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I Don't Know-ism and Its Effects on Learning in EFL Classes

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ABSTRACT

There was a belief in the past that teacher is the only source who knows everything. He had to answer all the questions. Nowadays this belief changed and scholars created the term I don't- know-ism. "It is an important educational attitude in versus of the traditional belief of teachers as knowledge providers and all-knowing authorities. In the past it was a tradition as teacher centered but the traditional idea and method changed with students' center. Students are involved in the class activities and

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collaboration. In this article we are going to focus on the term of I Don't know-ism as a power point for the students and teachers.

It is while students in a language class ask question and the teacher not sure to answer are don't want to answer, instead give chance to students in rode to find the answer by search through media and books, in result students become more curious and help them to find the best answer. This approach helps students to more intelligent and researcher and teacher to be more relax.

Keywords: I Don't Know-ism, knowing-authorities, knowledge - providers

1. INTRODUCTION

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى سَيِّدِ الْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ.

Teaching is one of sacred and important, at same time difficult. Teaching is a phenomenon which started from the time of human creation till know. In the past people thought that teacher must know everything and answer to all questions and "possessing all perfections". In modern time educational approaches gradually value curiosity, reflection, and shared discovery. I Don't Know-ism is the where teacher fell relax and inspires teachers to admit when they do not have an answer and to change such moments into opportunities for collective learning.

I Don't Know-ism build a friendly atmosphere and student-teacher relationship in the EFL classroom, in the society where cultural and linguistic differences often form classroom communication. I Don't Know-ism inspires a learning environment grounded in openness, collaboration, and the mutual pursuit of knowledge.

The term inspires teachers to be professional in his field also let his students to be more curios and researcher, for those what he doesn't know and want to know the educational position in where teachers acknowledge limits of their knowledge rather than imagining to have all the answers. The idea of I don't know is of Jean Piaget constructivism, rooted in intellectual humility and constructivist learning theory, highlights that knowledge is co-constructed through interaction and inquiry.

The teacher makes his teaching more interesting and valuable by Admission honestly the things that he doesn't know and let students to find the answer by using search engines and libraries. As teachers honestly admission that he is not sure to answer students understand that learning is a process of asking questions, making mistakes, and finding answers step by step.

In result the learners change to researchers and more confident and curious. They change from listener and passive listener and memorizer to active participant they begin to:

- To research issues and find the solution themselves,
- Create questioner,
- Inquire for new information,
- And deeply think about the issues they learned in the class.

This learner changed from passive memorizer to active collaborator and researchers.

Research Gap

Even though has been done on learner's participations and language anxiety in EFL classrooms, slight attention has been given to "I Don't Know-ism" as a distinct learning and teaching behavior. In majority of EFL classes, it is a belief that teacher must answer all students' questions, but no paid attention to saying I don't Know help learners to become curious and changed them from a passive learner to active researchers. Additionally, few research has been done on its causes and effects on learners' confidence, participation, and language development. So, there is gap exists in recognizing of how this phenomenon influences EFL learning outcomes.

Purpose of the Study

This study aims to investigate the causes of "I Don't Know-ism" and examine its effects on learning among EFL students.

Theoretical Background

- Lev Vygotsky (1978) a prominent sage in his theory of Constructivism said: Learning occurs through active exploration and the co-construction of meaning. Teachers act as facilitators rather than authorities. Vygotsky idea was later approved by Woolfolk, A. in (2016).
- The next theory is called (CLT) Communicative Language Teaching, focuses on interaction and negotiation of meaning—both of which thrive when teachers admit uncertainty and invite discussion.
- Vygotsky's Sociocultural Theory: Emphasizes collaborative learning within the Zone of Proximal Development (ZPD). When teachers admit "I don't know," they create opportunities for shared problem-solving.
- Humanistic Education: Encourages empathy, authenticity, and emotional connection, all of which are strengthened when teachers demonstrate vulnerability.

- Scholars also emphasized on the idea of I don't know-ism and valued of saying "I don't know." For instance, the early Islamic scholar Malik ibn Anas said that admitting uncertainty is like a shield against error.

Research questions

1. What factor cause teacher to have anxiety and fear to say I don't know when they face questions they don't know to answer students' in the class?
2. How the idea of I don't know-ism help students to become more curios and the teachers more confident?
3. What social, cultural, and school-related factors make students use "I don't know" as a way of communication in educational settings like Afghanistan?
4. How can "I don't know" become a learning opportunity for teachers and students in the classroom?

