

CHAPTER IV

RESULT AND DISCUSSION

4.1 Result

4.1.1 The Result of Observation

Observation in this research was conducted on 25 students in class VII of SMP Swasta Kristen Tomosa 1 using an observation sheet containing 10 indicators related to student behavior and participation in learning English based on the Kurikulum Merdeka. At the data reduction stage, the researcher recapitulates the number of “Yes” and “No” ticks from each student against each indicator. The results are then presented in the following table.

Table 4.1 Students’ Observation Result Based on 10 Indicators

No	Indicators	number of yes	number of no
1	Students actively greet, say goodbye, apologize, and thank orally	21	4
2	Students confidently express opinions in front of the class	16	9
3	Students cooperate in groups to complete project tasks	19	6
4	Students enthusiastic in speaking activities with classmates	20	5
5	Students relate vocabulary to the context of daily life	17	8
6	Students ask questions when they do not understand the material	18	7
7	Students able to compose simple texts with teacher guidance	20	5
8	Teachers provide space for students to express ideas and opinions	25	0
9	Teachers use a project-based or exploratory approach	25	0
10	Students have difficulty understanding learning instructions	6	19

The observation results involving 25 seventh-grade students at SMP Swasta Kristen Tomosa 1 revealed that the majority of students demonstrated active engagement in English language learning based on the Kurikulum Merdeka. Referring to the ten observed indicators, it was found that for the first indicator—students actively greeting, saying goodbye, apologizing, and expressing gratitude verbally—21 students showed positive behavior, while only 4 students had not consistently demonstrated these social expressions. This finding indicates that character-based competencies emphasized in the Kurikulum Merdeka are being internalized well by most students. Meanwhile, in terms of confidence in expressing opinions in class, 16 students were confident, although 9 still appeared hesitant or insecure when speaking in front of their peers.

In collaborative activities, 19 students were observed to work well in groups to complete project-based assignments, reflecting the effectiveness of collaborative learning as promoted by the curriculum. Additionally, 20 students showed enthusiasm in speaking activities with classmates, while 5 students participated less actively, possibly due to low confidence or unfamiliarity with interactive methods. Regarding the ability to connect vocabulary with real-life contexts, 17 students were able to relate learning materials to their everyday experiences, suggesting that the contextual approach embedded in Kurikulum Merdeka has positively influenced student comprehension.

Nevertheless, several challenges were identified. Only 18 students actively asked questions when they did not understand the material, showing that a portion of students still tend to be passive in expressing confusion. This might be caused by a classroom culture that does not yet fully support open inquiry or by the students' reliance on teacher explanations. For writing tasks, 20 students were able to construct simple texts with teacher guidance, while 5 students still needed more intensive support. This reflects varying levels of academic writing skills that require differentiated instructional strategies.

Further observations revealed that all of the students felt they had the opportunity to express their ideas and opinions in class, and also students confirmed that their teachers applied project-based or exploratory learning

approaches. These indicators suggest that the teaching strategies used are aligned with the Kurikulum Merdeka's characteristics of autonomy, exploration, and reflection. However, the last indicator student difficulty in understanding instructional language remained a concern, with 19 students experiencing challenges. This implies that despite the appropriate methods, teachers might need to adjust their instructions to better match students' comprehension levels.

Overall, the observation results depict that the implementation of Kurikulum Merdeka at SMP Swasta Kristen Tomosa 1 has successfully fostered an active, participatory, and contextual learning environment. However, there are still areas needing improvement, such as encouraging students to initiate questions and enhancing their academic literacy. These findings can serve as a foundation for teachers to reflect on their teaching strategies and for curriculum developers to better understand real classroom dynamics.

4.1.2 The Result of Interview

To gain a comprehensive understanding of the students' perspectives on the implementation of the Kurikulum Merdeka, interviews were conducted with 30 students of SMP Swasta Kristen Tomosa 1. The questions were designed to elicit their understanding of the curriculum, learning experiences, emotional reactions, personal judgments, and expectations. Based on the interview data, seven key categories emerged that reflect the various perspectives of the students: (1) understanding of the Kurikulum Merdeka, (2) learning activities, (3) emotional responses, (4) preferences and evaluations, (5) memorable learning experiences, (6) participation in learning, and (7) suggestions and critical feedback.

a. Perspectives on Understanding the Kurikulum Merdeka

Most students at SMP Swasta Kristen Tomosa 1 perceive Kurikulum Merdeka as a new and more practical approach to learning compared to the previous curriculum. They noted that it introduces new learning activities, emphasizes hands-on activities, and allows for more freedom and student engagement through projects and real-life applications. Activities such as group work, entrepreneurship and out-of-class learning were frequently mentioned. While most showed a positive understanding, some students, such as Student 3, were still unclear about what the curriculum entailed.

