

BAB VI

CONCLUSION AND SUGESSTION

This chapter presents the concluding remarks based on the research findings, confirms the outcomes obtained, and offers meaningful suggestions for future studies to explore related areas within the same field of inquiry.

A. CONCLUSION

Overall major research objectives outlined in this study were successfully accomplished. The key conclusions based on these outcomes are outlined in the next section.

1. The contribution of Merdeka Curriculum to Teacher Creativity, Professional Development and Teacher Burnout among EFL Teachers

The findings of this study corroborates that the Merdeka Curriculum has a strong and significant positive impact on teacher creativity, as reflected by the high estimate value of 0.877, a Critical Ratio (C.R.) of 12.339, and a p-value of 0.000. These results clearly indicate that the more effectively the Merdeka Curriculum is implemented, the more it enhances the creativity of EFL teachers.

In terms of Professional Development, the curriculum also demonstrates a positive and significant influence, supported by an estimate value of 0.769, a C.R. of 8.517, and a highly significant p-value ($p < 0.001$). This suggests that the Merdeka Curriculum provides substantial support for teachers' continuous learning and professional growth.

However, when it comes to teacher burnout, the results tell a different story. The analysis shows no significant contribution, as indicated by an estimate of 0.126, a C.R. of 0.412, and a p-value of 0.680. These findings suggest that, despite its benefits in other areas, the Merdeka Curriculum does not contribute meaningfully to burnout among EFL teachers.

In summary, the Merdeka Curriculum plays a pivotal role in promoting creativity and supporting professional development, but it appears neutral in its impact on teacher burnout. These insights highlight the need for additional strategies beyond curriculum design to address the emotional and psychological well-being of educators.

2. The relationship of Merdeka Curriculum, Teacher Creativity, Professional Development, Teacher Burnout and their indicators among EFL Teachers.

The results of the regression weights confirm that all indicators significantly contribute to their respective latent variables, indicating strong construct validity within the measurement model. For each construct—Merdeka Curriculum, Teacher Creativity, Professional Development, and Teacher Burnout—every indicator shows statistically significant loading values ($p < 0.001$), supporting the reliability and accuracy of the instrument used in this study.

Among the indicators, the most dominant for each construct were: *The Use of Digital Tools* (X4) for Merdeka Curriculum, *Challenges* (Y2) for Teacher Creativity, *Training* (Y5) for Professional Development, and *Administrative Work* (Y8) for Teacher Burnout. These findings highlight the most influential aspects of each variable and offer insights into which elements best represent the concepts being measured.

3. The significant direct effect between Merdeka Curriculum, Teacher Creativity, Professional Development, and Teacher Burnout

This study found that the Merdeka Curriculum has a strong positive contribution on both teacher creativity (0.875) and professional development (0.843). It helps teachers improve their skills and come up with new ideas for teaching. Key parts of the curriculum, like flexibility, essential content, using different teaching tools, and digital technology, support teachers' growth. This matches earlier studies showing the curriculum makes teaching more student-centered and adaptable.

However, the contribution of the curriculum on teacher burnout is very small (0.122). This means the curriculum does not really contribute to teacher stress and exhaustion. Other factors, like poor digital resources and teachers not being fully ready, might still cause burnout.

4. The significant indirect effects between Merdeka Curriculum, Teacher Creativity, Professional Development, and Teacher Burnout

The analysis of indirect effects reveals that the Merdeka Curriculum exerts a meaningful influence on several key outcomes through the mediating roles of Professional Development and Teacher Creativity. Although the indirect effect on Teacher Burnout is relatively modest (0.104), the Merdeka Curriculum demonstrates strong indirect contributions to indicators of teacher creativity—such as the generation of ideas (0.804), handling challenges (0.738), and creative output (0.693)—as well as components of professional development, including training (0.685), PPG (0.623), and the Guru Penggerak program (0.574). These results highlight how the curriculum indirectly supports teacher growth and classroom innovation by strengthening foundational support structures.

