

The Role of Teachers in Implementing the Independent Curriculum at Lokon St. Nicolaus Tomohon.

Meiny Senduk*

Educational Management Study Program, Manado State University, Indonesia

*Corresponding author: meinysenduk@gmail.com

ARTICLE INFO

Article history:

Received: April 23, 2024; Received in revised form: May 29, 2024; Accepted: June 07, 2024;

Available online: June 08, 2024;

ABSTRACT

This research aims to explore the role of teachers in implementing the Independent Curriculum using a qualitative approach. The Merdeka Curriculum is a new initiative within the framework of Merdeka Belajar which aims to renew the education system in Indonesia. The main focus of the Merdeka Curriculum is to introduce a curriculum framework that is more flexible, oriented to the essence of the material, and develops students' character and competencies. This research focuses on teachers' experiences and practices in dealing with these curriculum changes. This research uses a qualitative approach with data collection techniques through interviews, observation, and document analysis. The research subjects were teachers at Lokon St. Middle School. Nikolaus Tomohon, who has implemented the Independent Curriculum. Data were analyzed using a descriptive approach to identify the teacher's role in planning, implementing, and evaluating learning following the principles of the Independent Curriculum. Research findings show that teachers have a significant role in implementing the Independent Curriculum. They have adopted various learning strategies that are diverse, innovative, and creative in dealing with these curriculum changes. Apart from that, teachers also play an important role in facilitating student-centered learning, motivating students, and developing their character and competencies. This research contributes to the understanding of the role of teachers in the implementation of the Independent Curriculum and provides insight for the development of more effective education policies. The practical implication of this research is the importance of support and development of teacher professionalism in facing curriculum changes. This research also provides a basis for further research on the implementation of the Independent Curriculum in the Indonesian education context.

Keywords: education, implementation, independent curriculum, qualitative approach, Teacher's role

INTRODUCTION

Development era on era digital moment This brings change big, especially in the world of education, where education that is currently taking place is centered on students and developing the interests and talents of students. According to the views of the father of Indonesian education, Ki Hajar Dewantara education can guide students into all-natural powers so that they become human beings and members of society who achieve salvation and happiness at the highest (Mudana, 2019). The steps taken by the Indonesian government in education system policy have led to changes in the curriculum. A good curriculum concept can adapt to the needs and developments of the times. For example, in 2022 there will be a change from the previous curriculum, namely the 2013 Curriculum or what is usually called the Education Unit Level Curriculum (KTSP), to the Independent Curriculum. The Merdeka Curriculum emphasizes the importance of developing the talents and interests of each student, recognizing that they have diverse abilities in certain fields. Even though a curriculum is considered good, the success or failure of the curriculum ultimately depends on the role of the teacher. Therefore, the importance of the role of a professional teacher in achieving learning goals is emphasized.

A teacher has responsibilities as an educator, which requires him to adapt to current developments. This is a challenge for teachers in carrying out their duties in the learning process. Currently, teachers are expected to be able to change their teaching approach from the old method where students are only seen as recipients of information, to students as the main focus of learning (Husnani et al. al, 2019). In this way, the formation of ideal teachers can be carried out, so that the quality of education in Indonesia can continue to improve and compete globally. According to Kurniawati (2022:6), there are still many teachers who currently only have important income Which is produced and considered easy in their job. This affects the education system taking place right now, where a teacher must develop themselves to become an agent of change and produce quality students to become energy persons educators professional ones. In practice, the implementation of the Independent Learning Curriculum in the field has not gone completely smoothly because it has faced several problems. One of the related issues is human resources (HR) who will implement the Independent Learning Curriculum, whether teachers can carry out their roles well, and what challenges are faced in implementing the independent curriculum.

Lokon Middle School was chosen as the research environment because the implementation of the Independent Learning Curriculum had begun. Examining the role of teachers at Lokon Middle School will provide a deeper understanding of how teachers adapt to these curriculum changes, the challenges they face, and the best practices that can be implemented. The role of teachers at Lokon Middle School is an important aspect that needs to be understood in the context of implementing the Independent Learning Curriculum. This thesis will examine the role of teachers in planning, implementing, evaluating, and developing learning following the principles of the Independent Learning Curriculum. It is hoped that this thesis research will provide a better understanding of the role of teachers at Lokon Middle School in implementing the Independent Learning Curriculum. The results of this research can provide valuable input for related parties in improving educational strategies relevant to this new approach. The teacher's role as a learning leader is very important in creating

effective learning experiences, ensuring compliance with educational process standards, and encouraging student success in achieving specified competencies.

Therefore, the thesis writer wants to study and evaluate the role of teachers in the implementation process of the Independent Learning Curriculum at Lokon St. Middle School. Nikolaus Tomohon uses a qualitative approach. In this thesis, the author conducted direct observations, interviews, and documentation studies to analyze the factors that influence implementation, as well as evaluate the impact of implementing the Independent Learning Curriculum on students and teachers at Lokon St. Middle School. Nikolaus Tomohon. To focus on the problem that will be discussed in this research and to avoid discussions that are too broad or deviate from the research topic, it is necessary to create problem boundaries. The scope of the problems that will be discussed in this research is only limited to the role of teachers, especially in the implementation of the Independent Curriculum which is implemented at Lokon St. Nikolaus Tomohon Middle School.

METHODS

Type of Research

The type of research used in this research is qualitative research, with a descriptive approach. This research is a descriptive research type because it shows the description of The role of teachers in implementing the independent learning curriculum in increasing teacher competency and student achievement at Lokon Middle School St. Nicholas Tomohon, it is proven that this research tries to describe the situation with the data collected which is solely descriptive so it is not intended to seek explanations, test hypotheses, make predictions or study implications. However, much of what will be researched is the situation that occurs at the research location as well as analyzing the dynamics of the relationship between phenomena just to reveal the facts. This type of research requires researchers to conduct field studies. With the use of method research This researcher's role as the instrument's main

Place and Time of Research

Study This was held at Lokon St Middle School. Nikolaus Tomohon. The time used for studying this is 3 (three months) starting February 2024 until April 2024.

Data and Data Sources

Research data This is obtained from two sources, which are grouped become two, viz primary data sources and secondary data sources (Moleong, 2017). Research data This is qualitative data from expressions from informants, events, or related events with the implementation system guarantee quality education school at Lokon Santo Nikolaus Middle School, Tomohon. Research data This was obtained from the head school, deputy head school part student affairs, and Facilities and Infrastructure section, currently driving teachers to teach on-site study as well as the head of administration. Research data is also obtained through internal writing documents.

