

The Comparison of Teaching Strategies Between Male and Female English Teachers in Junior High Schools in Singaraja

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ABSTRACT

This study examines the comparison of teaching strategies between male and female English teachers in Junior High School in Bali in implementing the Merdeka Curriculum. This study involved one male teacher and one female teacher. This research used descriptive qualitative research. The findings of this study revealed clear differences in teaching strategies between male and female English teachers at SMP Negeri 2 Sawan. Although the male teacher claimed to apply various modern teaching strategies, classroom observations showed that he relied heavily on lectures and one-way communication. His teaching was directive and used an imperative speaking style, which limited student interaction. In contrast, the female teacher used metacognitive and problem-based learning strategies, which were in line with her attention to student needs and readiness in class. She demonstrated two-way communication and encouraged critical thinking through questions and discussions. In addition, her approach combined social and affective strategies, reflecting a more nurturing and responsive teaching style. These findings suggest that the male teacher's teaching was more authoritative, while the female teacher's teaching was more interactive and student-oriented.

Keyword: Teaching Strategies, Gender, Kurikulum Merdeka

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PENDAHULUAN

Gender is an aspect that affects several situations, one of which is teacher preferences. Teacher preference could be influenced by many things, which are the student's condition in the learning process, the teacher's ability to teach, and also the facilities that support the learning process (Mustika & Wardah, 2021). There are many studies that show that gender could influence every aspect of humans, including talking, pedagogical approaches, interactions with students, and preferences for teaching strategy. Supported by Song et al. 2022, gender is an important aspect that influences teaching strategies based on differences.

Gender is the social construction of biological sex, whereas sex is a biological classification essentially based on one's ability to reproduce. They come together because of society's strong demand for conformity (Penelope et al., 2013). Therefore, the place and culture become one of the main factors in the discussion of gender. In addition, because gender is closely related to place, there is a possibility of differences in how these characters are.

Based on preliminary observation, male and female teachers seemed to have different strategies in teaching. Female teachers tend to spend more time explaining the material than male teachers. Additionally, the teaching methods employed by female teachers are more varied than those of male teachers. For instance, when practicing questions, female teachers often create their own worksheets, whereas male teachers

typically use the worksheets provided by the school. Additionally, despite some differences in teaching styles between male and female teachers, this phenomenon can be researched. Additionally, there are several new teaching strategies after the pandemic that have affected the world, including Indonesia.

The COVID-19 pandemic, which occurred in 2020-2021, had a prolonged effect on educational practices in Indonesia, one of which was the shift from offline to online learning platforms. It affects the students and the teachers. According to Intan et al. (2021) the pandemic has a negative impact on students with low language development, as there is a change in students with loss learning, while, according to Rulandari (2020), the COVID-19 pandemic has had a positive impact on students; therefore, teachers should be creative during online learning. Hence, the Indonesian government developed an emergency curriculum to address this issue. After that, it developed into the Merdeka Curriculum, which can be interpreted as the Merdeka Curriculum was made with consideration of the conditions of Indonesian education after the pandemic, which is the beginning of technology in learning.

Merdeka Curriculum emphasizes educational objectives to enhance students' skills and interests, develop students' competencies and characters, provide students with the freedom to choose learning interests (flexible), reduce students' academic demands, and encourage teachers' creativity. According to Fitriyah & Wardani (2022), the Indonesian government gives teachers the liberty to adjust based on students' needs. One of the goals of Kurikulum Merdeka is to provide students with the freedom to choose learning interests and student-centred learning, which means it makes teachers bring out their ideas. In addition, according to Rizky (2022), Kurikulum Merdeka emphasizes essential subjects, such as numeration and literacy. The Indonesian government believes this helps prevent learning loss.

One of the characters, Kurikulum Merdeka, is focusing on building 21st-century skills; one of the subjects used in line is the English language subject. The Indonesian government empowers teachers to use various teaching methods, adapt lessons to meet students' diverse abilities, and create a more inclusive learning environment. Thus, Anisah & Qamariah (2023) stated that many new teaching methods and strategies to help teachers teach in Kurikulum Merdeka, which are Some of them are Learning Strategy Training, Cooperative Learning, Computer Assisted Language Learning, Project Based Learning, Blended Learning, Discovery Learning, Picture and Picture, Example Non Example, Contextual Teaching Learning, and Problem- Based Learning (Larsen-Freeman & Anderson, 2013). The emergence of that new curriculum and strategies has created challenges for teachers to adapt to students' needs.

