

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After describing and analyzing the data, the next step is to draw conclusions to answer research questions based on the results of research related to the process and activities of teaching English for class VII D at SMPN 1 Karangtanjung in the implementation of the *merdeka* curriculum. Based on the findings and discussion in the previous chapter, the following conclusions are drawn:

Based on the research results, researcher can conclude that the *Merdeka* Curriculum has been implemented in the process of learning English in class while the implementation of the *Merdeka* Curriculum in determining the final grade has not been implemented and is still in the planning stage to be implemented in the next year's assessment. At the planning stage starting with analyzing the *Capaian Pembelajaran*, then compiling the *tujuan pembelajaran* and *Alur tujuan pembelajaran*, then carrying out a diagnostic test for early learning, and after that designing the Teaching Module based on data from diagnostic test results. Meanwhile, the *merdeka* curriculum implementation stage at SMPN 1 Karangtanjung is very suitable in all subjects, especially for English subjects, and SMPN 1 Karangtanjung has implemented the implementation of the *merdeka* curriculum both in learning activities and outside learning activities such as in the

P5 project activities. In the implementation of the *merdeka* curriculum in class VII D learning activities include initial activities, core activities and closing activities that have been adapted to the teaching modules and in accordance with the principles of the *merdeka* curriculum. After that, the closing activity highlights reflection as material for evaluating teachers and students.

At the evaluation or assessment stage in class VII D, three types of assessment have been used in the *merdeka* curriculum, namely diagnostic assessment, formative assessment and summative assessment, while in relation to the final assessment, formative assessment and summative assessment have not been used as the final grade. the last and planned to be implemented in the next academic year. In the assessment reporting activities, the KKTP was used which was adapted to the *merdeka* curriculum concept instead of using the KKM.

In the implementation of the *merdeka* curriculum at SMPN 1 Karangtanjung there are several views of the teacher while implementing the *merdeka* curriculum in the learning environment, especially in the classroom. First, at the readiness stage of the 7th grade English teacher in implementing the *merdeka* curriculum at SMPN 1 Karangtanjung received it gradually with *Diklat Komite Pembelajaran (DKP)* guidance and training. the obstacles experienced by teachers when carrying out learning activities based on the Implementation of the *Merdeka* Curriculum (IKM) are learning that requires teachers to carry out differentiated learning because teachers must be more active, creative and innovative in designing learning tools

according to student needs and the solution is that teachers have to learn a lot, exchange minds with other teachers and form a teaching community.

And according to the teachers' view, the *merdeka* curriculum is the best curriculum for several reasons, especially because the curriculum is in favor of students and the teacher is free to make learning tools, the teacher also does not have to follow the curriculum targets as in 2013 and the teacher is free to take 1 competency or 2 competencies with notes students are really able to learn the material.

B. Suggestion

Based on the results described above, the suggestions put forward by the researcher are as follows:

1. For Teachers

The researcher's suggestions for teachers who will face the new curriculum must be more adaptive, as in the *merdeka* curriculum, teachers must understand how to analyze *capaian pembelajaran*, determine the *alur tujuan pembelajaran* and *tujuan pembelajaran* that are in accordance with learning outcomes and be more creative and innovative in designing learning tools, namely teaching modules. With the aim that the implementation of learning can run in accordance with the concept of careful planning, structured systematically and in accordance with the *merdeka* curriculum. Apart from that, in the *merdeka* curriculum, one thing that is quite difficult

to deal with is differentiated learning. For this reason, teachers must be more careful and smart in processing material and providing appropriate treatment to students according to their needs

2. For students

The researcher suggests that for students at SMPN 1 Karangtanjung and all students studying under the independent curriculum, because the concept of the independent curriculum will not have simultaneous joint exams, students must really try in every lesson to maximize formative and summative assessments and focus more on learning. And show all the potential they have, so that they can be easily directed by teachers, study harder in order to achieve the criteria for *tujuan pembelajaran* and maximum competency.

3. For future researcher

For future researcher, if they want to review research on the learning process, even though the subjects and research locations are different, it is advisable to further improve the quality of the instruments and data analysis used so that the research results are more accurate and in accordance with field conditions.