

## Enhancing English Language Teaching: Workshop Program for EFL Teachers in Surakarta

Joko Nurkamto<sup>1)</sup>, Teguh Sarosa<sup>1)</sup>, Kristiandi<sup>1)</sup>, Dewi Sri Wahyuni<sup>1)</sup>, Hefy Sulistyowati<sup>1)</sup>, Lastika Ary Prihandoko<sup>2, a)</sup>

<sup>1</sup>English Education, Universitas Sebelas Maret, Surakarta, Indonesia

<sup>2</sup>Management Trading, Universitas Sebelas Maret, Surakarta, Indonesia

<sup>a)</sup> Corresponding author: prihandoko@staff.uns.ac.id

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### ABSTRACT

The workshop program addresses the significance of effective English language teaching and identifies a knowledge gap in the implementation of the Merdeka Curriculum. Drawing on current literature, it emphasizes the need for transformative professional development for EFL teachers to excel in their pedagogical practices. The workshop program aims to equip EFL teachers with the knowledge and skills necessary to create dynamic and inclusive English language classrooms. By focusing on student-centered learning and project-based approaches, the program aims to enhance students' language proficiency and critical thinking abilities. The workshop employs interactive and hands-on learning methods, encouraging collaborative discussions, role-playing, and practical exercises. Experienced facilitators and experts in language education lead the sessions, ensuring an engaging and supportive learning environment. Through the workshop program, EFL teachers gain a comprehensive understanding of the Merdeka Curriculum and its student-centered nature. They learn to integrate CEFR standards effectively, differentiate instruction, and implement formative and summative assessments. Moreover, teachers gain insights into overcoming challenges related to curriculum transition and student diversity. By participating in the workshop program, EFL teachers can elevate the quality of English language teaching in their classrooms, fostering a generation of confident communicators and critical thinkers.

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## INTRODUCTION

English as a Foreign Language (EFL) instruction plays a vital role in preparing students for global communication and competitiveness in today's interconnected world. In recent years, educational systems worldwide have been undergoing significant reforms to better equip students with the necessary skills for the 21st century (Tran, 2023). One such reform is the Merdeka Curriculum, a student-centered and project-based approach aimed at promoting individual talents and interests while nurturing holistic development. As part of this reform, EFL teachers are expected to adapt their teaching practices to align with the Merdeka Curriculum's objectives (Fitriawan et al., 2022; Saidatun & Budiarmo, 2023), but findings from the preliminary study of EFL senior high school teachers associate with MGMP Solo Raya revealed that some teachers face challenges in comprehending and implementing this new approach.

As the landscape of English language teaching continues to evolve, the implementation of effective curricular reforms becomes increasingly vital (Lu et al., 2022). The Merdeka Curriculum emerges as a transformative approach, focusing on student-centered and project-based learning to foster critical thinking and communication skills (Zulkarnain et al., 2022). However, EFL teachers encounter challenges in adapting to this innovative curriculum, indicating the need for specialized professional development (Alibakhshi, 2019). This research report introduces a comprehensive workshop program tailored to empower EFL teachers with the necessary knowledge and skills to navigate the Merdeka Curriculum successfully. Drawing on best practices from literature, the proposed workshop modules aim to enhance teachers' understanding of the Merdeka Curriculum, foster student-centered pedagogies, and align language proficiency levels with the Common European Framework of Reference for Languages (CEFR).

Traditionally, English language teaching has often followed a structured, teacher-centered approach with an emphasis on memorization and grammar drills (Tianfu & Hongyuan, 2021). However, with the evolving landscape of education, there has been a growing recognition of the need for learner-centered approaches that cater to individual students' needs and interests. The Merdeka Curriculum represents a progressive shift in English language teaching, focusing on project-based learning and the development of 21st-century skills, such as critical thinking, communication, and collaboration (Fitriawan et al., 2022).

The preliminary studies EFL senior high school teachers associate with MGMP Solo Raya revealed that while some EFL teachers have embraced the principles of the Merdeka Curriculum, a considerable number still grapple with understanding its core concepts and how to effectively implement them in their classrooms. Challenges include transitioning from traditional teaching paradigms, limited knowledge of the Common European Framework of Reference for Languages (CEFR) as a benchmark for language proficiency, and finding ways to personalize learning to meet students' diverse needs.