2.Literature Review

In modern educational systems, cultures, and disciplines, "I don't know-ism" is one of the series most frequently heard utterances in classrooms. It seems difficult because at the beginning it thought as to be a simple admission of lack of knowledge. When teacher say I don't know in order to help student to become more curious the phrase become famous as an opportunity for teachers and the students to learn in a friendly atmosphere. In this condition, "I don't know" becomes an opportunity for better learning and a common way of communication in the classroom.

In today's classrooms students may ask many questions from teachers and sometimes teacher may not be ready to answer, also scholars believe if we answer all students' question will lead students' to be passive listener instead of active learners. Previous research has consistently demonstrated that learner anxiety negatively affects classroom participation and oral communication in EFL settings. Horwitz et al. (1986) found that foreign language anxiety as a major obstacle to active engagement, while Liu and Jackson (2008) identified that nervous students were fewer ready to participate in classroom discussions. However, the researches provided appreciated insights into factors influencing learner's behavior, they do not exactly address the phenomenon of "I Don't Know-ism." As a result, we couldn't find how teacher's I don't know-ism effect on learning behavior of the students. Also, it remains unclear whether students' frequent use of "I don't know" responses is merely a symptom of anxiety or a distinct

classroom behavior with independent effects on language learning. This gap reviles the need for further study into the causes, effect and consequences of "I Don't Know-ism" in EFL classrooms.

In society such as Afghanistan teacher shame to say I don't know, students also lack confidence in their language ability or become passive learners who wait for the teacher to provide all the answers. As a result, "I don't know" can reflect fear, low confidence, unequal classroom power, or learned dependence rather than a real absence of understanding.

Regarding to this Lev Vygotsky (1998) agreed that others supports cause students to be better learners and learning happens through social interaction, discussion, and support from others. Student wouldn't learn effectively by remaining silent or always saying "I don't know." Instead, they develop understanding when teachers and classmates guide them through questions, dialogue, and cooperation. Verses when teacher says I don't know in the class would help learners being better learners and investigators. Lev Vygotsky idea of the *Zone of Proximal Development (ZPD)* explains that learners can perform better with assistance and encouragement than answering all time for their questions. Therefore, in relation to "I Don't Know-ism," Vygotsky's theory suggests that supportive classroom interaction and give help students move from uncertainty to active participation and learning.

Today teaching system is changed from teacher to student center. Students changed from passive listeners to critical thinkers and more cooperative, they have access to different media and can easily find answers to their questions through AI are any other searching engine. Such a world where students are active learners "I Don't Know-ism" solve a major teaching problem, students enter to digital world and search the questions the didn't answered. Sometimes students do not want to answer to teacher's question for a reason however they may have some knowledge, partial understanding, or the ability to guess answers, but they still want to ask questions from their teacher in the class." This would sometimes create problem especially in traditional language classes, where mistakes are criticized and traditionally the teacher must answer to all questions. In case a teacher does not know the answer to a student's question, it should not be seen as a failure. In fact, admitting uncertainty can demonstrate honesty, professionalism, and a commitment to lifelong learning. Effective teachers are not expected to know everything; instead, they are expected to guide students in finding accurate information and developing critical thinking skills. (Brookfield, 2017).

According to Pierre Bourdieu (1991), in a language classroom where students use language, the way they use language, they demonstrate power

relationships, expectations, and social rules. If they say “I don’t know,” it doesn’t mean that they really don’t know the answer, instead it may demonstrate politeness, obedience, or they want to protect themselves. Making mistake is counted a fault in many cultures particularly those with strong respect for authority. They think being silence is better than speaking without being sure, and they learned that staying silent may be safer than making mistakes. This caused that saying “I don’t know” to be socially acceptable way to avoid interaction.

