Student Profile-Based Curriculum Design for Fostering Character Education in Secondary Schools

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Abstract
This study analyzes the implementation of a Pancasila Student Profile-based curriculum design at SMP Islam Al Azhar BSD using a qualitative approach. Data were collected through observations, interviews, and document analysis. The findings reveal that the school's curriculum is designed by considering scope, sequence, continuity, integration, articulation, and balance. It is developed with a focus on balancing academic aspects, spiritual values, and students' social development. Character strengthening is carried out through the integration of intracurricural, co-curricular, and extracurricular activities. The curriculum encompasses programs, planning, subject content, and learning experiences that align with the school's vision, mission, and goals. The strategic implications of this research support curriculum development at SMP Islam Al Azhar BSD and can serve as a reference for other educational institutions in integrating Pancasila values into learning.

Keywords: Curriculum Design; Pancasila Student Profile; Secondary School; Student Character

Abstrak
Penelitian ini menganalisis penerapan desain kurikulum berbasis Profil Pelajar Pancasila di SMP Islam Al Azhar BSD menggunakan pendekatan kualitatif. Data diperoleh melalui observasi, wawancara, dan studi dokumentasi. Kurikulum berkaitan dengan suatu program, perencanaan, isi atau materi pelajaran, dan pengalaman belajar yang selaras dengan visi, misi, dan tujuan. Hasil penelitian menunjukkan bahwa kurikulum sekolah dirancang dengan mempertimbangkan ruang lingkup, urutan, kontinuitas, integrasi, artikulasi, dan keseimbangan. Kurikulum dirancang dengan prinsip keseimbangan antara aspek akademik, nilai-nilai spiritual, dan pengembangan sosial peserta didik. Penguatan karakter dilakukan melalui integrasi kegiatan intrakurikuler dan kokurikuler, dan ekstrakurikuler. Implikasi strategis penelitian ini mendukung pengembangan desain kurikulum di SMP Islam Al Azhar BSD dan dapat dijadikan acuan bagi institusi pendidikan lain dalam mengintegrasikan nilai Pancasila ke dalam pembelajaran.

Kata Kunci: Desain Kurikulum; Karakter Peserta Didik; Profil Pelajar Pancasila; Sekolah Menengah

Introduction

To build a more advanced and high-quality nation, Indonesia needs to revitalize and strengthen the character of its future generations. According to Abdul Mu'ti, the implementation of education should be designed and pursued in such a way that religion serves as the foundation for building the national character (Mu'ti, 2020). The National Education System was created by the state as a sociopolitical strategy that helps religious teachings and values be passed on, kept, and changed in both private and public society

(Sugiyono, Samijo, Sutopo and Nuryanto, 2014). Implementing the National Education Goals as outlined in the Pancasila Student Profile is one way to guarantee that future generations exhibit unique character values (Wahyudin et al., 2024). Because learners are a part of society, their development is closely linked to social dynamics, especially in terms of ethics and interpersonal interactions. This shows that the social and character development of learners is always linked to the educational process and is greatly affected by the quality of learning in schools, families, and communities (Wahyudin et al., 2024).

But for many schools, especially junior high schools, the disconnect between the ideals of education and the actual situation has grown to be a significant problem. Teaching methods that have not adequately ingrained these principles and frequently concentrate only on academic success make this clear. Schools have not been successful in creating and overseeing educational programs that uphold students' moral principles, particularly with regard to their religion and loyalty to the Almighty God (Santika and Dafit, 2023). This finding is further supported by the tendency of teachers to prioritize knowledge transfer over value transfer, leading students to emphasize cognitive aspects while neglecting character development.

Additionally, challenges arise from the students themselves, as many still display childish behavior due to character traits and habits formed during elementary school (Chonitsa et al., 2023). Inequalities in educational policy are also apparent in how the Pancasila Student Profile is implemented. Many schools have attempted to embrace this Profile but teaching methods and curriculum design have not yet incorporated the character qualities. According to research by Yoan Intania (2023), the P5 Project's difficulties are caused by teachers controlling class activities and students' reluctance to express their creativity and potential. This leads to a less-than-ideal implementation of the new curriculum, which is based on the Pancasila Student Profile.

Challenges throughout all stages of P5 were also raised by Pratama and Febriani, (2024) who indicate that during the planning phase, teachers still lack a sufficient understanding of how to develop the P5 teaching modules. Implementation and evaluation are further hindered by time constraints, limited resources and school infrastructure, and insufficient student enthusiasm. Meanwhile, another study points out that a lack of collaboration with external partners to meet student needs, along with miscommunication among teachers during the implementation of the Pancasila Student Profile Project, remains a major challenge (Octavia, Rube and Firmansyah, 2024).

Essentially, the Pancasila Student Profile aims to shape holistic individuals who possess distinctive competencies and character traits (Wahyudin et al., 2024). The implementation of the Pancasila Student Profile in schools can be instilled in every student through the development of school culture, intracurricular learning, co-curricular programs via the Pancasila Student Profile Strengthening Project, and extracurricular activities (Sahrina, 2024). The lack of preparedness among educational stakeholders to understand the distinctive learning characteristics of the Merdeka Curriculum ultimately becomes an issue, leading to low awareness and comprehension among students regarding the importance of ethics, morals, and social responsibility.

Consequently, character values have not yet been systematically integrated into curriculum design and teaching practices. There is an urgent need for a curriculum design that is appropriate to the changing requirements and circumstances of today. This initiative aims to address various new challenges emerging in the 21st century as well as provide solutions to longstanding problems that remain unresolved amid advances in science and technology (Wahyudin et al., 2024). In this context, the curriculum design of an educational institution, known as the Operational Curriculum of the Educational Unit (KOSP) must be meticulously prepared Hadiansah (2022) as a well-designed curriculum

ensures that students' learning experiences are both effective and efficient (Nafisatus Zuhro, Sutomo and Mashudi, 2022). The curriculum design derived from the institution's educational vision, mission, and goals, must be effectively communicated to all members of the educational unit. Coordination among all educational stakeholders is a fundamental prerequisite for the successful implementation of all educational programs. Once this coordination is achieved, educators, especially those who understand learning theories and implement teaching modules appropriately according to students' needs, will be able to design comprehensive instructional materials.

