

IMPLEMENTATION OF THE TABA CURRICULUM MODEL IN CHARACTER EDUCATION VIA REFLECTIVE LOGBOOKS AT MTS AL QODIRI

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Abstract	Article History
<p>This study explores the application of the Taba curriculum development model through the Reflective Daily Logbook as a concrete strategy to address moral decline among adolescents in MTs Unggulan Al Qodiri Jember. Employing a qualitative case study approach, data were gathered through interviews, observations, and documentation involving teachers, curriculum leaders, and students. Findings reveal that the Reflective Daily Logbook was collaboratively designed based on real student behavior and serves as an effective medium for daily character monitoring, targeting discipline, regularity, independence, cleanliness, and language. The study highlights significant positive behavioral changes and supports the development of participatory, contextualized character education. This research contributes to curriculum innovation by demonstrating how inductive, teacher-driven curriculum design rooted in local contexts can transform moral education in Islamic schools.</p>	<p>Received 27/4/2025</p> <p>Revised 27/5/2025</p> <p>Accepted 25/6/2025</p>
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INTRODUCTION

The moral crisis among adolescents is becoming an increasingly real and pressing problem in the educational environment (Kaimara, et al., 2022; Malti, et al., 2021). Phenomena such as increasing cases of dishonesty, weak discipline, decreasing sense of responsibility, and declining manners in social interactions indicate a failure in character formation which should be an integral part of Islamic education (Tomić, et al., 2022; Syarnubi, et al., 2021). Many students master the cognitive aspects of the lesson but do not show balanced development in the affective and behavioral aspects (Chew, & Cerbin, 2021; Kuo, et al., 2024). This condition cannot be separated from the education system which is too oriented towards academic results, while moral development does not receive sufficient attention. In this context, there needs to be a review of the character education approach that has been applied in schools, especially those related to the curriculum, learning strategies, and the role of teachers in forming students' moral values in a real and sustainable manner (Jordan, 2023; Pike, et al., 2021; Muzakkir, et al., 2024).

Various previous studies have discussed character education, starting from the integration of values in the national curriculum, and the role of teacher role models, to the implementation of positive attitude habits in schools. Most studies emphasize the importance of strengthening moral values through thematic learning and interdisciplinary approaches (Liu, et al., 2022). However, most of these approaches are still top-down and normative, without considering the real needs of students in the field. There are not many studies that deeply link the development of character education with a curriculum model approach based on concrete needs, especially through a framework such as the Taba model. In fact, the Taba model offers an inductive approach that starts by identifying problems in the student's learning environment (Wahyuni, et al., 2025). This gap opens up research opportunities that not only discuss character education conceptually, but also explore the development of a curriculum that is contextual, flexible, and based on the real needs of students and their environment.

This study aims to answer the key question: How is the implementation of the Taba curriculum model applied in character education practices through Reflective Daily

Logbook in Madrasah Tsanawiyah, and to what extent is it effective in responding to adolescent moral crises? The focus of the study is directed at two main aspects: first, the process of compiling and implementing honest pocketbooks as part of a curriculum based on students' real needs; and second, its impact on changes in students' attitudes and behavior in everyday life. This study also explores the extent to which the inductive approach in the Taba model allows teachers and schools to design relevant, participatory, and value-oriented curriculum tools. Thus, this study not only answers moral challenges but also tests the effectiveness of a more dynamic and reflective curriculum approach to social reality.

Based on initial observations and theoretical analysis, this study argues that the Taba curriculum model, which emphasizes an inductive approach and is based on field needs, is very relevant to addressing the moral crisis among adolescents. The implementation of the honest pocketbook as a product of this model is not only an assessment tool but also a strategy for continuous and concrete character building. Through daily recording of student behavior, teachers have accurate data for personal and adaptive moral development. In addition, active student involvement in filling out and reflecting on the book can increase moral awareness and self-responsibility. If its effectiveness is found, this approach can be recommended as a good practice that is worthy of being replicated in other schools. Thus, the implications of this study are not only limited to the theoretical level but also the practice of developing a transformative character-based curriculum.

