Neurolinguistic Programming (NLP): Its evaluation in the Lenses of Philosophy and education in higher education

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Abstract
One of the schools of educational philosophy referred to in the concept of English language learning in Indonesia is the philosophy of progressivism education (Haerazi, 2018). A very influential school of thought in educational philosophy in 20th century is progressivism. The effect of progressivism as one of very influential school of thought has been felt by many people around the globe, especially in teaching English at higher education in Indonesia. This present research aims to investigate EFL lecturers' perceptions and practices deal with the implementation of Neurolinguistic Program (NLP) in EFL classes at several universities in Indonesia. There are 83 participants in this study (42 or 50.60% female and 41 or 49,39% male). They are lecturers from various universities in Indonesia from western part of Indonesia to eastern part of Indonesia. Therefore, this study concludes that lecturers in higher education institutions in Indonesia have practiced and implemented various aspects of teaching within the NLP framework to improve students' communication skills and improve students' cognitive, psychomotor, and affective understanding. A variety of aspects of teaching in the classroom, namely suppleness, fastening, exploration, model, individual differences, direction, relationship construction, and emotional and intellectual drivers, gained agreement among teachers, shimmering an obligation to student-centered pedagogics as an important aspect to improve.
Key words: Neurolinguistic Programming (NLP), philosophy, education, higher education

1. Introduction

Nowadays, focusing on education as a profession may become real obstacle; given that all beginners increasingly show inccorrect attitudes towards school and learning (Pishghadam & Shayesteh, 2014). Therefore, teachers in schools and lecturers in universities need good teaching methods to handle the academic setting in the EFL classroom. An important way used to share knowledge and skill is neurolinguistic programming or NLP. NLP is an exciting approach to communication and personal development that was formed in the 1970s—and has become increasingly important in educational and teaching practice (Tosey, P., & Mathison, J. (2010)). Programming is generally associated with the fields of neurology and linguistics (Zeb, et al., 2021).

The Neurolinguistic Programming model states that individual practice is encoded in primary representational systems, which so called VAK (visual, auditory, and kinesthetic) (Kong & Farrell, 2012). Beginning in the 1970s at California University, United State of America, NLP states that particular experience is encoded through primary representational systems, such as visual, auditory, and kinesthetics (Amin & Bajaj, 2024).

NLP is a model of interactive communication which believes that language used in the society is closely related to behavioral patterns and neurological process

the belief that language is closely related to process of neurology and pattern of accepted through practice and that the authority of this relationship can be connected to attain aids in extraordinary individuals (Alroudhan, 2018). NLP is a group of techniques used to help people improve their communication skill, personal development, and overall well-being. NLP is based on the impression that there is a relationship between the process of neurology (neuro), language (linguistic), and

pattern of behavior that have been studied through practice (programming) (Levine, 2023). Therefore, Levine added that NLP is a set of techniques that aims to improve communication, self-awareness, and individual development; focuses on the relationship between neurological processes, language and behavioral patterns learned through experience; and is primarily used in fields such as psychology, therapy, and coaching, but some of its principles and techniques can be adapted to instruction of as EFL or L2.

2. Review of Literature

a. Philosophy and Neuroscience

Neuroscience is the interdisciplinary scientific investigation of neural processes. We usually identify these processes with the brain, but neurons are actually spread throughout the animal body (we have over 500 million neurons in our gut, which forms what is called the enteric nervous system). The reason neuroscience is interdisciplinary is because the research techniques from multiple disciplines are needed to understand neural processes. The most obvious are anatomy and physiology, which deal with the structure and operation of neurons and the larger structures that make them up (Betchel & Huang, 2022).

Betchel & Huang (2022) in their book entitled "Philosophy of Neuroscience" (2022) raise an interesting question, what motivates philosophers to study neuroscience? There are various motives. One is the idea that knowing about the brain tells us important things about ourselves that are relevant to other philosophical questions on topics such as whether human action is free, whether we can know our world, and what it means to be conscious. The second motive is to apply philosophical methods to problems in neuroscience. Philosophers often have skills that allow them to generate hypotheses, integrate findings, and clarify concepts in ways that are useful to neuroscience. One branch of linguistics that pays great attention to the human brain in relation to language and neuroscience is neurolinguistics.

b. Neurolinguistics

A modern dictionary (Hanks 1986) gives definition of neurolinguistics as 'the branch of linguistics that focuses on the language capacity encoding in our the brain', and the main emphasis in this field on the study of language after brain damage is a matter of pragmatic suitability (Collinge, 1990). Neurolinguistics has become a mature discipline because it can now investigate the relationship between neurology and linguistics by involving more experts from both sides, each drawing on insights from the other (Peng, 1985). Neurolinguistics is interested to study the relation between language and communication with a variety of aspects of the function of brain, in other words it investigates how the brain functions to produce utterances in language and communication (Ahlsén, 2006). As one of the important topics in the field of neurolinguistics, neurolinguistic programming (NLP) has been applied in learning and teaching process in English classes around the world, either as EFL or as an L2 (second language).

c. Defining Neurolinguistic Programming (NLP)

The term 'neurolinguistic programming,' first proposed by Bandler and Grinder, denotes to the alleged organized relationship between an individual's inner experience (neuro), their language (linguistic) and their pattern of behavior (programming) (Mathison, 2003). NLP ia an abbreviation for 'Neurolinguistic Programming' and has been popular around since the 1970s when the founders, Richard Bandler and John Grinder first modelled therapists Milton Erickson, Gregory Bateson, Fritz Perls and Virginia Satir. (The Association for NLP/ANLP). The ANLP defines NLP as follows: "NLP combines theories, models and techniques from a variety of scientific and

esoteric fields, to create accessible and understandable 'tools' that can be used by individuals, teams, and organizations and applied in a variety of contexts to improve outcomes, support well-being, and create change." Neurolinguistic programming was established by information scientist Richard Bandler and linguist John Grinder at the California University, Santa Cruz in the 1970s. From its inception, NLP has been viewed as a device to aid personal development and has been used widely since then. Neurolinguistic programming has applications in various aspects, namely therapy, medicine, law, business, sports, and education (Psychology Practice, 2020). Focusing on the beginning of the word, neurolinguistic programming consists of three words, namely neuro, linguistics, and programming. The word neuro means the brain and in what way we contemplate. Linguistics = in what manner we practice language and in what way it influences us. Programming = in what way we direct activities to attain targets (O'Connor, 2012; in Bogdan & Alexandru FURDUESCU, 2019).

