



ENHANCING ENGLISH TEACHERS' PEDAGOGICAL COMPETENCE THROUGH "REAL ACTION" FEATURES ON THE MERDEKA MENGAJAR PLATFORM (PMM)

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Abstract

The "Real Action" features within the PMM are designed to bridge the gap between theory and practice. These features encourage teachers to engage in reflective practices, collaborative learning, and continuous professional development. This study employs a descriptive qualitative-methods research design to explore the implementation of "realaction" features in Merdeka Mengajar Platform (PMM) aimed at enhancing English teachers' pedagogical competence. The qualitative data from interviews and focus group discussions. The participants in this study were English teachers from various educational institutions across East Java, specifically those who are active users of the PMM platform. A total of 200 teachers were selected through a stratified random sampling technique to ensure representation from different areas, school types (public and private), and teaching experience levels. The results of this study indicate that the implementation of "real action" features in Merdeka Mengajar Platform has had a profound impact on enhancing English teachers' pedagogical competence.

Keywords: "Real Action" Features, English Teachers' Pedagogical Competence
Merdeka Mengajar Platform (PMM), Teaching on ELT

INTRODUCTION

In an era where globalization necessitates proficient English communication, the pedagogical competence of English teachers is important to improve students' language acquisition and critical thinking skills (Smith, 2020). Pedagogical competence encompasses educators' ability to design engaging curricula, employ adaptive teaching strategies, and integrate technology effectively a multifaceted skillset increasingly vital in diverse classrooms (UNESCO, 2021). Indonesia's recent educational reforms, notably the Merdeka Curriculum, underscore this imperative by prioritizing teacher autonomy and student-centered learning. Central to these reforms is the Merdeka Mengajar Platform (PMM), a

digital initiative designed to empower teachers through collaborative resources and professional development (PD) tools (Indonesian Ministry of Education and Culture, 2021). However, despite PMM's potential, challenges persist in translating theoretical PD into classroom practice, particularly for English teachers navigating resource constraints and evolving curricular demands (World Bank, 2023). However, this article explores how PMM's innovative "*Real Action*" features practical, context-driven modules that can bridge this gap, enhancing pedagogical competence through experiential learning.

The Merdeka Curriculum, launched in 2020, reimagines education by decentralizing curricular decisions and encouraging teacher creativity (Gupta, 2023). PMM, as its flagship platform, offers open-access lesson plans, assessment tools, and peer collaboration forums. Yet, studies reveal that many PD programs remain theoretical, limiting their applicability in real classrooms (Johnson & Lee, 2022). For English teachers, this disconnect is acute: while digital tools abound, their effective integration requires hands-on training and contextual adaptation (Brown, 2019). Rural educators, often hindered by infrastructural gaps, face additional barriers in adopting innovative pedagogies (World Bank, 2023). Consequently, PD initiatives must prioritize actionable strategies that align with Indonesia's diverse educational landscape.

The point of education has changed significant transformations, driven predominantly by technological advancements and innovative pedagogical approaches. Among these changes, the Merdeka Mengajar Platform (PMM) has emerged as a pivotal initiative aimed at improving the quality of education in Indonesia. This platform search to empower teachers by providing them with resources and tools that facilitate effective teaching practices. However, a crucial aspect of this initiative is the implementation of "*Real Action*" features designed to improve English teachers' pedagogical competence, thereby supporting improved student engagement and learning outcomes.

As globalization continues to influence educational paradigms, the demand for proficient English language skills has surged. In Indonesia, where English is often viewed as a vital skill for academic and professional success, the role of English teachers becomes increasingly important. However, many educators face challenges in their pedagogical practices, stemming from a lack of resources, inadequate training, and limited access to contemporary teaching methodologies. The PMM seeks to address these challenges head-on by integrating innovative features that promote active learning and practical teaching strategies.