According to Savitri et al. (2022), teaching strategy is one of the most important aspects influencing student learning success. Thus, the teacher should choose the right teaching strategies to make them successful. The character of the teacher has a significant effect on students' acknowledgment and achievement of learning. The teacher's preference is based on the teaching strategy chosen by the teacher.

Teachers' preferences can be influenced by various factors, for example the student's learning conditions, the teacher's teaching ability, and the facilities that support the learning process (Mustika & Wardah, 2021). The other crucial factor is Gender. There are many studies that show that gender can influence every aspect of human behavior, including communication, pedagogical approaches, interactions with students, and preferences for teaching strategies. Supported by Song et al. 2022, gender is an important aspect that influences teaching strategies based on differences.

Eckert and McConnell (2013) show the differences between males and females in communication styles. Males are more likely to focus on their activities, while females tend to engage in conversation. The other result is that male teachers have more dominant behaviours, less

communication, and students-centred teaching, while female teachers are typically active in communication, teacher-centred teaching, and controlling classroom dynamics.

Gender differences have a significant influence on teaching strategy based on Eckert and McConnell's study. It is supported by Sánchez-Cabrero et al. (2023) that the understanding of gender in education is essential to improve the student's more inclusive, equitable and empowering learning environment. There are gender-based differences in teaching method awareness and application, as Afzal et al. (2023) pointed out. Understanding how gender affects educators' teaching methods and strategies is therefore essential. Schools can improve student learning results by identifying areas where teaching strategies might be changed. Furthermore, by being aware of these preferences, educational institutions can develop rules that support a variety of teaching philosophies, resulting in inclusive and flexible learning environments.

However, research on teaching strategies after the implementation of the independent curriculum is challenging to find, let alone on teacher gender differences, in order to examine differences in teaching strategies. This makes researchers want to explore the comparison of teachers' teaching strategies regarding the independent curriculum and traditional curriculum in English subjects in Buleleng regional schools, which is SMP Negeri 2 Sawan.

This study can help enhance classroom teaching practices by analyzing gendered teaching strategies and identifying how male and female teachers employ different teaching strategies. Additionally, by recognizing the male and female gender strategy in teaching, we can find how to balance and strengthen the unique strengths of male and female teachers. The impact of gender in education is a developing field of study that needs more empirical support, and this study can add to the body of knowledge in this area. Additionally, training programs can be created to meet the specific needs and strengths of each gender if it is discovered that preferences for teaching strategies vary significantly between the sexes. Besides, this research can serve as a foundation for creating a more successful curriculum that enhances student learning outcomes while advancing instructors' profession. The overall goal of this study is to raise the standard of English language instruction by making sure that the methods employed are efficient and appropriate for the needs and characteristics of the students while also accounting for gender factors that may affect the effectiveness and preferences of the teaching methods.

MATERIALS AND METHOD

This research employed a qualitative method, specifically a descriptive qualitative approach. A qualitative research method is designed to gain insight and understand a particular phenomenon. Phenomenons related to the person experiencing the experience include behaviour, perception, motivation, action, and others. According to Moleon (2022), qualitative research collects and analyses data in depth and detail. Besides, qualitative research is very flexible, allowing the researcher to change the initial result as time goes on (Arif et al., 2024). This research collects data from interviews and observations (Haradhan, 2018). The descriptive method could find the differences in teaching strategies used by male and female teachers. It is aligned with the goals of this research. Thus, data was found to compare male and female teachers' strategy preferences in English teaching at SMP Negeri 2 Sawan. According to Nurhafizah et al. (2023) stated a population is an organization of people or objects with certain characteristics. Objects and subjects are the elements of the population. In this study, the population consisted of male and female teachers at the junior high school level in Buleleng. Therefore, the researcher chose four male and four female teachers as subjects from SMP Negeri 2 Sawan.