Consequently, the learning experiences provided by both educators and schools will foster deep understanding and help students reach their full potential (Ahyar et al., 2023). Schools and educators require strategies and approaches to foster students' mindsets. One way to achieve this is by understanding everyone's uniqueness and providing them with space to contribute according to their interests, competencies, and cultural backgrounds (Idi, 2021). A key principle in designing a curriculum based on cultural evolution is cultivating students' mindsets to appreciate religious and cultural diversity (Ulum, 2016).

This step is an effort to implement collaborative learning that emphasizes a process that is contextual, student-centered, and integrated with the community. When students are given the opportunity to contribute, their mindsets will develop (growth mindset). They will be more motivated to engage in learning, driven to think critically, and encouraged to seek innovative solutions to learning challenges (Tiraswati, 2024). Based on previous relevant studies, it has been found that the educational experiences embodied in school curriculum designs have not yet achieved their intended goals. Furthermore, it has also been revealed that these curriculum designs have not contributed maximally to creating a culture that supports the strengthening of students' character.

Therefore, a new approach to curriculum design is needed one that encompasses the entire learning experience by focusing not only on its content but also on the development of students' character. In addition, preliminary research revealed a school that integrates the national curriculum with a religious curriculum. This school is founded on the principle that every teacher is a religious educator and remains adaptive to contemporary developments in formulating curriculum designs, serving as the foundation for educational delivery.

This aligns with the vision of the Merdeka Curriculum, which grants schools the authority to select and design their own curricula, as these educational institutions are presumed to have the best understanding of the relevant curriculum designs that can enhance the quality of learning (Oudri and Romanti, 2022). This school is SMP Islam Al Azhar BSD, which has adopted innovative measures to address the shift in learning paradigms that form the foundation of the Merdeka Curriculum implementation and is recognized for its New Paradigm Learning approach (Hadiansah, 2022). The following are some of the difficulties this study detected based on the background information provided above.

The failure of educational establishments, particularly Islamic schools, to promote religious values as social and spiritual capital for constructing national identity and enhancing the national character profile in accordance with current advancements, with the goal of attaining a more sophisticated and superior Indonesian education, as curriculum implementers, educators continue to encounter considerable difficulties in comprehending the shifts in the school learning paradigm, in part because schools and educators are ill-equipped to convert goals into curriculum and learning designs; consequently, a new approach to curriculum and learning design is needed one that offers a comprehensive learning experience for students that not only focuses on content but

also positively influences their skills and character in order to develop holistic students, this study was carried out to examine the curriculum designs based on the Pancasila Student Profile that are developed and implemented at SMP Islam Al Azhar BSD. The researcher hopes that the findings of this study will contribute to the development of curriculum design in Indonesia.

Method

The approach used in this study is qualitative. In this study, the researcher plays the role of the key instrument, where the researcher strives to collect data, describe, and analyze. The researcher relies on the situation and behavior of the research subjects that occur in the field during the research process, and the data and information are then analyzed as material for drawing conclusions, while maintaining a theoretical perspective that is phenomenological. The researcher uses primary and secondary data in this study. The primary data used by the researcher consists of interviews with academic community members, including the Principal, Vice Principal for Religious Affairs, Vice Principal for Student Affairs, Vice Principal for Curriculum Affairs, Religious Education Teachers, Staff, Students, and direct observations by the researcher in the field. Meanwhile, the secondary data used by the researcher are data obtained directly from the school, including documents and school literature. This study uses the Grand Theory of Curriculum by Tyler and Taba, along with various relevant literatures such as theses, dissertations, journals, books from the Main Library of UIN Syarif Hidayatullah Jakarta and the Faculty of Tarbiyah and Education Library, as well as published articles relevant to the research. The data source for this research is SMP Islam Al Azhar BSD, located at Puspita Loka Sector III.2 BSD, Lengkong Gudang, Serpong District, South Tangerang City, Banten 15321.

Results and Disscusion

1. Curriculum Design Based On The Pancasila Student Profile at SMP Islam Al Azhar BSD

The literature review results indicate that the curriculum implemented at SMP Islam Al Azhar BSD is the Merdeka Curriculum (SMP Islam Al Azhar BSD, 2024). This curriculum is an Indonesian educational concept that emphasizes decentralization by dividing responsibilities between the central government and educational institutions. The government is responsible for establishing the National Education Standards (SNP), which encompass eight key elements, graduate competency standards, content standards, process standards, education assessment standards, standards for educational personnel, facilities and infrastructure standards, management standards, and financing standards.

Meanwhile, internal management, which is the focus of this study falls under the authority of each school. In other words, the government promotes the successful implementation of education by providing high-quality services. This aligns with the design principles of the Merdeka Curriculum, which states that the Merdeka Curriculum is flexible in formulating the school's vision, mission, and objectives, as well as its curriculum and learning policies, as detailed in the Academic Review of the Merdeka Curriculum (Wahyudin et al., 2024).

Building on this principle of flexibility, SMP Islam Al Azhar BSD adopted it to represent the School Unit Curriculum (KSP) and enrich it with a distinctive school curriculum based on the Pancasila Student Profile. This design was subsequently formulated and embodied in the School Operational Curriculum, also known as the Educational Unit Operational Curriculum (KOSP). This was confirmed during an interview with Suci Lestari, The Vice Principal for Curriculum, in which the school

explained that they determine the design context by integrating various curriculum elements to ensure that learning meets the cognitive, affective, and psychomotor development of students. She stated that:

> By following the government's procedures, we then develop additional aspects that align with our own school vision. For instance, in the affective domain, children do not simply come to school to study we also foster an attitude of respect toward teachers. Furthermore, through the morning pledge, the routine practice of dhuha prayer, and other character-building or psychomotor development activities, we cultivate these aspects according to our own model, without neglecting the regulations or guidelines issued by the government. Additionally, for example, if the government has already set learning objectives for Civics (PKn) and teachers implement them in class, we further develop the values associated with these civics learning objectives through the P5 project, incorporating civics ideas that collaborate with other learning objectives within the project. Of course, we do not diminish what has been introduced by the government; rather we augment it with our own projects (Interview, 18 January 2025).

The results of this study show an attempt to match government regulations with school requirements and goals, especially when it comes to curriculum development and instructional efficiency. The goal of these design choices is to improve the quality of education at SMP Islam Al Azhar BSD by including psychomotor and affective values to support the curriculum's cognitive components. As demonstrated by the daily recitation of an oath, the regular practice of dhuha prayer, which demonstrates a dedication to faith and devotion to Almighty God, and respect for teachers, the school clearly aims to inculcate qualities that will help pupils develop their character.

