

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

5.1. Conclusion

Classroom management in the implementation of the Independent Curriculum is realized through several aspects, namely planning, organization, implementation, evaluation, and strengthening group interactions. Research findings indicate that teachers consistently developed lesson plans, delivered materials, assigned assignments, and implemented classroom rules. Teachers also provided feedback after learning activities and maintained punctuality in starting lessons. However, several weaknesses remained, such as limited differentiation of learning according to student abilities, monotonous assignments, and minimal use of digital learning media. Seating arrangements were still conventional and not adapted to student characteristics, thus reducing opportunities for active participation and collaboration. Furthermore, teachers implemented clear and consistent classroom rules, including the use of English greetings, a ban on chatting during class, bringing textbooks and dictionaries, not using cell phones, and maintaining classroom cleanliness. This included arriving on time and following the teaching schedule. However, time management during class was still ineffective, as more time was spent explaining material and assignments, leaving insufficient time for discussions, exercises, or closing activities. This is followed by providing feedback after learning activities, both individually and collectively, which helps students reflect, recognize errors, and improve their understanding. This indicates that evaluation and reflection are conducted regularly, although implementation varies among teachers.

This study also found that student participation in discussions remains uneven. Some students are active, but most tend to be passive, responding only when prompted by the teacher. Discussions are still dominated by a small group of students, indicating that strategies to encourage full participation have not been maximized. English teachers also face several challenges in implementing classroom management under the Independent Curriculum. These challenges include difficulty differentiating learning according to student abilities, limited

use of technology, ineffective time management, low student participation in discussions, and a lack of varied and engaging teaching strategies. These issues reflect the gap between the principles of the Independent Curriculum—which emphasize flexibility, creativity, and student-centered learning—and actual practices observed in the classroom.

Thus, classroom management in English learning at SMP Negeri 1 Gunungsitoli Idanoi under the implementation of the Independent Curriculum has been implemented with several positive practices, such as consistent rule enforcement, punctuality, and feedback. However, challenges remain in terms of time management, technology use, learning differentiation, and fostering active student participation. Therefore, improving teacher competency, providing adequate facilities, and implementing innovative and student-centered strategies are needed to optimize classroom management in line with the principles of the Independent Curriculum.

5.2. Recommendation

Based on the findings and conclusions of this research, the following recommendations are proposed:

1. For Teachers

Teachers need to strengthen their classroom management practices by designing differentiated learning activities that suit students' abilities and characteristics. The use of digital technology and interactive media should be maximized to make learning more engaging and effective. Teachers are also recommended to improve time allocation strategies so that each stage of the lesson, from opening to closing, is implemented systematically.

2. For Schools

The school management is recommended to provide adequate facilities and infrastructure, such as multimedia tools, internet access, and classroom arrangements that support collaborative learning. Moreover, the school should facilitate continuous professional development for teachers through training, workshops, or peer-learning sessions focused on classroom management strategies under the Merdeka Curriculum.

3. For Future Researchers

Future researchers are recommended to expand the scope of study to other subjects, education levels, or schools to gain broader perspectives on classroom management under the Merdeka Curriculum. Conducting comparative studies or applying mixed-methods research may also provide more comprehensive insights and enrich the existing body of knowledge.