

Design of Training to Improve Teacher Competence In Implementing the Integrative Curriculum at Xaverius Catholic School Tanjung Karang

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Abstract: The integrative curriculum in Catholic schools has different characteristics from the curriculum in general. In the education system, more specifically in educational institutions (schools), ideally teachers have the required competencies in order to carry out their duties and functions properly and responsibly. Challenges in the implementation of the Integrative Curriculum pose various challenges for teachers, such as the incorporation of Catholic values with general subject matter, the use of appropriate learning methods, and comprehensive evaluation. This research will review several literature studies as a reference for researchers in designing interactive curriculum implementation in Catholic schools to improve teacher competence. This research uses the Systematic Literature Review (SLR) method. The SLR method is used to identify, review, evaluate, and interpret all available research with the topic area of the phenomenon of interest, with specific relevant research questions. The results of the study concluded that developing a training design is an important step to improve teacher competence in implementing an integrative curriculum. The improved competencies include an understanding of Catholic teachings, skills to integrate these values in learning, and the ability to use relevant learning methods.

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Introduction

Education is a process of transforming knowledge from educators to students. Teachers as the front guard in running the wheels of education have an important role in determining quality generations. Teachers in the learning process in the classroom have an important role, especially in helping students to build a positive attitude towards learning (Ismail, M. I. 2010). The existence of the concept of independent learning makes the applicable curriculum also undergo changes where the content of the curriculum must have meaning in the independence of thinking to skillfully seek, manage and convey information and skillfully use information and technology in accordance with the mandate of the 1945 Constitution. Pancasila. (Alfath, A., Azizah, F. N., & Setiabudi, D. I. 2022)

The integrative curriculum in Catholic schools has different characteristics from the general curriculum. This curriculum combines elements of Catholicism with the national curriculum, so it requires a deep understanding and special competencies from teachers. Challenges in Integrative Curriculum Implementation pose various challenges for teachers,

such as the incorporation of Catholic values with general subject matter, the use of appropriate learning methods, and comprehensive evaluation. Given the complexity of the integrative curriculum, improving teacher competence is very important. Teachers need to have a deep understanding of Catholic teachings, skills to integrate these values in learning, as well as the ability to use various relevant learning methods. The development of the training design aims to improve teachers' understanding, skills and attitudes in implementing the integrative curriculum. The training is expected to help teachers overcome challenges in curriculum implementation and improve learning effectiveness in Catholic schools.

In the education system, more specifically in educational institutions (schools), ideally teachers have the required competencies in order to carry out their duties and functions properly and responsibly, then teacher competence there are also several reasons why teachers must have competence, because it aims to : a) Teachers have personal abilities, including having more stable and adequate knowledge, insights, skills and skills and attitudes so that they are able to manage learning well; b) Teachers become innovators, namely educators who are able to commit to change efforts and are responsive to information that pushes in a better direction; c) Teachers are able to become developers, namely having a stable educational and teacher vision with a broad perspective, so that they are able to adapt to change, are ready to accept change, and become agents of change. Understanding the meaning of competence must be accompanied by thinking in the scope of a broad concept. Competence can also be interpreted as knowledge, skills, and basic values that are reflected in habits of thought and action. Another definition can be said that competence is a specification of the knowledge, skills, and attitudes that a person has and their application in work, according to the performance standards required in the field. (Rohman, H. 2020).

Xaverius Foundation Tanjungkarang exists as a manifestation of the Catholic Church's call to be actively involved in educating the nation, preparing a superior and dignified generation. Xaverius schools were present before the independence of this beloved Republic and will always be present to provide increasingly high-quality education, able to answer the challenges of the times by emphasizing Christian values. In order to realize the goals of national education and the distinctiveness of Catholic education, Xaverius Tanjungkarang Foundation has made various efforts in education. One of these efforts is by formulating a vision that also develops the potential of students. Character value is a moral and ethical foundation that is very important for life, especially for students as the next generation of the nation. In the Xaverius Foundation Direction and School Implementation Guidebook (Xaverius Tanjungkarang Foundation, 2018), the vision of Xaverius Tanjungkarang Foundation is "Young Humans who excel in Humanity, Intelligence, Honesty, Discipline, and Service (HK3P).