Addressing the challenges faced by EFL teachers in implementing the Merdeka Curriculum is crucial to ensuring the curriculum's successful integration (Zulkarnain et al., 2022) and ultimately enhancing English language teaching outcomes. A well-designed workshop program can serve as an effective solution to bridge the knowledge gap and empower EFL teachers with the necessary skills and knowledge to excel in their roles. By offering comprehensive training and guidance, the workshop program can support teachers in transforming their classrooms into dynamic and engaging learning environments that foster students' language proficiency and overall growth.

The rationale for conducting this research lies in the pressing need to empower EFL teachers in Solo Raya High School and beyond with the necessary tools to succeed in implementing the Merdeka Curriculum. The workshop program aims to provide a supportive learning environment where teachers can share experiences, engage in collaborative learning, and gain insights from expert facilitators. By fostering a culture of continuous professional development, the workshop program seeks to enhance teachers' confidence and efficacy, ultimately benefiting students by nurturing their English language proficiency and fostering their holistic growth. Additionally, the research aims to contribute to the broader

educational discourse by providing evidence-based insights into effective teacher training programs for implementing student-centered and project-based curricula.

## LITERATURE REVIEW

### English Language Teaching and Curriculum Reforms

Effective English language teaching has long been a subject of interest among educators, policymakers, and researchers. Traditional approaches to language teaching often emphasized rote memorization and grammar drills, which limited students' opportunities for authentic language use and communication (Brown, 2000). However, with the increasing recognition of the importance of communicative competence, learner-centered pedagogies have gained prominence in language education (Richards & Rodgers, 2014). The Merdeka Curriculum, as a part of broader curriculum reforms, seeks to create student-centered and project-based learning environments that foster critical thinking, collaboration, and creativity.

### Challenges in Implementing the Merdeka Curriculum in EFL Classrooms

While the Merdeka Curriculum holds great promise for enhancing English language teaching, its successful implementation hinges on the proficiency and adaptability of EFL teachers. A study by Ndari & Mahmudah (2023) identified several challenges faced by EFL teachers in implementing the Merdeka Curriculum. These challenges include transitioning from a teacher-centered to a student-centered approach, unfamiliarity with project-based learning strategies, and limited knowledge of how to effectively integrate language skills in various projects. Additionally, EFL teachers reported difficulties in differentiating instruction to cater to students' diverse language abilities and ensuring that language development remains a central focus within the project-based approach.

### The Role of Professional Development in Supporting EFL Teachers

Professional development plays a crucial role in equipping EFL teachers with the knowledge and skills necessary to implement curricular reforms successfully. Studies have consistently highlighted the positive impact of targeted teacher training programs on teachers' instructional practices (Guskey, 2002; Wei et al., 2009). Professional development that emphasizes collaborative learning, reflective practice, and ongoing support has been found to lead to more effective implementation of new curricula (Harris & Sass, 2011). Therefore, a well-designed workshop program can offer a structured and supportive platform for EFL teachers to enhance their pedagogical knowledge and integrate the Merdeka Curriculum effectively.

### The Common European Framework of Reference for Languages (CEFR)

One aspect that emerged from the preliminary study was the limited understanding of the Common European Framework of Reference for Languages (CEFR) among EFL teachers. The CEFR provides a standardized framework for assessing language proficiency across various languages, including English, and is widely recognized internationally (Council of Europe, 2001). It offers a valuable benchmark for measuring students' language competencies and guiding language teaching practices. Therefore, any effective workshop program must include a comprehensive overview and practical application of the CEFR in the context of EFL classrooms.

### Best Practices in Workshop Design for EFL Teachers

In designing a workshop program for EFL teachers, it is essential to draw on best practices from existing literature. Guskey (2002) emphasizes the importance of sustained and focused professional development that aligns with teachers' instructional needs. Moreover, effective workshops should provide opportunities for collaborative learning, reflection, and hands-on practice, allowing teachers to apply new strategies directly in their classrooms (Wei et al., 2009). Additionally, integrating technology-enhanced learning experiences into the workshop can foster greater engagement and enable teachers to explore innovative instructional approaches (Brenner & Brill, 2016).

