TEACHER'S CHALLENGES IN INTEGRATING KURIKULUM BERBASIS CINTA INTO ENGLISH CLASSROOM INTERACTIONS AT MTsN 10 AGAM

THESIS

Submmitted as a Partial Fulfillment for Getting Undergraduate Degree (S1) of English Language Education Study Program

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SJECH M. DJAMIL DJAMBEK BIKITTINGGI

2026

PERSETUJUAN PEMBIMBING

Skripsi dengan judul **"Teacher's Challenges in Integrating Kurikulum Berbasis Cinta into English Classroom Interactions at MTsN 10 Agam"** yang disusun oleh **Yuni Aprila (2322012)** telah diterima dan disetujui untuk diujikan dalam sidang ujian skripsi. Surat persetujuan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

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PENGESAHAN PENGUJI

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ABSTRACT

Yuni Aprila, 2322012. *Teacher's Challenges in Integrating Kurikulum Berbasis Cinta into English Classroom Interactions at MTsN 10 Agam*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sjech M. Djamil Djambek Bukittinggi (2026).

Kurikulum Berbasis Cinta emphasized the integration of love-based values into classroom interactions to foster students' character development. However, previous studies had given limited attention to the practical challenges faced by English teacher's in integrating these values into classroom interactions, particularly in madrasah settings. Preliminary research at MTsN 10 Agam revealed that the implementation of Kurikulum Berbasis Cinta relied on general guidelines and teacher's individual interpretations and was accompanied by issues such as students' anxiety, uneven participation, and classroom discipline. Therefore, this study aimed to identify the challenges encountered by the English teacher in integrating Kurikulum Berbasis Cinta into English classroom interactions at MTsN 10 Agam.

This study employed a qualitative case study design. The participants consisted of an English teacher as the main informant and 15 Grade VII students as supporting informants, selected through purposive sampling. Data were collected through classroom observations and semi-structured interviews. The data were analyzed using the interactive model of Miles. Data triangulation was employed to ensure the trustworthiness of the findings.

The study identified three main challenges faced by the English teacher in integrating Kurikulum Berbasis Cinta into English classroom interactions at MTsN 10 Agam. The challenge in integrating the value of Love for Self and Human Being was encouraging students to participate actively and confidently during English classroom interactions. The challenges in integrating the value of Love for Knowledge were adapting instructional strategies to address students' diverse learning needs and facilitating students to express and develop their ideas during English classroom interactions. These findings imply that the successful integration of Kurikulum Berbasis Cinta requires adaptive instructional strategies, supportive classroom interactions, and continuous professional support for English teacher.

Keywords: *Kurikulum Berbasis Cinta, English Classroom Interactions, Teacher's Challenge*s

ABSTRAK

Yuni Aprila, 2322012. ***Teacher's Challenges in Integrating Kurikulum Berbasis Cinta into English Classroom Interactions at MTsN 10 Agam*. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Sjech M. Djamil Djambek Bukittinggi (2026).**

Kurikulum Berbasis Cinta menekankan integrasi nilai-nilai cinta ke dalam interaksi pembelajaran untuk membentuk karakter peserta didik. Namun, penelitian-penelitian terdahulu masih memberikan perhatian yang terbatas terhadap tantangan praktis yang dihadapi guru bahasa Inggris dalam mengintegrasikan nilai-nilai tersebut ke dalam interaksi pembelajaran, khususnya di lingkungan madrasah. Penelitian pendahuluan di MTsN 10 Agam menunjukkan bahwa integrasi Kurikulum Berbasis Cinta masih mengacu pada pedoman yang bersifat umum dan interpretasi masing-masing guru serta dihadapkan pada berbagai permasalahan, seperti kecemasan siswa, partisipasi yang belum merata, dan kedisiplinan di kelas. Oleh karena itu, penelitian ini bertujuan untuk mengidentifikasi tantangan yang dihadapi guru bahasa Inggris dalam mengintegrasikan Kurikulum Berbasis Cinta ke dalam interaksi pembelajaran bahasa Inggris di MTsN 10 Agam.

Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan penelitian terdiri atas satu orang guru bahasa Inggris sebagai informan utama dan 15 siswa kelas VII sebagai informan pendukung yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur. Analisis data dilakukan menggunakan model interaktif Miles. Triangulasi data digunakan untuk menjamin keabsahan temuan penelitian.

Hasil penelitian mengidentifikasi tiga tantangan utama yang dihadapi guru bahasa Inggris dalam mengintegrasikan Kurikulum Berbasis Cinta ke dalam interaksi pembelajaran bahasa Inggris di MTsN 10 Agam. Tantangan dalam mengintegrasikan nilai Cinta kepada Diri Sendiri dan Sesama Manusia adalah mendorong siswa untuk berpartisipasi secara aktif dan percaya diri selama interaksi pembelajaran bahasa Inggris. Sementara itu, tantangan dalam mengintegrasikan nilai Cinta terhadap Ilmu Pengetahuan meliputi penyesuaian strategi pembelajaran terhadap keberagaman kebutuhan belajar siswa serta memfasilitasi siswa untuk mengemukakan dan mengembangkan gagasan mereka selama interaksi pembelajaran bahasa Inggris. Temuan ini mengimplikasikan bahwa keberhasilan integrasi Kurikulum Berbasis Cinta memerlukan strategi pembelajaran yang adaptif, interaksi pembelajaran yang suportif, serta dukungan profesional yang berkelanjutan bagi guru bahasa Inggris.

Kata Kunci: *Kurikulum Berbasis Cinta, Interaksi Pembelajaran Bahasa Inggris, Tantangan Guru.*

ACKNOWLEDGMENT



Alhamdulillahirabbil'alamin, in the name of Allah SWT, The Most Merciful who always gives the healthy and opportunity to the researcher in accomplishing the thesis entitled "Teacher's Challenges in Integrating Kurikulum Berbasis Cinta into English Classroom Interactions at MTsN 10 Agam". Shalawat and Salam to the Prophet Muhammad SAW who has guided us to the bright era that we live in today. This research was impossible to be completed without help and support from many people. Therefore, researcher would like to express the gratitude to the following people:

1. Prof. Dr. Silfia Hanani, S.Ag., M.Si as the rector of UIN Sjech Djamil Djambek Bukittinggi and the First, Second, and Third Vice-Rector.
2. Dr. Junaidi, S.Ag., M.Pd, as the Dean of Faculty of Tarbiyah and Teacher Training and also his first, second, and third vice assistant.
3. Lena Sastri, M. Pd as my Academic Advisor and Thesis Advisor who has patiently supported and given so many ideas, guidance, time, and valuable lesson during the process of study and composing this thesis.
4. Dr. Widya Syafitri M.Pd., as the Head of English Education Department of State Islamic University of Sjech M. Djamil Djambek Bukittinggi.
5. Dr. Irwandi, S.S., M.Pd and Syahrul,S.S.,M.Pd as the contributor who have given lots of contributions, suggestions, and guidance to this thesis.

6. Muthia Rahman, M.Pd., Elsi Amiza, M.Pd., and Dr. Dra. Afdaleni, M.Pd. M.Pd. as the validators who have given the validity for research instrument of this thesis.
7. All the lecturers of English Education Department of State Islamic University of Sjech M. Djamil Djambek who have guided, and shared their knowledge sincerely and patiently.
8. The librarians of State Islamic University of Sjech M. Djamil Djambek Bukittinggi who have sincerely helped and allowed researcher in collecting references.
9. Big Family of MTsN 10 Agam for accepting the researcher as the part of this big family, and providing place for the researcher to learn, and get new experience. Special thanks to the informant of this study; Umi Yuni Rahmi S. Pd. for kindness, help, support, and patiently sharing knowledg. All teachers and staff of MTsN and do not forget also all students of Class VII-IX thank you so much for the participation and enthusiasm given to the researcher. May Allah bless everyone at this school.
10. To all of my dear friends, thank you for being part of this incredible journey from the very first semester until the end. Thank you for every laugh, every lesson, every word of encouragement, and every memory we created together. Your friendship, support, and presence have made this journey lighter and more meaningful.
11. A special thank you to DOT Photocopy, which has been part of my academic journey from the very first semester until the eighth semester. Thank you for

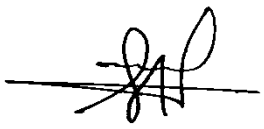
helping me print countless assignments, from the days when I did not even have a laptop to the days when I finally had one. You may not realize it, but you have been one of the silent supporters behind this achievement.

12. To my beloved family especially to my Momy and Ayah, Thank you for your endless prayers, love, and sacrifices that i can never be repaid. This degree may bear my name, but it is truly the result of your struggles and unwavering dedication. Even though Momy and Ayah never had the opportunity to pursue a college education, but you did something extraordinary by giving that opportunity to your child. Thank you for the trust you have always placed in me. Without your love, support, and sacrifices, this achievement would never have been possible. Momy, I proudly dedicate this **S.Pd**. degree to you.
13. To my beloved brother, Riski, and my dear younger siblings, Sarah, Reni, and Hanifah Wafiah, thank you for being my support system and for being the greatest reason why I am here today. I hope this small step will become an inspiration and a role model for all of you to keep dreaming and pursuing your dreams.
14. The last, to myself thank you for fighting through every challenge and for choosing not to give up until this point. This is the beginning of our achievements and a first step toward a new chapter in the professional world and, hopefully, toward pursuing higher education in the future.

The researcher hopes Allah SWT will always bless all of them, who have been mentioned or not. The researcher honestly believes that this thesis is just far away from the word perfect and still has some weaknesses. Therefore, it is hoped that

there will be some critics and suggestion from the readers for a better thesis in the future.

Bukittinggi, 10 July 2026
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CHAPTER I

INTRODUCTION

A. Background of the Problem

The implementation of value based education has increasingly become a central concern in contemporary educational systems, particularly in fostering students' character development and moral dispositions. Current education increasingly emphasizes the holistic development of learners, encompassing not only intellectual competence but also social, emotional, and ethical awareness, as discussed by OECD, (2018) and Noddings, (2013). In response to this need, the Ministry of Religious Affairs of Indonesia has introduced the Kurikulum Berbasis Cinta as an educational policy implemented in madrasahs. This curriculum is based on the concept of *Panca Cinta* which includes five main dimensions, namely love for God and Prophet, love for yourself and human being, love for knowledge, love for the environment, and love for the nation. These five dimensions are the normative foundations in shaping school culture and learning practices. The concept is internalized through love based values, such as compassion, empathy, tolerance and respect for others, in all educational activities. This orientation is consistent with previous studies in English education which emphasize that language learning should not only develop students' linguistic competence but also promote character formation through instructional materials and classroom learning activities (Septrisna et al., 2019)**.** Unlike conventional approaches, the Kurikulum Berbasis Cinta is not positioned as a separate

subject rather, it is systematically integrated into school culture, social interactions, and classroom learning practice (Kholif, 2025). In this sense, the expected final outcome of this curriculum positions education as a transformative process that shapes students' character, attitudes, and social awareness through meaningful relationships and value oriented school culture.

The government, through the Ministry of Religious Affairs of Indonesia, expects schools to develop a value oriented educational culture by integrating love based values into all aspects of school life (Kholif, 2025). This policy emphasizes that compassion, empathy, tolerance, and respect should not only be promoted through formal programs but also reflected in institutional governance, leadership, and daily interactions among teacher's, students, and the wider school community. In line with this perspective, (Lickona, 2004; Hargreaves, 2012) argue that value internalization becomes effective if it is integrated into school culture rather than taught as isolated content. Therefore, the implementation of value based education requires a comprehensive approach that involves institutional commitment, teacher modeling, and consistent social practices in the school environment. These expectations position the school as a key agent in shaping the character of students and encouraging sustainable moral development.

Although the policy presents a comprehensive framework, its practical realization varies significantly among schools and institutions. Recent studies on value based and character education indicate that many schools still struggle to move beyond symbolic implementation (OECD, 2018; UNESCO,

2021). In many cases, the integration of values is limited to ceremonial activities, institutional slogans, or short term programs that are not fully embedded in school structures, pedagogical practices, and professional development systems. This condition reflects a gap between policy expectations and institutional capacity, particularly in terms of leadership commitment, teacher readiness, and systemic support. Consequently, value education tends to remain symbolic rather than transformative. This situation has significant implications for teachers, as they are the primary actors responsible for transform policy into meaningful educational practice. As emphasized by Mockler & Smith, (2018), teachers play a central role in interpreting and enacting educational reforms in classroom contexts. Without clear pedagogical guidance, ongoing training, and practical strategies, teachers may experience uncertainty in integrating abstract and philosophical values into everyday teaching and learning. Previous evidence also indicates that curriculum change requires teachers to reorganize instructional priorities and classroom practices while simultaneously meeting curriculum expectations, which often increases the complexity of classroom implementation (Martaliana et al., 2021).

However, the challenges of implementing value based curricula become more complex when they are situated in subject specific contexts, particularly in language education. English learning is not only oriented toward linguistic competence but also involves communication, interaction, and intercultural understanding. These characteristics make English

classrooms a potential space for integrating love based values. As noted by Atay & Toyosaki, (2018), language education promotes intercultural competence, which includes openness, empathy, and respect toward others. In practice, English teachers often face various challenges in integrating values into language instruction, particularly within classroom interaction. The strong emphasis on linguistic targets, curriculum coverage, and examination requirements tends to limit opportunities to create meaningful and value oriented interaction. As explained by Brown, (2014) and Richards, (2006), language teaching frequently prioritizes measurable outcomes such as grammar and vocabulary, which may reduce attention to affective and moral dimensions of learning. Consequently, integrating Kurikulum Berbasis Cinta into English classroom interaction becomes a complex task, as teachers must balance linguistic competence with the internalization of love based values during teacher-student and student-student interaction. This condition may lead to practical constraints such as limited time, lack of clear guidelines, and challenges in managing meaningful interaction (Lickona, 2004).

Within the context of classroom interaction, the integration of Kurikulum Berbasis Cinta is not merely reflected in conceptual understanding, but is manifested through interactional processes that occur during teaching and learning activities. This includes how teachers initiate interaction, respond to students' contributions, provide feedback, encourage participation, and manage turn-taking. These interactional patterns indicate how values such as compassion, empathy, respect, and tolerance are embedded in the instructional

exchange. In line with this Lickona, (2004) emphasizes that character education should be integrated into teaching processes and classroom interaction rather than taught as separate material. Therefore, although classroom interaction has been recognized as an important space for integrating values in teaching, its practical implementation remains complex and not fully understood. In particular, how such value integration occurs within real classroom interaction and the challenges faced by teacher's still require further exploration.

