

CONFERENCE PAPER • KICE 2026 • YOGYAKARTA, INDONESIA

Gender Preferences on Teaching Strategies: Implications for Innovative Learning in a Junior High School in Bali

Made Dian Juliani¹, Luh Putu Artini², Dewa Ayu Eka Agustini³¹²³ English Language Education, Faculty of Language and Arts, Ganesha University of Education, Singaraja, Indonesia

Email: dian.juliani@student.undiksha.ac.id

Proceedings of the Kalijaga International Conference on Education 2026

Abstract. The implementation of the Merdeka Curriculum in Indonesia grants teachers greater autonomy to select teaching strategies that best address students' needs and classroom contexts. This pedagogical flexibility highlights the need to understand factors influencing teachers' instructional decisions, including gender-related communication patterns that may shape classroom practices. Therefore, this study explores male and female teachers' preferences for teaching strategies and their implications for innovative learning in English language classrooms. Using a descriptive qualitative design, the study was conducted on a Junior High School in Bali and involved one male and one female English teacher. Data were collected through a teaching strategy checklist, classroom observations, and in-depth interviews. The findings reveal differences in teaching strategy preferences. The male teacher predominantly employed Deductive Application of Rules, whereas the female teacher showed a stronger preference for Guided Discovery, which encourages active student participation and independent learning. Despite these differences, both teachers frequently applied social-affective strategies to support learning through classroom interaction and socio-emotional engagement. The participants reported that their instructional choices were primarily influenced by students' characteristics and learning needs. Although the findings are context-specific and not intended to represent the broader teacher population, the use of multiple data sources enhances the trustworthiness of the study. The findings suggest that diverse teaching strategy preferences can contribute to innovative and learner-centered learning environments aligned with the goals of the Merdeka Curriculum.

Keywords: *EFL; Gender; Merdeka Curriculum; Preferences; Teaching Strategy.*

INTRODUCTION

The education sector is undergoing substantial transformation driven by technological advancement, social change, and evolving workforce demands [15], [39], [63]. The rapid development of digital technology, particularly following the COVID-19 pandemic, has reshaped teaching and learning processes, leading to the widespread adoption of online and hybrid learning environments. Consequently, educational systems are increasingly expected to equip students with the competencies required to thrive in a dynamic and competitive global society. Beyond academic achievement, students are expected to develop essential twenty-first-century skills, including critical thinking, creativity, collaboration, and communication, which are considered fundamental for lifelong learning and future career success [21], [45], [69].

In response to these challenges, the Indonesian government introduced the Merdeka Curriculum as part of its educational reform agenda [13], [37], [61]. The curriculum emphasizes the development of twenty-first-century competencies through student-centered and flexible learning practices. Critical thinking enables learners to analyze information and solve problems effectively, while collaboration promotes teamwork and interpersonal competence. Creativity supports innovation and adaptability, whereas communication skills facilitate meaningful interaction across diverse contexts [24], [48], [72]. To achieve these goals, the Merdeka Curriculum grants teachers greater autonomy in designing learning experiences and selecting instructional approaches that best suit their students' needs and classroom contexts [16], [40], [64].

One important aspect of this autonomy is the freedom to determine teaching strategies. Teaching strategies refer to planned instructional procedures used to facilitate students' achievement of learning objectives [6], [30], [54], [9], [33], [57]. In English language teaching, strategies have evolved from traditional teacher-centered approaches, such as the Grammar Translation Method and Audio-Lingual Method, toward more learner-centered approaches, including Cooperative Learning, Discovery Learning, Project-Based Learning, Problem-Based Learning, Differentiated Learning, and Active Learning [7], [31], [55], [9], [33], [57]. As teachers are given greater authority to select strategies according to their pedagogical beliefs and classroom realities, variations in instructional choices become increasingly likely. Teaching is also conceptualized as a purposeful process of facilitating learning toward educational objectives [17], [41], [65].

Such variations may also be influenced by gender. Gender is understood as socially constructed behaviors and practices associated with men and women, which are reflected in patterns of communication and interaction [4], [28], [52]. According to Eckert and McConnell-Ginet [4], [28], [52], men and women often exhibit different linguistic and communicative tendencies that may affect how they convey information, interact with learners, and manage classroom activities. These differences suggest that gender may play a role in shaping teachers' instructional preferences and pedagogical decision-making.