### The Impact of Teacher Professional Development on Student Outcomes

Numerous studies have explored the link between teacher professional development and student outcomes. An extensive meta-analysis conducted by Yoon et al. (2007) found a positive correlation between teacher professional development and student achievement. Moreover, professional development that focuses on student-centered teaching practices and differentiated instruction has been associated with greater student engagement and improved learning outcomes (Fishman et al., 2013; Malo-Juvera et al., 2018). Thus, a well-designed workshop program for EFL teachers can have a direct and lasting impact on students' language proficiency and overall learning experience.

## METHOD

### Workshop Design

The methodology for conducting the workshop program for EFL teachers will follow an the IDEAL approach (Bransford & Stein, 1984) which contains identification, define, explore, anticipate/act, and learn/look back (see Figure 1) in implementing the workshop program. It also helps in the transition to university education by integrating instruction in both generic and discipline-specific academic skills, leading to improved literacy and learning outcomes (Skillen et al., 1998). Furthermore, the implementation of the IDEAL approach in the process of education can enhance motivation to learn, engagement, studiousness, and curiosity (Jun & Long, 2022). Overall, the IDEAL approach offers a comprehensive and integrated framework for education that supports cognitive development, academic skills, and overall learning outcomes.



FIGURE 1. IDEAL Flowchart

## Participants

The participants in the workshop program will consist of EFL teachers from the English Language MGMP Solo Raya High School, as identified in the previous data from the preliminary study. A purposive sampling method will be used to select a diverse group of teachers representing different levels of experience, proficiency, and familiarity with the Merdeka Curriculum.



FIGURE 2. Workshop participants

## Workshop Facilitators

The workshop was facilitated by a team of experienced EFL educators, curriculum specialists, and professional development experts. The facilitators will have in-depth knowledge of the Merdeka Curriculum, project-based learning, language assessment, and the CEFR framework. They also possess strong facilitation skills to create an engaging and supportive learning environment for the participants.

## Workshop Content and Structure

The workshop program was designed to address the challenges identified in the previous data, particularly the limited understanding of the Merdeka Curriculum, project-based learning, and the CEFR framework. The content was organized into modules, each focusing on a specific aspect of the curriculum implementation. The workshop was conducted in a blended format, combining face-to-face sessions and online resources, to provide flexibility and accommodate participants' busy schedules.

Module 1: Introduction to the Merdeka Curriculum and Project-Based Learning

- Overview of the Merdeka Curriculum principles and objectives
- Introduction to project-based learning and its benefits in EFL classrooms
- Strategies for transitioning from teacher-centered to student-centered instruction
- Collaborative planning and designing project-based lessons

Module 2: Integrating Language Skills in Project-Based Learning

- Understanding the CEFR framework and its relevance in language teaching
- Identifying language learning objectives within project-based tasks
- Designing activities that promote listening, speaking, reading, writing, and viewing skills
- Differentiation strategies to cater to diverse language abilities

Module 3: Assessment in the Merdeka Curriculum

- Formative and summative assessment in project-based learning

- Using rubrics and performance-based assessments to evaluate language proficiency
- Providing constructive feedback to students for language development
- Aligning assessment with CEFR proficiency levels

#### Module 4: Technology-Enhanced Learning and Resources

- Integrating technology tools and resources to enhance language learning experiences
- Utilizing online platforms and applications for language practice and assessment
- Digital resources for project-based learning and language skill development

### Data Collection

Data will be collected throughout the workshop program using multiple methods, including pre- and post-workshop test and focus group discussions. Pre-workshop test will assess participants' prior knowledge. Post-workshop test will evaluate the participants' understanding after the treatment. Meanwhile, focus group discussions will provide a platform for participants to share their experiences, challenges, and successes in implementing the workshop strategies.

