

CHAPTER V

CLOSURE

In this section, the researcher presents the overall findings that answer the two research questions that have been formulated previously. In addition, the researcher also presents some suggestions that are relevant to the topic.

A. Conclusion

This study aims to describe the implementation of the independent curriculum as practiced by EFL teachers at Darussalim Islamic Boarding School. Using a case study design, this research collected qualitative data through interviews and classroom observations. In summary, this study generally aimed to find out how the implementation of the independent curriculum is practiced by EFL teachers at the boarding school and what challenges they face. The following description provides a brief overview of the findings and discussion related to each research question posed.

1. How is the independent curriculum implementation practiced by EFL teachers at Darussalim Islamic Boarding School?

The implementation of the independent curriculum at Darussalim Islamic Boarding School is carried out through three main stages, namely planning, implementation, and evaluation. In the planning stage, the Islamic boarding school showed a commitment to improving the quality of education by forming a special team, conducting socialization, and carrying out in-house training (IHT). In addition, the EFL teachers have also shown

good initial readiness in understanding and practicing the implementation of the independent curriculum, especially in designing creative learning by utilizing available resources. The action stage is divided into three stages, namely opening, core, and closing. In the opening stage, teachers succeeded in creating a religious and conducive atmosphere in accordance with the values of the Islamic boarding school and by using a contextual approach. In the core stage, learning supports the development of students' competencies through systematic explanations, the use of traditional learning media, competency-based tasks and collaborative approaches. Meanwhile, the closing stage reflects teachers' efforts to strengthen students' understanding through recapitulation, feedback and closing greetings. Last, the evaluation stage showed that the level of readiness of EFL teachers at Darussalim Islamic Boarding School varied depending on their level of understanding and training experience, with some teachers having successfully integrated formative, summative, project and reflective assessments to support students' learning processes and outcomes.

2. What are the challenges faced by EFL teachers in implementing the independent curriculum at Darussalim Islamic Boarding School?

The implementation of the independent curriculum at Darussalim Islamic Boarding School faces various complex challenges, ranging from the limited understanding of teachers in designing project-based learning, the lack of technological facilities such as projectors and laptops, to policies that limit the use of technology in the learning process. In addition, student

involvement is also an obstacle, especially for students who have closed personalities, lack confidence, or are not motivated to actively participate in project-based learning activities that are expected to increase their creativity and independence.

B. Suggestions

1. Islamic Boarding School

To optimize the implementation of the independent curriculum at Darussalim Islamic Boarding School, the boarding school is advised to organize continuous training that includes the implementation of the independent curriculum, the use of technology such as the independent teaching platform, and innovative learning approaches, such as problem-based learning, discovery-based learning, and project-based learning, with the support of expert resource persons from outside. In addition, the provision of technological facilities, such as projectors, laptops, and internet access, as well as the development of flexible policies that support the use of technology in learning are needed to create an interactive learning atmosphere that is relevant to students' needs.

The Islamic boarding school is also expected to strengthen the curriculum planning stage through the development of project-based learning modules that suit the needs of students at various levels, as well as ensuring teachers have access to training on learning evaluation, including formative, summative, project and reflective assessments.

Strengthening collaboration among teachers through working groups or regular discussions will help them share best practices, while providing space for reflection and self-evaluation can encourage teachers to continuously improve the quality of learning. With regular evaluation of curriculum implementation, student interest-based approaches, and innovative strategies relevant to the context of Islamic boarding schools, it is hoped that Darussalim Islamic Boarding School can achieve an inclusive, innovative, and meaningful learning process, while answering the challenges of education in the modern era.

2. Teacher

It is recommended that teachers continue to improve their understanding of the principles of the independent curriculum through training, discussions, and optimizing the use of technology such as the independent teaching platform. In addition, teachers are advised to integrate technology-based learning media and utilize methods such as problem-based learning, discovery-based learning, and project-based learning consistently. Teachers also need to use the development of varied, contextual, and interesting learning methods, including project-based approaches, to be an important step to increase student motivation and reach their various characters and learning styles. To strengthen each stage of learning, teachers need to start from a meaningful opening by conveying objectives and providing motivation consistently, to a closing that involves reflection and two-way

evaluation to ensure students understand the material and provide constructive feedback.

Teachers should also optimize formative and reflective assessments to consistently monitor student progress and provide constructive feedback. In addition, teachers also need to provide intensive assistance, especially for students who are less confident or introverted, and provide rewards to encourage active participation of students, this is an important part of the learning strategy. Teachers are also advised to collaborate with peers in sharing strategies and best practices, make the most of existing resources, and develop a more personalized and inclusive approach in interacting with students. With these steps, the implementation of the independent curriculum is expected to run more effectively, improve the quality of learning, and provide meaningful learning experiences for students.

3. Other Researcher

For future researchers, this study provides a foundation for future researchers to better understand the challenges faced by EFL teachers in implementing the independent curriculum. This study makes an important contribution to future research in this area. Other researchers can also extend this study by broadening the participants, such as analyzing the challenges faced by the students involving school principals to understand technology-related policies and teacher training or can also research the same thing in different places, levels

of education and methods to get a broader picture of the implementation of the independent curriculum in EFL learning.