

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This section presents a summary of the research results and recommendations for further study. The conclusions summarize the main findings, while the suggestions section highlights the limitations of the current study and provides suggestions for future research development.

#### **A. Conclusion**

This study presents the implementation of Merdeka Curriculum teaching strategies by English teachers at Islamic High Schools in Kediri, along with the classroom management challenges faced and the efforts made to overcome them. The results of data analysis show that teachers implement teaching strategies that are innovative, reflective, and in accordance with the principles of Merdeka Curriculum. These strategies include the use of the Genre-Based Approach (GBA) and Project-Based Learning (PJBL) to encourage student creativity and collaboration, the application of student-centered learning tailored to their needs, the use of ice breaking, educational games, and peer assessment to increase class participation, the use of digital media such as Kahoot, Quizizz, and YouTube to create interesting and independent learning, and the application of flexible instructional assessment through formative, summative, and diagnostic approaches.

However, the implementation of Merdeka Curriculum also presents challenges in classroom management, such as student passivity, disruptive behavior, sharp differences in academic ability, and workload and role conflicts that affect student attendance. To overcome these challenges, teachers apply humanistic, flexible, and collaborative classroom management strategies, including building emotional closeness with students, adjusting learning methods and materials, providing substitute assignments for absent students, establishing consistent classroom rules and discipline, and involving counseling teachers and peers in dealing with learning and behavior problems. In addition, they also apply best practices such as the use of the jigsaw method, humor, technology, and lottery systems as a form of professional reflection on student needs.

The findings in this study confirm that the implementation of Merdeka Curriculum by English teachers at Islamic high schools in Kediri is carried out through teaching strategies that are responsive to student needs and adaptive to existing challenges. Teachers' efforts in dealing with classroom management obstacles show an active, reflective, and collaborative role in creating a conducive learning process. This reflects the teacher's commitment to implementing Merdeka Curriculum contextually, as well as reinforcing the importance of the teacher's role as a classroom manager who is able to adjust the learning approach to the real conditions in the field.

## **B. Suggestion**

Based on the research findings regarding the strategies, obstacles, and efforts of English teachers in implementing the Merdeka Curriculum at Islamic High Schools in Kediri, there are several suggestions that can be made. For teachers and schools, it is important to continue developing adaptive, innovative, and student-centered learning approaches. Schools are also expected to support collaboration among teachers through regular training on teaching techniques and classroom management, as well as improving structural support such as digital facilities and guidance services. Meanwhile, for future research, it is recommended to involve other perspectives such as students, principals, or counseling teachers to enrich understanding of the implementation of Merdeka Curriculum in the classroom. Research can also focus on specific aspects such as assessment strategies or the use of artificial intelligence-based technology in English language learning. That way, future research can broaden insights and make a real contribution to strengthening the implementation of a more effective and contextualized Merdeka Curriculum.