RESULTS AND DISCUSSION

Characteristics of Lokon St. Middle School Nikolaus Tomohon

Drafting curriculum operational at Lokon St Middle School. Nikolaus Tomohon customized with characteristics, conditions, and potential areas with align condition unit education and characteristics participant educate. In development, curriculum operational school will refer to achievements learning following the Decree of the Educational Standards, Curriculum and Assessment Agency (BSKAP) of the Ministry of Education and Culture Number 08/H/KR/2022 concerning Achievements Learning in Early Childhood Education, Basic Education Level, and Secondary Education Level in the Independent Curriculum and translated in channel objective learning through analysis Achievements Concrete learning in the learning process through teaching module. Lokon St. Middle School Nikolaus Tomohon is one of the schools located in the District North Tomohon, Tomohon City, and school Movers Class 1 of Tomohon City. Amount Lokon St. Middle School students Nikolaus Tomohon that is Student with total 189. Teaching and educational staff totaling 26.

The background behind participant education is on the level economy with means complete and adequate infrastructure in supports the learning process good intracurricular nor extracurricular. The background behind religion is majority Christian and Catholic but there are also Muslim students. Besides that, interest talent participant education is also very diverse. Based on the different backgrounds behind the so strengthening reason Profile Pancasila students are capable of implementing in a way intact at Lokon St Middle School. Nikolaus Tomohon. So, in preparation for the Curriculum operation, the characteristics of participants with all backgrounds become One consideration The main thing is to get it to make it happen equitable education in diverse.

Students at Lokon St. Nikolaus Tomohon in general have a high awareness of following rules and activities implemented in school, have High learning, enthusiasm in following extracurricular, are willing to spare time to carry out activities outside time activity Study teach, and own high tolerance for other religions. Objective end achievements integrated learning with Profile Student grow faith, piety to Almighty God One, and have morals noble, global diversity, independent, reasoned critical, cooperative and creative with accommodate diversity.

Legal Foundations of the Curriculum Operational in Junior High School

Besides load-related legislation Results are also loaded decisions together in the Development Team meeting curriculum (eg Date Implementation Development Team Meeting Curriculum)

- 1) Regulations Government Number 4 of 2022 concerning change Regulation Government Number 57 of 2021 concerning National Education Standards.
- 2) Regulation of the Minister of Education and Culture Republic of Indonesia Number 62 of 2014 Concerning Activity Extracurriculars in Primary Education and Secondary Education
- 3) Minister of Education and Culture Regulation Research and Technology Number 7 of 2022 Concerning Content Standards for Early Childhood Education, Primary and Secondary Education Levels
- 4) Regulations Government Number 4 of 2022 concerning change Regulation Government Number 57 of 2021 concerning National Education Standards.
- 5) Minister of Education and Culture Regulation Research and Technology, No.5, 2022, Graduate about Standard Competence
- 6) Minister of Education and Culture Regulation Research and Technology, No.7, 2022, about Standard fill.

- 7) Minister of Education and Culture Regulation Research and Technology, No. 16, 2022, about Standards Process.
- 8) Decree of the Minister of Education and Culture Research and Technology, No: 262/M/2022, about Guidelines Application Curriculum in Frame Recovery Learning.
- 9) Decree of the Minister of Education, Culture, Research, and Technology Kepmendikbudristek Number 262/M/2022 Concerning Guidelines Application Curriculum in Frame Recovery Learning.
- 10) Regulation of the Minister of Education and Culture Republic of Indonesia Number 62 of 2014 Concerning Activity Extracurriculars in Primary Education and Secondary Education
- 11) The decision of the Head of the Educational Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 009/H/KR/2022 Concerning Dimensions, Elements, and Subelements Profile Pancasila Students in the Independent Curriculum
- 12) The decision of the Head of the Educational Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022 Concerning Achievements Learning in Early Childhood Education, Primary Education Level, and Secondary Education Level in the Independent Curriculum

Principle Development Independent Curriculum

The learning process has several necessary principles so objective learning can be achieved in a way effective and efficient. The principal development curriculum consists of relevance, flexibility, continuity, effectiveness, and efficiency.

1. Pay attention to Stage Development and Level of Achievement Participant Educate Moment this, Appropriate Need Learn, Reflect Diverse Characteristics and Development. Objective main principle learning This is for the learning process can be a meaningful and enjoyable process for students. In designing and implementing activity learning for students, teachers need to notice several matters as follows: Analyze conditions, background back, stage development, and achievement participant education before and do the mapping. See stage development as a sustainable continuum as base designing learning and assessment. Analyze environment schools, facilities, and infrastructure owned by participant students, educators, and schools to support activity learning. Lower channel objective learning following stage development participant educate. See all something from the corner look participant educates.

2. Building Capacity Participant Educate For Become Learner Throughout Life

Study is not a process that is carried out every lifetime alive, but Study is a process throughout life. Participants are educated and mature This need prepares for Can Keep going to carry out the learning process throughout his life.

The necessary thing teacher pays attention to is designing and implementing learning through principles This is as follows:

- a. Consider various possible stimuli used in learning
- b. Give a chance to collaborate, give questions lighter, and teach meaningful understanding.
- c. Full learning with bait comes back from educators and participants educate to participants.
- d. Engaging learning participants to educate with the use of strength asked, with constructive questions understanding meaningful.

3. Supportive Development Competence and Character Participant Educate by Holistic

Succeed or not a learning process or education seen from achievements competencies possessed participant to educate as well as change attitude or character become better in accordance need level next, as well need social public. In applying principles this is what teachers need to notice several matters following:

- a. Use various methods of learning up-to-date support happen development competence.
- b. See various supportive perspectives cognitive, social emotional, and spiritual.
- c. See The profile of Pancasila as a target is reflected in students.

4. Relevant Learning

It means designing learning in accordance context, environment, and culture participants educate, as well as involving parents and the community as partners.

- a. Use various methods of learning up-to-date support happen development competence.
- b. See various supportive perspectives cognitive, social emotional, and spiritual.
- c. See The profile of Pancasila as a target is reflected in students.

Relevant Learning

It means designing learning in accordance context, environment, and culture participants educate, as well as involving parents and the community as partners. Objective-designed learning can be relevant to need public so the involvement of several parties is very much needed. Necessary thing carried out by related teachers with principle This as following:

- a. Related learning with real-world context and becoming Power pull participant educate for Study.
- b. Involve parents in the learning process with communication in two directions and mutually give bait to come back.
- c. Empowering the public as a primary source as well as a secondary in the learning process

Own means that the learning process is a continuous process from one phase to phase next, one stage to stage the next step (step by step) is oriented towards the future or on purpose. So, principle This can achieved, then the teacher needs to do several matters as follows:

- a. Bait keeps coming back continuously from the educator for participant education nor from participant education for participant education.
- b. Constructive learning understanding meaningful with giving support a lot at the start For Then slowly let go little by little support they Finally become independent and independent students.
- c. Educators make various innovations to teaching methods and strategies.
- d. Teach Skills 21st century.

From here can conclude, that the principles contained within the new curriculum are based on principles unum development curriculum. Aspects contained therein describe What you mean by principal development curriculum in a way general. The hope in the implementation of this

Independent Curriculum, teachers can notice bullet points about important things contained within the principal learning curriculum. So, that learning output is produced following what was expected.