Wełyczko (2016) argues that the etymology of the words building the abbreviation of NLP is as follows:

- N: neuro refers to relation with neurology, more exactly meaning that evidence gained by our sense is managed by the mind and nervous scheme;
- L: linguistics designates the relationship with the system of language, namely arguments and signs and attitudes – in this circumstance this system is used to code, establish, and subordinate meaning with our inner picture of the world and inner communication;
- P: programming specifies the relationship through information and technology, humans code, organize, then process practices in the same way, in this circumstance the human awareness can do something more, namely deleting, updating, then installing "human mental programming" to then transformation the way to think and act.

NLP incorporates three interrelated key terms: Neuro – Linguistic – Programming. Neuro encompasses the individual's thought processes involving how to employ our senses to comprehend what occur around us. Language encompasses words we use. How we use language and how it affects others, then programming encompasses behavior. How we shape our thoughts and responses and how this affects ourselves and others (Levine, 2023).

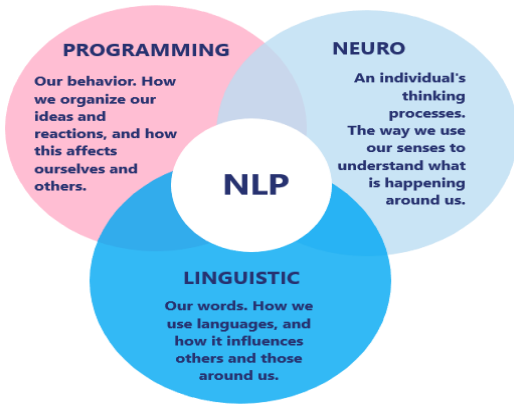


Chart 1. Neurolinguistic Programming (NLP)
(Levine, 2023)

Therefore, NLP can be measured as a procedure that supports self-management which can be well-defined as a very vital human competence related to "planning,

organizing and controlling one's own efforts while remaining consistent with decisions, priorities and motives behind actions taking into account opportunities for purposeful, efficient and timely achievement" (Wełyczko (2016).

d. Earlier Works of Neurolinguistic Programming (NLP)

Many research reports are reflected in some international scholarly journals dealing with NLP in a variety of purposes and disciplines. Those studies are as follows.

Table 1. The Earlier Works of NLP

Weldani & Muhammad, 2015).	The biggest role of NLP (Neuro Linguistic Programming) therapy is to help people communicate better with themselves, reduce unreasonable fears, control negative emotions and anxiety.
Kong, Eric & Farrell, Mark. (2012).	We intend this article to advance the understanding of NLP and its potential for organizational knowledge, learning, and memory through scientific inquiry.
Alroudhan, Hayat Eid (2018)	The study revealed that NLP not only provides techniques and solutions to problems occured but also enables teachers to form their own flexible responses to certain problems. In this study, NLP training was shown to have a significant effect on EFL learning.
Amin & Bajaj (2024)	In essence, all members may find it more effective to increase their implicit knowledge, both individually and collectively, through the application of NLP in their daily work.
Ali & Al-Muslimi (2024)	Integrating NLP techniques into language teaching and learning, providing practical means to overcome speaking difficulties and foster greater fluency and confidence among EFL students.
Mathison, Paul Tosey and Jane (2003).	The general aims of this study are to offer an informed perspective on the nature of NLP; to expand the academic literature on NLP; and to develop debate about its relevance to educational theory and practice.
Ali, Abdurrauf Mahbob Saif & Al-Muslimi, Fazee Khaled Alezi Mohammed (2024)	Research has shown that NLP is a powerful tool that can have a significant impact on the personal and educational lives of teachers and learners. NLP has the potential to improve overall quality of life, promote positive attitudes, provide support to overcome psychological challenges, facilitate better decision-making, improve communication skills, and encourage language learning. In the context of an ELT, NLP techniques have been explored in previous research to improve language learning and teaching skills.
Siddiqui, (2018)	Neuro-linguistic programming was originally created as a "Tool for enhancing communication skill" by R. Bandler and J. Grinder. NLP techniques and strategies can facilitate language learners and teachers by empowering them to make teaching and learning process more effective and goal-oriented. This also results in improved learner performance and competence. Some of the key concepts of neuro-linguistic programming are anchoring, mirroring, rapport building, modeling, future pacing, and metamodeling.

To visualize the topics dealing with neurolinguistic programming practices, we employ VOSviewer as a computer software tool for creating and picturing bibliometric systems. These nets may comprise periodicals, academics, or discrete publication, and all of them can be created and visualized according to quotation, bibliographical reference, co-citation, or co-authorship relations (app.vosviewer.com).

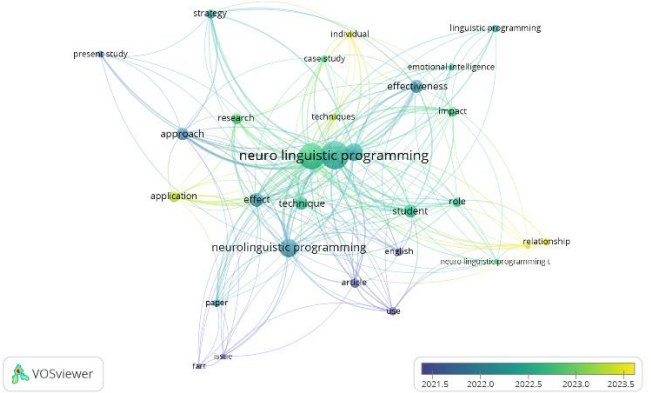


Figure 2. Overlay Vizualisation of NLP in VOSviewer.