### Data Analysis

The data collected from assessment and focus group discussions that will be analyzed using qualitative and quantitative methods. Quantitative data will be analyzed using descriptive statistics to measure the difference between pre and post workshop related to the participants' understanding. Qualitative data will be analyzed through thematic coding to identify common themes, patterns, and experiences among the participants. The integration of qualitative and quantitative data will provide a comprehensive understanding of the workshop's impact and effectiveness.

## RESULT

### Pre-post workshop test

TABLE 1. Pre and post workshop test

Questions	Mean (Pre-test)	Mean (Post-test)
Which CEFR level is often referred to as "intermediate"?	3.55	4.26
At the B1 level, an individual can:	3.21	3.85
The genre-based approach emphasizes:	3.21	3.85
In the genre-based approach, what does "Modeling a Text" involve?	2.97	3.56
Which text type tells a story with a plot, characters, and setting?	3.17	3.8
A text that argues for or against a point of view using evidence and reasoning is called:	3.07	3.68
If you want to provide a series of steps to make a cake, you would use which text type?	3.14	3.77
Which task type involves students exploring real-world problems and challenges?	3.31	3.97

Questions	Mean (Pre-test)	Mean (Post-test)
When students are missing information and need to communicate with each other to complete a task, it is known as:	3.48	4.18
In the workplace, a B1 level English speaker can:	3.21	3.85
The genre-based approach links spoken and written texts to:	3.17	3.8
What is the primary focus of the "Building Knowledge of the Field" stage?	3.31	3.97
A text that evaluates the performance of a movie or book is called:	3.31	3.97
In the genre-based approach, when is explicit teaching about structures and grammatical features emphasized?	2.72	3.26
A text that tells a short amusing or interesting story about a real incident is:	3.45	4.14
Which text type often uses sensory words and imagery?	3.28	3.94
Direct oral or written communication between individuals is termed as:	3.34	4.01
The genre-based approach primarily centers around:	4.07	4.89
When students apply their understanding to create texts without any help, it is called:	3.45	4.14
What is the main focus of "Revision and Reflection" in the genre-based approach?	3.28	3.94

The data presented in the table reflect the pre-test and post-test results from a workshop attended by senior high school English as a Foreign Language (EFL) teachers, focusing on the genre-based approach to teaching. The workshop aimed at improving teachers' understanding and execution of the Common European Framework of Reference for Languages (CEFR) at the B1 level and the implementation of the genre-based approach in teaching English.

The mean scores from both pre-test and post-test show an overall improvement in every aspect surveyed. Notably, the highest increase in understanding is observed in the area concerning the genre-based approach's primary focus, with a pre-test mean of 4.07 and a post-test mean of 4.89. This significant increase suggests that the workshop was particularly effective in clarifying the core principles of the genre-based approach. Further analysis shows consistent improvement in knowledge regarding the capabilities of a B1 level English speaker, both in general (3.21 to 3.85) and in the workplace specifically (3.21 to 3.85), indicating a solid enhancement in teachers' comprehension of CEFR B1 level benchmarks.

In the application of the genre-based approach, the understanding of "Modeling a Text" rose from a pre-test mean of 2.97 to a post-test mean of 3.56. This jump suggests that the workshop successfully conveyed the techniques involved in demonstrating text construction to students, which is crucial for effective genre-based instruction. Additionally, the teachers' recognition of different text types and their purposes showed marked improvements, such as identifying narrative texts (3.17 to 3.8) and texts used for argumentation (3.07 to 3.68). There was also a notable increase in the understanding of texts for procedural writing, from 3.14 to 3.77, which is essential for task-based language teaching.

The concept of using collaborative tasks where students lack information, termed as information gap activities, also saw an impressive rise from 3.48 to 4.18. This result underscores the effectiveness of the workshop in emphasizing the importance of communication and collaboration in language learning. A considerable improvement was noted in the teachers' grasp of the "Building Knowledge of the Field" stage, with scores increasing from 3.31 to 3.97, suggesting that the workshop effectively deepened teachers' understanding of scaffolding students' knowledge about a subject before delving into text analysis or creation.