Several previous studies have explored the integration of values and the Kurikulum Berbasis Cinta in educational contexts. For examples, Sugiono, (2022) through a conceptual study, highlighted that value integration in English language learning remains implicit and largely depends on teachers' creativity, yet it did not provide empirical descriptions of classroom interactions or the challenges faced by teachers. Similarly, Nirwanto et al., (2024), found that foreign language teachers demonstrate strong awareness of the importance of moral values, but they encounter difficulties in translating abstract principles into structured pedagogical practices. Nevertheless, their work did not specifically address the madrasah context or the implementation of Kurikulum Berbasis Cinta. Meanwhile, Kuswanto, (2025) reported successful integration of this curriculum in English learning within a pesantren setting, focusing on strategies and instructional practices rather than on the difficulties experienced by teacher's, and it was not conducted at the junior secondary level in a state madrasah. In addition, Azizi et al., (2026) examined

its role in strengthening character education at the elementary level, but they did not investigate specific subjects such as English or the pedagogical challenges encountered in classroom interactions. Likewise, Setiawan et al., (2025) discussed the pedagogy of love from a conceptual perspective without presenting empirical data on classroom implementation or the real challenges faced by teachers. Therefore, there is still a research gap that requires more in depth exploration of the challenges faced by English teacher's in madrasahs when integrating love based values into classroom interactions.

Based on preliminary research conducted through classroom observation and interviews from September 8, 2025 to January 12, 2026, several issues were identified regarding the integration of kurikulum berbsis cinta into English classroom interaction. The findings indicated that the available guidelines for implementing the curriculum were still general in nature, which required English teacher's to interpret and apply the values independently in their teaching practices. As a result, teachers attempted to integrate Kurikulum Berbasis Cinta based on their own understanding and experiences from workshops and training sessions. In love curriculum encompassed five core values, namely love for God and Prophet, love for knowladge, love for self and fellow human beings, love for the environment, and love for the nation and state. In classroom interaction, these values were reflected through various teacher-student interaction practices based on teacher's interpretations. For instance, activities such as praying, expressing gratitude, and giving moral reminders reflect the value of love for God and

Prophet, while encouragement, positive feedback, and supportive responses during learning reflect love for knowledge and love for yourself and others. These practices indicated that teachers attempted to embed love values across different stages of the lesson based on their own understanding.

However, this condition was followed by several interaction related indications in classroom interaction. Although teacher's had attempted to create a supportive and caring atmosphere, some students still experienced anxiety and lacked confidence when participating in speaking activities due to fear of making mistakes. In addition, classroom participation appeared to be uneven, as only certain students actively engaged during interaction, while others tended to remain passive. There were also indications that classroom discipline was not consistently maintained, even though a caring approach was applied by the teacher. These indications suggested a possible gap between the intended values of love and their actual implementation in classroom interaction. Furthermore, the preliminary findings showed that among the five values of Kurikulum Berbasis Cinta, three aspects were more dominantly observed in classroom interaction, *namely love of God and Prophet, love of knowledge, and love for self and human being* which later became the focus of this study.

Based on the previous studies and the preliminary research, it was found that although the integration of values and Kurikulum Berbasis Cinta had been widely discussed in educational contexts, there was still a gap in understanding the challenges faced by English teacher's in implementing it,

particularly in classroom interaction within madrasah settings. Previous studies tended to focus on conceptual perspectives, teacher's awareness, and successful practices, rather than examining the practical challenges encountered at the classroom level. This condition was supported by the preliminary research findings at MTsN 10 Agam, which showed that the implementation of Kurikulum Berbasis Cinta relied on general guidelines and teacher's individual interpretations, and was accompanied by several interaction related issues such as students' anxiety, uneven participation, and classroom discipline. These conditions indicated a gap between the expected values of curriculum and their actual implementation in classroom interaction. Therefore, based on these issues, the researcher was interested in conducting a case study entitled: ***"Teacher's Challenges in Integrating Kurikulum Berbasis Cinta into English Classroom Interactions at MTsN 10 Agam."***

B. Identification of the Problems

Based on the preliminary research conducted through classroom observation and interviews, several problems were identified in relation to the integration of Kurikulum Berbasis Cinta into English classroom interaction:

1. The available guidelines for implementing Kurikulum Berbasis Cinta were still general in nature, requiring teacher's to interpret and apply the values independently.

2. Teacher’s relied on personal understanding and workshop experiences, resulting in variations in implementation.
3. Love values were implemented across lesson stages, but classroom interaction was not yet consistently optimized.
4. Some students experienced anxiety and lacked confidence in speaking activities.
5. Classroom participation was uneven, with only certain students actively engaging.
6. Classroom discipline issues still occurred despite a caring approach.

C. Research Question

What challenges do English teacher’s face in integrating Kurikulum Berbasis Cinta into English classroom interaction at MTsN 10 Agam?

D. Research Objective

To identify and analyze the challenges faced by English teacher’s in integrating Kurikulum Berbasis Cinta into English classroom interaction at MTsN 10 Agam.

E. Significance of the Research

This study has theoretical significance for the development of English language education, particularly in understanding how Kurikulum Berbasis Cinta is integrated into classroom interaction. It contributes to the literature by providing insights into how value based education, such as love, empathy, tolerance, and social care, is reflected in teacher-student interaction and how teacher’s navigate challenges in implementing these values in English learning contexts.

Practically, this study is expected to benefit English teacher's as a reference for reflecting on and improving their classroom interaction in line with Kurikulum Berbasis Cinta principles. It provides insights into the challenges teacher's face in integrating Kurikulum Berbasis Cinta into interaction and how these challenges influence teaching practices. In addition, this study can serve as a reference for future researchers who are interested in exploring value based curriculum and classroom interaction in different educational contexts.

F. Definition of the Key Terms

To avoid misinterpretation of key terms, the reserch defines as follow:

1. Kurikulum Berbasis Cinta

   Kurikulum Berbasis Cinta refers to the curriculum approach implemented in the madrasah that emphasizes the internalization of compassion, empathy, respect, tolerance, and positive character values within the teaching and learning process.

2. English Classroom Interaction

   In this study, English classroom interaction refers to the verbal communication between teacher and students during English lessons, including teacher talk, student talk, and their interaction patterns in the teaching and learning process.

3. FIACS

   FIACS refers to an interaction analysis system developed by Ned A. Flanders to classify and analyze verbal interaction patterns between

teacher’s and students in the classroom. In this study, FIACS is used to identify categories of teacher talk, students talk, and silence or confusion during English classroom interactions.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Theory

1. The Concept of Kurikulum Berbasis Cinta

a. Definition of Kurikulum Berbasis Cinta

Kurikulum Berbasis Cinta was officially introduced by Yaqut Cholil Qoumas through the Kementerian Agama Republik Indonesia in 2022 as part of efforts to transform education in Madrasah and religious educational institutions. It is not a new curriculum intended to replace the national curriculum but, it is an educational approach that is integrated into the existing curriculum, such as the merdeka curriculum or the madrasah curriculum. Kurikulum berbasis cinta emphasizes the strengthening of human values, empathy, compassion, tolerance, religious moderation, and students' character development through the learning process (Kholif, 2025).

The foundation of Kurikulum Berbasis Cinta is grounded in educational traditions that emphasize holistic and value oriented learner development. It is closely related to humanistic education, which views students as whole individuals with cognitive, emotional, and social potential. According to Rogers, (1994), learning becomes effective when learners feel accepted, respected, and emotionally supported, highlighting the teacher's role as a facilitator who creates a caring and psychologically safe environment. This perspective

aligns with character education, which focuses on moral development and responsible behavior. Lickona, (2004) argues that education should cultivate moral knowing, moral feeling, and moral action, which are reflected in the emphasis on empathy, tolerance, and social responsibility within Kurikulum Berbasis Cinta. This curriculum also reflects value based education and the ethics of care, which stress the integration of ethical and social values in the teaching learning process. Noddings, (2013) emphasizes the importance of caring relationships between teachers and students in nurturing empathy, respect, and social awareness. In addition, the approach is connected to holistic education, which aims to balance intellectual, emotional, social, and spiritual development. Miller, (2007) states that holistic education supports the growth of the whole person and meaningful relationships with others and the environment. In the Indonesian context, the philosophical basis of Kurikulum Berbasis Cinta is also influenced by Islamic educational values, particularly the concept of *rahmatan lil ‘alamin*, which promotes compassion, peace, and universal love as central principles in education and social interaction.

Based on these philosophical foundations, the kurikulum berbasis cinta is not only understood as an approach rooted in humanistic, character, value based and holistic education, but also conceptually realized in the form of a curriculum framework that

emphasizes the integration of the value of compassion in the educational process. Thus, the concept of a kurikulum cinta was developed as a learning paradigm that places emotional connection, empathy, and respect at the core of learning activities. According to Afryansyah & Sirozi, (2025), Kurikulum Berbasis Cina is an educational framework that integrates the values of compassion, respect for human dignity, and positive emotional relationships between Teachers and students into the process of planning, implementing, and evaluating learning. The goal is to form students who are humanists and of social character. Syakhrani, (2025) argues that Kurikulum Berbasis Cinta focuses on students' affective, social, and spiritual development through the internalization of values such as empathy, tolerance, and social care. From this perspective, the curriculum does not merely function as a tool for knowledge transmission but also as a means of transforming school culture into one that is inclusive and civilized. However, Kuswanto, (2025) present perspectives on kurikulum berbasis cinta is an educational framework that combines the principles of compassion. He gives greater attention to classroom interaction as the main medium for internalizing love based values. This indicates that the success of this curriculum depends not only on curriculum design but also on teachers' ability to create supportive and meaningful learning environments.

Based on the views of these experts, Kurikulum Berbasis Cinta can be defined as an educational approach that integrates the values of compassion, empathy, respect for human dignity, and positive relationships between teachers and students throughout the learning process. This approach does not replace the national curriculum rather, it is implemented as a paradigm that strengthens students' character development, moral awareness, and social competence. Kurikulum Berbasis Cinta emphasizes holistic learning by balancing cognitive, affective, social, and spiritual aspects, and it positions caring interactions as the primary means of internalizing values. Therefore, its main objective is to develop learners who are not only academically competent but also humanistic, tolerant, empathetic, and socially responsible.

b. Values of Kurikulum Berbasis Cinta

In the context of education, values are understood as principles or beliefs that serve as the foundation for shaping individuals' attitudes, behaviors, and decision making. Values function as guidelines in developing students' character and personality. According to Lickona, (2004), values in education play a crucial role in fostering moral knowing, moral feeling, and moral action. This indicates that values are not merely understood cognitively but are also internalized in attitudes and behaviors. Similarly, Kolb, (2015) emphasizes that education should help students develop values through real life

experiences and social interaction. Thus, values become an integral part of meaningful learning. Within Kurikulum Berbasis Cinta, values constitute the central foundation of the educational process. These values are not taught as separate subjects but are integrated into all learning activities, classroom interactions, and school culture. This approach aims to develop students who possess strong character, empathy, and social as well as spiritual awareness. The core values of Kurikulum Berbasis Cinta are conceptualized in the framework of *Panca Cinta*, which refers to five fundamental values that guide the development of students' character (Kholif, 2025).

1) Love for God and Prophet

   This value emphasizes the development of students' spirituality, faith, and religious awareness in their daily lives. Education is directed toward forming individuals who have a strong relationship with God and demonstrate gratitude, honesty, and responsibility in their actions. This value is also related to the concept of *rahmatan lil 'alamin* in Islamic education, which highlights compassion, peace, and tolerance as fundamental principles in human interaction.

2) Love for Self and Human Being

   This value focuses on developing empathy, tolerance, respect for diversity, and the ability to cooperate with others. Students are encouraged to respect human rights, build harmonious

social relationships, and avoid discrimination. This value is closely associated with multicultural education and the promotion of religious moderation.

3) Love for Knowledge

This value emphasizes curiosity, critical thinking, creativity, and a lifelong passion for learning. Students are encouraged to develop a love for the learning process rather than focusing solely on academic outcomes. This perspective aligns with the concept of meaningful learning, which stresses deep understanding and reflective learning experiences.

4) Love for the Environment

This value fosters ecological awareness and responsibility for environmental sustainability. Education is aimed at developing environmentally responsible behavior, such as maintaining cleanliness, reducing waste, and preserving nature. It is also closely connected to education for sustainable development.

5) Love for the Nation and the State

This value aims to develop nationalism, civic responsibility, and a commitment to unity. Students are expected to build national awareness, appreciate cultural diversity, and actively participate in social and democratic life.

These values have strong relevance to character education. The integration of spiritual, social, intellectual, ecological, and national

values in the learning process can help develop students' character holistically. This approach not only enhances academic competence but also fosters empathy, responsibility, and social awareness. Therefore, the implementation of *Panca Cinta* in education can become an effective strategy for shaping a generation that is characterized by strong moral values, humanism, tolerance, and a deep concern for the environment and society. In this study, the researcher focuses only on three panca cinta values, namely *Love for God and Prophet, love for knowledge, and love for self and human being*. The selection of these three aspects is based on the findings of the preliminary research, which indicate that these values most frequently emerged in classroom interactions. Therefore, this study does not cover all components of panca cinta, but specifically concentrates on the three aspects that are most relevant and contextually evident in the observed teaching and learning practices.

c. Characteristics of Kurikulum Berbasis Cinta

The theoretical foundation of Kurikulum Berbasis Cinta is closely related to humanistic education, care ethics, and character education, which highlight the importance of meaningful learning and positive interpersonal relationships. First, Kurikulum Berbasis Cinta emphasizes the importance of caring and supportive relationships in the classroom. This perspective is aligned with the humanistic theory proposed by Rogers & Freiberg, (1994), who argues that a positive

and accepting learning environment can enhance students' motivation, self confidence, and personal growth. Noddings, (2013) also highlights that education should be rooted in care, where teachers demonstrate empathy, responsiveness, and emotional support toward students. In this sense, the classroom becomes a safe and respectful space that promotes psychological well being and trust. Kurikulum Berbasis Cinta also integrates moral and character values into all aspects of learning. This approach is supported by the progressive educational philosophy of Evertson, (2017), who emphasizes that education should connect knowledge with real life experiences and social responsibility. Rather than teaching values as separate subjects, thats embeds values such as respect, cooperation, responsibility, and tolerance within classroom interaction, instructional materials, and assessment. This integration encourages students to internalize values through authentic learning experiences.