Previous studies have demonstrated that gender can influence teachers' communication styles, classroom interaction patterns, and language teaching practices. Female teachers tend to emphasize learning processes, student engagement, and collaborative learning, whereas male teachers are often associated with more content-oriented and teacher-directed approaches [8], [32], [56]. Other studies have identified gender-related differences in speech styles, questioning techniques, classroom discourse, and instructional practices across various language skills [1], [25], [49], [5], [29], [53], [10], [34], [58], [12], [36], [60], [20], [44], [68]. Although these studies provide valuable insights into gender-related pedagogical differences, they primarily focus on classroom interaction, communication styles, or specific language skills rather than teachers' overall preferences for teaching strategies. Related literature has examined gendered variation in teaching reading and speaking strategies [11], [35], [59], [18], [42], [66], while teacher behavior has also been linked with learners' enjoyment, anxiety, and motivation [3], [27], [51]. Gender representation in EFL instructional materials further illustrates the pedagogical relevance of gender in language education [22], [46], [70].

This limitation becomes particularly significant in the context of the Merdeka Curriculum, where teachers are granted substantial autonomy to determine instructional strategies. Despite the central role of teaching strategy selection in the curriculum's implementation, empirical research examining teaching strategy preferences from a gender perspective remains limited. Consequently, little is known about how male and female teachers exercise their pedagogical autonomy when selecting teaching strategies within the Merdeka Curriculum framework.

Addressing this gap, the present study investigates male and female English teachers' preferences for teaching strategies at SMPN 4 Singaraja following the implementation of the Merdeka Curriculum. Specifically, the study aims to identify the teaching strategies preferred by teachers of different genders and explore the factors underlying their instructional choices. By examining teaching strategy preferences in a context characterized by increased pedagogical autonomy, this study contributes to the growing body of literature on gender and teaching practices while providing insights into the implementation of learner-centered learning under the Merdeka Curriculum.

METHODS

Study area

This study was conducted at SMP Negeri 4 Singaraja, Bali, Indonesia, after the implementation of the Merdeka Curriculum. The school was selected because it has adopted the curriculum in English language teaching, providing an appropriate setting to explore teachers' instructional practices. The participants consisted of one female English teacher and one male English teacher. They were selected purposively based on their teaching experience and willingness to participate in the study. The research focused on comparing the teaching strategies employed by both teachers during English classroom instruction.

Procedures

Research Design

This study employed a qualitative research design to investigate the teaching strategies used by male and female English teachers following the implementation of the Merdeka Curriculum. A qualitative approach was considered appropriate because it allows an in-depth exploration of teachers' classroom practices, experiences, and perspectives. The study involved two English teachers, consisting of one male teacher and one female teacher.

Data Collection

Data were collected using four complementary instruments to obtain comprehensive information regarding the teachers' instructional practices. First, a Teaching Strategies Checklist was administered to identify the teaching strategies perceived by each teacher as frequently implemented in the classroom. Second, classroom observations were conducted using an Observation Checklist to document the actual teaching practices during English lessons. Third, semi-structured in-depth interviews were carried out to explore the teachers' reasons, beliefs, and considerations underlying their instructional decisions. Finally, anecdotal records were prepared throughout the observation process to document important classroom events and interactions that could not be fully represented through the structured observation instrument.

The integration of these four instruments enabled the researcher to gain a more comprehensive understanding of the teaching strategies implemented by both participants.

Data analysis

The collected data were analyzed using the interactive model proposed by Miles and Huberman [14], [38], [62], which consists of four interconnected stages: data collection, data reduction, data display, and conclusion drawing and verification. These stages were conducted continuously throughout the research process, allowing the researcher to refine interpretations as new data emerged. To enhance the trustworthiness of the findings, this study employed methodological triangulation by combining questionnaires, classroom observations, interviews, and anecdotal records. In addition, data triangulation was achieved by collecting information from different classroom meetings, while investigator triangulation involved three researchers collaboratively reviewing and interpreting the collected data to improve the credibility and consistency of the analysis.

