

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter was divided into two subsections: conclusions and suggestions of the study. The first subsection was the conclusion, which discussed the research findings based on data collected by the researcher using two data collection methods. The second subsection presented recommendations for teachers, schools, and future researchers

5.1 Conclusion

Based on the research findings (see **Chapter IV, point 4.1**), the researcher concluded that the implementation of Grade X English teachers in creating and implementing teaching modules based on the Merdeka Belajar Curriculum was going well. In addition, teachers were also able to adapt to the curriculum changes. Data were collected through observations and interviews, from which the researcher determined that teachers had developed teaching modules that referenced Learning Outcomes (CP), Learning Objectives (TP), and Learning Objective Flow (ATP). The teaching modules also included key components such as learning objectives, learning activities, assessments, and learning resources.

Furthermore, teachers had made efforts to implement student-centered learning and integrate diagnostic, formative, and summative assessments in accordance with the principles of the Merdeka Curriculum. To determine the problems 10th-grade English teachers faced in implementing the Merdeka Belajar Curriculum, the researcher conducted

interviews with 10th-grade English teachers. The results of the interviews were presented in the thematic analysis table, which had been created from the themes identified by the researcher. The table showed that there were problems with limited time for creating teaching modules, and that teachers also experienced difficulties in determining time allocation and in optimally implementing differentiated learning.

These problems could affect the optimization of the classroom teaching module implementation. From the results of the thematic analysis (see Table 4.1), several factors influenced 10th-grade English teachers in implementing teaching modules based on the Merdeka Belajar Curriculum, both supporting and inhibiting. Supporting factors included competence and experience in teaching and creating Merdeka Belajar curriculum teaching modules, support from the school through training and MGMP activities, and the Merdeka Curriculum policy, which provided flexibility for teachers to design learning.

Meanwhile, inhibiting factors included time constraints and teachers' workload. These constraints could be influenced by the amount of time available to create teaching modules. Overall, the implementation of teaching modules based on the Merdeka Belajar Curriculum by 10th-grade English teachers at SMA Negeri 1 Purbalingga had been carried out in accordance with the curriculum policy, but still required improvement and strengthening in several aspects to be fully achieved.

5.2 Suggestions

After conducting research at SMAN 1 Purbalingga by observing classes and conducting interviews to collect data, the researcher would like to offer suggestions that they hope will help the school maximize English language learning at SMAN 1 Purbalingga. Some of these suggestions are as follows.

1. For the English teacher

The teacher was expected to continue to improve their understanding and skills in developing teaching modules, particularly in applying differentiated learning and managing continuous assessment. Teachers were also advised to be more active in participating in training, workshops, and MGMP activities to deepen their understanding of the implementation of the Merdeka Belajar Curriculum

2. For the school

Schools were expected to provide more optimal support to teachers, including special time for the development of teaching modules, reduced administrative burdens, and learning facilities and resources that supported the implementation of the Merdeka Curriculum

3. For the government

The government had to continue to expand and strengthen the Merdeka Curriculum implementation assistance program. This applied to the creation of learning modules tailored to student needs. To improve the training program, experienced experts who could provide practical

examples and technical guidance had to be involved. In addition, a teacher-readiness evaluation system had to be conducted periodically to assess the effectiveness of the assistance program

4. For other researchers

For other researchers, this study is expected to be used as a reference for further research. Further research is also recommended to examine the implementation of the Merdeka Curriculum teaching modules from a broader perspective, for example, by involving more teachers and different grade levels, and by using other research approaches, such as classroom action research (CAR), to assess the direct impact of the teaching modules on student learning outcomes.