Furthermore, Kurikulum Berbasis Cinta promotes student centered and experiential learning. This characteristic is consistent with constructivist and experiential learning theories, which suggest that students learn more effectively when they actively participate in meaningful activities. According to Kolb, (2015), learning involves concrete experience, reflection, conceptualization, and application. Therefore, kurikulum cinta encourages collaborative learning, discussion, problem solving, and real life projects to develop both

academic competence and social awareness. Then, reflection and emotional awareness are central components. The development of emotional intelligence, as proposed by Herrera & Martinie Alba, (2021), plays an important role in students' personal and social success. Through reflective activities, students are guided to evaluate their attitudes, behavior, and learning processes. This practice fosters empathy, self regulation, and responsible decision making. The last, Kurikulum Berbasis Cinta supports holistic development. This idea is closely related to holistic education, which views learners as whole persons with cognitive, affective, social, and spiritual dimensions. It is seeks to balance academic achievement with character formation, emotional maturity, and social responsibility, enabling students to become competent and compassionate individuals. Based on the theoretical explanation above, the main characteristics of Kurikulum Berbasis Cinta can be summarized and presented in the following table to provide a clearer and more systematic understanding.

d. Implementation of Kurikulum Berbasis Cinta in School

The implementation of Kurikulum Berbasis Cinta in schools and madrasah is carried out through the development of a value oriented school culture that promotes compassion, empathy, tolerance, and respect. As an educational approach kurikulum cinta is not implemented as a separate subject but integrated into daily school life (Kholif, 2025). These practices reflect the values of *Panca Cinta* and

aim to create a caring and inclusive educational environment that supports students' emotional and social development. Similarly, the implementation of curriculum values requires learning activities to be integrated into students' authentic experiences rather than relying solely on the delivery of subject content. This enables schools to create meaningful learning environments that support both students' academic and character development (Meldia, 2022).

The role of teachers is central in implementing the values of the Kurikulum Berbasis Cinta in daily school practices, particularly in the madrasah context. Teachers are not only responsible for delivering academic content but also for guiding students' character and spiritual development. This view is consistent with the educational philosophy of *Ki Hajar Dewantara*, who emphasized that teachers should serve as role models, inspire students, and provide continuous guidance (Harlyanikova et al., 2025). In this context, teachers' example in demonstrating compassion, fairness, empathy, and respect becomes a fundamental foundation for students' character formation.

Within the Indonesian national education system, the strengthening of character values has also been emphasized through government policy. Kementerian Pendidikan dan Kebudayaan Republik Indonesia, through the Character Education Strengthening program (Penguatan Pendidikan Karakter/PPK), highlights the importance of integrating religious, nationalistic, independent,

cooperative, and integrity values into all learning activities. This principle aligns with the implementation of the love curriculum, which requires teachers to integrate values such as care, respect, and empathy into the teaching and learning process, not merely as additional content but as the core spirit of instruction.

More specifically, in the madrasah context, Kementerian Agama Republik Indonesia emphasizes that education in madrasahs aims to develop students who are faithful, morally upright, and balanced in both academic and spiritual competencies. Therefore, madrasah teachers carry a dual responsibility, fostering students' cognitive development while also nurturing Islamic and humanitarian values. The implementation of the Kurikulum Berbasis Cinta in madrasahs is highly relevant because it is conceptually aligned with the goals of Islamic education, which focus on tarbiyah (holistic development), ta'dib (character and ethical formation), and tazkiyah (spiritual purification). These approach also consistent with the concept of a caring educational environment proposed by Noddings, (2013), which highlights the importance of relationships and emotional connection in fostering students' moral and social development. This commitment requires teachers to align curriculum objectives, instructional methods, and assessment practices so that the intended educational values are consistently reflected throughout the teaching and learning process. Such alignment is essential for ensuring that

curriculum implementation moves beyond policy intentions into effective classroom practice (Selja & Kardena, 2022).

In conclusion, the implementation of Kurikulum Berbasis Cinta in schools and madrasahs emphasizes the integration of love based values into school culture, daily routines, and classroom practices rather than treating them as separate subjects. Through the application of Panca Cinta, schools aim to foster students' moral, emotional, and spiritual development holistically. Teachers play a crucial role as role models and facilitators in creating caring, respectful, and supportive learning environments. This approach is also in line with the national character education agenda promoted by Kementerian Pendidikan dan Kebudayaan Republik Indonesia and the vision of Islamic education emphasized by Kementerian Agama Republik Indonesia.

2. English Classroom Interaction

a. Definition of Classroom Interaction

Classroom interaction refers to the communication process that occurs between teachers and students during the teaching and learning process, involving a two-way exchange in which both participants actively engage in constructing meaning. Setiananingrum and Saleh, (2016) emphasize that classroom interaction reflects the communication patterns between teachers and students that influence the effectiveness of classroom activities. In this context, interaction is understood as a reciprocal process of communication, derived from the

elements *inter* and *action*, which indicate mutual engagement between participants (Rhalmi, 2016).

Furthermore, classroom interaction plays a crucial role in language learning, particularly in developing students' communicative competence. Walsh, (2011) argues that interaction provides opportunities for learners to practice the target language and actively participate in the learning process. In addition, effective classroom interaction contributes to building positive relationships between teachers and students and creating a supportive learning environment. As noted by Richards, (2017), meaningful interaction facilitates communication and encourages students to become more actively engaged in classroom activities.

In educational settings, communication between teachers and students is purposefully directed toward achieving instructional goals. Therefore, the teaching and learning process can be understood as a form of educational communication or pedagogical interaction. In practice, classroom interaction is supported by several essential components, including instructional objectives that determine the direction of teaching, appropriate learning materials selected based on students' needs, effective methods and tools to facilitate interaction, adequate facilities and infrastructure to support learning activities, and evaluation to assess whether the instructional process has successfully achieved its intended goals (Oktifa, 2022). The effectiveness of

classroom interaction largely depends on how well the teacher manages and integrates these components.

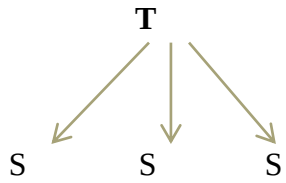
In conclusion, classroom interaction refers to a purposeful communication process between teachers and students that supports the achievement of instructional goals and the development of students' communicative competence. However, integrating Kurikulum Berbasis Cinta values into this interaction presents several challenges, particularly in managing classroom communication, encouraging active student participation, and embedding values within the teaching process. Therefore, classroom interaction is analyzed in this study to identify the challenges faced by teachers in integrating Kurikulum Berbasis Cinta.

b. Types and Patterns of Interaction

Classroom interaction is a fundamental aspect of the teaching and learning process, particularly in English-speaking classrooms where communication plays a central role. Brown, (2015) explains that group interactions can be done into several types, including teacher-student, student–teacher, and student-student interactions, which involve engaging communication and active participation of students. Similarly, Hall, (2011) classifies classroom interaction into teacher-student, student-student, and whole-class interaction, reflecting different participation structures that influence how learners engage in classroom activities. In addition to the types of interaction, patterns of

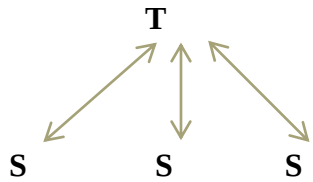
classroom interaction describe how communication flows during the teaching and learning process. Setiananingrum & Saleh, (2016) emphasize that classroom interaction reflects the patterns of communication that take place in the classroom and plays an important role in shaping the effectiveness of learning activities. Based on this perspective, several interaction patterns can be identified as follows:

1) Teacher-Student Interaction



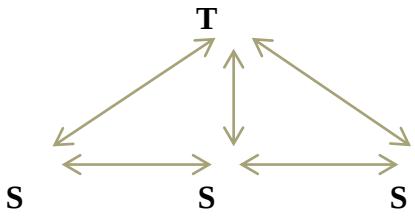
This type of communication can be considered one-way communication. In this situation, the teacher delivers information to the students without receiving any feedback from them, and there is no interaction among the students themselves.

2) Teacher-Student-Teacher Interaction Pattern



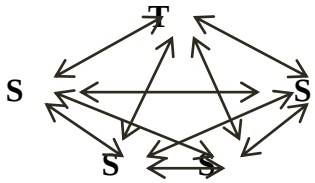
This interaction pattern involves two-way communication. The teacher initiates interaction, students respond, and the teacher provides feedback. Although interaction occurs, the teacher still maintains control over the flow of communication. This pattern is commonly found in classroom discourse.

3) Teacher-Student-Student Interaction Pattern



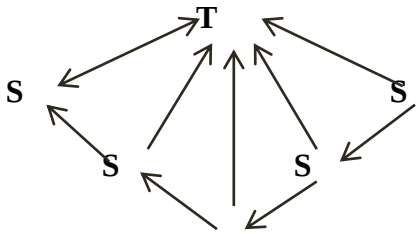
In this pattern, interaction occurs not only between the teacher and students but also among students. Learners are given opportunities to communicate with their peers, exchange ideas, and support each other in the learning process, which can enhance participation and engagement.

4) Multi-directional Interaction Pattern



This pattern involves communication that flows in multiple directions, including teacher-to-student, student-to-teacher, and student-to-student interaction. Such interaction creates a more dynamic and communicative learning environment, allowing participants to actively exchange ideas and feedback.

5) Circular Interaction Pattern



S

In circular interaction, the teacher organizes turn-taking systematically so that each student has an equal opportunity to participate. Students take turns expressing their ideas, which promotes fairness, balanced participation, and confidence in using the target language.

These types and patterns describe how classroom interaction is structured. In this study specifically focuses on the Teacher-Student-Teacher interaction pattern as the primary context for examining how teachers integrate Kurikulum Berbasis Cinta into classroom interactions. This pattern is selected because it reflects a common form of interaction in which teachers initiate, respond to, and provide feedback to students, allowing the process of value integration to be observed more clearly. Through this interaction, the way teachers embed values in their language, responses, and feedback becomes more visible.

c. Interaction as a Medium for Integrating Kurikulum Berbasis Cinta

Classroom interaction plays a crucial role as a medium for integrating educational values, including the principles of Kurikulum Berbasis Cinta. According to Vygotsky, (1978), learning occurs through social interaction, where knowledge and values are constructed through communication between teachers and students.

This implies that the way teachers interact, respond, and engage with students becomes a key channel for embedding values such as respect, empathy, and active participation, which are central to Kurikulum Berbasis Cinta.

Furthermore, classroom interaction is not only a tool for delivering academic content but also a means of shaping students' attitudes and character. Weinstein, (2016) emphasizes that learning is an active process in which learners construct new ideas through interaction and dialogue. In this context, teacher talk and student talk become important elements through which love values are practiced in real situations, such as encouraging students, appreciating their ideas, and creating a supportive learning environment.

Therefore, classroom interaction serves as a strategic medium for integrating Kurikulum Berbasis Cinta principles into teaching practices. Through patterns of interaction, teachers can either support or hinder the implementation of these values. Classroom interaction is viewed not only as a process of exchanging information, but also as a medium for internalizing values as emphasized in the Kurikulum Berbasis Cinta. According to the guideline of Kurikulum Berbasis Cinta (Kholif, 2025), learning is oriented toward the development of students' character through the cultivation of values such as empathy, respect, responsibility, honesty, and care for others. These values are

expected to be reflected in classroom interaction, particularly through students' active participation and meaningful engagement.

d. Tools to Analyze Classroom Interaction

In classroom interaction, the analysis of interaction can be conducted using various tools that have been developed by experts, each with different focuses and procedures. One of the most widely used instruments is the Flanders Interaction Analysis Categories System (FIACS) developed by Flanders., (1970) which categorizes classroom interaction into teacher talk, student talk, and silence, allowing researchers to systematically quantify verbal interaction in the classroom. Another commonly used tool is the IRF (Initiation-Response-Feedback) model proposed by Sinclair and Malcolm, (1975), which focuses on the sequential structure of classroom discourse, particularly how teachers initiate interaction, students respond, and teachers provide feedback. In addition, Lier, (1988) introduces an interactional framework that emphasizes the role of participation and negotiation of meaning in classroom communication. Despite their usefulness, each tool has its own limitations. The IRF model, for instance, provides a clear structure of discourse but tends to focus only on micro level interaction and may overlook the overall distribution of talk in the classroom. Meanwhile, van Lier's framework offers rich qualitative insights but lacks a systematic categorization that can be easily quantified. Therefore, this study employs FIACS as the Tool

analyze in classroom interaction, as it provides both systematic categorization and measurable data that support in-depth analysis of interaction patterns.

3. Flanders Interaction Analysis Categories System (FIACS)

The Flanders Interaction Analysis Category System (FIACS) is a framework developed by Flanders, (1970) to categorize the types and frequency of verbal interactions occurring in the classroom. It provides a systematic way to analyze classroom discourse by identifying who is speaking, how much they are speaking, and the nature of the interaction. Consequently, FIACS has been widely utilized by researchers as an analytical tool to examine and improve interaction patterns between teachers and students (Novianti & Anugrawati, 2023). According to Abdusyukur, et al, (2022) the widespread use of FIACS is attributed to its practicality and accuracy as a measurement instrument. In addition, the system is considered flexible, allowing researchers to adapt and modify it according to the specific needs of their studies.

The primary purpose of this analysis is to facilitate researchers in examining classroom interactions during the teaching and learning process. In this study, FIACS is not only used to identify interaction patterns, but also to examine how values of Kurikulum Berbasis Cinta are reflected within classroom interaction. Therefore, each interaction category is interpreted and linked to three core values of love, namely *Love for God and Prophet*, *love for knowledge*, *and love for self and*

human being. In his book *Analyzing Teacher Behavior*, Flanders explains the ten categories interactions in detail, as in the following (Flanders, 1970);

1) Accepting Feeling

This category refers to teacher statements that show acceptance and clarification of students' feelings, whether positive or negative, in a way that does not make students feel threatened or afraid. Flanders emphasizes that teachers may explicitly identify and acknowledge students' emotions as part of supportive classroom interaction. In the context of Kurikulum Berbasis Cinta, this category reflects love for oneself, particularly in developing students' self-discipline, and may also relate to love for oneself and others through the promotion of respectful behavior. It can also be associated with values aligned with love for Allah and the Prophet, particularly when correction is delivered with patience, respect, and good manners. However, it needs to be delivered carefully, as harsh criticism may discourage student participation. In classroom interaction, this can be observed when the teacher corrects behavior respectfully and students respond by accepting feedback and improving their behavior, which also reflects students' willingness to express their feelings and ideas without fear, indicating that a supportive and value-based interaction has been established. This supportive interaction is particularly important because students who experience fear or anxiety in English

classrooms tend to be less willing to participate and demonstrate lower learning achievement. Therefore, teachers' acceptance of students' feelings and the creation of a psychologically safe classroom environment are essential to encourage active participation and meaningful learning (Herman et al., 2024).