Objective Drafting Independent Curriculum

The era of revolution industry 4.0 has challenged a time opportunity for institutional education. Condition progress and development institution education must own Power innovation and can collaborate. In this sense, institutional education must be capable of balancing system education with current development. In the era of the Revolution Industry 4.0, system education expected can realize participants' capable skills to think critically and solve problems, creative and innovative as well as skills in communication and collaboration.

Respond need system education in the era of revolution Industry 4.0, Minister of Education and Culture (Kemendikbud) Nadiem Anwar Makarim formalizes curriculum independent Study. In principle application curriculum independent Study aims to answer the challenge of education in the era of revolution industry 4.0. Therefore, far before the curriculum This implemented, the government Already prepared various means to support special infrastructure education, especially in the field of information and technology at a time to revolutionize education throughout level education through draft curriculum independent Study in a way comprehensive. Curriculum independence is a very significant difference from the existing curriculum There is previously. In curriculum independent learning, ability as well as skill cognitive abilities that exist in students truly noticed in a way special with give freedom fully to the students for choose appropriate lesson with his interest. Besides that, there are several draft special being characteristic of curriculum independent study, like following this: Deep curriculum independent Study here, students truly expected to develop ability literacy as well as their numeracy have with base assessment seen from ability do analysis as well as think critical through ability analysis cognitive each student. For school curriculum Operational This aims to direct the school in carrying out / carrying out school to get it directed following what to expect.

A Brief History

Lokon St. Middle School Nikolaus Tomohon is a private school under the auspices of the Lokon Education Foundation. This school was founded in 2010, received an operational permit in 2013, and was inaugurated in 2016 on the initiative of the family of Ronald Korompis- W e we ngkang who was also the founder of SMA Lokon St. Nikolaus Tomohon. This school is located on Jalan Peralombaan Number 99, Kakaskasen Dua sub-district, North Tomohon District, Tomohon City. To provide quality educational services prioritize character education and implement a Life-Based Curriculum, this school implements a semi-dormitory system (living in a dormitory or your own home) for students.

The School Operational Curriculum is prepared by the Education Unit to enable the adjustment of educational programs to the needs and potential that exist in the school. Schools as educational delivery units must also pay attention to future developments and challenges including the development of science and technology, globalization which allows very rapid flows of change and mobility between and across sectors and places, the information age, the influence of globalization on changes in human behavior and morals, changes in public and parent awareness of education, free trade era.

The vision of S MP Lokon St. Nikolaus Tomohon is: "Made it happen, students who have Pancasila character, are competent, caring environment, and is rooted in culture nation as well as compete globally in the field of science and technology".

The mission, Based on the vision that has been formulated, making it happen requires something mission form activities carried out. The mission formulated based on the vision is as follows:

- 1) Realize graduate of Which character tough with based on the student profile Pancasila.
- 2) Develop ability numeracy And literacy of the participants educate.
- 3) Develop an ability to speak Indonesian and other languages English inhabitant School.
- 4) Develop the ability of participants educate in communication and solution problems.
- 5) Develop ability leadership participant educate.
- 6) Develop the ability to participate in education in knowledge and technology, especially information technology and communication.
- 7) Carry out learning that is interesting, fun, and character which is capable of facilitating participant education by talent And his interest.
- 8) Realize management unit education Which is adaptive, characterful, and ensures quality.
- 9) Carry out learning And introduction to culture And teak self nation as well as grow behavior participant educate Which love And fight for Country Unity Republic of Indonesia (NKRI).
- 10) Give an introduction to participants and educate them about Indonesian culture's diverse variety.
- 11) Create learning Which grows Mark and Spirit togetherness, thinking positivity, perseverance, and humble heart.
- 12) Create an environment school as a place for the development of intellectual, social, emotional, and skill, and the development of local culture.
- 13) Shaping participant education which grows awareness care environment by implementing lifestyle habituation programs clean And Health.
- 14) Carry out learning Which enables students can adapt to development And progress era.
- 15) Give room for the involvement and participation of active parents and the public in school programs.

Objective

Objective Period Short:

- 1) Mentoring and training participants to be able to reason critically in implementation activity liberal project Pancasila students.
- 2) Guiding and growing the ability of participants to educate in collaboration or Work together (cooperation).
- 3) Guide And practice participants to be disciplined and capable arrange a time.
- 4) Guide And practice participants educate so that capable value and honor person other.
- 5) Guide And practice participant education so that capable own attitude tolerance And value diversity ethnicity, religion, race, culture, and between groups.
- 6) Guide And practice participant education so that capable of communicating in the Indonesian language Good and Correct.

- 7) Guide And practice participant education so that capable of communicating actively in English.
- 8) Guide And practice participant education so that believe self And bravely come on stage.
- 9) Guide And practice participant education so that no violence, harassment, or bullying.
- 10) Train and guide participants to have a pattern life healthy and clean.
- 11) Train and guide participants to have a behavior-care environment by not throwing away trash anywhere place.
- 12) Guide And practice participant education so that active involvement in activity extracurricular school in frame develops talent and interest.
- 13) Guide And practice participant education so that come on stage using information technology and communications (computers), especially learning technology.

Objective Jngra Intermediate

- 1) Guiding and familiarizing participants with profile students who believe, are pious to Almighty God One, and have morals noble, independent, reasoned critical, creative, and innovative, working together and having global diversity.
- 2) Develop ability numeracy and literacy participant education.
- 3) Develop the ability to speak Indonesian and other languages in English inhabitant school.
- 4) Develop the ability to participate in analyzing problems.
- 5) Develop the ability to participate in communication and solve problems.
- 6) Realize management unit education which is adaptive, characterful, and ensures quality.
- 7) Guide participant educates to have ability leadership.
- 8) Guide And practice participant education so that capable Work The same and used to Work in a team.
- 9) Create learning which grows mark and Spirit togetherness, thinking positive, perseverance, humility heart.
- 10) Create an environment school as a place to develop intellectual, social, and emotional, skills, and develop local culture.
- 11) Implement lifestyle habituation programs clean and Healthy.
- 12) Practice ability adaptation participants educate related to change and progress era.
- 13) Give room for involvement participation of active parents and the public in school programs.

Students, Educators, and Education Personnel

a). Learners

Lokon St. Middle School Nikolaus Tomohon has students who come from various regions in North Sulawesi province and some from outside the region. A large number of students choose to live in dormitories, and some choose to live at home. In the 2023 -2024 academic year The total number of students is as follows: Class VII 52 students, Class VIII 72 students, and Class IX 112 students. The total number of students was 236, consisting of 107 male students and 129 female students.

