



Analysis of teacher readiness conditions in implementing characteristic school-based curriculum

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ABSTRACT

Character education is highlighted and considered to improve positive character and behavior in children. Religion-based schools are the choice of parents in developing characters. The fundamental difference is based on religious teachings which are internalized in each component of the curriculum. The uniqueness of the curriculum at SMPI Cendekia Muda is a God Centered curriculum, each grade level is based on the Rasulullah phase. In implementing a-centered curriculum, teachers must prepare to design, implement and evaluate the success of the curriculum. This research is preliminary research to analyze teachers' readiness to develop a character-based curriculum internalized at SMP. In fulfilling data, this study uses a qualitative case study approach. The research techniques used were interviews and the study of curriculum documents. This research shows that in preparing the curriculum as a distinctive character at school, each teacher is trained at the start of becoming a teacher. Furthermore, in preparing and supporting teacher competence, is followed by some training and mentoring. This research also shows that training related to the typical curriculum still needs to be developed and provided on an ongoing basis so that the typical character curriculum can be seen in every of curriculum implementation.

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ABSTRAK

Pendidikan karakter menjadi hal yang disorot dan dipertimbangkan dalam meningkatkan karakter dan perilaku positif pada diri anak. Sekolah berbasis agama menjadi pilihan orang tua dalam mengembangkan karakter. Perbedaan mendasarnya adalah berlandaskan pada ajaran agama yang diinternalisasikan pada setiap komponen kurikulum. Kekhasan kurikulum di SMPI Cendekia Muda adalah berbasis God Centered, setiap jenjang kelas berlandaskan pada fase Rasulullah. Dalam mengimplementasikan God Centered Education dibutuhkan kesiapan guru agar tepat dalam merancang, implementasi, dan mengevaluasi keberhasilan kurikulum. Penelitian ini adalah preliminary research untuk menganalisis kesiapan guru dalam mengembangkan kurikulum berbasis karakter yang diinternalisasikan pada jenjang SMP. Dalam memenuhi data, penelitian ini menggunakan pendekatan kualitatif studi kasus. Teknik penelitian yang digunakan adalah wawancara dan studi dokumen kurikulum. Hasil penelitian ini menunjukkan bahwa dalam mempersiapkan kurikulum God Centered Education sebagai karakter khas di SMPI Cendekia Muda, setiap guru dilatih pada awal menjadi guru. Selanjutnya dalam mempersiapkan dan menunjang kompetensi guru, dilanjutkan dengan beberapa pelatihan dan pendampingan. Penelitian ini juga menghasilkan bahwa pelatihan terkait kurikulum khas ternyata masih harus dikembangkan dan diberikan secara berkelanjutan agar mempersiapkan karakter khas dari kurikulum God Centered Education dapat terlihat dalam setiap elemen implementasi kurikulum.

Kata Kunci: Pendidikan berbasis karakter; persiapan kurikulum; pelatihan

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INTRODUCTION

Demoralization and behavioral problems among students and teenagers are some issues that have become a concern in the current education system. Every year, school enrollment among Indonesian children has been increasing, although in 2022, there was a downward trend (Rahmayani, 2022). The goal is to realize the national education goals outlined in the preamble of Undang-Undang Dasar 1945 and Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional. However, character issues are becoming increasingly worrying despite the increase in school enrollment and the establishment of educational institutions.

Much attention has been focused on the declining development and moral health of children. A source mentioned that the concern arises from the decline in character among children. Unsurprisingly, incidents such as indiscipline, violence, immoral acts, and arbitrary actions against fellow human beings and the environment often occur. Bullying is one of the most common acts among children aged 12-15 years, and verbal bullying is one of the most frequent forms because it is easy to do (Goodwin *et al.*, 2019). Even now, bullying is also experienced by teachers themselves, primarily through cyberbullying, which causes teachers to lose their authority and self-confidence (Nagar & Talwar, 2023). Therefore, a strong educational program is needed to shape character, especially in the fundamental emotional and social aspects of children who are part of society. This aligns with the statement that education plays an important role in the development of life in society (Bariyah, 2019).