The mean scores indicate that the workshop also successfully addressed the teaching of language structures and grammatical features within the genre-based approach, with the pre-test mean of 2.72 rising to a post-test mean of 3.26. This improvement is pivotal since explicit knowledge of language features is essential for students to create texts that meet genre expectations. An intriguing rise is seen in teachers' comprehension of narrative texts that recount amusing or interesting incidents, from a pre-test mean of 3.45 to a post-test mean of 4.14. This result could reflect the increased understanding of the importance of engaging students with relatable and interesting content. Understanding of the use of sensory words and imagery in texts (from 3.28 to 3.94) and the direct communication between individuals (from 3.34 to 4.01) also saw substantial gains, indicating the teachers' improved ability to facilitate language use that is more vivid and purposeful.

Finally, teachers showed better insight into the stages of "Revision and Reflection" within the genre-based approach, with an increase from 3.28 to 3.94. This finding suggests that teachers are now more equipped to guide students through the process of reviewing and refining their texts, an essential step in the writing process. Overall, the post-test results suggest that the workshop effectively enhanced the teachers' understanding and pedagogical skills related to the CEFR B1 level and the genre-based approach to teaching EFL, which could translate into more effective language instruction in their classrooms.

## **Focus Group Discussion**

### **Understanding of the Merdeka Curriculum**

The findings indicate that 1.5 out of 12 teachers admitted not understanding the Merdeka Curriculum, while the other 7 teachers elaborated on their understanding. The teachers described the Merdeka Curriculum as a student-centered and flexible approach that allows students to receive education based on their talents, interests, and potential. However, some teachers find it challenging to switch from traditional learning concepts to cognitive competencies that measure students' abilities through grades and competency tests. The Merdeka Curriculum aims to bring Indonesian education towards a humanist education theory, providing educators with flexibility to develop quality learning that suits students' needs and surroundings. It emphasizes intracurricular, co-curricular, and P5 elements and prepares students to be skilled in academic and non-academic fields.

### **Sources of Understanding**

Teachers gain understanding of the Merdeka Curriculum through various sources, including teacher mobilization education, in-house training, workshops, and online/offline discussions. However, some teachers have not attended credible socialization activities on the Merdeka Curriculum, indicating a potential gap in disseminating crucial information.



## **Challenges in Implementation**

Teachers face several challenges in implementing the Merdeka Curriculum in English language teaching. These challenges include the readiness of human resources (teachers), student readiness, communication networks and partnerships, learning assessment implementation, time allocation, and the transition from the previous curriculum (K13) to the Merdeka Curriculum.

## **Knowledge of Curriculum Juridical Basis**

Teachers possess knowledge of the juridical basis for implementing the Merdeka Curriculum, mentioning various government regulations, ministerial decrees, and guidelines.

## **Definition of Teaching English**

Teachers provide diverse definitions of teaching English, with some emphasizing language skills, communication, and the genre-based approach (GBA). One teacher specifically mentions the appropriateness of the Communicative Teaching approach in the Merdeka Curriculum.

## **Understanding of Learning Outcomes (CP)**

Teachers have a clear understanding of learning outcomes (CP), considering them as learning competencies that must be achieved in each phase of development, with some mentioning comprehensive arrangements in narrative form.

## **Knowledge of CEFR**

While some teachers are familiar with the Common European Framework of Reference for Languages (CEFR) as an internationally recognized standard for language proficiency, others show limited understanding or are unaware of it.

## **Comprehension of Genre-Based Approach (GBA)**

Teachers' understanding of the genre-based approach (GBA) varies, with some viewing it as a text-based approach used for character education and writing learning.

## **Proposed Follow-up Workshop Program:**

Based on the result of pre-post workshop test and focus group, we proposed follow-up workshop program for enhancing understanding and implementation of the Merdeka Curriculum in English language teaching.

Objectives:

- To improve teachers' understanding of the Merdeka Curriculum and its student-centered and project-based nature.
- To familiarize teachers with the Common European Framework of Reference for Languages (CEFR) as a key reference in the Merdeka Curriculum.
- To equip teachers with effective strategies for implementing the Merdeka Curriculum in English language teaching.