The learning design was carried out in several stages, namely Need analysis stage, planning stage, during which the learning design was planned using the results of the needs analysis and six indicators corresponding to the dimensions of the Pancasila Student Profile, and development stage in which the learning design was developed by analyzing the basic competencies and learning indicators (Rahmatullah, Alfiani, Inanna, Nurjannah and Hasan, 2022).

a. Educational Objectives of SMP Islam Al Azhar BSD

1) School Vision, Mission, and Objectives

To achieve the objectives of educational administration, SMP Islam Al Azhar BSD develops policies and a set of plans, including its vision and mission, teaching strategies, and assessments, guided by the Pancasila Student Profile. The researcher arrived at these conclusions by examining school records pertaining to the Curriculum for Educational Units. According to Dede Riki, The Head of School, he affirmed the research finding by stating that:

> The vision of SMP Islam Al Azhar BSD consists of three components. We aspire to establish SMP Islam Al Azhar BSD as an excellent school that produces a generation with noble character, discipline, achievement, environmental awareness, and global competitiveness. In other words, we expect the children educated here to develop strong characters in accordance with that vision. To achieve this, we provide orientation and understanding to our teachers regarding the school's vision and mission, which guide the planning of learning sequences, the formulation of joint work programs, and the development of strategies for implementing each program. For instance, regarding excellence, the curriculum plays a central role. In order to produce outstanding students, the school curriculum must be well designed so that students excel in various areas.

Furthermore, to cultivate noble character, discipline, and overall character, the focus must be placed on religious and student affairs. Global competitiveness implies that students must possess broad understanding and a global perspective. That is why we target at least five international champions every year. For example, just recently there was a competition in Singapore, the International Research Competition (POSI) in Surabaya involving 12 countries, the Bali International Choir involving 10 countries, and in Spain, a competition as part of a cultural exchange event in Turkey. This means we encourage our students to participate in international competitions so they can compete on a global scale. Once these initiatives are in place and results are achieved, the next step is to conduct evaluations to determine which aspects have been successful and which still need improvement. In achieving our vision, it is also necessary to have supporting missions. We are committed to continuously upgrading these efforts, so they remain relevant over time (Interview, 11 January 2025).

According to the results above, the school's goal is incorporated into every aspect of its operations. The school's dedication to holistic student development is demonstrated by the generation it produces one that is exceptional, has high moral standards, and is competitive worldwide. Strong character and moral values are emphasized in this vision rather than just academic success. The school's vision is implemented globally through specific goals, like establishing a minimum of five international champions a year. The school's involvement in international competitions, such those held in Singapore, Surabaya with twelve countries, Bali, and Turkey, shows that it gives its students a worldwide perspective and understanding in addition to local awareness.

Students are driven to think critically and creatively on a global level because of this atmosphere. As part of its instructional design, SMP Islam Al Azhar BSD gives priority to the competencies, character, and values it hopes to inculcate in pupils. The dimensions and components of the Pancasila Student Profile were implemented in educational practices, leading to the creation of the profile. The Pancasila Student Profile promotes students' moral values and embraces progressivism as a way of life. It also encourages flexibility, curiosity, and tolerance or open-mindedness (Ningsih, Fajriyani, Wahyuny and Malahati, 2023). Furthermore, guided by progressivism, the Pancasila Student Profile underscores the importance of valuing individual differences as an educational principle, emphasizing open discussions that are tailored to students' needs and are student-centered. The interview findings also reveal a clear division of roles among the areas managed by the vice principals (Vice Principal for Curriculum, Religious Affairs, and Student Affairs) in helping to realize the established vision. A well-designed curriculum is expected to support effective learning processes, enabling students not only to excel academically but also to fully develop their potential.

Moreover, the Religious Affairs and Student Affairs departments focus on shaping students' character by instilling discipline, noble morals, and overall strong character. Furthermore, the effort to unify educational objectives throughout every learning process is evident in the school's initiatives to socialize and provide teachers with an understanding of SMP Islam Al Azhar BSD's vision and mission when planning lesson sequences, developing joint work programs, and devising strategies for implementing each program all aimed at strengthening students' character. The unification of perspectives in planning and executing the school curriculum is further reinforced by the Vice Principal for Curriculum, who confirmed in his interview:

We approach our teachers, as they are the main agents of the curriculum. We hold meetings at the outset, or regarding the P5 project, where the government provides seven themes, and we select the one most relevant to our school. Since we are a

private institution, all our activities must be budgeted accordingly. In the end, we collaborate with activities that are already routinely conducted at the school, matching themes accordingly, and so on (Interview, 18 January 2025).

Achieving the vision certainly requires a supporting mission, and the school ensures that it is continuously upgraded to remain relevant over time. This indicates that SMP Islam Al Azhar BSD is responsive and committed to staying in tune with changing times, including adapting to updated government education policies and involving all educational stakeholders in its implementation. The Head of School's response also addresses two theoretical perspectives. First, Taba's theory emphasizes that the curriculum is designed to support students' learning processes and help them effectively achieve their learning objectives (Taba, 1962).

Second, Kelly's theory Kelly (2004) focuses on designing the content of knowledge that students are expected to learn, while considering the relationship between the content and other dimensions such as values, skills, and experiences, thereby creating a more holistic approach to education. From these two theories, it is evident that SMP Islam Al Azhar BSD emphasizes the importance of a curriculum design centered on students' needs and the integration of various learning aspects to support holistic education. Regarding the formulation of school policies, Suci Lestari, the Vice Principal for Curriculum confirmed a similar point in the following excerpt:

> We are given flexibility and authority within the Merdeka Curriculum to design it, while still adhering to the limitations and guidelines that align with our school's objectives. First, we determine which materials are essential and which are non-essential. Then, we adjust the curriculum targets to suit what we aim to achieve at the junior high level, as each school has different targets. In junior high, the focus is on character development. That is what we are building for our junior high students, ensuring that while academics progress, we also prioritize character development to maintain a balance, and that is what we cultivate in junior high (Interview, 18 January 2025).

The research findings from the Vice Principal for Curriculum indicate that the Merdeka Curriculum grants schools the flexibility to design curricula that meet their individual needs based on local conditions, student requirements, and available resources. However, this freedom must still adhere to the guidelines established by the government, namely, the National Education Standards (SNP). This reflects the principle of decentralization, whereby schools are given opportunities to innovate while still achieving the National Education Goals. It also supports Hewitt (2006) theory that design or planning serves as a bridge between policy and the desired outcomes. Policies provide the foundation for authority and direction, while planning outlines the strategic and operational steps necessary to achieve those policy objectives.

