

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions formulated from research questions and recommendations that provide ideas addressed to English teachers, school principals, and further research related to the implementation of the Merdeka Curriculum.

A. Conclusions

Based on the research entitled "Implementation of Merdeka Curriculum in State and Private Islamic Elementary Schools", the researcher concludes several conclusions as follows:

1. The implementation of the Merdeka Curriculum at MTs A and MTs B follows the stages of Merdeka Curriculum implementation from the Ministry of Education and Culture (*Kemendikbud RI*) and then adapts it to the school conditions. There are 3 stages in implementing the Merdeka Curriculum, namely planning, implementation, and assessments. There were similarities and differences in implementing the Merdeka Curriculum. The similarities are in terms of the year of implementation of the Merdeka Curriculum, the implementation of student-centered learning, not collaborating with other teachers in terms of English learning, and never collaborating with parents for English learning purposes. The types of assessment used by English teachers at MTs A and MTs B are formative and summative assessments. The differences are regarding learning media, implementation of the Pancasila Student Profile Strengthening Project (P5) in English subjects, mentoring students' interests and talents, and collaboration with the community/society/industry in English subjects.
2. There are obstacles in implementing the Merdeka Curriculum between MTs A and MTs B in several aspects. MTs A has obstacles in implementing the Merdeka Curriculum properly and correctly, implementing differentiation, making Learning Outcomes (CP), Flow of Learning Objectives (ATP), and learning modules, another obstacle is the allocation of lesson time for the Pancasila Student Profile Strengthening Project (P5). MTs B has obstacles in implementing the Merdeka Curriculum properly and correctly, teachers need concrete examples in implementing the differentiation, in the 2022-2023 academic year teachers are hampered in implementing student-centered learning.
3. Solutions to overcome the obstacles experienced at MTs A and MTs B. MTs A conducts training and workshops for teachers, the

government should increase teaching hours for teachers involved in the teaching and learning process in P5 subjects in SIMPATIKA. MTs B held teacher training, and the government should provide concrete examples of the implementation of differentiation. In addition, teachers also hope that MTs B students not only gain knowledge but also good character and attitude so that they can make the name of the school good.

B. Recommendations

Based on the findings in this study, the researcher provides suggestions. The suggestions that can be given by researchers are as follows:

1. For the English teacher

To re-improve understanding of the Merdeka Curriculum, so that the learning process can run in accordance with the curriculum being implemented.

2. For headmaster

To conduct and organize more training for teachers on the Merdeka Curriculum to improve teachers' ability to implement the Merdeka Curriculum.

3. For Further Researchers

The results of this study can be used as a comparison and reference material for further research and are expected to further expand the research area of this research and deepen the analysis.