

CHAPTER V

CONCLUSION AND SUGGESTION

This section presents the conclusions and suggestions related to the research findings and discussion. Therefore, the researcher will explain the conclusions identify the research problems, and provide suggestions for both teachers and future researchers.

A. Conclusion

After analyzing the data, the researcher concludes that the problem formulation is answered through research results regarding the implementation of *Merdeka Belajar Curriculum* in teaching reading comprehension for grade XI students at SMKN 2 Kota Kediri. Based on the findings and discussion in the previous chapter, the following conclusions are reached:

Based on the research findings, the researcher can conclude that the *Merdeka Belajar Curriculum* has been implemented in English language learning. In the planning stage before entering the learning process, teachers analyze *Capaian Pembelajaran (CP)*, formulate *Tujuan Pembelajaran (TP)*, develop *Alur dan Tujuan Pembelajaran (ATP)* and design *Modul Ajar* based on students' readiness, interests and talents with the format and characteristics of the teaching unit. Teachers provide differentiated learning to meet the needs of each student, recognizing that each student has unique characteristics that require different teaching approaches. Teachers use technology to facilitate learning in the classroom; by using interactive learning media, students can develop skills and attitudes that foster creativity and innovation. In addition,

interactive learning media can enhance teaching and learning activities in a more active, productive and enjoyable way. teachers have implemented the Pancasila Student Profile according to the material to be taught and planned through *Alur dan Tujuan Pembelajaran (ATP)* and *Modul Ajar*. In the implementation stage, the Merdeka Curriculum has three activities in the teaching and learning process, namely: pre-teaching, whilst-teaching, and post-teaching activities. During the whilst-teaching stage, genre-based learning activities comprising four stages, namely Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT), have been included. Teachers have also implemented a learning cycle based on *Merdeka Belajar Curriculum*. Teachers conduct assessments based on the *Merdeka Belajar Curriculum*, by using formative and summative assessments. In the assessment stage, there is no separation between attitudinal, social and spiritual assessment, but it is carried out holistically in one assessment. The problem faced by teachers is that they still need development when designing differentiated learning based on the individual needs of students and teachers also have difficulty developing student character in learning through this differentiated learning.

B. Suggestion

Based on the above findings, researchers suggest the following important recommendations:

1. For Teachers

Teachers must excel in time management for both learning and material design. Teachers need to be creative and innovative in

implementing the *Merdeka Belajar Curriculum* to sustain student enthusiasm and interest in learning English.

2. For Students

Students must study hard and develop interests and talents in order to achieve learning goals that have been designed based on their needs.

3. For the Next Researchers

Next researchers should conduct further explorations of sources and references related to the implementation of the *Merdeka Belajar Curriculum* and develop existing research to improve the quality of research. That way it will be very interesting research to be studied and practiced in the learning process.