The success of curriculum design largely depends on the educational implementers' understanding of the goals, the necessary elements, and their ability to integrate various components in a structured and systematic manner. The main goal to be achieved through the curriculum implemented at SMP Islam Al Azhar BSD was explored through an interview with Mr. Dede Riki. From his explanation, the school is strongly committed to preparing the character of its junior high school students, who are transitioning from elementary school. This is further reinforced by a document study conducted on the School Operational Curriculum (KOSP) of SMP Islam Al Azhar BSD, which explains that in the curriculum, competencies are formulated as learning outcomes that students must master through continuous, comprehensive, and sustained learning experiences. The researcher then confirmed this in an interview with the Head of School, Dede Riki, who stated:

The primary objective we aim to achieve is for students to develop into individuals with independent character and effective communication skills. Since junior high is a transition from elementary school where everything is fully facilitated upon entering junior high, students are no longer provided with a liaison book. Instead, they themselves serve as the link between teachers, class supervisors, and parents regarding schedules or assignments. If parents in junior high still need to ask the class supervisor about their child's assignments, it indicates a communication gap between the child and the parents, which the class supervisor must help evaluate. Our expectation for junior high education is for students to develop independence, effectively communicate both by conveying information from teachers or the school to parents and by expressing their own ideas and assume responsibility. Therefore, programs such as Pergelaran and Universal are designed to achieve these goals. When planning performances in Pagelaran, the school ensures that all performances are collaborative rather than solo a performance may consist of at least three, five, or seven students, or it may be a large-scale, collective performance. The primary aim is to cultivate responsibility, independence, and discipline. For instance, when the curtain closes and it is time for a grand musical performance, the students automatically arrange themselves. They already know their positions without needing verbal instructions, and they are responsible without the teacher having to arrange them. Additionally, within a relatively short duration of five minutes, they are already in their designated positions, and when the curtain opens, the performance unfolds on the main stage. When the children participate in dramas and other productions, they are practicing responsibility in their respective tasks and roles. This is exactly what is expected from the curriculum designed at the junior high level to develop children's character. This foundation prepares them for advancing to the next level of education, ensuring that they become self-reliant, accountable for their duties, and disciplined individuals over time (Interview, 11 January 2025).

Based on field research, the researcher identified that the primary objective of the school is to focus on students character. Independence and communication are considered the most fundamental elements, especially since the junior high phase is a transition from elementary school. While elementary students are still provided with a liaison book, in junior high, the students themselves become the link between teachers, class supervisors, and parents. This is supported by field findings that state, if parents in junior high still ask the class supervisor about their child's assignments, it indicates a breakdown in communication between the child and the parents, which the class supervisor must help evaluate.

This underscores the important role of the class supervisor not only as an educator but also as a mentor in developing students' character. Furthermore, the support and involvement of various stakeholders play a crucial role in shaping students' responsibility and communication skills, which are essential for developing other aspects of character. To foster a holistic character in accordance with the philosophy of the Merdeka Curriculum and adopting Ki Hadjar Dewantara's view that freedom is both the goal of education and the principle underlying the strategy to achieve that goal, with freedom as a learning objective attained through the development of good character, SMP Islam Al Azhar BSD implements an educational strategy through systematically designed school programs aimed at cultivating various dimensions of character.

In an interview with the head of school, it was revealed that, for example, in the Pergelaran program, each performance serves as a platform for students to collaborate, work together, and share responsibilities in understanding their roles within a team. When

students arrange their positions independently without teacher guidance, it is a tangible demonstration of responsibility and discipline. They prepare themselves behind the curtain in a short time, showing efficiency and self-organization. This is a clear manifestation of both independence and cooperation. The success of the school's educational strategy also depends on the involvement of class supervisors, parental support, and the students' ability to adapt to greater responsibilities.

The strategy adopted by the school aligns with the moral development theories of Jean Piaget and Lawrence Kohlberg, which assume that students' development as members of society is inseparable from their social development, especially regarding their relationships with others (ethics). Additionally, SMP Islam Al Azhar BSD prepares its students to face the next level of education, be responsible for their duties, and become a disciplined generation equipping them to meet future challenges and participate actively in society. This approach is consistent with the literature review on the design principles of the Merdeka Curriculum as outlined by Deni Hadiansah (Hadiansah, 2022). One aspect of this design, based on the principle of cooperation, is demonstrated by SMP Islam Al Azhar BSD's focus on involving practitioners or educators in the curriculum design process.

b. Formation of the School Curriculum Team

The key to ensuring teacher commitment to any innovation is their involvement. In addition to serving as members of the curriculum advisory committee, teachers must have the opportunity to participate in the curriculum learning community, where they can develop their identity as curriculum innovators. In this context, teachers are actively involved in designing the school curriculum (Ornstein and Hunkins, 2018). This was confirmed by the Head of School, Dede Riki, in the following interview:

> At the beginning of the year, even before the academic year ended, I had already established a curriculum development team. The team consists of a chairperson, a secretary, a treasurer, and members. There are three focus areas for the team, religious affairs, student affairs, and the curriculum itself. They formulate programs that include short-term, medium-term, and annual work plans, as well as budget drafts. The programs are adapted from the curriculum provided by the Ministry of National Education. For instance, with Deep Learning as we have now, once the official decree is issued and it is launched, I will likely form the Curriculum Team again for the next academic year in March (Interview, 11 January 2025).

These research findings illustrate the planning process, organizational structure, and implementation of curriculum development at school. From the interview, the Head of School stated that the Curriculum Development Team was formed even before the academic year ended, demonstrating a proactive approach to planning. The school also assigns clear roles within the team, reflecting effective management. Another finding from the interview is the division of the development team into three focus areas religious affairs, Student affairs, and Curriculum, which shows that the school integrates all three aspects into its curriculum.

