The Role of Teachers as Innovators and Motivators in the Implementation of the Independent Curriculum: A Case Study at SMK Negeri 1 Suliki

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Abstract **– This research seeks to examine how teachers act as both innovators and motivators to enhance student achievement during the implementation of the Independent Curriculum at SMK Negeri 1 Suliki. The study is grounded in the recognition that teachers play a crucial role in adopting the Independent Curriculum, which requires them to develop innovative teaching strategies and effectively motivate students to become more engaged and participative in the learning process. The research method used was quantitative with a survey approach, where data was collected through questionnaires distributed to 66 students out of a total population of 198 students. Data analysis included normality, multicollinearity, homogeneity, linearity, hypothesis test, and determination coefficient. The results showed that the role of teachers as innovators contributed 32.6% to student learning outcomes, while the role of teachers as motivators contributed 46.4%. Simultaneously, these two roles contributed 47.1% to improving student learning outcomes. These findings confirm that optimizing the role of teachers as innovators and motivators is very important in implementing the Independent Curriculum to create an effective, student-oriented, and significant impact on improving student learning outcomes.**

Keywords**— role of teachers, innovators, motivators, learning outcomes, independent curriculum**

I. INTRODUCTION

Education in Indonesia is a vital aspect in educating the nation's life and the character of society. With support from the government and active participation from the community, it is hoped that the education system will continue to progress, so that all citizens have equal access to quality education[1]. Every individual needs equal access to education to face future challenges by developing knowledge and skills of adaptation and innovation[2]. Currently, Indonesia's education system is undergoing a significant transformation with the implementation of the Independent Curriculum, which aims to enhance the quality of education while granting greater autonomy to schools to manage and implement learning based on the needs and interests of students. [3].

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The independent Curriculum opens opportunities for teachers to function not only as teachers but also as innovators and encouragers in the world of education[4]. With greater freedom in regulating the learning process, educators can create a conducive learning environment and adapt teaching methods according to the needs of each student more effectively[5]. In addition, this curriculum also encourages students to develop independent learning skills while supporting the formation of strong and resilient character in the face of various obstacles[6]. The success of implementing this curriculum is highly dependent on the readiness and creativity of teachers in carrying it out. The ability of teachers to adjust and create innovations during the learning process is the main factor in achieving maximum results.[7]. With this approach, education can be more relevant and follow the challenges of the times and the individual needs of students.[8].

The role of teachers as innovators is vital in today's increasingly complex educational landscape. Educators need to create inventive and meaningful teaching strategies to boost student engagement and motivation to learn[9]. In addition, teachers as motivators play an important role in arousing students' enthusiasm and confidence, so that they are encouraged to be active and independent in learning [10]. Thus, this dual role is expected to significantly improve student learning outcomes.

SMK Negeri 1 Suliki District is a Vocational High School that focuses on the area of technology and engineering. In this case, the role of teachers as innovators and motivators is very important to encourage the improvement of student learning outcomes, because teachers are not only in charge of teaching, but are also expected to be able to create updates in learning and provide encouragement and enthusiasm to students so that they are more motivated in learning and achieve optimal

achievements [11]. However, the implementation of the Independent Curriculum faces various considerable challenges. One of the main obstacles is the level of teachers' readiness in accepting and implementing the curriculum[12], Many teachers still do not fully understand the concepts and methods applied in the Independent Curriculum, so they need adequate training and professional development [13].

Such readiness includes not only conceptual knowledge and hands-on abilities in creating and executing innovative learning strategies[14]. In addition, the paradigm shift in the world of education is a challenge for teachers in carrying out their role as motivators [15]. The Independent Curriculum requires teachers to shift from traditional teaching methods to a more personalized approach and oriented to the needs of students. However, many teachers are still stuck in old ways that focus more on teaching than encouraging students to learn actively. As a result, students' lack of motivation occurs because they do not feel involved in the learning process [16].

The follow-up results of academic supervision revealed that teachers need to develop more creative learning methods, improve classroom management, and use more comprehensive assessment techniques. Analysis of the summative exam shows that the majority of students have not met the Learning Goal Achievement Criteria (KKTP), with only around 22.6% of class X students, 22.7% of class XI students, and 27.6% of grade XII students who have managed to achieve the set grade standards. This condition shows a gap in academic understanding and achievement among students [17].

