

CHAPTER V

CLOSURE

In this section, the researcher presents the findings that answer the two research questions posed by this study. Also given are some suggestions that are related to the topic.

A. Conclusion

1. Teacher Cognitive Readiness in Implementing the Independent Curriculum

The English teacher at MIN 11 Banjar showed a moderate level of cognitive readiness. She understood curriculum principles and was able to plan lessons, use varied resource, and conduct basic assessments. However, she still faced difficulties in developing modules and adapting learning materials independently. Her implementation of curriculum concepts was present but inconsistent, indicating the need for further support and training.

2. Challenges faced by English teacher in implementing the Independent Curriculum

There are five aspects to the challenges faced by English teacher in implementing the Independent Curriculum: Limited Training, Challenges in Adapting Learning Resource, Challenges in Developing Teaching Modules and Assessments.

B. Suggestions

1. Teacher

English teachers are encouraged to strengthen their cognitive readiness by deepening their understanding of the Independent Curriculum principles and learning how to apply them consistently in classroom practice. This includes improving skills in developing contextual teaching modules, designing varied assessment tools, and adapting learning resource based on student needs.

Teachers are also advised to actively participate in professional learning communities such as KKG (*Kelompok Kerja Guru*) and to seek out relevant training opportunities. Continuous reflection and collaboration with peers can enhance pedagogical reasoning and help teachers overcome challenges in curriculum implementation. Leveraging available platforms like *Merdeka Mengajar* can also provide practical insights and resource to support instructional improvement.

2. Other Researcher

It is recommended that future researcher expand the scope of study by involving multiple elementary schools or more English teacher participants to explore broader patterns of cognitive readiness. Comparative case studies can offer insights into how contextual factors influence teachers' ability to understand and implement the Independent Curriculum. Longitudinal research could also investigate how teacher

cognitive readiness develops over time and how it affects instructional quality.

Furthermore, subsequent studies may aim to develop practical frameworks or teacher training models that specifically target cognitive aspects such as curriculum understanding, module development, and assessment design. Suggested titles such as “Building Cognitive Readiness in Elementary English Teachers for Independent Curriculum Implementation” or “A Framework for Enhancing Teacher Curriculum Literacy in Primary Schools” could serve as valuable contributions to both academic and practical discourse in education reform.

3. Elementary School

Elementary schools are encouraged to provide structured and sustainable support systems to strengthen teachers' cognitive readiness in implementing the Independent Curriculum. This includes facilitating continuous professional development focused on curriculum understanding, teaching module development, and assessment strategies.

Schools should also promote collaborative learning among teachers through regular discussion forums or peer mentoring (such as KKG), and allocate time for instructional planning and material adaptation. In addition, ensuring access to relevant learning resource both printed and digital can help teachers apply curriculum principles more effectively in the classroom. Strong school-level support is

essential to bridge the gap between policy expectations and classroom implementation.