Furthermore, the school continues to adhere to the standards and guidelines set by the government, thereby maintaining the quality of national education. In addition, the school introduces innovations through the development of work programs in religious and student affairs, making the curriculum design more holistic and aligned with the school's vision, character, and needs. Notably, the findings also reveal that the school has an ongoing planning initiative called Deep Learning, a policy that had not yet been socialized at the time of the research. This indicates that curriculum design is a dynamic process that requires periodic evaluation. SMP Islam Al Azhar BSD maintains its

educational quality standards, in part, by facilitating the continuous professional development of its teachers. This assumes that professional teachers ultimately have a positive impact on the school's learning process. This finding was confirmed during an interview with the Head of School regarding the criteria for selecting the Curriculum Development Team and the P5 Coordinator. The Head of School stated that:

> The criteria I use in forming the Curriculum Team are primarily based on experience. Those who have taught for more than five years certainly understand the curriculum, and those who have completed the Teacher Professional Development Program (PPG) are included as the core team. For those who do not yet meet these criteria, we also nurture and include them as supporting team members or as members of the three existing commissions. This way, our talent development process continues, and they are encouraged to learn (Interview, 11 January 2025).

The interview results illustrate that the Head of School employs a structured selection strategy in determining the criteria for the Curriculum Development Team. It appears that the school prioritizes experience and formal training as the main criteria while still providing opportunities for teachers who do not yet meet these criteria to participate as team members. This reflects the school's effort to develop the potential of all teachers through a continuous learning system. The school ensures continuity and improvement in curriculum development by not only maintaining the continuity of the curriculum content itself but also preserving the experience of those who design the curriculum. This approach not only maintains educational quality standards but also facilitates the ongoing professional growth of teachers, which ultimately has a positive impact on the learning process at the school. This is consistent with findings from an interview with the Vice Principal for Curriculum, Suci Lestari, who emphasized:

> To decide on the Curriculum Development Team, we first assess the potential of each teacher through one-on-one evaluations. We observe that Teacher A is capable in this area, Teacher B in another, and so on, because the Development Team must cover all subject areas from science, social studies, and so forth. Ultimately, based on these observations, we determine which teachers will join the Development Team. In other words, without excluding other teachers, we assess the needs and conclude that these individuals are the ones who can help formulate something important for the school thus, we select those who have the capability in their respective fields (Interview, 18 January 2025).

Based on the above interviews, the researcher identified a common thread the school continues to offer opportunities for other teachers to grow. This indicates that the school's strategy not only aims to enhance the quality of its curriculum but also supports the improvement of teacher professionalism and collaboration within the school environment.

2. Considerations of the Learning Experience

Tyler defines the learning experience as interaction between the learner and the external conditions in the environment to which he can react. This can be interpreted to mean that a learning experience always emphasizes the interaction between the learner and his environment (Tyler and Hlebowitsh, 2013). The implementation of the Pancasila Student Profile has been effective through a comprehensive and integrated approach. The values of the Pancasila Student Profile can be internalized by students through the development of school culture, the delivery of intracurricular instruction, the organization of co-curricular learning via the Pancasila Student Profile Strengthening Project, and extracurricular activities (Sahrina, 2024).

a. Scope

Ralph Tyler defines scope as the entirety of content, topics, learning experiences, and organizing elements that form the basis of educational design (Tyler and Hlebowitsh, 2013). Based on interviews conducted with the Vice Principal for Curriculum, the findings reveal that the school expands the scope of its curriculum by incorporating affective, psychomotor, and character values into the curriculum design:

> We follow the government's procedures, but we develop additional aspects that are relevant to our school vision. For example, on the affective side, children don't just come to school to study, we also cultivate in them a sense of respect for teachers. Then, through the daily recitation of an oath, the routine practice of dhuha prayer, and other character-building or psychomotor activities, we develop these aspects according to our own pattern without disregarding the regulations or guidelines issued by the government. For instance, although the government has already set learning objectives for Civics (PKn) and teachers implement these in class, we further develop the relevant values through the P5 project, in collaboration with learning objectives from other subjects within the project. Of course, we do not reduce what the government has socialized rather, we enhance it with our own project (Interview, 18 January 2025).

The interview makes it clear that the school is dedicated to following the rules and regulations established by the government. In the interview, the vice principal underlined that SMP Islam Al Azhar BSD's curriculum design upholds national standards while including innovations that complement the school's mission. Tyler's four inquiries about goals, content, techniques or procedures, and evaluation are all addressed here. Tyler asks what goals the school hopes to accomplish (the Vision) before outlining the four curriculum components. Regarding this, SMP Islam Al Azhar BSD incorporates pertinent elements such religious activities including Dhuha prayer, character development via the cultivation of respect, and other constructive behaviors that complement the school's mission. Additionally, in terms of how the material and methods are organized, the school broadens the values taught in classes like Civics (PKn) or through integration with the P5 project, making the learning process more collaborative and contextual while maintaining the essential elements of governmental policies. These results show that the school took a creative method while still adhering to the relevant laws. Stated differently, the basis for educational design at SMP Islam Al Azhar BSD is Ralph Tyler's definition of scope Tyler and Hlebowitsh (2013) which defines scope as the entirety of material, learning experiences, and educational resources. This is further enhanced by projects aimed at strengthening character and skills such as innovation and critical thinking, as assumed by Hilda Taba, who divides the scope of a subject area or interdisciplinary field into two aspects key ideas and main concepts to be discussed (Taba, 1962).

Taba adds that the scope of a curriculum encompasses various aspects that need to be developed, such as ways of thinking, logical skills, the application of knowledge, attitudes, and sensitivities, all of which are related to the behavioral objectives for students. This concept aims to create a curriculum that not only provides an in-depth understanding of the material but also shapes the students' mindset to become lifelong learners, both inside and outside of school (Taba, 1962). Additionally, Noddings' view Noddings (2018) is also relevant to the findings, as it posits that curriculum and instruction must foster skills, particularly 21st-century skills, that help students work collaboratively, solve problems, and adapt flexibly to change. This is reflected by the school through the incorporation of diverse learning experiences and by focusing on the collaboration of all activities, both intramural and co-curricular (P5), as a platform for students to work together solve problems staying within their respective frameworks.

b. Sequence

Tyler emphasizes that learning materials and activities should be arranged in such a way that students move from simpler concepts to more complex ones (Tyler and Hlebowitsh, 2013). Meanwhile, Hilda Taba asserts that this design consideration is not merely about presenting information in a sequence based on specific subjects, but about developing a concept-based and cognitive process-oriented approach designed to cultivate students' ways of thinking (Taba, 1962). The research findings regarding sequence are illustrated in the following interview with the Vice Principal for Curriculum:

In junior high, our target isn't as intense as in senior high when it comes to graduation and university admission. We still need to accommodate children who wish to develop further in a more challenging and competitive environment. What I guard against is any talk like, Oh, this is a junior high product it can't be like that. That is what we consider. In other words, when our students study anywhere in the future, they will have mastered the material and bring honor to our junior high. So, what do we do? We ensure to provide the best possible learning. My primary target in junior high is for the children to master exact sciences. The first subject is Mathematics, as it is the foundation for other exact subjects. If their Mathematics skills are weak, other subjects will also suffer. That's why I initiated a Mathematics coaching program. Once Mathematics has improved, we start coaching in Physics. This is done outside regular hours. After normal classes end at 2:20 p.m., coaching takes place from 2:30 to 4:00 p.m.-about an hour and a half, plus the time for the Asr prayer. Additionally, for a reinforcement program for grade 9, we conduct extra lessons every Saturday. We provide additional learning to ensure that the children are well-prepared for the next level (Interview, 18 January 2025).