Hamalik in Rahmi (2020) revealed that one of the formal educational institutions is a school that structurally provides various opportunities for students to carry out various learning activities. An individual will carry out the learning and learning process through an activity that hones his potential. Education has become an absolute necessity for children for their future. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 Paragraph 1 outlines that conscious and structured actions to create an active learning and learning atmosphere by developing the potential of students to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills are the essence of education. Based on the explanation above, competence is needed for an educator so that students can develop their potential in accordance with the objectives of national education.

In the face of these difficulties, there needs to be more intensive and targeted efforts to improve the understanding and implementation of the Xaverius School Integrative Curriculum by teachers. Regular training, workshops and mentoring can be an effective solution to improve the lack of understanding and provide the right strategies in implementing this curriculum. In addition, the development of more affordable and accessible learning resources, such as practical guidebooks and interactive learning modules, can also assist teachers in learning and applying the Xaverius School Integrative Curriculum better. Based on the explanation above, the researcher will review several literature studies as a reference for researchers in designing the implementation of interactive curriculum in Catholic schools to improve teacher competence.

Methods

This scientific article was prepared using the Systematic Literature Review (SLR) method. The SLR method is used to identify, review, evaluate and interpret all available research with the topic area of the phenomenon of interest, with specific relevant research questions. In using the SLR method, a systematic review and identification of journals can be carried out. To complete this research, the researcher collected journal articles from Google Scholar, SINTA, DOI. The keywords are Catholic religion, training design, interactive curriculum implementation, teacher competence. The articles collected were only articles published in the time span of 2015 to 2023. The researcher selected 8 articles that were closely related to the keywords used..

Research Results And Discussion

Research Results

The application of group guidance techniques in reducing public speaking anxiety is summarized based on the results of researchers' literature studies on several articles that have been collected. The results of the literature review that researchers conducted are as follows:

Table 1 Results of Previous Research

Author Name & Year	Title	Research Results
Frans Janu Hamu, 2015	Catholic Religion Teacher Competencies	After seeing and analyzing a little of the basic competencies that characterize the Catholic religion teacher profession, at least remind every Catholic religion teacher of the distinctiveness of the profession he holds. This distinctiveness is seen in the goals and objectives of the work of proclamation, namely bringing students to fellowship with God and others in a spirit of love and brotherhood. By teaching, it enables learners to grow, develop and mature in faith. More than that, a person carries out the profession as a Catholic religion teacher because he is mandated by God who calls and sends him to proclaim the Good News to others. Therefore, the attitude of loyalty, obedience, responsibility, devotion,



Author Name & Year	Title	Research Results
Donatus Wea, 2021	Efforts to improve the performance and competence of Catholic Religious Education teachers in Papua	selfless service becomes a virtue in carrying out the teaching profession. The fruit of this virtue is evident when a Catholic religious teacher carries out his profession which is indicated in several professional, personal, social and spiritual competencies. The results concluded that five hypotheses proved significant. This finding indicates that the competency factor has an important role as a mediator, as evidenced by the effect of recruitment and awareness of the nobility of vocation as a Catholic religious education teacher on performance directly is smaller than the indirect effect, namely through competence. This indicates that competence plays a dominant role in improving the performance of Catholic religious education teachers in schools. This finding is also an input for school administrators to implement recruitment and selection procedures for prospective Catholic religious education teachers in accordance with the 1983 Code of Canon Law. This specific recruitment process provides an opportunity to obtain Catholic religious education teachers who truly realize the nobility of their vocation and have adequate competence. These aspects will influence the performance of teachers when they are actively involved in teaching and educating children at school.
Kornales Rahayaan, Marsianus Reresi, 2020	An analytical study of the linearity of the components of the Catholic religious education lesson plan at the Xaverius College School in Ambon.	Based on the results of the research, it was found that there are several components that are different from the demands of Permendibud No. 20 of 2016 concerning process standards and content standards. However, in general, the completeness and systematics of PAK lesson plans in Xaverius College Ambon schools are in accordance with Permendibud No. 20/2016 on process standards and content standards. in general, the content of PAK lesson plan components in Xaverius College

