Becoming Platformized Teacher in Digital Age : The Representation of English Teacher Identity in Merdeka Mengajar

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ABSTRACT

Platform Merdeka Mengajar (PMM) is an official platform issued by Indonesian Ministry of Education and Culture to ensure teachers face the changes in the post-pandemic educational situation successfully. The use of PMM facilitates teachers to teach according to their students' abilities, provides training to improve teacher's competence, and engages the community to build teaching collaborative ecosystem with colleagues. The study discusses the identities represented on Merdeka Mengajar as official platform to support teacher in implementation of Merdeka Curriculum. It focuses on the extent to which features available in PMM as Platform provided by government, which correspond to fundamental components of pedagogies. The objectives of the research are : (1) explore the strategies of forming English teacher identities in the Merdeka Mengajar , and (2) analyse the offered identities as English Teacher represented of contents by using pedagogical perspective. Qualitative method of the study gathered the data by observing the content of *Platform Merdeka Mengajar* including; inspirational videos, self-training, proof of my work, student assessment and teaching devices. The first findings indicates that the identities as English Teacher formed by (1) providing ideal identities, (2) supporting the needs of teacher, (3) appreciating teacher participation, and (4) involving larger audiences (colleagues). The identity of English Teacher represented into the use of (1) purposive diction of the content, (2) various resources, and (3) the interaction of teacher as content maker- audience in the platform. Those can be indicated as the new form of English teacher identity not only as social identity but also digital identity.

Keywords : platform, English teacher, identity, Merdeka Mengajar

INTRODUCTION

One of the major problem in educational system in Indonesia, is the occurrence of learning loss or learning lag that has occurred due to the Covid-19 pandemic in the last two years (Sembiring & Oktavianti, 2021). Learning loss is a state of academic regression related to a prolonged gap or an undirected educational process. Not only about students, it turns out that learning loss is faced by many schools due to problems with the pedagogical competence of their teachers. One of the main problems associated with teacher professionalism is the gap between their theoretical and practical knowledge in the classroom, both traditional and digital. (Suyatno et al., 2023). As the response of those phenomena, the

Kurikulum Merdeka, also known as the Prototype Curriculum, was launched on February 11, 2022 by the Minister of Education, Culture, Research and Technology. The core of the Merdeka Curriculum is freedom of learning, so this curriculum will focus on student needs which is unique, then of course each student has different talents and interests.

That is why the platform in this case plays an important role in supporting 21st century learning. In this independent curriculum, an independent teaching platform has also been provided which can provide space for teachers to learn and share various things for the advancement of education in Indonesia. The platform Merdeka Mengajar (PMM) is a technology platform provided to become an official platform for teachers in teaching, learning, and working. The platform Merdeka Mengajar was built to support the implementation of the Merdeka Curriculum so that it can assist teachers in getting references, inspiration, and understanding in implementing the *Merdeka Curriculum* (Rahayu et al., 2022)*. Furthermore, Merdeka Curriculum* can be implemented properly at all levels of education in Indonesia; starting from pre-school, kindergarten, primary, and secondary as well as higher education. By using the *Merdeka Curriculum* the changes of method and teaching atmosphere are more flexible to be manipulated and adjusted to each school condition. (Nugroho & Narawaty, 2022). Being creative in teaching, is the major benefit of implementation of *Merdeka Curriculum*.

The beneficial use of platform in digital learning, however bring changes, not only in how teacher see their old world but also how teachers interpret dan reconstruct their new world. The platform offers the easily acess materials and many useful tools to help teacher adapt the improvement of technological pressure in modern life. That's why teacher as grounded foundation of education in Indonesia should be considered as the main actor, to be upgraded in their teaching skills. The use of platform in several studies showed that the benefits of Merdeka Mengajar Platform felt by 90.3% of Civics teachers in State Junior High Schools in Sijunjung Regency were obtaining inspiration, references and a deep understanding of the nature and implementation of the independent curriculum. Teachers are motivated to continue learning, teaching and working through the ecosystem built on the Merdeka Mengajar Platform (Arnes et al., 2023). Other studi emphasized the Merdeka Teaching Platform acts as a mobilizing friend for teachers in shaping the profile of Pancasila students. There are three functions of the Merdeka Teaching Platform, namely teaching the independent curriculum more effectively, learning new concepts, and working to create a work (Arisanti, 2022).