When typing or entering the keywords or tittle words, - neurolinguistic programming, on June 4, 2025, it can be seen that the topic of neurolinguistic programming (NP) has been searched in relation with its effectiveness, application, emotional intelligence, linguistic programming, approach, technique, strategy, impact, role, and so on. From this overlay vizualisation, it is reflected that the green colour in the figure reveals the most common topic of neurolinguistic programming to search or access by readers or researchers.While the yellow color is the newests but less topic to access. This illustrates that the case study which comes to yellow indicating that the topic is barely accessed.

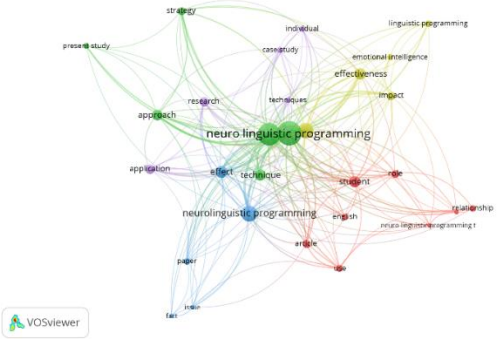


Figure 3. Network Vizualisation of NLP in VOSviewer

As illustrated on Figure 3, it can be seen that neurolinguistic programming has a relation with lots of aspects, namely approach, technique, English, student, article, individual, strategy, case study, etc. Those associated aspects have been investigated by previous researchers around the globe. However, research about neurolinguistic

programming particularly in effectiveness, impact, emotional intelligence, and linguistic programming are still low and considered new.

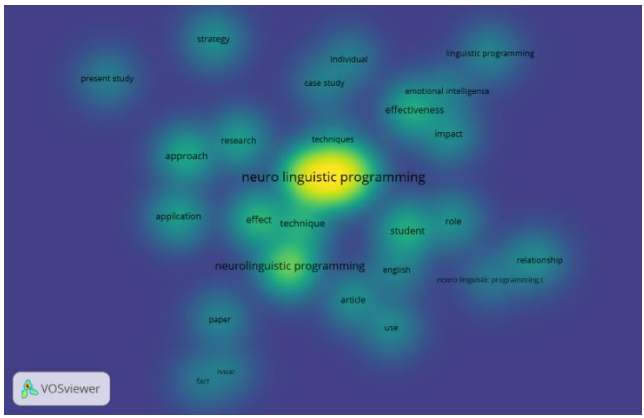


Figure 2. Density Visualization of NLP in VOSviewer.

Since the teaching - learning process in the EFL classroom requires various methods to give a quality teaching model. The density visualization of NLP as revealed on Figure 2 illustrates that NLP has been implemented for a variety of purposes: case study, its impact, its role, its effect, and so on. Therefore, the idea to conduct a case study on neurolinguistic programming (NLP) in the EFL classroom can contribute to the educational policy and educational practices in English English language teaching and learning.
The implementation of neurolinguistic programming in EFL classrooms in Indonesian higher education can benefit the value of schooling and the value of foreign language teaching.

e. Neurolinguistic Programming (NLP) in the Perspective of Philosophy

Kong & Farrell as cited in Shaari & Hamzah (2016) argue that initially, NLP was very vital in how humans position their involvements through the process of cognitive. From an ontological perspective, or the existence of reality, the idea of the structure of such experiences is essentially the development of human nature (Shaari & Hamzah, 2016). This shows that neurolinguistic programming is vital portion of the study of humanity and landscape, or philosophically referred to as humanology (Abdul Rahman, as quoted in Shaari & Hamzah, 2016). NLP, in a deeper perspective on ontology, it is alleged to be included in the element of psychology, which attracts a lot of attention to cognitive studies - which have an impact on the affective and psychomotor domains of humans (Shaari & Hamzah, 2016).
In the context of epistemology, we need to convey that NLP is derived from two main streams, namely rationalism (logic) and empiricism (senses). The main philosophical model of the neurolinguistic programming abridged in the expression 'the map is not the territory' (Witkowski as quoted in Shaari & Hamzah, 2016) explains how a person bases himself. In the context of epistemology, we need to convey that NLP is derived from two main streams, namely rationalism (logic) and empiricism (senses). The main philosophy of the NLP model summarized in the phrase 'the map is not the territory' (Witkowski as quoted in Shaari & Hamzah, 2016) explains how a person bases his behavior on unique elements of reason and freethinking. Every person's mind is different from each other because rationalism contemplates bias in the capacity to

think (which does not apply to non-humans because they are not capable to rationalize) (Abdul Rahman, as cited in Shaari & Hamzah, 2016).

In addition, in the epistemological context, Tosey and Mathison as cited in Shaari & Hamzah (2016) noted two aspects of how NLP relates to the construction of individual reality. First, NLP assumes that oral information may be verbatim records of an individual's internal practice. In contrast, individuals practice various senses to encode experiences inside and their exceptionality lies in how inner images produce thought procedures and related behaviors. Second, NLP grasps the concept that individual's language patterns show some of the process of epistemology that are depicted in a way we plan our domains toward experience then hence guide our activities. Regarding the interpretation of NLP from perspective of axiology, it is important for us to review the history of its growth. It is now recognized that NLP was inherited from the intent to model a set of intellectual and behavioral designs of successful individuals. This expressive goal embodies the status of ethics. In previous dialog of an epistemology of NLP, we touched on the component of practicality indorsed in NLP (Shaari & Hamzah, 2016).

Hypothetically, curriculum in education from 1994 to 2013 constantly denotes to the philosophy of education. If we look at the results of the curriculum analysis, the educational philosophy contained in the Indonesian curriculum is the philosophy of modernist, constructivist, and humanism-religion. The philosophy of education is considered the most dominant in influencing the current curriculum in Indonesia. For English teaching practices, this philosophy is employed. This can be known from the philosophy of language denoted and the theory of language learning used in the school. This study is constructed on the suitability of the approach of language, methods, then techniques employed in the class as reflection of the philosophy of education that follows it (Haerazi, 2018).

f. Neurolinguistic Programming (NLP) in the Lenses of Education

Bandler, R.W., (who is a mathematician) is known as the factual inventor of neurolinguistic programming in education, because he established the philosophy and logic of NLP. (Bogdan & Alexandru FURDUESCU, 2019). Neuro Linguistic Programming was one of the procedures used in therapy to deal with fear, but now it is used in education arena (Azzahro, Nur, 2025).