RESULTS

An interview guide is the second instrument for collecting data. It aims to uncover the perspectives, points of view, and descriptions provided by both male and female teachers. This research involves interviewing two teachers: one male and one female. The male teacher is responsible for teaching 7th grade at SMP Negeri 2 Sawan, while the female teacher teaches 9th

grade at the same school. This research employed semi-structured interviews, meaning the process involved asking predetermined questions along with open-ended queries depending on the situation. Consequently, the researcher asked prepared questions, and the next question followed the teacher's response. Below are the results of the interviews with the male and female teachers. **Male Teacher**

The results of these interviews are the male teachers' answers relating to teaching strategies, which answered the research questions. One of the main focuses of the researcher's questions is what teaching strategies are used by teachers. This question thoroughly explored whether male teachers use the same or different teaching strategies to enhance student understanding.

The male teacher revealed that he used Communication Language Strategies, Meaningful Language Teaching, Lecture Teaching Strategies, Translanguaging Teaching Strategies, and Cognitive Teaching Strategies. He believes that such teaching strategies can enhance students' fluency in English. He maintains that the teaching strategies he employs can help students become fluent in speaking English, which he would facilitate their learning. Additionally, the male teacher implements these strategies due to several factors, including the students' situations, their life backgrounds, and their needs.

"Saya paling sering menggunakan teaching strategies communicative, meaningful, lecturing, translanguaging, dan cognitive, tetapi saya tidak menggunakannya di setiap pertemuan. Saya menggunakan itu di beberapa pertemuan, terkadang saya gabung atau terpisah. Saya menggunakan strategi – strategi tersebut dikarenakan saya melihat kemampuan siswa, keadaan siswa, latar belakang kehidupan mereka, dan yang paling penting trend. Yang saya maksudkan trend itu kebutuhan siswa pada saat ini. (P61)"

(I often use communicative, meaningful, lecturing, translanguaging, and cognitive teaching strategies, but I don't use them in each meeting. I use them in some meetings, sometimes I combine them or separate them. I use these strategies because I look at the students' ability, the students' situation, their life background, and most importantly the trend. What I mean by trend is the current needs of the students.)

As mentioned above, the teacher considers several factors when using the strategy: the student's situation, ability, life background, and needs. The situation assessed by the teacher includes the student's preparedness for learning, such as whether they bring a dictionary or other learning tools. Additionally, the teacher considers the student's background, meaning whether the student grows up in a family that supports their education or whether they bring personal issues to school. Teachers believe that a student's background influences their motivation to learn. Lastly, teachers pay attention to trends; this means they recognize what students currently need to learn English. Teachers see that students must become fluent in speaking English, as they hope that by the time students graduate, they had the skills to use English in everyday life and in their future education. Below, the teacher explains several factors using the strategy.

'Untuk segi keadaan siswa, itu artinya siswa siap untuk belajar ke sekolah dengan cara dia membawa peralatan untuk belajar seperti kamus atau buku dan banyak lainnya. Lalu, dari keadaan siswa yang siap itu berarti bisa dilihat bahwa latar belakang siswa itu baik juga dirumah, maka dari itu dia siap untuk belajar, jika latar belakang siswa tidak baik maka itu akan mempengaruhi motivasi siswa sehingga keadaan siswa ke sekolah. Lalu, yang terakhir itu trend. Trendnya sekarang kan komunikasi, yang saya maksud itu sekarang kita pakai Kurikulum Merdeka, lalu salah satu tujuan Kurikulum Merdeka itu menyiapkan bangsa untuk menghadapi tantangan global, maka kita sebagai guru harus mendukung itu aspek itu dengan meningkatkan speaking skills mereka. (P113)'

(In terms of student conditions, this means that students are prepared to study at school by bringing the necessary materials, such as dictionaries, books, and more. Additionally, when a student is ready, it indicates that their home background is also supportive, contributing to their readiness to learn. Conversely, if a student's background is also good at home, therefore he is ready to learn, if the student's background is not good then it can negatively impact their motivation to attend school. Lastly, the current trend is communication. What I mean by this is that we are now using the Merdeka Curriculum, which aims to equip the nation to face global challenges. Therefore, as teachers, we must support this goal by enhancing students' speaking skills.)

Furthermore, the data on the observation checklist, especially on the teaching strategies checklist with the observation checklist, is different; in the teaching strategies

checklist which was filled in by the male teacher before start the lesson, he filled in almost all the items. This is different from what he said before. Based on what he said, he only used cognitive teaching strategies when viewed from the teaching strategies checklist form. The teacher explained here that with some indicators he completed the form intending to use it across several meetings, not every meeting. The indicators marked by the teacher refer to one of the teaching strategies of used Communication Language Strategies, Meaningful Language Teaching, Lecture Teaching Strategies, Translanguaging Teaching Strategies, and Cognitive Teaching Strategies used in each meeting.