The differences of being teacher in conventional classroom and digital classroom, is one of the gap occurred. The difficulties of using digital media, faced by teacher. (Winda & Dafit, 2021). They reported that in the use of online learning media, teachers find some challenges. Teacher

inability of using online learning media are designing IT-based media, operating IT-based media, facilities and infrastructure, and teacher creativity. The purpose of PMM as the bridging tools to convey the gap, is not as easy as the expectation. However, the Merdeka Mengajar (PMM) as the guidance official tools of learning in Indonesia, will face two main problem; the ability of platform and the quality of the contents.

It is noticeable that the platform changes the identity or concept of the ideal teacher then and now. A teacher's self-image may or may not be strongly influenced by government policies issued. The real difference in curriculum changes from Curriculum 2023 to Merdeka Curriculum inevitably makes changes in the perspective of organizing education in Indonesia. Based on those comprehensions, the role of teacher in the platform assistance, cause the shifting identity. The shift of teacher identity from the 'old curriculum teacher' to the new curriculum practices suggests the need for more effective handling of identity as a component in teacher education(Beauchamp & Thomas, 2009).

Various factors can contribute to identity, such as education, urban or rural residence, cultural background, access to transportation and communication, criminal record, etc. These aspects form the identity of all individuals, which should integrate the self-concept and be a means to express their personality (Gauntlett, 2008), as their efforts to learn to be part of a social and cultural community (Koentjaraningrat, 2002), and determined by the influence of internal factors (deterministic) and environmental factors or learning processes, as well as factors of human interaction with the environment (Zubaidillah, 2018). The interaction includes interpersonal communication, conversation, writing, media, and everyday interactions. In contrast to social identity, the identity of the digital world can be very. Identity in physical and digital spaces will take different forms

The idea of cyber reality and identity is known that users who are active in cyberspace have a great opportunity to experience changes in self-identity, both in the context of transformation and negotiation of new identities. The consequence is the transfer of social media identities into people's lives, a convention that has developed to tie online and socially networked bodies, body images, and identities to online social media profiles (Kanai & Dobson, 2016). The phenomenon of the emergence of accelerated dimensions of life due to the development of information technology is called being in the zone (Jordan et al., 2017). This terminology refers to psychological efforts that place the individual self in the digital world zone.

The result of those understanding of teacher identity formation bring the possibility to explore on how application or platform in any purpose, apply their strategies to engage the users. Platforms as a form of

content and information presentation also lead to identities that are formed with a number of strategies. There are a number of strategies that digital platform or apps can be used to build strong relationships with their users: (1) Media from digital marketing that provides convenience for customers to use, (2) Digital technology allows customers to be one of the parties contributing to the formation of the product, (3) Speed of service, and (4) Product quality (Rapitasari, 2016). Digital technology makes competition between products and services of platform even more intense. Here, the users can easily get many choices for one desired product or service to compare and choose the one they feel is the best. The platform of education in PMM is generally the same. That is why, the Merdeka Mengajar platform (PMM) also applies a number of these strategies. This shows the importance of content quality, to build satisfaction, trust and teacher loyalty.

The purpose of this paper is to provide an overview of issues related to platform and the impact to the English teacher identity. English teachers in this context have considered capable to meet the needs of students' life skills in this modern and the era of accelerated information and technology. On the other hand, English teachers specifically enable students to become lifelong learners and participate in the world community. (Kusuma, 2018). This is the importance of giving a special space in the importance of examining the role of teachers and English learning in this platform era. Therefore, this research is interested in what we might need to learn about teacher identity from older literature or perspectives in order to better design teacher education programs or even educational development in general.

Teacher identity in the use of platforms, especially PMM, is important to discuss, especially in this context, which is one of the things built by teacher activities in digital learning media. Specifically, this digital media is mediated by the use of the Merdeka Mengajar (PMM) Platform. English teachers, who are also like teachers learning other subjects, are used as agents who are expected to have a new identity in digital media. However, gaining a more complete understanding of teacher identity in general and teacher identity specifically within a program can improve the ways in which teacher education programs are structured.(Beauchamp & Thomas, 2009). Referring to this, it is concluded that in general, identity is formed with certain strategies. Likewise, the identity of teachers as users and consumers as well as producers on the platform. The identity of English teachers on the PMM platform is also indirectly focused on activities that cause the image and identity of digital users to emerge. Referring to the theory above, the identity of English teachers in general is formed by emphasizing the principles: (1) digital account activation, (2) interactivity with the digital media environment, which in this case is the emergence of the PMM platform, (3) the role of teachers as a content creator or producer becomes a consumer with vague boundaries.

