yet subtle role in the online learning experience of this study. The findings reveal the instructors' dedication to emotional support, open communication, and group cohesion, manifested through creating engaging learning environments and promoting interactive group activities. These efforts not only facilitated knowledge acquisition but also fostered a sense of community and belonging among students in the virtual classroom.

Teaching Presence. Teaching presence is the design, facilitation, and direction of cognitive and social processes to achieve meaningful and worthwhile learning outcomes (Anderson et al., 2001). This concept is particularly relevant in online learning environments, where the dynamics of teaching require distinct approaches. Drawing from this perspective, this section analyzes the roles and practices of instructors in online English courses, focusing on how they embody the three critical functions of teaching presence: instructional management, building understanding, and direct instruction (Garrison et al., 2000).

Instructional Management. Exploring how different instructors approach effective instructional management is the focus of the following analysis. The data revealed that instructors employed structured approaches to enhance learning effectiveness. I1 focused on organization and clarity, as evidenced by their approach, stating, "I always start with a clear agenda for each session." This strategy ensured that each class was well-planned and objectives were clearly communicated to students.

I2's strategy involved actively shaping the learning environment, demonstrated by their method where they said, "I define the topics for discussion and initiate the conversation to ensure it stays on track." This approach highlighted the importance of guiding discussions and maintaining focus on the learning objectives. Furthermore, I3 emphasized the use of technology to facilitate structured learning, describing their technique by stating, "Using UVC, I set clear objectives for each lesson." This statement reflected a commitment to clear and goal-oriented instruction, using digital tools to define and communicate lesson objectives effectively.

Collectively, these instructional strategies — clear agenda setting by I1, focused topic definition and conversation initiation by I2, and clear objective setting using technology by I3 — demonstrated a strong emphasis on structured and well-

defined instructional management. This approach is key for effective teaching and learning in an online environment.

Building Understanding. In building understanding, instructors focus on connecting the course material with the student's experiences and backgrounds, thereby fostering a more inclusive and relatable learning environment. Building understanding is to pave the way for constructing deeper meaning. The instructors' focus on interweaving personal narratives and insights fosters a richer connection.

I1 emphasized context by saying "I provide context and help students relate to the topic through my experiences." This approach bridged the gap between theory and real-world application. I2 noted "It's about personal stories. I encourage students to share their personal stories, which enrich our discussions." This strategy highlighted the value of diverse perspectives in enriching the learning experience. I3 shared their teaching philosophy in "I always adhere to these 3 tenets: teaching is transformation, innovation, and collaborative learning." This statement reflected a commitment to dynamic and interactive teaching methods.

Direct Instruction. Direct instruction is a critical component in actively facilitating and steering the learning process, particularly through the use of digital platforms. Using interactive methods, I1 detailed their approach: "I harness breakout rooms to channel group discussions, ensuring they're both focused and fruitful." This method showcased how effectively online tools can be used to facilitate engagement. In contrast, I2's active role in discussions was captured in their words, "I steer the discussions in breakout rooms, offering prompts when needed," demonstrating their hands-on involvement in guiding the discourse. Emphasizing timeliness and the critical role of responsiveness and control in the online teaching environment, I3 remarked, "Timeliness is key. I promptly activate the breakout room feature in Zoom, taking charge of the discussion therein,"

The teaching presence within the CoI Framework is the linchpin of successful online education. The instructors' adept use of digital tools and their hands-on approach to directing the learning journey guarantees a fruitful teaching and learning experience. Their endeavors to offer lucid instructions, interlace personal stories, and guide dialogues suggested their commitment to cultivating a potent teaching presence, amplifying student engagement, and meeting the set learning outcomes.

In addressing the second research question, the study uncovered three key aspects of the CoI Framework as applied in Indonesian online teaching. First, cognitive presence was manifested practically in the instructors' journey from facing initial challenges to successful adaptation, reflecting the dynamic nature of online teaching. The triggering event phase, however, was less evident in their experiences. Second, social presence, while subtler than cognitive and teaching presences, played a critical role in fostering emotional support, open communication, and group cohesion, thus contributing to a supportive learning community. Lastly, teaching presence was identified as a cornerstone of successful online education, with instructors using digital tools and personal engagement effectively to guide the learning process, enhancing student engagement and meeting learning objectives. These findings collectively showcase the practical application of the CoI Framework elements in enhancing the effectiveness of online education.

Discussion

Insights into results from Indonesian cultural prism

In the Indonesian cultural context, where respect for hierarchy, high regard for educators (guru), and communal harmony are fundamental, this study's findings shed light on a distinctive educational communication style. These values foster an approach that combines clarity and openness with a respectful level of indirectness, emphasizing order maintenance in educational interactions. From this perspective, the study's findings can be interpreted in light of the three presences within the CoI framework that emphasize cognitive, social, and teaching presences (Castellanos-Reyes, 2020; Garrison et al., 2000).