Sample responses:

S1: “Kurikulum Merdeka is a curriculum that has new learning activities that make children interested. Previously ordinary learning, now there is a lot of practice”

S5: “The Kurikulum Merdeka is new learning and makes us more advanced”

S6: “The Kurikulum Merdeka is learning that makes students more active and advanced. / More emphasis on practice”

S14: “Kurikulum Merdeka is a curriculum that makes students learn more freely. Learning is more often outside the classroom and there is more practice than theory as in the previous curriculum”

S16: “Kurikulum Merdeka is a new curriculum in Indonesia. The previous curriculum had more theory, while the Kurikulum Merdeka has new lessons such as P5 and more practice”

S25: “The Kurikulum Merdeka involves interesting activities such as dancing, making projects, group work, cooking, and entrepreneurship. Compared to the previous curriculum, Kurikulum Merdekahas more practical activities”

b. Perspectives on Learning Activities

Students expressed that learning under the Kurikulum Merdeka involves more diverse and engaging activities, such as cooking, group discussions, physical education, P5 projects, presentations, and outdoor learning. They appreciated the change from passive methods to more interactive ones. However, some students still experienced conventional classroom routines like reading and writing.

Sample responses:

S1: “I used to just study, now I practice a lot”

S5: “Like sports, cooking, and group work”

S6: “Practicing cooking and sports, like making chocolate bananas”

S14: “Learning activities such as practice, learning outside the classroom, group work, discussions, and P5 projects”

S16: “Learning through projects such as P5, discussions, and practices such as democracy or other activities”

S25: “Doing interesting activities and seeking new knowledge. The previous curriculum was just normal learning and there were no practical activities like now”

c. Emotional Perspectives

Emotionally, students responded positively. They felt more enthusiastic and excited about learning due to the enjoyable and dynamic learning environment. However, some students mentioned struggling with difficult subjects or feeling overwhelmed, indicating a need for ongoing support.

Sample responses:

S1: “I am interested because this curriculum develops the mind, and I feel happy to learn”

S5: “I am happy and feel that I understand, but sometimes it is difficult because some lessons are difficult”

S6: “Very happy, it's easier to understand the lessons.

S14: “I feel happy and more interested because there is a lot of practice rather than just material”

S16: “I feel happy because the lessons are more interesting and there are new things to learn”

S25: “I was very happy because the activities were interesting and easy to understand. I am also interested in the activities provided”

d. Preferences and Evaluations

Many students preferred the Kurikulum Merdeka over the previous one, considering it more fun, easier to understand, and more participatory. They appreciated being given space to express themselves and be actively involved in class. A few, however, felt that the curriculum sometimes added pressure.

Sample responses:

S1: “Yes, I like this curriculum because it makes it easier to learn”

S5: “Yes, because it helps us learn more and makes us more active”

S6: “This curriculum is good, I understand more than before”

S14: “This curriculum is good because it makes learning more exciting and fun. I prefer the Kurikulum Merdeka”

S16: “This curriculum is good because it teaches useful and fun things. I like that there are P5 lessons”

S25: “Good, because it can be a learning experience. I also feel that this curriculum provides useful experience and knowledge”

e. Memorable Learning Experiences

Students identified practical and collaborative activities as their most memorable learning experiences. They highlighted cooking, group projects, and presentations as enjoyable moments that enhanced their confidence and engagement.

Sample responses:

S1: “P5 practical activities are very fun, like cooking”

S5: “The cooking practice is what I remember the most”

S6: “Making food like chocolate bananas”

S14: “I have participated in P5 activities which were very fun”

S16: “I have participated in activities such as democracy simulations. It was an exciting experience”

S25: “Cooking activities and group discussions. I also presented the results of the discussion with my friends”

f. Perspectives on Participation

Students generally felt more involved and confident to speak up, ask questions, and contribute during lessons. Some, however, admitted they were still not brave or hesitant to express their ideas in front of others.

