

CHAPTER V

CLOSURE

A. Conclusion

This study aimed to explore an English teacher's perspective on the challenges and strategies in implementing the Merdeka Curriculum in teaching English. Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn.

First, regarding the first research question about the challenges faced by the teacher in implementing the Merdeka Curriculum, the findings reveal that several interconnected challenges emerge in the classroom. These challenges include students' lack of readiness to engage in independent learning, students' dependence on mobile phones, unequal participation in group work, increased teacher workload, and limited training. In addition, external factors such as limited facilities and poor internet connectivity also affect the effectiveness of the teaching and learning process. These findings indicate that the implementation of the Merdeka Curriculum is not only influenced by the curriculum itself but also by students' readiness, teacher preparedness, and contextual conditions.

This also suggests that the transition from a teacher-centered learning system to a student-centered approach requires a gradual adjustment process. Both teachers and students need time to adapt to new learning expectations, especially in developing independent learning habits and active participation in

classroom activities. Without proper adaptation, the learning objectives of the Merdeka Curriculum may not be fully achieved.

Second, regarding the second research question about the strategies used by the teacher to overcome the challenges, the findings show that the teacher applies several adaptive strategies. These include adapting learning materials to students' abilities, using peer teaching, applying familiar and engaging materials, and implementing flexible teaching methods. In addition, the teacher's teaching experience plays an important role in making decisions and adjusting strategies based on classroom conditions. These strategies help the teacher manage classroom challenges and support students in the learning process.

These strategies also reflect that effective teaching in the Merdeka Curriculum requires flexibility, creativity, and continuous reflection. Teachers are expected not only to deliver materials but also to act as facilitators who guide students in developing their learning independence and engagement in English learning activities.

In conclusion, this study demonstrates that the successful implementation of the Merdeka Curriculum depends on the ability of the teacher to adapt to classroom realities, the readiness of students to engage in independent learning, and the availability of supporting facilities. Without proper support and gradual adaptation, the goals of the curriculum may not be fully achieved. Therefore, collaboration between teachers, students, and educational institutions is essential to ensure effective implementation.

B. Suggestions

Based on the findings, discussion, and conclusions of this study regarding the teacher's challenges and strategies in implementing the Merdeka Curriculum in teaching English, several suggestions are proposed for teachers, students, schools, and future researchers.

1. For Teachers

English teachers, particularly those implementing the Merdeka Curriculum, are recommended to provide more structured and gradual guidance to students in developing independent learning skills. Based on the participant's experiences, many students are not yet fully prepared to learn autonomously and still require continuous support throughout the learning process. Therefore, scaffolding strategies are considered essential to assist students in adapting to the learner-centered approach promoted by the Merdeka Curriculum.

In addition, English teachers are encouraged to manage the use of technology more effectively in classroom practices, ensuring that technological resources function as tools to support learning rather than merely providing instant answers. Learning activities should be designed to promote active participation, critical thinking, collaboration, and meaningful engagement with English learning materials. Such practices may help students develop a deeper understanding of the subject matter and foster greater responsibility for their own learning.

Furthermore, English teachers, including the English teacher at SMAN 2 Banjarmasin who participated in this study, are encouraged to continuously enhance their professional competence through participation in training programs, workshops, seminars, and professional learning communities. Engaging in these professional development activities may help teachers gain a better understanding of the practical implementation of the Merdeka Curriculum, share teaching experiences with colleagues, and develop effective instructional strategies that respond to the challenges encountered in English language teaching.

2. For Students

Students are expected to develop greater responsibility, independence, and active participation in the learning process. They should reduce their dependence on mobile phones for instant answers and try to engage more deeply with learning materials.

In addition, students are encouraged to practice reading English texts regularly to improve their comprehension skills. Active participation in classroom activities such as group work, discussions, and peer learning is also important to enhance both academic and communication skills.

3. For Schools

Schools are expected to provide adequate facilities and infrastructure to support the implementation of the Merdeka Curriculum. This includes stable internet access, appropriate learning media, and other supporting resources that facilitate effective teaching and learning.

In addition, schools should provide continuous training and professional development programs for teachers to help them adapt to curriculum changes. A supportive school environment is also important to encourage innovation in teaching practices and to improve overall learning quality.

4. For Future Researchers

Future researchers are encouraged to conduct studies involving a larger number of participants or different perspectives such as students, school leaders, or policymakers. This will provide a more comprehensive understanding of the implementation of the Merdeka Curriculum.

It is also recommended that future research explores other aspects such as students' motivation, classroom interaction patterns, or the effectiveness of specific teaching strategies in different educational contexts. Such studies can contribute to improving English language teaching practices in the future.