METHOD

Designed by case study framework, the study explores the usage of program called Platform Merdeka Mengajar launched by Kementerian Pendidikan Kebudayaan Riset dan Teknologi of Republic Indonesia. The case study of this topic defines emphirical inquiry that investigate within real world context,when the boundaries between phenomenon and real context not clearly evident. (Creswell & Poth, 2012). The research conducted at SMA Model Terpadu Bojonegoro located on Jalan Raya Sukowati and focused on how the English Teacher determine their 'new identity' from switching curriculum policy. Through the case under study, the researcher intends to show that there is something unique that can be learned from a case, which is different from the explanations obtained from other objects (Creswell & Poth, 2012).

Qualitative method of the study gathered the data by observing the content of Merdeka Mengajar and indepth interview, including; inspirational videos, self-training, proof of my work, student assessment and teaching devices. The subject of the research is   Creswell (20:12) emphasizes that as a qualitative method, case studies will explore programs, situations, and activities as individual processes or studies. This case study requires uniqueness and in-depth investigation of the phenomenon, which can be found in Platform Merdeka Mengajar (PMM). In other words, the single case of platform usage in English teaching is positioned as a means (instrument) to show a deep explanation and understanding of special findings that differ from what is usually explained.

Data collected through semi-structured indepth interviews, the observation of the palform. The interview of three English Teacher who joined the platform of Merdeka Mengajar (PMM); namely Ita Moraliawati (IM, 39 years old), Beni Setyorini (BS, 41 years old) and Cholisatul Ulfa (CU 26 years old). Observation and documentation on platform consist of the content, the diction and the interaction of user start from 1-10 April 2023. Data analysis techniques consists of several stages; data reduction, data presentation, and conclusions . The data reduction grouped into analysis units which is divided into content of platform, the strategy, and the representation. The data coding conducted by separates a number of categories, namely the ideal teacher concept (GI), repetition of words (REP), special diction (SD), and questional sentence (QS).

FINDINGS AND DISCUSSION
The Content of the Platform Merdeka Mengajar (PMM)

Merdeka Teaching Platform is a technology platform provided for teachers and principals in teaching, learning, and working. The Freedom of Teaching Platform or Platform Merdeka Mengajar, which was launched in

Merdeka Belajar Episode Fifteen, is an educational platform in which there are three main functions; helping teachers to teach, learn, and work. The vision of Merdeka Mengajar Platform is to create a collaborative learning ecosystem in improving learning effectiveness and a positive work atmosphere. To access the features/menus in the Merdeka Mengajar platform, teachers need to log in with a Learning Account (belajar.id). Currently, Merdeka Mengajar platform is available on Android devices at least version 5 (Lollipop). However, iOS users can access the Merdeka Mengajar platform on smartphones and laptops via a web browser at https://guru. kemdikbud.go.id/. There are four products on the Merdeka Mengajar Platform, namely (1) Student Assessment, (2) Teaching Tools, (3) Independent Training, and (4) Proof of My Work.

In the Student Assessment product, various question packages can be shared online or offline. In addition, there are automatic checking and in-depth analysis features. In Teaching Tools, there is inspiration for teaching materials consisting of teaching modules, textbooks, learning videos, project modules, and other materials. Then, in Self-Training, there are training programs created by experts and consist of a variety of topics and short, relevant and practical materials that can be learned anywhere and anytime. In Evidence of My Work, there is a collection of track records that illustrate performance and competence that can be shared with peers to inspire and exchange ideas. The implementation of the Merdeka Curriculum is supported by the Merdeka Mengajar platform which capable to assist teachers in obtaining references, inspiration, and understanding understanding in implementing the Merdeka Curriculum. (https://pusatinformasi.kolaborasi.kemdikbud.go.id/hc/en-us/articles/4813507899801-Tentang-Platform-Merdeka-Mengajar#:~:text=Platform%20Merdeka%20Mengajar%20adalah%20platform,Pembelajaran%20(belajar.id)). Picture 1 below show how the PMM's homepage in android version.

Picture 1. The view of the Platform Merdeka Mengajar (PMM)

Source:https://www.google.com/url?q=https%3A%2F%2Fguru.kemdikbud.go.id%2F&sa=D&sntz=1&usg=AOvVaw0Yv5E1pt6Aj0bk7QsNtKB4

As part of the effort to restore learning, Merdeka Curriculum (previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework, while focusing on essential material and the development of learners' character and competencies. Curriculum was developed as a more flexible curriculum framework, while focusing on essential materials and the development of learners' characters and competencies. The main characteristics of this curriculum that support learning recovery are; (1) Project-based learning for soft skills and character development according to the Pancasila learner profile, (2) Focus on essential content so that there is sufficient time for in-depth learning of basic competencies such as literacy and numeracy, and (3) Flexibility for teachers to conduct personalized learning according to learners' abilities and make adjustments to the context and local content.