Sample responses:

S1: “Yes, I give opinions more often, more discussions, I am more active in that”

S5: “I have done group work and dare to ask questions if I don't understand”

S6: “I have had group discussions. More active in asking questions”

S14: “I feel more active. I often participate in discussions, group work, and P5 projects”

S16: “I am very active, especially during discussions or projects. But sometimes I am shy to express my opinion”

S25: “I feel more active, I can sing, participate in quizzes, discuss, and learn more deeply”

g. Suggestions and Critical Feedback

Students gave constructive suggestions such as improving hands-on learning, improving teacher explanation, making learning more fun and relevant and expecting more activities outside the classroom. These responses demonstrate their ability to reflect and evaluate their own learning process.

Sample responses:

S1: “The way of learning is more improved and it is in a public place or in an external place”

S5: “There should be more practice so as not to get bored”

S6: “More explanation from the teacher so that it is easy to understand”

S14: “I want Kurikulum Merdeka to be free’ and learn outside the classroom more often”

S16: “The Merdeka Kurikulum can be further improved to help increase intelligence and provide new experiences.”

S25: “Increase interesting activities at school to make learning even more fun”

4.1.3 Description of Interview

The results of the interviews conducted with 25 students reveal a rich and multi-dimensional view of their experiences and perspectives on the implementation of the Kurikulum Merdeka. This section presents a deeper interpretation of the data without yet introducing theoretical analysis, focusing on the natural patterns and tendencies found in the students’ responses.

Most students expressed a clear recognition of the Kurikulum Merdeka as a new learning system. Their understanding of the curriculum was based not only on its structure but also on how it shaped their daily learning experiences. Several students clearly identified new aspects such as P5 (Projek Penguatan Profil Pelajar Pancasila), the emphasis on practical learning, and the reduced reliance on lectures. However, some students admitted being unsure or unaware of the actual definition or objectives of the curriculum, indicating inconsistencies in how information about the curriculum was delivered or absorbed.

Students’ experiences with learning activities reflected a shift from teacher-centered instruction to student-centered exploration. They described various forms of engagement: working in groups, practicing cooking,

participating in discussions, and presenting in front of the class. Many found these approaches more enjoyable and meaningful, stating that learning became more interactive and relevant to real life. A number of students specifically mentioned how projects and hands-on activities helped them to understand lessons more effectively and enjoy school more. Nonetheless, a few students reported that in some subjects, traditional methods were still dominant, highlighting a gap in implementation between teachers or subject areas.

From an emotional perspective, the responses indicated that students were generally motivated and happy to participate in classroom activities under the Kurikulum Merdeka. They appreciated the less rigid structure, which allowed them to express themselves and work collaboratively. For many, the shift created a sense of excitement and pride. Yet, some students also mentioned difficulties in keeping up with certain subjects or feeling burdened by the volume of assignments. This variety of emotional responses suggests that while the curriculum aims to support diverse learning styles, it must also address individual learning challenges.

The perspectives shared on personal preference showed that most students favored the new curriculum. They perceived it as more dynamic, supportive of their confidence, and aligned with their desire to be more active in learning. However, a few remained neutral or critical, feeling that the curriculum lacked clear structure or placed too much responsibility on students without sufficient guidance. This feedback demonstrates that student preference is shaped not only by the content of the curriculum but also by how it is facilitated in practice.

The most memorable experiences recounted by students were largely associated with hands-on and collaborative learning moments. Activities like group cooking, art projects, or class presentations were seen as enjoyable and impactful. These activities were remembered not only because they were fun, but because they encouraged teamwork, creativity, and personal expression — elements students felt were previously lacking in their learning journey.

Participation also emerged as a significant theme in the students' perspectives. Many of them noted increased confidence in speaking, asking questions, and contributing to class discussions. They credited the curriculum for

making the classroom more open and comfortable. However, some students admitted they were still hesitant or lacked the self-confidence to be fully engaged, underscoring the importance of supportive classroom environments and teacher encouragement.

Students' suggestions and critiques were thoughtful and constructive. They emphasized the need for more practical activities, clearer instructions from teachers, and a balance in task load. These responses show that students are capable of evaluating their own educational experiences and expressing their needs. Their voices offer valuable insight into how the curriculum can be adjusted to better fit the realities of student learning.

In summary, the description of interview results reflects that students at SMP Swasta Kristen Tomosa 1 perceive the Kurikulum Merdeka as an opportunity for more engaging, meaningful, and empowering learning. Their perspectives reveal both the strengths of the curriculum — such as increased interactivity and student agency — as well as its limitations, including inconsistent implementation and the need for stronger instructional support. These findings form a foundation for the following section, which will further analyze these perspectives in relation to existing theories and research.