The "*Real Action*" features within the PMM are designed to bridge the gap between theory and practice, enabling teachers to implement pedagogical strategies that are not only relevant but also effective in the context of their classrooms. These features encourage teachers to engage in reflective practices, collaborative learning, and continuous professional development. In addition, by fostering a culture of innovation and adaptability, the PMM aims to improve teachers' confidence and competence, ultimately leading to improved educational outcomes for students.

"*Real Action*" features also address these challenges by embedding practice-oriented tasks into PD frameworks. These features, such as classroom action research modules and peer observation tools, encourage teachers to implement and reflect on pedagogical strategies in real time (Indonesian Ministry of Education and Culture, 2021). For instance, a module might task teachers with designing a flipped classroom activity, uploading evidence of student engagement, and receiving peer feedback as a process fostering iterative improvement. Such experiential learning aligns with sociocultural theories emphasizing

knowledge co-construction through collaboration. By situating PD within authentic teaching contexts, “*Real Action*” shifts from abstract training to tangible skill application, an approach shown to enhance retention and confidence (Darling-Hammond et al., 2020).

Research has indicated that the professional development of teachers is closely linked to student success. Therefore, investing in the pedagogical competence of English teachers is crucial for enhancing the overall quality of education. The integration of “*Real Action*” features within the PMM is a proactive step toward equipping educators with the necessary skills and knowledge to navigate the complexities of modern English language teaching. Moreover, this initiative sets with global trends in education, where the focus has shifted from traditional rote learning to more dynamic and interactive teaching methods. The PMM not only emphasizes the importance of language proficiency but also advocates for the development of critical thinking, creativity, and collaboration among students. By supporting English teachers in their professional growth, the PMM contributes to the broader goal of creating a more effective and responsive educational system in Indonesia.

Teachers are responsible for preparing students to face various increasingly large and complex challenges in this day and age (Mamoh & Bete, 2019). In this case, teachers have a role in providing quality education and learning to students (El-ahwal, 2020; Fadhliyah, Mirizon, & Petrus, 2020; Fatmawati & Utama, 2023; Konig et al., 2021; Nelly, Situmorang, & Iriani, 2022; Suryawati, Harfal, & Syafrinal, 2021). This is supported by research of Sheveleva et al (2021) which showed that from her survey of 600 teachers, professionalism is one of the most significant factors affecting the quality of education. One part of developing teacher professionalism is self-development. Self-development is one of the tasks that teachers must do (Safruddin, Suaedi, & Ilyas, 2020). Self-development is a teacher task carried out intending to enhance the quality of education and learning (Ambarwati, 2019; Jawahir & Yusuf, 2021; Kartomo & Slameto, 2016; Nuryanti, Abdullah, & Murniati, 2022; Sennen, 2020). Self-development is also one of the work productivity indicators that can help teachers as agents of change in the world of education (Andriani, Hidayati, Abdullah, Rosmala, & Supriyono, 2022; Lestari, Hendarman, & Hidayat, 2022). This self-development can be done in various methods, namely by attending training, seminars, workshops, courses, and so forth (Jawahir & Yusuf, 2021; Kartomo & Slameto, 2016).

During the pandemic, various digital platforms have appeared to support teachers' self-development, with more and more teachers turning to online platforms that provide self-development activities (Hollebrands & Lee, 2020). These platforms have an impact on teachers' teaching quality as teachers use various resources to plan and develop their competencies and learning (Lei & Medwell, 2021; Pepin, Xu, Trouche, & Wang, 2017). The government during the pandemic has not stayed silent and has introduced several platforms that can help teachers' self-development, including the Merdeka Mengajar (formerly Guru Berbagi) platform (see. figure 1 and figure 2). This platform can facilitate teachers, government, and education experts to collaborate and share their ideas and innovations (Jawahir & Yusuf, 2021). The Merdeka Mengajar (PMM) platform can assist teachers in planning and implementing innovative learning (Setyawan & Syamsuryawati, 2023). PMM was launched as an effort to enhance teacher professionalism (Putu et al., 2023). In conclusion, PMM is a very beneficial platform for teachers.