Strategies in The Formation of English Teacher Identity Through Platform Merdeka Mengajar (PMM)

The first findings indicates that the identities as English Teacher formed by (1) providing ideal identities, (2) supporting the needs of teacher, (3) appreciating teacher participation, and (4) involving larger audiences (colleagues). The resource person interviewees in-depth said that they already have an account at belajar.id to access the *Merdeka Mengajar Platform*. IM and BS are senior English Teacher who worked for 17 years old in junior and senior high school. CS is a junior teacher of her 3rd year of teaching. They are highly competent teachers who are actively involved in novelty and training related to trends in English language teaching and literacy. IM and BS are administrators of the English language teacher community (MGMP) at the Bojonegoro Regency level and East Java provincial levels, while CS is an honorary teacher who is currently taking PPG or teacher professional education. During the interviews and sharing session, they appreciated the existence of PMM as platform to help teacher implement the Merdeka Curriculum.

Looking at the ideal concept of teachers seen from their responses to PMM, the three of them saw that the concept of an ideal teacher appears from the existence of several things; the cultivation of Ki Hajar Dewantara teaching and learning philosophy, independent training that demands discipline and flexible teacher learning targets, and the ability of teachers to operate apps or digital platforms. It appeared in the following data.

> "I feel that this platform (PMM) is very easy to access. it is also very easy to open on my cellphone. especially I really like the self-training session. it is easy and can adjust to my teaching hours in class." (GI 2/BS)

On the other hand, the interviewed teacher also expressed her opinion about the concept of the ideal teacher, which according to her, revisits her understanding in providing a basis for her to teach students at the right level.

> "we know that teaching at the right level is not an easy thing, but this is the most ideal concept. well, fortunately this platform provides diagnostic assessments. i use it in grade 10 which seems like the children also have fun when accessing it. so basically it really shows the ideal image of the teacher." (GI1/IM)

In this case, it is also necessary to underline another data finding that the ideal concept of teachers is the neatness of learning administration. this opinion was expressed by CU who felt helped by the access to CP and ATP lesson plans that could be accessed by him as an English teacher at any level.

> "As long as the lesson plans shared on the platform can be used, I am very helpful. even though it is not 100% the same, we modify it so that it can be taught. as a new teacher, I like the application on my cellphone that can be opened at any time." (GI3/CU)
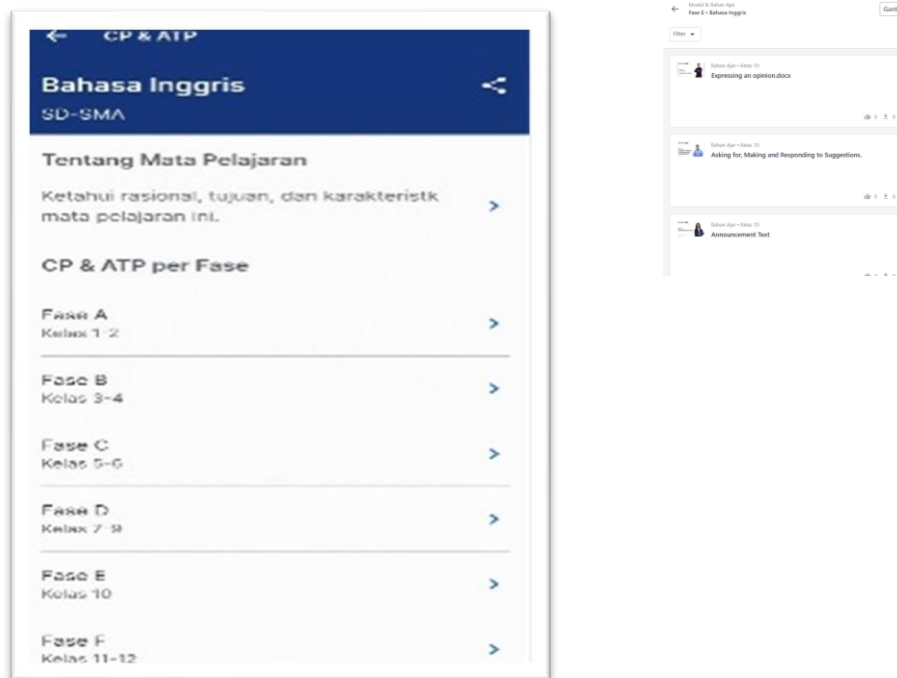
The platform which empower ideal identities of English teacher by producing and providing materials. The popular educator,Ki Hajar Dewantara's philosophy of *Ing ngarso sung tulodho, ing madya mangun karsa and tut wuri handayani* were the ideal concept that is passed down to teachers through an understanding of the concept of learning, recognition of the nature of learners and teaching in the style of Ki Hajar Dewantara philosophy. In other words, the concept of transforming identity into an ideal English teacher in the context of the independent curriculum can be seen from how teachers utilize the platform and internalize the pedagogical values contained. This fitting in process to reach the new identity of professional teacher is related to what Bullingham and Vasconcelos underlined that expressions given of digital identity of self are embellishment as a minor form of persona adoption; dividing the self; conforming and 'fitting in (Bullingham & Vasconcelos, 2013). All three interviewees also agreed that the platform gave them more confidence performance to teach in their class. two of them even used more games to make the atmosphere of English learning more fun. This related to the study that English should be integrated to more reflective and enjoyable learning. The challenge of bringing students to have competence in English as an international language, teachers and educators must be prepared to adapt to various kinds of changes that occur (Kusuma, 2018).

