

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Based on the results of the research and discussion described above regarding the readiness of English teachers at MTsN 7 Kediri, the following conclusions can be drawn:

#### **A. Conclusion**

This study aims to determine the readiness of English teachers regarding the Merdeka Curriculum. From the data obtained, it can be concluded that the readiness of teachers in implementing the Merdeka Curriculum at MTsN 7 Kediri has shown a good understanding. This is evident from the results of interviews conducted with teachers who understand the principles and components used in the implementation of the Merdeka Curriculum. However, in its implementation during the learning process, namely during learning differentiation, two out of three teachers had difficulty implementing learning differentiation due to the large number of students being taught. In the creation of teaching modules, the learning process and assessment, teachers have complied with the Merdeka Curriculum guidelines.

From the above explanation, it can be concluded that the readiness of English teachers in terms of knowledge of the Merdeka Curriculum is good, but its implementation in the learning process especially in differentiation is still not optimal due to the large number of students in the same class, which exceeds the limit for an ideal class.

## **B. Suggestions**

### **1. For Schools**

Schools are expected to maintain facilities and infrastructure and provide full support to educators to implement the Merdeka Curriculum effectively. Schools need to provide support to teachers in implementing differentiated learning, in terms of planning, implementation, and assessment. This support can take the form of training, examples of good practice, and the provision of flexible teaching tools.

### **2. For Teachers**

Teachers are advised to design more interactive and contextual learning processes by linking learning materials to students' real-life experiences. In implementing learning, teachers need to provide more space for students to discuss, explore, and reflect on their learning outcomes. In addition, teachers are also expected to apply differentiated learning by adjusting strategies, activities, and learning media according to the needs and abilities of students so that all students can be actively involved in the learning process.

### **3. For Other Authors**

It is recommended that other authors researching the same topic expand the subject of their research not only in terms of teacher readiness but also student readiness in implementing the Merdeka Curriculum.