g. School of Thought of Philosophy in the EFL Teaching

The issue of how language is acquired has also received considerable critical attention among philosophers (Święczkowska & Piecychna, 2016). In the practice of teaching and learning language, teachers similarly apply various schools of philosophical thought in language teaching. Humanistic philosophy, for example, is very suitable for ELT techniques (Zeb et al., 2021). The philosophy of rationalism of mind and the philosophy of language are also important theories used in language teaching. Zeb, et al. (2016) stated that replications on the 17^{th} century of philosophy of rationalism of mind and current research directed in the arena of human mental capabilities show that many similarities can be seen between the two fields in relations of certain steps of speech advance and its corporeal characteristics. Rationalists think that the mind is the main source of knowledge, not external input (Owusu, et al., 2021). Constructivism philosophy is a common learning philosophy in this period. Constructivist realm is a mainstream that has a logical position in learning strategies and approaches. So, constructivism is very influential in the world of teaching (Yusuf & Arfiansyah, 2020).

h. Philosophy as a Basis for Thinking in Teaching EFL in Indonesia

Thinking or philosophizing is the initial foundation for humans to gain knowledge and shape it into knowledge. To carry out the procedure of foreign language (FL) learning,

a process of thinking or philosophizing is needed in order to understand linguistics and its implications in learning (Ardiel, et al., 2023). A foundation of philosophy is vital so that the spirit of language teaching can be achieved by the establishment of the existing foundation of philosophy, generally pre-existing values (Risadi & Premananda, 2023).

Related to the results of the curriculum analysis, the philosophy of education in the Indonesian curriculum is progressivism, constructivism, and humanist-religious. This philosophy of education is considered to have the most dominant influence on the current curriculum in Indonesia. For English language teaching, these philosophical practices are employed. This can be understood from the philosophy of language denoted to, and the implementation of language learning theory (Haerazi, 2018).

Behaviorism, constructivism, and humanism are three schools of philosophy that provide unique perspectives on language teaching. Constructivism emphasizes social interaction and direct experience to build communication skills, while behaviorism provides a strong foundation for mastering grammar through repetition and reinforcement. In contrast, the humanistic approach emphasizes the importance of psychological support to create a conducive learning environment and reduce student anxiety (Amri, 2024).

In addition to behaviorism and constructivism, the humanistic approach also has a significant influence on foreign language teaching. Humanism, which is rooted in the thoughts of Carl Rogers and Abraham Maslow, emphasizes the benefit of psychological besides emotional factors in the process of learning. According to this approach, students' motivation, self-confidence, and comfort in learning a language greatly influence their success in mastering a foreign language (Amri, 2024).

The main problem in the philosophy of language is how linguistic expressions have meaning so that the analysis of language no longer depends on technical logic, whether formal or mathematical, but rather on how language is used (Nasution & Zaim, 2023).

Munibi et al. (2024) argue that there is an important relation between philosophy and ELT within framework of the independent learning curriculum. First, philosophy provides guidance for the English language learning process. Second, English language learning can be viewed as an aspect of ontology in philosophy. Third, in the framework of the independent learning curriculum, ELL (English language learning) learning adopts the theory of constructivism. Fourth, the approach to ELL is in line with modern and postmodernist philosophical thinking. Fifth, the principles of ethical philosophy are applied in ELL (to build Pancasila character capabilities. Sixth, there is a reciprocal interaction between philosophy and English language teaching. Seventh, the value of axiology, epistemology, and ontology are reflected in the valuation of ELL. Eight, the theory of truth in philosophy is relevant to English language learning.

3. Research Method

A qualitative research method includes the gathering and analysis of nonnumerical data (e.g., texts, videos, and audios) to comprehend concept, opinion, or experience (Hennink et al., 2020; Liamputtong, 2020) as cited in Al-Heeh (2022). A qualitative research is applied in the research to recognize how people understanding the nature (Al-Heeh, 2022). A qualitative research paradigm is a procedure for scientific investigation that highlights the deepness and richness of situation and speech in understanding social phenomenon. Qualitative research viewpoints out for its exceptional capacity to detect the richness of social phenomenon involving human being experiences and perspectives (Lim, 2024). Qualitative research can also be defined as the study of the nature of phenomenon and is well well-matched to responding inquiries about why something is (not) practical, evaluating multifaceted multicomponent interferences, and focusing on improving interventions (Busetto, et

al., 2020). A qualitative research is not an easy choice, as it is often portrayed, nor is it a group of stories. It typically comprises a complex theoretical or philosophical context (Hammarberg, et al., 2016). On the one hand, this type of research (qualitative) can be used to collect in-depth understandings into a problem or make new ideas for study. Methodologically, this study applies quantitative research methods. Hammarberg, et al. (2016) argue that quantitative research generally involves systematic data collection about phenomena, by employing standardized measurement and statistical measurement. In difference, qualitative research involves methodical gathering, organization, explanation, and description of textual, oral, or visual data. Quantitative methods called quantitative paradigms or approaches are methods used to collect data using tests, questionnaires, and structured interviews. Quantitative study is the main tool for creating experiential relations (Stockemer, 2019). By implementing statistical analysis, a quantitative method not only let us to define phenomenon statistically, but also help us determine the relationship between two or more variables (Stockemer, 2019). Quantitative methods are a series of procedures that rely on numbers to describe experiential authenticity and assume a positivist philosophy that assumes that the societal world can be known by observers who measure its physical appearance (Schutt, 2012).

