

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on research conducted on the difficulties faced by English teacher in implementing the *Kurikulum Merdeka* in SMP Negeri 4 Lahewa, Researchers found that teacher still face various challenges in its implementation. Although in general teacher have understood the basic concepts of the *Kurikulum Merdeka*, such as the importance of developing students' potential and using a more flexible and project-based approach, however, in practice, there are still many obstacles encountered. One of the main obstacles is the limited facilities and infrastructure in schools, such as the lack of available textbooks, technological tools, and learning media that support. In addition, teacher also face difficulties in preparing and adjusting teaching modules to meet the diverse needs and abilities of students. The lack of effective training and the insufficient support from both the school and government also contribute as hindering factors in the implementation process of this curriculum. Not only does it have a technical impact, but this condition also places psychological pressure on teacher due to the high demands of the curriculum that are not supported by adequate facilities. Nevertheless, the teacher continues to show enthusiasm and high commitment in carrying out their duties by trying various strategies, such as creating a fun learning atmosphere, motivating students, and utilizing simple technology that is available.

Therefore, it can be concluded that the success of the implementation of the *Kurikulum Merdeka* greatly requires comprehensive support from various parties, especially schools and the government, so that its implementation can run more optimally and provide a positive impact on the English language learning process.

5.2 Suggestions

Based on the findings in this study, there are several recommendations that can be given to the relevant parties. For teacher, it is hoped that they will continue to improve their competencies, especially in the use of technology and the development of creative and engaging learning media. Teacher also need to continuously seek innovative strategies so that students become more interested and active in learning English, despite facing limitations in facilities and infrastructure. For the school authorities, it is hoped that they can be more active in providing support in the form of adequate facilities, allocating funds for the procurement of learning tools, as well as organizing internal training or discussion forums among teachers as a platform for sharing experiences and solutions to various learning challenges.

Furthermore, for the government and related education offices, there needs to be more intensive and practical training for teacher, so that they are better prepared to effectively implement the *Kurikulum Merdeka*. The government is also expected to accelerate the distribution of learning facilities to schools, especially in areas that still have limitations, so that the implementation of this curriculum can proceed evenly and optimally. Finally, for future researchers, it is hoped that they can develop this research with a broader scope, both in terms of the number of respondents and the locations of schools, as well as delve deeper into the concrete strategies used by teacher in addressing the challenges of implementing the *Kurikulum Merdeka*, so that the research results become more comprehensive and useful as a reference in the future.