The second finding places the platform as an all-in-one, easy and free provider of teacher needs. teachers are placed as content consumers and at the same time content producers themselves. Meanwhile, based on the results of observations and interviews, it is known that the most downloaded content by English teachers at SMAN MT Bojonegoro is supporting the needs of lesson plan and teaching materials, and also help teacher to join LMS or learning management system in the platform to conduct e learning. In this regard, utilizing technology can yield many benefits to society and is becoming a trend in Malaysia. Both students and teachers are still learning to incorporate it as part of

the teaching and learning process due to the different teaching approach required compared to the conventional approach (Haron et al., 2015)

In how the platform provide the Teaching tools in the Merdeka Curriculum, there are various teaching materials used by teacher as an effort to achieve the Pancasila Student Profile and Learning Outcomes (CP). Teaching tools include teaching modules, textbooks, learning videos and other forms uploaded has meet the needs of material of teaching and learning. In more detail, the following is an overview of PMM content that provides lesson plans and teaching materials for English. Study indicate the similar forms of the phenomenon that the difficulties of teacher, mostly, is providing learning material such as lesson plan or teaching modul based on Merdeka Curriculum (Loveless, 2011)
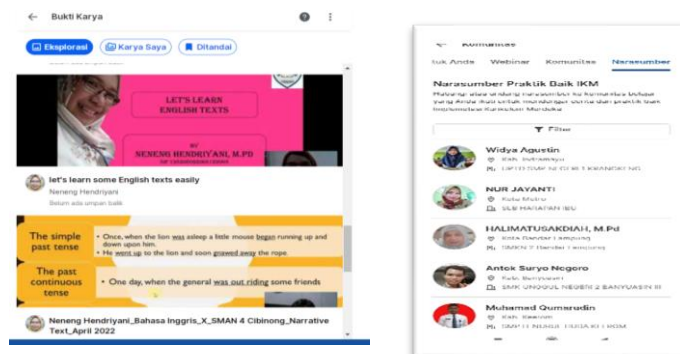
Picture 2. The Content of Teaching Material Provided in Platform Merdeka Mengajar 1 (PMM)

Source: https://guru.kemdikbud.go.id/perangkat-ajar/toolkits?from=search&toolkit_type=modul-ajar-rpp&toolkit_type=bahan-ajar&phase=E&phaseGroup=Umum&subject=Bahasa+Inggris

Another strategy that is no less important is the reward uploaded by the platform for teachers who are actively involved and become contributors to the many other teachers who download their content. This is one of the important things that shows that the reward principle in the learning approach is important to increase the achievement of certain competencies. so is the teacher in his role on the platform. Teachers with high platform activity and actively completing assignments and training, will become more motivated and will personally copy and paste that image as the ideal achievement of a teacher through the platform. The way of appreciating teacher participation by platform can be observed in picture 3.

Picture 3. The Content of Sharing Content among Teachers in Platform Merdeka Mengajar (PMM)

Source:https://guru.kemdikbud.go.id/bukti-karya?categories=Semua&subjects=2&tab=eksplor)

`The picture above shares the content made by teacher, and make them easier to accessed, downloaded and shared to wider range of audiences. It indicates the way of involving larger audiences (colleagues) by the platform can be used as another strategy. PMM provides a means for teachers and their communities to share and mutually develop the e-learning ecosystem and also the competencies of their members. It interesting to explore that the PMM as learning and educational resources provider, enables teacher to recommend other user's works, such as best practice of teaching, related articles, tips and tricks to manage classroom and the most common is the content about how to improve their own character as the digital educator of 21ist century. Some interesting relation to this is what called 21st century skill. It focuses mostly on students, developing competencies through character dimensions, meta-learning, and linking active learning teaching strategies (González-pérez & Ramírez-montoya, 2022)

In the platform, the suggested content can't be separated for each subject. The recommender will list several contents to be shared and add some brief explanation about the interesting aspect of the content. For for a more in-depth description of exposure, it can be observed in the picture 4.