2) Praising or Encouraging

This category refers to teacher statements that express approval, encouragement, or positive reinforcement toward students' responses, such as giving compliments or supportive feedback (Flanders, 1970). In relation to Kurikulum Berbasis Cinta, this category primarily reflects love for oneself, as it helps build students' self-confidence and positive self-perception. It may also support love for knowledge, since encouragement can increase students' motivation to participate and engage in learning activities. This category can be observed when students show increased confidence, participate more actively, and respond more willingly during classroom interaction.

3) Accepting or Using Students' Ideas

This category refers to teacher responses that accept, develop, or utilize students' ideas during the learning process. Teachers may repeat, clarify, modify, or expand students' contributions as part of the interaction (Flanders, 1970). In Kurikulum Berbasis Cinta, this category primarily reflects love for knowledge, as it values

students' thinking processes and encourages intellectual engagement. It may also reflect love for self and human being, as students feel that their ideas are respected and appreciated. This category can be identified when students actively contribute ideas and those ideas are meaningfully incorporated into the learning process.

4) Asking Questions

This category refers to teacher questions that aim to elicit responses from students, particularly those related to the learning content (Flanders, 1970). In the context of Kurikulum Berbasis Cinta, this category primarily reflects love for knowledge, as it encourages students to think, explore, and construct understanding. It may also support love for oneself, as students are given opportunities to express their thoughts and develop confidence in responding. This category can be observed when students actively respond to questions, engage in discussion, and demonstrate willingness to participate in classroom interaction.

5) Lecturing

This category refers to teacher talk in which the teacher explains, presents information, or delivers content based on their own ideas or other sources (Flanders, 1970). Lecturing is commonly used to convey knowledge and guide students' understanding of the lesson. In the context of Kurikulum Berbasis

Cinta, lecturing primarily reflects love for knowledge, as it functions to transmit information and support students' cognitive development. However, its effectiveness in promoting value-based interaction depends on how it is delivered. If lecturing is too dominant, it may limit students' opportunities to participate actively, which can reduce the development of love for self and human being, particularly in terms of confidence and interaction. Therefore, this category can be considered aligned with Kurikulum Berbasis Cinta when it is balanced with opportunities for student participation, allowing students not only to receive knowledge but also to engage in meaningful interaction.

6) Giving Directions

This category refers to teacher statements that provide instructions, commands, or guidance to students in order to carry out learning activities (Flanders, 1970). Clear and structured directions help students understand tasks and expectations in the classroom. In relation to Kurikulum Berbasis Cinta, giving directions primarily reflects love for self and human being , as it promotes responsibility, discipline, and cooperation among students. When directions are delivered clearly and respectfully, students are more likely to follow instructions willingly and engage in learning activities. It may also support love for knowledge, as clear guidance helps students focus on learning tasks effectively.

This category can be observed when students are able to follow instructions independently and demonstrate responsibility in completing tasks.

7) Criticizing or Justifying Authority

This category refers to teacher statements aimed at correcting students' behavior, maintaining classroom order, or justifying rules and authority (Flanders, 1970). It often involves addressing inappropriate behavior or guiding students toward acceptable conduct. In relation to Kurikulum Berbasis Cinta, this category primarily reflects love for oneself, particularly in developing students' self-discipline, love for self and human being through the promotion of respectful behavior. this also can be associated with values aligned with love for god, particularly when correction is delivered with patience, respect, and good manners. However, it needs to be delivered carefully, as harsh criticism may discourage student participation.. In classroom interaction, this can be observed when the teacher corrects behavior respectfully and students respond by accepting feedback and improving their behavior.

8) Student Talk-Response

This category refers to students' verbal responses to teacher-initiated interaction, such as answering questions, following instructions, or reacting to prompts given by the teacher (Flanders,

1970). The responses are typically limited to what is required by the teacher's initiation and do not extend beyond the given structure. In the context of Kurikulum Berbasis Cinta, this category primarily reflects love for knowledge, as it indicates students' engagement in understanding and responding to the learning content. However, since the interaction is still controlled by the teacher, the opportunity for students to fully express their ideas may be limited. In classroom interaction, this can be observed when students respond to teacher questions, follow instructions, and participate in activities as directed. Students show understanding of the material, although their responses tend to be brief and guided by the teacher's prompts.

9) Student Talk-Initiation

This category refers to students' ability to initiate interaction independently, such as expressing their own ideas, asking questions, introducing new topics, or providing opinions beyond the teacher's prompts (Flanders, 1970). It represents a higher level of student participation and autonomy in classroom interaction. Within the framework of Kurikulum Berbasis Cinta, this category primarily reflects love for knowledge, as it shows students' curiosity, critical thinking, and active engagement in learning. It also strongly reflects love for oneself and others, as students demonstrate confidence, respect others' ideas, and actively

participate in social interaction. Compared to other categories, student initiation is a key indicator of student-centered and value-based learning. In classroom interaction, this can be observed when students ask questions without being prompted, express their opinions freely, respond to peers' ideas, or introduce new perspectives during discussion. Students appear confident, engaged, and actively involved in shaping the direction of the interaction.

10) Silence or Confusion

Silence This category refers to pauses, silence, or confusion during classroom interaction when communication between teacher and students is unclear or does not occur (Flanders, 1970). In relation to Kurikulum Berbasis Cinta, this category may indicate challenges in fostering love for knowledge, particularly when students show lack of understanding or engagement. It may also be related to students' confidence, especially when they hesitate to participate in interaction. In classroom interaction, this can be observed when students remain silent after being asked questions, hesitate to respond, or show confusion during the lesson.

The use of FIACS is relevant to this study as it provides a systematic framework for analyzing teacher-student interaction in the classroom. Through FIACS, the researcher can identify whether the

interaction tends to be teacher-centered or student-centered by examining patterns of teacher talk and student talk. This is closely related to the implementation of Kurikulum Berbasis Cinta, which emphasizes student participation, engagement, and positive interaction. By using FIACS, the researcher can examine how these principles are reflected in classroom interaction and identify the challenges faced by teachers, particularly when interaction is dominated by teacher talk rather than encouraging active student involvement.

B. Relevant Studies

Several previous studies have examined the implementation of Kurikulum Berbasis Cinta in educational contexts, particularly in madrasah settings. These studies provide an empirical foundation and help to identify the position and novelty of the present research. The first study was conducted by Kuswanto, (2025) entitled *"Integrating the Curriculum of Love into English Language Education."* This study aimed to examine how Kurikulum Berbasis Cinta was integrated into English language teaching at Pondok Pesantren Dalwa, East Java. Using a qualitative case study design, data were collected through in depth interviews, classroom observations, and document analysis involving English teachers and senior level students. The findings revealed that teachers were able to internalize love-based values through contextualized materials, reflective dialogue, journal writing, and ethical discussions. The similarity with the present study lies in the shared focus on English learning and the integration of values. However, this study mainly

highlights successful instructional practices and does not specifically analyze how classroom interaction occurs or the challenges teachers face in managing interaction patterns. Therefore, the present study extends this research by focusing on teacher's challenges in integrating Kurikulum Berbasis Cinta specifically into English classroom interactions.

The second study was conducted by Azizi et al., (2025) entitled *"Kurikulum Berbasis Cinta and Its Role in Strengthening Islamic Character Education in Madrasah Ibtidaiyah."* This study aimed to analyze the concept, implementation, and role of Kurikulum Berbasis Cinta in strengthening Islamic character education at MIN 3 Tulungagung using a qualitative case study design. Data were collected through observation, interviews, and documentation involving teachers and students. The findings showed that curriculum was implemented through religious habituation, integration of values in learning, cocurricular activities, and the development of an empathetic and inclusive environment. The similarity with the present study lies in the focus on integrating love-based values and the central role of teachers. However, this study focuses on general character education at the elementary level and does not explore how interaction patterns in the classroom reflect values or the challenges faced by teachers in managing such interactions. Thus, the present study differs by examining teacher's challenges in integrating Kurikulum Berbasis Cinta within English classroom interactions at the junior secondary level.

The third study was conducted by Setiawan et al., (2025) entitled *"Humanistic Religious Education: Implementing a Pedagogy of Love in the Curriculum for Indonesia's Young Generation."* This study employed a qualitative design using a conceptual and library research approach. The findings indicated that the pedagogy of love contributes to students' character development through compassionate approaches, exemplary teaching, and humanistic dialogue. Although this study provides strong theoretical insights into love-based education, it does not present empirical data related to classroom interaction or practical challenges faced by teachers in implementing such pedagogy. Therefore, the present study fills this gap by providing empirical evidence on how teachers experience challenges when integrating Kurikulum Berbasis Cinta into real classroom interactions, particularly in English learning contexts.

In conclusion, previous studies have demonstrated that the integration of love based values plays an important role in fostering students' character and creating meaningful learning experiences. However, these studies have several limitations, particularly in their limited focus on classroom interaction patterns and the lack of attention to the specific challenges faced by teachers in implementing Kurikulum Berbasis Cinta within subject specific instruction. Therefore, the present research is necessary to address this gap by investigating teacher's challenges in integrating Kurikulum Berbasis Cinta into English classroom interactions at MTsN 10 Agam. This study contributes by providing context specific and interaction based insights into how value

integration is practiced and the difficulties encountered by teachers in EFL classrooms.

C. Conceptual Framework

This study was grounded in the implementation of Kurikulum Berbasis Cinta as a value-oriented educational approach that emphasized compassion, empathy, respect, and caring relationships in learning. The study focused on Teacher-Student-Teacher (T-S-T) interaction patterns in English classroom interaction, where values such as love for God and Prophet, love for knowledge, and love for self and human beings were integrated into the teaching and learning process. To analyze the interaction systematically, the Flanders Interaction Analysis Categories System (FIACS) was used to examine teacher talk, student talk, and silence or confusion. Since integrating these values into classroom interaction required teachers to manage communication, participation, and value integration simultaneously, this study aimed to identify and describe the challenges faced by teachers in implementing Kurikulum Berbasis Cinta in English classroom interaction.

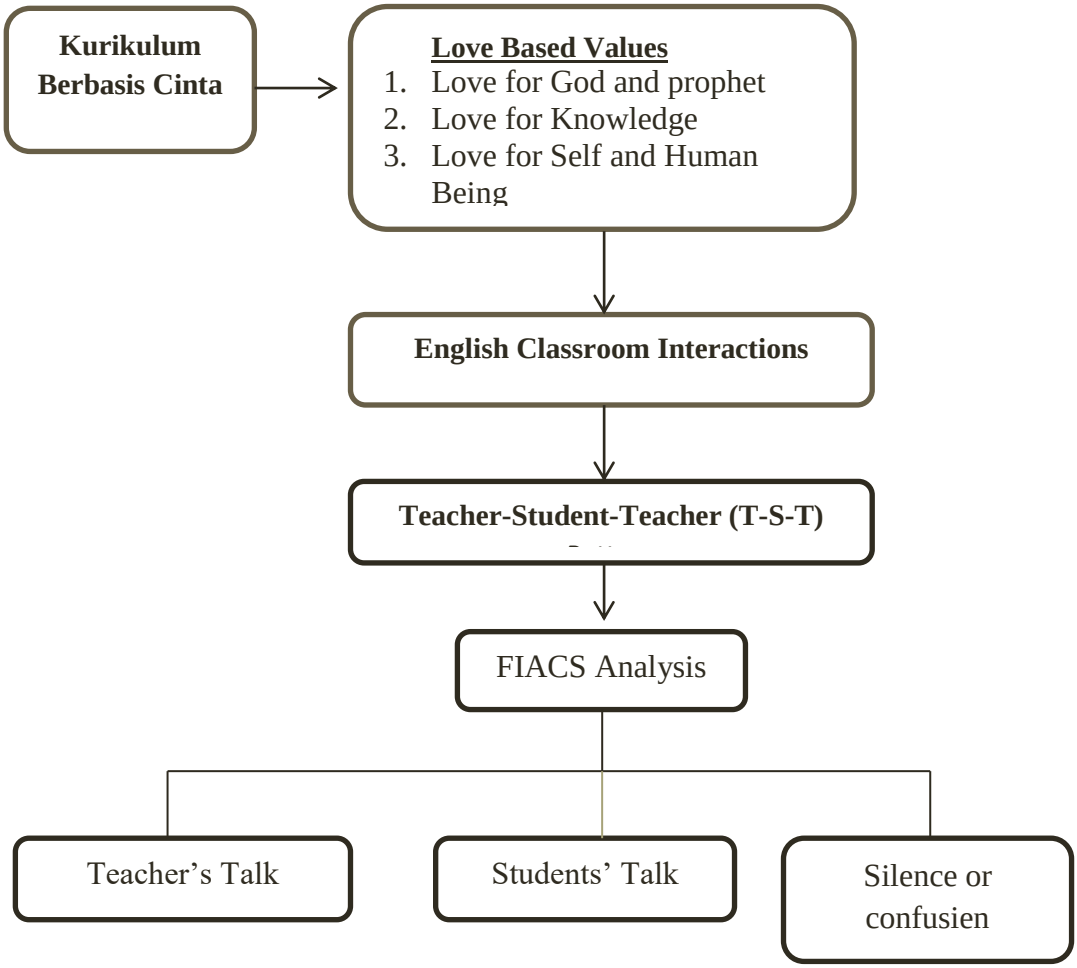


FIGURE 1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research used a qualitative research design with a case study approach to explore the teacher's challenges in integrating Kurikulum Berbasis Cinta into English classroom interactions. Qualitative research was used to understand social and educational phenomena by examining participants' experiences, perspectives, and interactions in natural settings. According to Creswell, and Poth, (2018), this approach is suitable for investigating complex and contextualized practices through rich and descriptive data. This research applied a case study because it allowed an in-depth investigation of a bounded system within its real life context. According to Claxton & Mott, (2023), a case study is appropriate for exploring contemporary phenomena in specific settings. This approach was chosen to obtain a comprehensive understanding of the instructional challenges faced by the teacher in integrating love based values into English classroom interactions.