RESEARCH METHODS

This research was conducted at MTs Unggulan Al Qodiri Jember as the main unit of analysis. This school was chosen because it has a strong commitment to developing character education based on Islamic values and has implemented various innovations in the approach to the moral development of students. This MTs represents a progressive Islamic educational environment, with a curriculum system that is flexible enough to be developed according to local needs. The study used a qualitative approach with a case study type because the focus of the study was directed at an in-depth understanding of the implementation process of the Taba curriculum model as a response to the moral crisis of adolescents. Case studies allow exploration of the internal dynamics of schools (Fischer, et al., 2021), including how curriculum ideas are designed, implemented, and accepted by students. This study does not aim to generalize, but rather to understand real practices in a particular context as a whole. The subjects involved were selected purposively, namely selecting informants who were considered to know and were directly involved (Lokot, 2021), in this study, namely the curriculum implementation process.

This study involved 10 informants selected through purposive sampling: one curriculum vice principal, five teachers, and four students. Data validity was ensured through triangulation of sources (interviews, observation, documentation) and member checking with informants (Janis, 2022; Salzano, et al., 2023). Observations were conducted inside and outside the classroom to capture real interactions between teachers and students in character building. Interviews were conducted with key informants with semi-structured guidance, to remain focused but open to contextual information that developed during the interview process. Documentation was used to complement field data, including curriculum documents, learning tools, student attitude evaluation reports, and relevant school policy documents. Data were analyzed using the Miles and Huberman model, comprising data reduction, display, and conclusion drawing (Asipi, et al., 2022). The process included coding of key themes using open coding and axial coding techniques, focusing on curriculum implementation patterns and character change indicators. The coding process followed a flowchart-based cycle of categorization to strengthen pattern recognition across data sources.

FINDINGS AND DISCUSSION

Taba Curriculum Model

According to Hilda Taba, the curriculum is considered *a plan of learning*, which means that the curriculum is an activity or process that is planned to obtain knowledge that will be mastered by students (Grecu, 2023). This curriculum development model is developed based on inductive data called the reverse model because usually, curriculum development begins with concepts that are deductive. Taba believes that this deductive model is less suitable because it does not stimulate the emergence of innovations,

according to him, curriculum development that encourages teacher innovation and creativity is inductive, which is an investment or reverse direction from the traditional model. According to Hilda Taba, the theory of curriculum development is not only limited to the issue of curriculum development but also describes the concept system that must be used to assess the relationship of this curriculum to education. Curriculum development is a complex endeavor that involves various decisions. These decisions are made regarding the general goals that education or (schools) want to achieve and more specific lesson goals. The main areas or subjects in the curriculum must be selected (Huang, 2021; Resch, & Schrittmesser, 2023).

In several books by Hilda Taba, the most famous and influential is *Curriculum Development. Theory and Practice*. In this book, Hilda Taba reveals her approach to the curriculum development process. In her work, Taba modified Tyler's basic model to be more representative of curriculum development in various schools. In her approach, Taba recommends having more information about input at each step of the curriculum process. Specifically, Taba recommends using dual considerations of content (logical curriculum organization) and individual learners (curriculum organization psychology). To support her opinion, Taba claims that all curricula are composed of basic elements. A curriculum usually contains several selections and content organizations; it is a manifestation or implication of learning and teaching patterns. Then, an evaluation program of the results will be carried out (Abbasi, et al., 2025; Zafrani, & Yarden, 2022; Thondhlana, et al., 2021).

The Taba model focuses more on how to develop the curriculum as a process of improvement and refinement. Therefore, in this model, stages are developed that must be carried out by curriculum holders. The steps for analyzing the curriculum using the Taba model are carried out in several ways as follows.

First, *is the experimental production of Pilot Units* (Testing the Experimental Unit). This experimental unit can be done with the following eight steps: 1) Diagnosis of needs, 2) Formulating specific objectives, 3) Selection of content/materials, 4) Organization of content/materials, where there are three types of curriculum organization, namely, *separated subject curriculum* (curriculum in the form of separate subjects), *correlated curriculum* (a number of subjects are connected to each other), and *broad field curriculum* (combining several subjects). 5) Choosing learning experiences, 6) Organization of learning which is done by packaging learning activities and combinations or sequences of learning activities that will be used. 7) Evaluation, 8) Checking the order of balance and consistency between all elements. The balance between elements in this case is content, learning experiences, and types of learning (Agasisti, & Soncin, 2021).