Picture 4. The recommended Content by User in PMM
(Platform Merdeka Mengajar)

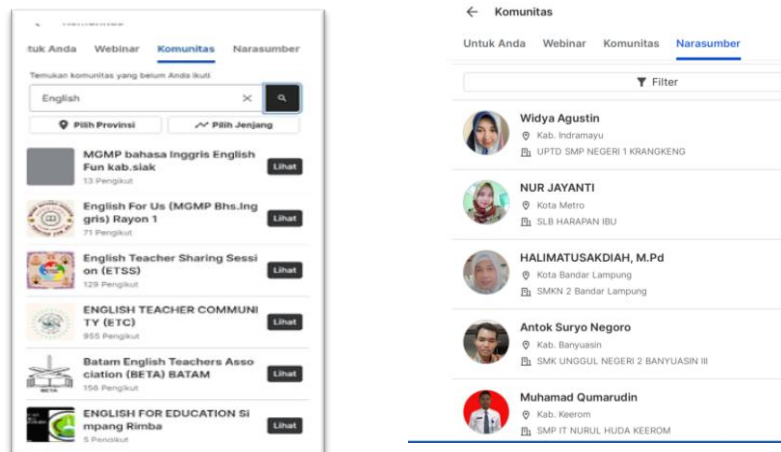Source: https://guru.kemdikbud.go.id/video-inspirasi/playlists/?id=1.

In the picture above it is known that the platform seeks video sharing which is considered to be effective in providing content that is of interest to teachers and can be directly empowered. In this case the teacher's ability to create content or content creators in the context of sharing teaching materials, teaching modules or even inspirational videos is considered to be a reflection of the importance of being called an inspirational teacher in the Merdeka Mengajar platform version.

The last strategy which used in special menu of the platform is using the teacher community to enlarge the spreading of platform and make sure that teachers make the best use of the platform. The English teacher community which was originally real has now turned into a virtual community that can interact with each other on the Independent Teaching Platform (PMM) by sharing the best learning practices with each other. The Picture 6 represents how the platform provides a platform and ensures that all teachers can register their community on the platform and are free to share information with one another.

Picture 7. The English Teacher Communities in Platform Merdeka Mengajar - PMM

Source:https://guru.kemdikbud.go.id/komunitas/komunitas?source=COMMUNITY_UNTUK_AN DA_TAB

With the accessibility of the platform by a large number of Indonesian teachers, this allows for a massive flow of transfer of information, content and understanding that forms a similar pattern of identity. what is meant here is that the platform becomes an attractive magnet for teachers. secondly, it produces an ideal image that represents how competent English teachers should be in the digital era, which includes the process of creating, sharing, downloading and reproducing what they learn from the platform. Not only does this content provide clues about the current interests of the learner, but also about their progress, collaborations and transformations of ideas, experiences and self-expression over time. For instance, the history of comments, feedbacks of others and reactions on these comments related to a self-made video reflect how the learner has received, adopted and responded to critique to it (Ünlüsoy et al., 2022).
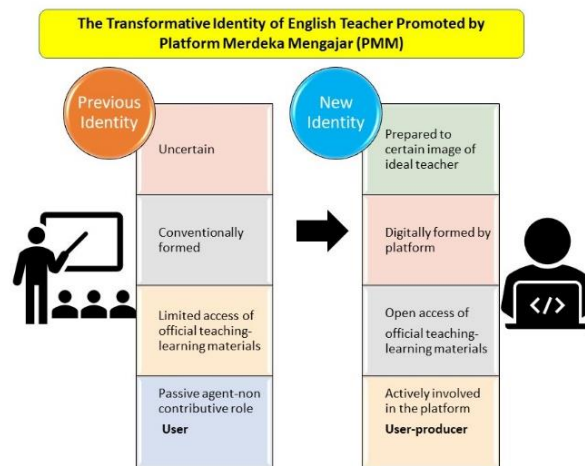
The new wave of emerging digital approach of teaching deserves to be considered as a significant acceleration. Teacher wewr enthusiast about improving their achievement by contribute as much as possible. It's supported by of Dolan, which underlined that providing media that can accommodate customer desires in terms of contribution, it will increasingly make customers feel they have control over the product through the feedback provided, so that it will give positive value to customers (Dolan et al., 2016).