Due to the importance of character in education, values, attitudes, and ethics have become part of the competency dimensions proposed by UNESCO to prepare people for the future (Insani *et al.*, 2021). Values, attitudes, and ethics are aligned with the concept of competency, which also consists of knowledge and skills. Character development requires character education, such as teaching and guiding students to develop self-confidence and positive psychology to realize their potential abilities. Character education also contributes to the formation of lifelong learning competencies.

The general strategy is to develop curriculum components that are integrated with the desired character traits based on the considerations of the school and teachers. Research conducted by Wibowo *et al.* (2021) shows the effectiveness of developing multicultural teaching materials in achieving critical thinking, caring, and responsible character traits in a multicultural context. Besides developing teaching modules, habits in school programs and activities also play a role in character development. Research by Hakim and Yama (2020) found that implementing unsupervised exams effectively fostered honesty, discipline, responsibility, self-reliance, and personality.

Characters are formed through role models and habits. Schools are among the environments entrusted with shaping individual characters. Currently, many schools are developing curricula based on religious values and ethics to shape children's characters through habits. Several studies indicate that parents believe enrolling their children in religious schools significantly influences their character (Muliya & Rivauzi, 2021; Aini & Syamwil, 2020; Selan *et al.*, 2020).

Character development is also conducted through the curriculum. As discussed in the previous paragraph, a significant consideration for parents when sending their children to religious schools is their belief in instilling religious character values based on a particular faith. The internalization of religious values derived from prophetic values and religious figures is incorporated into the curriculum. Subsequently, these internalized character values are applied to every aspect of the curriculum and school programs. Character value internalization is also practised at SMP Islam Cendekia Muda, where every aspect of the curriculum and school programs is grounded in the distinctive character values developed at SMP Islam Cendekia Muda.

The Islamic Junior High School (SMPI) Cendekia Muda is one of the educational institutions under the auspices of the Laju Pendidikan Foundation. This foundation has been active in Islamic education since 2005. Every level and unit under the Laju Pendidikan Foundation is committed to bringing change to the educational world by implementing the teachings of Tauhid. SMPI Cendekia Muda is located in the city of Bandung. This institution's vision is to implement the teachings of Tauhid to bring people out of darkness into light and make them resilient in science and technology. From this vision, a mission was derived, in which the various parts of the mission are specifically integrated with Islamic teachings and values. Laju Pendidikan Foundation develops stages of education and child development in *Centered Education, which is defined in phases of life according to Sirah Nabawiyah and the tree metaphor*. These are the unique characteristics of implementing learning and educational programs in all units of Laju Pendidikan Foundation, including SMPI Cendekia Muda.

SMPI Cendekia Muda develops character education in the implementation of its curriculum. One of the focuses in translating the foundation's vision is to integrate and instill the characters of the Prophet Muhammad SAW, which are obtained through *the adabani rabbi* as the primary reference in education and learning. Therefore, every teacher, educator, curriculum manager, and school team member must be prepared and have literacy in the characteristics of *Centered Education*. These values are then designed into the learning program and internalized in the students. This is particularly important for students aged 12-15 at the junior high school level. Each level is divided into phases according to the Sirah Nabawiyah to provide teachers with an understanding of the flow of planning, implementation, and evaluation of learning. At the 7th grade level, the trading phase (to Sham), and the 8th- 9th grades are the trading phase (protected from Jahiliyah society). Each phase correlates with important events in the life of the Prophet Muhammad SAW. Teachers must be able to extract lessons from the life journey of the Prophet Muhammad and then internalize them in every learning activity..

