# CHAPTER V

# CONCLUSION AND SUGGESTION

This chapter presented some conlusions and suggestions of the research based on the result of the research in Junior High School abaut teacher’ difficulties in implementing PSP *(Program Sekolah Penggerak)* curriculum.

## 5.1 The Conclusion

The result of the analysis that had been carried out by researchers looking for answers to questions from the problem formulation that has been stated in chapter 1, that was “*What are the difficulties faced by English teachers in the implementation of the PSP (School Movement Program) curriculum in Junior High School?”*, then the answer of the research question and also conclusion from this research on *“Junior High School Teacher' Difficulties In Implementing PSP (School Driven Program) Curriculum”*, were as follow:

**5.1.1 Teaching materials and Methods**

The result of this study indicated that the teachers faced difficulties in providing materials and teaching methods. Teachers were expected to be able to make teaching methods that were varied or more attractive. In addition, in the learning process, the teacher had to be able to make the learning process more enjoyable. The PSP curriculum focused more on students and the teachers becomed a facilitator. Therefore, making a variety of models was not easy, because having to think hard also took much time. Teachers were required to be able to adapt in the classroom, had to be able to classify children, and then made different teaching modules based on the child's ability level.

**5.1.2 Time management**

The result of this study indicated that the teachers had difficulty managing time. Teachers were required to be able to adapt in the classroom, had to be able to classify children, and then made different teaching modules based on the child's ability level, and the teacher was confused because the child's ability level was low. Teachers were confused about which one should take precedence between teaching materials or teaching the basics of the English language. This made difficult for teachers and took a lot of time.

**5.1.3 Teaching device**

This study showed the difficulties faced by English teachers in the teaching devices. There were learning achievements with the flow of learning objectives, not by the books from the government. In addition, the teaching module had to be adjusted to the child's character. The teacher had to make various teaching modules or made more than one module in the class. Many new terms had to be understood, such as, in the 2013 curriculum, the terms KI and KD in the PSP curriculum turned into Learning Outcomes or CP *(Capaian Pembelajaran).* Then in the 2013 curriculum, the term lesson plans in the PSP curriculum changed to teaching modules. Therefore, the teacher had to be able to prepare carefully.The next difficulty was effectiveness and readiness

**5.1.4 Effectiveness, and readiness.**

The final result from this study was that the PSP curriculum was not implemented effectively. Because the PSP school curriculum was forced to be implemented in connection with the Covid-19 period. Due to the impact of Covid-19, teachers were trying to be able to deliver the material optimally. Therefore, the government was still considering, making it an experiment in several schools, and evaluating it. In addition, when the PSP curriculum was forced to be implemented, as the professional teachers were ready or not. They had to be ready. Ready to implement the PSP curriculum if it was for better progress. This readiness could be done by participating in training, IHT (In House Training), and getting to know the *Program Sekolah Penggerak*. If the teacher wanted to improve the quality of students, the teacher had to also improve the quality of themself as a teacher.

## 5.2 The Suggestion

Research conducted by a researcher showed some suggestions given. This research had two benefits, namely based on theoretical significance and practical significance, These suggestions include:

**5.2.1 Theoretical Significance**

The result of this study was expected to add insight, knowledge, and a literature review related to the difficulties faced by teachers in implementing the PSP curriculum.

**5.2.1 Practical Significance**

This research had several practical significances, such for teachers, the students, the governments, and the other researchers.

**5.2.2 Teachers**

The result of this study was expected that English teachers could improve their quality as teachers to implement the PSP curriculum. Teachers had high aspirations to keep working in creating superior proud students. Then, the teachers tried to stay balanced by participating in training provided by the government such as IHT (In House Training) and other training. In addition, this research is expected to add insight and creativity to improve the quality of learning.

**5.2.3 Students**

This research was expected to improve the quality of students learning.

**5.2.4 Government**

This research expected the government to pay more attention to the implementation of the PSP curriculum, especially to teachers. The government had to provide training to improve the quality and quantity of understanding about the implementation of the PSP curriculum, management, structure and infrastructure, and the quality of students and teachers.

**5.2.5 The Other Researcher**

There were still many aspects that could be analyzed about the difficulties of English teachers in implementing the PSP curriculum. So that this research was expected for other researchers who wanted to research the PSP curriculum could be used as an additional reference for further research with a different discussion.