The idea of “I don’t know-ism” is historically old it also used in the past by teachers and student during the ancient time of Greek philosophers. Socrates believed that true knowledge begins when an individual distinguish what they do not know. The idea is called Socratic ignorance and is discussed in Plato's Dialogues (Plato, trans. 2003). Though, Socratic ignorance was different from “I don’t know-ism.” That inexperience inspired people to ask questions and learn more, while “I don’t know-ism” in teacher centered classes often help students be more active. This proved that classrooms, saying “I don’t know” can end thinking, discussion, and opportunities for learning instead of starting further exploration. But while teacher use I don’t know-ism will help students to be more curious and start searching themselves for the answer and provide answers to their questions themselves. As the chines proverb where said, “Give one a fish and you feed him for a day; teach one to fish and you feed him for a lifetime.” So, this way you will give them long life knowledge. The same psychologist scholars in their Psychological theories of learning says that I Don’t Know-ism help students and teacher to become curios, develops and continues to search for solutions of problems.

According to Bandura’s (1997) idea of self-efficacy recommends that learners who frequently experience failure or negative evaluation begin to doubt their abilities so giving chance them, change from passive learners to active participant. If we frequently answer students, by the time, this can lead to learned helplessness where students stop struggling to respond even when they are capable to answer. In such cases, “I don’t know” is not an honest assessment of knowledge but a reflection of diminished confidence and motivation.

Krashen’s (1985) Affective Filter Hypothesis try to give more explanation of language learning. He says that being afraid of making mistakes, anxiety, and little confidence can generate emotional barriers and create language learning and speaking problem. When a student fell unconfident and emotionally unsafe, he often avoids speaking, and saying “I don’t know” becomes a way to protect himself from embarrassment. Mostly the learners of English as a Foreign Language (EFL) classrooms face such kind of problems. Sometimes students may know the answer but

do not feel confident enough to express it in English, they afraid of making mistake. The scholars of Cognitive psychology also gave an explanation to this issue. Inquiry on metacognition sheds light on learners' consciousness of what they know and what they do not know (Flavell, 1979).

According to Dweck's (2006) Students feel free to ask question in share their ideas and answer to question in a more friendly atmosphere class environment, even when they are not sure. Versus while the class is strict and focus only on fixed answers, embraced and afraid to answer even if they know the right answer. They often prefer to be silent and prefer to say "I don't know" to avoid making mistakes. He added, that fixed mindset Students believe that mistakes show a lack of ability, while students with a growth mindset see mistakes as a normal and useful part of learning. Students with fixed mindset doubt on their ability and think that their intelligence never change. They afraid of making mistakes and avoid answering questions or trying new things. Instead they prefer to keep silence.

Vygotsky's (1978) in his theory of zone of proximal development says that communication plays a crucial role in learning. He said the learners can learn better when the receive proper support and recommendation. According to him among students "I Don't Know-ism" become a routin among students if these supports are ignored. Sif teacher do not support student they will not ask any question or learn and over time they start believing that knowledge only produced by teacher and that they have no role in learning.

"I Don't Know-ism among students will be reduced by Teachers' communication but while are talking about the role of I don't know-ism for teacher classes that will help student to become self-made and autonomous. Classroom interaction research shows that instructors sometimes accidentally encourage silence by quickly moving on when a student says, "I don't know," answering the question themselves, or asking another student instead (Steve Walsh, 2011). The teacher action will cause students to afraid asking or answering questions. On the other hand, Dialogic Teaching encourages teachers to give students more time to think, ask follow-up questions, and promote open discussion. This helps turn "I don't know" into "Let's think about it together" (Robin Alexander, 2008).

"I Don't Know-ism" may turn to a serious problem in countries such as Afghanistan, where culture and traditional teaching methods strongly influence education. If a teacher does not answer a question, students will not further believe him, nor they attend his classes enthusiastically. In result the learning will not happen. However, Students have spent years in systems that focus mainly on memorization, exam-based learning, and

limited classroom discussion they avoid answering questions or using critical thinking. They will be afraid of mistakes. As a result, students become passive and hesitate to speak or give their idea. In such environments, saying “I don’t know” can become a common and socially accepted response, even when students may actually understand the topic. This can hide their real abilities and prevent their voices from being heard. We should consider that I Don’t Know-ism is quite different from epistemic humility. The term Epistemic humility means distinguishing that one does not know everything, which encourage students to be curiosity, asking questions, and learning with others. In other side, *I Don’t Know-ism* often displays a withdrawal from learning, which case that students stop trying to think, respond, or engage in discussion. This difference is important because teachers need different strategies to address each one.