The advancement of educational technology has opened new avenues for teaching and learning, particularly in enhancing teachers' pedagogical competence. One notable initiative

is the "Merdeka Mengajar" platform, which aims to empower teachers in Indonesia by providing innovative features that support effective teaching practices. The article *"Implementing 'real action' Features to Enhance English Teachers' Pedagogical Competence in the Merdeka Mengajar Platform"* explores the integration of actionable features that focus on practical outcomes for English teachers. By aligning the platform's functionalities with the pedagogical needs of educators, this initiative seeks not only to improve teaching methodologies but also to foster a deeper engagement with learners. According to various studies, incorporating technology in teacher professional development has shown to yield significant improvements in teaching effectiveness (Johnson, 2021; Smith & Brown, 2022).

One of the most helpful features of PMM is the *"real action"* feature. This feature comes with self-training where teachers are required to apply or implement what they have learned. This feature is certainly very helpful for teachers, including English teachers, because they not only receive the content of the self-training provided but also directly implement what they have learned. In real action, other teachers can also provide feedback to improve the teacher's teaching practice.

Many benefits and impacts that PMM can offer, including its *"real action"* features, information or research related to PMM is still lacking (Jawahir & Yusuf, 2021). The research by Jawahir and Yusuf (2021) discusses PMM and Guru Belajar and how they respond to them. However, they did not discuss in detail the features, especially the benefits obtained from the features. Another study by Budiarti (2022) also examined PMM and focused on discussing the responses of English teachers. Budiarti also mentioned the features contained in it and their benefits but did not discuss in detail the *"real action"* feature. This feature is very useful because it is one of the proofs that teachers have understood and applied what they have learned in PMM. By knowing what benefits have been obtained from this feature, teachers can be more motivated to maximize PMM to develop their competencies. Therefore, more detailed information is needed regarding what benefits have been obtained by English teachers from this feature. The need for research related to PMM is not only based on the lack of research that discusses it specifically and more deeply about the platform. The need for research related to the platform is also based on its relationship with the currently implemented curriculum (Merdeka Curriculum) and research based on English education.

The Merdeka Curriculum can provide freedom for schools to develop and design an English curriculum that suits student needs and is oriented towards the use and application of English in everyday life (Daimah & Suparni, 2023). The Merdeka Mengajar platform can facilitate English teachers to implement the Merdeka Curriculum more flexibly and responsively to student and local needs. Teachers can use findings from English education-based research as a reference and integrate them into their lesson designs to create more relevant and contextualized learning experiences. They can then share these results on the PMM platform as a reference for other English teachers in designing their lessons. Conversely, English education-based research can use the data available on the Merdeka Mengajar Platform to gain in-depth insights into the effectiveness of the curriculum, teaching strategies, and the effectiveness of the features offered, including *"real action"* features.

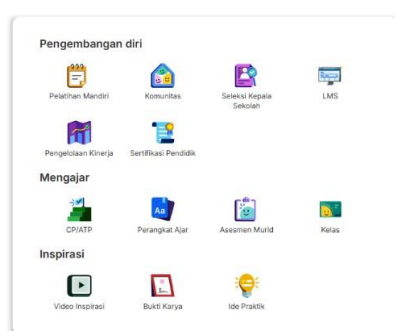


Figure 1. Appearance of PMM



Figure 2. Appearance of “real action” feature

Another problem is the lack of PMM used by teachers. As of September 11, on <https://guruberbagi-demo.simpkb.id>, of the total 1,406,085 teacher users, there were only 671,644 and 14,082 posts related to lesson plans and articles, respectively. Additionally, there were only 1,439 posts related to videos and real actions taken. In addition to the previously mentioned problems, the topic of technology use by teachers in English learning is also a critical recommendation put forward by Clark-Wilson, Robutti, and Thomas (2020). Clark Wilson, Robutti, and Thomas (2020) suggested that teachers often consider that the self-development they do is not relevant to their experience in the classroom. This is, of course, related to the topic to be investigated, namely, the impact of the real action feature that requires teachers to implement their learning outcomes in PMM. Therefore, information on the benefits obtained from this real action feature is still needed.