Ensuring the internalization of *Centered Education* values requires careful preparation and supervision of curriculum development. This study analyzes the readiness of character-based curriculum implementation developed at SMP Islam Cendekia Muda, Bandung. This study is *preliminary research* to analyze the preparation forms for teachers to implement the *Centered Education* curriculum at SMP Islam Cendekia Muda. The benefit of this study is the successful curriculum implementation, which begins with analyzing teacher readiness in implementing a character-based curriculum in schools. As for the research questions, this study seeks to answer the following questions: (1) How is the unique curriculum developed at SMP Islam Cendekia Muda? (2) How ready are teachers to prepare to implement the unique *Centered Education* curriculum at SMP Islam Cendekia Muda?

LITERATURE REVIEW

Curriculum Implementation

Curriculum implementation is the application of something that impacts or causes change. Like Miller and Seller, who argue that curriculum implementation is the application of a curriculum concept in learning practices, so that changes occur in a specific group that is expected to change (Suhandi & Robi'ah, 2022). Curriculum implementation is a form of realizing a previously planned curriculum. Learning and teaching activities and related activities, such as students, teachers, learning documents, and supporting facilities and infrastructure, are part of curriculum implementation.

Experts develop curriculum implementation programs to measure the success of curriculum changes and identify barriers and supporting factors in curriculum implementation in educational institutions. It aligns with the statement that a curriculum is a set of plans and systems that provide an overview of the objectives, goals, content, materials, and teaching techniques to prepare for change (Mazulfah et al., 2021). Successful curriculum implementation begins with careful planning, focusing on the people

involved, the program being implemented, and the accompanying processes. Educators must be able to change the habits, vision, and even perspectives of students to implement curriculum changes (Hamdi, 2020).

Curriculum implementation success is influenced by implementation readiness. Implementation is not only about the actualization of curriculum planning and goal formulation. Curriculum implementation still has dimensions similar to curriculum development: implementation planning, strategies, and assessment and evaluation of curriculum implementation. Implementation planning is the first thing to be done to determine the readiness of curriculum human resources to translate and actualize curriculum goals. Several aspects of curriculum readiness include teacher readiness, availability of teaching materials, a supportive learning environment, facilities and infrastructure, assessment instruments, and learning resources (Ikrimah *et al.*, 2023). On the other hand, one strategy for preparing teachers for effective curriculum implementation is training (Kisirkoi & Kamanga, 2018).

Factors Affecting Curriculum Implementation

Hamalik in Rahayu (2022) mentions several factors that influence the curriculum, including:

1. Curriculum characteristics include the new curriculum's scope and elaboration in educational units.
2. Implementation strategies are all forms of strategies carried out to support curriculum implementation in educational units.
3. Curriculum users, including teachers' skills, knowledge, values, and attitudes toward the curriculum and its implementation.

Student Character

Each individual's character is one of the most important things in life. Character differentiates a person's personality, nature, and morals from others (Atika, 2019). An individual's moral values or character result from a lifelong learning process (Chowdury *et al.*, 2019). These characters will shape a person's personality, influencing their thoughts and actions. One way to build good character is through education. Character-centered education is an effort that must be sustained so that it becomes a habit that is later embedded in an individual's character. Character is part of every individual's psychology that can influence a person's abilities and tendencies. An individual's character can be shaped from early childhood.

Ideally, teachers need to set an example in their research. Dilekçi *et al.* (2021) stated that one of the teachers' roles is to be a role model for their students or learners. Character education is critical to maintaining the sustainability of this country. Everyone must have good character to meet this millennium's needs, making character crucial for everyone (Muchtar & Suryani, 2019). Other studies mention that moral education for students is a long teaching and learning process, and schools play a significant role in teaching moral values and ethics (Chowdhury *et al.*, 2019).

Character education is a discipline developed to optimize student behavior. Building character must start with planning and integrating tools into learning (Dewi *et al.*, 2021). The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia states that to strengthen the implementation of character education in schools, Indonesia has identified 18 character values derived from religion, Pancasila, culture, and national educational goals, such as religious, honesty, tolerance of diversity, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, love for the country, achievement, friendliness/communication, love for peace, enthusiasm for reading, concern for the environment, social awareness, and responsibility. Student character traits that are developed consist of honesty, responsibility, curiosity, creativity, tolerance, persistence, discipline, communication, self-reliance, and cooperation (Anita & Fety, 2020).