B. Research Setting

This research was carried out at Madrasah Tsanawiyah Negeri 10 Agam. The school was selected as the research setting because it was one of the educational institutions that had officially implemented the Kurikulum Berbasis Cinta since 2024 and has emphasized its integration more strongly as a compulsory approach in the 2025-2026 academic year, including in

English learning. This condition provides a relevant context for investigating the challenges faced by the teacher's in integrating Kurikulum Berbasis Cinta into English classroom interactions. Moreover, the school offers accessibility and supports the researcher in collecting in depth data related to the challenges faced in classroom interactions. The research was conducted from May to July 2026. This period provided sufficient opportunities for the researcher to observe the teacher's challenges in integrating love-based values into English classroom interactions.

C. Informants

The informants of this research consisted of one English teacher as the key informant and fifteen seventh-grade students as supporting informants at MTsN 10 Agam. The teacher was selected as the key informant due to their direct and comprehensive involvement in integrating Kurikulum Berbasis Cinta into English classroom interactions and their experience in encountering instructional challenges during the teaching and learning process. Meanwhile, the students are involved as supporting informants to provide additional perspectives on the challenges faced by the teacher as reflected in classroom interaction and learning activities.

D. Sampling Technique

This research used purposive sampling to select participants who were directly involved in integrating Kurikulum Berbasis Cinta into English learning at MTsN 10 Agam. According to Sugiono, (2017), purposive sampling is a technique for selecting participants based on specific

considerations and criteria related to the research objectives in order to obtain relevant and in depth data. The criteria in this research included having relevant experience in English classroom practices and being actively involved in the implementation of love-based values. Based on these criteria, the key informant was one English teacher, while the supporting informants were fifteen seventh-grade students selected based on their involvement in and experience with the implementation of Kurikulum Berbasis Cinta in classroom interactions. The students were selected and documented, and the data collection continued until data saturation was achieved.

E. Instrument and Technique of Data Collections

In this research, the researcher used two main instruments to collect the data: an observation checklist and semi-structured interviews. These instruments were used to obtain comprehensive and in-depth data on the challenges faced by the teacher in integrating Kurikulum Berbasis Cinta into English classroom practices.

1. Observation Checklist

Observation was one of the primary data collection techniques in qualitative research. According to Creswell and Poth, (2018), observation is the process of gathering first-hand information by observing people and activities in a natural setting. In this research, observation was used to identify the instructional challenges faced by the English teacher in integrating the values of Kurikulum Berbasis Cinta into classroom interactions. Since classroom interaction reflects communication between

teachers and students during the learning process (Setiananingrum & Saleh, 2016). Observation was considered appropriate for obtaining direct data from classroom activities.

This research used non-participant observation, in which the researcher only observed the teaching and learning process without actively participating in classroom activities. The researcher attended English classes at MTsN 10 Agam and recorded observable behaviors related to the integration of Kurikulum Berbasis Cinta values using an observation checklist. The checklist was adapted from FIACS developed by Ned A. Flanders (1970), which is considered flexible and adaptable to research needs Abdusyukur, et al, (2022). In addition, field notes were used to record important contextual situations that could not be fully captured in the checklist.

Table 3. 1 Observation Checklist Based on FIACS Categories Integrated with KBC

No	FIACS Category	Domain of Love	Indicators	Item
1	Accepting Feelings	Love for Self and Human Being (Empathy, respect)	Teacher responds to students' feelings with empathy and respect	2
2	Praising and Encouraging	Love for Self and Human Being (Respect, motivation)	Teacher gives praise and encouragement to support students' participation respectfully	2
3	Accepting or Using Student's Ideas	Love for Knowledge; Love for Self and Human Being (Engagement, respect)	Teacher accepts and uses students' ideas while valuing their contributions	2
4	Asking Questions	Love for Knowledge (Curiosity, critical thinking)	Teacher asks questions to stimulate students' curiosity and critical thinking	2
5	Lecturing	Love for Knowledge	Teacher explains the	2

		(Understanding, engagement)	material to support students' understanding and engagement	
6	Giving Directions	Love for Self and Human Being (Responsibility, discipline)	Teacher gives clear instructions to guide students' responsibility during tasks	2
7	Criticizing or Justifying Authority	Love for God and prophet ; Love for Self and Human Being (Honesty, moral values, respect)	Teacher corrects students' behavior by emphasizing honesty and moral values in a respectful way	2
8	Student Talk - Response	Love for Knowledge (Engagement)	Students respond actively to teacher's questions showing engagement	2
9	Student Talk - Initiation	Love for Knowledge; Love for Self and Human Being (Confidence, respect, cooperation)	Students express ideas actively while respecting others and cooperating in interaction	3
10.	Silence \ Confusion	Love for Knowledge (Lack of engagement)	Students show lack of response or appear confused during classroom interaction	2
	Total			21

Sources from; (Kholif, 2025) ; (Setianingrum & Saleh, 206) ; (Flanders, 1970)

2. Interviews

Interview is data collection technique in qualitative research. It allowed the researcher to explore participants' experiences, beliefs, and perspectives in depth. According to Sugiono, (2017), interview is a process of collecting data through direct interaction with participants to obtain in-depth information about a phenomenon. In this research, interviews were used to obtain detailed information about the teachers' challenges in integrating Kurikulum Berbasis Cinta into English

classroom interactions. Interviews with students were also conducted to support and triangulate the observation data.

This research used semi-structured interviews, which allowed the researcher to prepare guiding questions while still giving participants the freedom to express their experiences and perspectives. The interviews were conducted with the English teacher and several selected students based on interview guidelines developed according to the research focus. All interviews were audio-recorded with the participants' consent and supported by field notes to complement the research data.

Table 3. 2 Indicators of Interview for Teacher

No	FIACS Category	Domain of Love	Indicators	Item
1	Accepting Feelings	Love for Self and Human Being (Empathy, respect)	Teacher responds to students' feelings with empathy and respect	2
2	Praising and Encouraging	Love for Self and Human Being (Respect, motivation)	Teacher gives praise and encouragement to support students' participation respectfully	2
3	Accepting or Using Student's Ideas	Love for Knowledge; Love for Self and Human Being (Engagement, respect)	Teacher accepts and uses students' ideas while valuing their contributions	2
4	Asking Questions	Love for Knowledge (Curiosity, critical thinking)	Teacher asks questions to stimulate students' curiosity and critical thinking	1
5	Lecturing	Love for Knowledge (Understanding, engagement)	Teacher explains the material to support students' understanding and engagement	1
6	Giving Directions	Love for Self and Human Being (Responsibility, discipline)	Teacher gives clear instructions to guide students' responsibility during tasks	1
7	Criticizing or Justifying	Love for God and prophet ; Love for Self	Teacher corrects students' behavior by	2

	Authority	and Human Being (Honesty, moral values, respect)	emphasizing honesty and moral values in a respectful way	
Total				11

Sources from; (Kholif, 2025) ; (Setianingrum & Saleh, 206) ; (Flanders, 1970)

Table 3. 3 Indicators of Interview for Students

No	FIACS Category	Domain of Love	Indicators	Item
8	Student Talk - Response	Love for Knowledge (Engagement)	Students respond actively to teacher's questions showing engagement	2
9	Student Talk - Initiation	Love for Knowledge; Love for Self and Human Being (Confidence, respect, cooperation)	Students express ideas actively while respecting others and cooperating in interaction	2
10.	Silence \ Confusion	Love for Knowledge; Love for Self and Human Being (Understanding, engagement, confidence)	Students show confusion or hesitate to respond during classroom interaction.	2
	Total			6

Sources from; (Kholif, 2025) ; (Setianingrum & Saleh, 206) ; (Flanders, 1970)

F. Data Validity Testing

Data validity testing is a testing process to ensure that the data used in research or analysis can be trusted and actually measures or represents the intended concept or variable. According to Masrukhin, (2014), validity is the degree of accuracy between the data that occurs on the object of research and the data that can be reported by researchers. The main objective is to assess whether the data is appropriate (Valid) for the purpose of the research or analysis, so that the results obtained are reliable and have high accuracy. In this research, data validity testing was used to ensure that the measuring instruments (observation checklist and interview questions) used are in

accordance with what will be measured. There are several types of validity that are often tested in this process, namely content validity, construct validity, criterion validity, and empirical validity. This research used content validity to measure the extent to which the items or indicators used cover all aspects of the concept under study. Content validity is checked by asking for opinions from experts. To assess the content validity of the instruments, the Aiken index was used, which was a systematic method for assessing the relevance of items in a measurement instrument. The Aiken index was calculated by the formula:

$$\mathbf{V} = \frac{\sum \boldsymbol{s}}{\boldsymbol{n}\,(\boldsymbol{c}-\mathbf{1})}$$

V *= Aiken Index*

Σs *= Number of relevance scores given by experts*

n *= Number of experts who rated*

c *= Number of categories in the rating scale*

Table 3. 4 Validation of Instrument

BUTIR	VALIDATOR			s1	s2	s3	∑S	v	KETERANGAN
	1	2	3						
Butir 1-34	133	126	96	99	92	62	253	0,8268	TINGGI

Table 3.4 showed the validation scores given by three lecturers from the English Education Department namely, Muthia Rahman, M.Pd, and Elsi Amiza, M.Pd., and Dr. Dra. Afdaleni, M.Pd. M.Pd. This validation was conducted to ensure that the observation checklist and interview instruments used in this research had high validity in investigating teacher's challenges in integrating Kurikulum Berbasis Cinta into English classroom interactions. Each lecturer assessed important aspects of the instruments, such as the

relevance of the items to the research objectives, the clarity of language, the appropriateness of the indicators, and the suitability of the instruments. The validation results showed that the instrument obtained a validity score of 0.8268, which indicated that the instrument was highly valid and appropriate for collecting data related to teacher's challenges in integrating Kurikulum Berbasis Cinta into English classroom interactions.

G. Trustworthiness of Data

The concept of trustworthiness in qualitative research ensures that the research process is conducted rigorously and that the findings accurately represent participants' real experiences. Lincon & Guba, (1985) propose four criteria of trustworthiness: credibility, transferability, dependability, and confirmability. In this study, credibility was emphasized to ensure an accurate understanding of the challenges faced by the teacher in integrating Kurikulum Berbasis Cinta into English classroom interactions at MTsN 10 Agam.

Credibility refers to the extent to which the findings reflect actual classroom interactions and participants' perspectives (Merrian & Isdell, 2009). To enhance the credibility of the data, this study applied data triangulation through observation and interviews. Observation was conducted to examine the teacher's challenges in integrating Kurikulum Berbasis Cinta into English classroom practices. Semi-structured interviews were conducted with the English teacher and fifteen selected seventh-grade students to gain a deeper understanding of the challenges encountered by the

teacher in integrating Kurikulum Berbasis Cinta into English classroom practices. According to Fusch et al., (2018) triangulation involves using multiple data sources to strengthen research credibility. By cross checking information from different techniques, this study ensures consistency and accuracy in describing the teacher's challenges in integrating love based values into English classroom interactions.

H. Technique of Data Analysis

The data in this research were analyzed using the interactive model proposed by Milles et al., (2014), which consists of three main stages: data reduction, data display, and conclusion drawing and verification. This model was used because it allowed the researcher to analyze qualitative data systematically and continuously throughout the research process.

1. Data Reduction

Milles et al., (2014) define data reduction as the process of selecting, focusing, simplifying, and transforming raw data obtained from the field. In this research, data reduction was carried out through several steps. First, all data obtained from classroom observations were recorded using an observation checklist and detailed field notes. Second, interview data from the English teacher and the fifteen selected seventh-grade students were transcribed and reviewed. After that, the researcher selected and coded the data related to the teacher's challenges in integrating Kurikulum Berbasis Cinta into English classroom

interactions. Irrelevant information was excluded, while important data were categorized based on the research questions.

2. Data Display

Data display refers to organizing and presenting the reduced data in a structured form to facilitate interpretation and analysis (Milles et al., 2014). In this research, the data were displayed by presenting the findings in the form of matrices, tables, and descriptive explanations. The researcher organized the data based on aspects of classroom interaction and the integration of Kurikulum Berbasis Cinta, including teacher talk, student responses, interaction patterns, and the expression of love-based values during the teaching and learning process. Each category included supporting evidence from classroom observations and semi-structured interviews. This process enabled the researcher to identify and analyze the challenges faced by the teacher's in integrating Kurikulum Berbasis Cinta into English classroom interaction.

3. Conclusion Drawing and Verification

Milles et al., (2014) explain that conclusion drawing and verification involve interpreting the meaning of the data and confirming the validity of the findings. In this research, the researcher drew conclusions based on the patterns identified during data reduction and data display. The conclusions were verified by reviewing the observation notes and interview transcripts to ensure the accuracy of the

findings on the teacher's challenges in integrating Kurikulum Berbasis Cinta into English classroom interactions at MTsN 10 Agam.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

In this chapter, the researcher presented the findings of the challenges faced by the teacher's in integrating Kurikulum Berbasis Cinta into English classroom interactions at MTsN 10 Agam. The data were collected through classroom observations and interviews with the English teacher and students. The observations were conducted using FIACS framework to identify interaction patterns occurring during the teaching and learning process. In addition, interviews were carried out to gain deeper insights into the challenges encountered by the teacher in integrating the curriculum into English classroom interactions as well as students' experiences during the learning process. The data obtained from the observations and interviews were then analyzed to answer the research question of this study.