Lokon Middle School collaborates with several Papua Amungme and Komoro Community Development Foundations (YPMMAK) and the South Manokwari Regional Government. Therefore, the

total number of students above includes 49 T LPMAK scholarship students and 6 South Manokwari Regional Government scholarship students.

b). Educators and Education Personnel

The condition of the teaching staff at Lokon St. Middle School. Nikolaus Tomohon is sufficient to meet teaching needs for different subjects. In terms of education level, there are 2 Master's teaching staff, 2 4 Bachelor's teaching staff, and 3 high school education staff, so in total there are 2 6 teaching staff and 3 educational staff for administration (1 person) and library (2 people). For employment status, 1 PNS (Civil Servant) educator, 23 employees foundation, and 2 honorary employees of the foundation

c). Curriculum

Drafting curriculum operational unit education at Lokon St Middle School. Nikolau Tomohon customized with characteristics, conditions, and potential areas with aligned condition participant education. Curriculum Operational The Education Unit (KOSP) is curriculum independent at the level of unit education that contains all planned learning processes as guidelines all over maintenance learning. Ministry of Education and Culture No. 08/H/KR/2022 concerning Achievements Learning in Early Childhood Education, Basic Education Level, and Secondary Education Level in the Independent Curriculum and translated in channel objective learning through analysis Achievements Concrete learning in the learning process through teaching module. 3) Group C is a collection of additional subjects which are a special program for Lokon Middle School which consists of P3ST (Guidelines, Appreciation and Practice of the Word of God), Hospitality from the homeroom teacher, Astronomy, Applied English, Mandarin, P3R (Regular Improvement and Development Program) for students receiving YPMAK scholarships, additional Mathematics enrichment, additional IPAT (Integrated Natural Sciences) enrichment, Entrepreneurship, Information and Communication Technology (ICT), Indonesian language enrichment, Language enrichment English.

d). Infrastructure

Lokon St. Middle School Nikolaus Tomohon has infrastructure that meets standards to support the smooth teaching and learning process, namely: comfortable classroom facilities, science and computer laboratories and music room, observatory, Mandarin learning center, library, meeting room, pavilion sports, running track, football field, basketball, volleyball, badminton and swimming pool, Wi-Fi, health clinic, men's and women's dormitories equipped with study rooms, laundry, convection, kitchen and dining room, canteen, security post and a guest house.

The role of teachers in implementing Independent Curriculum at St. Nikolaus Tomohon.

What is the role of a teacher? Educator

A Teacher in process Study Teaching has a very important role in connection with tasks carried. A Teacher's role For give help as well as encouragement, and provide supervision and coaching as well related to disciplining students so that can be obedient There are regulations which have been set Good in the environment in school and when in society. Teachers as educators, must more Lots give examples to para students related to ethics, morals, and religious orders properly imitated, as well as emulated by para students. Exemplary is an aspect related to a person's attitude or behavior, character as well as

morals somebody who which Good, capable Honest, become personally diligent, patient, trustworthy, and always polite towards fellow humans. Attitude and behavior teacher This is an educational method Which is very expected For form personality students become better. 5 From reason the make Teacher own personal quality standards include responsibility answer, authority, independence, And discipline.

Interview results of Lokon St. Middle School teacher informants. Nikolaus Tomohon (RP) that Teachers act as educators, especially at Lokon St. Middle School. Nikolaus must be a role model for students, especially in implementing the Independent Curriculum. For example, in the morning when it is time for morning assembly, the front gate will be closed at the specified time. So with this, anyone who is late must wait in front of the gate until the roll call is finished and the principal opens the gate. By doing this, if the teacher is late, the students will certainly feel embarrassed. This is implemented following the teacher's role as an educator, namely providing a good example for students in various aspects. Apart from that, this can teach students aspects of discipline with strict regulations against tardiness.

The informant (SO), stated that: Based on my experience as a teacher, especially when implementing the independent curriculum, the role of a teacher as an educator is how the teacher can show good character, discipline, and creativity. Apart from that, in the learning context, teachers play a role in helping students discover all their potential, develop interesting and creative learning, emphasize and strengthen students' character and creativity, relate learning to everyday life or the local context, and develop character. love of the environment, ethics, and independence of students. the role of the teacher as an educator, according to the informant (FL) as deputy principal for Student Affairs who stated: "Of course, the role of teachers as educators is not only to teach related learning material but to educate and provide examples about life. "Teachers don't just arrive at theory when they talk about life, but by giving examples and role models to children

The deputy principal's statement is reinforced by the opinion of (MS) as the principal that "The role of teachers as educators in schools, including teachers at Lokon St. Middle School. Nikolaus was very important and strategic. In line with the famous expression of Ki Hajar Dewantara, the teacher is "ing ngarso sung tulodo , ing madya mangu karsa, tut wuri handayani". The slogan "ing ngarso sung tulodo" means that teachers are role models and role models for their students in terms of enthusiasm for learning and behavior. Throughout their lives, teachers must be good role models for their students. Through their words, actions, and daily behavior, students will see, imitate, and follow their teacher. Furthermore, with the slogan "ing madya mangu karsa", when among his students the teacher must be able to encourage so that they remain enthusiastic, want to keep moving forward, and never give up on living life in this world. Finally, with the slogan "tut wuri handayani", teachers with the authority they have must follow their students, provide influence, provide guidance from behind, and give freedom to students to be able to develop or move according to their wishes and nature. In that sense, the teacher gives students the freedom to develop, the teacher plays the role of providing a directing influence. To educate students to be disciplined, the right way is for the teacher to set an example of how to live a disciplined life, namely by arriving on time at school and trying never to be late. Another example, so that students get used to politeness, the teacher provides an example of greeting students. Or, when they find that rubbish has been thrown away inappropriately, the teacher picks up the rubbish and puts it in the rubbish bin."

The results interview show, that the role of the teacher as an educator is aspect crucial in the formation character and personality of students. Based on the information provided by some informants, can conclude several points important about the role of the teacher as an educator:

- 1) Become Role models: Teachers must become good examples for students in matters of Spirit learning, behavior, and discipline. The teacher's role model in various aspects of life becomes the base main for students in the form of character and personality.
- 2) Help Participant Educate Find Potency Self: The teacher plays a role in helping students recognize and develop the potential it has. With creative and innovative approaches, teachers can help students find talents and interests as well as direct it towards development potency.
- 3) Develop Learning Interesting and Creative: Teachers are the responsible answer for creating an environment of interesting and creative learning for students can more easily absorb the material lesson. With diverse approaches, teachers can emphasize and strengthen the character as well as creativity of students.
- 4) Linking Learning with Life Every Day: Teachers need to hook material learning with context life daily or with context local order students can more easily understand and apply what they learned in life real.
- 5) Push Enthusiasm and Independence: Teachers need it push Spirit learning and independence in students to keep them still excited, willing to Keep going forward, and abstain give up in facing a challenging life.
- 6) Teach Discipline: Teachers have a role in teaching discipline to students through exemplary, clear rules, and consistent supervision.

Thus, the role of the teacher as an educator is not only limited to delivering a material lesson, but also includes the formation of character, creativity, and independence of students.

What is the role of the teacher as a teacher?