RESULTS AND DISCUSSION

The findings were obtained through methodological triangulation by comparing the results of the Teaching Strategies Checklist, classroom observations, and in-depth interviews. The triangulation process enabled the researcher to identify teaching strategies that were consistently implemented by both participants and to understand the reasons behind their instructional choices. The summary of the triangulated findings is presented in Table 1

Table 1. Summary of Teaching Strategy Preferences Based on Data Triangulation

Teaching Strategy	Male Teacher	Female Teacher
Metacognitive Strategy	Moderate	Moderate
Cognitive Strategy	Moderate	Weak
Social-Affective Strategy	Strong	Strong
Project-based Learning	Weak	Weak
Problem-based Learning	Weak	Weak
Discovery Learning	Weak	Strong
Computer Assisted Language Learning (CALL)	Moderate	Weak
Cooperative Learning	Moderate	Weak
Active Learning	Weak	Weak
Integrated Learning	Weak	Weak
Flipped Learning	Weak	Weak
Competency-based Learning	Weak	Weak
Differentiated Learning	Weak	Weak

The findings indicate that both teachers shared a strong preference for social affective strategies. During classroom observations, both teachers frequently praised students, created a relaxed classroom atmosphere, and used humor to encourage participation. These practices were also confirmed during the interviews, where both participants explained that creating a comfortable learning environment was essential for junior high school students. They believed that students were more willing to participate and communicate in English when they felt respected and emotionally supported.

Despite this similarity, different instructional patterns emerged between the two participants. The male teacher demonstrated a stronger tendency to apply deductive grammar instruction. Classroom observations showed that grammar explanations were commonly presented before students completed practice activities. According to the interview, this approach was considered necessary because many students had limited English exposure before entering junior high school. In contrast, the female teacher demonstrated a stronger preference for Guided Discovery Learning. Instead of directly explaining language concepts, she encouraged students to identify patterns through guiding questions, classroom discussions, and examples taken from their daily experiences. This strategy allowed students to actively construct their understanding while the teacher acted as a facilitator throughout the learning process.

Discussion

The results suggest that gender may influence the selection of teaching strategies; however, classroom context appears to play an equally important role in shaping instructional decisions. Although the male and female teachers showed different preferences regarding instructional methods, both consistently emphasized the importance of maintaining students' motivation through social affective strategies. This finding indicates that emotional support has become an essential component of English language teaching regardless of the teacher's gender.

The male teacher's preference for deductive grammar instruction reflects the practical challenges of teaching students with diverse English backgrounds. Rather than strictly following student-centered

approaches promoted by the Merdeka Curriculum, the teacher adjusted his instruction to match students' current proficiency levels. This finding supports Rosi [19], [43], [67], who argued that the Grammar Translation Method remains relevant when learners require explicit grammatical guidance before engaging in communicative activities.

Meanwhile, the female teacher preferred Guided Discovery Learning because she believed that students retained knowledge longer when they actively discovered it themselves. During classroom observations, she regularly guided students through questioning techniques instead of providing immediate explanations. This finding is consistent with Ashour [2], [26], [50] and Zahara [23], [47], [71], who reported that guided discovery activities positively contribute to students' engagement and understanding in English language classrooms.

Another important finding is that both teachers considered students' characteristics more influential than curriculum recommendations when selecting teaching strategies. Rather than relying on a single instructional approach, they adjusted their methods according to the learning objectives, classroom situations, and students' readiness. This flexibility reflects one of the main principles of the Merdeka Curriculum, which encourages teachers to design learning experiences based on students' needs instead of following rigid instructional procedures.

The findings also support previous studies on gender differences in teaching. Eckert and McConnell-Ginet [4], [28], [52] reported that male teachers tend to adopt more direct instructional styles, whereas female teachers generally facilitate discussion and interaction. Similarly, Mappaita et al. [10], [34], [58] found that female teachers frequently connect learning materials with students' daily experiences, while male teachers focus more on achieving specific instructional objectives. However, this study also found that both teachers demonstrated similar levels of care, encouragement, and positive reinforcement through praise and humor. This suggests that affective teaching practices may be more closely related to teachers' professional beliefs than to gender alone.

Overall, the findings demonstrate that gender contributes to differences in instructional preferences, particularly regarding grammar instruction and discovery learning. Nevertheless, both teachers continuously adapted their teaching strategies according to classroom conditions and students' learning needs. Therefore, effective English language teaching under the Merdeka Curriculum should not be viewed as the implementation of a single recommended strategy but rather as the teacher's ability to combine various approaches that best support students' learning experiences.