This study supports the significant role of teaching presence within the Indonesian context, where instructors are traditionally viewed as key knowledge providers. This is reflected in their approach to structuring online learning environments, as also noted by Junus et al. (2017). Instructors adeptly blended their conventional teaching roles with online education requirements, using technology to provide clear, organized, and structured instruction. This reflects a nuanced balance between upholding the traditional reverence for teachers and adapting to the dynamics of online learning. Such strategies ensure effective knowledge transmission while adhering to cultural norms of respect and seniority, demonstrating the adaptability of Indonesian educators in an evolving educational landscape.

Indonesian cultural norms, favoring indirect communication to maintain respect and avoid confrontation, may explain the less pronounced triggering event in cognitive presence. Typically characterized by an initial sense of puzzlement or questioning, the triggering event might conflict with the cultural norm of presenting information in a more implicit manner and respect for established knowledge frameworks. However, this indirectness does not equate to a lack of clarity or openness. Instead, it is a nuanced way of conveying information that aligns with cultural norms, evident in the way instructors guide the cognitive process from identifying teaching challenges to adapting methods for online delivery. This cultural preference for indirectness suggests a nuanced approach to initiating inquiry and exploration in online learning.

In the Indonesian educational context, the study revealed a nuanced approach to social presence, characterized by a blend of emotional expression and structured, respectful communication. This approach aligns with the Indonesian preference for indirect communication, aimed at preserving harmony and respect within hierarchical relationships. It is evident in how instructors and students interact in online settings, promoting discussions and personal exchanges while respecting cultural hierarchies. The use of class leaders to relay information embodies this balance, fostering delegation and empowerment within established structures. This unique approach to social presence in Indonesia offers insights into the cultural adaptation of online learning, contrasting with more direct communication styles prevalent in other educational systems.

The significance of teaching presence in cognitive and social processes, as revealed in this study, echoes Lee et al. (2020), who stressed the impact of cognitive and social presence on e-learning satisfaction, suggesting teaching presence as a crucial binding element. Instructors play a crucial role in maintaining order and facilitating communication. The use of technology supports communication in an

organized and formal way, reflecting the adaptability of instructors in tailoring their teaching strategies to Indonesian educational culture. The indirect communication style, while maintaining cultural respect and harmony, poses challenges in achieving direct confrontation and immediate clarity in online discussions. These cultural nuances necessitate a deeper understanding and adaptation of the CoI framework in Indonesian online education settings.

This study's insights offer practical implications for tailoring online teaching strategies to align with Indonesian cultural norms. Future research should continue exploring the CoI framework's adaptability in diverse cultural settings and its effectiveness in different educational contexts, as also supported by Akay (2021) and Hilliard et al. (2019). Understanding these cultural nuances is paramount in shaping effective online pedagogy and fostering individual student experiences and learning independence.

Conclusion

The interview results of three online instructors in the English Department illuminates the significant role of teaching presence in guiding the learning process, with cognitive presence also playing an important part in fostering adaptability and problem-solving. Social presence, while more subtly manifested, is crucial for emotional support and community building. These findings gain deeper meaning within the Indonesian context, marked by respect for authority and indirect communication styles. This study provides insights into the dynamics of online teaching and learning within the Indonesian context, highlighting the importance of cultural understanding in shaping effective online pedagogy.

Future research should focus on how Indonesian cultural values impact the implementation of the CoI framework, particularly in enhancing collaborative learning and understanding. Investigating the nuances of social presence with these cultural traits could yield deeper insights into online student engagement. Additionally, exploring the cultural inclination towards indirectness and its potential influence on the less pronounced triggering event within the CoI framework could offer valuable insights. This aspect, typically characterized by an initial sense of puzzlement or questioning, might conflict with the cultural norm of presenting information in a more implicit manner and respect for established knowledge frameworks. Such exploration could provide further understanding of how cultural nuances influence the cognitive processes in online learning environments.

Practically, educators should balance cognitive development with fostering social connections, incorporating inquiry-based activities and group tasks that resonate with communal values. Integrating emotional presence strategies can further enrich online learning experiences. The interaction of these elements within the Indonesian cultural context offers a pathway for educators to develop more effective online teaching methods, ultimately improving student engagement and learning outcomes. This approach not only aligns with traditional Indonesian cultural values but also opens avenues for future research in exploring how these cultural nuances influence online teaching in different subjects and age groups within Indonesia and in similar cultural contexts elsewhere.

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