4.2 Discussion

4.2.1 What are the perspectives of students at SMP Swasta Kristen Tomosa 1 towards the implementation of the Kurikulum Merdeka?

The findings of this study reveal how students at SMP Swasta Kristen Tomosa 1 perceive and experience the implementation of Kurikulum Merdeka. Their responses can be analyzed through cognitive, affective, and behavioral dimensions of student perspectives, as well as within the broader theoretical frameworks of student engagement, intrinsic motivation, and constructivist learning.

First, regarding cognitive understanding, many students demonstrated awareness of the differences between Kurikulum Merdeka and the previous curriculum. They identified that Kurikulum Merdeka places greater emphasis on practice, project-based activities, and collaborative learning. This finding supports Wijnen et al. (2021), who argue that student perspectives involve how learners

make sense of their educational environment through both prior knowledge and current experiences. The ability of students to compare and contrast curricula shows their cognitive engagement with educational change. Similar findings were reported by Rahma et al. (2024), where students expressed clearer awareness of learning approaches under the new curriculum, suggesting that cognitive adaptation is an important indicator of successful curriculum implementation.

Second, in the affective dimension, students frequently described positive emotions such as enjoyment, interest, and enthusiasm in their learning experiences with Kurikulum Merdeka. These feelings align with Pekrun's (2006) control-value theory of achievement emotions, which emphasizes that enjoyment fosters motivation and learning outcomes. Ryan and Deci's Self-Determination Theory (2020) also supports this perspective, as positive emotions emerge when students' psychological needs for autonomy and competence are met. The responses from students at SMP Swasta Kristen Tomosa 1 indicate that Kurikulum Merdeka encourages autonomy by allowing them to engage in projects aligned with their interests, thus promoting intrinsic motivation. This corresponds with the study of Sutrisno et al. (2023), which also found that Kurikulum Merdeka increased students' motivation through enjoyable and meaningful activities.

Third, with respect to experiential learning, the findings highlight the importance of P5 (Projek Penguatan Profil Pelajar Pancasila). Students reported active participation in projects such as cooking, entrepreneurship, and environmental activities, which they considered meaningful and enjoyable. These responses are consistent with Vygotsky's (1978) constructivist theory, which emphasizes learning through social interaction and authentic tasks. Abdel (2022) also argues that student-centered learning is best captured through real experiences, such as those offered by project-based activities. The students' experiences reflect the curriculum's alignment with 21st-century skills, as emphasized by Kemendikbudristek (2022). Similar results were documented by Syarif Sumantri et al. (2023), who found that P5 projects improved collaboration and creativity among students. Thus, the P5 activities not only serve as tools of knowledge acquisition but also contribute to character development and life skills.

Fourth, the findings reveal that students perceived themselves as more active participants in classroom learning. They reported being more willing to express opinions, participate in discussions, and engage in collaborative tasks. Connert (2020) emphasizes that student perspectives can be observed in their level of participation, especially in interactive learning environments. The increased participation observed in this study indicates a shift towards active learning, one of the core principles of Kurikulum Merdeka. This finding resonates with Rahma et al. (2024), who reported that students under Kurikulum Merdeka demonstrated higher engagement compared to the previous curriculum.

4.2.2 What are the students' expectations for more engaging and meaningful learning experiences?

Students at SMP Swasta Kristen Tomosa 1 expressed a range of expectations regarding how their learning experiences could be improved. These expectations offer valuable insights not only for classroom practice but also for the ongoing development of student-centered curricula. Many students hope for more opportunities to learn through hands-on activities and real-world applications. They emphasized that learning becomes more meaningful when they are allowed to create, experiment, and collaborate with their peers. One student noted, "I hope we do more practice like cooking or making things. That helps me understand better than reading a textbook" (S14). Another student shared, "It would be great if learning could happen outside the classroom sometimes, like in nature or in places related to the lesson" (S5). These expectations reflect a strong desire for learning to be both active and contextual.

From an educational standpoint, these expectations align with Kolb's experiential learning theory, which advocates for learning that involves concrete experiences, reflection, and active experimentation. They also support constructivist views that see learners as co-creators of knowledge, not merely recipients. The students' comments suggest that they want learning to be relevant to their lives, connected to their interests, and delivered through a variety of engaging formats. This calls for teachers to be innovative and adaptive in their instructional strategies.