Procedures and Instruments

This present research used a descriptive qualitative method and data were collected through a survey using structure questionnaire from English as a foreign language (EFL) lecturers. We involved 83 (sixty-three) lecturers from English Language Education Study Program at higher education institutions in Indonesia, from western to eastern Indonesia. The choice of faculty members was carried out using purposive sampling method, guaranteeing that the sample was precisely selected based on the criterion and objectives of the study. The instrument was taken from the instrument of Neuro-linguistic Programming by Pishghadam and Shayesteh (2014) and Ginting and Hartati (2023) which consisted of 36 statements. This instrument consists of 8 factors: adjustable, attaching, attainment, modelling, individual differences, headship, building relationships, and emotional and cognitive drivers. The overall reliability coefficient was obtained r = 0.644 As a reference, Data were collected by distributing Google Forms to teaching staff at the university in Indonesia as reflected on table 3: the universities of participants. After being collected, individually answer underwent a careful scrutiny for accurateness and comprehensiveness. The collected data were then examined using IBM SPSS Statistics 21. Respondents transported their sentiments through a measure, with a score of '1' demonstrating a 'Disagree' attitude, and '2' indicating 'Agree.' To guarantee lucidity of data, participant responses were charted to specific interludes for deeper investigation. Individuals who scored between 1.0 and 1.49 were more likely to disagree. Responses falling within the range of 1.5 to 2.0 indicated agreement. Once all data was collected, each response underwent careful confirmation to confirm extensiveness and cogency. IBM SPSS (Statistical Package for Social Sciences) Statistics 21 was an essential tool used during the data analysis phase.

Data Analysis Techniques

This research employs SPSS to see the statistic descriptive which covers percentage, mean, Standard Deviation (SD), Skewness, and Kurtosis. SPSS stands for Statistical Package for Social Sciences, which is an application that can be used for statistical data analysis. This application was first launched in 1968 by SPSS Inc (Utopicomputers, 2019). SPSS is a statistical software package used to analyze data. Designed specifically to help researchers, social scientists, and statistical practitioners in conducting various statistical analyses, SPSS has become one of the most popular tools in the world of research and social sciences (Comedutec.Net, 2024).

Comedutec.Net adds that SPSS allows users to manage and analyze data of various types and sizes. This software provides an intuitive environment for processing data, conducting descriptive analysis, and producing output that can be easily interpreted. SPSS is very flexible and can be applied in various fields of research, ranging from social sciences, economics, to health sciences.
With SPSS, users can run various types of statistical analysis, such as regression, analysis of variance, t-test, and others. In addition, SPSS also has the ability to create data visualizations, making it easier to understand and interpret the results of the analysis (Comedutec.Net, 2024).

4. Results and Discussion

In this section, participant demographic information and statistical analysis descriptivley for NLP and percentage of answers to items as revealed in the instrument of the study and detailed explanations and discussions presented. Table 2 shows the circulation of participants in the survey showing participant demographic information (gender, age), frequency, and percentage.

Table 2. Demographic Information of Participants

Demographic Information		Frequency	Percentage
Gender	Female	42	50.60
	Male	41	49.39
Age	27 - 35	29	34.93
	36 - 40	19	22.89
	41 - 45	8	9.63
	46 - 50	9	10.84
	51 - 55	7	8.43
	56 - 60	5	6.02
	61 - 65	4	4.81
	66 - 70	1	1.20
	71 - 75	1	1.20
Education	S2 (Master's degree)	42	50.60
	S3 (Doctoral degree)	41	49.39

As revealed on Table 2 that there are 83 respondents in the investigation, 42 or 50.60% women and 41 or 49.39% men. The age ranging from 27–75, there are 29 or 34.93% of 27-35 years old, 19 or 22.89% of 36-40 years old and 8 or 9.63% of 41-45 years old. 9 or 10.84% of 46-50 years old, 7 or 8.43% of 5-55 years old, 5 or 6.02% of 56-60 years old, 4 or 4.81% of 61-65 years old, and 1 or 1.20% of 66- 70 years old and of 71-75% years old. There are 42 or 50.60% of the participants hold master's degree and 41 or 49.39% of the participants hold doctoral degree.

Table 3. The Universities of the Participants

Province	University	Frequency	Percentage
South Sulawesi	Universitas Negeri Makassar	37	44.57
South Sulawesi	Universitas Muhammadiyah Makassar	10	12.04
South Sulawesi	Universitas Kristen Indonesia Paulus Toraja	7	8.43
West Papua	Universitas Muhammadiyah Sorong	5	6.02

South Sulawesi	Universitas Muhammadiyah Enrekang	3	3.61
South Sulawesi	Universitas Sawerigading Makassar	3	3.61
South Sulawesi	Universitas Muhammadiyah Palopo	2	2.40
West Java	Universitas Pendidikan Indonesia (UPI)	1	1.20
Nusa Tenggara Barat	Universitas Nahdlatul Wathan Mataram	1	1.20
West Sulawesi	Universitas Sulawesi Barat	1	1.20
South Sulawesi	Universtias Handayani Makassar	1	1.20
South Sulawesi	Universitas Teknologi Sulawesi	1	1.20
North Kalimantan	Universitas Borneo Tarakan	1	1.20
Nusa Tenggara Barat	Universitas Muhammadiyah Bima	1	1.20
Papua	Universitas Musamus Merauke	1	1.20
South Sulawesi	Universitas Muhammadiyah Parepare	1	1.20
South Sulawesi	STKIP YPUP Makassar	1	1.20
South Sulawesi	Institut Parahikma Indonesia	1	1.20
West Sulawesi	ITBM Polewali Mandar	1	1.20
South Sulawesi	Sekolah Tinggi Agama Islam Sulawesi	1	1.20
Jakarta	BRIN	1	1.20
South Sulawesi	DAFI School	1	1.20
South Sulawesi	Sekolah Islam Athirah	1	1.20
	Total	83	100

Table 3 shows that there are 37 or 44.57% participants from Universitas Negeri Makassar. 10 or 12.04 are from Universitas Muhammadiyah (Unismuh) Makassar and 7 or 8.43% from Universitas Kristen Indonesia Paulus Toraja. The frequency and percentage for participants' universities are presented in detail in the Table 3.

Descriptive Statistics

Table 4 demonstrates the circulation of percentage, SD, Skewness, and Kurtosis for NLP items.

