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Teachers' Strategies to Applying Cinta-Based Curriculum for Developing Students' English Proficiency: A Study at MA Nurul Huda NW Sembalun

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ABSTRACT
This study aims to investigate the teachers' strategies in implementing the CINTA-Based Curriculum to develop students' English proficiency at MA Nurul Huda NW Sembalun. This research employed a qualitative approach with a case study design. The participants consisted of two English teachers, four students, and the principal as a supporting informant. The data were collected through classroom observations, semi-structured interviews, and documentation. The collected data were analyzed using the interactive model of Miles, Huberman, and Saldaña, including data reduction, data display, and conclusion drawing. The trustworthiness of the data was ensured through source triangulation, method triangulation, and member checking. The findings revealed that English teachers implemented the CINTA-Based Curriculum through several instructional strategies, namely: integrating character values into English learning, applying Communicative Language Teaching (CLT), implementing collaborative learning, conducting role-play activities, and creating a supportive and student-centered learning environment. These strategies not only improved students' English proficiency, particularly in speaking skills, vocabulary mastery, reading comprehension, pronunciation, and classroom participation, but also fostered positive moral values such as responsibility, honesty, cooperation, respect, tolerance, empathy, and self-confidence. The implementation of the CINTA-Based Curriculum successfully created an active, interactive, and meaningful learning environment where students developed both language competence and positive character.

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INTRODUCTION

Education plays an important role in developing students' knowledge, skills, attitudes, and personal character. Through education, students are expected to acquire academic competencies and develop positive values that guide their behavior in everyday life. At the secondary education level, learning is not only directed toward achieving academic outcomes but also toward preparing students to interact responsibly within their families, schools, and communities. One of the subjects that contributes to students' academic development is English. English provides opportunities for students to access international information, communicate with people from different backgrounds, and prepare themselves for further education and future careers. At MA Nurul Huda NW Sembalun, English is considered an essential subject because students are expected to develop language competence while maintaining positive attitudes and moral behavior in their daily activities.

In addition to academic achievement, character development is an important concern in the Indonesian educational system. Students need to develop values such as honesty, discipline, responsibility, respect, cooperation, tolerance, and empathy. These values help students understand how to behave appropriately and maintain positive relationships with others. Character education is therefore not limited to teaching students about moral principles but also involves encouraging them to practice

these values through their daily activities. Schools have an important responsibility to create learning environments that support the development of students' intellectual abilities and moral character. Teachers also have an essential role in introducing and reinforcing positive values through classroom interactions, learning materials, and instructional activities.

As an effort to strengthen character education, the Ministry of Religious Affairs of the Republic of Indonesia introduced the CINTA-Based Curriculum in 2025. This curriculum emphasizes the values of love, compassion, respect, tolerance, and humanity in educational practices (Kementerian Agama Republik Indonesia, 2025). The implementation of these values is expected to create a learning environment that encourages mutual respect, care, and positive relationships among members of the school community. Cahaya et al. (2025), in their discussion of character education integrated with the CINTA-Based Curriculum in the context of twenty-first-century technological development, highlight the importance of strengthening students' character through educational practices. The integration of character values is important because students need moral guidance when facing social changes and technological developments.

The implementation of the CINTA-Based Curriculum requires teachers to take an active role in integrating its values into classroom activities. Teachers are responsible for planning learning experiences, selecting appropriate teaching strategies, guiding students during learning activities, and assessing their development. These responsibilities also apply to English language instruction. English teachers can integrate character values through classroom discussions, group assignments, conversations, presentations, and other learning activities that encourage students to communicate respectfully, cooperate with classmates, take responsibility for their tasks, and appreciate different opinions. Ummi et al. (2026) examined the implementation of the CINTA-Based Curriculum in strengthening students' religious character at MIN 2 Tangerang Selatan. Their study discusses the contribution of teachers and the learning environment to the development of students' religious character. Ramadhani et al. (2026) focused on the management of the CINTA-Based Curriculum in improving students' character at MI Mathla'ul Anwar Tanjung Rejo. Meanwhile, Khairunnisa et al. (2026) discussed the theoretical relationship between the CINTA-Based Curriculum, multiple intelligences, and the development of humanistic character among elementary school students. These studies provide information about the importance of curriculum implementation, teacher involvement, and the integration of character values in educational institutions.

