

ABSTRACT

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INTEGRATING THE CONCEPT OF THE MERDEKA CURRICULUM IN CHRISTIAN SCHOOLS

(viii + 22 pages)

The Merdeka curriculum is the upgraded curriculum that is implemented in 2022-2024 as the solution for the learning loss that happened in the post-Covid-19 pandemic. This curriculum focuses on students and aims to produce proficient graduates with a high sense of nationalism who can face the currents of globalization. This particularly contradicts with the goal of Christian education which restoring the image of God in the students so that they will be able to do the commandments of God. Hence, it is important for Christian schools and teachers to integrate the Merdeka curriculum as the national curriculum with the Christian education that should be applied in Indonesia. Accordingly, this research using a literature review method in discussing how should Christian schools and teachers respond and integrate the Merdeka curriculum into the Christian education. The result shows that some concepts in the Merdeka curriculum is applicable in Christian school but it should be seen from Biblical Christian worldview before applying the curriculum. Not only acting as facilitators, but the teachers as shepherds and living curricula should also present the Lord in guiding, enabling, and unfolding the students. Further research could investigate the concrete application of the Merdeka curriculum in Christian schools

References: 44 (1989-2022).

ABSTRACT

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THE ROLE OF THE TEACHER DURING THE IMPLEMENTATION OF THE SUSTAINED-SILENT-READING (SSR) TO FOSTER STUDENTS' READING LITERACY

(xi + 25 pages: 1 figure; 2 tables; 6 appendices)

Low students' reading literacy skills have been a continuous problem in education. Therefore, the Government has kept emphasizing the School Literacy Movement in Independence curriculum to solve this problem. However, in the implementation of a literacy program (Sustained-Silent-Reading) in one of schools in Banten, there were several obstacles experienced by grade X students. This study aims at identifying the students' reading problems and examining how the teacher's role in the SSR program can foster students' reading literacy. The method used is the descriptive qualitative method using data from previous studies and the author's portfolio during teaching practicum. The result of this study shows that the students' grade X in a school in Banten reading problems are low reading comprehension and low reading motivation. Then, the role of the English teacher as a facilitator is crucial in facilitating students before, during, and after the SSR time. Suggestions to Christian teachers to do morning devotion by reading and reflecting the Bible every day to also foster the student's reading literacy skills, and for the future researchers to conduct classroom action research to find out to what extent the teacher's role as a facilitator can improve students' literacy skills.

References: 60 (1979-2022).