1. Data Descriptions

This section describes the data obtained from classroom observations and semi-structured interviews. The data are presented according to each data collection technique to provide an overview of the integration of Kurikulum Berbasis Cinta into English classroom interactions. The observation data are presented first, followed by the interview data to support the observation findings.

a. Data from Observations

The observation data were collected through three classroom observation sessions conducted on Monday, May 18, Friday, May 22, and Monday, May 25, 2026, at MTsN 10 Agam. These three classroom observations aimed to examine how the English teacher integrated the values of Kurikulum Berbasis Cinta into English classroom interactions. The researcher observed the teacher's classroom practices using an observation checklist based on the FIACS framework, focusing on three domains of Kurikulum Berbasis Cinta: Love for God and the Prophet, Love for Self and Human Beings, and Love for Knowledge. The complete summary of the observation results is presented in ***Appendix 10 in page 129***

1) Love for God and the Prophet

Table 4.1. 1 Observation Results of Love for God and the Prophet

No	Activities	Obs 1		Obs 2		Obs 3		Result	Descriptions
		✓	X	✓	X	✓	X		
7	The teacher reprimands students who speak when the teacher or friend is speaking using polite language.		✓	✓		✓		Yes	The teacher demonstrated Love for God and the Prophet by politely correcting inappropriate behaviour during the second and third observations.
	Teacher reminds students about honesty or good behavior	✓		✓		✓		Yes	The teacher consistently demonstrated Love for God and the Prophet by reminding students to act honestly and respectfully in the classroom.

Table 4.1.1 presents the observation data on the implementation of Love for God and the Prophet during English classroom interactions. This value was reflected through the teacher's efforts to promote honesty, discipline, and respectful behaviour in the classroom. Throughout the three observations, the teacher consistently reminded students to behave honestly and respectfully, for example by reminding them not to cheat, to complete their work responsibly, and to respect classroom rules. In addition, during the second and third observations, the teacher politely corrected students who talked while the teacher or their classmates were speaking. These observation results indicate that the teacher integrated the value of Love for God and the Prophet through classroom guidance and moral reminders during the learning process.

2) Love for Self and Human Beings

Table 4.1. 2 Observation Results of Love for Self and Human Beings

No	Activities	Obs 1		Obs 2		Obs 3		Result	Descriptions
		✓	X	✓	X	✓	X		
1	Teacher listens to students attentively	✓		✓		✓		Yes	The teacher consistently listened attentively to students throughout the three observations.
	Teacher responds calmly and positively when students express difficulties or make mistakes.	✓		✓		✓		Yes	The teacher consistently responded calmly and positively to students' difficulties and mistakes.
2.	Teacher gives verbal praise to students.	✓		✓		✓		Yes	The teacher consistently demonstrated Love for Self and Human Being

									through verbal praise.
	Teachers encourage students to participate by asking questions or inviting passive students to express opinions.	✓		✓		✓		Yes	The teacher consistently demonstrated Love for Self and Human Being by encouraging student participation.
3.	The teacher appreciates or acknowledges the student's opinion before giving a response.	✓		✓		✓		Yes	The teacher consistently demonstrated Love for Self and Human Being by appreciating students' opinions and showing respect for their contributions during classroom interaction
6.	Teacher explains task procedures before students begin the activity	✓		✓		✓		Yes	Love for Self and Human Being was consistently demonstrated through clear task instructions.
	Teacher ensures students understand the instructions given.	✓		✓		✓		Yes	The teacher consistently demonstrated Love for Self and Human Being by ensuring students understood the instructions.
9.	Students respond respectfully to their classmates' ideas	✓			✓		✓	No	The teacher was not consistently able to foster respectful peer responses during the second and third observations.

Table 4.1.2 shows the observation results of Love for Self and Human Beings during English classroom interactions. The observation results showed that the teacher consistently listened attentively to students and responded calmly and positively when they experienced difficulties or made mistakes. The teacher also provided verbal praise, encouraged

students to participate, appreciated students' opinions before giving responses, and gave clear instructions while ensuring that students understood the assigned tasks. However, the teacher did not consistently facilitate respectful peer responses during the second and third observations, as students rarely responded to their classmates' ideas and some laughed when their classmates gave incorrect answers. Overall, the observation results showed that the value of Love for Self and Human Beings was reflected through the teacher's empathy, respect, encouragement, and guidance during classroom interactions.

3) Love for Knowledge

Table 4.1. 3 Observation Results of Love for Knowledge

No	Activities	Obs 1		Obs 2		Obs 3		Result	Descriptions
		✓	X	✓	X	✓	X		
3.	Teachers use students ' answers or ideas as discussion material or examples in learning		✓	✓			✓	No	The teacher occasionally used students' ideas as learning resources because students rarely expressed their ideas during classroom discussions.
4.	The teacher checks the student's understanding by asking questions, such as "do you understand?",	✓		✓		✓		Yes	The teacher consistently checked students' understanding through questioning.
	Teachers ask open-ended questions that encourage students to explain, reason, or make predictions	✓		✓			✓	Yes	The teacher used open-ended questions during the first and second observations.
5.	Teachers explain the material in a coherent and easy to understand	✓		✓		✓		Yes	The teacher consistently explained the learning materials clearly.
	Teacher gives examples or illustrations to clarify	✓		✓		✓		Yes	The teacher consistently provided examples and illustrations to clarify

	the material being taught.								the material.
8.	Students answer teacher’s questions when asked.		✓		✓		✓	No	The teacher's questions rarely received active responses from students.
	Students respond to the teacher's instructions or feedback verbally	✓		✓		✓		Yes	The teacher consistently encouraged students to respond verbally to instructions and feedback.
9.	Students ask questions without being prompted by the teacher	✓			✓		✓	No	The teacher provided opportunities for voluntary questions, but students asked questions only during the first observation.
	Students voluntarily express opinions, ideas, or suggestions during classroom discussion.		✓		✓		✓	No	The teacher encouraged students to express their opinions through direct questioning, as voluntary participation was not observed.
10	Students remain silent during interaction		✓	✓		✓		Yes	The teacher responded to student silence by providing additional prompts during the second and third observations.
	Students show signs of confusion		✓	✓		✓		Yes	The teacher provided additional explanations and guidance when students showed signs of confusion during the second and third observations.

Table 4.1.3 the observation data showed that the teacher occasionally used students’ answers or ideas as examples and discussion material during the learning process. However, this practice was not consistently observed because students rarely expressed their ideas during classroom discussions. Throughout the three classroom observations, the teacher consistently checked students’ understanding by asking questions such as “Do you understand?” before continuing the lesson. The teacher

also consistently explained the learning materials in a clear and coherent manner and provided relevant examples and illustrations to help students understand the concepts being taught. In addition, the teacher encouraged students to answer questions and respond verbally to instructions and feedback during all classroom observations. Although opportunities were consistently provided, students' responses remained relatively limited. The teacher also created opportunities for students to ask questions and express their opinions during classroom discussions. Nevertheless, students asked questions voluntarily only during the first observation, while in the second and third observations the teacher generally invited participation through direct questioning because voluntary responses were rarely observed. Furthermore, during the second and third observations, when students remained silent or showed signs of confusion, the teacher responded by providing additional prompts, explanations, and guidance to maintain classroom interaction and support students' understanding of the learning materials.

b. Data from Teacher's Interview

The interview data were obtained through a semi-structured interview conducted on May 26, 2026. The interview involved one Grade VII English teacher at MTsN 10 Agam, identified by the initials Ms. YR, as the main informant. The interview aimed to obtain in-depth information about the teacher's experiences and challenges in integrating Kurikulum Berbasis Cinta into English classroom interactions. The interview findings

were organized according to the domains of Kurikulum Berbasis Cinta to provide a comprehensive description of the teacher's experiences during the teaching and learning process. A summary of the interview results and the complete interview transcript are presented in ***Appendix 11 in page 134.***

Table 4.2. 1 Teacher's Interview on Love for God and the Prophet

No	Qustions	Descriptions
10.	How do you usually correct students' behavior by emphasizing honesty and moral values in a respectful way?	The teacher corrected students' inappropriate behavior by using a respectful and supportive approach rather than embarrassing them in front of their classmates. The teacher preferred to speak privately with the student to discuss the negative behavior and explain its impact on both the student and others. During the discussion, the teacher emphasized moral values such as honesty, responsibility, and discipline through advice and guidance, while encouraging students to reflect on their behavior and understand more appropriate ways to act.
11	In your experience, what challenges usually arise when correcting students' behavior while emphasizing honesty and moral values	Teacher experienced several challenges when correcting students' behavior while emphasizing honesty and moral values. The teacher explained that students have different ways of thinking, and some were unwilling to be honest about the reasons behind their behavior, requiring the teacher to ask further questions to uncover the actual situation. The teacher also noted that some students appeared reluctant to accept advice, as reflected in their responses during the discussion. In addition, differences between the values taught at school and those practiced at home made it more difficult to foster students' moral development. Therefore, the teacher emphasized that patience and cooperation with parents were important in supporting students' character development.

Based on the interview findings, the value of Love for God and the Prophet was reflected in the teacher's approach to guiding students' behaviour during classroom interactions. The teacher explained that behavioural correction was carried out through a personal and respectful approach rather than in front of the whole class. During these interactions,

the teacher emphasized moral values, including honesty, responsibility, and discipline, while guiding students toward appropriate behaviour. The interview also revealed several challenges in implementing this approach. According to the teacher, some students were reluctant to be honest about the reasons for their behaviour, some were unwilling to accept advice, and differences between the values taught at school and those practiced at home made it more difficult to foster students' moral development. These findings indicate that the teacher emphasized moral values through respectful behavioural guidance while encountering challenges related to students' honesty, receptiveness to advice, and differences in home and school values.

Table 4.2. 2 Teacher's Interview on Love for Self and Human Being

No	Question	Descriptions
1.	When students show different emotions (e.g., happiness, frustration, anxiety, or disappointment) during the lesson, how do you usually respond to their feelings?	The teacher responded to students' positive and negative emotions through a personal and empathetic approach. Students showing negative emotions were approached individually, encouraged, and motivated to regain their focus during the lesson.
2.	In responding to students' feelings, do you experience any challenges in showing empathy and respect? Please explain.	The teacher explained that maintaining empathy was challenging when students showed no improvement despite personal support and encouragement, requiring additional patience, time, and emotional energy.
3.	In your experience, are there any students who are difficult to encourage to participate during classroom interaction?	The teacher explained that some students were difficult to encourage to participate because of differences in learning characteristics, learning abilities, and motivation. Some students showed little interest in learning, were reluctant to complete classroom tasks, and often disrupted the learning process, requiring continuous guidance and encouragement.
4	How do you usually encourage those students to	The teacher encouraged less active students through a personal approach by asking about their

	participate?	difficulties, providing advice and motivation, and directly inviting them to give responses or opinions during classroom interaction.
5.	How do you usually respond to students' ideas, especially when their ideas are different or unexpected?	The teacher responded to students' ideas with openness and appreciation by encouraging them to explain their opinions. Relevant ideas were integrated into the lesson, while inappropriate ideas were respectfully guided toward more appropriate and positive understanding without discouraging students from expressing their opinions.
9.	When giving instruction in Class Activities, how do students usually respond?	The teacher explained that students responded differently to classroom instructions. While some students understood and followed the instructions immediately, others required further clarification. In such situations, the teacher repeated the instructions and checked students' understanding by asking them to restate the instructions before continuing the activity.

Based on ***Table 4.2.2***, the value of Love for Self and Human Being was reflected in the teacher's efforts to build respectful, empathetic, and supportive classroom interactions. The teacher explained that students' emotions were addressed through a personal and empathetic approach by providing encouragement and motivation, particularly when students showed negative emotions during the lesson. The teacher also acknowledged that maintaining empathy could be challenging when students showed little improvement despite receiving personal support, requiring additional patience, time, and emotional energy. Furthermore, the teacher explained that differences in students' learning characteristics, abilities, and motivation made it difficult to encourage active participation during classroom interaction. To address this challenge, the teacher used a personal approach by identifying students' difficulties, providing advice

and motivation, and directly inviting less active students to respond or express their opinions. In addition, the teacher responded to students' ideas with openness and appreciation by encouraging them to explain their opinions, integrating relevant ideas into the lesson, and respectfully guiding less appropriate ideas without discouraging students from expressing themselves. When giving classroom instructions, the teacher also recognized that students responded differently to the instructions. Therefore, the teacher repeated and clarified the instructions and checked students' understanding before continuing the learning activities.

Table 4.2. 3 Teacher's Interview on Love for Knowledge

No	Question	Descriptions
6.	What challenges do you usually face in accepting or using students' ideas?	The teacher explained that one of the main challenges was guiding students' ideas when they differed from the intended learning objectives. This required the teacher to provide further explanations, connect students' ideas with the lesson content, and creatively integrate their contributions without discouraging them from expressing their opinions.
7.	What challenges do you usually face when asking questions to encourage students to respond during classroom interaction?	The teacher explained that students had different levels of background knowledge and self-confidence. Some students remained silent because they lacked prior knowledge or needed further explanation, while others were hesitant to express their ideas despite knowing the answer. Therefore, the teacher needed to provide additional explanations and encourage less active students to participate in classroom interaction.
8.	What challenges do you usually face when explaining the material to support students' understanding and engagement during classroom interaction?	The teacher explained that the main challenges in explaining the material were selecting appropriate teaching methods, varying instructional strategies, and using simple language that students could easily understand. The teacher also emphasized the importance of creativity and the use of learning media to maintain students' engagement during classroom interaction.

As shown in ***Table 4.2.3***, the value of Love for Knowledge was reflected in the teacher's efforts to support students' learning and classroom engagement despite several instructional challenges. The teacher explained that one of the main challenges in accepting or using students' ideas was guiding ideas that differed from the intended learning objectives. To address this, the teacher provided further explanations, connected students' ideas with the lesson content, and integrated their contributions without discouraging them from expressing their opinions. The teacher also explained that differences in students' background knowledge and self-confidence made it difficult to encourage responses through questioning. As a result, additional explanations and encouragement were provided to involve less active students in classroom interaction. Furthermore, the teacher stated that explaining the learning materials effectively required appropriate teaching methods, varied instructional strategies, simple language, creativity, and the use of learning media to maintain students' understanding and engagement during the learning process.

c. Data from Students' Interview

The student interviews were conducted on 25 and 26 May 2026 using a semi-structured interview. A total of 15 Grade 7 students of MTsN 10 Agam participated as supporting informants in this study. The number of participants was determined based on data saturation, as the responses became repetitive and no new information emerged. The

interviews aimed to obtain supporting data regarding students' experiences during English classroom interactions related to the implementation of Kurikulum Berbasis Cinta. A summary of the students' interview responses is provided in ***Appendix 12 in page 140*.**

1) Love for Knowledge

Table 4.3 1 Students' Interview on Love for Knowledge

No	Question	Descriptions
1.	When the teacher asks in class, do you answer immediately or are you silent more often? Why?	Most students stated that they usually remained silent before answering the teacher's questions. They explained that they needed time to understand the questions or ensure that their answers were correct. Meanwhile, a few students answered immediately when they knew the answers.
2.	Do you think it's easy to answer the teacher's questions during English lessons? Why?	Most students reported that answering questions in English was still difficult because of limited vocabulary, pronunciation, and sentence construction. However, several students found it easier when they had understood the lesson beforehand.
4.	How did you feel when you were asked to give your opinion in front of the class?	Most students reported feeling nervous or shy when expressing their opinions in front of the class. However, several students also felt happy or relieved after speaking.