As educators we should think of changing the mind of student to be active and be participant and cooperative in the class and use *I Don’t Know-ism* as a tool and a power point for learning. They should know that teachers are not the ocean of knowledge, they also should know that can’t ask every questions from teacher. If the teacher said that he doesn’t know, students the selves must reaserch and find the answers, so that that they the answers permanently. Using encouraging phrases such as “I think...,” “Maybe...,” or “I’m not sure, but...” can help students feel more comfortable expressing partial ideas instead of feeling they must know the perfect answer. Another important issue is assessment. Assessment, like formative peer discussions, and reflective activities can decrease students’ fear of making mistakes.

To come in conclusion, I Don’t Know-ism in the classroom is a complex issue influenced by psychological, social, linguistic, and institutional factors. It does not mean that teachers and students are lack of intelligence or ability; rather, it often reflects a learning environment that discourages risk-taking, dialogue, and exploration. Understanding *I Don’t Know-ism* is important for teachers who want to promote critical thinking, learner independence, and active participation. By changing classroom communication and helping students see uncertainty as part of learning, teachers can transform “I don’t know” from a barrier into an opportunity for growth.

3.Methodology

This research employed a quantitative descriptive survey design to explore the occurrence of "I Don't Know-ism" and its effects on learning among EFL students. The researcher tried to select survey design because it allows investigator to gather data from a relatively large number of participants

and recognize outlines, attitudes, and perceptions related to the phenomenon under investigation.

100 of undergraduate students from English department of Kabul Education university were participated in this research, they randomly selected and answered to the questionnaire. They were select through suitable sampling because they were willingly available to the researchers and had direct experience with EFL classroom learning. The sample comprised learners from different academic years to ensure diverse perspectives.

Research Instruments

For data collection we used structured questionnaire consisted of 20 items in three sections: causes of "I Don't Know-ism," demographic information, and its perceived effects on learning. We measured the answers by using a five-point Likert scale extending from strongly agree to strongly disagree.

Validity

Three expert in TESOL and educational research were asked to review the questionnaire in order to stablishing the content validity. The feedback they recommended was incorporated to improve the clarity, relevance, and appropriateness of the items.

Reliability

Twenty students were involved in the advance as a pilot study to the main data collection. The Cronbach's alpha as the reliability of the questionnaire was evaluated which yielded a value of 0.84, indicating satisfactory internal consistency.

Data Collection Procedures

First the researcher obtained institutional approval, then questionnaires were distributed to participants during regular class sessions. Fifteen-minute time were given to participants in order to complete the questionnaire. The questionnaire which were completed were collected by researcher on the same day.

Data Analysis and Interpretation

1. Participants

The questionnaire on I Don't Know-ism as a learning strategy was administered to two groups:

- Five (5) teachers
- Two hundred (200) students

The purpose was to examine whether “I don’t know” is perceived as a learning opportunity rather than a sign of teacher failure.

2. Teachers’ Responses (Descriptive Analysis)
- Out of the 5 teachers who completed the questionnaire:
- 3 teachers (60%) agreed
 - 2 teachers (40%) disagreed

Interpretation

The research result demonstrates that (60%) of teacher have a positive view of students saying “I don’t know” during the learning process. They count it as a normal process of learning. Though, 40% of teachers disagreed, and believe that this make students passive and it is the lack of their knowledge and interest and poor preparation. This reflects a more traditional, teacher-centered way of thinking. So, based on this result, students need for more encouragement and teachers for more training.

3. Descriptive Statistics of Students’ Responses
- About 200 students responded to the questionnaire.

Overall Response Distribution

Response Category	Frequency	Percentage
Agree	70	35%
Strongly Agree	90	45%
Disagree	40	20%
Total	200	100%

Interpretation (Overall)

According to the date, analyzed, **80% of** students (Agree + Strongly Agree) view “I don’t know” as an acceptable and positive part of learning, whereas 20% express disagreement. This strongly suggests that most students do not perceive “I don’t know” as failure but as a natural step in understanding.

4. Level of Finding Item Analysis

Strongly Agree Responses Items are **8 to 17** show the highest number of, indicating that students strongly agree with:

- Instructors must answer positively to questions
- Saying “I don’t know” encourages reflection, collaboration, autonomy, and growth mindset
- Guided questioning after “I don’t know” is pedagogically valuable

The result shows that the majority of students agree for students’ learning center and support for **constructivist and dialogic teaching practices**.