CONCLUSION

This study found that both the male and female English teachers shared a strong preference for social affective strategies to create a supportive and motivating classroom environment, although they differed in their instructional approaches. The male teacher tended to use deductive grammar instruction to accommodate students with limited English proficiency, while the female teacher preferred Guided Discovery Learning to encourage students' active participation and independent learning. These findings suggest that teachers' instructional decisions are influenced not only by gender but also by students' characteristics, classroom conditions, and learning objectives. Therefore, English teachers should be encouraged to develop flexible teaching practices by combining various instructional strategies that best suit their students' needs. Future research involving more participants from different schools is recommended to provide a broader understanding of gender-related teaching strategies across diverse educational contexts.

REFERENCES

- [1] F. Akbar, M. Mahmud, and K. Salija, "The Effects of Gender Roles in the Use of Languages by Teachers at EFL Classroom," 2019.
- [2] E. H. A. E. Ashour, "The Effectiveness of Guided Discovery Strategy in Developing EFL Preparatory School Pupils' Writing Skills," *Menoufia Univ., Faculty of Education*, 2022, doi: 10.21608/muja.2022.260125.
- [3] J.-M. Dewaele, K. Saito, and F. Halimi, "How teacher behaviour shapes foreign language learners' enjoyment, anxiety and attitudes/motivation: A mixed modelling longitudinal investigation," *Language Teaching Research*, 2022, doi: 10.1177/13621688221089601.
- [4] P. Eckert and S. McConnell-Ginet, *Language and Gender*. Cambridge, U.K.: Cambridge Univ. Press, 2013.
- [5] R. Erlinda Kurniatillah, N. Husna, A. Alek, D. N. Hidayat, and F. Hamid, "Male and Female EFL Teachers' Mood Structure in Classroom Interaction," *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, vol. 10, no. 2, pp. 1452–1462, 2024, doi: 10.30605/onoma.v10i2.3469.
- [6] A. R. Hayati, Z. L. Afriani, and A. Akbarjono, "Teacher's Teaching Strategies in EFL Class," *Jadila: Journal of Development and Innovation in Language and Literature Education*, vol. 1, no. 3, pp. 330–341, 2021, doi: 10.52690/jadila.v1i3.126.