Based on the above interview, the researcher found that the learning sequence is arranged by strengthening foundational subjects, such as Mathematics, which serves as the basis for mastering other exact subjects. This aligns with the principle that instruction should be structured gradually, where an understanding of basic material is a prerequisite for mastering more advanced topics. From the Vice Principal's response, this study concludes that learning at SMP Islam Al Azhar BSD begins with the basics, such as Mathematics, then gradually develops through Physics coaching and is periodically reinforced by a Saturday program for grade 9. Thus, it is evident that SMP Islam Al Azhar BSD focuses on ensuring that students master the material well and are ready to face subsequent educational challenges.

Moreover, the sequencing of materials to develop students' thinking is evident during the design process for the P5 Project. To confirm this, the researcher conducted an interview with the P5 Coordinator, Lenny Prastiwi, who explained, the first step I take is to form a facilitator team. Then, the facilitator team discusses and determines the themes to be implemented at each level, with each level carrying out three P5 themes. Lastly, we schedule the implementation of each theme in accordance with the school's academic calendar (Interview, 11 January 2025). The findings above show that determining themes per level reflects an adaptation of the material according to the characteristics and needs of each level, thereby ensuring the relevance and depth of learning, especially within the project themes implemented at SMP Islam Al Azhar BSD.

c. Continuity

One form of continuity reflected in the planning of the Pancasila Student Profile Project is that project activities are aligned with the theme or material being studied, so that by engaging in these project activities, students understanding becomes stronger, they can connect with other fields of knowledge (metacognitive), and they can reinforce the

Pancasila Student Profile as well as bring them closer to real-life contexts (School KOSP Document, 2025). This finding was obtained through a document study. Continuity is also evident in the steps taken by the coordinator along with the P5 Development Team in formulating specific and measurable learning objectives. In an interview with the P5 Coordinator, Lenny Prastiwi, she confirmed that the steps to design learning objectives to ensure a continuous learning experience are as follows:

> First, analyze the learning outcomes that match the P5 theme to be implemented. Second, formulate learning objectives based on the analysis of the learning outcomes using observable and measurable operational verbs (KKO). Third, analyze the dimensions of the Pancasila Student Profile that correspond to the learning objectives. Fourth, determine the main material or core content of the lesson (Interview, 11 January 2025).

Based on the findings from the interview with the P5 Coordinator, there are four strategic steps that illustrate the dimension of continuity in the curriculum, particularly in co-curricular projects like P5. The explanation by the SMP Islam Al Azhar BSD P5 Coordinator shows a continuity between Learning Outcomes, Objectives, Character Dimensions, and Core Content. The initial step, analyzing Learning Outcomes, emphasizes the importance of aligning the outcomes with the implemented P5 theme. This indicates that the P5 Coordinator believes that before further designing the P5 Project, an in-depth review of the predetermined outcomes is necessary. This process ensures that the P5 Project is not solely focused on knowledge aspects but also encompasses the values and competencies inherent in the theme. As a result, the entire project series and overall learning activities are integrated with Pancasila values and students' character.

After analyzing the Learning Outcomes, the next step is to formulate specific Learning Objectives. The use of observable and measurable Operational Verbs (KKO) demonstrates an orientation toward competency-based learning principles. Objectives formulated in this manner not only provide clear guidance for teachers and students but also facilitate the evaluation process. These measurable objectives allow for an objective assessment of the effectiveness of the instruction and provide concrete feedback for further development. This was evident to the researcher after analyzing the P5 module document on the theme of Entrepreneurship at SMP Islam Al Azhar BSD. The KKO appears in the sub-elements of being faithful and devoted to Almighty God, which is stated as Prioritizing equality with others and valuing differences. In the creative dimension, the KKO is found in the element related to producing original works and actions. Meanwhile, the KKO in the critical thinking dimension is evident in the element: Analyzing and evaluating reasoning and its procedures.

d. Integration

At SMP Islam Al Azhar BSD, integration is directed toward substantial projects and activities that emphasize the practical application of knowledge. This approach is intended to enable students to connect their curriculum experiences with their own framework of understanding, while also involving them in the critical thinking process to solve problems, as described by James A. Beane (Beane, 1997). Based on this assumption, the researcher found information from the school literature review indicating that, in the operational curriculum at SMP Islam Al-Azhar BSD, project-based learning is designed to strengthen the Pancasila Student Profile. This learning approach is integrated into the co-curricular program, designed according to a predetermined overarching theme, by incorporating several subjects as a form of project implementation of the Pancasila Student Profile at the educational unit (School KOSP Document, 2025).

From the observation of the school, it is evident that the learning model implemented at SMP Islam Al Azhar BSD is theme-based or an integrated curriculum in subjects such as Civics (PPKn), Indonesian, Natural-Social Sciences, and English. Meanwhile, subjects like Religious Education and Character Building, Arts, Mathematics, and Physical Education are taught in a partial format. Additionally, findings from other research relevant to interdisciplinary learning in collaborative projects across several subjects confirm that cross-disciplinary collaborative learning occurs when students participate in competitions with research themes, such as Analysis of the Impact of Modernization on Local Wisdom in the Baduy Luar Community, Lebak Regency, Banten Province.

In that competition, 7,800 proposals were submitted from all over Indonesia, with only 200 projects advancing to the final stage, and SMP Islam Al Azhar BSD achieved the top position in Social Sciences, Humanities, and Culture. From this competition, the school encouraged and facilitated students to develop research, innovation, and critical thinking skills to contribute to the advancement of knowledge and preservation. In that interview excerpt, the Vice Principal for Curriculum stated:

For example, in the recent OPSI competition-the Research Olympiad-they conducted research in Badui. I noticed that in the preparation, there was collaboration among the biology teacher, the history teacher, the economics teacher; they collaborated as one. They supported each other. For instance, from the economics side, calculations were done this way, and from Geography, the main focus of the research was determined in this manner, because it involved studying the culture from the perspective of its historical heritage. I observed it there (Interview, 18 January 2025).

