

The English Teaching Style in the Merdeka Curriculum Realized through Professional Development

Moza Moulidyah¹, Dila Charisma², Fitri Aprianti³

^{1,2,3}Universitas Muhammadiyah Cirebon

Jl. Fatahillah, Watubelah, Kec. Sumber, Kabupaten Cirebon, Jawa Barat 45611

ARTICLE INFO

Article history:

DOI:

[10.30595/pssh.v18i.1261](https://doi.org/10.30595/pssh.v18i.1261)

Submitted:

02 September, 2024

Accepted:

19 September, 2024

Published:

23 September, 2024

Keywords:

English Teacher, Teaching Style, Merdeka Curriculum, In-service PPG program

ABSTRACT

The purpose of this research was to investigate English teaching styles in the Merdeka Curriculum realized through professional development. The method used was a qualitative research method with a case study design. The instrument in this study is an observation of learning videos when in-service PPG students conduct PPL. The researcher found several teaching styles used by English teachers in their learning in class such as facilitator, delegator, formal, and expert teaching styles. However, whatever teaching style the teacher uses must be by the students' learning style. This research concluded that English teachers who took part in the in-service teacher professional education (PPG) program got significant improvements and teacher skills in applying teaching styles and teaching methods were more interactive and in accordance with the principles of the Merdeka Curriculum.

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Corresponding Author:

Dila Charisma

Universitas Muhammadiyah Cirebon

Jl. Fatahillah, Watubelah, Kec. Sumber, Kabupaten Cirebon, Jawa Barat 45611

Email: dilla.charisma@umc.ac.id

1. INTRODUCTION

Education in Indonesia constantly changes in line with global dynamics and local needs. As one of the latest innovations in the national education system, the Merdeka Curriculum provides greater room for creativity and flexibility in teaching. One important aspect of the Merdeka Curriculum is a more contextualized and adaptive approach to teaching English, designed to prepare students for the challenges of the 21st century. Teachers can only realize this approach through continuous professional development. Professional development provides an in-depth understanding of the Merdeka Curriculum and helps teachers adapt their teaching style to suit students' needs more effectively.

For Grasha (2002), teaching style is the personal qualities and behaviors that determine how teachers run their classrooms. Artvinli (2010) argues that teaching style is the main factor that shapes and guarantees the success of the highly complex teaching-learning process. Overall, it can be said that teaching style refers to all the teaching techniques, activities, and approaches that a teacher uses in teaching a particular subject in the classroom, or "the total of instructional activities, techniques, and approaches that a teacher feels most comfortable using when he or she is in front of the class" (Cooper, 2001, p. 301, in Ghanizadeh 2016). Patel & Singh (2014) added that teaching styles shape and guide the learning process, the way teachers understand and organize the content to be taught, and influence the way they interact with students and how they manage classroom tasks.

From the above explanation, it can be concluded that teaching style is a way or form of a teacher's appearance in imparting knowledge, guiding, changing, or developing students' abilities, behavior, and personality

in achieving the goals of the learning process. Thus, the teacher's teaching style is an important factor in determining the success of the student learning process. The choice of teaching style is one aspect of the teacher's general view of educational goals.

Furthermore, the Merdeka Curriculum represents a transformative change in Indonesian education, emphasizing a holistic and flexible approach to learning (Irawati et al. 2022). As a key component of Indonesia's education reform, it aims to equip students with essential 21st-century skills and competencies (Ingthias et al., 2022). In contrast to traditional education models that focus on rote learning and standardized testing, the Merdeka Curriculum encourages a student-centered approach, promoting critical thinking and creativity.

According to Fatma and Ratmanida (2023), the Merdeka Curriculum has three main features: project-based learning to strengthen students' Pancasila profiles, a focus on essential materials to develop basic competencies, and flexible learning so that teachers can adapt the curriculum to student characteristics. This curriculum allows teachers and students to choose learning techniques that suit students' needs and interests. The curriculum aims to create a learning environment that is enjoyable and conducive to student development. Of course, this curriculum change has a big impact on educational institutions, especially in the design of lesson plans.

