

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study explored the perspectives and expectations of students at SMP Swasta Kristen Tomosa 1 regarding the implementation of the Kurikulum Merdeka. The findings show that most students viewed the curriculum positively, appreciating its practical, interactive, and student-centered approach. Activities such as group projects and hands-on learning made lessons more enjoyable and easier to understand. However, some students also experienced confusion and stress when given unclear instructions or excessive tasks, indicating a need for better support from teachers. Additionally, students expressed clear expectations for more engaging learning, including more real-life activities, outdoor learning, and opportunities to express their ideas. Their feedback highlights the importance of student voice in improving classroom practices. In conclusion, the Kurikulum Merdeka holds promise for creating meaningful learning experiences, but its effectiveness depends on consistent teacher guidance and active student involvement.

5.2 Suggestions

Based on the results of this research, several suggestions can be offered to improve the implementation of the Kurikulum Merdeka and enhance students' learning experiences. First, teachers are encouraged to consistently apply interactive and student-centered learning strategies, while also providing clear instructions and structured support to avoid student confusion. Although the curriculum promotes independence, teacher guidance remains essential, especially for junior secondary students. Schools and policymakers should also pay closer attention to students' voices and actively involve them in evaluating the effectiveness of classroom practices. Providing regular training and professional development for teachers, particularly in managing project-based and experiential learning, is necessary to ensure the successful application of this curriculum. Finally, future researchers are recommended to expand the scope of study by including more diverse participants such as teachers, principals, or parents, and to use additional data collection methods such as classroom observations or learning

outcome analysis. These efforts can provide a more comprehensive understanding of how the Kurikulum Merdeka is experienced and improved over time.