Meanwhile, in an interview with Social Studies (IPS) teacher, Okto Dellon regarding whether teachers encourage students to produce tangible works or products as part of the learning process, he responded yes, those works include digital creations using websites as well as artistic productions such as dramas related to specific topics, particularly those connected to historical content (Interview, 24 December 2024). These findings reveal that the Social Studies subject integrates technology and art elements into its instruction. This reflects a flexible and innovative teaching approach, where students are given the space and opportunity to express their understanding through various media.

Meanwhile, artistic works such as drama as part of the History project demonstrate that instruction is designed to be contextual and experience-based, thereby enhancing conceptual understanding and students' communication skills. In other words, the use of digital media not only enriches the delivery of content but also accommodates a more modern and interactive learning style among students. The application of art through drama helps students understand historical material in a more contextual and emotional manner, as they reenact historical events through visual and performative representations.

Furthermore, the integration of digital and dramatic works, particularly in History, indicates an instructional approach that is both contextual and supportive of the curriculum model implemented at the school. By relating historical content to creative outputs, students are not merely memorizing historical facts but are also able to understand and interpret historical events from various perspectives. This supports the development of critical thinking and hones creativity, which are important objectives in a curriculum based on the Pancasila Student Profile. Integration is also evident in the participation and collaboration of extracurricular programs with the curriculum, specifically through the Pancasila Student Profile Project. In an interview with Ahmad Faishol, the Extracurricular Coordinator, it was revealed that:

Oh, yes, there is. In fact, it is more about participation and collaboration. You could even say it's a collaborative effort. In every activity that takes the form of a Pancasila Student Profile Project, we showcase the students. For example, in traditional dance performances or choir, the students participate to ensure the success of the event. After all, one of the keys to a successful Pancasila Student Profile Project is having a vibrant performance that enlivens the event." (Interview, 11 January 2025).

The findings from the interview with the Extracurricular Coordinator, Ahmad Faishol, indicate that integration in the curriculum design at SMP Islam Al Azhar BSD is not limited to intramural activities but also involves active contributions from extracurricular programs. This integration is especially evident in the collaboration between extracurricular activities and the Pancasila Student Profile Project (P5). These research findings reflect a cross-program integration approach implemented at SMP Islam Al Azhar BSD. The interview further reveals that extracurricular activities are not merely supplementary rather, they play a strategic role in ensuring the success of P5.

Extracurricular activities such as traditional dance and choir, as described by the coordinator, contribute to strengthening the creative and expressive dimensions of the project, thereby increasing its appeal and stimulating students' interest in learning. This demonstrates that the curriculum design at SMP Islam Al Azhar BSD not only emphasizes academic achievement but also the development of character and 21st-century skills through an experience-based approach. These findings support the assumption posited by James A. Beane regarding curriculum integration. According to Beane, integration in the curriculum aims to create a more meaningful learning experience by combining four key aspects: experience, social, knowledge, and curriculum design. These four aspects complement each other to ensure that the learning process is effective. Moreover, these aspects are not merely collections of information but are part of a dynamic process that helps students understand and the world around them. Therefore, the research findings demonstrate that a curriculum design that prioritizes an integrative approach reflects the school's commitment to implementing Pancasila values in every aspect of learning.

e. Articulation

As stated by Allan C. Ornstein and Francis P. Hunkins, articulation aims to align content and promote the integration of relevant subjects. This is evident in the Islamic Religious Education (PAI) subject, as observed in an interview with PAI teacher, Hikmatul Hidayat, he stated that:

Actually, the content of PAI is essentially a repetition, only with a different specifically that fixed and contingent destiny are categorized under qadar, and then the differences between qadha and qadar are clarified. Essentially, while in elementary school they understand qadha and qadar as one unified concept related to fixed and contingent destiny, in junior high they are given new information and insights that demonstrate that qadha and qadar are distinct further contextualized with real-life examples (Interview, 24 December 2024).

From the above excerpt, it is evident that the PAI material is a repetition of what was taught in the previous educational level (elementary school), differing only in depth. This represents a form of vertical articulation, which aims to ensure the continuity of content from one level to the next by considering continuity, depth, and expansion of the material, as stated by Ornstein. In elementary school, students introduce basic and simple concepts; in junior high, these concepts are further developed through more detailed and specific exploration, such as the categorization of *takdir mubram* and *takdir mu'allaq* under *qadar*. This approach is intended to enable students to build more complex insights in accordance with their age and cognitive abilities. The interview findings further reveal

that the teacher employs post-tests or diagnostic assessments to evaluate students' initial knowledge before presenting more advanced material. This indicates that the PAI teacher recognizes the importance of scaffolding or gradual learning.

By ensuring that students have a foundational understanding before introducing new material, the teacher can adjust the lesson accordingly making the learning process more relevant and easier to comprehend. This demonstrates that effective curriculum articulation requires the active role of the teacher in bridging prior knowledge with new content. Furthermore, the findings indicate that the teacher does not merely explain the material theoretically but also contextualizes it with real-life examples. This means that articulation functions not only to broaden knowledge but also to connect it with everyday experiences, helping students integrate concepts learned in previous levels with new insights, thereby making the knowledge more meaningful and applicable in their lives.

f. Balance

Educators must balance every aspect of the design to ensure that each element carries the appropriate weight in curriculum development. A balanced curriculum enables students to acquire and utilize knowledge effectively to achieve their personal, social, and intellectual goals. To maintain this balance, continuous adjustments and harmony between the philosophy and psychology of learning are required (Ornstein and Hunkins, 2018). This principle of balance is reflected in the seventh point of the school's KOSP document, which states that the curriculum should be, balanced between national interests and regional interests. In other words, the curriculum is developed by considering both national and regional needs to build a cohesive society, nation, and state. National and regional interests must complement and empower each other, in line with the motto Bhinneka Tunggal Ika within the framework of the Unitary State of the Republic of Indonesia (NKRI) (School KOSP Document, 2025). Based on field data, it is evident that SMP Islam Al Azhar BSD implements the principle of balance in its curriculum design, as expressed by the Vice Principal for Curriculum in the following interview:

> Yes, academically, the learning takes place in the classroom, and then outside the classroom there are routines such as prayer, greetings, and character reinforcement after communal prayers at the mosque, as well as social skills development. Regarding social skills, we also have universal activities for instance, they learn entrepreneurship as part of event preparations. Additionally, the idea came up for the children to organize charity activities, such as Ramadhan Care during the fasting month. I see that the children have a strong desire to share, and when parents and children are asked to participate, they are very supportive (Interview, 18 January 2025).

