

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the analysis and discussion, this research concludes that the implementation of the Merdeka Curriculum in English teaching at SMP Negeri 4 Pasar Kemis has brought meaningful progress to both teaching practices and students' learning experiences.

First, the English teaching and learning process has effectively changed to a more adaptable, student-centered, and competency-oriented approach thanks to the implementation of the Merdeka Curriculum. With an emphasis on fostering students' creativity, critical thinking, independence, and teamwork, teachers organized lessons using ATP and structured modules that matched the Pancasila Student Profile. Teachers regularly modified the lesson plan's content, learning activities, and evaluations in response to students' needs, readiness, and classroom circumstances. This result is consistent with Brown's (2007) assertion that teaching is a process of directing and supporting learning, establishing circumstances that enable students to actively construct knowledge. These ideas are demonstrated by the teacher's position in this study, which clearly shows a shift from instructor-centered to facilitator-based instruction.

Second, by encouraging students to develop their own understanding through engaging and meaningful learning, the instructor served as a learning facilitator. Students became more engaged in class activities through pair work, group discussions, communication exercises, and contextual examples. This result supports Brown's (2007) theory that learning is an active process in which students build new concepts from what they already know. When the teacher used contextual materials, a variety of learning mediums, and supportive comments, students showed enhanced involvement, increased confidence, and desire to talk.

Third, in the classroom, differentiated instruction was successfully implemented. Teachers adjusted learning materials, procedures, and content based on the readiness levels and learning preferences of their pupils. Pupils who needed assistance were given simpler instructions, while higher-level pupils were given more challenging assignments. This approach is consistent with the objectives of the Merdeka Curriculum and reflects findings from earlier research by Balqis (2023) and Rosdiana et al. (2023), which documented comparable differentiation patterns and adaptable teaching techniques.

Fourth, Students' motivation and engagement were greatly raised by the incorporation of multimedia, including images, videos, online resources, and interactive assignments. Particularly in speaking exercises, students were

more animated and self-assured. Students were able to express themselves more freely as a result of the utilization of educational media and contextual resources, which also served to lower anxiety. Balqis (2023), who emphasized the beneficial effects of technology on students' comprehension and involvement, is supported by this finding.

Fifth, evaluation procedures under the Merdeka Formative, diagnostic, and genuine assessments replaced summative assessments as the predominant method in the curriculum. To direct and assess students' progress, teachers employed performance tasks, observation checklists, feedback sessions, and reflective questioning. In line with curricular goals and earlier research demonstrating the significance of formative assessment in competency-based learning, these approaches produced more meaningful assessment and continuous development.

Sixth, Students benefited from the Merdeka Curriculum's adoption in a number of ways, such as increased motivation, enhanced speaking confidence, greater involvement, and increased learning freedom. Students' enthusiasm, willingness to participate, and ability to communicate their views in English all increased. These results corroborate studies by Azizah (2023) and Rosdiana et al. (2023), which similarly noted improvements in instructor creativity and student involvement.

Finally, even with the general performance, there are still a number of issues, including inadequate infrastructure, uneven student competency, and the requirement for ongoing teacher preparation. These difficulties are in line with earlier research, which indicates that in order to maximize curriculum implementation, schools should promote professional development, bolster instructional facilities, and offer ongoing teacher mentoring.

Overall, this study finds that SMP Negeri 4 Pasar Kemis's use of the Merdeka Curriculum has improved English instruction and learning. It has created a more adaptable, engaging, and student-focused atmosphere that encourages meaningful learning, fosters character development, and boosts students' self-assurance and drive to use English.

B. Suggestions

Based on the research findings and conclusions, the following suggestions are provided:

1. For English Teachers

Teachers are encouraged to continue exploring creative strategies and interactive media that align with the Merdeka Curriculum. Maintaining a balance between academic goals and students' needs is essential to ensure that learning remains enjoyable and meaningful.

2. For the School

The school should continue providing facilities, training, and professional development opportunities for teachers. Collaborative discussions between English teachers are recommended to share best practices and support consistent curriculum implementation.

3. For Students

Students should take advantage of the Merdeka Curriculum by becoming more active, confident, and responsible learners. They are encouraged to participate fully in classroom activities and use English not only in the classroom but also in daily communication.

4. For Future Researchers

Future studies may explore the implementation of the Merdeka Curriculum in other subjects or levels of education. Researchers can also focus on long-term impacts, such as how this curriculum influences students' language competence and learning motivation over time.