Table 4. Distributions for NLP Items (N = 83)

ITEM	Agree (%)	Disagree (%)	SD	Skewness	Kurtosis
NLP 1	78.2%	21.7%	0.414	-1.399	-.043
NLP 2	66.3%	33.7%	0.475	-.701	-1.547
NLP 3	85.5%	14.5%	0.353	-2.059	2.293
NLP 4	50.6%	49.4%	0.503	-.025	-2.049
NLP 5	6%	94%	0.239	3.765	12.474
NLP 6	8.4%	91.6%	0.279	3.047	7.463
NLP 7	89.2%	10.8%	0.312	-2.565	4.693
NLP 8	95.2%	4.8%	0.215	-4.297	16.871

NLP 9	96.4%	3.6%	0.187	-5.062	24.210
NLP 10	74.7%	25.3%	0.437	-1.157	-.678
NLP 11	94.0%	6.0%	0.239	-3.765	12.474
NLP 12	98.8%	1.2%	0.109	-9.110	83.000
NLP 13	100%	0%	0.000	-	-
NLP 14	97.6%	2.4%	0.154	-6.322	38.900
NLP 15	89.2%	10.8%	0.312	-2.565	4.693
NLP 16	96.4%	3.6%	0.187	-5.062	24.210
NLP 17	77.1%	22.9%	0.422	-1.314	-.280
NLP 18	97.6%	2.4%	0.154	-6.322	38.900
NLP 19	98.8%	1.2%	0.109	-9.110	83.000
NLP 20	92.8%	7.2%	0.260	-3.364	9.548
NLP 21	96.4%	3.6%	0.187	-5.062	24.210
NLP 22	100%	0%	0.000	-	-
NLP 23	12.0%	88.0%	0.327	2.375	3.729
NLP 24	84.3%	15.7%	0.365	-1.924	1.745
NLP 25	67.5%	32.5%	0.471	-.760	-1.459
NLP 26	96.4%	3.6%	0.187	-5.062	24.210
NLP 27	84.3%	15.7%	0.365	-1.924	1.745
NLP 28	91.6%	8.4%	0.279	-3.047	7.463
NLP 29	95.2%	4.8%	0.215	-4.297	16.871
NLP 30	95.2%	4.8%	0.215	-4.297	16.871
NLP 31	97.6%	2.4%	0.154	-6.322	38.900
NLP 32	91.6%	8.4%	0.279	-3.047	7.463
NLP 33	86.7%	13.3%	0.341	-2.208	2.944
NLP 34	71.1%	28.9%	0.456	-.947	-1.130
NLP 35	98.8%	1.2%	0.109	-9.110	83.000
NLP 36	84.3%	15.7%	0.365	-1.924	1.745

Cronbach alpha = .644

Descriptive statistics for the distribution scale for NLP Items are presented in Table 4. As shown in Table 4, participants' answers fluctuated from two points on the measure. The results revealed that participants achieved a percentage of 78.2% for the "agree" statement and only 21.7% for the "disagree" statement and SD = .414, with -1.399 for Skewness and -.043 for Kurtosis for NLP 1: I suppose my students to adjust to my teaching pace. The percentages were 66.3% for the "agree" statement and 33.7% for the "disagree" statement, SD = .475, with -.701 for Skewness and -1.547 for Kurtosis for NLP 2: I correct all language learners' mistakes. Participants obtained a percentage of 85.5% for the "agree" statement and only 14.5% for the "disagree" statement with SD = 0.353, with -2.059 for Skewness and 2.293 for Kurtosis for NLP 3: Learners can form groups freely. The percentage, SD, Skewness, and Kurtosis for perceptions of the participants' perception for number 4 to number 36 are evidently on Table 3. Finally, Table 3 also presents a normal distribution for all scales in this present study as illustrated by skewness and kurtosis value. The item's skewness and kurtosis values are mostly in the range -1 and +1. Univariate normality is considered to be supported according to the ± 2 threshold for the slope and kurtosis recommended by Kunnan (1998) as cited in Peng (2013).

Table 5. Flexibility Factors of Neurolinguistic Programming (NLP)

No.	Statements	Mean	Interpretation
1.	I hope my learners adjust to my teaching pace.	1.783	Agree
2.	I correct all mistakes made by language learners.	1.662	Agree
3.	Students are allowed to form groups according to their want.	1.855	Agree
4.	I run the class in a formal way.	1.506	Agree
5.	I use only one teaching method.	1.084	Agree
6.	I do not provide encouragement for my students' progress.	1.491	Agree
	Overall	1.491	Agree

Table 5 illustrates flexibility factors of the neurolinguistic programming (NLP) in the practices of teaching and learning in the EFL classroom setting. Overall, there is a compromise amongst lecturers on a variety of elements in their pedagogic, methodic, and didactic approach in EFL classroom. Lecturers notably approve the expectation that students should adjust themselves to the instruction rate. Lecturers also seem to correct students' language errors as feedback for students. Lecturers also agree to give students opportunity to form groups by deciding the members of the group freely. Hence, lecturers become classroom facilitators. Lecturers prefer to run the classroom in a formal way, use a single teaching method, and they do not employ reinforcement for students' successfulness. Ginting & Hartati (2023) argue that instructors courtesy a formal class structure and the use of a single teaching method, signifying a favorite for prepared, disciplined classroom atmosphere and certain pedagogical approach

Table 6. Attaching Factors of Neurolinguistic Programming

No.	Statements	Mean Score	Interpretation
1.	I ask successful language students to tell about their personal ways of progressing in class.	1.891	Agree
2.	I tell my students about their progress as a feedback.	1.951	Agree
3.	When necessary, I ask the students to speak aloud.	1.963	Agree
4.	I give specific tasks to each individual.	1.747	Agree
	Overall	1.888	Agree

In Table 6 deals with "Anchoring" in ELT Practices in EFL classroom. A common of lecturers looked to agree with several statements. For example, many of them asked successful students to express about their ways of achievement in the classroom. The lecturers also inform the students' achievement. Sentiment was also positive regarding the clarification of directions by requesting language learners to speak more clearly when necessary. But, regarding the idea of giving specific responsibilities to each learner. Overall, in this grouping, the dominant response leaned toward contract with the teaching approach presented.

