

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The findings of this study show what Junior High School English teachers did to prepare for implementing the Merdeka Curriculum in the city of Jambi as well as their perceptions and points of view. In order to execute the Merdeka Curriculum in accordance with the national education standard, they generally want to change their attitude or mindset. As a result, it can be taken into account while deciding on a better implementation in the city of Jambi. Based on the study questions outlined in Chapter I, the researcher draws two key conclusions.

First, the researcher collected information on teachers' opinions, which are divided into five sub-themes: (1) teachers' program inclusion, (2) students' characteristics, (3) students' habit development, (4) teachers' training, and (5) teachers' perception on the curriculum. There are both Sekolah Penggerak Program and non-Sekolah Penggerak Program options for implementing this curriculum. The government-developed Platform Merdeka Mengajar must be used by non-Sekolah Penggerak teachers to take advantage of the training. The teacher will then need to find training at a non-governmental institution. For the Program Sekolah Penggerak instructors, on the other hand, the government provided the materials, and the workshop to create the teaching module was held at the start of the academic year.

Second, the researcher also found out that in Merdeka Curriculum, there is a program, known as Students Pancasila Profile, centered on helping students improve their character. As a result, during the teaching process, the teachers must

take the qualities of the students into account. In actual practice, teachers have used a variety of techniques to identify the qualities of the students. The majority of teachers collaborated with other educators who are familiar with students to talk about their cognitive or non-cognitive traits. The teacher then conducted direct observation in addition to direct contact. Following that, another method of identification involves conducting a diagnostic cognitive assessment, which reveals the students' level of aptitude. The teachers then have their own methods for developing the students' habit in order to enhance the students' traits and become the Students' Pancasila Profile. It might involve establishing a classroom agreement with the students, using peer tutors, speaking English, and assigning the students the duty of providing a reflection on the learning experience.

5.2 Suggestions

According on the study's findings, the researcher suggests the following areas for future study: (1) An experimental study can be done to find out how the Merdeka Curriculum is used in the classroom. Even though it is simple to learn about the Merdeka Curriculum's implementation from books or the internet, really putting that knowledge to use might be challenging. The adage "it is easy to say but difficult to do" is frequently used. (2) Additional study can use the same research strategy with various Jambi participants, such as students, principals, elementary or senior high school English teachers, or even elementary kids. (3) Other researchers may use the same research strategy to study various populations, such as math teachers, or other subjects. (4) If additional schools were included in regencies, it would be extremely difficult to conduct. (5) Additional study can use the same research methodology in other provinces.

Furthermore, it is a great idea when (1) there will be more workshops, training sessions, and MGMP to improve the theoretical and practical competencies of English teachers, (2) there should be a strict policy requiring English teachers to implement the Merdeka Curriculum correctly in accordance with the national education standard, and (3) there should be strict supervision to guarantee that English teachers implement the Merdeka Curriculum correctly.

Finally, it is advised that English teachers increase their commitment to using the Merdeka Curriculum and enhance their teaching style to specify the fundamentals of Merdeka Curriculum education.