Emerging research underscores the efficacy of practice-based professional development. A study found that Indonesian teachers engaging in microteaching simulations via digital platforms demonstrated improved lesson-planning skills and technological integration (Gupta, 2023). Similarly, collaborative professional development models, where teachers co-create solutions to classroom challenges, have increased pedagogical adaptability in multilingual settings (Lee, 2022). PMM’s “Real Action” features build on these insights, offering scalable solutions to Indonesia’s teacher competency gaps.

Based on the previously mentioned problems, the researcher considers it essential to investigate the impact of using the “real action” feature on the Merdeka Mengajar platform to enhance the pedagogical competence of English teachers. The primary purpose of this study is to explore the implementation of the "real action" features within the Merdeka Mengajar Platform (PMM) and its influence on enhancing the pedagogical competence of English teachers.

This study aims to achieve the following specific objectives: Evaluate the Effectiveness of the training and assess how the "real action" features contribute to influencing English teachers' pedagogical skills and their ability to deliver effective instruction that aligns with the principles of the Merdeka curriculum. Identify Best Practices: Identify and document best practices among English teachers who actively utilize the "real action" features in their teaching strategies, providing a framework that can be shared and implemented across various educational contexts. Analyze Teacher Perceptions investigates the perceptions of English teachers regarding the usability and effectiveness of the "real action" features in supporting their professional development and enhancing student engagement and learning outcomes.

In conclusion, the implementation of "Real Action" features in the Merdeka Mengajar Platform represents a significant advancement in the professional development of English teachers. By enhancing pedagogical competence, these features have the potential to transform teaching practices and, consequently, students' learning experiences. As education continues to evolve, stakeholders must remain committed to fostering an environment that supports teacher development and promotes innovative teaching methodologies. Only through such efforts can we hope to achieve sustainable improvements in educational outcomes and prepare students to meet the demands of the 21st century.

METHOD

This research employed a descriptive qualitative approach to investigate the "real action thoroughly" features on the Merdeka Mengajar Platform (PMM) and their perceived effects on improving English teachers' pedagogical skills. This approach was selected for its capacity to offer rich, detailed insights into participants' experiences and practices, thus enabling a nuanced understanding of the phenomenon in its real-world setting. Initially, 200 English teachers from various Indonesian provinces, who showed interest through professional teacher networks and PMM user forums, formed the cohort. The research team used purposeful sampling to choose 25 teachers who met three specific criteria: (a) they had used the Real Action features for at least three consecutive months, (b) they represented a range of educational levels, including primary, junior high, and senior high schools, and (c) they worked in both urban and rural areas. This two-step selection process allowed the researchers to thoroughly examine PMM usage patterns while gathering enough qualitative data for thematic analysis.

Data collection spanned four months, from January to April 2025, using three distinct data sources: (a) semi-structured interviews conducted via online platforms like Zoom or Google Meet, each lasting between 45 and 60 minutes; (b) observational notes, which included screenshots and analytic logs of participants' interactions with PMM Real Action features; and (c) platform analytics that provided comprehensive user engagement statistics. All participants provided written informed consent before participating. A mixed-mode sampling strategy was used to ensure both the breadth and depth of the data collected. Initially, a large-scale online survey was distributed to about 75 active PMM users from various educational institutions in East Java. This survey aimed to gather demographic data and identify users who were highly engaged with the platform.

From this larger group, a portion of the participants were selected for the qualitative phase of the study using a purposive sampling technique. The main criteria for selection were demonstrated a high level of engagement with the PMM's "real action" features and a willingness to participate in in-depth data collection. The final qualitative sample included 20 English teachers from the seven top-ranked schools, seven middle-ranked schools, and six low-ranked schools based on Lembaga Tes Masuk Perguruan Tinggi (LTMPPT) data, a size deemed sufficient to achieve data saturation, the point at which no new themes or insights emerged from subsequent interviews and discussions. This sample ensured representation across different school types (public and private) and levels of teaching experience.

