

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter consists of conclusion of this study and the suggestions for the teachers, Curriculum Developer, and future researchers.

#### 5.1 Conclusion

This study aims to find out:

1. Which learning domains are covered in the Senior High schools' learning outcome of Merdeka curriculum according to Bloom's revised taxonomy;
2. Whether the Senior High schools' learning outcomes of Merdeka curriculum are ordered hierarchically according to Bloom's revised taxonomy.

Based on data analysis, research, discussion and assumptions, it is known that:

1. The explanation of English learning skills in phases E-F of the Merdeka curriculum can be analyzed using Bloom's revised taxonomy as a framework. The explanation of English learning competency can be mapped to the six cognitive categories of Bloom's taxonomy as follows: Improving, Understanding, Applying, Analyzing, Evaluating, and Creating.
2. Based on high school learning outcomes, the Merdeka Curriculum is graded using Bloom's revised taxonomy to analyze the learning competency statements in stages E-F of the Merdeka Curriculum This can help educators ensure that learning objectives and goal setting are consistent with cognitive processes and learning outcomes. A reasonable level of complexity. It can also help design appropriate assessments that measure students' achievement of desired learning outcomes.

## 5.2 Suggestions

In this part, the researcher would like to recommend some suggestions for the teachers, Curriculum Developer, and future researchers.

To the understanding and improvement of the Merdeka Curriculum's Phase E - F. By analyzing the English Learning Outcome statements using the revised Bloom's Taxonomy, this study can help educators and curriculum developers to:

1. To ensure that the learning outcomes are consistent with the relevant cognitive demands
2. Provide the teacher with the quality of teaching and learning and a clear understanding of the cognitive requirements of English proficiency.

Overall, the effectiveness of Merdeka Curriculum Phase E - F can help improve the achievement of desired learning outcomes and support the development of students' higher-order thinking skills. which matches the significant objectives of this study.

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