Law No. 14/2005 on Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education. One of the educational problems that is a priority to be solved immediately is the problem of education quality, especially the quality of learning. To improve the quality of learning, qualified teachers are needed.

As a professional, a teacher's job can only be done by someone who has the academic qualifications, competencies, and educator certification in accordance with the requirements for each type and level of education. The position of teachers as professionals has a vision of realizing the implementation of learning under the principles of professionalism to fulfill the same rights for every citizen in obtaining quality education. The position of teacher has a role in learning, among others, as a facilitator, motivator, spur, learning engineer, and inspirer for students.

Education in Indonesia is undergoing a significant transformation with the introduction of the Merdeka Curriculum, a curriculum designed to give schools and teachers greater freedom and flexibility in determining teaching styles that suit the needs of students. One of the main challenges in implementing the Merdeka Curriculum is how to implement effective teaching styles, particularly in English language learning, that can help students develop relevant language skills to face global challenges. However, many teachers who are still accustomed to traditional teaching styles find it difficult to adopt new approaches that are more adaptive and student-centered.

To address this challenge, professional development for teachers is crucial. Through in-service teacher professional development (PPG) programs, it is hoped that teachers can master teaching techniques and strategies that are under the principles of the Merdeka Curriculum. It is this background that forms the basis for the importance of this study, which aims to investigate the style of English language teaching in the Merdeka curriculum realized through professional development.

2. METHODOLOGY

This research uses a qualitative approach with a case study method in several schools in Cirebon that have implemented the Merdeka Curriculum. The researcher chose three English teachers who have participated in the in-service PPG program as resource persons. Data were collected through observations of learning videos when PPG students in the position conducted PPL. The main focus of this study is to investigate the English teaching style in the Merdeka curriculum, which is realized through professional development.

Data is collected through video observation of learning when PPG students conduct PPL. The researcher observed videos of the learning process carried out by English teachers who have used the Merdeka curriculum. In this research, researchers only observed videos without being part of the object of research. The researcher observed learning videos when in-service PPG conducted PPL using an observation sheet as an observation instrument, which contains how the English teaching style in the Merdeka Curriculum is realized through professional development. The observation sheet used by the researcher is in the form of a description containing activities regarding how the English teaching style in the Merdeka curriculum is realized through professional development.

3. FINDINGS AND DISCUSSIONS

3.1 Findings

These findings are the result of examining data collected through observing learning videos when PPG students conduct PPL who have participated in the in-service PPG program. Observations were conducted to

investigate the English teaching style in the Merdeka curriculum realized through professional development. The following researcher presents the results of the research findings that the researcher conducted:

Table 1. First informant video observation

NO	ASPECTS STUDIED	ACTIVITY DESCRIPTION	KIND OF TEACHING STYLE
1.	Opening Activity	<ul style="list-style-type: none"> - The teacher gives greetings, and news and takes attendance of learners - Teacher and students sing the National song (Garuda Pancasila) before learning. - Students are given problems or stimuli to focus attention on the topic of the material. 	Facilitator Style and Expert Style
2.	Main Activity	<ul style="list-style-type: none"> - Students view descriptive text about animals through Canva pallet/PTT media. - Students observe the pictures contained in the descriptive text displayed. - Students read a descriptive text about animals on Canva pallet / PTT media. - Students pay attention to the introductory explanation of activities in the outline about descriptive text material. - Students are divided into six groups and each representative of the group must choose one problem that the teacher has provided as listed in the first stage. - Students determine the media that will be used to find information related to the problem provided (internet/book). - Students are given 40 minutes to solve the problem. - Students conduct investigations to find information with image media. - Students collect the results of investigations on various alternative solutions and how to recognize descriptive text, and students discuss the most appropriate solution. - Students develop the results of the discussion by writing them in a pallet. - Students present the results of the discussion in class. 	
3.	Closing Activity	<ul style="list-style-type: none"> - Students reflect through group representatives on the investigation process to obtain the most appropriate answer to the problem that has been determined. - Students are given positive feedback and reinforcement by the teacher on the learning process and achievement. - Students together with the teacher conclude or summarize the lesson together. 	