RESULTS AND DISCUSSIONS

The final qualitative sample consisted of 20 English teachers, a size determined to be sufficient to reach data saturation, the point at which no new themes or insights emerged from subsequent interviews and discussions:

Coding no	Teachers' Influence on PMM Statements	Teachers' Impact of PMM Statements
P1	"Before, I felt alone in my classroom. Now, on the PMM platform, I joined a group for 'Grade 10 Reading Materials.' We share resources weekly. It feels like I have a team."	The PMM program didn't just give me a new tool; it changed my mindset. I now see challenges in my classroom not as obstacles, but as puzzles to solve creatively. I feel empowered to experiment."
P2	"I posted a question about a disruptive student at 8 PM. By the next morning, three teachers from different cities had shared strategies that I actually tried. One worked."	"I used to think innovation was about fancy tech. Now I understand it's about novel approaches. I turned a boring grammar lesson into a 'grammar crime scene' investigation using just paper and markers. The students loved it."
P3	"Seeing that other teachers also struggle with time management made me feel less incompetent. We started a challenge to share our weekly lesson plans to hold each other accountable."	"The 'fail forward' ethos they promoted was key. I'm no longer afraid to try something that might not work perfectly the first time. I see it as a learning process for me and my students."
P4	I was genuinely motivated to complete the 'Collaborative Contributor' series. It pushed me to comment on five other people's lesson plans."	"My role has completely shifted. I'm no longer the 'sage on the stage.' I'm a facilitator. Yesterday, I spent most of the class walking between groups of students who were debating the theme of a story themselves. I just asked guiding questions."
P5	"I uploaded a video of my 'Think-Pair-Share' activity. Getting 45 likes and comments asking for the worksheet was unbelievable. I didn't think my ordinary method was special."	"I implemented a choice board for a project. Students could choose how to demonstrate their learning: a written report, a video diary, a podcast, or an artwork. The engagement and quality of work were phenomenal because they owned it."

P6	"There's a 'Featured Lesson' section. I adapted one on teaching narrative text using local folklore. My students were so engaged because the story was familiar to them."	"I start my lessons with a problem now, not a lecture. For example, 'How would we explain narrative structure to a novice who has never learnt a text?' Then I give them the resources to figure it out."
P7	"I used to download worksheets from the internet. Now, I first check the platform's resource bank because I know another teacher has already tested it in a real classroom like mine."	"My classroom is noisier now, and I'm proud of it. The noise is the sound of them debating, building, and collaborating. The silence was the sound of them just listening, or not listening."
P8	"A teacher from another school saw my project-based learning idea and asked if we could do it together with our classes via video call. We're now piloting a joint project."	"I've replaced my review sessions with Kahoot! Quizzes and Quizlet Live. The competition gets every single student active and engaged, even the ones who usually hide in the back."
P9	"The platform forces you to reflect. After you upload a student work sample, it asks: 'What worked? What would you change?' I never asked myself that so explicitly before."	"I use think-pair-share for every single question I ask. It gives every student time to process their thoughts and builds their confidence to share with the whole class later."
P10	"I now keep a simple digital journal on the platform. Writing three sentences after each lesson about what surprised me has helped me see patterns in my teaching."	"I've started using flipped classroom techniques. I record a short video for them to watch at home, and then we use class time for hands-on activities and deeper discussion. It maximizes our time together."
P11	"Reading other teachers' reflections on their failed lessons was a game-changer. It showed me that reflection isn't about being perfect, it's about getting better."	"Gamification was a game-changer for me. I created a class-wide 'quest' where students earn XP (experience points) for completing tasks and mastering skills. They are so motivated to level up."
P12	"The prompt after the online training module asked, 'How will you implement this tomorrow?' It made me move from just learning to actually planning action."	"I now use project-based learning for entire units. Instead of a test on environmental science, students worked in groups to design a proposal for making our school more 'green.'"

