

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the findings and discussion, two main conclusions can be drawn in line with the research questions. First, this study identified five strategies employed by teachers to overcome challenges in implementing Project-Based Learning (PjBL) within the Curriculum Merdeka. These strategies consist of: (1) teachers' belief and commitment, (2) differentiation, (3) monitoring and documentation, (4) project modification, and (5) dividing the project into three stages, including observation, production, and reflection. Each of these strategies proved effective in addressing obstacles such as students' limited capabilities, difficulties in defining project scope, and time constraints during classroom practice.

Second, the implementation of these strategies in the classroom reflects the principles of the Curriculum Merdeka, which emphasize flexibility, inclusivity, and student-centered learning. Teachers' belief and commitment were demonstrated through their confidence, enthusiasm, and consistency in encouraging students to think critically and creatively. Differentiation was realized by adjusting tasks according to students' readiness and abilities, ensuring inclusive participation. Monitoring and documentation were implemented through group reports, attendance, and visual evidence of project activities, which strengthened accountability and collaboration. Project modification was carried out by simplifying tasks, connecting projects to students' daily lives, and allowing flexible completion methods. Meanwhile, dividing projects into three structured stages ensured a more systematic workflow, enabling students to complete tasks within the limited time available.

Overall, these five strategies not only addressed the practical challenges of PjBL implementation but also supported the goals of the Curriculum Merdeka to foster students' critical thinking, creativity, independence, and collaboration.

5.2 Suggestions

1. For the teachers

For teachers, it is important to continue strengthening their belief and commitment in implementing Project-Based Learning (PjBL). Teachers are encouraged to apply flexible strategies such as differentiation and project modification to ensure inclusivity, especially for students with diverse abilities. In addition, teachers should consistently integrate monitoring and documentation practices to build student accountability and collaboration. Teachers are also advised to manage time effectively by dividing projects into clear stages, so that learning remains structured without sacrificing the depth of student experience.

2. For the school

Schools and stakeholders are advised to provide regular professional development programs or workshops to enhance teachers' competencies in designing and managing PjBL, particularly in classrooms with students of diverse abilities. In addition, the availability of adequate facilities and resources, including digital tools and materials, must be ensured to enable the effective implementation of project-based activities. Furthermore, it is crucial for schools to cultivate a culture that promotes collaboration, creativity, and student-centered learning, thereby supporting the comprehensive application of the principles of the Curriculum Merdeka within the school environment.

3. For the researcher

Future researchers are encouraged to investigate the long-term impact of PjBL on students' learning outcomes, including critical thinking, creativity, and collaborative skills. Furthermore, studies could more deeply explore the effectiveness of specific strategies, such as phased project implementation, task differentiation, and monitoring of student progress, across diverse school contexts or subject areas. The findings of such research are expected to provide more specific recommendations for teachers and schools in optimizing the implementation of PjBL.

By implementing these recommendations, it is expected that PjBL can be executed more effectively, fostering enhanced teacher performance through better project management, differentiation, and scaffolding of student learning. At the same time, students are expected to achieve improved learning outcomes, including higher-order thinking, creativity, and collaborative skills. Moreover, the effective application of PjBL contributes to the holistic realization of the goals of the Curriculum Merdeka, promoting a learning environment that is student-centered, engaging, and supportive of 21st-century competencies.