Additionally, students expressed a need for clarity and guidance in their learning journey. While they enjoy the freedom that comes with Kurikulum Merdeka, some students mentioned that too much independence without clear direction can be confusing. As one student put it, “Sometimes I don’t understand what to do. The task is fun, but I don’t know the goal” (S9). This highlights the importance of balancing autonomy with scaffolding. Teachers must remain active facilitators who help students make connections between activities and learning objectives.

Perhaps most importantly, students wish to feel heard and respected in their learning process. Their suggestions often carried implicit calls for more open communication and feedback between teachers and students. For example, one student said, “It would help if the teacher explained the material more clearly, and maybe asked us how we like to learn” (S6). This echoes the growing advocacy for incorporating student voice into curriculum development. In conclusion, the expectations of students at SMP Swasta Kristen Tomosa 1 reveal that they are not merely passive participants but reflective and observant learners who can offer meaningful input for educational development. Their desire for more engaging, relevant, and guided learning experiences should be taken seriously by educators and curriculum developers alike. By listening to these voices, schools have the opportunity to shape a more inclusive and adaptive learning environment that truly reflects the needs and aspirations of its students.

4.2.3 The Research Findings versus the Latest Related Research

The findings of this study, which explored students’ perspectives and expectations toward learning under the Kurikulum Merdeka at SMP Swasta Kristen Tomosa 1, show both alignment and differentiation when compared to several recent studies in the same field. In general, students in this research expressed positive views toward the flexibility, practicality, and interactivity brought by the curriculum. They appreciated hands-on learning, collaborative tasks, and creative projects that allowed them to engage actively and emotionally in the classroom. These findings from (Rahma et al., 2024) who found that students viewed the implementation of Kurikulum Merdeka as a positive shift

from conventional methods, particularly because it encouraged learning based on real-life contexts and supported the development of students' independence.

Similarly, the study conducted by (Syarif et al., 2023) emphasized that students generally welcomed the new curriculum due to its more democratic and learner-centered approach. The current study supports this view and provides additional evidence from a junior secondary school context. However, while Sumantri et al. focused on higher education, where students tend to be more independent, this study reveals that younger students still require strong guidance and clear structure from teachers. Many students at SMP Swasta Kristen Tomosa 1 expressed that while learning through projects and group work is enjoyable, they sometimes feel confused or overwhelmed by unclear instructions or excessive assignments. This nuance suggests that although Kurikulum Merdeka promotes independence, its application must be tailored according to the developmental stage and learning capacity of students.

In contrast to the generally positive evaluations found in the studies mentioned, the research by (Sutrisno et al., 2023) presented a more critical tone. While acknowledging the potential of the independent curriculum to improve student outcomes, their study emphasized the inconsistent implementation across schools and the lack of preparedness among educators. The findings of the current study partially support this concern. Several students in this research noted that not all teachers implemented active or project-based learning methods; some still relied heavily on traditional lectures and textbook-based tasks. This inconsistency, also highlighted in Sutrisno et al.'s findings, points to a larger systemic issue: curriculum reform at the national level does not automatically ensure innovation at the classroom level unless accompanied by adequate teacher training, support, and school-level commitment.

Beyond confirming what has been found in prior studies, this research also contributes something new to the existing literature. It places a strong emphasis on students' expectations and aspirations for a more engaging and meaningful learning experience. Many students shared thoughtful suggestions such as increasing practical lessons, incorporating outdoor learning, and allowing more freedom in expressing ideas during lessons. These voices go beyond passive

evaluation and show that students are actively thinking about how learning should happen. While most previous studies focus on students' satisfaction or general perception, this research extends the discussion by highlighting how students' insights can be harnessed to guide future curriculum refinement. Their suggestions serve not only as feedback but also as a resource for building a more adaptive and inclusive learning environment.

In conclusion, while the current research confirms several patterns observed in prior studies regarding the benefits and challenges of implementing Kurikulum Merdeka, it also adds value by foregrounding the role of student voice in educational development. The students at SMP Swasta Kristen Tomosa 1 demonstrated a capacity for reflection, critique, and constructive input, which should be seriously considered by teachers, schools, and curriculum developers. This study thus affirms the importance of not only listening to students' experiences but also actively using their expectations to shape future innovations in teaching and learning.