An education observer, Sani, said that some characteristics that can be applied to students include discipline, which encompasses perseverance, patience, resilience, courage, independence, and responsibility. Helping others is a characteristic that is closely related to empathy, compassion, caring, tolerance, and sincerity. Intelligence relates to diligence, openness, vision, persistence, curiosity, and a love of reading. Other characteristics that can be applied are honesty, which is inseparable from faith, trustworthiness, patience, sincerity, and love for God. Additionally, responsibility, which includes faith, fairness, trustworthiness, caring, and sportsmanship, is a characteristic that should be emphasized. Character in children, especially adolescents, is also shaped by family traditions, values, and customs. These adolescents are the pillars of the nation's future. (Makhamovna, 2021).

Along with UNESCO's idea about the ideal competency content for education now and in the future, Hasan (Alimuddin, 2023) stated that the curriculum has four dimensions: ideas, curriculum as a written plan, curriculum as activities, and curriculum as results. This fits the idea of a character-based curriculum, which is written down and implemented in all activities to get the expected character results. Furthermore, this concept aligns with UNESCO's idea of the importance of character education in guiding self-confidence and self-potential to become lifelong learners and sustainable relationships. Character building is crucial in shaping the personality of individuals, especially the youth, who will later build the nation with moral values sourced from the Qur'an (Muhsin *et al.*, 2022).

Ideally, essential characteristics such as honesty, curiosity, courage, persistence, ethics, discipline, and leadership should be developed in the curriculum and educational programs (Anita & Fety, 2020). It aligns with the national education goals stated in Article 3 of Law Number 20 of 2003, which says that national education functions to develop abilities and shape the character and civilization of the nation in order to educate the nation, aiming to develop the potential of students to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. Applying and habituating character building can be done in four ways: learning, role modelling, reinforcement, and habituation (Taulabi & Mustofa, 2019).

METHODS

Curriculum implementation or application is the focus of this study. A qualitative approach was used in this study, which focuses on natural phenomena without manipulation. (Assyakurrohim *et al.*, 2023). This study is a preliminary research or a preliminary study evaluating the implementation of a school-specific curriculum in science subjects. Therefore, the approach chosen is considered the most appropriate in presenting the various findings during the research, that is, the case study. A case study is a method designed to study specific things in a particular context with specific objectives. The cases taken are limited in time and activities, and researchers collect detailed information involving various data collection procedures on an ongoing basis (Zaluchu, 2022).

Data was collected during May-June 2023. Data collection techniques used in this study were interviews with two science teachers at SMP Islam Cendekia Muda, the principal and vice principal in charge of curriculum, followed by document analysis of the annual program, semester program, and lesson plans (RPP) as part of the curriculum planning documents. Data analysis was conducted by recording and collecting all interview results from all informants, followed by understanding, in-depth observation, and analyzing all learning documents. Next, more in-depth information was gathered from the informants, and the interview results were checked for consistency with the components outlined in the learning documents.

RESULTS AND DISCUSSION

Teacher Readiness Analysis

Teachers play an important role in the successful implementation of the curriculum because they are the ones who deliver the curriculum in the classroom. Therefore, teacher readiness is essential in planning and preparing for curriculum implementation. Several factors influence teacher readiness, such as comprehensive understanding, motivation, and awareness of teachers in terms of preparation and development of learning aligned with the school's vision and mission. Rusman stated three things that teachers must have in implementing the curriculum. *First*, an understanding of the essence of the objectives to be achieved from the curriculum. *Second*, the ability to translate general curriculum objectives into more specific objectives. Finally, *third*, the ability to translate specific objectives into learning activities that include learning activities, learning methods, and mapping of indicators of concept application skills (Suryana & Ismi, 2019).