The interview findings showed that most students tended to remain silent before answering the teacher's questions during English lessons. They explained that they needed time to understand the questions and ensure that their answers were correct before responding. In contrast, only a few students answered the teacher's questions immediately when they already knew the answers. The interview also revealed that most students still found it difficult to answer questions in English. They reported that their limited vocabulary, difficulties with pronunciation, and challenges in constructing sentences made it

difficult for them to respond confidently. However, several students stated that answering the teacher's questions became easier when they had understood the lesson beforehand. In addition, when students were asked about expressing their opinions in front of the class, most of them reported feeling nervous or shy. Nevertheless, several students stated that they felt happy or relieved after successfully expressing their opinions during the lesson.

2) Love for Self and Human Being

Table 4.3 2 Stuents' Interview on Love for Self and Human Being

No	Question	Descriptions
3.	When teachers ask students for their opinion, do you usually share your opinion? Why**?**	Most students stated that they expressed their opinions only when they felt confident or understood the lesson. Several students admitted that they rarely participated because they were shy or afraid of making mistakes.
5.	What makes you choose to be silent or feel confused during English lessons?	Most students explained that they remained silent because they had limited vocabulary, did not understand the lesson, or were afraid of making mistakes while speaking English.
6.	Have you ever wanted to answer or ask a question but ended up choosing silence? Why?	Most students stated that they had wanted to ask or answer questions but decided not to because they were afraid of making mistakes, lacked confidence, or their questions had already been answered by the teacher or other students.

Table 4.3.2 shows the students' interview findings on Love for Self and Human Being. The interview findings showed that most students expressed their opinions only when they felt confident or had understood the lesson. Several students admitted that they rarely shared their opinions because they felt shy or were afraid of making mistakes. The interview also revealed that most students chose to remain silent or felt confused during English lessons because of their limited

vocabulary, lack of understanding of the lesson, or fear of making mistakes when speaking English. Furthermore, most students reported that they had wanted to answer or ask questions during the lesson but eventually chose to remain silent. They explained that they were afraid of making mistakes, lacked confidence, or found that their questions had already been answered by the teacher or other students.

2. Data Interpretations

The data interpretation focused on explaining the research findings through data triangulation by comparing the results of classroom observations, teacher's interview, and students' interviews. The interpretation was organized according to the values of Kurikulum Berbasis Cinta, namely Love for God and the Prophet, Love for Self and Human Being, and Love for Knowledge, to explain how each value was integrated into English classroom interactions and to identify the challenges encountered by the teacher in integrating each value into English classroom interactions.

a. Love for God and the Prophet

Table 4. 4. 1 Triangulation of Findings on Love for God and the Prophet

Source	No Item	Findings
Observation	7	The teacher consistently reminded students to be honest, disciplined, and respectful and politely corrected inappropriate behaviour during classroom interactions.
Teacher's Interview	10	The teacher explained that behavioural correction was carried out through a personal and respectful approach while emphasizing honesty, responsibility, and discipline.
	11	The teacher explained that some students were reluctant to be honest, were unwilling to accept advice, and differences

		between school and home values made it more difficult to foster students' moral development.

Based on the triangulation of the observation and teacher's interview findings, the teacher consistently integrated the value of Love for God and the Prophet by promoting honesty, responsibility, discipline, and respectful behaviour during English classroom interactions. The observation findings showed that the teacher consistently reminded students to behave appropriately and corrected inappropriate behaviour in a respectful manner. Likewise, the teacher explained that these moral values were emphasized through personal and respectful guidance during classroom interactions. Although the teacher mentioned several difficulties during the interview, these challenges were not observed during the classroom observations. Therefore, the triangulated findings did not provide sufficient evidence to indicate significant challenges in integrating the value of Love for God and the Prophet into English classroom interactions.

b. Love for Self and Human Being

Table 4. 4. 2 Triangulation of Findings on Love for Self and Human Being

Source	No Item	Findings
Observation	1.	The teacher consistently listened attentively to students and responded calmly and positively when they expressed difficulties or made mistakes.
	2.	The teacher consistently gave verbal praise and encouraged students to participate by asking questions and inviting passive students to express their opinions.
	3.	The teacher consistently appreciated students' opinions before giving responses, demonstrating respect for their contributions during classroom interactions.

	6.	The teacher consistently explained task procedures clearly and ensured that students understood the instructions before beginning classroom activities.
	9.	The teacher was not consistently able to facilitate respectful peer responses during the second and third observations, as students rarely responded to their classmates' ideas and some laughed when their classmates gave incorrect answers.
Teacher's Interview	1.	The teacher responded to students' emotions through a personal and empathetic approach by providing encouragement and motivation.
	2.	Maintaining empathy required additional patience, time, and emotional energy when students showed no improvement despite receiving personal support and encouragement.
	3-4	The teacher explained that differences in students' learning characteristics, abilities, and motivation made participation difficult. To address this, the teacher provided personal guidance, motivation, and direct encouragement during classroom interactions.
	5	The teacher appreciated students' opinions and guided inappropriate responses respectfully without discouraging participation.
	9	The teacher repeated instructions and checked students' understanding when necessary.
Students' Interview	3.	Most students expressed their opinions only when they felt confident or understood the lesson, while others remained reluctant because they were shy or afraid of making mistakes.
	5.	Most students remained silent because of limited vocabulary, lack of understanding of the lesson, and fear of making mistakes when speaking English.
	6.	Most students wanted to answer or ask questions but chose to remain silent because they were afraid of making mistakes, lacked confidence, or believed that their questions had already been answered.

Based on ***Table 4.4.2*** the triangulation of the observation, teacher's interview, and students' interview findings, the teacher consistently integrated the value of Love for Self and Human Being into English classroom interactions by demonstrating empathy, respect, encouragement, and supportive guidance. The observation findings showed that the teacher consistently listened attentively to students,

responded calmly to their difficulties, appreciated their opinions, encouraged participation, and ensured that students understood classroom instructions. These findings were consistent with the teacher's interview, which revealed that the teacher used a personal and empathetic approach to support students emotionally, encourage participation, appreciate students' ideas, and provide clear guidance throughout the learning process.

However, the triangulated findings also revealed challenges in integrating the value of Love for Self and Human Being. Although the teacher consistently encouraged students' to participate through personal guidance, motivation, and appreciation, many students' remained reluctant to express their opinions or ask questions. The students' explained that they lacked confidence, had limited vocabulary, did not fully understand the lesson, and were afraid of making mistakes. These findings were consistent with the teacher's explanation that differences in students' learning characteristics, abilities, and motivation made it difficult to encourage active participation. Therefore, the main challenge encountered by the teacher in integrating Love for Self and Human Being was encouraging students to participate actively and confidently during English classroom interactions.

c. Love for Knowledge

Table 4. 4 3 Triangulation of Findings on Love for Knowledge

Source	No Item	Findings
Observation	3.	The teacher occasionally used students' answers or ideas as discussion material because students rarely expressed their ideas during classroom discussions.
	4.	The teacher consistently checked students' understanding through questioning and used open-ended questions to encourage students' responses.
	5.	The teacher consistently explained the learning materials clearly and provided examples and illustrations to support students' understanding.
	8.	The teacher encouraged students to answer questions and respond verbally, but students' responses were often limited.
	9.	The teacher provided opportunities for students to ask questions and express their opinions, but voluntary participation was rarely observed.
	10.	The teacher provided additional prompts, explanations, and guidance when students remained silent or showed signs of confusion.
Teacher's Interview	6.	One of the main challenges was guiding students' ideas that differed from the intended learning objectives..
	7.	Differences in students' background knowledge and self-confidence made it difficult to encourage active responses. The teacher addressed this by providing additional explanations and encouraging less active students to participate
	8.	One of the main challenges was selecting appropriate teaching methods, instructional strategies, simple language, creativity, and learning media to support students' understanding and engagement during classroom interaction.
Students' Inteview	1.	Most students remained silent before answering because they needed time to understand the questions and ensure that their answers were correct.
	2.	Most students found it difficult to answer questions because of limited vocabulary, pronunciation, and sentence construction.
	4.	Most students felt nervous or shy when expressing their opinions in front of the class.

Based on the triangulation of the observation, teacher's interview, and students' interview findings, the teacher consistently integrated the

value of Love for Knowledge into English classroom interactions by checking students' understanding through questioning, encouraging students to respond to questions and express their ideas, explaining the learning materials clearly, providing examples and illustrations, and offering additional explanations and guidance when students experienced difficulties. The observation findings were consistent with the teacher's interview, which showed that the teacher continuously attempted to support students' understanding and engagement by selecting appropriate teaching methods, varying instructional strategies, using simple language, and utilizing learning media during classroom interactions.

The triangulated findings revealed the first challenge in integrating the value of Love for Knowledge, namely adapting instructional strategies to address students' diverse learning needs. The observation findings showed that the teacher frequently provided additional explanations, prompts, and guidance when students remained silent or showed signs of confusion during classroom interactions. These findings were supported by the teacher's interview, which revealed that selecting appropriate teaching methods, varying instructional strategies, using simple language, creativity, and learning media were among the main challenges in helping students understand the learning materials and remain engaged during classroom interactions. Similarly, the students' interview confirmed that many students experienced

difficulties in answering the teacher's questions because of limited vocabulary, pronunciation, and sentence construction, while others needed additional time to understand the questions before responding. These triangulated findings indicate that differences in students' English proficiency and learning needs required the teacher to continuously adapt instructional strategies throughout the learning process.

Another challenge emerging from the triangulated findings was facilitating students to express and develop their ideas during English classroom interactions. The observation findings showed that students rarely expressed their ideas voluntarily, asked questions independently, or actively participated in classroom discussions, resulting in the teacher only occasionally using students' ideas as discussion material. These findings were consistent with the teacher's interview, which indicated that guiding students' ideas while keeping them aligned with the intended learning objectives was one of the challenges encountered during classroom interaction. Furthermore, the students' interview revealed that many students felt nervous or shy when expressing their opinions in front of the class. Therefore, the triangulated findings indicate that facilitating students to express and develop their ideas during English classroom interactions remained one of the challenges encountered by the teacher in integrating the value of Love for Knowledge.

B. DISCUSSION

Based on the data interpretation, this study identified three challenges encountered by the teacher in integrating Kurikulum Berbasis Cinta into English classroom interactions at MTsN 10 Agam. The identified challenges were encouraging students to participate actively and confidently during English classroom interactions in integrating the value of Love for Self and Human Being, adapting instructional strategies to address students' diverse learning needs and facilitating students to express and develop their ideas during English classroom interactions in integrating the value of Love for Knowledge.

1. Love for Self and Human Being: Encouraging Students to Participate Actively and Confidently during English Classroom Interactions

The findings of this research indicate that students' active and confident participation during English classroom interactions remained a challenge in integrating the value of Love for Self and Human Being. This indicates that integrating this value involves not only creating a caring and respectful classroom atmosphere but also enabling students to feel confident enough to participate in classroom interactions. Although the teacher consistently demonstrated empathy, appreciation, and encouragement, many students remained reluctant to express their ideas because they lacked confidence and were afraid of making mistakes. This finding demonstrates that students' affective factors became an important barrier to achieving the intended value of Love for Self and Human Being

during English classroom interactions. This interpretation is supported by Rogers humanistic learning theory, which emphasizes that empathy, respect, and a supportive learning environment are fundamental to promoting students' personal growth and meaningful participation in learning (Rogers, 1994). However, Brown (2015) argues that a supportive classroom environment alone may not be sufficient because students' participation in language learning is also influenced by affective factors such as self-confidence, anxiety, and fear of making mistakes. Therefore, despite the teacher's efforts to create a caring classroom atmosphere, students' emotional readiness remained a significant factor affecting their participation. This finding is also consistent with Azizi et al. (2025), who emphasized the importance of an empathetic and inclusive learning environment in integrating Kurikulum Berbasis Cinta. Nevertheless, the present study extends this understanding by demonstrating that maintaining such an environment does not automatically lead to active student participation, particularly in English classroom interactions where students must communicate in a foreign language.

2. Love for Knowledge: Adapting Instructional Strategies to Address Students' Diverse Learning Needs

The findings of this research indicate that integrating the value of Love for Knowledge requires teacher not only to deliver learning materials but also to adjust instructional strategies according to students' different levels of English proficiency, prior knowledge, and learning

characteristics. The analysis revealed that the teacher needed to use appropriate teaching methods, simple language, varied instructional strategies, and learning media to support students' understanding and maintain their engagement during classroom interactions. This interpretation is consistent with Richards and Rodgers (2014), who argue that effective language teaching requires teacher’s to select instructional methods and classroom techniques that accommodate learners' needs and learning characteristics in order to facilitate meaningful learning. Likewise, Vygotsky, (1978) emphasizes that learning occurs most effectively when teachers provide appropriate support according to students' current level of understanding, enabling them to progress beyond what they can achieve independently. Therefore, adapting instructional strategies becomes essential to ensure that all students are able to participate meaningfully in English classroom interactions. This finding is also supported by Kuswanto (2025), who highlighted the importance of contextualized instructional practices in integrating Kurikulum Berbasis Cinta into English language learning. This research found that indicate that adapting instructional strategies remains a significant challenge in integrating the value of Love for Knowledge, as teachers are required to accommodate students' diverse English proficiency, background knowledge, and learning needs during classroom interactions.