Table 1: First informant video observation, Based on observations of learning videos when in-service PPG teachers conduct PPL. The teacher uses both facilitator and expert teaching styles in their classes. This facilitator teaching style is based on the Merdeka curriculum, which is a flexible and student-centered approach to education to develop the individual potential of each student. The teacher acts as a facilitator who helps students plan, work on, and evaluate their projects. Teachers also customize learning methods and materials according to each student's needs, interests, and learning styles. Teachers use technology and interactive media to make learning more interesting and dynamic and to involve students actively in the learning process through discussion and problem-solving.

With this expert teaching style, teachers have a very broad and deep understanding of the subject matter. Demonstrates authority in teaching and has high self-confidence. The subject matter is delivered in a very structured and systematic way. Uses a subject-matter-centered approach to ensure students understand basic concepts. The expert style is very effective in ensuring students acquire in-depth and structured knowledge. However, teachers need to balance this approach with more interactive and collaborative methods to meet the diverse learning needs of students.

The picture above shows the classroom atmosphere during the video. Figure 4.1 Some students are working in groups, discussing and helping each other complete tasks. On some tables, there are guidebooks that students use to complete the tasks given by the teacher. Meanwhile, figure 4.2 shows some other students presenting the results of their assignments guided by the teacher.

In the video, the teacher creates a classroom atmosphere that supports creativity, where students feel safe to share ideas and can complete the learning process well. The teacher utilizes technology such as Infocus, PPT learning displayed on the laptop, Padlet, and learning videos in the form of YouTube. The teacher makes a reflection of learning by having students attach the paper to the picture of a tree on the board.

Table 2. Second informant video observation

NO	ASPECTS STUDIED	ACTIVITY DESCRIPTION	KIND OF TEACHING STYLE
1.	Opening Activity	<ul style="list-style-type: none"> - Students and teacher pray before learning activities take place in class. - Students and teacher sing the national song, Garuda Pancasila in class. - Students are absent by the teacher in class. - The teacher asks students to tidy their desks and clothes before learning in class. - Students are motivated by the importance of English in everyday life. - Teacher reviews the previous lesson in class. - Teacher asks triggering questions in class. - Teacher conveys the learning objectives and benefits in daily life. - Teacher conveys the learning steps that will be implemented. 	Facilitator Style and Formal Authority Style
2.	Main Activity	<ul style="list-style-type: none"> - The teacher explains the learning objectives and materials through PowerPoint media. - Students are asked to listen to the teacher's explanation of the text structure, linguistic elements, and social functions of descriptive text. - Students are organized into groups of 3-4 people. - Students analyze the text structure of descriptive text from YouTube. - Students explain the text structure they find from the video. - Students are given the descriptive text Student Worksheet (LKPD). - Teacher guides Students in groups to analyze aspects of descriptive text. - The teacher asks about the difficulties faced by the students. 	

	<p>The teacher guides students to evaluate the main idea of the descriptive text (describing a person).</p> <ul style="list-style-type: none"> - Each group reads the results of the discussion to the class. - Other Students give arguments in the form of questions, rebuttals, criticisms, and suggestions. - The teacher evaluates the results of the discussion. - The teacher and students conclude the lesson with descriptive text. - The teacher gives the post-test individually.
3. Closing activity	<ul style="list-style-type: none"> - The teacher provides feedback and rewards on the learning process and results in class. - The teacher reflects on the learning by asking how the students feel in class. - The teacher conveys the next material in class. - Teacher gives homework in class. - The teacher and students close the learning by praying in class.

Table 2: Second informant video observation, Based on observations of learning videos when the in-service PPG program conducts PPL, The teachers R2 use a facilitator teaching style and a formal style in the classroom. This facilitator teaching style is based on the Merdeka curriculum, which is a flexible and student-centered approach to education, to develop the individual potential of each student. Teachers are facilitators who help students plan, work on, and evaluate their tasks. Teachers also customize learning methods and materials according to each student's needs, interests, and learning styles. The teacher facilitates the inquiry process by providing resources and guiding students in developing inquiry skills.