		The learning was deeper and more meaningful."
P13	"Our entire English department joined the platform. We now use the shared workspace to co-create our termly exams instead of one person bearing the burden."	"A student told me, 'Your class doesn't feel like work. It feels like we're just discovering cool stuff.' That was the best feedback I've ever received. It's because the learning is now an experience."
P14	"I showed my principal the analytics from my engaged students on the platform's assigned tasks. We used that data to argue for more reliable Wi-Fi in our classrooms, and we got it!"	"I brought in virtual reality (VR) headsets for a history lesson. The students didn't just read about ancient Rome; they 'walked' through it. The awe on their faces was incredible."
P15	"There was a best practice article on the platform about peer mentoring for new teachers. We adapted it into a formal program at our school, and new teacher retention has improved."	"We connected with a pen-pal class in another country via a safe online platform. My students are not just learning English; they are using it to make real friends and learn about a different culture firsthand."
P16	"I found a template for a project grant proposal on the platform. I customized it and submitted it to the district. We were awarded funding for new library books."	"It's not about using tech for tech's sake. I use Padlet as a digital brainstorming board, Mentimeter for live polls to check understanding, and Google Docs for real-time collaborative writing. Each tool has a clear pedagogical purpose."
P17	I saw a post about using 'Instagram stories' to teach sequential adverbs. I was skeptical, but I gave it a try. My students created their own stories—they were teaching each other grammar without realizing it."	"I finally understand how to use technology to differentiate instruction. With a platform like education.com or quizzes, I can assign different practice exercises to different students based on their individual needs, and it tracks their progress for me."

P18	"I was stuck in a teaching. The platform's 'Strategy of the Week' feature introduced a 'Gallery Walk' method. I tried it on Friday, and the energy in the room was completely different."	"I use a simple Google Form as an exit ticket at the end of every lesson. It takes students two minutes to answer 'What did you learn today?' and 'What questions do you still have?' It gives me instant data to plan the next lesson."
P19	"There's a feature that lets you remix other teachers' lesson plans. I took a simple poetry lesson and added a digital escape room element I found from another user. It was a hit."	"This PD was different because it was ongoing. It wasn't a one-day workshop. We had follow-up coaching sessions where I could get feedback on my specific challenges. That's what made it stick."
P20	"A teacher shared how she uses only one iPad for a whole class with a station rotation model. I don't have a full sophisticated technology, so this low-tech hack was exactly the kind of creative solution I needed."	"The most valuable part was building a Professional Learning Network (PLN). Our group has a WhatsApp group where we share ideas, victories, and failures every week. That continuous support is invaluable."

The implementation of "real action" features within the Merdeka Mengajar platform (PMM) represents a significant step towards enhancing the pedagogical competence of English teachers in Indonesia. This discussion explores two primary results derived from the study: the influence of real action features on teacher engagement and their impact on instructional practices. More details regarding the development of pedagogical competence can be found in Table 1 below, which outlines some of the actual actions taken.

Table 1. English Teachers' Response to the Influence of PMM's Real Action Feature

No.	Thematic Influence	Frequency
1.	Increase teachers' Professional engagement	20
2.	Making teachers' best practices	17
3.	Getting teachers to get used to reflecting	20
4.	Improving the condition of the education unit	11
5.	Making creative teaching methods and strategies	7

Result 1: Influence of Real Action Features on Teacher Engagement

Twenty participants from the study group reported that Real Action usage led to a significant increase in their work commitment. Real Action users reported increased participation in professional forums, peer discussions, and collaborative lesson design activities.

The Real Action platform enabled me to connect with teachers from different districts because I used to avoid them before joining the platform. I now participate in weekly exchanges of ideas while developing lesson plans alongside teaching professionals from various provinces. (Participant 14)

The notification system helps me stay connected with the teaching community by sending reminders to share updates, which keeps me engaged with the community. (Participant 7)

The first notable outcome of this study was the substantial increase in teacher engagement resulting from the integration of real action features within the PMM. The findings suggest that features such as interactive lesson plans, peer collaboration opportunities, and real-time feedback mechanisms can foster a more dynamic and participatory learning environment for English teachers. This aligns with the existing literature that emphasizes the importance of active engagement in professional development initiatives (Guskey, 2000; Desimone, 2009). Teachers reported feeling more motivated and connected to their professional community, which is critical in a context in which isolation can often hinder professional growth. The real action features provided a platform for teachers to share experiences, challenges, and best practices, thereby creating a supportive network that transcended geographical barriers. This collaborative spirit is particularly vital in the Indonesian educational landscape, where teachers often work in remote areas with limited access to resources and professional development opportunities.