This study aims to examine the contribution of the role of teachers as innovators and motivators in optimizing student learning outcomes at SMK Negeri 1 Suliki. The formulation of the problem in this study is how much is the contribution of the role of the teacher as an innovator to the learning outcome, how much is the contribution of the motivator to the result, and how much is the contribution of the role of the teacher as an innovator and motivator to the learning outcomes of students in the implementation of the Independent Curriculum at SMK Negeri 1 Suliki? The purpose of this study is to find out how much the role of teachers as innovators contributes to learning outcomes, the contribution of the role of teachers as motivators to learning outcomes, and the contribution of teachers' roles as innovators and motivators to student learning outcomes in the implementation of the Independent Curriculum at SMK Negeri 1 Suliki.

II. LITERATURE REVIEW

A. The Role of the Teacher

The Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers defines teachers in Chapter 1 Article 1 paragraph (1). The article describes a teacher as an individual who has professional status and has the main tasks include teaching, guiding, directing, training, assessing, and supporting students across different educational levels..

Educators have an active role in students to replace the position of parents and society in the home environment. Education is the main pillar after religion that is embraced, and the main foundation to create a generation of young people who have a soul or high-quality education for a better future. Teachers have a role in the field of education to create a better generation [18].

Mulyasa, in his work on teacher professionalism, identified that there are at least nineteen roles that teachers must carry out in the learning process. These roles include: An educator can take on many roles, including that of a teacher, mentor, coach, advisor, innovator, role model, guide, researcher, catalyst for creativity, idea generator, diligent worker, motivator, storyteller, performer, liberator, assessor, guardian, and finisher. [19].

Based on the comments of these experts, it can be determined that the role of teachers has a significant impact on learning success. The role of teachers not only includes teaching, assessment, but also shapes students' attitudes and behaviors

B. The role of teachers as innovators

The term "innovator" comes from the word "innovation". Linguistically, innovation is an absorption of the English word "innovation" which refers to any form of novelty or renewal. Etymologically, the term is derived from the Latin word "innovation" which means renewal or change, with the verb "innovo" meaning to update and change. Thus, innovation can be interpreted as a process of change that is new and directed towards improvement, which is carried out consciously and planned, not by chance.[20].

In the *Kamus Besar Bahasa Indonesia* (KBBI), innovation is defined as the introduction of new things; a new invention that is different from existing or previously known ones, which is (idea, method, or tool).

Innovative learning can be defined as an approach or method that integrates the use of Innovative approaches, tools, and techniques in education aimed at making the teaching and learning process more efficient, meaningful, and captivating for students. This approach combines learning concepts and principles that go beyond conventional methods, with an emphasis on developing critical thinking skills, creativity, collaboration, communication, and problem-solving skills [5].

Innovative learning seeks to bring about changes and improvements in learning methods that are more responsive, challenging, and follow the dynamics of an ever-evolving world. The main goal is to equip students with comprehensive skills and understanding, while preparing them to be able to face future challenges with creativity, agility, and a strong sense of confidence.[5].

For innovative learning, teachers are required to be creative in class, and are also required not to be monotonous. In other words, teachers must teach innovation in the learning process, therefore, teacher creativity is needed in innovative learning so that it is not boring.

According to Luciana Wulan Sari in her book entitled Teacher Innovation in the Era of Independent Learning, it is stated that where teachers as innovators include: (a) Development of Innovative Learning Models, (b) Application of Technology in Learning, (c) Collaboration and Student Participation, (d) Process-Based Assessment, (e) Sustainable Professional Development, (f) Encouraging Creativity and Critical Thinking [21].

C. The Role of the Teacher as a Motivator

Motivation is the main driving force that influences a person's behavior. This impulse comes from within the individual and is a factor that moves a person to perform certain actions according to their desires. Therefore, any behavior that is done based on a specific motivation will reflect a goal or theme that is in line with the underlying motivation.[22].

Motivation can be understood as a differentiating factor between the ability to perform a task and the willingness to perform it. The essence of motivation emphasizes more on the desire to act to achieve a certain goal. Motivation is a force, both from within the individual and from external factors, that motivates otivation is the force that drives a person to reach a specific goal. In other terms, it can be understood as a psychological stimulus that influences individuals or groups within a community. In addition, motivation can also be interpreted as the process of influencing others to be willing to do work according to predetermined goals [23]. Rewarded learners can increase their motivation. Awards don't always have to be material. To give appreciation to children who have shown. Excellent development for children. This encourages them to keep learning and can even increase their learning productivity by becoming more diligent.

According to Sobri, in his research, several strategies can be used by teachers as motivators to foster students' motivation to learn, namely: (a) Using Varied Methods, (b) Creating Competition, (c) Providing Evaluations and Exams, (d) Providing Assessments, (e) Informing Learning Outcomes, (f) Giving Prizes and Awards, (g) Giving Praise, (h) Providing Positive and Negative Consequence [24].