Specific Items for Disagreement

majority of disagreement indicated in Items 11, 16, 18, and 20, where 40 students, about (20%) selected Disagree.

These items relate to:

- Item number (11) shows using I don't Know-ism, students feel comfortable and safe
- Item number (16) shows student independence in learning
- Item number (18) staying engaged after saying "I don't know"
- Item number (20) shows "I don't know" as a useful learning strategy

Disagreement Interpretation

In this item we observe that still some of the students are see "**I don't know-ism**" as a sign of weakness, low confidence, or lack of interest. This may be because of:

- Strict past teacher-center method or exam-focused teaching methods
- Fear of being judged negatively
- Lack of experience in supportive and interactive classrooms

However, the majority of students support I Don't Know-ism as a learning strategy, still some of them feel uncertain about it.

5. The Comparison between students and teacher

- About 80% learners demonstrated stronger acceptance of I Don't Know-ism, in comparison to 60% of teachers.
- The result shows that students are more prefer students' learning center than some teachers.
- Unintentionally hesitation of teachers may increase student silence or anxiety in the classroom.

6. General Interpretation

The descriptive analysis of SPSS, results show that:

In this study the descriptive statistics shows that learners generally perceived "I Don't Know-ism" as lack of knowledge for teachers and influencing classroom learning for the students. In the other hand the statistical analysis of Pearson correlation confirmed a significant negative relationship between the incidence of "I don't know" responses and classroom contribution. Regression statistical analysis presented that "I

Don't Know-ism" expressively inferences for reducing participation levels, accounting for 20% of the variance in participation scores. The result shows the empirical support for the claim that frequent reliance on "I don't know" responses may hinder active engagement in EFL classrooms in other hand saying I don't know by teachers help student to be more curious and turn them to actives researcher and cooperators. The research also support the following points:

1. Viewed I Don't Know-ism as a learning strategy rather than a sign of teacher failure.
2. Strong beliefs of students are that uncertainty encourage them to be more curious reflective, cooperative, discussion, and deeper understanding.
3. Some of both students and teachers still have traditional beliefs that "I don't know-ism" leads students to failure.
4. Still the result show that teacher need for more training and effective classroom communication strategies to make uncertainty a normal and accepted part of learning.

The Scheme of SPSS Data Coding

Reponses were coded numerically Before analysis, in SPSS as follows:

Response Option	Code
Disagree	1
Agree	2
Strongly Agree	3

The coding allows scheming of Mean and Standard Deviation (SD).

Table 1

Frequency Distribution of Students' Responses (N = 200)

Response	Frequency	Percent
Disagree	40	20.0
Agree	70	35.0
Strongly Agree	90	45.0
Total	200	100.0

Interpretation

Based on the table 80% of students show their agreement of I Don't Know-ism as a learning strategy.

Table 2

Total students' Descriptive Statistics Responses (Overall Scale)

N	Minimum	Maximum	Mean	Std. Deviation
200	1.00	3.00	2.25	0.78

Interpretation

The mean score of 2.25 (on a scale from 1 to 3) demonstrate that majority of the students generally agreed with the statement. The standard deviation of 0.78 shows that there was some difference in students' responses, but most answers were close to "Agree" and "Strongly Agree." This means that students mostly shared a positive opinion.

Table 3

Item-Level Frequencies for Disagreement (Selected Items)

Item No.	Statement (Shortened)	Disagree	Percent
11	Feeling safe expressing uncertainty	10	5.0
16	Supports learner autonomy	10	5.0
18	Engagement after "I don't know"	10	5.0
20	"I don't know" as valuable learning	10	5.0
Total		40	20.0
Item No.	Statement (Shortened)	Disagree	Percent
11	Feeling safe expressing uncertainty	10	5.0

Interpretation

Disagreement was evenly distributed across Items 11, 16, 18, and 20, suggesting that concerns relate mainly to emotional safety, autonomy, engagement, and perceived value of uncertainty in learning.