Author Name & Year	Title	Research Results
Emanuel Haru, 2019	Competence of Catholic religious education (PAK) teachers in the millennial era and its influence on increasing student learning motivation	<p>Ambon schools is in line with the demands of Permendibud No. 37/2018 on KI and KD; c) There is a linearity relationship between the components of PAK lesson plans in Xaverius College Ambon schools. The components of PAK lesson plans in Xaverius Ambon Colleges schools have a relationship with each other and even influence each other between the components of PAK lesson plans. The learning objectives component contains the domains of spiritual attitudes, social attitudes, knowledge and skills.</p> <p>The results of the study, the competencies that must be possessed by a Catholic Religious Education Teacher are pedagogical competence, personality competence, social competence, professional competence and spiritual competence. If a Catholic Religious Education Teacher has these competencies, it will undoubtedly generate learning motivation in students. Conversely, if a Catholic Religious Education Teacher lacks these competencies, then it will definitely reduce the passion or motivation of students to learn more diligently and ultimately lead to lower learning achievement.</p>
Sutjipto, 2017	Implementation Of Multicultural Curriculum In Primary School	<p>The results show that the existing curriculum documents have significantly integrated the values of multiculturalism and the understanding of teachers and principals of multicultural knowledge is in the category of significant enough. In relation to the implementation of the curriculum, there are three findings, namely: It has not been significantly well controlled in schools; it has not significantly encouraged the strengthening of multicultural values; and it has not significantly voiced the harmony between educational culture, school curriculum, and multiculturalism through empowerment. Thus, the implementation of the multicultural curriculum in primary schools in</p>

Author Name & Year	Title	Research Results
Matias Sira Leter, Herpratiwi, 2022	Developing a Training Design to Improve Teacher Competence in Implementing the CHYBK Value Education Curriculum	<p>South Tangerang City has generally not changed for the better.</p> <p>The results showed the role of teachers in implementing the curriculum to achieve achievement and quality of student learning in schools, several conclusions can be drawn, namely: (1) Teachers are a profession as teachers and educators, in the field teachers are required to work professionally, (2) Teachers in carrying out their duties in the field also face various challenges, especially facing advances in science and technology in this era of globalization, (3) Teachers in developing learning can develop science and technology as a process of challenging the globalization era, (4) Teachers are able to make superior and reliable humans, who are able to face the challenges of life, superior education is also needed, (5) Teachers as teaching staff must master many skills, (6) Teachers are the main implementers of the curriculum in schools, and (7) Teachers are the determining factor that contributes most to the successful implementation of the curriculum in schools.</p>
Theresia Yovita Cendana Asri, 2022	The role of Catholic religious education teachers in the era of society 5.0 (study of the role and competence of PAK teachers)	<p>The results showed that the expected role of Catholic Religious Education Teachers in the era of Society 5.0 is (1) Model (role model), (2) Faith Builder, (3) Catechist / Messenger, (4) Learning Manager, (5) Motivator, (6) Evaluator, (7) Counselor, (8) Communicator, (9) Curriculum Implementer, (10) School Culture Developer. The required competencies of Catholic Religious Education Teachers are (1) Professional Competence, (2) Personal, (3) Social Competence, (4) Spiritual Competence, (5) Pedagogical Competence; (6) ICT/Information, Communication, and Technology Competence.</p>
FX.Sugiyana, Andarweni Astuti, Hartutik, Nerita Setiyaningtyas, 2024	Strengthening the Competence of Catholic Religion Teachers in Elementary, Junior and Senior High Schools in Kudus and Jepara	<p>Through a series of trainings, workshops, and mentoring, this article explores how educators can improve teaching skills, integrate</p>

Author Name & Year	Title	Research Results
	Parishes in Implementing the Independent Curriculum	Catholic values in learning, and create an inclusive environment that supports student empowerment. The main emphasis of this article is on the follow-up of service activities, which involves ongoing mentoring and the formation of learning communities among teachers. By understanding the importance of continuous support, the article creates a picture of how these efforts can strengthen the connection between teachers and curriculum, shaping education that is responsive to the needs of the times. The result is expected to create a dynamic learning environment, motivate students to develop holistically, and stimulate spiritual and cognitive growth. This article is a contribution to enriching the practice of Catholic religious education, supporting the vision of Merdeka Curriculum, and building bridges between religious values and the needs of modern times.