Second, *Testing of Experimental Units*, At this stage, testing is carried out to determine the level of validity and practicality so that data can be collected for improvement. Third, *Revising and Consolidating*, At this stage, improvements and improvements are made based on previously collected data. In addition, consolidation is also carried out. Consolidation is drawing conclusions on things that are general and consistent with the theory used. Fourth, *Developing and Framework* (the stage of reviewing the revised curriculum). Fifth, *Installation and Dissemination of the New Units* (implementation and dissemination of the curriculum) (Underwood, & Kararo, 2021).

The Process of Compiling and Implementing the Reflective Daily Logbook

The process of compiling and implementing reflective daily logbook implemented in Madrasahs as conveyed by the Deputy Head of Curriculum;

We started from the problems that we saw directly in students, such as often coming late, being undisciplined, being reluctant to take responsibility, and even hearing harsh words. So we thought, there needs to be a daily control tool that can shape their awareness. The aspects in the Reflective Daily Logbook are discipline assessment, order assessment, regularity assessment, independence assessment, cleanliness and health assessment, and language assessment (Waka Curriculum, 2025)

The teacher also stated;

We agreed to create a simple format, easy to fill in, and can be monitored daily by the homeroom teacher. So, not only the BK teacher, but all teachers can play a role. (Islamic Religious Education Teacher, 2025)

The interview results above show that the process of compiling the Reflective Daily Logbook began with a discussion by the school's internal curriculum development team about what was happening in the field. Meanwhile, the implementation was carried out daily with students filling in the book and direct supervision by the homeroom teacher.

The following table shows the stages of compilation and implementation:

Table 1. Stages of Preparation and Implementation of the Reflective Daily Logbook

Stages	Activity
1. Identify the Problem	Teachers and curriculum vice discuss student behavior
2. Planning	Compiling book format and character indicators
3. Implementation	Book distribution and daily monitoring
4. Evaluation	Teachers meeting discusses results and follow-up

The data description shows a collective and participatory work pattern in the preparation and implementation of the Honesty Pocket Book. This process begins with the identification of student behavioral problems in the school environment, which then becomes the basis for compiling character indicators such as honesty, discipline, responsibility, and neatness. The book format is made in the form of a daily table that must be filled in by students every day and then confirmed by the teacher. In addition, there is a special column for student reflective notes and weekly teacher evaluations. This pattern reflects the Table model curriculum approach which emphasizes the importance of starting from real field needs (inductive model) before setting goals and content (van Eechoud, & Ganzaroli, 2023). Thus, the involvement of teachers as curriculum developers and students as the main subjects shows contextual and adaptive character education practices.

This indicates a transformation of the character development approach from normative to participatory and reflective. In the framework of Taba curriculum development theory, teachers are not only implementers but also designers and evaluators (Sukacké, et al., 2022). The implementation of pocketbooks as a product of this process shows that the character curriculum at MTs Unggulan Al Qodiri Jember is dynamic and rooted in the local context of students. Daily filling and teacher monitoring activities create a space for dialogue between the values taught and students' daily behavior, which strengthens the internalization of values. This is in line with Mujahid, (2021) that character education must be built from students' real experiences, not just from theory or advice. Therefore, this implementation can be seen as an innovative practice in developing a value-based curriculum.

NO	INDIKATOR	TTD	TTD	TTD	TTD	PAJANG	BOTAK/KERUDUNG PELANGGARAN
		1	2	3	4		
1							
2							
3							

Figure 1. Daily Assessment Format

The image above is the assessment format contained in the reflective daily logbook, where students who violate will receive sanctions in the form of verbal warnings and on-the-spot punishments in the form of;

Table 2. Types of Sanctions

TYPE OF PUNISHMENT	INFORMATION
<ul style="list-style-type: none"> ✓ Push up 20 times ✓ Scot jump 20 times ✓ Half-court lap run (max 5 times) 	All violations without exception

Display + read 1 juz of the Quran	One full line signed
Display + read 2 juz of the Quran	Two full lines signed
Display + read Qur'an 3 juz	Three full lines signed
✓ Bald (son)	Three times display + read the Qur'an 4 juz
✓ Wearing the hijab is a violation for 30 days (daughter)	

