

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter provides a through discussion of the researcher's conclusions and suggestions in order to effectively conclude the research. The researcher takes the outcomes from the previous chapters' findings related to the suggested research questions.

4.1 Conclusion

It can be concluded that the results of the study revealed two main focusses: first, teaching strategies including project-based learning, second, the use of technology, third as well as differentiation of learning to meet students' individual needs; second, teachers' views on the Merdeka curriculum, which include a belief in the importance of developing students' critical and creative skills.

Teachers implement various teaching strategies that support the objectives of this curriculum. One popular strategy is project-based learning. Through this strategy, students are invited to learn in a more applicable way, namely through the completion of projects related to real problems. Students, both individually and in groups, are involved in designing, developing, and completing projects that require research, collaboration and problem-solving skills. This strategy not only enhances students' understanding of the material, but also helps them apply knowledge in a practical context. In addition, the use of technology is also an important part of the teaching strategy in Merdeka Curriculum. Technology supports the personalization of learning, allowing students to learn according to their own pace and style. The use of various educational applications, interactive learning videos, and online platforms enriches students' learning experiences and facilitates access to information. Finally, teachers also implement learning differentiation, a strategy that tailors teaching methods to students' needs, abilities, and interests. With this differentiation, every student, whether they learn faster or need additional support,

can reach their full potential. Through these strategies, teachers play an important role in ensuring that each student gets optimal learning opportunities according to their own characteristics and needs.

Teachers' views on the Merdeka curriculum, which includes a belief in the importance of developing students' critical and creative skills. Teachers believe that the Merdeka Curriculum provides wider space for students to develop critical thinking skills. In this context, students are encouraged not only to receive information passively, but also to analyze, evaluate, and solve problems independently. Thus, students become more active in finding solutions and building deep understanding. In addition, student creativity is also one of the important focuses in the implementation of this curriculum. Teachers believe that the freedom of exploration, experimentation, and innovation offered by the Merdeka Curriculum provides opportunities for students to develop the ability to generate new ideas and solve problems in creative and innovative ways.

This research concludes that Merdeka Curriculum has the potential to improve learning outcomes and enhance the quality of education in Indonesia by encouraging a more flexible and adaptive teaching environment. This research provides valuable insights for policymakers and education leaders, which can be used as a basis for decision-making and professional development programs aimed at improving curriculum implementation. Understanding the challenges faced by teachers can lead to better support systems and resources, which can ultimately improve student learning outcomes and prepare them for future challenges. The findings from this study contribute to the global discourse on innovative teaching practices and curriculum reform, by providing lessons that go beyond the Indonesian context.

4.2 Suggestion

The following suggestions for the conclusion of the thesis are addressed to school institutions, English teachers, and future teachers:

1. Educational Institutions

For Educational institutions are expected to provide greater support in the implementation of the Merdeka Curriculum by providing continuous training and access to technology. Schools also need to ensure that teachers are adequately resourced, both in terms of learning tools and supporting environments such as computer labs and libraries. This will strengthen teachers' capacity to adapt innovative learning methods such as project-based learning and technology. In addition, schools need to build close communication between teachers, students and parents so that the teaching and learning process runs effectively.

2. English Language Teachers

English teachers are expected to continue developing themselves through relevant professional training, especially in the utilization of technology and varied learning strategies such as Project-Based Learning (PBL) and learning differentiation. In addition, teachers need to improve their ability in designing learning modules that suit students' needs and pay attention to variations in learning styles. Thus, teachers can effectively implement the Merdeka Curriculum and support students in developing critical, creative, and collaborative skills needed in the modern era.

3. Future Teachers

For prospective teachers, it is important to prepare themselves to face dynamic educational challenges by deepening their understanding of the Merdeka Curriculum. Mastery of various learning strategies, use of technology, and student-focused approaches will be the key to success in teaching. Prospective teachers are also expected to continue to innovate and be open to curriculum changes in order to be able to face the increasingly complex demands of 21st century education.