D. Learning Outcomes

Learning outcomes can be defined as behavioral transformations experienced by students after undergoing the learning process. This transformation can manifest in various forms, including increasing knowledge, developing skills, changing attitudes, or internalizing certain values[25].

The purpose of the assessment of learning outcomes is closely related to the evaluation objectives in the learning process that is carried out. Evaluation serves a crucial function as a key measure for determining the effectiveness of the learning process.

Based on the learning outcome theory from Benjamin Bloom, learning outcomes are divided divided into three areas: cognitive, affective, and psychomotor domains[11]: Here is the academic paraphrasing of the sentence you requested: (a) Cognitive Domain: This domain is related to learning outcomes that include intellectual aspects and students' thinking abilities, (b) Affective Domain: This domain includes attitudes and internalization of values that reflect the development of emotional aspects and Inner Individual, (c) Psychomotor Domain: This domain focuses on practical skills or the ability to perform actions acquired after experiencing the learning process.

According to Slameto, several factors affect students' learning outcomes. These influences fall into two primary groups: internal factors and external factors. Internal factors come from within the student, which include physical (physiological) and psychological aspects. Meanwhile, external factors include the environment outside of the student, such as family, school, and community. Internal factors are elements that originate from the individual and play an important role in achieving learning objectives, including the physical condition as well as the mental or psychological state of the student. Internal factors include aspects such as talents, interests, motivations, and learning methods used by students. Meanwhile, external factors come from the environment outside the individual, which includes the school, family, and surrounding community [26].

Based on the explanation of learning outcomes, it can be concluded that learning outcomes are the abilities obtained by students after undergoing the learning process, which is influenced by various factors. Teachers use these learning outcomes as benchmarks or standards to determine the achievement of specific educational objectives.

E. Independent Curriculum

The curriculum consists of a set of components organized systematically to fulfill educational objectives and serve as a guide for conducting the learning process across all educational levels. The educational curriculum in Indonesia must be aligned with the applicable laws and regulations, based on the values of Pancasila and the 1945 Constitution as the philosophy and basis of the state.

The Independent Curriculum is a curriculum that applies varied intracurricular learning approaches, optimizing learning content to ensure students have sufficient time to explore concepts deeply and strengthen their competencies. Students are given many options to determine learning materials according to their interests and abilities, thus giving them freedom and flexibility in personal decision-making [27].

The role of teachers changed due to the enactment of the Independent Curriculum, which aims to provide opportunities for students to think creatively, imaginatively, and become active subjects in classroom learning [28]. Through the decree of the Ministry of Education and Culture Number 262/M/2022, there have been changes in the implementation of the Independent Curriculum at SMK/MAK. The change began with the restructuring of the Vocational Expertise Spectrum, which became a guide in the preparation of the curriculum structure as well as the opening and implementation of various specialization programs in Vocational High Schools.

The curriculum structure details the division of the learning load for each subject in learning hours (JP) over a one-year, three-year, or four-year block system, allowing the educational unit to work for flexible learning time, where the allocation of weekly time is not fixed throughout the learning year. The curriculum structure of SMK/MAK is divided into two main components: (a) Integrated learning in the curriculum (b) The project aims to strengthen the character of students in understanding Pancasila values, with an allocation of around 30% of the total lesson hours/year.

III. METHOD

This study aims to determine the contribution of independent variables (the influence of the role of the teacher as an innovator and the influence of the teacher as a motivator) on the dependent variable (learning outcomes) in a study. The research design can be outlined as follows:

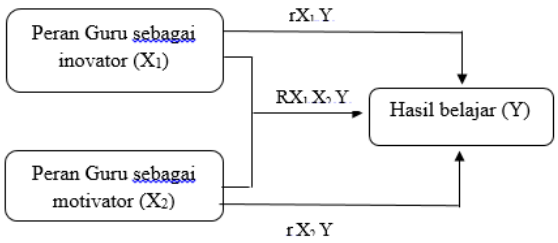

Figure 1. Research Design

In this research, the entire student body of SMK Negeri 1 Suliki was used as subjects, Suliki District, Fifty cities Regency, West Nusa Province. Meanwhile, the research sample was 66 students, consisting of 3 classes, namely class X with 25 students, class XI with 20 students, and class XII with 21 students. The time for this research was carried out ± 1 month in the even semester in 2024/2025.

Data collection techniques are methods or methods used by researchers to obtain relevant information, facts, or data to support research objectives. The data collected is then processed and analyzed systematically to produce meaningful and accountable findings [29].