Moreover, the interactive nature of real action features allows teachers to engage in reflective practices. By reviewing peer feedback and participating in discussions, educators were able to assess their teaching methods and adapt their strategies critically. This reflective engagement is essential for supporting a growth mindset among teachers, as it encourages continuous learning and adaptation to new pedagogical approaches (Schön 1983). However, it is also essential to acknowledge the challenges associated with maintaining high levels of engagement in the learning process. Some teachers expressed concerns regarding the time commitment required to utilize the platform's features fully. Addressing these concerns is crucial for ensuring sustained engagement and maximizing the potential benefits of PMM. Future iterations of the platform should consider incorporating flexible participation options or time-efficient resources to accommodate the varying schedules of teachers.

Table 2. English Teachers' Response to the Impact of PMM's Real Action Feature

No.	Thematic Impact	Frequency
1.	Enhance teachers' to be greater innovation	20
2.	Implementing student centered method	14
3.	Growth the active learning	19
4.	Improving the innovative teaching strategies	10
5.	Enrich the learning experience for students	7
6.	Utilizing technology effectively	5
7.	Improving professional development program	6

Result 2: Impact on Instructional Practices

The platform Real Action enabled teachers to try new approaches in their classroom work through its features (n = 20).

I strictly followed the textbook before Real Action, but now I feel comfortable changing tasks and creating personalized projects for my students. (Participant 8)

The platform motivates me to develop innovative teaching methods. I now feel comfortable trying new educational approaches because I can instantly receive feedback from others. (Participant 17)

Teachers found the platform to be a source of inspiration, which allowed them to validate their attempts at unproven educational approaches. The second significant result of this study pertains to the observable changes in instructional practices among English teachers following the implementation of real action features in the PMM. Data collected through surveys and classroom observations revealed that teachers who actively engaged with the platform demonstrated greater innovation in their teaching methodologies. This shift is particularly noteworthy given the traditional teaching practices that have historically dominated English instruction in Indonesia. Teachers reported incorporating more student-centered approaches, such as project-based learning and differentiated instruction, into their classrooms than before. These pedagogical shifts are consistent with contemporary educational theories that advocate active learning and the personalization of education to meet diverse student needs (Tomlinson, 2001). The real-world application features of PMM, which emphasize collaboration and practical implementation, have evidently equipped teachers with the tools and confidence necessary to implement these innovative strategies.

Furthermore, the integration of technology into instructional practices has been markedly enhanced. Teachers indicated that the platform provided them access to a wealth of digital resources, including multimedia content and interactive exercises, which they could seamlessly integrate into their lessons. This not only enriched the learning experience for students but also aligned with the global trend towards digital literacy in education (Hague & Payton, 2010). Nevertheless, it is essential to consider the varying levels of teachers' technological proficiency. While some educators enthusiastically embraced digital tools,

others expressed apprehension or a lack of confidence in utilizing technology effectively. This disparity highlights the need for ongoing support and training tailored to different skill levels of the staff. Professional development programs should be designed to address these gaps, ensuring that all teachers benefit from the PMM's innovative features.

The implementation of “real action” features in the Merdeka Mengajar Platform (PMM) aims to enhance the pedagogical competence of English teachers across various educational contexts. This section presents the findings from the study, which were gathered through a descriptive qualitative methodology, including surveys, interviews, and classroom observations. The results are organized into three primary themes: improvements in pedagogical skills, increased engagement and collaboration among teachers, and enhanced student outcomes.