In addition, although Professional Development and Teacher Creativity do not serve as primary sources of indirect influence, they still show weak but meaningful indirect effects on teacher burnout indicators such as workloads, administrative tasks, and student behavior.

5. Model Fit

The initial analysis of the structural model's Goodness of Fit (GOF) indices indicated that although some fit indices were within acceptable ranges (e.g., CMIN/DF = 4.069 and GFI = 0.847), several others—such as RMSEA (0.126) and AGFI (0.768)—fell below the recommended thresholds. These results suggested that the initial model required improvement to better represent the observed data. Consequently, a model modification was conducted based on significant Modification Indices (MI), which involved adding covariances between conceptually related error terms.

After the model was re-specified, the GOF indices showed substantial improvement. The Chi-Square value dropped from 244.157 to 108.346, and the CMIN/DF decreased to 2.044, indicating a much better model fit. Most of the key fit indices surpassed the cut-off values for a good fit, including GFI (0.924), TLI (0.949), CFI (0.965), and NFI (0.935), while RMSEA also improved significantly to 0.073, suggesting an acceptable fit. These results indicate that the re-specified

model provides a more accurate and reliable representation of the relationships among the constructs.

Furthermore, the updated results confirm both the convergent validity and construct reliability of the four core variables—Merdeka Curriculum, Teacher Creativity, Professional Development, and Teacher Burnout. All constructs showed Average Variance Extracted (AVE) values above 0.70, indicating that a substantial portion of variance in the indicators was explained by their respective latent variables. Similarly, Composite Reliability (CR) values also exceeded the threshold of 0.70, confirming that the measurement items consistently captured the intended constructs. These findings support the overall validity and reliability of the modified model, making it suitable for further interpretation and hypothesis testing.

B. SUGGESTION

Based on the results of this study, some practical suggestions are offered for teachers, schools, education authorities, and future researchers.

For EFL teachers, even though there may be new changes in the curriculum, important lessons and good practices from the Merdeka Curriculum are still worth keeping. It is valuable for teachers to stay open to these opportunities by actively improving their digital skills, exploring creative ways of teaching, and participating in professional programs. These efforts not only help teachers enhance the quality of their teaching, but also support their well-being by reducing stress from routine work and heavy responsibilities.

For schools and education leaders, support systems should be strengthened to help teachers adapt to the new curriculum. This includes providing regular training, giving technical support, and making sure teachers are not overloaded with administrative duties. Schools can also share early information about the curriculum with new teachers to help them prepare before entering the classroom. Clear guidelines, updates, and teaching resources can also be shared through school websites or official platforms.

For policymakers, if a curriculum has already shown positive results, it deserves proper follow-up and continued support. The Merdeka Curriculum, for example, has brought practical benefits to teachers—such as more flexible lesson planning, easier access to digital learning tools, and the freedom to adjust teaching based on students' needs. These features have been proven to support teacher creativity and professional growth without increasing burnout. Therefore, it is recommended that policymakers evaluate and maintain the helpful aspects of this curriculum, even as new policies are introduced. Supporting what works will help teachers focus on teaching, not just on adapting to constant changes.

For future researchers, it's worth exploring more studies that place teachers at the center, since they are the heart of the classroom and play a big part in shaping education. Teachers face real challenges and experiences that deserve to be studied more closely to get more meaningful insights. Future research should also aim to explore specific gaps or overlooked areas in the education field. For instance, combining multiple variables—such as in this study—can offer a fuller understanding of how different factors interact in real classroom settings. This study was originally shaped by the writer's personal teaching experience, and it highlights the value of investigating real challenges faced by teachers.

In addition, it is recommended to expand the use of Structural Equation Modeling (SEM) in English education research. SEM offers a powerful method for analyzing complex relationships and can provide more detailed insights that are often missed in simpler analyses. By using SEM, future studies can better support data-driven decisions and educational improvements.