The platform realize that the Merdeka Curriculum policy should be completed by the accessible content. The positive value of platform gained by the frequent activities by teacher. The basis for the assumption that the positive value of the platform is also influenced by how many participants there are, both content creators and users. This what called encoding-decoding process by the perspective of Stuart Hall, which shows how message of media transfer through process of encoding by the producer to be decoded by consumer. There are similarities between how communication technologies and audience reception have been studied,

with the platform of learning. Linearity of cause and consequence in technological determinism or direct media effects theory occurs . (Shaw, 2017). That's what we called by the rule of digital media of technology empower the form of content, based on encoding-decoding theory.

In general, from the explanation related to the strategy of identity formation by teachers in mediated by the platform, it can be summarized in picture 8 below.

Picture 7. The English Teacher Identity Transformation Promoted by PMM

The Representation of English Teacher Identity in Platform Merdeka Mengajar (PMM)

The identity of English Teacher represented not only about the features of platform and the interactivity of user/teacher in it. But English teacher here determined to use and re-share the content to maintain their new identity as transformative teacher who readily adjust the mindset from old paradigm to the latest paradigm of Merdeka Curriculum. Into the use of (1) purposive diction of the content, (2) various resources, and (3) the interaction of teacher as content maker- audience in the platform, those can be indicated as the new form of English teacher identity not only as social identity but also digital identity.

First findings of representation of English Teacher Identity in Platform Merdeka Mengajar (PMM) is about the use of verbal tools and the use of Bahasa (Indonesian language) . The content in the platform provide the difference of how English teacher represent their identity. Those language tools are used to highlight each content.

The teacher interviewed indicate that the special diction choden by platform are selectively chosen carefully. the selection of specific words and expressions can be seen from the PMM platform's efforts to introduce new terms, new understandings through content. for example, the philosophical concept of Ki Hajar Dewantara was popularized again after not being specifically mentioned previously in the 2013 curriculum. The use of subsequent word choices refers to

the context of the adjective whose effort is attached to the teacher. This description can be seen in the explanation below.

> "Pahami Kurikulum Merdeka baik secara mandiri, melalui pelatihan, maupun dari rekan sejawat. Tersedia juga beragam materi dan referensi mengajar untuk menerapkan Kurikulum Merdeka di sekolah." (REP/SD 2) (source: https://guru.kemdikbud.go.id/)

The usage of repetition can be seen in the words Merdeka Curriculum and repetition of platform menus as well as REP/SD2 data. Another thing that stands out is the use of initial descriptions of features or menus in the platform that begin with imperative word. The IMP/SD6 and REP/SD2 data show this explicitly.

> " Asesmen
> Sesuaikan dengan kebutuhan peserta didik Anda. Atau pelajari asesmen lebih lanjut " (IMP/SD6) (source: https://guru.kemdikbud.go.id/)

By selecting the words *sesuaikan*-adjust, *pelajari*- learn, *pahami* -understand and so on and other similar imperative words, the PMM platform provides an opportunity for English teachers and teachers in general to carry out the instructions in the menu explanations or PMM features. Other findings show that beside repetitive words, imperative dictions, PMM chose to start the search toolbar of the platform by using question, as the data QS/SD7and QS/SD 11.

> " Ingin cari apa?" (QS/SD7) (source: https://guru.kemdikbud.go.id/)
> " Ingin belajar membuat pernagkat ajar untuk ditampilkan di sini? (QS/SD 11) (source: https://guru.kemdikbud.go.id/)
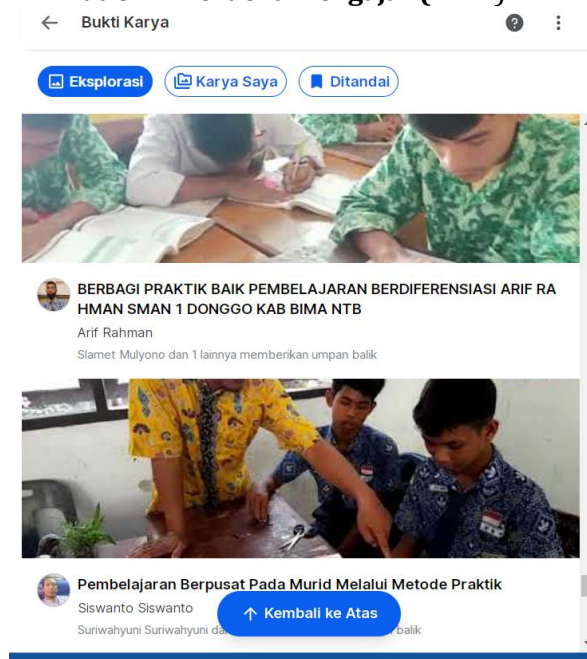
In this understanding, all the use of interrogative sentences makes teachers who access the platform feel helped by a more personal offer. The effect of the use rhetorical style, PMM represent the teacher to be have critical thinking. The questions as the start to find teaching material in lesson plan menu indicate that arrange lesson plan and provide lesson plans, teaching materials, project modules is easy.

