

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings of the research analysis on the implementation of Merdeka Curriculum in English Instructions, the authors conclude as follows:

To design lesson plans (teaching modules) based on differentiated learning, teachers meticulously understand the Learning Outcomes (CP), formulate Learning Objectives (TP) that correspond to these CPs, and construct Learning Objectives Flows (ATP) to establish a logical sequence for teaching. By meticulously planning and organizing their lessons, these teachers aim to create a conducive and effective learning environment that caters to the diverse needs and expectations of their students.

The English language teaching materials in the Merdeka Curriculum at both SMA 1 Cilegon and SMA 2 KS Cilegon emphasize various material, especially the use of technology and the internet as essential sources of content. Active student engagement is encouraged through various media, and teachers employ different strategies when dealing with complex or detailed materials that may require multiple sessions.

Strategy used by English teachers in Merdeka Curriculum is related to the implementation of differentiated learning by customizing learning materials and instructional strategies (such as Jigsaw, problem-based, and project-based) to cater to the diverse needs of students. Additionally, teachers at both schools emphasize initial and final assessments to gauge students' prior knowledge and measure their progress, fostering a tailored approach to teaching.

Students in both SMAN 1 Cilegon and SMAN 2 Krakatau Steel Cilegon have seen progress in their English language abilities with the Merdeka curriculum, particularly in speaking and writing. Furthermore, the inclusion of project-based learning, particularly the P5 project, sets the Merdeka curriculum apart from the 2013 curriculum, making it distinctive and captivating for students.

## **B. Suggestion**

The researcher makes the following recommendations based on the study's findings:

1. For teachers

Teachers can conduct research based on case studies of individual student progress during the implementation of the Merdeka Curriculum. This will help them understand how

differentiation influences student achievement more deeply. This includes analyzing the impact of strategies such as using different learning materials, employing technology, or adjusting assignments on student achievement.

2. For Educational Institutions

Educational institutions can conduct research to assess the needs of teachers in implementing the Merdeka Curriculum. This involves analyzing necessary training, required resources, and support to ensure that teachers can teach effectively.

3. For additional research

The findings of this study could be improved upon by other researchers. They can focus on measuring the long-term impact of the Merdeka Curriculum on students' English language proficiency after they graduate from high school. This will provide a more comprehensive picture of the curriculum's effectiveness in preparing students for the future.