

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, this study concludes the following points in accordance with the research questions:

1. **The Roles of the English Teacher in Developing Modules** The English teacher at SMPN 1 Karang Tanjung performs multifaceted roles as a Micro-Curriculum Designer, Pedagogical Decision Maker, and Reflective Practitioner. Instead of relying on pre-existing templates, the teacher independently develops modules by deconstructing Learning Outcomes (CP) into measurable Learning Objectives (TP). This study finds that the teacher acts as a critical bridge between national policy and classroom practice, ensuring that the instructional design is tailored to the students' cognitive levels and contextual needs.
2. **The Implementation and Challenges in Module Development** While the teacher demonstrates significant agency, the development process is marked by both innovation and struggle. The study reveals that the teacher faces substantial technical and non-technical barriers, including severe time constraints, limited access to high-quality reference materials, and a lack of formal training in instructional design. Despite these pressures, the teacher maintains a cyclical and iterative design process, revising materials based on classroom experiences and student feedback. However, the findings suggest that without systematic institutional support, such high levels of autonomy may lead to increased teacher burnout.
3. **The Reflection of Merdeka Curriculum Principles in the Modules** The designed modules effectively operationalize the core principles of the Merdeka Curriculum, specifically Communicative Competence, Genre-Based Approach (GBA), and Differentiated Instruction. The modules reflect the "Merdeka Belajar" spirit by incorporating local context (e.g., local legends of Karang Tanjung) and integrating the Pancasila Student Profile (P5) through project-based activities. Furthermore, the implementation of differentiation through tiered tasks and scaffolding proves that the

modules function as flexible pedagogical artifacts that accommodate the diverse learning paces and readiness of students.

B. Suggestions

Based on the conclusions drawn above, the researcher offers several specific suggestions to various stakeholders involved in the implementation of the Merdeka Curriculum:

1. For English Teachers

a. Enhance Reflective Practice

Teachers should maintain a teaching journal to record the effectiveness of their modules in the classroom. This practice will strengthen their role as "Reflective Practitioners" as suggested by Schon (1983).

b. Strengthen Digital Literacy

Teachers are encouraged to explore advanced digital tools beyond basic formatting (e.g., using AI for material curation or interactive apps like Quizizz) to make the modules more multimodal and engaging.

c. Contextual Innovation

Teachers should continue to integrate local wisdom (like Karang Tanjung legends) into their materials to ensure English learning remains relevant and meaningful for students.

2. For School Leaders (Principals)

a. Structural Support

Schools should allocate dedicated time for teachers to design modules, so it does not overlap with their heavy teaching workload.

b. Professional Development

Organizing internal workshops (MGMP Sekolah) specifically focused on "Instructional Design" and "Differentiated Instruction" is highly recommended to bridge the knowledge gap.

c. Resource Access

Providing a digital repository or a school-based library for curated English materials would help teachers find reliable references more easily.

3. For Educational Authorities (Government/Department of Education)

a. Clear Guidelines

There is a need for more standardized but flexible module templates that can guide teachers without restricting their creativity.

b. Consistent Training

Training programs should not only focus on the theory of the Merdeka Curriculum but also provide practical coaching on how to translate Learning Outcomes (CP) into operational modules.

4. For Future Researchers

a. Student-Centered Perspective

Future researchers could explore the students' perceptions of these teacher-developed modules to see if they genuinely increase motivation and learning outcomes.

b. Comparative Studies

Conducting comparative studies between schools in urban and rural areas would provide a broader view of how the Merdeka Curriculum is implemented across different contexts and resource levels.