Educator or what is often called Teacher is a which his job teach. This means that the teacher transfers his knowledge in a way to gives lessons or provide material lessons in school formally following a predetermined curriculum. Teacher responsible answer on results Study participant students through teaching and learning process activities And influential to succeed or not process Study. As an educator, the Teacher must own knowledge broad so that it can be transferred to students. Teachers must master all subject matter that will taught, be capable control use the strategy appropriate, model, and the appropriate learning methods to use in learning so that learning is not monotonous and determine the evaluation used to assess the performance of student learning.

Interview results of Lokon St. Middle School teacher informants. Nikolaus Tomohon (RP) By acting as a teacher, a teacher at Lokon St. Middle School. Nikolaus plays a role in educating and imparting knowledge to students. Teachers provide a variety of varied methods to meet the diverse needs of students. For example, the use of interactive quizzes such as Kahoot, Quizziz, or Wordwall always makes students enthusiastic about taking lessons. They compete to be able to give the correct answer either as a group or individually. In addition, teachers use diagnostic assessments, both cognitive and non-cognitive, to identify students' learning needs. Teachers analyze it and then use differentiated learning methods to adapt to what students need. In addition, in the aspect of student assessment, teachers not only use exam methods but also portfolios, projects, or presentations.

And according to the informant (MS) as the school principal "As a teacher, the Lokon St. Middle School teacher. Nikolaus must master the school curriculum which integrates several curricula. Therefore, it can be said that Lokon St. Middle School. Nikolaus is a national plus school. This means that, apart from implementing the independent curriculum, Lokon St. Middle School. Nikolaus also implements the typical school curriculum, namely the life-based curriculum and the Pearson Edexcel curriculum. With such a distinctive curriculum, Lokon St. Middle School teachers. Nikolaus must design and compile his own teaching tools and teaching modules following the basic curriculum framework of Lokon St. Middle School. Nikolaus, of course, made use of existing reference sources, both those prepared by the Government and other parties. "Through a series of training and competency improvements carried out by the school (and the foundation) on an ongoing basis, including independent training in PMM, it is hoped that Lokon Middle School teachers will have professional competence, apart from of course pedagogical competence, personality competence, and social competence." Teachers as instructors have a role in being able to transfer knowledge to students according to the subjects they teach. Therefore, teachers must be able to master the material that will be given to students. Don't let the teacher not master or even know what is being taught."

Then the results of the interview with the informant (SO) showed that: In my opinion, the role of the teacher as a teacher is how the teacher can teach various knowledge to students creatively through the various methods used. Specifically, at Lokon Middle School, we always try to do this by applying various methods that make the material structured, measurable, accurate, and acceptable to students according to their potential, for example by implementing differentiated learning.

The role of the teacher as a Teacher according to the informant (FL) is that: Teachers as teachers have a role in being able to transfer knowledge to students according to the subjects they teach. Therefore, teachers must be able to master the material that will be given to students. Don't let the teacher not master or even know what is being taught.

From the results of interviews with various informants, can concluded that the role of the teacher as a teacher has several points important:

- 1) Knowledge Transfer: Teachers are the responsible answer for transferring knowledge and skills to students following eye the lessons they taught.
- 2) Creativity: Teachers use various methods of learning creative and innovative to make learning more interesting and effective for students. For example use quiz interactive and assessment diagnostic.
- 3) Control Material: The teacher masters the material taught to be able to convey it with Good to students. This matter is important for students can understand material with Good.
- 4) Differentiation Learning: Teachers use method learning differentiate for adapt to the needs Study diverse students.
- 5) Use Comprehensive Curriculum: Teacher at Lokon St. Middle School. Nicholas had to master and implement several types of curriculum, including curriculum independence, and curriculum-based life.

Thus, the role of the teacher as a teacher is not only limited to transfer science but also includes the use method creative learning, mastery material, differentiation learning, and well development of competence professional in a way sustainable.

What is the role of the teacher as a facilitator?

The teacher's role which very important in the successful process of learning. Teachers also hold roles in school construction. The teacher's job is to become a facilitator which on duty to give convenience in Study (facilitate learning) to all students so that students can learn in a comfortable atmosphere, atmosphere happy, atmosphere full of Spirit, not own flavor easy anxiety and dare to give opinions openly good and open and transparent. Feeling happy accompanied by full Spirit, No easy worries as well as brave give an opinion in a way opens as a capital beginning for students so that grow and develop into human beings ready to face various possibilities, Ready to survive, and Ready to enter era increasing globalization develop.

The teacher plays the role of the facilitator and should provide a facility that gives convenient Study for students. Atmosphere on environment study which not pleasant, atmosphere room Which stuffy, facility Study Which not enough available, causes students to be lazy about studying. That becomes the task Teacher to provide facilities so that learning can be active, creative, and pleasant.

Interview results of Lokon St. Middle School teacher informants. Nikolaus Tomohon (RP): Related to the answer previously, the role of the teacher as facilitator especially at Lokon St Middle School. Nikolaus more often uses learning differentiation. Implementation Independent Curriculum requires teachers to prioritize students as the subject being studied then the teacher must adapt to the needs student. For example, the teacher helps with several types of tools like pictures/videos for more students who love the visuals inside learning, voice /audio share inclined students to auditory, and provide facility game with movement for student kinesthetic. Additionally, the library is spacious, and the available corner read at Lokon Middle School is one place Good for students or teachers to discuss lessons.

And obey the interview informant (MS): "Correct very. As facilitator, and teacher at Lokon St Middle School. Nikolaus is on duty to facilitate all students, so that they can Study in an atmosphere pleasant, full of Spirit, and bravely disclose opinions/ideas in a way kind and open. Next, good support from Schools /teacher foundations facilitates students so that they make easier Study. For example, the School Facilitates students with a good and strong internet connection, as well as space The classroom is spacious and comfortable as well as facilities support others that enable students to do so Study with comfortable."

The role of the teacher as a facilitator according to the informant (FL) is: "The teacher plays the role of the facilitator should provide facility Which gives convenience Study for students in an atmosphere that can support learning. "Perhaps if it is linked to the Independent Curriculum, namely as a facilitator, teachers can create differentiated learning."

Then results interview with informant (SO): For me, as a facilitator, teachers play a role in helping students develop deep thinking skills, and understand concepts as a whole, teachers must also be able to play a role in inspiring and encouraging students' interest in learning. Teachers are also able to provide opportunities for students to participate actively, encourage them to think critically and creatively and help them develop the skills needed for their future. Finally, what is also important is that teachers can create a comfortable and collaborative learning atmosphere.