Platform Merdeka Mengajar use various resources and access means so teacher will explore all the menus in the PMM. Through the Merdeka Mengajar Platform, teachers can be assisted in carrying out learning activities, help encourage progress, as well as provide options that can be solutions to concerns or obstacles that teachers experience when carrying out their role as educators. The representation of good teacher was the compilation of various resources to use. The PMM platform empowers English teachers to access the self-training. Teachers can obtain quality training materials by accessing them independently. In addition, there are also inspirational videos from teachers that can be viewed. the Merdeka Mengajar platform encourages teachers to continue working and provides a platform for sharing good practices. Teachers can build a portfolio of their work so they can share inspiration and collaborate with each other. Through Proof of My Work, there are various lesson plan, teaching materials,

project modules, student books, and also student assessments available in it.

Picture 9 below is the best example of how the platform enables teacher to represent herself into the featuring tools of PMM.

Picture 9 The Representation of Teacher in PMM by using Sharing Tool in Platform Merdeka Mengajar (PMM)

Source: https://guru.kemdikbud.go.id/bukti-karya?tab=eksplor

Last finding of representation of English teacher in platform, that there's no specific diction to refer English as special target which is directly visible on the platform. But that's important to underline that PMM use the interaction of teacher as content maker- audience in the platform as the attractiveness of content. The personal activity of English teacher here become public. Individual reality has become social. The society of spectacle is a form of display that seeks to identify through social relations all aspects of human social life (Putri, 2016)

This form of communication similar to social media which provide a place to connect with each other and respond to positive comments on the achievements of a teacher on the platform. Data IT/SD5 will explain the example of the interactiveness of user in PMM.

Picture 8 The Representation of English Teacher in Interaction among User in PMM

Source: https://guru.kemdikbud.go.id/bukti-karya/video/269511/feedback/JVDkBB236g/suggestion-detail?createdBy=Lw95Kq3P6M

The interactiveness aspect of feedback to other teacher's proof of their work. The involving other teachers in providing feedback on uploads, making teachers develop fun platforms to access. The feedbacks, comments, and recommendation become a great attraction for teachers because it can contribute to the development and practice of implementing an independent curriculum in schools.

Other comparison of data by interviewing English teacher indicate that the menu of 'unggah karya' become the most challenging one. IM stated that *"I'm curious to share and waiting other teacher respond my work."* (IM/IT/SD3). The similar respons of interviewee indicate that share and comment features in the platform makes platform (PMM) feels like social media. "I *like to share everything, even its just simple PPT of my teaching material. I don't think I have to worry about any comment. It would be a conctructive feedbacks.*" (BS/IT/SD2). This findings related to Shaw's study that showed that interactive communication technologies require that we treat audience activity asexpected and promoted by these texts and technologies. (Shaw, 2017).

CONCLUSION

The findings of the research describe the two important findings; how platform PMM (Platform Merdeka Mengajar) forms the identity of English teacher as digital user; secondly, the research indicate that platform use some special strategies to ensure the English teacher who joined, understand and support the change of curriculum called *Kurikulum Merdeka* and its new paradigm of English teaching and learning.

The results of this research can be grouped as the one of social-cultural phenomenon in teaching and learning practices especially in English course. The English teacher as one of the targeted user to use and

provide materials in the platform, take part as the user either the producer of learning content. The use of PMM (Platform Merdeka Mengajar) is the key to enable teacher to have multiple roles in the platform. The switching role of teacher as producer-consumer by interacting with the platform, possibly the wide spreading material of teacher, best practices, various useful teaching strategies of teacher to share and easily use the uploaded material. This study not only show the importance of its finding to teacher but also it generates the new paradigm of teaching and learning fields. It enriches the impacts of the digital approach in the educational purpose, which is massively used by English Teacher, and also teachers in Indonesia, to be as one of obliged material to be understood. In the future, the study of platform usage to support educational purpose and its impact to the teachers and the effectiveness of the platform itself. Its also interesting to use the findings of this research to conduct deeper study on how cultural aspects and digital improvement of English teaching and learning can be combined as the new identity of teacher in digital era.

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