While the formal teaching style is very effective in ensuring that the subject matter is delivered in a structured way and classroom discipline is maintained, However, this style can feel rigid and lacks flexibility in accommodating students' individual needs and more dynamic interactions. Teachers may need to combine this approach with more interactive methods to create a balanced learning environment. so that the classroom atmosphere is more capable of making students more interactive and active.

The picture above shows the classroom atmosphere during the video. Figure 4.3 In the classroom, a teacher guides a discussion while explaining the material on the blackboard. The students sitting at their desks are seriously listening to the teacher's explanation and taking notes on important points. Some students work in groups, discussing and helping each other complete their tasks. Meanwhile, in Figure 4.4, some other students are presenting the results of their assignments, guided by the teacher. The teacher utilizes technology such as Infocus, PPT, YouTube, and Quiz in class learning. However the teacher does not create a creative learning atmosphere, so students find it difficult to be active in class.

Table 3. Third informant video observation

NO	ASPECTS STUDIED	ACTIVITY DESCRIPTION	KIND OF TEACHING STYLE
1.	Opening Activity	<ul style="list-style-type: none"> - Students greet the teacher - Students and teachers invite prayer before learning begins. - Students are checked for attendance by the teacher - Students are given motivation in the form of words to always be diligent, and enthusiastic, and never give up on learning. 	Facilitator Style and Delegator Style

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- Students are given an apperception about the material to be learned which is related to typical food and drinks from Cirebon.
 - Students are informed of the objectives that will be achieved in today's learning.
 - Students are informed of the outline of the scope of the material studied.
 - Students are informed of the learning methods and assessment techniques that will be used.
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- Students are given a picture show about typical food and drinks of the Cirebon region.
 - Students are given a sparking question.
 - Students watch a video of how to make typical Cirebon food, namely tofu Gejrot.
 - Students are given another question.
 - Students determine the typical food and beverages of the Cirebon region.
 - Students are divided into groups.
 - Students together with the group determine the theme of food and drinks typical of Cirebon which will be made procedure text and presented.
 - Students in groups to select and identify the procedure text that students will present.
 - Students to develop a plan for making procedure text that will be presented including division of tasks, and preparation of tools, materials, and sources needed.
 - students agree with the teacher about the deadline for preparing the procedure text that will be presented.
 - students cooperate actively in groups while carrying out the given project.
 - Students are monitored by the teacher about the progress of their projects so that they can complete their projects according to the predetermined schedule.
 - Students together with their groups present the procedure text that has been made in front of the class in front of other groups.
Students are guided by the teacher in the project presentation process
 - Students listen to the teacher's response about the project that has been presented
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2. Main Activity

	<ul style="list-style-type: none"> - Students together with the teacher reflect and conclude the activities that have been carried out.
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3. Closing Activity	<ul style="list-style-type: none"> - Students are given feedback and rewards. - students are told the material for the next meeting. - students pray to end the learning.

Table 3.: Third informant video observation, Based on observations of learning videos when in-service PPG conducts PPL, The teacher uses facilitator and delegator teaching styles in the classroom. This facilitator teaching style is based on the Merdeka curriculum, which is a flexible and student-centered approach to education, to develop the potential of each student. Teachers are facilitators who help students plan, work on, and evaluate their projects.

Teachers also customize learning methods and materials according to each student's needs, interests, and learning styles. In the video, students are given real projects that are relevant to everyday life. while the teacher's delegator teaching style acts as a guide, providing direction and support when needed by students. Students often work in groups to complete tasks or projects. The teacher uses continuous and reflective evaluation methods, such as presentations, for final results from students.

The image above shows a scene in a classroom during a video of in-service PPL activities. Figure 4.5: In the classroom, a teacher is seen interacting with groups of students who are working together on their group projects. The teacher provides guidance and advice without dominating the conversation. The teacher moves from group to group, ensuring each student gets the attention and support they need. Figure 4.6 Students sit in groups, each engaged in active discussion, and then present their projects in front of the class with the teacher's guidance. The teacher utilizes technology such as LCD projectors, laptops, PowerPoint (PPT) slideshows, and YouTube.

