

**COMPARING TEACHING STRATEGY PREFERENCES BETWEEN
NOVICE AND EXPERIENCED TEACHERS IN SMA NEGERI 1**

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ABSTRACT

This study aims to compare the teaching strategy preferences between novice and experienced English teachers at SMA Negeri 1 Sukawati during the implementation of the Merdeka Curriculum. Using a descriptive qualitative design, data were collected through observation, in-depth interviews, and teaching strategies checklist involving one novice teacher and one experienced teacher. The results of the study indicate that novice teachers prefer to use Project-Based Learning and Cooperative Learning strategies, which encourage collaboration, creativity, and active student participation. Meanwhile, experienced teachers tend to choose Discovery Learning and Integrated Learning strategies that emphasize independent exploration and the integration of cross-disciplinary concepts to deepen students' understanding. These findings indicate that teaching experience plays a significant role in forming instructional preferences and emphasize the importance of professional development in supporting teachers to select and apply strategies that align with the demands of 21st-century learning.

Keywords: English Language Teaching, Experienced Teachers, Merdeka Curriculum, Novice Teachers, Teaching Strategies

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ABSTRAK

Penelitian ini bertujuan untuk membandingkan preferensi strategi mengajar antara guru bahasa Inggris pemula dan berpengalaman di SMA Negeri 1 Sukawati selama implementasi Kurikulum Merdeka. Dengan menggunakan desain kualitatif deskriptif, data dikumpulkan melalui observasi, wawancara mendalam, dan lembar ceklis yang melibatkan satu guru pemula dan satu guru berpengalaman. Hasil penelitian menunjukkan bahwa guru pemula lebih memilih menggunakan strategi Project-Based Learning dan Cooperative Learning yang mendorong kolaborasi, kreativitas, serta partisipasi aktif siswa. Sementara itu, guru berpengalaman cenderung memilih strategi Discovery Learning dan Integrated Learning yang menekankan eksplorasi mandiri serta integrasi konsep lintas disiplin untuk memperdalam pemahaman siswa. Temuan ini menunjukkan bahwa pengalaman mengajar berperan penting dalam membentuk preferensi instruksional, serta menegaskan pentingnya pengembangan profesional dalam mendukung guru memilih dan menerapkan strategi yang sesuai dengan tuntutan pembelajaran abad ke-21.

Kata kunci: *Pengajaran Bahasa Inggris, Guru Berpengalaman, Kurikulum Merdeka, Guru Pemula, Strategi Mengajar*