In this study, researchers focused on teacher preparation for participating in the implementation of a character-based curriculum at SMPI Cendekia Muda. This analysis of teacher preparation focused on understanding the essence of the school curriculum objectives, the ability to translate curriculum objectives into specific objectives in line with the school curriculum, and teachers' understanding of their ability to translate specific objectives into learning activities that align with *God-centered* values. As the central part of the teacher preparation research, the researcher interviewed the principal, the vice principal for curriculum, and two science teachers at SMPI Cendekia Muda. The results of the interviews with the principal, vice principal for curriculum, and teachers regarding their understanding of *God Centered Education* at SMPI Cendekia Muda are as follows:

Question: *Pemahaman esensi apa yang harus dimiliki guru dalam mengimplementasikan kurikulum God Centered?*

KS (The Principal): *Hal esensi yang harus dipahami guru adalah prinsip God Centered Education, yang mana semua kegiatan dan pembelajaran di sekolah kami bersumber pada Al-qur'an dan hadist, sehingga guru harus memahami sumber rujukan yang digunakan untuk pembelajaran. Sekolah juga memiliki visi untuk menghasilkan generasi yang memiliki ketauhidan yang kuat serta cakap dalam ilmu pengetahuan dan teknologi. Oleh karena itu, diperlukan guru-guru yang memiliki kesiapan mental dan fisik yang kuat, serta memahami betul esensi dari kurikulum yang diterapkan di sekolah.*

WK (Vice Principal): *Sekolah kita bergerak dalam pendidikan dengan nilai-nilai Islam. Yayasan juga sudah menetapkan God Centered Education sebagai prinsip kurikulum yang digunakan untuk mengembangkan karakter anak. Tentunya, guru-guru harus paham makna dari God Centered Education (GCE), dan memahami bagaimana karakter Rasulullah diinternalisasikan dalam pembelajaran.*

GR-1 (Teacher 1): *Yang harus dipahami ya GCE, awal kami direkrut gabung dengan sekolah ini dijelaskan tentang God Centered Education. Saat itu dijelaskan hal mendasar dari GCE, dan bagaimana menerapkannya dalam pembelajaran di tingkat SMP. Selain GCE, di sekolah ini juga menggunakan fase kehidupan Rasulullah sebagai panduan untuk mengembangkan karakter muridnya. Setiap guru mengacu pada fase berdagang Rasulullah yang sesuai dengan usia anak remaja. Dari sana kita jadikan acuan, karakter apa sih yang dimiliki Rasulullah lalu dimasukkan dalam karakter yang harus dicapai dalam pembelajaran.*

GR-2 (Teacher 2): *Kami guru-guru harus memahami prinsip apa saja yang ada dalam GCE, dan mengetahui fase kehidupan Rasulullah. Kami diberi pelatihan, sosialisasi, dan pembekalan di awal masuk jadi guru. Pelatihan itu isinya ya karakter-karakter pada fase kehidupan Rasulullah, prinsip GCE yang nantinya harus kami masukkan pada pembelajaran, Agak sulit sih awalnya, bingung juga tapi lama-lama kita mulai paham, nilai karakter ini yang esensi diajarkan pada semua mata pelajaran, termasuk mata pelajaran IPA.*

Question: Bisa Anda ceritakan bagaimana Anda mendapatkan pemahaman dari pelatihan yang diberikan yayasan dan diterjemahkan dalam tujuan kurikulum yang Anda kembangkan?

GR-1: cukup baik, misalnya saat saya dilatih bersama teman-teman kami diajarkan tentang fase-fase perjalanan dan hikmah dari setiap fase, khusus di tingkat SMP itu adalah fase berdagang. Di situ ada fase terlindungi dari pergaulan kejahiliah dunia, dikhususkan untuk anak 13-14, terus apa sih nilai karakter pendidikannya, ditekankan pada fase itu Rasulullah itu menjaga dirinya yang masih belia, jaga aurat, jaga diri dari hal yang membuat hidup terlena, menjaga diri dari tindakan yang tidak manusiawi. Itulah yang kita integrasikan dalam pelajaran IPA. Misalnya bagaimana sih mengajarkan materi IPA tapi tetap relevan dengan fase anak remaja harus jaga diri, tanggung jawab pada dirinya, tidak terlena, dan sebagainya.