- [7] Hosaini et al., *Metode dan Model Pembelajaran untuk Merdeka Belajar: Model Pembelajaran Flipped Classroom*, 1st ed. Indonesia: CV Kreator Cerdas Indonesia, 2022.
- [8] C. H. Lacey, A. Saleh, and R. Gorman, "Teaching Nine to Five: A Study of the Teaching Styles of Male and Female Professors," in *Women in Educational Leadership Annual Conference*, 1998.
- [9] D. Larsen-Freeman and M. Anderson, *Techniques and Principles in Language Teaching*, 3rd ed. Oxford, U.K.: Oxford Univ. Press, 2013.
- [10] S. P. Mappaaita, S. Weda, and A. A. Patak, "Speech Styles used by Male and Female Teachers in English Language Interaction at Junior High School," *Journal of Art, Humanity & Social Studies*, vol. 3, no. 1, pp. 335–347, 2023.
- [11] R. I. N. Ma'rifattulloh, "An Analysis on Strategy Used by Male and Female Teacher in Teaching Reading Comprehension at SMK N 2 Sragen," Undergraduate Thesis, 2019.
- [12] A. N. Martha and E. C. Ifeyinwa, "The Influence of Male and Female Teachers' Teaching Strategies in Writing Achievement," *International Journal of Research Publication and Reviews*, vol. 5, no. 2, pp. 184–188, 2024.
- [13] Y. Masmida Putri, S. Hanani, and Z. Sesmiarni, "The Application of the Merdeka Curriculum in the Context of Learning Recovery," *TOFEDU: The Future of Education Journal*, vol. 2, no. 4, pp. 575–581, 2023, doi: 10.61445/tofedu.v2i4.91.
- [14] M. B. Miles and A. M. Huberman, *Qualitative Data Analysis*, 2nd ed. Thousand Oaks, CA: Sage, 1994.
- [15] H. D. Nguyen, L. T. Mai, and D. A. Do, "Innovations in Creative Education for Tertiary Sector in Australia," *Educational Philosophy and Theory*, vol. 52, no. 11, pp. 1149–1161, 2020, doi: 10.1080/00131857.2020.1752190.
- [16] N. S. Putri and R. R. Aliyyah, "Implementasi Kurikulum Merdeka di Sekolah Dasar," *Karimah Tauhid*, vol. 3, no. 3, pp. 2769–2778, 2024, doi: 10.30997/karimahtauhid.v3i3.12420.
- [17] I. Rajagopalan, "Concept of Teaching," *Shanlax International Journal of Education*, vol. 7, no. 2, pp. 5–8, 2019, doi: 10.34293/education.v7i2.329.
- [18] N. N. A. Ratnadi, P. K. Nitiasih, and N. N. Padmadewi, "A Descriptive Study of Male and Female Teachers' Preferences of Strategies Used for Teaching Speaking," *E-Journal Pascasarjana Undiksha*, vol. 3, 2014.
- [19] F. Rosi, "Grammar-Translation Method: Is it Still Applicable Nowadays?," vol. 2, no. 1, 2024.
- [20] T. Taslim, M. Mahmud, and M. Burhamzah, "Speech Styles of Male and Female Teachers in EFL Classroom Interaction," *Journal of Excellence in English Language Education*, vol. 2, no. 2, pp. 152–171, 2023.
- [21] Y. Wang, *Education in a Changing World: Flexibility, Skills, and Employability*. Washington, DC: World Bank, 2012.
- [22] E. Wilfitri and S. P. Suganda, "Teacher Voices of Gender Representation in EFL Textbook," *Lingua Didaktika*, vol. 17, no. 2, p. 157, 2023, doi: 10.24036/ld.v17i2.126204.
- [23] I. Zahara, "The Effectiveness of Using Guided Discovery in Teaching Reading Comprehension," *Edukasi: Jurnal Pendidikan dan Pengajaran*, vol. 4, no. 2, pp. 66–73, 2017, doi: 10.19109/ejpp.v4i2.1563.