Table 7. Evocation Factors of the Neurolinguistic Programming

No.	Statements	Mean Score	Interpretation
1.	I get my students' ideas about the topics taught in class.	1.939	Agree
2.	I give new challenges for my students.	1.988	Agree
3.	I welcome innovative and creative answers.	2.000	Agree
4.	I provide reward and punishment on my students' right and wrong answers.	1.975	Agree
	Overall	1.975	Agree

For the "elicitation" component in EFL classroom, it is clear that most educators agree with the methods used in the class. Many educators actively try to find their undergraduates' standpoints on class topics. Similarly, the rehearsal of introducing new trials to students is well-received. Lecturers at higher education institutions also create a variety of challenges to enhance students' creativity and innovation. New and creative answers are also welcome by all lecturers and the data collected reveal that all lecturers or participants agree with the statement and the mean score is 2.000. Providing reward and punishment on students' right and wrong answers are an interesting technique that has received approval. In general, lecturers incline to agree with the elicitation techniques delineated in this research.

Table 8. Modelling factors of Neurolinguistic Programming

No.	Statements	Mean	Interpretation
1.	I write new lesson materials on the board as an example.	1.891	Agree
2.	When students do not understand the lesson materials, I write them on the board.	1.963	Agree
3.	In the EFL teaching, I present new materials on the white board.	1.771	Agree
	Overall	1.875	Agree

Regarding modeling factor in EFL classrooms as stated in Table 8, the data powerfully stresses the usage of the whiteboard by lecturers in higher education as the primary tool for delivering lesson materials. Academics look to prefer the whiteboard as an important teaching multimodality, particularly when presenting new content or explaining unfamiliar or difficult topics as emphasized by large agreement across all reports. Instructors do not only use the whiteboard in EFL teaching but also as a means of clarification whenever students show confusion or lack of understanding towards unclear explanation. The constant use of the whiteboard throughout classroom process indicates its classroom dynamics (Ginting & Hartati, 2023). In global, the reliance on the use of the whiteboard in EFL classrooms is something that cannot be avoided. This is because, students' ignorance about a particular topic must be explained in detail on the whiteboard so that it sticks in their memory. In line with this, Ginting and Hartati (2023) argue that this dependence on the whiteboard-based teaching methodology highlights its consequence in enabling a rich visual learning experience for students.

Table 9. Individual Differences Factors of Neurolinguistic Programming

No.	Statements	Mean Score	Interpretation
1.	I strongly pay attention to individual differences.	1.975	Agree
2.	I often help my less able learners.	1.988	Agree
3.	I pay much attention to the eye contacts of language learners.	1.927	Agree
4.	I give language learners enough time to write on their textbooks and complete all class activities	1.963	Agree
5.	I try to give positive feelings in my students towards learning process in the class.	2.000	Agree
6.	I use only one teaching method.	1.120	Disagree
	Overall	1.829	Agree

Table 9 dealing with "individual differences factors on the NLP" reveal that the majority of lecturers at universities agree with paying attention to individual differences and students with less ability in EFL classroom. This shows that all lecturers agree the educational theory and practice that teachers need to treat students equally in the language teaching process. Lecturers pay attention to learners' activities including the students' eye movements which do not escape the lecturer's attention. As innovative lecturers, they give lots of time to students to consume many activities in the classroom. The lecturers also behave to creat positive feeling in their students toward the language learning. Related to individual differences, classroom activities, students with low intelligence, creating a positive impression for students about language learning, the lecturer's attention is very large. Only on the usage of one method in teaching in the class, which lecturers seem to disagree with. This means that the lecturer always applies various teaching methods in the classroom.

Table 10. Leading Factors of Neurolinguistic Programming

No.	Statements	Mean Score	Interpretation
1.	I provide my learners unfamiliar words for conversation.	1.843	Agree
2.	To conduct a conversation, I give the morphosytax needed.	1.674	Agree
3.	For better learning and understanding, I ask students to write down notes in their texbooks.	1.963	Agree
4.	I ask learners about teaching and speaking habit in class.	1.843	Agree
	Overall	1.831	Agree

In the "leading factors of the NLP" as revealed in the Table 10, the majority of lecturers agree with the statement "giving students words needed in conversation." This aims to provide students with the opportunity to communicate well. In the dialogue class, the lecturer also provides adequate explanations about grammar. Additionally, the majority of the lecturers found it indispensable for learners to take note for better learning and comprehending. The lecturers also give feedback about the students' achievement and speaking rate. Overall, this section shows that the teacher has made very good guidance efforts in the foreign language class.

Table 11. Establishing Rapport Boosters Factors of the Neurolinguistic Programming (NLP)

No.	Statements	Mean Score	Interpretation
1.	In answering questions, I give instructions to learners.	1.915	Agree
2.	I show my interest in the topic disseminated by my students.	1.951	Agree
3.	During teaching activity, I borrow some words or phrases used by language learners and I use the words in my teaching.	1.951	Agree
4.	I ask my learners to pay more attention to the sameness and differences of the topics.	1.975	Agree
	Overall	1.948	Agree

In the starting relationship boosters' factors of NLP as illustrated in the Table 11, the data reveal that the majority of lecturers give hints to students in other the students can participate in the classroom well. Similarly, the lecturers show their interest in the materials disseminated by the students. To respect students, lecturers use words and phrases that students frequently use in the classroom. To enhance students' critical thinking, the lecturers ask the learners to pay more attention to the sameness and differences of the topics presented in the classroom. Ginting and Hartati (2023) argue that guiding learners to recognize sameness and differences in topics is recognized as an effective way to enhance students' thinking critically. Overall, the teachers in this part show agree to all statements regarding the establishing rapport booster factors.

Table 12. Emotional and Cognitive Boosters Factors of Neurolinguistic Programming

No.	Statements	Mean Score	Interpretation
1.	I use note cards, CDs, posters, and other multimodalities.	1.915	Agree
2.	I like to call my learners by first names.	1.867	Agree
3.	I allow my learners move freely around the class during teaching process.	1.710	Agree
4.	I ask my learners to pay more attention to small details in the class.	1988	Agree
5.	I tell learners about myself and my own experiences in class.	1.843	Agree
	Overall	1.865	Agree

In the emotional and cognitive boosters section as explained in Table 12, the data show that the majority of lecturers agree that they make various teaching aids or multimodalities in the class. To build a good connection between lecturers and learners, lecturers call students by their personal or givern names. Ginting and Hartati (2023) reveal that there's a clear preference for using personal names when addressing students. This aims to build intimacy between lecturers and students. In addition, the purpose of building this intimacy is to minimize students' awkwardness, so that they can easily communicate with lecturers to improve their competence. The lecturers also let the students to move freely in the classroom but always under their control. The lecturers ask students to pay attention to all topics presented in the classroom.