GR-2: Kurikulum khas sekolah baru difahami setelah beberapa kali diberikan. Yayasan juga menyediakan buku panduan kurikulum, dari situ kami bisa belajar banyak dan mulai memasukkannya pada pembelajaran. Nanti guru tinggal petakan karakter yang sudah dituliskan di buku panduan, misal dari karakter mudah beradaptasi, peduli, partisipasi aktif, tanggung jawab, tidak terlena di masa remaja itu dikaitkan dengan topik-topik materi yang diajarkan.

Training is a common strategy for creating a work culture during curriculum implementation. Socialization and dissemination are conducted through training to ensure that all human resources involved in the curriculum, including teachers, can improve the quality of their competencies, relevance, and efficiency in curriculum management and learning that aligns with the work culture. Teachers are one of the human resources of the curriculum. Teacher involvement in curriculum research and development training is part of capacity building and developing teachers' awareness in understanding and preparing effective and adaptive curricula in their teaching (Salsabilah et al., 2021). These are the efforts made by the Laju Pendidikan Foundation in preparing teachers to have insight into the unique characteristics developed in the vision and objectives of the *God Centered* curriculum.

To prepare teachers to understand the vision and objectives of the Laju Pendidikan Foundation's curriculum, the school conducts special training and mentoring for every teacher who begins their career as an educator within the Laju Pendidikan Foundation. These training programs help teachers understand the character traits they want to build in their students, as outlined in the school's vision. The results of interviews with the principal, vice principal, and teachers regarding the *Centered Education* training provided by the foundation and the school.

Question: Apakah pelatihan yang diberikan oleh Yayasan berhasil memahami guru pada kurikulum khas Yayasan, dan bagaimana proses pelaksanaan pelatihannya?

KS-1: Menurut saya cukup berhasil, karena kami menerima guru dengan berbagai latar belakang yang beragam. Baik itu latar belakang pendidikan, maupun latar belakang pengetahuan keagamaan. Pelatihan mulai dari proses di awal masa kerja yang disebut sebagai *induction training*, kemudian pelatihan rutin yang dilakukan setiap semester dan pendampingan lanjutan. Hal ini cukup berdampak signifikan pada kemampuan guru dalam merencanakan pembelajaran, mengimplementasikannya dan dalam proses penilaian.

WK-1: Pelatihan menurut saya berhasil, hal ini karena terdapat juga beberapa jenis pendampingan guru yang disediakan oleh yayasan dan sekolah untuk mendukung pemahaman terkait kurikulum khas dan pembelajaran di sekolah ini. Ada pelatihan untuk pemahaman *God Centered Education* yang diberikan kepada guru pada masa awal dia bertugas, lalu ada juga proses diskusi dengan guru untuk evaluasi, sosialisasi inovasi pembelajaran, sampai proses diskusi untuk perbaikan pembelajaran antar guru mata pelajaran dan guru kelas. Ditambah lagi kami melakukan pelatihan dengan melibatkan narasumber profesional untuk pelatihan kurikulum, pembelajaran, teknologi, dan psikolog perkembangan anak. Jadi menurut saya seluruh pelatihan sudah cukup membantu guru dalam memahami kurikulum yang berkarakter yang menjadi khas sekolah.

GR-1: Menurut aku berhasil, karena aku jadi cukup paham dan pelatihan memang cukup sering juga dilakukan. Materi God Centered Education itu paling awal diberikan, dan rutin, hanya saja lebih banyak membahas wawasan dasarnya, sehingga terkadang masih suka bingung dan kadang masih sulit untuk menerapkan karakter khas pada materi pelajaran.