'Benar saya mengisi semua teaching strategies di formulir tersebut, tetapi saya tidak mengisi semua indikator di setiap teaching strategies tersebut. Maksud saya mengisi teaching strategies itu karena saya merasa bahwa di setiap indikator yang saya isi itu mengacu kepada strategis-strategis yang saya gunakan itu seperti komunitif, Translanguaging, kognitif, dan ceramah.(P61)'

(It is true that I filled in all the teaching strategies on the form, but I did not fill in all the indicators in each teaching strategy. I filled in the teaching strategies because I felt that each indicator that I filled in referred to the strategies that I used, such as communicative, translanguaging, cognitive, and lecture.)

Besides that, challenges were encountered when the teacher used those strategies is some of the students who were inactive. The teacher said that the students are not active due to several factors, they are sleepy, they are not focused because of the situation at home, or there are personal problems. Therefore, he allowed him to go to the toilet to wash his face. Then, on several occasions, he invited him to ask questions in the section when appointing students randomly.

In addition, the teacher gives 2 meetings specifically for a small quiz and 3 meetings to explain the material. So, the teacher explains that 2 meetings is the right amount to find out how students understand the material. Then, after that the teacher will evaluate again about what is lacking in terms of students.

'Saya itu selalu mengajarkan siswa dengan memberikan penjelasan dulu yang cukup 2 hingga 3 pertemuan. Jika sudah cukup, saya akan memberikan 2 kali pertemuan khusus untuk memberikan quiz kecil kecilan untuk melatih pemahaman siswa.(P34)'

(I always teach students by giving explanations first, which is enough for 2 to 3 meetings. If it is enough, I will give 2 meetings specifically to give small quizzes to train students' understanding.)

Female Teacher

This interview was conducted by the female teacher regarding her use of teaching strategies. The use of teaching strategies by the female teacher is the main question of this research. Additionally, the questions thoroughly explored why the female teacher used the same teaching strategy during the fifth meeting, based on the results from the teaching strategies checklist. Below are the results of the interview between the researcher and the female teacher.

Based on the results of the teaching strategies checklist from earlier, the teacher utilized the same strategies in the fifth meeting: Learning Strategy Training and Problem-Based Learning. She stated that these strategies were the most suitable for the ninth-grade class she was teaching at that time. The teacher noted that before teaching these ninth graders, she had encountered them in eighth grade and observed a lack of motivation to learn English. Besides, the teachers saw that students are not able to learn independently. She saw that many students in this class still required encouragement to engage in learning, as well as attention to their character development. Consequently, she implemented these two teaching strategies because she believed they were the most effective for fostering student engagement and shaping their characters.

'Siswa kelas 9 yang ibu ajarkan sekarang ini merupakan siswa yang pernah ibu ajarkan di kelas 8, jadi ibu sudah mengetahui kurang lebih mengenai karakteristik siswa-siswa itu. Ibu melihat kurangnya motivasi pada pembelajaran Bahasa Inggris pada siswa. Selain itu, ibu juga merasa hampir semua siswa dikelas tersebut belum bisa menemukan sesuatu sendiri. Maka dari itu, ibu rasa strategi ini paling tepat untuk mendorong mereka untuk belajar (P63)'

(The the grade 9 students I am teaching now are the same students I taught in

grade 8, so I already know more or less about their characteristics. I have noticed a lack of motivation in their English learning. Additionally, I feel that almost all the students in the class have been unable to find things on their own. Therefore, I believe this strategy is the most appropriate way to encourage them to learn.)

The teacher adds that two teaching strategies are the most suitable for engaging students during the lesson. Analyzing, questioning, and practicing are the activities used in the fifth meeting. Throughout these activities, the teacher consistently asks questions and provides answers to foster students' critical thinking. Additionally, the teacher conducts pronunciation practice by having students read one of the paragraphs. The teacher feels that these strategies encourage students to become more independent. Furthermore, learning strategy training can assist teachers in managing their behavior.