Additionally, lecturers often share their experiences in front of students. This aims to motivate their students.

Discussion

The philosophical foundation of Neurolinguistic Programming (NLP) in education and language teaching has become paramount. This is because the philosophical purposes of education, especially the philosophical purposes of foreign language teaching in Indonesia has become vital as mandated by laws and government regulations. The purposes of national education are stated in Law No. 20 of 2003 Article 1 paragraph 2 which is based on Pancasila and the 1945 Constitution of the Republic of Indonesia. The definition of education is stated in Law No. 20 of 2003 Article 1 paragraph 1 which states "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state (Indonesian Advocates Congress, 2021).This goal reflects a comprehensive effort to build Indonesian people who are not only superior in knowledge and skills, but also have a strong moral and spiritual foundation. By believing and being devoted to God Almighty, students are expected to have religious values that serve as guidelines for life. In addition, noble morals are an vital component in making people who are capable to live ethically and be useful to society (Ruangguru, 2024).

Philosophical values as mandated in the Law have been reflected in the classroom through Neuro-linguistic Programming (NLP). These philosophical values are reflected not only in the cognitive domain but also in the psychomotor and affective domains. Humanist educational philosophy is an educational philosophy that positions humans or procedures for humanizing humans in the educational process. The theory of humanist educational philosophy is an eclectic philosophical theory, namely a theory that can utilize any theory as long as the learning objectives are achieved. In practice, humanist philosophical theory tends to direct students to be able to think, prioritize experience, and demand active student involvement in the learning process. (Mayasari, 2017).

Regarding the factors, such as flexibility, anchoring, idea mining, modeling, individual differences, leadership, relationship building, and emotional and cognitive drivers in Neuro-Linguistic Programming (NLP), the research results show the following:First, regarding the flexibility factor in the teaching and learning process in class, lecturers give students the freedom to be creative and innovative. This teaching flexibility becomes curriculum target in many countries. This is because it can improve students' innovation and creativity. Flexible curriculum delivery in higher education is beneficial, especially for students. With a student-centered approach, which encourages vigorous and supple engagement and learning, teachers are given the opportunity to develop the skills students need, which are valuable in metacognitive development (McGarry, et al. 2015).

Second, Overall, in the anchoring grouping, the dominant sentimentality leaned toward agreement with the teaching approach presented, including asking the successful language students to tell their progress in the classroom. The lecturers also allocate time to give specific tasks to each student.

Third, lecturers tend to agree with the elicitation techniques outlined in this study. The lecturers create new challenge activities in the classroom to give comment to students' right and inappropriate answers, etc.

Then, in individual differences factor section, only on the usage of one teaching method in the classroom, which lecturers seem to disagree with. This means that the lecturer always applies various teaching methods in the classroom. As innovative lecturers, they give students plenty of time to do many activities in class. The lecturers also behave to create positive feelings in their students towards language learning.

After that, for leading factors, this section shows that the teacher has made very good guidance efforts in the foreign language class. In which the lecturers provided feedback on students' achievement and speaking speed.
Later, for establishing rapport boosters factors, the teachers in this part show agree to all statements regarding the establishing rapport booster factors. Namely, the lecturers give the clues to students in answering the questions in the question and answer section, they also show their curiosity in appreciating the presented topics by students in classroom, and they use students' words and phrases to boost their motivation in learning.
Finally, in the emotional and cognitive boosters factors, the lecturers agree to all statements stated in the questionnaire. Such as, the teachers employ various learning aids, they call students' personal name to make intimacy, they also let learners to change their chair freely during the learning process to improve the students' innovation, creativity, involvement, and participation. The lecturers also frequently tell themselves and experiences to the classroom.

5. Conclusion

As previously stated, NLP has a primary attention on education, and education is the first step to receiving knowledge, especially tacit knowledge. Thus, NLP has a strong foundation in enabling organizational knowledge, learning, and memory (Kong & Farrell, 2012). One of the schools of educational philosophy referred to in the concept of English language learning in Indonesia is the educational philosophy of progressivism (Haerazi, 2018). Progressivism is a school of educational philosophy that has been very influential in the 20th century. Its influence is felt throughout the world, including the development of EFL teaching in Indonesia.
This study examines the perceptions and practices of English as a Foreign Language (EFL) lecturers in higher education institutions related to Neuro-Linguistic Programming (NLP) techniques in EFL classrooms. Therefore, this study concludes that lecturers in higher education institutions in Indonesia have practiced and implemented various aspects of teaching within the NLP framework to improve students' communication skills and enhance students' cognitive, psychomotor, and affective understanding. Various aspects of teaching, such as flexibility, anchoring, exploration, modeling, individual differences, leadership, relationship building, and emotional and cognitive drivers, gained consensus among lecturers, reflecting a commitment to student-centered pedagogy as an important aspect to be improved. This study then concludes that:
First, related to the flexibility factor in the EFL teaching process, lecturers give students freedom to be creative and innovative.
Second, overall, in the anchoring category, the dominant sentiment tends to agree with the teaching approach presented in all statements as revealed in the questionnaire.
Third, lecturers tend to agree with the information gathering techniques described in this research in terms of the associated factors with elicitation of the NLP.
Fourth, lecturers tend to agree with the information gathering techniques described in this study dealing with modelling factors.
Fifth, in the individual differences factor section, only the use of one teaching method in the classroom, which seems to be disapproved by lecturers. This means that lecturers always apply various teaching methods in the classroom to improve students' competence.
Sixth, for the main factor in the individual differences, this section shows that teachers have made very good guidance efforts in foreign language classes.
Seventh, for the relationship strengthening factor, teachers in this section show agreement with all statements regarding the relationship strengthening factor.

Finally, in the emotional and cognitive strengthening factor, lecturers agree with all statements stated in the questionnaire. In this section, lecturers behave to creat intimacy atmosphere to encourage students' motivation to take part in the learning teaching process.

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