GR-2: Cukup berhasil, pendampingan dan pelatihan terkait God Centered-nya mulai diberikan saat awal menjadi guru di sini. Kemudian biasanya ada penguatan lagi pas awal semester. Dan setiap awal semester di kegiatan in house training biasanya ada pelatihan pembuatan dokumen pembelajaran, penguatan lagi fase kehidupan Rasulullah atau topik lainnya yang terkait program sekolah. Nanti di kegiatan pekanan atau sesuai kebutuhan kami ada diskusi antar guru mapel, diskusikan urutan topik mana saja yang akan diajarkan, ayat Al Qur'an yang menjadi rujukan, dan hal teknis lainnya. Jadi menurut aku, cukup berhasil dan bisa buat aku jadi lebih mengerti gambaran kurikulum sekolah di sini.

As mentioned above, training has generally been used to prepare teachers to support the successful implementation of the curriculum. Based on the results of the interviews above, all four informants mentioned that training to prepare teachers' understanding and insight into the curriculum, especially the school-specific curriculum, was quite often conducted by schools or foundations. Besides being part of the preparation for teachers, training was also conducted to improve teachers' productivity in implementing the curriculum. It is similar to the statement made by [Suhandi and Robi'ah \(2022\)](#) that training is one of the things teachers need to develop their competencies.

However, the training provided to teachers is often unsustainable. The gap between training and effective implementation is unsustainable training and mentoring. Professional development, peer collaboration, and curriculum awareness are basic techniques in preparing for curriculum understanding, but often, the training provided is still basic and repetitive without considering existing training. It is in agreement with the statement of informant GR-1 that confusion tends to occur because the Centered Education curriculum training is mostly basic understanding, not direct application in learning.

As a result, the school's uniqueness is often not fully understood, which can impact the implementation of the curriculum in schools. Teachers face various obstacles in implementing the school's unique curriculum in classroom activities. Here are the interview results regarding teachers' obstacles in implementing the school's unique curriculum (God-Centered Education).

Question: Apa yang jadi kendala bagi guru dalam mengimplementasikan kurikulum khas sekolah?

KS: Seperti yang saya sampaikan sebelumnya, mungkin karena guru kami memiliki latar belakang yang berbeda. Dan saat ini khususnya di SMP cukup banyak guru baru, yang pemahaman God Centered Education belum menyeluruh sehingga ketika akan diterapkan dalam pembelajaran masih memerlukan pendampingan.

WK: Mungkin karena beberapanya merupakan guru baru, walaupun di dokumen pembelajaran semua sudah tertulis mulai dari rujukan ayat Al Qur'an, karakter yang diharapkan, tapi di kelas masih lebih banyak membahas materi saja. Jadi secara spesifik penerapan nilai-nilai khas sekolah masih harus dikuatkan.

GR-1: Kendalanya itu tadi mungkin karena pelatihan lebih banyak ke materinya, belum langsung secara detail ke penerapannya dalam kegiatan pembelajaran. Pada materi mana, karakter mana yang menjadi fokus untuk diajarkan. Tapi kami selalu berusaha menyampaikan ke anak-anak terutama di pembiasaan.

GR-2: Di penerapan materi di kelas, dan internalisasi nilai-nilai khasnya pada topik-topik tertentu. Kalau di RPP dan silabus, prota, prosem kami selalu cantumkan. Jadi di dokumen sudah ada sih, tapi pas ngajar seringnya fokus ke materi dan pendalaman materinya saja. Sepertinya harus ada rubrik khusus untuk mengecek pemahaman guru dan penerapannya pada pembelajaran.