Based on the results of the interview above, it can be briefly proven that the role of teachers as facilitators at Lokon St. Middle School. Nikolaus Tomohon involves several main aspects:

- 1) Differentiated Learning: Teachers use differentiated learning to adapt to students' learning needs, including by providing various types of tools such as pictures/video, sound/audio, and game facilities with movement.
- 2) Creating a Supportive Learning Atmosphere: Teachers are tasked with facilitating students so that they can learn in a fun, enthusiastic, and comfortable atmosphere. This includes providing facilities that support learning, such as a spacious library and reading corner.
- 3) Helps Develop Thinking Skills and Interest in Learning: Teachers help students develop deep thinking skills, understand concepts thoroughly, and encourage their interest in learning.
- 4) Encourage Active Participation and Critical Thinking: Teachers encourage students to participate actively, think critically and creatively, and develop the skills necessary for their future.
- 5) Creating a Collaborative Learning Atmosphere: Teachers create a comfortable and collaborative learning atmosphere, where students can support each other and learn from each other.

Thus, the role of the teacher as a facilitator at Lokon St. Middle School. Nikolaus Tomohon involves providing differentiated learning, creating a supportive learning atmosphere, assisting in developing students' thinking skills and interest in learning, encouraging active participation and critical thinking, and creating a collaborative learning atmosphere.

What is the role of the teacher as a guide?

The teacher can liken a mentor to something journey where He does not quite have enough answers to smoothly journey based on the knowledge that he has and his experience. Term journey the not only related to physique but Also psychic somebody. As a supervisor, the Teacher must formulate objectives in a way clear, establish a time journey, set the way to go, use the instruction journey as well, and evaluate its smoothness following the needs and abilities of participant education. Teachers as mentors own various rights and not quite enough answers in every trip planned and implemented.

Interview results of Lokon St. Middle School teacher informants. Nikolaus Tomohon (RP) that Teachers also act as supervisors on duty to guide the way lesson until finished with fluent without There is a disturbance. Before the year's new lessons started, Lokon Middle School held IHT for return equalize perception and discussion for plan throughout the year. Before the IHT is held, teachers will also finish device administration related to what will taught in years of new teachings. With the existing administration prepared, when IHT takes place No will become too complicated because the teachers have to get a description plan lesson Then will revised following need.

And obey the informant (SO) that The teachers as mentors that we implement at Lokon Middle School first get to know each student personally. Next, how to accompany students both at school and in the dormitory because our school is a boarding school. As companions, we accompany students in the learning process and in completing certain assignments or works. As supervisors, we are also responsible for all student development. As well as providing more assistance for those who experience difficulties in learning before proceeding to the school counseling section.

Then results interview with the informant (FL): Our guide as a teacher isn't only just inside class during class time, however as our guide continues to ensure what to be objective anchor short nor

anchor long it can be done, it's also possible to accompany the student's learning process first in making project or student assignments so that they can reach results end by expected planning.

The role of the teacher as mentor according to the head school (MS): Every teacher at Lokon St. Nikolaus did function guidance following functions and roles assigned by the management School. There is a guardian teacher class, eye teacher lesson, guidance and counseling teacher, OSIS supervisor, picket teacher, and instructor teacher extracurricular. All teachers will act roles That in frame guidance of students. Internal teachers will always collaborate and contribute to frame development and development of students themselves. Because of that in a way routine There are meetings between teachers and students, good in a way collective as well as personal. Likewise, there are regular meetings routine between all teachers to discuss development, including problems from the students.

Based on the results of interviews with various informants, it can be concluded that the role of teachers as mentors at Lokon St. Middle School. Nikolaus Tomohon covers several important aspects:

- 1) Planning and Coordination: Teachers carry out joint planning in IHT events to establish annual learning plans and ensure that all related administration has been completed beforehand.
- 2) Personal Introduction: Teachers get to know each student personally, especially in a boarding school environment, to provide support according to their needs.
- 3) Learning Support and Assignment Completion: Teachers provide support in the learning process, completing assignments, and creating projects so that students achieve the final results according to the expected plans.
- 4) Responsible for Student Development: Teachers are responsible for all student development, including providing extra assistance for students who experience learning difficulties before receiving school counseling.
- 5) Collaboration and Regular Meetings: Teachers work together in various mentoring roles, such as homeroom teachers, subject teachers, guidance and counseling teachers, OSIS supervisors, and others. They collaborate in discussing student progress and hold regular meetings to discuss student problems.

Thus, the role of teachers as mentors at Lokon St. Middle School. Nikolaus Tomohon involves planning, personal introduction, learning support, responsibility for student development, collaboration, and regular meetings to discuss student development.

How the role of the teacher as a Motivator

Motivation in process learning is something Which very important. Motivation is energy that occurs in self-marked individuals with appearance reactions and feelings to get objective. 10 Somebody which have the objective to something so He will have motivation Which very big forget it. Related to process learning, giving encouragement and motivation to participants is very required. The goal is to bring up a high desire for participants to educate for the Study. Because of that, the Teacher used creativity in growing Spirit Study participant's education. Wrong One effort can be made by the Teacher to give encouragement and motivation that is by giving awards like give rewards from fair praise to successful students.

Interview results of Lokon St. Middle School teacher informants. Nikolaus Tomohon (FL) that: The role of the teacher as a motivator is a very important role, where the teacher must own capable abilities increase encourage students so that students also follow learning in a way full and happy. As a

motivator isn't he? only in learning However in student life, where the teacher can motivate students to Keep going and try to become good people in the future Can be a successful society in the future.

Then the informant (RP) said that: Students need inner motivation in school to make it always enthusiastic. Related to giving praise and motivation, then Lokon Middle School applies exists giving certificate awards to students at the end of the semester as a form of appreciation for what they do during the current semester. With existing certificate appreciation, the teacher hopes students can be more motivated and enthusiastic For always giving business maximum inside every lesson received.

Then according to the informant (MS): Lokon St. Middle School teacher. Nikolaus has always been a motivator for students. Following the vision, mission, and goals School, inside capacity as an eye teacher lesson or as a guidance and counseling teacher, the teachers will Keep going monitor, follow, and direct the students so that they grow and thrive and become individuals with good character, believe me, yourself, be brave appear and lead, capable collaborate, diligent, persistent, capable manage time, capable solve problems, mutual respect, courtesy, faith. To be able to become a motivator for students, teachers indeed must know from near conditions and development they."

The results of interviews with various informants can prove the role of teachers as motivators at Lokon St. Nikolaus Middle School Tomohon. involves several matter important:

- 1) Increase Excitement and Engagement Student Teachers can increase the enthusiasm and involvement of students in learning as well as in life they in a way whole.
- 2) Give Appreciation and Awards: The school gives appreciation from certificate awards to students at the end of the semester for valued effort and achievement. This matter can increase the motivation of students to try more maximum.
- 3) Monitoring and Directing Student Teacher routine monitors and directs students to order them to grow and thrive to become good people, believe me themselves, and be competent. This matter is done through a deep understanding of the conditions and development of a student.
- 4) Push Development of the character of the teacher on duty for push development character students, including characteristics like belief in self, bravery, collaboration, diligence, persistence, managing time, solving problems, respect, courtesy, and faith.

