

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **A. Conclusion**

Based on the research results, it can be concluded as follows:

In the learning aspect, the implementation of the Curriculum Merdeka has implemented differentiated learning and also project-based learning that follows 21st century developments where the use of technology is prioritized and must be used optimally in the learning process in the classroom. Based on the implementation of the Curriculum Merdeka in schools, it is seen in the context of English language learning, which after the implementation of differentiated learning, technology-based learning, and project-based learning, where learning is more student-centered, results in increasing progress in learning and evaluation, namely, 1) students become more active, 2) students become more creative, 3) students become more productive, 4) students' character is formed into individuals who have faith, piety and noble character, 5) students can think critically, work together and collaborate, 6) process assessment becomes simpler and there is no determination of KKM, but becomes KKTP.

The challenges that occur in implementing the Curriculum Merdeka are that teachers have difficulty mastering the developments in the Curriculum Merdeka, such as compiling teaching modules based on mapping, especially for differentiated learning and having to master the latest technology and applications that can support learning, especially as a medium for learning English. Apart from that, having project activities outside of class hours makes it difficult for teachers to manage their time well because of the learning hours taken for these project activities. Students are used to learning in groups and it is fun, which makes students less motivated to learn independently and less confident in presenting the products they make in front of the class.

Assessment in the Curriculum Merdeka which only focuses on summative assessment as the student's final grade, teachers only carry out assessments at the beginning of learning.

Recommendations that can be used as solutions to overcome challenges or difficulties that occur in implementing the Curriculum Merdeka in English language learning are that teachers are expected to take part in training provided by schools or the government, search for and access information related to changes that occur in the Curriculum Merdeka on the Platform Merdeka Mengajar (PMM) because PMM already contains the information needed by teachers, teachers must also always collaborate and share with each other in order to create creative and innovative learning media, and can create learning that can increase student cooperation and independence by designing varied learning models.

## **B. Recommendation**

In implementing the Curriculum Merdeka in the future, researchers suggest the following:

1. It is hoped that schools that have not yet implemented the Curriculum Merdeka can prepare everything that is needed well and can then participate in becoming schools that implement the Curriculum Merdeka.
2. Headmasters whose schools have implemented the Curriculum Merdeka must have a high fighting spirit to advance their schools, apart from that, headmasters also have an important role in guiding, directing and inspiring both teachers and other schools to want to move towards better education.
3. Teachers are expected to take part in every training provided by the school and the government, frequently access the Merdeka Teaching Platform (PMM), and always collaborate to share information related to the Curriculum Merdeka with other fellow teachers.

4. Students are expected to be able to improve their skills in working together (collaboratively) and sharing information with friends.
5. Parents are expected to be involved and support mentally and financially in every activity that can increase students' knowledge and abilities, both academic and non-academic.