'Ibu rasa dengan dua strategi ini saya dapat menuntun siswa untuk belajar yang lebih mandiri. Saya membuat aktivitas seperti latihan pronunciation, lalu saya sebelum masuk ke aktivitas utama saya mengajak siswa untuk menganalisis gambar untuk siswa mengenal dulu materinya. Dan pastinya saya mengajak siswa tanya jawab yang membuat mereka bisa mengembangkan critical thinking mereka. Selain itu, saya juga ingin membentuk karakter siswa menjadi lebih baik, oleh sebab itu saya menggunakan learning strategis training. (P78)'

(I think with these two strategies, I can lead students to learn more independently. I make activities such as pronunciation exercises, then before going into the main activity, I invite students to analyze the pictures so that they know the material first. And of course, I invite students to ask questions that make them develop their critical thinking. In addition, I also want to shape students' character to be better, that's why I use learning strategic training.)

In addition, the teacher said that she would give students practice questions every meeting with the aim of practicing their understanding. Every meeting, the teacher definitely holds group exercises with the aim that students can learn how to collaborate, which is one of the goals of the Merdeka Curriculum. Then, students who have different academic abilities will be mixed by the teacher into one so that they can simultaneously learn to work well together. And as a teacher, she said that he would be a facilitator for students if the students had trouble.

Besides that, the teacher always incorporates icebreakers in every meeting. She believes that after studying for 3 hours, students must quickly feel tired and bored, so she uses icebreakers to refresh their concentration. Furthermore, icebreakers provide a good opportunity for stretching the body, which has been sitting for a long time during study sessions. The teacher also mentioned that after each icebreaker, she will offer a brief motivational talk to encourage students to stay motivated in their learning.

'Menurut ibu, icebreaker itu dapat mempengaruhi konsentrasi siswa. Karena gini, pembelajaran bahasa Inggris di kelas itu kan 3 jam. Mereka itu sudah jenuh. Jadi ibu isiin icebreaking biar lebih fresh lagi. 3 jam itu lama. Lalu ibu juga sering memotivasi siswa ibu dari hal-hal kecil dan takut atau yang lainnya. Setiap ibu mengajar mereka sudah lihat jadwal pelajarannya bahasa Inggris, mereka takut. Jadi ibu tidak pernah menuntut harus begini begitu. Kamu berani dulu, ngomong dulu. Kalau nggak berani, nggak mau ngomong, ibu nggak tahu kemampuan kamu sampai mana. Itu ibu pakai motivasi untuk siswa biar mereka nggak takut lagi. Biar nggak takut dulu, baru bisa belajar. Kalau udah takut kayaknya nggak masuk pelajarannya. (P116)'

(I think giving icebreaking can affect students' concentration. It is because English learning in class is 3 hours. They are already bored, so I fill in the icebreaking to make them fresher. 3 hours is long. Then you also often motivate your students from small things and fear or something else. Every time you teach they have seen the schedule of English lessons, they are afraid. So I never demand this or that. You dare first, talk first. If you don't dare, don't want to talk, I don't know where your ability is. That's the motivation I use for students so that they are not afraid anymore. Let's not be afraid first, then If you're already scared, you won't be able to learn.)

There are some teaching strategies that are not used by teachers. The teacher mentioned that students were not yet able to learn on their own so the strategy could not be used. The teacher feels that with the results of her analysis and experience when teaching these students before that strategies that encourage students to be student centered can be used at this time, but the teacher will use other strategies if the teacher

feels that students are sufficiently able to learn as student centered.

'Kalau menurut ibu, mereka belum mampu ke arah sana untuk menemukannya sendiri, menemukan permasalahannya sendiri. Selalu harus dituntun, dituntun, dan dituntun gitu. Harus selalu didampingi. Kalau dikasih sendiri belum mampu menurut ibu. Tapi mungkin next berikutnya bisa diterapkan di kelas yang lain, misalnya yang lebih mampu. Mungkin dari metode pembelajaran yang ibu pakai, ibu rasa setelah ibu lihat mereka belum mampu menggunakan metode yang lain. (P78)'

(I think, they haven't been able to go in that direction to find it themselves, find their own problems. Always have to be guided, guided, and guided like that. Must always be accompanied. I think, if I give it to them by themselves, they are not yet capable, but maybe next time it can be Maybe from the learning methods that I use.)

DISCUSSION

Based on the findings above, there are differences between male and female teachers in their choice of teaching strategies for English in the Independence Curriculum. The discussion is divided into three parts based on the research study purposes: the learning strategies used by male teachers, the learning strategies used by female teachers, and the differences in learning strategies between male and female teachers.