Although previous studies have discussed the implementation of the CINTA-Based Curriculum from different perspectives, research focusing specifically on its application in English language classrooms remains limited. Previous discussions have mainly emphasized religious character development, humanistic values, curriculum management, and the general integration of character education in Islamic educational institutions. Less attention has been given to the specific instructional strategies used by English teachers to integrate moral values into language learning activities. In particular, the ways teachers develop students' English proficiency while encouraging them to demonstrate respect, responsibility, cooperation, tolerance, and empathy require further investigation. This issue is important because English learning provides various opportunities for students to practice communication skills while developing positive social attitudes through meaningful classroom interactions.

Based on preliminary observations conducted by the researcher at MA Nurul Huda NW Sembalun, the school has adopted the CINTA-Based Curriculum as part of its educational program. In English learning activities, teachers attempt to incorporate values such as respect, responsibility, cooperation, and empathy while encouraging students to improve their English language skills. However, the specific strategies employed by English teachers, the process of integrating CINTA values into classroom activities, and the challenges encountered during implementation have not yet been systematically examined. This situation provides a reason to investigate how teachers apply the CINTA-Based Curriculum in English language instruction.

Therefore, this study aims to investigate teachers' strategies in implementing the CINTA-Based Curriculum to develop students' English proficiency and moral values at MA Nurul Huda NW Sembalun. The study focuses on identifying the strategies employed by English teachers, describing how the curriculum values are integrated into English learning activities, and examining the challenges faced during the implementation process. The findings are expected to contribute to the understanding

of curriculum implementation in English language education and provide practical information for teachers and educational institutions seeking to integrate language learning with character development.

RESEARCH METHODS

This study employed a qualitative approach with a case study design to investigate teachers' strategies in implementing the CINTA-Based Curriculum to develop students' English proficiency and moral values at MA Nurul Huda NW Sembalun, East Lombok, West Nusa Tenggara, Indonesia. A qualitative approach was selected because the study aimed to understand teachers' experiences, instructional practices, and interpretations within their natural educational setting. The case study design enabled the researcher to examine the implementation of the curriculum in depth by considering the specific context of the school (Creswell, 2018; Yin, 2018). The research was planned for the 2026/2027 academic year after obtaining the necessary research permission. Participants were selected through purposive sampling based on their involvement and knowledge of the implementation of the CINTA-Based Curriculum. They consisted of English teachers as the primary participants, students as supporting participants, and the principal or vice principal as supporting informants. The selection of these participants was intended to obtain comprehensive information about teachers' instructional strategies, students' learning experiences, and the school's support for curriculum implementation (Sugiyono, 2023).

Data were collected through observation, semi-structured interviews, and documentation. Classroom observations were conducted to examine teaching strategies, teacher–student interactions, student participation, and the integration of the values of love, tolerance, and harmony into English learning activities. Semi-structured interviews were conducted with English teachers to explore their understanding, experiences, instructional strategies, challenges, and efforts to develop students' English proficiency and moral values. Interviews with students were also conducted to understand their learning experiences, classroom participation, and perceptions of the values practiced during English lessons. The principal or vice principal was interviewed when additional information regarding school policies and institutional support was required. Documentation was used to complement the interview and observation findings through the examination of school profiles, vision and mission statements, English teaching modules, instructional materials, curriculum guidelines, class schedules, and photographs of learning activities. The researcher served as the primary instrument, supported by observation guides, interview guides, field notes, and documentation sheets. These instruments helped ensure that the data collection process remained focused on the research objectives.