Table 3. Response of Several English Teachers on the Benefits of PMM's Real Action Feature on Pedagogical Competence Development

No	The Benefit		Teachers' real action response
P1	Improvements in Pedagogical Skills	Enhanced Understanding of Pedagogical Strategies	Teachers expressed that the real action features, which included interactive modules and scenario-based learning
		Development of Reflective Practices	Teachers reported that the structured reflection prompts and peer review options facilitated deeper analysis of their teaching
P2	Increased Engagement and Collaboration Among Teachers	Fostering a Collaborative Learning Environment	Teachers reported utilizing discussion forums and collaborative projects as opportunities to share resources and strategies
		Increased Participation in Professional Development	Teachers attributed their increased participation to the accessibility and relevance of the professional development opportunities offered
P3	Enhanced Student Outcomes	Improvement in Student Engagement and Motivation	Teachers noted that the new pedagogical strategies learned through the platform resulted in more interactive and student-centered lessons
		Academic Performance and Language Proficiency	Teachers noted that these projects not only enhanced language skills but also fostered critical thinking and collaboration among students

Improvements in pedagogical skills and enhanced understanding of pedagogical strategies. Qualitative data from the interviews further supported these findings. Teachers expressed that the real action features, which included interactive modules and scenario-

based learning, provided them with practical examples that they could directly apply to their teaching. For instance, one teacher noted, *"The case studies presented on the platform helped me to visualize how to incorporate project-based learning into my lessons. I feel much more equipped to engage my students now."*

Regarding the development of reflective practices, teachers reported that structured reflection prompts, and peer review options facilitated a deeper analysis of their teaching. One participant shared, *"The reflection prompts made me think critically about my lessons. I began to notice patterns in my teaching that I hadn't recognized before, which has led me to make meaningful changes."* Increased engagement and collaboration among teachers foster a collaborative learning environment. Teachers reported utilizing discussion forums and collaborative projects as opportunities to share resources and strategies with their peers. For example, one teacher highlighted, *"I connected with a teacher from a different province through the platform. We shared lesson plans and co-created a project for our students. It was incredibly enriching."*

Increased Participation in Professional Development: Teachers attributed their increased participation to the accessibility and relevance of the professional development opportunities offered. One teacher remarked, *"The workshops available on the platform were tailored to our needs as English teachers. I found myself attending sessions that I wouldn't have considered before."* Enhanced student outcomes and improvement in student engagement and motivation. Teachers noted that the new pedagogical strategies learned through the platform resulted in more interactive and student-centered lessons than before. One teacher shared, *"I started using more group activities and technology in my lessons, and I could see my students were more excited about learning English. They were more willing to participate and share their ideas."*

In addition to engagement, academic performance and language proficiency showed promising improvements. Standardized test scores for English language proficiency were analyzed before and after PMM implementation. Teachers noted that these projects not only enhanced language skills but also fostered critical thinking and collaboration among students. One teacher commented, *"The projects allowed my students to apply their language skills in real-world contexts, which made learning more meaningful for them."*

CONCLUSION

The implementation of "real action" features on the Merdeka Mengajar Platform has yielded promising results in enhancing both teacher participation and pedagogical methods among English educators in Indonesia. By fostering an environment conducive to collaboration and reflection, the PMM encourages educators to adopt innovative teaching techniques and integrate technology into their classrooms. Looking forward, it is crucial to address the challenges identified in this study to sustain engagement and ensure equitable access to professional development resources for all teachers. The findings of this study indicate that the inclusion of "real action" features on the Merdeka Mengajar Platform has significantly improved pedagogical competence. Teachers have reported an enhanced understanding of teaching strategies, the development of reflective practices, and increased collaboration with colleagues.

Furthermore, these advancements have resulted in greater student engagement and improved academic outcomes, demonstrating the PMM's efficacy in cultivating a more dynamic and responsive educational environment. The data collected underscores the potential of digital

platforms as vital tools in professional development for educators, particularly in enhancing teaching skills that directly benefit student learning. Future research should continue to explore the long-term impacts of such interventions and the scalability of the PMM model across various subjects and educational contexts.

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