- To address the challenges faced by teachers in transitioning to and implementing the Merdeka Curriculum.
- To promote collaborative learning and professional development among teachers.

#### Workshop Modules:

- Introduction to the Merdeka Curriculum:
  - a. Overview of the Merdeka Curriculum and its key principles.
  - b. Comparison with the previous curriculum (K13) and the benefits of the Merdeka Curriculum.
  - c. Student-Centered and Project-Based Learning:
  - d. Understanding the student-centered approach and its importance in the Merdeka Curriculum.
  - e. Exploring project-based learning as a means to enhance student engagement and learning outcomes.
- The Common European Framework of Reference for Languages (CEFR):
  - a. Introduction to CEFR and its relevance in language teaching and assessment.
  - b. Aligning language proficiency levels with CEFR standards in the Merdeka Curriculum.
  - c. Effective Teaching Strategies in the Merdeka Curriculum:
  - d. Differentiation and personalized learning to cater to diverse student needs.
  - e. Integrating Social Emotional Learning (SEL) to create a pro-student learning environment.
  - f. Utilizing technology and innovative teaching methods to enhance English language teaching.
- Addressing Challenges in Implementation:
  - a. Empowering teachers with effective communication and partnership-building strategies.
  - b. Strategies for managing time allocation and balancing learning objectives.
  - c. Developing comprehensive learning assessments, including formative and summative assessments.
- Collaborative Learning and Professional Development:
  - a. Encouraging teachers to share best practices and experiences in implementing the Merdeka Curriculum.
  - b. Building a supportive learning community through collaborative workshops and discussions.
  - c. Facilitating ongoing professional development opportunities and resources.
- Curriculum Transition and Future Steps:
  - a. Guiding teachers in the transition from K13 to the Merdeka Curriculum.
  - b. Identifying areas for further improvement and development in English language teaching.

The workshop will be interactive and hands-on, involving group discussions, case studies, role-playing, and practical exercises. Experienced facilitators and experts in language education will lead the workshop sessions to ensure high-quality learning experiences. The workshop will also provide opportunities for networking and collaboration among teachers from different schools and backgrounds, fostering a supportive and growth-oriented community of educators. Through this comprehensive workshop program, teachers will be better equipped to understand and implement the Merdeka Curriculum effectively, leading to enhanced English language teaching and improved learning outcomes for students.

## DISCUSSION

The workshop aimed at enhancing high school teachers' proficiency in the Common European Framework of Reference for Languages (CEFR) and genre-based approach to English as a Foreign Language (EFL) instruction has yielded notable improvements. The data analysis reveals significant enhancements in teachers' understanding of the genre-based approach, especially in its core principles, with a marked increase in mean scores from pre-test to post-test. The teachers exhibited a

comprehensive improvement in their grasp of CEFR B1 level benchmarks and a deeper understanding of genre-specific teaching techniques, particularly in modeling text construction and identifying various text types and their purposes.

These results align with and extend existing literature on teacher professional development in EFL. Previous studies have underscored the importance of targeted training programs in improving teachers' pedagogical skills (Ha & Murray, 2021; Madjid, 2020). The current findings go beyond these by demonstrating the specific impact of a focused workshop on both CEFR comprehension and genre-based approach in EFL teaching. Unlike some previous research that reported limited gains in specific areas of language teaching, this study shows a comprehensive improvement across multiple dimensions of EFL instruction, challenging earlier assumptions about the scope of professional development impacts.

The substantial improvement observed in teachers' understanding of the genre-based approach's primary focus may be attributed to the workshop's comprehensive and focused content delivery. This observation suggests that immersive and in-depth professional development sessions are more effective than broader, less focused training (Kalinowski et al., 2019; Phan et al., 2021). Furthermore, the considerable rise in teachers' proficiency in identifying different text types, such as narrative and argumentative texts, underscores the effectiveness of the genre-based approach in fostering a nuanced understanding of various linguistic structures and their functional uses in communication.