So, the results interview prove the role of teachers as motivators at Lokon St. Nikolaus Middle School. Tomohon involves an effort to increase the enthusiasm and involvement of students, give appreciation and appreciation, monitor as well as direct students, as well push the development of character students.

How is the role of the teacher as a planner/planner

Teachers as planners' task prepare what just will done when learning takes place. Before teaching so need to prepare Teacher is making design learning. Teacher planning in the learning process starts from the formulation of objective learning until determines strategy learning or evaluation.

Interview results of Lokon St. Nikolaus Middle School teacher informants Tomohon (FL): The role of the teacher as a motivator is a very important role at Lokon St. Middle School. Nikolaus Tomohon, a teacher has capable abilities increase encourage students so that students also follow learning in a way full and happy. As a motivator isn't he? only in learning However in student life, where the teacher can motivate students to Keep going and try to become good people in the future can be successful in society in the future.

The above was confirmed by the informant (RP): As already explained Previously, IHT was a routine agenda that was carried out to unite perceptions and become a reminder return about What should held as a teacher. In addition to routine IHT, every Sunday informal meetings per MGMP to give room for every teacher in MGMP to discuss and share about What has all happened and will be planned in time near. With the existing meeting routine, then the teacher will also have more easy-to-plan learning and tips and tricks for dealing with certain students.

According to the informant (MS) as a head school: "Already goods, of course, the teacher must role as a planner learning. Based on the vision and mission of the Foundation and based on vision, mission, goals, and calendar academic school teachers design and plan planning learning. Based on Achievements Learning (CP) provided Government and integrated with framework base curriculum life (KBK), the teacher composes Objective Learning (TP), then Goal Flow Learning (ATP), and so on teaching modules and P5 modules in collaboration with all teachers at Lokon St. Nicholas Middle School."

The role of the teacher according to (SL) is that: At Lokon Middle School, as far as my experience and the implementation of other teachers regarding the form of the teacher's role as planner, so far it has gone well according to the model and creativity prepared by each teacher. Specifically for me and my team in social studies, we start by looking at CP to make it easier to develop learning objectives and flow. After that, prepare teaching modules according to each section and then develop them according to school conditions and the character of the students. The point is that in preparing this teaching module, we always try to pay attention to the learning process which is differentiated or centered on the students.

Based on the results of interviews with teacher informants at Lokon St. Nikolaus Middle School. Tomohon, it can be concluded that:

- 1) The Role of the Teacher as a Motivator Teachers has an important role as a motivator in increasing students' enthusiasm and involvement in learning and their lives as a whole. Teachers motivate students to become good and successful individuals in the future.
- 2) Teacher's Role as Learning Planner Teachers are responsible as learning planners by designing learning plans based on the school's vision, mission, and goals. They develop learning objectives, learning paths, and teaching modules in collaboration with other teacher colleagues.
- 3) Routine Activities: IHT and MGMP Meetings Routine activities such as IHT (Integrated Daily Instruction) and MGMP (Subject Teacher Conference) meetings provide opportunities for teachers to unite perceptions, plan learning, and share experiences and tips with other teacher colleagues.
- 4) Application of Creativity in Learning Planning Teachers use creativity in planning learning by starting from looking at Learning Achievements (CP), preparing learning objectives, to developing teaching modules that suit student characteristics and school conditions.

Thus, the results of this interview show that teachers at Lokon St. Middle School. Nikolaus Tomohon has an important role as a motivator and learning planner and is active in routine activities that support improving the quality of learning.

How does the role of the teacher as an organizer

The teacher on duty organizes all activity learning. Teachers as organizers on duty create a situation, become leaders, stimulate, move, and direct activities Study and teach the following plan which has determined.

Interview results of Lokon St. Middle School teacher informants. Nikolaus Tomohon (RP) that Activity learning is also necessary teacher's expertise to arrange fluency. Previously there was IHT for teachers at Lokon Middle School who prepared to become good organizers in class. Then according to the informant (SO), the role as organizers that we apply at Lokon Middle School is how we create and create a learning atmosphere that is comfortable, fun, and creative and can be held accountable, both formally and morally.

Confirmed by the informant (MS) as head of school that: Lokon St. Middle School teacher. Nikolaus also plays his role in organizing Entire activity learning. Teachers create good and comfortable situations and conditions so that students can be actively involved in the entire learning process as Already designed and prepared. In frame organize Entire activity learning, teachers function become leader learning. That means, achieved or not achieved Objective learning will depend on the teacher's ability to lead all students to follow and participate actively in the entire learning process that has taken place prepared by the teacher. In connection, It is also the teacher who stimulates, moves, and directs all students except them who can follow the entire learning process with seriousness and passionate.”

Based on the results interview with the Lokon St. Nikolaus Middle School teacher informant. Tomohon got it concluded:

- 1) Role as Teacher organizers role important as organizers in activity learning. The responsible answer For create an atmosphere of comfortable, fun, and creative learning, as well as arrange activity learning to take place fluently.
- 2) Leader Teacher learning works as a leader responsible learning answer to create good situations and conditions so that all students can be actively involved in the learning process. They stimulate, move, and direct students so they can follow learning with seriousness and enthusiasm.
- 3) IHT as Preparation IHT Activities (Instructions Daily Integrated) Before help teachers to become good organizers in class with prepare they in arranging activity learning.

Thus, the role of the teacher as an organizer and leader of learning is very important in creating an environment of effective and supportive learning participation and active students.

How the role of the teacher as an Initiator

Teachers as initiators should become makers of ideas to progress in world education. Process in interaction learning must be equalized with development knowledge as well as technology in field education. 13 Teacher education does not only give knowledge and materials following existing curriculum but Also gives ideas to create activity learning which follows current development.

Interview results of Lokon St. Nikolaus Middle School Tomoho teacher informants. The role of initiator that we carry out at Lokon Middle School is a mandatory requirement for all of us, teachers because each teacher is asked to have initiative according to their respective competencies. Also asked to always innovate without having to be asked or directed by the leadership.

Then according to the informant (RP): Teaching as an initiator at Lokon Middle School is a normal thing to do. Running programs like presentation Work Scientific and the existence of an

English Speaking Card are several programs initiated by teachers with the objective equip students with appropriate abilities with profile Pancasila students.

The role of the teacher as Initiator according to the informant (MS) as principal: Lokon St. Nikolaus Middle School teacher. plays a role as the initiator takes it initiative. This matter needs to be done Because even though the students have extraordinary potential and talent usually, often teachers, especially those formerly fishing them to be open and brave creative, and try things that are new and different. Therefore, teachers are able creative and innovative. To become creative and innovative then teachers need to be open and willing to Study, read, and keep updating themselves to follow developments that occurred, including progress in field technology."