Teachers communicate with students in English for all class activities, including instructions, explanations of materials, and daily interactions. Avoiding the use of students' mother tongue except in very necessary situations. In the video, students are seen actively participating in the class learning process, such as group discussions and presenting their final project of making a typical Cirebon food or drink.

Based on the observation of learning videos when PPG students conduct PPL, researchers can conclude that the three English teachers use a facilitator teaching style in the Merdeka curriculum, where the teacher plays more of a facilitator role that helps students find and understand information on their own. Besides using a facilitator teaching style, teachers also use other teaching styles such as Delegator Style, Formal Style, and Expert Style. However, whatever teaching style the teacher uses must be in accordance with the learning style of the students.

3.2 Discussions

According to the data findings in this research, the researcher found several variations in teaching styles used by English teachers based on the Merdeka curriculum in the classroom learning process. The first informant uses a facilitator teaching style and an expert style using problem-based learning methods. The second informant uses a facilitator teaching style and a formal style using problem-based learning methods. The third informant uses a facilitator and delegator teaching style using project-based learning methods. The similarity between the three informants is that they use a facilitator teaching style but are supported by other teaching styles such as expert, formal, and delegator styles in the classroom learning process.

The facilitator's teaching style can create a dynamic and interactive learning environment where students feel motivated to participate and take initiative in their learning process. Teachers act as mentors or guides who help students find answers by using project- or problem-based learning methods and integrating technology and various learning resources to support learning, as well as encouraging the use of digital devices and social media as part of the learning process. This relates to Anggreini & Priyojadmiko's research (2022) that a teacher should be able to minimize the role of facilitator, tutor, or evaluator and motivate students to learn independently.

Other teaching styles used by teachers, such as Expert Style, teachers emphasize structured teaching and direct knowledge transfer. In formal Style, the teacher emphasizes teacher authority and structured learning. In Delegator Style, the teacher emphasizes students' freedom and independence in the learning process. The

difference between the three informants is that they use different supporting teaching styles, differences in building a classroom learning atmosphere, the level of teacher creativity, and student activeness in the classroom learning process.

Each teaching style has its own advantages and disadvantages, and effective teachers can adjust their teaching style based on the needs, learning objectives, and characteristics of the students. This relates to the theory from Grasha (1996), which emphasizes that there is no one correct or most effective teaching style. Instead, effective teachers should be able to adapt and combine various teaching styles according to the learning context, students' needs, and academic goals. Flexible and adaptive teaching styles allow teachers to create a dynamic learning environment and support students' holistic development.

After participating in the in-service PPG program as a teacher, many feel the changes they experience. For example, before participating in the PPG program, teachers only taught in a monotonous or classic style, with teachers more often using lectures and direct explanations to convey information from textbooks (focusing on books) and never using technology in the classroom teaching process.

4. CONCLUSIONS

The research was conducted in junior and senior high schools in Cirebon. The research was conducted in junior and senior high schools in Cirebon. English teachers who participated in the in-service teacher professional education (PPG) program received a significant increase in their ability to apply more interactive and innovative teaching styles and methods based on the Merdeka Curriculum. Experienced teachers can create a more dynamic and student-centered learning environment.

The in-service PPG program requires teachers to step out of their comfort zone of traditional teaching styles and adopt more participatory and collaborative teaching styles. This positively impacts student engagement and improves the quality of English language learning. The conclusion of the Merdeka Curriculum's English teaching style embodied through professional development is that this approach emphasizes the importance of continuous improvement of teacher competencies.

By giving teachers the freedom and support needed to explore and implement innovative and effective teaching styles, the Merdeka Curriculum enables the creation of a learning environment that is more adaptive and responsive to students' needs. This continuous professional development for English teachers not only improves the quality of teaching but also ensures that teachers can continue to adapt to the latest developments in pedagogy and technology, thus providing a relevant and meaningful education for students in the era of globalization.

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