

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

This chapter presents the conclusions and suggestions of the study regarding English teachers' beliefs in implementing differentiated learning within the Merdeka Curriculum at a junior high school in Garut.

#### 5.1 Conclusion

In this section, the researcher presents the conclusion based on the research problem regarding how do English teachers' beliefs in implementing differentiated learning in the Merdeka Curriculum at junior high schools. The data were obtained through interviews with three teachers using 19 questions.

Based on the data analysis, several key points were identified and categorized according to Bandura's theory: cognitive, affective, motivational, and selection. Overall, the findings indicate that the teachers hold positive beliefs toward the implementation of differentiated learning in the Merdeka Curriculum.

#### 5.2 Suggestions

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

**a. For English Teachers:** English teachers are encouraged to continuously improve their understanding of differentiated learning through training and collaboration with colleagues in order to enhance the quality of instruction and student learning outcomes.

**b. For the English Department:** It is recommended that the department develop practical applications of differentiated learning within the teacher education process to help pre-service teachers become accustomed to designing lessons that meet students' diverse needs.

**c. For the Institution:** The institution is advised to collaborate with the Ministry of Education or teacher training organizations to facilitate internal training and certification programs related to the Merdeka Curriculum and differentiated learning.

This effort aims to strengthen the institutions' capacity to respond to current educational policy developments and demands.

**d. For Future Researchers:** It is recommended that future research involve a larger number of participants from various schools and to gain a broader understanding of teachers' beliefs. Additionally, combining methods such as classroom observation may provide deeper insights into the relationship between teachers' beliefs and their classroom practices.