Based on the results interview with Lokon St. Nikolaus Tomohon Middle School teacher informant, it concluded that:

- 1) Role as Teacher Initiator at Lokon Middle School role the initiator takes it initiative in developing programs or activity learning. They pushed for their initiative following respective competencies and for always innovating without being requested or directed by leadership.
- 2) Initiative in Teacher Program Development at Lokon Middle School active initiating programs such as presentation Work Scientific and English Speaking Card with objective equip the student with appropriate abilities with profile Pancasila students.
- 3) Teachers' creativity and innovation are expected capable become creative and innovative in carrying out their role as initiators. This matter needs openness for study, reading, and keep updating yourself to follow developments that occurred, including progress in field technology.

Thus, the role of the teacher as initiator plays an role important in developing environment dynamic and responsive learning to need students as well as the development of technology.

How the role of the teacher as an Evaluator

The role of the teacher as an evaluator for teachers can know whether is objective that has been formulated has been achieved or not yet, and existing material taught is Already appropriate or Not yet. Teachers as evaluators are expected can become good and honest persons in giving value to each result Study participants educate.

Interview results of Lokon St. Middle School teacher informants. Nikolaus Tomohon (RP): Being an evaluator is one of the mandatory things conducted at Lokon St. Nikolaus Middle School. Every Sunday a meeting for stage reflection together with every teacher about what's been happening during One Sunday walk. Spirit Implementation Independent Curriculum which always appeals to teachers is one of the matter fundamentals carried out at Lokon Middle School. With the desire to share in each activity, then the teacher can do it too transparent inside give evaluation to the students. Additionally, the teacher makes a rubric inside the assessment carried out so that students already own description marks like what they will or want to get.

According to the informant (SO): As evaluators, we usually evaluate students' learning outcomes and also mutually evaluate each other with teachers regarding the learning preparation process and the material provided to students, including correcting each other if something is still lacking.

The role of the teacher as organizer according to the informant (MS): Lokon St. Nikolaus Middle School teacher also plays role as an evaluator. Teachers were always capable do evaluations or

assessments, good in a way formative or summative. Assessment is the process of collecting and processing information for needed learning, development, and achievement results Study participants to educate, which results are then used as a material reflection as well as a base for increased quality learning.

Based on the results interview with Lokon St. Nikolaus Tomohon Middle School teacher informant:

- 1) Role as Teacher Evaluator at Lokon Middle School's role as an engaging evaluator activity evaluation results in learning participant education and each other evaluation between related teachers with the preparation process learning and materials provided to participant education. Evaluation is done Good in a way formative or summative.
- 2) Reflection with Everyone week, done meeting together to do reflection together about activity learning that has been taking place during One Sunday. Spirit implementation The Merdeka Curriculum encourages teachers to always share and be transparent in giving evaluations to students.
- 3) Use of Rubrics Teachers use rubrics in the assessment process, so students have a clear picture of their value and can identify areas of need improvement.

Thus, the role of teachers as evaluators at Lokon St. Middle School. Nikolaus covers the evaluation process learning and preparation process of learning, which is carried out in a way orderly and transparent for increase quality learning.

CONCLUSION

Based on the research findings and discussion above, the following conclusions can be drawn: Teachers at Lokon St. Nikolaus Middle School Already innovate in the implementation curriculum independently esp in the learning process like method learning, learning differentiation, Execution of co-curricular based Projects namely the Project program Strengthening profile Pancasila students. And the teachers at Lokon St. Nicholas Middle School. did creativity in learning media, sources of learning, and methods of learning. So that through innovation and creativity carried out by teachers in the implementation curriculum independence can fulfill the need to Study participant education and goals learning can be achieved as well as active, creative, independent learning. Learning differentiates Already held in fulfilling need learn and become one of the learning strategies that can be applied to develop potency participant educate and fulfill need Study participant educate. Some teachers at Lokon St. Nikolaus Middle School already apply learning, which teachers who have tried to realize environment comfortable learning, using learning models following characteristics of students so that participants educate develop in accordance potency talents and interests. Project Strengthening Profile Pancasila students already held three themes that are Entrepreneurship, Lifestyle sustainability, engineering, and technology for building the Republic of Indonesia. Learning-based existing projects had an impact positive to unit education, teachers, and participants. Lokon St. Nicholas Middle School teacher carried out giving direction, guidance, and learning to students to understand and apply Pancasila values in life daily. With these roles, teachers act as the main agents in the project to strengthen the profile of Pancasila students to shape students into a generation that has high awareness and commitment to Pancasila values as a moral and ethical foundation in social life.

REFERENCES

- Amalia, Mila. (2023). Inovasi pembelajaran kurikulum merdeka belajar Di Era Society 5.0 untuk Revolusi Industri 4.0." SEMINAR NASIONAL SOSIAL, SAINS, PENDIDIKAN, HUMANIORA (SENASSDRA). Vol. 1. No. 1. 2022. AMBARITA, JENRI, M. Pd K. PITRI SOLIDA SIMANULLANG, and Penerbit Adab. Implementasi Pembelajaran Berdiferensiasi. Penerbit Adab
- Arifa, F.N. (2022). Impelentasi Kurikulum Merdeka dan Tantangannya. Artikel Bidang Kesejahteraan Rakyat, 14(9), 25-30.
- Baharudin, M. R. (2021). Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model Model MBKM Program Studi). Jurnal Studi Guru dan Pembelajaran.
- Elfachmi, A.K. (1992). Pengantar Pendidikan. Malang: Erlangga.
- Harasim, L. (2017). Learning Theory and Online Technologies. Routledge. New York
- Kementerian Pendidikan dan Kebudayaan. (2020). Pedoman Penyelenggaraan Belajar Dari Rumah Dalam Masa darurat Penyebaran Corona Vitus Disease (Covid-19). Surat Edaran Nomor 15 Tahun 2020, 1-20.
- Mestre, J.P., Docktor, J.L. (2021). The Science of Learning Physics: Cognitive Strategies for Improving Instruction. New Jersey: World Scientific Publishing Co. Pte. Ltd
- Permendikbudristek No. 12 tahun 2024 tentang Kurikulum Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Menengah.
- Pramono Gatot (2021). Konstruktivisme dalam Kurikulum Merdeka Belajar (KMB) :Direktorat Guru Pendidikan Dasar.
- Suparlan. (2006). Guru Sebagai Profesi (Yogyakarta; Hikayat Publishing)
- Rahmadonna S. (2024). Teori Belajar Sosiokultur (Lev Vygotsky): Staff Site Universitas Negeri Yogyakarta.
- Sugiyono. (2018). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfaveth.
- Suyatno. (2022). <https://umsida.ac.id/prof-suyatno-implementasi-merdeka-belajar-perlu-mengunci-konsep-pembelajaran-reseptif/>.
- Tomlinson, C.A., Eidson, C.C. (2003). Differentiation in Practice: A Resource Guide for Differentiating Curriculum. Alexandria: Association for Supervision and Curriculum Development
- Yandri A. (2022). Peran Guru Dalam Menghadapi Inovasi Merdeka Belajar: Direktorat Guru Pendidikan Dasar.