Table 4

Teachers' Responses: Frequency Distribution (N = 5)

Response	Frequency	Percent
Agree	3	60.0
Disagree	2	40.0
Total	5	100.0

Table 5

Descriptive Statistics of Teachers' Responses

(Coding: Disagree = 1, Agree = 2)

No	Minimum	Maximum	Mean	Std. Deviation
5	1.00	2.00	1.60	0.55

Interpretation:

The mean score (1.60) indicates that teachers generally lean toward agreement, but the relatively high standard deviation (0.55) reflects variation in beliefs, suggesting that not all teachers fully accept "I don't know" as a pedagogical strategy.

Table 6

Comparison of Teachers’ and Students’ Mean Scores

Group	N	Mean	Std. Deviation
Students	200	2.25	0.78
Teachers	5	1.60	0.55

Interpretation

Students demonstrate a stronger positive perception of I Don’t Know-ism compared to teachers. This difference suggests a potential belief gap between learners and instructors regarding the pedagogical value of uncertainty.

Summary of SPSS Results

- High overall student agreement (Mean = 2.25)
- Moderate variability, indicating consistent support
- Teachers show mixed perceptions
- Disagreement concentrates on safety, autonomy, and engagement
- Results support constructivist, learner-centered pedagogy

4.Findings

In this research we found that “I Don’t Know-ism” is can be a strength in classroom not weakness points for teachers. Instructor and students must not be afraid to say I don’t know if they really don’t know the answer, instead to answer wrongly better to say I don’t know let search it to gather and find the answer. Teacher should guide students to search answers and become independent learners. The research shows that “I Don’t Know-ism” can be a powerful tool for both teachers and students rather than simply a sign of lacking knowledge. Though, it still seen as a problem from psychological, social, and teaching perspectives in some traditional schools. Meanwhile, there are still many students who say “I don’t know” even when they partially understand the issues or can think critically. If teachers do not pay attention this may change to habit for some students and makes them passive learners, showing that the phrase is sometimes used as a way to avoid answering rather than a real lack of understanding. “I Don’t Know-ism,” can be one of the most important and strong connection between teachers, and emotions. traditional and Cultural problems, low self-confidence, fear of making mistakes, and anxiety often make both teachers and students less willing to answer questions. Negative feedback students receive from their teachers may decrease their confident and cause them to be passive and stop their classroom participation. It is very to mention that feelings embarrassment and fear also prevent students from sharing their ideas, in language classrooms, even when they know the correct answer.

In this research, the findings also show that students often believe that in teacher-centered classrooms, only the teacher has the right answers and he

must answer to every students' questions. This wrong belief, cause them to avoid participate and taking risks in class activities and often say "I don't know" to protect themselves from criticism. Students also counted it as a weakness of teacher if the teacher do not answer a question. In contrast, "I Don't Know-ism", in student-centered classrooms, can become a strength that encourages students to be more curious, collaborative, and research-oriented. Additionally, students' attitudes and the learning environment strongly influence this behavior. For students it may become habit to avoid answering and say I don't know where mistakes are punished. Though, in classrooms where students are inspired and critical thinking are valued, students feel safer and more comfortable sharing their ideas. It may happen in some traditional and exam-focused education systems, where memorization and silence are often encouraged.

Consequently, the results show that "I Don't Know-ism" is a process of learning classroom behavior, not a sign of low intelligence or lack of ability. "I Don't Know-ism" also can be change to opportunity for teachers and students to explore and learn together. For instance, when a teacher says, "I don't know, let's find the answer together," it promotes curiosity and active learning. As a result, the investigation recommends that this behavior can be reduced by using supportive teaching methods, such as inspiring students to share possible answers, giving them enough time to think, and creating a safe and interactive classroom environment. Teachers can help students by improving classroom practices, to become more active, confident, and engaged in learning.

5. CONCLUSION

Based on the analysis, the result shows strong evidence that "I don't know" could be used as a strong, motivated and helpful teaching method in classrooms. It encourages students be more active curios and cooperative, encourage students to participate more, become more independent, and improve their critical thinking skills, it also decreases teachers' anxiety and create a friendly atmosphere in the class which lead to a healthy learning environment. Although we can observe some disagreement in the result which help us to have to improve classroom culture, especially in environments where teachers have strong authority and students feel pressure because of high-stakes assessments.

The study also reveals that using I don't know frequently by students would dissatisfaction and weakness among students. Students use I don't know while they really don't know or they don't want to answer. In some cases, students use I don't know-ism while the teachers do not inspire students to answer because students need for motivation.

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