

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter provides conclusions from the study that has been conducted. The main findings are the challenges and coping strategies faced by teachers in implementing Merdeka Belajar curriculum and some suggestions for further improvement. This chapter also explores the study contribution to the new knowledge in the field of implementing Merdeka Belajar curriculum for further studies.

#### **5.1 Conclusion**

Based on the results of the study, the researcher found three main themes. The first theme examines some of the problems of English teachers related to the implementation of learning in the classroom. Based on this theme, there are two sub-themes such as internal and external factors. In internal factors, there are six internal problems felt by English teachers while implementing learning, namely; 1) minimum understanding of Merdeka Curriculum, 2) difficulty in designing lesson plans based on the Merdeka Curriculum, 3) difficulty in managing the allocation of learning time, 4) lack of knowledge about the use of technology for learning, 5) difficulty in finding suitable learning strategies for differentiation learning, and 6) difficulty in assessing student learning outcomes. Meanwhile, the external factors consist of two problems, namely; 1) lack of school's learning facilities, and 2) minimal training on implementing the Merdeka Curriculum.

To overcome the problems that arise in implementing Merdeka Curriculum in English subjects, researchers also examine several coping strategies used by English teachers in dealing with these problems. The findings showed that there are five coping strategies used by English teachers to overcome these problems, namely; 1) discuss with colleagues through the MGMP programme regarding technology issues in learning, 2) coordinate with students to provide independent electronic devices, 3) purchase equipment using personal funds, 4) using the peer tutoring method, and 5) inviting delegate teachers who have taken part in Merdeka Curriculum training.

Furthermore, the researcher also investigated some of the teachers' expectations and suggestions for improvement for schools in implementing Merdeka Curriculum. from the findings, the researcher found that there were two main sub themes in this study. the first sub theme examines "search for the information independently. Where in this first sub-theme, English teachers highly recommend implementing discussion activities at the MGMP meeting for teachers. Then in the second sub-theme, the researcher saw that the participants emphasised the hope for school policy improvement. In this second theme, there were two suggestions that were fully reviewed by the participants, namely; 1) the school should provide learning facilities properly, and 2) the school needs to provide equal training facilities to all teachers.

## **5.2 Suggestion**

The researcher made a number of recommendations for educators and future researchers in response to the findings of the current study. This is the suggested course of action:

**a. Teachers**

This study examined the challenges faced by English teachers and some of the coping strategies used by English teachers to deal with these problems. Based on the findings in this study, the researcher sees that to overcome various challenges in implementing the Merdeka Curriculum, it is highly recommended to adopt a collaborative approach that involves all stakeholders, especially teachers and students. In the other hand, intensive and continuous training is needed for teachers to understand and master the concepts and practices of the Merdeka Curriculum. Involving professional teachers as mentors can accelerate the adaptation process.

**b. Stakeholders (pemerintah dan sekolah)**

It is then essential for the government and schools to develop a comprehensive evaluation and monitoring system to assess the effectiveness of the Merdeka Curriculum implementation. This includes regular feedback from teachers and students to identify areas that require improvement. Governments and schools need to ensure that adequate facilities and resources are available to support the implementation of Merdeka Curriculum. This includes access to teaching materials, technology, as well as a conducive learning environment. In addition, schools can

also encourage collaboration between teachers through forums such as MGMP (Musyawarah Guru Mata Pelajaran), which can help them share experiences, challenges and solutions in implementing the Merdeka Curriculum. It will also strengthen the professional learning community among teachers.

### **c. Further Researchers**

Then the researcher suggested that future researchers examine broader scope. The researcher expects that future investigations can expand upon the single school that was the focus of this study. Thus, the researchers anticipate that approach will yield results that are broadly applicable. Furthermore, the researcher recommends that in the future, researchers look at how English teachers in general respond to challenges that come up when using the Merdeka Belajar Curriculum.