4.2.4 The Findings versus Theory

The findings of this study show a strong connection with recent educational research that highlights the importance of experiential learning, teacher guidance, and student voice. One of the key points from the interviews is that students at SMP Swasta Kristen Tomosa 1 feel more interested and better understand the lessons when the learning process includes hands-on and real-life activities. They mentioned that practical tasks such as cooking, group projects, and outdoor learning helped them learn more actively and enjoyably. These findings are in line with the research by (Wijnen-Meijer et al., 2022), which demonstrated that experiential learning, through activities like simulations and case-based instruction, significantly improves student engagement and understanding. This shows that learning becomes more meaningful when students are directly involved in what they are doing.

In addition, although students enjoy the freedom and variety provided by the new curriculum, some of them reported confusion when tasks were unclear or when they received little guidance. This indicates the ongoing need for teachers to offer clear instructions and structured support during learning activities. The study

by (Ahmed et al., 2023) supports this by showing that collaborative learning supported by scaffolding strategies can help reduce student anxiety and increase their comprehension, especially in language classrooms. This reinforces the idea that while student independence is important, teacher guidance is still essential, particularly at the junior secondary level.

Another important finding is that students are able to express their expectations and give suggestions about how to improve the learning process. They did not only mention what they found difficult, but also shared ideas to make learning more interesting and meaningful. For example, they asked for more practical activities, outdoor learning, and more opportunities to express their opinions. This reflects the fact that students are not just passive participants but can also contribute meaningfully to the improvement of learning. (Conner et al., 2024) emphasized that when students are given the space to share their voices and participate in learning decisions, their sense of engagement and ownership increases. Therefore, student feedback should not only be treated as a response, but as a valuable source for improving teaching practices.

In conclusion, the findings of this research not only reflect students' real experiences but also support recent educational research that promotes experiential learning, structured guidance, and the importance of student voice. The implementation of Kurikulum Merdeka can be more successful when these aspects are applied consistently and thoughtfully by teachers, with full attention to the actual needs of students in the classroom.

4.2.5 The Research Findings Implication

The findings of this study have several important implications for teachers, schools, and curriculum developers. First, the results highlight the importance of creating learning experiences that are engaging, practical, and connected to students' real lives. Many students at SMP Swasta Kristen Tomosa 1 expressed that they enjoy learning more when they are involved in hands-on activities and collaborative tasks. Therefore, teachers are encouraged to design lessons that go beyond traditional lectures and include project-based learning, group discussions, and real-world applications. By doing so, teachers can increase students' motivation, understanding, and participation in the classroom.

Second, the research shows that even though the Kurikulum Merdeka gives students more freedom, they still need clear guidance and support from teachers. This implies that schools must ensure teachers are well-prepared and trained to balance flexibility with structure. Professional development programs should help teachers improve their skills in managing project-based learning and in providing effective scaffolding, especially for junior secondary students who are still developing learning independence.

Third, the voices of students in this research suggest that learners are capable of reflecting on their learning experiences and offering useful suggestions. This means that schools and curriculum developers should involve students more actively in evaluating and improving the learning process. Listening to students' expectations can lead to the creation of learning environments that are more responsive, inclusive, and meaningful for them.

Finally, this study also provides insights for future researchers in the field of curriculum and education. It demonstrates the value of qualitative approaches to exploring student perspectives, and it opens up opportunities for further research on how students' feedback can shape better educational practices and policies.

In short, the findings of this study can be used to improve teaching strategies, guide school leadership decisions, support curriculum improvement, and inspire further research in student-centered learning.

4.2.6 The Research Findings Limitations

As a beginner researcher, the writer acknowledges several limitations in this study. These limitations are not intended to weaken the results, but rather to serve as a form of self-reflection and a reference for future improvement.

First, this research was conducted in only one school—SMP Swasta Kristen Tomosa 1 with a total of 30 student participants. This limited scope may not fully represent the broader perspectives and expectations of students in other schools, especially those with different environments, facilities, or student characteristics. The writer recognizes that the choice of location and sample size is still very limited and should be expanded in future studies for a more generalizable outcome.

Second, as a student who is still in the process of learning research skills, the writer admits to having limited experience in analyzing qualitative data, particularly in organizing and interpreting the interview results more deeply. Although the analysis was carried out based on the methods that have been studied, there is a possibility that some depth of interpretation and mapping of findings was lacking. This becomes a valuable lesson and an area of improvement for future research endeavors.

Third, this study focused only on the students' point of view and did not involve other relevant stakeholders such as teachers, school leaders, or parents. In fact, curriculum implementation in schools is a collaborative effort involving various parties. Therefore, future studies are encouraged to include more stakeholders to provide a broader and more objective understanding of the implementation of Kurikulum Merdeka.