- [24] L. Zhou, "How To Develop 21st Century Skills in Students: The Role of LEGO® Education," *Science Insights Education Frontiers*, vol. 15, no. 2, pp. 2281–2283, 2023, doi: 10.15354/sief.23.or216.
- [25] F. Akbar, M. Mahmud, and K. Salija, "The Effects of Gender Roles in the Use of Languages by Teachers at EFL Classroom," 2019.
- [26] E. H. A. E. Ashour, "The Effectiveness of Guided Discovery Strategy in Developing EFL Preparatory School Pupils' Writing Skills," *Menoufia Univ., Faculty of Education*, 2022, doi: 10.21608/muja.2022.260125.
- [27] J.-M. Dewaele, K. Saito, and F. Halimi, "How teacher behaviour shapes foreign language learners' enjoyment, anxiety and attitudes/motivation: A mixed modelling longitudinal investigation," *Language Teaching Research*, 2022, doi: 10.1177/13621688221089601.
- [28] P. Eckert and S. McConnell-Ginet, *Language and Gender*. Cambridge, U.K.: Cambridge Univ. Press, 2013.
- [29] R. Erlinda Kurniatillah, N. Husna, A. Alek, D. N. Hidayat, and F. Hamid, "Male and Female EFL Teachers' Mood Structure in Classroom Interaction," *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, vol. 10, no. 2, pp. 1452–1462, 2024, doi: 10.30605/onoma.v10i2.3469.
- [30] A. R. Hayati, Z. L. Afriani, and A. Akbarjono, "Teacher's Teaching Strategies in EFL Class," *Jadila: Journal of Development and Innovation in Language and Literature Education*, vol. 1, no. 3, pp. 330–341, 2021, doi: 10.52690/jadila.v1i3.126.
- [31] Hosaini et al., *Metode dan Model Pembelajaran untuk Merdeka Belajar: Model Pembelajaran Flipped Classroom*, 1st ed. Indonesia: CV Kreator Cerdas Indonesia, 2022.
- [32] C. H. Lacey, A. Saleh, and R. Gorman, "Teaching Nine to Five: A Study of the Teaching Styles of Male and Female Professors," in *Women in Educational Leadership Annual Conference*, 1998.
- [33] D. Larsen-Freeman and M. Anderson, *Techniques and Principles in Language Teaching*, 3rd ed. Oxford, U.K.: Oxford Univ. Press, 2013.
- [34] S. P. Mappaaita, S. Weda, and A. A. Patak, "Speech Styles used by Male and Female Teachers in English Language Interaction at Junior High School," *Journal of Art, Humanity & Social Studies*, vol. 3, no. 1, pp. 335–347, 2023.
- [35] R. I. N. Ma'rifattulloh, "An Analysis on Strategy Used by Male and Female Teacher in Teaching Reading Comprehension at SMK N 2 Sragen," Undergraduate Thesis, 2019.
- [36] A. N. Martha and E. C. Ifeyinwa, "The Influence of Male and Female Teachers' Teaching Strategies in Writing Achievement," *International Journal of Research Publication and Reviews*, vol. 5, no. 2, pp. 184–188, 2024.
- [37] Y. Masmida Putri, S. Hanani, and Z. Sesmiarni, "The Application of the Merdeka Curriculum in the Context of Learning Recovery," *TOFEDU: The Future of Education Journal*, vol. 2, no. 4, pp. 575–581, 2023, doi: 10.61445/tofedu.v2i4.91.
- [38] M. B. Miles and A. M. Huberman, *Qualitative Data Analysis*, 2nd ed. Thousand Oaks, CA: Sage, 1994.
- [39] H. D. Nguyen, L. T. Mai, and D. A. Do, "Innovations in Creative Education for Tertiary Sector in Australia," *Educational Philosophy and Theory*, vol. 52, no. 11, pp. 1149–1161, 2020, doi: 10.1080/00131857.2020.1752190.