Based on interviews with the principal, vice principal, and teachers, training on the fundamental values of *Centered Education* was conducted at the beginning of the school year at SMPI Cendekia Muda. The distinctive characteristics that must be aligned with every aspect of learning implementation at the junior high school level are the trade phase and several characteristics children must possess during adolescence. Those characteristics include not being easily distracted, being responsible, disciplined, maintaining honor, acting humanely, and actively participating. Then, those characteristics are integrated into subjects by considering relevant topics. Teachers have been trained to understand and develop those characteristics, which will later be internalized in the curriculum. Character building requires consistent role modeling in the learning process, training, and continuous practice (Komara, 2021). Furthermore, the researchers conducted a document study on the annual program, semester program, and Lesson Plan (RPP) of science teachers who were the sources. This was done to see whether the teachers' understanding and views of character that they had gained through training were reflected in the teachers' lesson planning documents.

Based on the results of the document study, it was found that character values aligned with the trading phase of the Prophet Muhammad were included in the learning objectives and attitude competency components. Teacher quality is determined, among other things, by the alignment of curriculum implementation, meaning that teacher quality assurance is supported by professional teacher training and increased teacher awareness to familiarize them with the curriculum, enabling them to independently and innovatively develop curriculum innovations aligned with national and institutional objectives. These are the important roles of sustainable teacher training in preparing professional teachers in the field of curriculum (Kisirkoi & Kamanga, 2018). Teachers who understand the curriculum will use it appropriately in all curriculum documents. Learning is part of curriculum implementation, and the school's unique curriculum emphasizes character building.

Discussion

Analyzing teachers' readiness to implement the curriculum is very important. These findings are reflected in research results, which indicate that sustainable training and guidance are needed for teachers to understand how to plan, implement, and evaluate school curricula. Training is essential, as stated by Kisirkoi and Kamanga (2018), who argue that training is one of the strategies for preparing teachers for effective curriculum implementation. Sustained training is one of the keys to preparing teachers' professionalism in the field of curriculum. If training and guidance are not conducted sustainably, there will be a gap between training and practical implementation (Ajmain, 2019). Mapping teachers' understanding will impact the alignment of curriculum implementation with the school's vision, as curriculum implementation itself is the application of something that has an impact or brings about change (Suhandi & Robi'ah, 2022). Well-prepared teachers will have an impact on all components of the curriculum, the implementation of the curriculum, and various programs. The success of curriculum implementation begins with thorough planning, focusing on three elements: the people involved (including teachers), the programs being implemented, and other processes involved (Hamdi, 2020).

CONCLUSION

Laju Pendidikan Foundation has a unique curriculum rooted in Islamic values to improve and develop good character in children based on Islamic teachings. For this reason, the foundation has developed a *Centered Education* curriculum in which every stage of a child's development and education is rooted in the phases of the Prophet Muhammad, which are then developed into the characteristics of the Prophet Muhammad that are internalized in subjects, including science. Teachers must be prepared to ensure the successful implementation of this unique curriculum. One way to do this is by providing teachers with

training strategies to build their knowledge and understanding of implementing a curriculum rooted in God-Centered Education. Based on the study's results, training is provided frequently, including from the beginning of the teacher's employment at the school. In general, teachers stated that they understood *God-Centered Education*, but they still found it difficult to strengthen the distinctive characteristics of *God-Centered Education* through lesson topics. Thus, the teachers mentioned the need for ongoing training to prepare and strengthen their understanding of the school's distinctive character curriculum. Based on these findings and conclusions, it is recommended that the school design quality improvement and mentoring programs for teachers to prepare a distinctive curriculum within the school. As a result, teachers will no longer feel confused when implementing the stages and determining which topics to develop while referring to the school's distinctive character values. Mapping teachers' understanding of the school's distinctive curriculum is one of the steps that can be taken after this study. The researchers suggest that further research should examine teachers' understanding and actual actions in mapping materials that refer to the school's distinctive curriculum, which is *Centered Education*.

AUTHOR'S NOTE

The author declares that there are no conflicts of interest related to the publication of this article. This research has also obtained publication approval from the relevant authorities involved in the research. The author confirms that the data and content of this article are original and free from plagiarism.

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