

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter summarizes the key findings of the study and provides recommendations for future improvements and further research. The conclusion includes teachers' perceptions of emotional literacy, strategies used in teaching, challenges faced, and the kind of support needed to implement emotional literacy effectively within the Merdeka Curriculum framework.

5.1 Conclusion

The results of this research indicate that teachers regard emotional literacy as an essential element in fostering holistic student development. This is marked by the recognition that emotional regulation, empathy, and self-awareness are essential to support students' academic and personal growth. Teachers acknowledged that emotions significantly influence students' engagement and learning outcomes.

Firstly, emotional literacy is seen as integral to the character-building goals of the Merdeka Curriculum. Teachers emphasized that values such as mutual respect, empathy, and emotional control are embedded in their daily classroom practices, although not always explicitly structured in the curriculum. Both SMPN and MTs teachers rated the importance of emotional literacy highly, with an average score of 4.8 out of 5, highlighting a shared understanding of its relevance in shaping students' character and social-emotional development.

Secondly, in terms of strategies, teachers applied various techniques such as reflective questioning, moral-based storytelling, emotional dialogues, and personal mentoring. These approaches were often integrated into reading and discussion activities to connect language learning with emotional growth. For instance, some teachers used culturally relevant stories to teach empathy and responsibility, while others conducted daily reflections or group discussions to help students express and manage their emotions more effectively.

Thirdly, the research identified several key challenges, including the lack of training, insufficient learning resources, limited time, and the absence of measurable indicators for emotional development. Teachers often relied on personal intuition and teaching experience rather than structured pedagogical tools, resulting in inconsistencies in practice. In particular, MTs teachers perceived the curriculum itself as a barrier to implementing emotional literacy, while SMPN teachers were more optimistic about its flexibility.

Lastly, teachers expressed the need for stronger institutional support, including professional development, collaborative platforms, and policy guidance that emphasizes emotional learning. They indicated a clear willingness to integrate emotional literacy more consistently if provided with the appropriate tools, training, and curriculum alignment.

This conclusion confirms that emotional literacy has the potential to enrich teaching and learning in the Merdeka Curriculum. When supported by suitable strategies and resources, it can contribute significantly to nurturing emotionally resilient and socially aware learners.

5.2 Suggestions

Based on the findings of this study, the researcher provides several suggestions for both teachers and future researchers to further support the integration and development of emotional literacy in the educational context.

5.2.1. For Teachers

Teachers are encouraged to consistently incorporate emotional literacy into their teaching practices through student-centered and reflective approaches. Emphasizing emotional aspects in daily classroom interactions such as showing empathy, managing classroom mood, and addressing emotional challenges can positively affect learning dynamics. Moreover, teachers should actively seek out or propose relevant training that enhances their capacity to apply emotional-literacy concepts effectively in the classroom.

5.2.2. For Future Researchers

Further research should explore broader educational contexts, including different levels of schooling and a larger, more diverse group of participants, to deepen understanding of emotional literacy implementation. It is also recommended that future studies develop specific tools or modules that align emotional literacy with curriculum content, such as digital learning materials or culturally relevant stories. In addition, examining the long-term impact of emotional literacy on student outcomes including academic achievement, well-being, and interpersonal skills would provide valuable insights for both practitioners and policymakers.