- [40] N. S. Putri and R. R. Aliyyah, "Implementasi Kurikulum Merdeka di Sekolah Dasar," *Karimah Tauhid*, vol. 3, no. 3, pp. 2769–2778, 2024, doi: 10.30997/karimahtauhid.v3i3.12420.
- [41] I. Rajagopalan, "Concept of Teaching," *Shanlax International Journal of Education*, vol. 7, no. 2, pp. 5–8, 2019, doi: 10.34293/education.v7i2.329.
- [42] N. N. A. Ratnadi, P. K. Nitiasih, and N. N. Padmadewi, "A Descriptive Study of Male and Female Teachers' Preferences of Strategies Used for Teaching Speaking," *E-Journal Pascasarjana Undiksha*, vol. 3, 2014.
- [43] F. Rosi, "Grammar-Translation Method: Is it Still Applicable Nowadays?," vol. 2, no. 1, 2024.
- [44] T. Taslim, M. Mahmud, and M. Burhamzah, "Speech Styles of Male and Female Teachers in EFL Classroom Interaction," *Journal of Excellence in English Language Education*, vol. 2, no. 2, pp. 152–171, 2023.
- [45] Y. Wang, *Education in a Changing World: Flexibility, Skills, and Employability*. Washington, DC: World Bank, 2012.
- [46] E. Wilfitri and S. P. Suganda, "Teacher Voices of Gender Representation in EFL Textbook," *Lingua Didaktika*, vol. 17, no. 2, p. 157, 2023, doi: 10.24036/ld.v17i2.126204.
- [47] I. Zahara, "The Effectiveness of Using Guided Discovery in Teaching Reading Comprehension," *Edukasi: Jurnal Pendidikan dan Pengajaran*, vol. 4, no. 2, pp. 66–73, 2017, doi: 10.19109/ejpp.v4i2.1563.
- [48] L. Zhou, "How To Develop 21st Century Skills in Students: The Role of LEGO® Education," *Science Insights Education Frontiers*, vol. 15, no. 2, pp. 2281–2283, 2023, doi: 10.15354/sief.23.or216.
- [49] F. Akbar, M. Mahmud, and K. Salija, "The Effects of Gender Roles in the Use of Languages by Teachers at EFL Classroom," 2019.
- [50] E. H. A. E. Ashour, "The Effectiveness of Guided Discovery Strategy in Developing EFL Preparatory School Pupils' Writing Skills," *Menoufia Univ., Faculty of Education*, 2022, doi: 10.21608/muja.2022.260125.
- [51] J.-M. Dewaele, K. Saito, and F. Halimi, "How teacher behaviour shapes foreign language learners' enjoyment, anxiety and attitudes/motivation: A mixed modelling longitudinal investigation," *Language Teaching Research*, 2022, doi: 10.1177/13621688221089601.
- [52] P. Eckert and S. McConnell-Ginet, *Language and Gender*. Cambridge, U.K.: Cambridge Univ. Press, 2013.
- [53] R. Erlinda Kurniatillah, N. Husna, A. Alek, D. N. Hidayat, and F. Hamid, "Male and Female EFL Teachers' Mood Structure in Classroom Interaction," *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, vol. 10, no. 2, pp. 1452–1462, 2024, doi: 10.30605/onoma.v10i2.3469.
- [54] A. R. Hayati, Z. L. Afriani, and A. Akbarjono, "Teacher's Teaching Strategies in EFL Class," *Jadila: Journal of Development and Innovation in Language and Literature Education*, vol. 1, no. 3, pp. 330–341, 2021, doi: 10.52690/jadila.v1i3.126.
- [55] Hosaini et al., *Metode dan Model Pembelajaran untuk Merdeka Belajar: Model Pembelajaran Flipped Classroom*, 1st ed. Indonesia: CV Kreator Cerdas Indonesia, 2022.
- [56] C. H. Lacey, A. Saleh, and R. Gorman, "Teaching Nine to Five: A Study of the Teaching Styles of Male and Female Professors," in *Women in Educational Leadership Annual Conference*, 1998.
- [57] D. Larsen-Freeman and M. Anderson, *Techniques and Principles in Language Teaching*, 3rd ed. Oxford, U.K.: Oxford Univ. Press, 2013.
- [58] S. P. Mappaita, S. Weda, and A. A. Patak, "Speech Styles used by Male and Female Teachers in English Language Interaction at Junior High School," *Journal of Art, Humanity & Social Studies*, vol. 3, no. 1, pp. 335–347, 2023.
- [59] R. I. N. Ma'rifatulloh, "An Analysis on Strategy Used by Male and Female Teacher in Teaching Reading Comprehension at SMK N 2 Sragen," *Undergraduate Thesis*, 2019.
- [60] A. N. Martha and E. C. Ifeyinwa, "The Influence of Male and Female Teachers' Teaching Strategies in Writing Achievement," *International Journal of Research Publication and Reviews*, vol. 5, no. 2, pp. 184–188, 2024.
- [61] Y. Masmida Putri, S. Hanani, and Z. Sesmiarni, "The Application of the Merdeka Curriculum in the Context of Learning Recovery," *TOFEDU: The Future of Education Journal*, vol. 2, no. 4, pp. 575–581, 2023, doi: 10.61445/tofedu.v2i4.91.
- [62] M. B. Miles and A. M. Huberman, *Qualitative Data Analysis*, 2nd ed. Thousand Oaks, CA: Sage, 1994.
- [63] H. D. Nguyen, L. T. Mai, and D. A. Do, "Innovations in Creative Education for Tertiary Sector in Australia," *Educational Philosophy and Theory*, vol. 52, no. 11, pp. 1149–1161, 2020, doi: 10.1080/00131857.2020.1752190.
- [64] N. S. Putri and R. R. Aliyyah, "Implementasi Kurikulum Merdeka di Sekolah Dasar," *Karimah Tauhid*, vol. 3, no. 3, pp. 2769–2778, 2024, doi: 10.30997/karimahtauhid.v3i3.12420.
- [65] I. Rajagopalan, "Concept of Teaching," *Shanlax International Journal of Education*, vol. 7, no. 2, pp. 5–8, 2019, doi: 10.34293/education.v7i2.329.
- [66] N. N. A. Ratnadi, P. K. Nitiasih, and N. N. Padmadewi, "A Descriptive Study of Male and Female Teachers' Preferences of Strategies Used for Teaching Speaking," *E-Journal Pascasarjana Undiksha*, vol. 3, 2014.
- [67] F. Rosi, "Grammar-Translation Method: Is it Still Applicable Nowadays?," vol. 2, no. 1, 2024.
- [68] T. Taslim, M. Mahmud, and M. Burhamzah, "Speech Styles of Male and Female Teachers in EFL Classroom Interaction," *Journal of Excellence in English Language Education*, vol. 2, no. 2, pp. 152–171, 2023.
- [69] Y. Wang, *Education in a Changing World: Flexibility, Skills, and Employability*. Washington, DC: World Bank, 2012.
- [70] E. Wilfitri and S. P. Suganda, "Teacher Voices of Gender Representation in EFL Textbook," *Lingua Didaktika*, vol. 17, no. 2, p. 157, 2023, doi: 10.24036/ld.v17i2.126204.
- [71] I. Zahara, "The Effectiveness of Using Guided Discovery in Teaching Reading Comprehension," *Edukasi: Jurnal Pendidikan dan Pengajaran*, vol. 4, no. 2, pp. 66–73, 2017, doi: 10.19109/ejpp.v4i2.1563.
- [72] L. Zhou, "How To Develop 21st Century Skills in Students: The Role of LEGO® Education," *Science Insights Education Frontiers*, vol. 15, no. 2, pp. 2281–2283, 2023, doi: 10.15354/sief.23.or216.