

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter goes into further detail about the research's conclusions and recommendations. The researcher makes a conclusion based on the study findings regarding the recommended research subjects from the previous chapters.

5.1 Conclusion

The research's conclusion is based on the findings that were discussed in Chapters 2, Chapter 3, and Chapter 4. The three primary components of the teaching module are its alignment with the merdeka curriculum's guiding principles and goals, its alignment with the application of its learning practices, and the factors that facilitate and hinder its integration into the independent curriculum.

First, it can be concluded that the English teaching module used is in accordance with the principles and objectives of the merdeka curriculum. These principles are covered in the principles of competency and character development, flexibility, and focus on essential content. Meanwhile, the independent curriculum has the aim of realizing meaningful and effective learning in increasing faith, devotion to God Almighty, and noble character as well as developing the copyrights, tastes, and senses of learners as lifelong learners with Pancasila character. Student character is also effectively built through learning experiences, classroom management strategies, interactions between teachers and students, and rules and habits applied in the learning process. The available teaching modules customize the teaching and learning process according to the needs, characteristics, and learning styles of diverse students.

Secondly, the finding is that English teaching modules are appropriate for use in classrooms when learning strategies are implemented, particularly differentiated instruction. The appropriateness of teaching modules that employ varied learning strategies and classroom instruction is thus investigated in this study. The elements classroom and environmental management, learning

planning, learning techniques, content, process and product changes, evaluation and feedback, and student involvement and motivation are further discussed in a number of ways. Even though this module is a structured guide, learning is nevertheless implemented dynamically and in accordance with the field's learning demands. It helps educators design a flexible, interactive learning environment that is focused on each student's needs and potential.

Third, about the elements that facilitate and hinder the use of the autonomous curricular teaching modules. These elements are discussed in a number of ways, including the supporting elements for the autonomous curriculum teaching module's implementation, which include learning communities, clear and comprehensive policy material, capable teachers with technological know-how, and PMM implementation. In the meantime, misconceptions about curriculum implementation, a demanding workload, and a lack of teacher knowledge are the main obstacles to the adoption of the autonomous curriculum teaching modules.

However, there are some limitations in this study, including the generalizability of the results because this study may only reflect conditions in schools with certain resources and characteristics, so it is not necessarily applicable in all contexts. Potential bias in data coming from teachers' and researchers' perceptions, thus potentially containing subjective bias without being supported by direct observation or more objective quantitative data. In addition, there is a lack of focus on the direct influence of the module on student learning outcomes, as well as a lack of concrete recommendations to overcome implementation obstacles.

Although this study has several limitations, these findings still have positive implications. SMP Negeri 1 Dukupuntang's adoption of the English teaching module in the Merdeka Curriculum has effectively shown the module's flexibility in a particular resource situation, making it a potential model for schools with comparable features. This module's adaptability aligns with the Merdeka Curriculum's guiding principle of promoting learning according to local requirements. Teachers' active involvement in this study also suggests that they

understand the value of creating pertinent teaching resources, which can serve as the foundation for additional pedagogical innovation.

5.2 Suggestions

The researcher offers their findings with the hope that they may be used as references or guidelines by future scholars and English language instructors. Some suggestions for future researchers and English language teachers are as follows:

5.2.1 English Language Teachers

It is suggested that teachers pursue training to further enhance their proficiency in delivering differentiated instruction. They should also go to workshops that concentrate on creating adaptable and student-centered teaching methods. In order to exchange experiences and answers to challenges encountered, particularly in relation to workload management and technology use, educators should also actively engage in learning communities. Additionally, in order to more successfully cultivate students' character and competency, educators must create engaging and creative teaching strategies.

5.2.2 Future Researchers

According to the research findings, a more thorough investigation of the longterm effects of English teaching modules in accordance with the merdeka curriculum on student competency and character is recommended for future research. By evaluating the efficacy of modules in different schools and looking at ways to get over learning barriers, research must also broaden the environment. To evaluate the module's alignment with the merdeka curriculum's tenets, it is also necessary to construct objective measurement instruments or use quantitative data for more objective outcomes outcomes and include concrete recommendations such as teacher training and module funding. Thus, this module has the potential to be developed more widely in the implementation of merdeka curriculum.