The data collection method used in this study includes: (a) the Questionnaire Method (Questionnaire); and (b) Documentation Engineering. The instruments used in this study are questionnaires or questionnaires, and documentation. Through this data collection technique, it is hoped that students with learning outcomes at SMK Negeri 1 Suliki can be collected in 2024/2025 after getting the role of teachers as innovators and motivators. The technique used is a multiple correlation analysis technique.

IV. Results and Discussion

A. Correlation analysis

The data analysis in this study involves a multiple approach. correlation is used to determine whether or not there is a contribution to the role of teachers as innovators (X1).

The role of teachers as motivators (X2), in Learning Outcomes (Y). Based on the results of data processing calculations with the help of the IBM SPSS Statistics program version 27. Then, the multiple correlation equation is obtained in Table 1.

TABLE 1.
RESULTS OF MULTIPLE CORRELATION ANALYSIS

Correlations

		inovator	motivator	hasil
inovator	Pearson Correlation	1	.896**	-.571**
	Sig. (2-tailed)		.000	.000
	N	66	66	66
motivator	Pearson Correlation	.896**	1	-.681**
	Sig. (2-tailed)	.000		.000
	N	66	66	66
hasil	Pearson Correlation	-.571**	-.681**	1
	Sig. (2-tailed)	.000	.000	
	N	66	66	66

**. Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS 27 Data Processing

Based on the Pearson Correlation value of the variable role of teachers as innovators on learning outcomes, a correlation value of -0.571 and a GIS value can be produced. by 0.000. This shows that there is a significant contribution to the role of teachers as innovators to learning outcomes in students' vocational subjects at SMK Negeri 1 Suliki for the 2024/2025 Academic Year. And in the variable role of the teacher as a motivator for learning outcomes, a correlation value of -0.681 and a sig value can be produced. by 0.000. This shows that there is a significant contribution to the role of teachers as a significant motivator to learning outcomes in students' vocational subjects at SMK Negeri 1 Suliki for the 2024/2025 Academic Year.

1) *Hypothesis Test*

Hypothesis testing is a statistical procedure used to decide whether a hypothesis about population parameters is accepted or rejected based on the data of the analyzed samples [30]

About the formulation of the problems and research hypotheses proposed as explained in the preceding section, it can be explained that the variables that contribute to the Learning Outcomes are the role of the teacher as an innovator (X1), the role of the teacher as a motivator (X2). And in this study, the bound variable is Learning Outcome, namely the Y variable.

The first hypothesis proposes a significant combined (simultaneous) influence of the independent variables, which include the teacher's role as an innovator (X1) and the teacher's role as a motivator (X2). The learning outcomes of students of SMK Negeri 1 Suliki are proven by using multiple correlation analysis.

2) *F Test (Simultaneous Test)*

The F-statistical test was employed to assess the simultaneous significance of the independent variables' impact on the dependent variable, with data analysis conducted using SPSS 27.

The hypothesis for the test is:

$H_0 : \beta i = 0 \quad i = 1, \text{ and } 2$

$H_1 : \beta i \neq 0 \quad i = 1, \text{ and } 2$

The evaluation criteria state that if the significance value (sig.) is less than 0.05, H0 is rejected and H1 is accepted, indicating that the teacher's role as an innovator (X1) and as a motivator (X2) simultaneously influences the Learning Outcome (Y). Conversely, if the significance value is greater than 0.05, H0 is accepted and H1 is rejected, meaning that the teacher's role as an innovator (X1) and the role of the teacher as a motivator (X2) simultaneously do not affect learning outcomes (Y). The following are the results of the F test with SPSS as seen in Table 2.

TABLE 2.
TEST OF THE F

Model	Change Statistics	
	R Square Change	Sig. F Change
1	.468	.000

Source : SPSS 27 Data Processing

Based on Table 2, the Sig. value is 0.000, which is less than 0.05, indicating that H0 is rejected. This means that the variables of the teacher's role as an innovator (X1) and as a motivator (X2) together (simultaneously) have a significant effect on learning outcomes (Y).

B. Value of the Determination Coefficient (R-Square) of the research variable.

The coefficient of determination (R^2) indicates the extent to which the model can explain the dependent variables, while the multiple correlation coefficient (R) is an estimate of how far two or more independent variables influence bound variables[31]. Data processing will use the help of SPSS and the results obtained can be seen in the following table.

