

BAB V

CLOSURE

A. Conclusion

The findings of this study indicate that the implementation of the Independent Curriculum in English teaching at MTsN 2 Hulu Sungai Selatan presents significant challenges and strategies for English teachers. Key challenges include:

- a) In supervision of the Implementation of the Independent Curriculum, the challenges faced by English teachers is although teachers have participated in training and socialization of the Independent Curriculum through the Ministry of Religious Affairs and the Merdeka Teaching Platform (PMM), the training, which tends to be theoretical, has not fully addressed practical needs in the classroom, so teachers still have to adapt independently.
- b) In Student over-reliance on Artificial Intelligence (AI) the challenges faced by English teachers is it creates dependency that has the potential to reduce students' independence and thought processes. The strategies implemented by teachers, such as limiting AI only as a tool for finding ideas and vocabulary, emphasizing process assessment through oral explanations, and designing class activity-based assignments, reflect efforts to establish goals, limits, and rules for using AI as explained in the theory.
- c) In Insights related to Differentiated Learning the challenges faced by English teachers is implementing differentiated learning effectively. Furthermore, time constraints, administrative burdens, and the complexity of lesson planning hindered teachers from adapting strategies and materials to student needs. Based on the research findings, the Differentiated Learning Seminar can be a relevant and solution-oriented strategy
- d) In Teacher Participation in PMM (Independent Teaching Platform) the challenges faced by English teachers is utilization has not been optimal due to time constraints, workload, and the need to adapt to real school conditions. Based on the research findings, assigning teachers to access the *Platform Merdeka Mengajar* (PMM) can be understood as a relevant strategy to address the challenges of English teacher professional development.

B. Suggestion

1. For English Teachers English

Teachers are advised to continuously improve their understanding and skills in implementing the Independent Curriculum, particularly regarding differentiated learning and authentic assessment. Teachers are expected to be more active in participating in practical and applicable training, seminars, and professional development activities. Furthermore, teachers need to manage the use of artificial intelligence wisely by establishing clear rules, directing AI as a learning tool, and emphasizing the importance of thinking processes and the ability to explain learning outcomes verbally and in writing to maintain students' independence and critical thinking.

2. For School

Schools are advised to provide more optimal support in the form of structured supervision, ongoing mentoring, and facilities to support learning based on the Independent Curriculum. Schools are also expected to encourage teachers to utilize the Independent Teaching Platform (PMM) more consistently by allocating dedicated time for independent learning and discussions within teacher learning communities. Furthermore, schools need to facilitate internal training or workshops on differentiated learning and the use of technology in teaching to increase teacher confidence in implementing the curriculum in the classroom.

3. For Further Researchers

Future researchers are advised to conduct research with a broader range of subjects and involve more schools and teachers to ensure greater generalizability of the results. Furthermore, further research could focus on in-depth studies of the effectiveness of AI management strategies, the implementation of differentiated learning, or the role of the Merdeka Mengajar Platform in improving teacher competency. Thus, future research findings are expected to provide a more comprehensive contribution to the development of the Merdeka Curriculum implementation in English language learning.