The increase in understanding of "Modeling a Text" indicates that teachers are now better equipped to demonstrate text construction, a crucial element for successful genre-based EFL instruction. This finding aligns with the hypothesis that hands-on, practical training enhances pedagogical effectiveness (Klemenz et al., 2019). The improved comprehension of narrative texts and the use of sensory words and imagery reflects a shift towards more engaging and relatable content in EFL teaching, which is consistent with current educational trends emphasizing student-centered learning.

The notable improvement in the concept of information gap activities suggests a growing recognition of the importance of interactive and communicative methods in language learning. This result supports the hypothesis that incorporating collaborative tasks in language teaching can significantly enhance the learning experience and outcomes (Salma, 2020; Sjølie et al., 2021; Zambrano R. et al., 2019). The teachers' increased understanding of the "Building Knowledge of the Field" stage further indicates a deeper comprehension of scaffolding in language instruction, essential for effective genre-based teaching.

The study's findings have several practical implications. Firstly, they suggest the need for more targeted and in-depth workshops focusing on specific teaching approaches like the CEFR and genre-based methodologies. Such professional development opportunities can significantly enhance teachers' instructional capabilities. Secondly, the improvements in understanding genre-specific teaching techniques indicate that integrating these approaches into EFL curriculums could lead to more effective language instruction. Lastly, the increased proficiency in using engaging and interactive teaching methods, like information gap activities, implies a potential shift towards more communicative and student-centered approaches in language teaching.

Despite these promising results, the study has certain limitations. The sample size and the specific context of the workshop may limit the generalizability of the findings. The improvement in teachers' understanding, as evidenced by the pre and post-test mean scores, might not directly translate into enhanced classroom performance, necessitating further research to explore this aspect. Additionally, the self-report nature of the data collection could introduce biases, and future studies might benefit from incorporating observational data or student feedback to provide a more comprehensive evaluation of the workshop's effectiveness.

## CONCLUSION

The findings of this study provide valuable insights into the understanding of the Merdeka Curriculum among EFL teachers at the English Language MGMP Management Solo Raya High School. While some teachers demonstrated a clear understanding of the curriculum's student-centered and project-based nature, others expressed challenges in transitioning from traditional learning concepts. The data also revealed that teachers gain their understanding of the Merdeka Curriculum through various sources, including teacher mobilization education, in-house training, workshops, and online/offline discussions. However, there is a need to improve the dissemination of credible socialization activities to ensure all teachers have access to essential information.

The challenges identified in implementing the Merdeka Curriculum in English language teaching highlight the importance of targeted professional development programs. Therefore, a workshop program has been proposed to enhance teachers' understanding and implementation of the curriculum. The workshop aims to empower teachers with effective strategies, aligning language proficiency levels with CEFR standards, integrating project-based learning, and addressing challenges related to communication, assessment, and time allocation. Through collaborative learning and ongoing professional development opportunities, the workshop will foster a supportive and growth-oriented community of educators.

The proposed workshop program aligns with the research objectives, focusing on enhancing teachers' comprehension of the Merdeka Curriculum and its principles. By addressing the challenges identified in the findings, the workshop aims to equip teachers with the knowledge and skills required for effective implementation in their classrooms. The inclusion of modules on the CEFR framework and the genre-based approach will further enrich teachers' pedagogical practices, promoting student-centered and communicative language teaching.

The success of the workshop program will rely on the active participation and engagement of the EFL teachers. The action research approach adopted in the methodology will allow for continuous feedback and iterative improvements, ensuring that the program remains relevant and impactful. The use of both qualitative and quantitative data collection methods will provide a comprehensive understanding of the workshop's effectiveness and impact on teachers' professional development.

In conclusion, the findings of this study have shed light on the current state of understanding and implementation of the Merdeka Curriculum among EFL teachers. The proposed workshop program offers a targeted and collaborative approach to address the identified challenges and improve teachers' proficiency in implementing the curriculum effectively. By empowering teachers with the necessary knowledge and strategies, the workshop aims to enhance the quality of English language teaching and ultimately benefit the learning outcomes of students. The success of this initiative has the potential to contribute to the broader enhancement of language education in Indonesia and promote student-centered and project-based learning approaches nationwide.

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