TABLE 3.
VALUE OF THE DETERMINATION COEFFICIENT

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.686[a]	.471	.454	1.560

a. Predictors: (Constant), motivator, inovator

Source:SPSS 27 Data Processing

The coefficiency of determination, or R^2 value, is used to assess the extent to which the model explains the variation in the dependent variable, which in this case is the Learning Outcome. The SPSS analysis yielded an R^2 value of 0.471, indicating that 47.1% of the variation in Learning Outcomes can be attributed to the teacher's role as an innovator (X1) and as a motivator (X2), while the remaining 52.9% is influenced by other factors not included in the model.

C. Contribution of the Role of Teachers as Innovators in Learning Outcomes

Based on the correlation analysis findings, the r value for the teacher's role as an innovator variable about student learning outcomes at SMK Negeri 1 Suliki is 0.571. The R-squared value showing the relationship between Teachers' Role as Innovators and Learning Outcomes can be observed in the table below.:

TABLE 4.
R-SQUARE VALUE OF THE ROLE OF TEACHERS AS INNOVATIVES ON LEARNING OUTCOMES

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.571[a]	.326	.316	1.747

a. Predictors: (Constant), inovator

Source: SPSS 27 Data Processing

Based on table 4, r Square (r2) is obtained as 0.326. So the contribution of teacher professional competence to learning outcomes is 0.326 x 100% = 32.6%. This confirms that teacher innovation in learning methods has an effect on improving the quality and effectiveness In the teaching and learning process, aligned with the principles of the Independent Curriculum that highlight flexibility and student-centered approaches, teachers must be capable of creating diverse and innovative learning strategies tailored to students' needs.

Innovations made by teachers can be in the form of using information technology, implementing project-based learning (PBL), and developing interesting and interactive learning media. With these innovations, students become more active, cognitively and emotionally involved, and are able to develop critical and creative thinking skills. This finding is in line with the opinion of Mulyasa (2023) who stated that learning innovations can significantly increase student motivation and learning outcomes..

D. Contribution of the teacher's role as a motivator to learning outcomes

Based on the results of the correlation analysis, the r value for the variable of the teacher's role as a motivator on the learning outcomes of students at SMK Negeri 1 Suliki is 0.681. The r-square value representing the impact of the teacher's role as a motivator on learning outcomes can be seen in the following table.:

TABLE 5.
R-SQUARE VALUE OF THE ROLE OF THE TEACHER AS A MOTIVATOR ON LEARNING OUTCOMES

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.681[a]	.464	.455	1.559

a. Predictors: (Constant), motivator

Source: SPSS 27 Data Processing

Based on table 5, R-squared (r2) is 0.464. So the contribution of teacher professional competence to learning outcomes is 0.464 x 100% = 46.4%. Teachers who can motivate students can increase students' enthusiasm for learning, self-confidence, and perseverance in facing learning challenges. Jannati et al (2023) stated that teachers who can provide positive encouragement and create a conducive learning atmosphere can increase student engagement and learning outcomes. In the Independent Curriculum, teachers are required to change their paradigm from teachers to facilitators and motivators who can adjust learning to students' needs and interests.

E. Contribution of the Teacher's Role as an Innovator and Motivator to Learning Outcomes.

According to the results of the statistical data analysis conducted with the F test, it is found that the F_{count} value is 27,67 and F_{table} 3,14, meaning $F_{count} > F_{table}$ (27,67 > 3,14) then reject H_0 and accept Ha, meaning that there is a significant contribution of the role of teachers as innovators

and motivators together to learning outcomes in vocational subjects at SMK Negeri 1 Suliki in the 2024/2025 Academic Year at a significance level of $\alpha = 5\%$.

strengthens the theory of holistic learning systems, Jannati et al (2023), which emphasizes the synergy between methodological innovation and psychological approaches. These results are in line with the conceptual framework of the Independent Curriculum, which suggests integration between the development of technical skills (hard skills) and social-emotional abilities (soft skills).

3) CONCLUSION

Drawing from quantitative analysis of 66 students at SMK Negeri 1 Suliki, this research found that teachers' roles as innovators and motivators significantly impact student learning outcomes. The normality test results confirmed that the data for both variables were normally distributed. Multicollinearity testing indicated no strong correlation between the independent variables, while the homogeneity test demonstrated consistent variance across sample groups. The linearity test verified a linear relationship among the variables. These findings suggest that enhancing teachers' abilities to innovate and motivate in the classroom-aligned with the principles of the Independent Curriculum, is an effective approach to improving educational quality and student academic achievement at SMK Negeri 1 Suliki. The results reinforce the importance of ongoing professional development for teachers to maximize the implementation of the Independent Curriculum.

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