Discussion

Yayasan Xaverius Tanjungkarang is a Catholic educational institution that has the responsibility to instill positive character values in students. Yayasan Xaverius Tanjungkarang or often called YXT organizes education not only to educate young people, but especially to lead them to find life. Seneca in *Epistulae Morales ad Lucilium* (106: 11-12) expressed this way "Non scholae sed vitae discimus" which means we learn not for school, but for life.

Kehadiran YXT sebagai Lembaga Pendidikan Katolik tidak dapat dipisahkan dengan kehadiran Gereja Katolik di Lampung. YXT pada awal mulanya masih bergabung dengan Yayasan Xaverius Palembang namun pada 4 Februari 1984 mulai memisahkan diri yang tercatat dalam Akta Notaris Erny Tjandrasasmita, S.H. No. 22 Tahun 1984. Hal ini sesuai kesepakatan Badan Pengurus Pleno Yayasan Xaverius yang terdiri dari Uskup Keuskupan Tanjungkarang, Kongregasi Fransiskanes dari Georgius Martir (FSGM), dan Kongregasi Suster – Suster Belas Kasih dari Hati Yesus Yang Mahakudus (HK) maka YXT melakukan kemandirian dari Yayasan Xaverius Palembang. Lalu kemudian, tahun 1996 Kongregasi Suster – Suster FSGM memisahkan diri dan membentuk yayasan baru yaitu Yayasan Dwi Bakti. Sedangkan pada tahun 2014 secara de facto, beberapa sekolah di bawah naungan Kongregasi Suster – Suster HK melepaskan diri dari YXT ke Yayasan Lembaga Miryam (YLM). RD. Andreas Sutrisno selaku Ketua Yayasan Xaverius Tanjungkarang mengungkapkan bahwa berdirinya sekolah Xaverius sebagai karya misi perutusan Gereja Katolik. Dimana pendidikan merupakan salah satu sarana kerasulan Gereja Katolik.

By 2022, YXT will have twenty-four schools from kindergarten to high school. There are seven preschools, five elementary schools, ten junior high schools, and two senior high schools. These school units are spread across Lampung Province including Bandar Lampung City, Metro City, Pringsewu Regency, South Lampung Regency, Central Lampung Regency, North Lampung Regency, and Tanggamus Regency. These schools are Xaverius Sribawono Kindergarten, Xaverius Kalianda Kindergarten, Xaverius Panjang Kindergarten, Xaverius Way Halim Kindergarten, Xaverius Gunung Batin Kindergarten, Xaverius Terbanggi Besar Kindergarten, Xaverius Kotabumi Kindergarten, Xaverius 2 Bandar Lampung Junior High School, Xaverius Gisting Junior High School, Xaverius Pringsewu Junior High School, Xaverius Kalirejo Junior High School, Xaverius Bandar Lampung Senior High School, and Xaverius Bandar Lampung Senior High School.

The Catholic Church responded positively to the national education goals. Through the direction of the Indonesian Conference of Church Guardians (KWI) to all Catholic Education Organizing Institutions (LPK) in Indonesia, it is stated that Catholic education has a core and distinctive characteristics (Leter, Herpratiwi, & Riswandi, 2022). These characteristics include being loyal to the intelligence of the nation's life, loyal to Catholic characteristics, and loyal to the spirituality / noble spirit of the founder. It is a common challenge to be able to make education an agent of change for the Church. In *in verbo laxabo rete* which is the motto of Mgr. Vincent Setiawan Triatmojo (Bishop of Tanjungkarang Diocese) means "...but because of your word, I spread the net too". Catholic education believes that it takes firmness of faith to spread the net in gaining learning experience by first learning to believe in the Word of God.

The goals of education at YXT are in line with the goals of Catholic education. In the Xaverius Foundation Direction and School Implementation Guidelines, there are eight goals to be achieved. The goals are directly oriented towards students, namely fostering students to become individuals with the spirit of Pancasila, responsible, knowledgeable, and skilled, intelligent, broad-minded, and referring to the goals of national education. YXT develops a unique curriculum for Xaverius School based on the national curriculum. YXT believes that education will succeed if it grows and develops in a community. Xaverius School as a medium of proclaiming the good news develops a community of love. This Xaverius value, which is based on evangelical love, was lived and developed by St. Francis Xaverius. St. Francis Xaverius was a missionary of the Society of Jesus who was called to proclaim the good news to all nations in order to obtain salvation and peace for the glory of God. The Xaverius values developed in the Xaverius School curriculum can be realized by producing graduates who live the spirit of love, the spirit of brotherhood, the spirit of learning, and the character of Humanist, Intelligent, Honest, Disciplined, and Serving, according to the basis of the Xaverius school curriculum. This ideal is a reflection of the noble spirit of the nation, state, and Catholic Church. This goal considers several aspects, namely national education goals, the educational goals of the Catholic Church, the spirituality of YXT education, and competencies related to 21st century skills.