The interview indicates that the principle of balance in the curriculum design at SMP Islam Al Azhar BSD lies in several aspects, including the integration of academic and non-academic learning, the inculcation of Islamic values, and the development of social skills. For example, formal classroom instruction is complemented by routines such as prayer, greetings, and character reinforcement after communal prayers at the mosque. These activities aim to instill spiritual values, shape attitudes, and strengthen students' character. Meanwhile, universal activities such as entrepreneurship training and charity programs like Ramadhan Care provide opportunities for students to develop social skills, foster empathy, and nurture a willingness to share, with parental support complementing active student participation. This ensures that the education provided is not solely focused on academic achievement but also prepares students to contribute meaningfully to society. Additionally, the balance implemented at SMP Islam Al Azhar BSD is closely linked to the sequencing of its curriculum design. According to Suci Lestari, the Vice Principal for Curriculum, she stated that:

Actually, my primary target in junior high is for the children to master the exact sciences. The first subject is Mathematics, because Mathematics forms the foundation for other subjects. If their Mathematics skills are weak, then other subjects will also suffer. So, I started a Mathematics coaching program. Once their Mathematics has improved, we began a Physics coaching program. This is conducted outside of regular class hours. After normal classes end at 2:20 p.m., coaching is held from 2:30 to 4:00 p.m., about one and a half hours, plus the time for the Asr prayer. Then, for the grade 9 reinforcement program, we hold additional lessons every Saturday to ensure that the children are well-prepared to move on to the next level (Interview, 18 January 2025).

These findings show that the principle of balance is reflected in the school's efforts to equally emphasize core subjects such as Mathematics and Science along with supporting programs like the Reinforcement program, which ensures that students gain a deep understanding of the material. The interview with the Vice Principal for Curriculum reveals that the school strategically focuses on strengthening exact science skills, particularly Mathematics, as the foundation for other disciplines. Furthermore, the balance between Religious Education and General Education is also evident in the visualization of the self-development table integrated with the above subjects.

SMP Islam Al Azhar BSD places special emphasis on religious values. This balance is demonstrated by the Iqra'/Tadarus program, which is incorporated into the Islamic Religious Education (PAI) subject with a clearly defined time allocation. This indicates that although the curriculum emphasizes mastery of Science and Mathematics, spiritual development remains an essential component of student education. This is reinforced by the findings from an interview with Muhamad Rijal, the Vice Principal for Religious Affairs, he stated that:

We collaborate with the curriculum by incorporating the Iqra' program. The children are specifically guided by their respective class teachers. In terms of concept development, we entrust this to the class teachers who better understand the characteristics and needs of the children. Regarding matriculation, we ensure that no student leaves Al Azhar without being able to read the Qur'an. For children who still experience difficulties in reading the Qur'an, we provide support through a Matriculation Program conducted in the Audio Visual Room. For this purpose, we have two teachers assigned to assist and mentor them. Additionally, we reinforce this program every Saturday at school (Interview, 11 January 2025).

Based on the above interview findings, it is evident that the school integrates the Iqra' program into the curriculum by involving class teachers as the primary mentors. This demonstrates a student-centered learning approach in which class teachers are given the freedom to develop learning concepts that are tailored to the character and needs of the students. This model reflects the principle of personalized learning, meaning that instruction is not uniform but is adapted to the conditions and needs of each student. Furthermore, to ensure that all students are able to read the Qur'an before graduating, SMP Islam Al Azhar BSD implements a Matriculation Program for students who still struggle with Qur'an reading.

This program is conducted in the Audio-Visual Room with two mentoring teachers, indicating a remedial learning strategy in which students receive specialized support to prevent them from falling behind in Qur'an reading skills. Balance in the curriculum is not only reflected in the strategy of strengthening core subjects through coaching programs but also in how students' personal development is integrated with academic subjects within intramural activities. These findings are based on the visualization in the following table:

Table 1. Personal Development Integrated with Academic Subjects

No	Character Education	Subject
1	Personal Development/Career	Guidance and Counselling
2	Qur'an Recitation/Tadarus	Islamic Religious Education
3	Talent/Art Appreciation	Arts and Culture
4	Literacy Program	Indonesian Language

Source: School KOSP Document, 2025

Based on the findings presented in the table, it is evident that the institution adopts an integrated approach to character education by aligning specific character development components with corresponding academic subjects. Integrated within the Guidance and Counseling subject, this area emphasizes self-awareness, decision-making, and career planning. By embedding personal development into GC, the school ensures that students are equipped with essential life skills and are better prepared for future challenges. Incorporated into Islamic Religious Education, this component not only enhances students religious knowledge but also instills discipline, spiritual values, and a strong sense of identity. This approach supports the development of moral character and fosters a deeper connection with their cultural and religious heritage. Merged with the Arts and Culture subject, this focus encourages students to explore and develop their creative abilities. It promotes an appreciation for cultural heritage and artistic expression, contributing to a well-rounded character and enhancing students' ability to think creatively. Integrated into the Indonesian Language curriculum, this program underscores the importance of effective communication, critical thinking, and analytical skills. By fostering literacy through language instruction, the school ensures that students can express themselves clearly and engage with content on a deeper level.

Conclusion

By examining the curriculum design based on the Pancasila Student Profile as implemented at SMP Islam Al Azhar BSD, this study offers valuable insights into how the integration of national values with innovative practices focused on student-centered learning, subject strengthening, and problem-based approaches, can bridge various gaps in the current educational system. The research findings indicate that when curriculum design is aligned with national standards and the evolving needs of students, not only is academic proficiency enhanced, but essential character traits and life skills that support holistic development are also cultivated. Furthermore, an approach that synergistically integrates intramural, co-curricular, and extracurricular activities demonstrates that character development and emotional intelligence are integral components of the learning process. Ultimately, it is hoped that this study will make a significant contribution to the evolution of curriculum design in Indonesia, resulting in a more sophisticated, relevant, and adaptive education system that prepares students to face global challenges in the 21st century.

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