The first study purpose is to find out about the learning strategy used by the male teacher. According to the first data collection, the male teacher declared that he used every learning strategy in each meeting, such as learning strategy training, metacognitive strategy, cognitive strategy, social affective strategy, project-based learning, problem-based learning, discovery learning, computer assisted language learning, cooperative learning, active learning, integrated learning, flipped learning, competency-based learning, and differentiated learning.

However, based on the observations and interviews conducted by the researcher, the result does not align with what the male teacher has declared. The only strategy used by the male teacher is lecturing. The communication does not happen two ways, between the teacher and the students. Communication is one way from the teacher to the students. The meeting also employs summative assessment through quiz conducted by the teachers. During the observation, many imperative sentences are used with a firm speech style, such as "please do not litter", "now is not the time to draw", "you must study in the classroom", etc. It indicated that the teacher often uses the speech style of declaring what he has thought about certain things without being more constructive.

The second study purpose is to find out the learning strategy used by the female teacher. Based on the first data collection, the female teacher only uses three learning strategies, which are learning strategy training, metacognitive strategy, and problem-based learning. In the indicator stated, the ones that are filled fully by the female teachers are metacognitive strategy and problem-based learning.

The checklist filled in by the female teacher goes hand in hand with the observation result conducted by the researchers and the interview with the teacher. During the observation, the female teacher often communicates two ways, by asking a lot of questions as brainstorming, giving problems as the starter, and engage students in a discussion after the problem is given to the students. During the interview, the female teachers stated that she considered students' readiness, students' preparation, and students' need in employing the learning strategies. She explained about the reason behind employing problem-based learning which evolves around the matter of 21st century skill about problem solving and critical thinking.

The differences between the learning strategy between male and females lies on the way the delivery of the material. The material delivered by lecturing teaching style is employed by male teachers and on the other hand, the material delivered by communicative teaching style is employed by female teachers. The male teacher declares that he uses all the learning strategy, but based on the observation, did not use any of the learning strategy. On the other hand, female teacher uses metacognitive strategy and problem-based learning strategy based on a few considerations about the students' needs.

Based on the result above, it indicates that female teacher uses metacognitive strategy and problem-based learning. However, not only that, female teacher also use social and affective strategies by how the teacher deliver the material and manage the classroom teacher. It is supported by the research conducted by Ratnadi et al about the

female teacher that uses group work, discussion, and performance activities. Supported by Erlinda Kurniatillah et al, the female teacher is more assertive and act like a mentor. It is also supported by Wilfitri and Suganda, that stated female teacher articulates their emotions. It supports the finding from the interview about the reason behind the usage of the learning strategy employed by the female teachers.

Based on the result above, it indicates that male teacher uses delivery material style of lecture and imperative speech style. It is supported by Erlinda Kurniatillah et al that stated male teacher has tendency to do communication one sidedly in the classroom. The speech style is more imperative, declarative, and interrogative. Direct speech style is also employed by male teacher (Mappaita et al). It is also stated by Ara that male teachers are declared to be bossier. It explains about uncertainty of the usage of learning strategy statement and the observation result. Thus, the learning strategy cannot be found because the communication is done one sidedly. It doesn't goes hand in hand with the definition of teaching stated by Isola Rajagopalan. He stated that teaching is about the interaction between teacher and also students. Thus, it should not be conducted one sidedly.

CONCLUSIONS

This study examines the teaching strategies used by male and female English teachers at SMP Negeri 2 Sawan in implementing the Merdeka Curriculum, which consists of one male teacher and one female teacher. This study reveals distinct differences in teaching strategies between male and female English teachers at SMP Negeri 2 Sawan. Although the male teacher claimed to apply various modern teaching strategies, classroom observations showed he relied heavily on lecturing and one-way communication. His teaching was directive and used an imperative speech style, which limited student interaction. In contrast, the female teacher employed metacognitive and problem-based learning strategies, aligning with her attention to student needs and classroom readiness. She demonstrated two-way communication and encouraged critical thinking through questions and discussion. Additionally, her approach incorporated social and affective strategies, reflecting a more nurturing and responsive teaching style. These findings suggest that the male teacher's teaching was more authoritative, while the female teachers was more interactive and student-oriented. Understanding these gendered differences provides insights into how teaching strategies can be better aligned with student engagement and the goals of the Merdeka Curriculum.

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