The Xaverius School curriculum began to be implemented integratively in 2014/2015 initiated by the YXT board at that time with RD. Ambrosius Astono Budiamtaja as the Chairman of the Foundation. However, the Educational Human Resources (HRK) still experience some difficulties in implementing it in learning. This will certainly have an impact on students. The interpretation of Xaverius values in the Xaverius School Curriculum in learning that is not matched by the competence of qualified human resources will cause a gap. Based on the results of the researchers' evaluation, the SDMKs experienced the main

difficulties in applying the curriculum in learning. According to the SDM, the difficulty is caused by the lack of coaching. Several other difficulties were also expressed by SDM, such as the lack of references or sources, and the absence of a syllabus for each class and level. Based on the way of intervention, these difficulties can be grouped into two categories, namely 1) difficulties that can be overcome through instructional/learning activities, and 2) difficulties that can be overcome by providing more references or resources and creating syllabi for each class and level.

YXT has made several efforts to follow up on the evaluation results above. First, updating the General Guidelines for School Operations in 2018. Second, the publication and socialization of the HK3P Character Book in 2022 as one of the Xaverius values to be lived. Third, publishing the HK3P Character Assessment Guidelines for kindergarten, elementary, junior high, and high school levels in 2023. HK3P stands for the character values to be formed, namely Humanity, Intelligence, Honesty, Discipline, and Service. Fourth, the release of HK3P and CommUnity of Love jingles, as an effort to ground the spirit of love and HK3P character. These efforts have been made to answer SDM's difficulties related to syllabus development and procurement of learning resources/references. However, the first SDM difficulty related to coaching related to the implementation of the integrative curriculum of Xaverius School has not been followed up. Efforts that can be made to overcome this difficulty are through instructional activities. Previous socialization activities only emphasized on providing insight into the contents of the HK3P character value book and not on how to implement the Xaverius School integrative curriculum in learning.

The Xaverius School Integrative Curriculum has become a fundamental challenge for SDM teachers in the learning process. The teachers still face difficulties in understanding and implementing this curriculum, so they have not been able to implement it effectively. Although YXT has made four efforts to improve teacher competence, it has yet to produce significant results. This is because the efforts made do not meet the main needs of the teachers. Through a survey conducted by the author to 134 junior high school teachers at YXT in April 2023, it was found that the fundamental understanding of the Xaverius School Integrative Curriculum has not been fully mastered by the teachers. Most teachers still have difficulty in distinguishing between Xaverius values as "action" and Xaverius values as "spirit".

Based on the researcher's study, the integrated curriculum of religious schools is obtained, it will actually be resolved if human resources are able to hone their abilities, especially in self-development, the purpose of teacher competence itself makes a professional in their field. As revealed by Matias, et al, 2022 the role of teachers in implementing the curriculum to achieve achievement and quality of student learning in schools, Teachers are a profession as teachers and educators, in the field teachers are highly required to work professionally, Teachers are able to make superior and reliable humans, who are able to face the challenges of life, superior education is needed as well, Teachers are the main implementers of the curriculum in schools, and Teachers are the determining factor that contributes most to the success of curriculum implementation in schools.

Conclusion

Developing a training design is an important step to improve teachers' competencies in implementing an integrative curriculum. Competencies to be improved include understanding of Catholic teachings, skills to integrate these values in learning, and the ability to use relevant learning methods. A good training design can provide significant

support to the effectiveness of learning in Catholic schools. Teachers who are competent in implementing an integrative curriculum will be able to create a more engaging and influential learning environment for learners. Improving teacher competencies through training also contributes positively to student development. Competent teachers will be able to inspire and guide students better, thus promoting students' holistic development, including in spiritual and moral aspects.

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