Impact on Changes in Students' Attitudes and Behavior

Observation results in three classes during one semester showed changes in student behavior in terms of discipline, order, regularity, independence, cleanliness and health, and language. Teacher documentation data also showed a decrease in cases of lateness, noise in class, irregularity in bringing equipment, dependence on friends, lack of attention to personal and environmental hygiene, and use of impolite language. The following table presents a comparison between the beginning and end of the semester:

Table 3. Observation Results

Attitude Indicator	Beginning of Semester	End of Semester
Discipline Assessment	Many students are late and break the rules.	Most students are on time and obey the rules.
Order Assessment	Students are often noisy and disorderly in class.	Students are calmer and more orderly during learning activities
Regularity Assessment	Often forget to bring study equipment	Students are more consistent in bringing study equipment
Independence Assessment	Much depends on the help of friends	Students show initiative in assignments
Hygiene and Health Assessment	Many students neglect personal and environmental hygiene.	Students maintain personal and classroom cleanliness
Language Assessment	Many students use bad language	Students use polite and courteous language

Results show that the use of the Reflective Daily Logbook contributes to the formation of students' moral habits. Each student becomes accustomed to monitoring and evaluating themselves through daily filling, which is reinforced by teacher guidance. This habituation takes place continuously and is directly linked to the evaluation and coaching system by the homeroom teacher. Teachers consistently provide feedback and notes on improvements in the book, and discuss them in class or individual forums. This pattern is in line with Skinner's behaviorist theory, which emphasizes the importance of reinforcement in shaping behavior (Maarif, et al., 2024). In this context, reinforcement is social and psychological, not just in the form of punishment or material rewards. Therefore, the behavioral changes that occur can be understood as the result of a structured and consistent habituation process.

Analytically, changes in student behavior can be interpreted as the result of the process of internalizing values through reflective daily practices. The Reflective Daily Logbook functions as a self-control medium that encourages students to rethink their actions. In the theory of character education according to Lickona in Rooney, et al., (2021), moral formation involves three aspects knowing, feeling, and acting. This book integrates all three simultaneously, students know the values to be practiced, reflect their feelings about those values, and act accordingly in their daily routines. Consistent implementation creates a school culture that supports the growth of positive values. In addition, the involvement of teachers as mentors and evaluators strengthens the affective aspect of character education. Therefore, the pattern of change that occurs is not the result of a momentary intervention, but rather a gradual transformation that occurs in a value-conscious educational space.

Despite the positive outcomes, implementation faced several challenges. Some

students initially resisted the daily recording routine, perceiving it as punitive rather than reflective. Teachers also reported time constraints in monitoring and reviewing each student's entries, especially in larger classes. Moreover, discrepancies in interpretation among teachers about scoring led to inconsistency in assessments. These findings indicate that while the Reflective Daily Logbook fosters reflection and accountability, its sustainability requires institutional commitment, teacher training, and student mindset shifts. Resistance, though minor, reflects the need for cultural adaptation and ongoing dialogue between school actors in character-building interventions.

CONCLUSION

This study found that the implementation of the Reflective Daily Logbook developed through the Taba curriculum model had a significant impact on the formation of student character at MTs Unggulan Al Qodiri Jember. The compilation process that started from identifying students' real needs to implementation involving teachers and students actively showed a participatory and contextual pattern typical of the Taba approach. Character indicators such as discipline, order, regularity, independence, cleanliness, and language experienced an increase as seen from the results of observations and documentation for one semester. This book not only functions as an evaluation tool but also as a medium for internalizing values and effective daily reflection in responding to adolescent moral crises. This shows that a curriculum that is designed contextually and based on student's actual needs is able to shape behavior sustainably.

Scientifically, this research offers a grounded model for contextual curriculum application using the Taba framework in Islamic education. However, it is limited by its single-site focus, relatively small sample, and lack of longitudinal tracking. These limitations restrict broader generalization and call for future studies involving diverse school types and regional contexts. Follow-up research could adopt a mixed-methods design, incorporate control groups, and examine long-term behavioral impacts beyond one semester. Exploring students' and parents' perspectives on the character monitoring process would also deepen understanding of internalization dynamics. Thus, this study sets a foundation for expanding practical, scalable models of character education rooted in inductive curriculum logic.

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