The data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña (2020), which consists of three stages: data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, organizing, and categorizing relevant information obtained from interviews, observations, and documentation. Data display was conducted by presenting the findings in descriptive narratives and organized categories to identify patterns related to teachers' strategies, English proficiency development, and moral values. Conclusion drawing and verification involved interpreting the findings and examining their consistency with the collected evidence. To establish data trustworthiness, this study applied the criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Credibility was strengthened through source and method triangulation as well as member checking. Source triangulation involved comparing information from teachers, students, and school representatives, while method triangulation involved comparing interview, observation, and documentation data. Member checking was conducted by asking participants to verify the accuracy of the information obtained from their interviews. These procedures were intended to ensure that the research findings accurately represented the implementation of the CINTA-Based Curriculum at MA Nurul Huda NW Sembalun.

RESULTS AND DISCUSSION

1. Research Results

The findings were obtained from classroom observations, semi-structured interviews, and documentation involving two English teachers and four students at MA Nurul Huda NW Sembalun. The analysis showed that the teachers implemented the CINTA-Based Curriculum through five main instructional strategies: integrating character values into English learning, applying Communicative Language Teaching (CLT), implementing collaborative learning, conducting role-play activities, and

creating a supportive and student-centered learning environment. These strategies were used to combine English language practice with the development of students' moral values.

The first strategy was integrating character values into English learning. Classroom observations showed that teachers began lessons by greeting students, inviting them to pray, checking attendance, and providing motivation. During learning activities, teachers emphasized mutual respect, responsibility, cooperation, honesty, and empathy. Mrs. Muliati Q.H., S.Pd., explained that these values were integrated into every lesson through greetings, prayer, and reminders to respect and cooperate with classmates. A student, Auliya Rahma, also stated that the teacher reminded students to respect their friends when they were speaking. The findings indicate that character education was incorporated into classroom routines and interactions rather than delivered as a separate lesson.

The second strategy was applying Communicative Language Teaching (CLT). Teachers provided opportunities for students to use English through pair work, dialogues, presentations, discussions, and question-and-answer activities. Mrs. Muliati Q.H., S.Pd., explained that students were encouraged to practise English in every meeting because regular practice could improve their confidence and communication skills. During classroom activities, teachers acted as facilitators by guiding students, allowing them to express ideas according to their abilities, and providing corrections when necessary. This approach encouraged students to use English for communication instead of focusing only on grammar explanations.

The third strategy was applying collaborative learning. Teachers divided students into small groups to discuss reading texts, solve problems, complete project tasks, and practise dialogues. Through these activities, students could exchange information and help classmates who experienced difficulties. Mrs. Muliati Q.H., S.Pd., stated that students with better English abilities could assist those who needed help so that everyone had an opportunity to participate. Collaborative learning therefore supported students' understanding of English materials while encouraging cooperation, care, responsibility, and respect for others.

The fourth strategy was conducting role-play activities. Students practised dialogues and communication situations related to everyday life, such as introducing themselves, describing objects or places, asking for information, and expressing opinions. According to Mrs. Muliati Q.H., S.Pd., role-play helped students practise speaking more naturally and become more confident because they used English in meaningful situations. The activities also gave students opportunities to practise vocabulary and speaking skills while reducing their hesitation to speak in front of the class.

The fifth strategy was creating a supportive and student-centered learning environment. Teachers provided motivation, appreciation, and constructive feedback rather than criticizing students when they made mistakes. Students were encouraged to participate in discussions, group tasks, presentations, and question-and-answer activities according to their abilities. This classroom atmosphere helped students feel more comfortable when expressing ideas and using English. The findings also showed that teachers provided opportunities for students with different levels of English ability to participate in learning activities.

The findings related to students' English proficiency showed development in five aspects: speaking skills, vocabulary mastery, reading comprehension, pronunciation, and classroom participation. In speaking activities, students became more willing to express ideas through dialogues, discussions, and presentations. In vocabulary learning, teachers introduced new words related to the lesson and encouraged students to use them in sentences and conversations. Reading comprehension was supported through guided reading, identifying important information, understanding difficult vocabulary, answering questions, and discussing text meanings. Pronunciation was practised through reading, dialogues, and presentations, accompanied by positive corrections from teachers. Students also became more active in classroom discussions, group assignments, presentations, and question-and-answer activities.

2. Discussion

The findings indicate that teachers at MA Nurul Huda NW Sembalun implemented the CINTA-Based Curriculum by integrating language instruction with character development. The integration of values such as respect, responsibility, honesty, cooperation, empathy, and discipline appeared in classroom routines and learning interactions. Greeting one another, praying before lessons, listening when classmates spoke, respecting different opinions, and completing group assignments responsibly were examples of how these values were practised. This shows that the implementation of the

curriculum was not limited to explaining moral concepts but was reflected in students' daily learning experiences.

The use of Communicative Language Teaching and collaborative learning provided students with opportunities to use English actively. Through pair work, discussions, presentations, and question-and-answer activities, students practised expressing ideas and responding to others. Group activities also enabled students to assist classmates who experienced difficulties. These practices connected English language development with the CINTA-Based Curriculum values of cooperation, tolerance, and mutual respect. Students were not positioned only as recipients of explanations but were involved in communication and shared learning activities.

Role-play activities further supported the development of students' speaking skills because they practised English in situations related to everyday communication. Introducing themselves, describing objects or places, and expressing opinions allowed students to apply expressions and vocabulary in context. The supportive learning environment strengthened these activities because teachers provided encouragement and constructive feedback when students made mistakes. Students who initially felt shy or afraid to speak gradually became more confident in participating in oral activities. This finding demonstrates the importance of providing repeated opportunities for practice and creating a classroom atmosphere in which students feel comfortable using English.

The development of English proficiency was also reflected in vocabulary mastery, reading comprehension, pronunciation, and classroom participation. Vocabulary activities helped students understand and use new words in sentences and conversations. Guided reading activities helped them identify main ideas, interpret information, and understand the overall meaning of texts. Reading, dialogue, and presentation activities provided opportunities to practise pronunciation, while positive corrections helped students continue practising without feeling discouraged. The increased participation of students in discussions, group assignments, and presentations also indicated that the learning process encouraged more active involvement.

The findings further show that the implementation of the CINTA-Based Curriculum supported the development of positive moral values alongside English learning. Responsibility was reflected in completing assigned tasks, honesty and discipline were emphasized during classroom activities, and cooperation appeared when students worked in groups and helped their classmates. Respect and tolerance were practised by listening to others and appreciating different opinions, while empathy was encouraged through mutual assistance. Students' growing confidence also supported their willingness to communicate and participate in learning activities. Thus, the strategies applied by teachers contributed to creating an active, interactive, and supportive English learning environment in which language practice and character development took place together.

CONCLUSION

Based on the research findings and discussion, the implementation of the CINTA-Based Curriculum in English learning at MA Nurul Huda NW Sembalun was carried out through various teaching strategies that integrated English language learning with character education. English teachers incorporated character values, including respect, responsibility, honesty, cooperation, empathy, and discipline, into classroom activities and students' daily interactions. The strategies applied included Communicative Language Teaching (CLT), collaborative learning, group discussions, pair work, role-play, question-and-answer activities, vocabulary exercises, and project-based learning. Teachers also provided motivation and positive feedback to encourage students to participate actively and express their ideas without being afraid of making mistakes. These strategies supported the creation of a comfortable and interactive learning environment while promoting students' character development.

The implementation of the CINTA-Based Curriculum also contributed positively to the development of students' English language proficiency. Based on interviews, classroom observations, and documentation, students demonstrated progress in speaking skills, vocabulary mastery, reading comprehension, pronunciation, classroom participation, and self-confidence. Activities such as speaking practice, discussions, presentations, role-play, and vocabulary exercises provided opportunities for students to use English in meaningful learning situations. Continuous practice, teacher guidance, and supportive feedback encouraged students to become more confident and active in communicating in English. Thus, the implementation of the CINTA-Based Curriculum supported not

only the development of students' English language abilities but also the formation of positive attitudes, such as confidence, cooperation, responsibility, and motivation throughout the learning process.

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