3. Love for Knowledge: Facilitating Students to Express and Develop Their Ideas during English Classroom Interactions

The research findings indicate that facilitating students to express and develop their ideas during English classroom interactions remained a challenge in integrating the value of Love for Knowledge. This finding demonstrates that integrating this value requires teacher not only to provide opportunities for students to express their ideas but also to encourage them to develop and communicate their ideas confidently during classroom interactions. However, many students remained hesitant to ask questions, express opinions, or respond voluntarily because they lacked confidence, had limited English proficiency, and were afraid of making mistakes. This finding is consistent with Vygotsky's sociocultural theory, which emphasizes that learning is constructed through social interaction and active participation with others. In English language learning, Brown (2015) also argues that meaningful classroom interaction provides students with opportunities to practice the target language, develop their ideas, and build communicative competence. Therefore, students' limited participation reduced opportunities for meaningful interaction, making it more difficult for the teacher to integrate the value of Love for Knowledge during classroom activities. This finding is supported by Setiawan et al. (2025), who emphasized that dialogue is an essential component of the pedagogy of love in fostering meaningful learning. These findings imply that integrating the value of Love for

Knowledge requires teacher's not only to provide opportunities for classroom interaction but also to create learning experiences that encourage students to express and develop their ideas actively and confidently during English classroom interactions.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. CONCLUSION

This study concludes that the English teacher encountered three challenges in integrating Kurikulum Berbasis Cinta into English classroom interactions at MTsN 10 Agam. In integrating the value of Love for Self and Human Being, the teacher faced the challenge of encouraging students to participate actively and confidently during English classroom interactions. In integrating the value of Love for Knowledge, the teacher encountered two challenges: adapting instructional strategies to address students' diverse learning needs and facilitating students to express and develop their ideas during English classroom interactions.

B. IMPLICATION

The findings of this study imply that integrating Kurikulum Berbasis Cinta into English classroom interactions requires teacher to provide not only a supportive and empathetic learning environment but also instructional strategies that accommodate students' diverse learning needs and encourage them to participate actively and confidently during classroom interactions. These findings may also serve as a reference for English teachers, schools, and educational stakeholders in developing classroom practices and professional development programs that support the effective integration of Kurikulum Berbasis Cinta into English language learning.

C. SUGGESTION

1. For English Teacher

   To enhance the integration of Kurikulum Berbasis Cinta into English classroom practices, English teacher may participate in professional development programs, training, or workshops that provide practical guidance on integrating its values into classroom interactions. In addition, teacher may develop instructional strategies that accommodate students' diverse learning needs and promote active and confident participation during English classroom interactions.

2. For Schools

   Schools are encouraged to provide practical training and continuous support for teacher in integrating Kurikulum Berbasis Cinta into English classroom interactions.

3. For Future Researchers

   Future researchers are recommended to extend this study by investigating effective instructional strategies and professional development programs that can support English teacher in overcoming the challenges of integrating Kurikulum Berbasis Cinta into English classroom practices. Similar studies may also be conducted in different educational settings to provide broader insights into the implementation of Kurikulum Berbasis Cinta.

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APPENDICES

APPENDIX 1 Research Guideline for Observation Checklist

No	FIACS Category	Domain of Love (KBC)	Indicator	Activities	Yes	No	Note
1.	Accepting Feelings	Love for Self and Human Being (Empathy, respect)	Teacher responds to students' feelings with empathy and respect	Teacher listens to students attentively			
				Teacher responds to students' feelings in a supportive way			
2.	Praising and Encouraging	Love for Self and Human Being (Respect, motivation)	Teacher gives praise and encouragement to support students' participation respectfully	Teacher gives verbal praise to students			
				Teacher encourages students to participate			
3.	Accepting or Using Student's Ideas	Love for Knowledge; Love for Self and Human Being (Engagement, respect)	Teacher accepts and uses students' ideas while valuing their contributions	Teacher acknowledges students' ideas			
				Teacher incorporates students' ideas into discussion			
4.	Asking Questions	Love for Knowledge (Curiosity, critical thinking)	Teacher asks questions to stimulate students' curiosity and critical thinking	Teacher asks questions to check understanding			
				Teacher asks questions that encourage			

				thinking			
5.	Lecturing	Love for Knowledge (Understanding, engagement)	Teacher explains the material to support students' understanding and engagement	Teacher explains concepts clearly			
				Teacher provides examples during explanation			
6.	Giving Directions	Love for Self and Human Being (Responsibility, discipline)	Teacher gives clear instructions to guide students' responsibility during tasks	Teacher gives clear task instructions			
				Teacher ensures students understand instructions			
7.	Criticizing or Justifying Authority	Love for God; Love for Self and Human Being (Honesty, moral values, respect)	Teacher corrects students' behavior by emphasizing honesty and moral values in a respectful way	Teacher corrects inappropriate behavior respectfully			
				Teacher reminds students about honesty or good behavior			
8.	Student Talk – Response	Love for Knowledge (Engagement)	Students respond actively to teacher's questions showing engagement	Students answer teacher's questions			
				Students participate when called on			
9.	Student Talk – Initiation	Love for Knowledge; Love for Self and Human Being	Students express ideas actively while	Students share their ideas voluntarily			

		(Confidence, respect, cooperation)	respecting others and cooperating in interaction	Students interact respectfully with classmates			
10.	Silence / Confusion	Love for Knowledge (Lack of engagement)	Students show lack of response or appear confused during classroom interaction	Students remain silent during interaction			
				Students show signs of confusion (e.g., asking for clarification)			

(Sources: (Kholif, 2025); (Setiananingrum & Saleh, 2016) ;(Flanders,1970))

APPENDIX 2 Interview Guideline for Teacher

No	FIACS Category	Domain of Love (KBC)	Indicator	Questions
1.	Accepting Feelings	Love for Self and Human Being (Empathy, respect)	Teacher responds to students' feelings with empathy and respect	When students show different emotions (e.g., happiness, frustration, anxiety, or disappointment) during the lesson, how do you usually respond to their feelings?
				In responding to students' feelings, do you experience any challenges in showing empathy and respect? Please explain.
2.	Praising and Encouraging	Love for Self and Human Being (Respect, motivation)	Teacher gives praise and encouragement to support students' participation respectfully	In your experience, are there any students who are difficult to encourage to participate during classroom interaction?
				How do you usually encourage those students to participate?
3.	Accepting or Using Student's Ideas	Love for Knowledge; Love for Self and Human Being (Engagement, respect)	Teacher accepts and uses students' ideas while valuing their contributions	How do you usually respond to students' ideas, especially when their ideas are different or unexpected?
				What challenges do you usually face in accepting or using students' ideas?
4.	Asking Questions	Love for Knowledge (Curiosity, critical thinking)	Teacher asks questions to stimulate students' curiosity and critical thinking	What challenges do you usually face when asking questions to encourage students to respond during classroom interaction?
5.	Lecturing	Love for Knowledge (Understanding, engagement)	Teacher explains the material to support students' understanding and engagement	What challenges do you usually face when explaining the material to support students' understanding and engagement during classroom interaction?

6.	Giving Directions	Love for Self and Human Being (Responsibility, discipline)	Teacher gives clear instructions to guide students' responsibility during tasks	When giving instruction in Class Activities, how do students usually respond?
7.	Criticizing or Justifying Authority	Love for God; Love for Self and Human Being (Honesty, moral values, respect)	Teacher corrects students' behavior by emphasizing honesty and moral values in a respectful way	How do you usually correct students' behavior by emphasizing honesty and moral values in a respectful way?
				In your experience, what challenges usually arise when correcting students' behavior while emphasizing honesty and moral values

(Sources: (Kholif, 2025); (Setiananingrum & Saleh, 2016) ;(Flanders,1970))

APPENDIX 3 Interview Guideline for Students

No	FIACS Category	Domain of Love (KBC)	Indicator	Questions
8.	Student Talk – Response	Love for Knowledge (Engagement)	Students respond actively to teacher's questions showing engagement	When the teacher asks in class, do you answer immediately or are you silent more often? Why?
				Do you think it's easy to answer the teacher's questions during English lessons? Why?
9.	Student Talk – Initiation	Love for Knowledge; Love for Self and Human Being (Confidence, respect, cooperation)	Students express ideas actively while respecting others and cooperating in interaction	When teachers ask students for their opinion, do you usually share your opinion? Why?
				How did you feel when you were asked to give your opinion in front of the class?
10.	Silence / Confusion	Love for Knowledge; Love for Self and Human Being (Understanding, engagement, confidence)	Students show confusion or hesitate to respond during classroom interaction.	What makes you choose to be silent or feel confused during English lessons?
				Have you ever wanted to answer or ask a question but ended up choosing silence? Why?

(Sources: (Kholif, 2025); (Setiananingrum & Saleh, 2016) ;(Flanders,1970))

APPENDIX 4 Result of Validity Test

BUTIR	Validator			S1	S2	S3	∑S	n(c-1)	V	KETERANGAN
	1	2	3							
Butir_01	4	4	4	3	3	3	9	9	1	TINGGI
Butir_02	4	4	3	3	3	2	8	9	0,8889	TINGGI
Butir_03	4	4	3	3	3	2	8	9	0,8889	TINGGI
Butir_04	4	3	2	3	2	1	6	9	0,6667	SEDANG
Butir_05	4	3	3	3	2	2	7	9	0,7778	SEDANG
Butir_06	4	4	2	3	3	1	7	9	0,7778	SEDANG
Butir_07	3	3	3	2	2	2	6	9	0,6667	SEDANG
Butir_08	4	3	2	3	2	1	6	9	0,6667	SEDANG
Butir_09	4	4	2	3	3	1	7	9	0,7778	SEDANG
Butir_10	4	4	2	3	3	1	7	9	0,7778	SEDANG
Butir_11	4	4	4	3	3	3	9	9	1	TINGGI
Butir_12	3	3	3	2	2	2	6	9	0,6667	SEDANG
Butir_13	4	4	3	3	3	2	8	9	0,8889	TINGGI
Butir_14	4	4	4	3	3	3	9	9	1	TINGGI
Butir_15	4	4	4	3	3	3	9	9	1	TINGGI
Butir_16	4	4	3	3	3	2	8	9	0,8889	TINGGI
Butir_17	4	4	3	3	3	2	8	9	0,8889	TINGGI
Butir_18	4	3	3	3	2	2	7	9	0,7778	SEDANG
Butir_19	4	4	4	3	3	3	9	9	1	TINGGI
Butir_20	4	3	4	3	2	3	8	9	0,8889	TINGGI
Butir_21	3	3	3	2	2	2	6	9	0,6667	SEDANG
Butir_22	4	4	2	3	3	1	7	9	0,7778	SEDANG
Butir_2	4	4	3	3	3	2	8	9	0,8889	TINGGI

3										
Butir_24	4	4	2	3	3	1	7	9	0,7778	SEDANG
Butir_25	4	3	3	3	2	2	7	9	0,7778	SEDANG
Butir_26	4	4	2	3	3	1	7	9	0,7778	SEDANG
Butir_27	4	4	3	3	3	2	8	9	0,8889	TINGGI
Butir_28	4	4	2	3	3	1	7	9	0,7778	SEDANG
Butir_29	4	4	3	3	3	2	8	9	0,8889	TINGGI
Butir_30	4	4	2	3	3	1	7	9	0,7778	SEDANG
Butir_31	4	4	3	3	3	2	8	9	0,8889	TINGGI
Butir_32	4	4	2	3	3	1	7	9	0,7778	SEDANG
Butir_33	4	3	3	3	2	2	7	9	0,7778	SEDANG
Butir_34	4	4	2	3	3	1	7	9	0,7778	SEDANG

BUTIR	**VALIDATOR**			**s1**	**s2**	**s3**	**∑S**	**v**	**KETERANGAN**
	1	**2**	**3**						
Butir 1-34	133	126	96	99	92	62	253	0,8268	TINGGI

APPENDIX 5 Validation Sheet

1. Mutia Rahman, M.Pd

VALIDATION INSTRUMENT FOR OBSERVATION CHECKLIST AND INTERVIEW

" TEACHER'S CHALLENGES IN INTEGRATING KURIKULUM BERBASIS CINTA INTO ENGLISH CLASSROOM INTERACTIONS AT MTsN 10 AGAM "

Validator Data

Name	: Mutia Rahman, M.Pd
Institution	: UIN Bukittinggi
Position/Profession	: English Lecturer

A. Purpose

This validation aims to examine teacher's challenges in integrating Kurikulum Berbasis Cinta into English classroom interaction. Your input will be very helpful in improving this research instrument.

B. Assessment Instruction

1. Please complete these validation form by rating the relevance and clarity of each indicator according to your professional judgement. Your responses will be very helpful in ensuring the validity and quality of the observation checklist and interview sheet used in this research.
2. Please put a checklist (✓) on the rating scale that is considered appropriate. Your rating will be reflect how well each indicator and interview question represents the construct of teachers' Challenges in integrating Kurikulum Berbasis Cinta into English classroom Interactions.

1 = Not Relevant
2 = Less Relevant
3 = Relevant
4 = Very Relevant

C. Observation Checklist

No	FIACS Category	Domain of Love (KBC)	Indicator	Activities	Rating Scale				Comments
					1	2	3	4	
1.	**Accepting Feelings**	Love for Self and Human Being (Empathy, respect)	Teacher responds to students' feelings with empathy and respect	Teacher listens to students attentively when students express their answers or opinions during English classroom interaction				✓	
				Teacher responds to students' feelings in a supportive way when students experience difficulties in understanding English material during the lesson				✓	
2.	**Praising and Encouraging**	Love for Self and Human Being (Respect, motivation)	Teacher gives praise and encouragement to support students' participation respectfully	Teacher gives verbal praise to students after students give correct or meaningful responses in English class				✓	
				Teacher encourages students to participate during English classroom discussions or question-answer sessions				✓	
3.	**Accepting or Using Student's Ideas**	Love for Knowledge; Love for Self and Human Being (Engagement, respect)	Teacher accepts and uses students' ideas while valuing their contributions	Teacher acknowledges students' ideas when students share opinions or answers during English learning activities				✓	
				Teacher incorporates students' ideas into discussion while developing classroom discussion in English lessons				✓	
4.	**Asking**	Love for Knowledge	Teacher asks questions	Teacher asks questions to check					

	Questions	(Curiosity, critical thinking)	to stimulate students' curiosity and critical thinking	understanding after explaining English material during the lesson			✓	-	
				Teacher asks questions that encourage thinking during English classroom interaction to stimulate students' critical thinking				✓	
5.	**Lecturing**	Love for Knowledge (Understanding, engagement)	Teacher explains the material to support students' understanding and engagement	Teacher explains concepts clearly when delivering English lesson material in class				✓	
				Teacher provides examples during explanation to clarify English concepts during teaching				✓	
6.	**Giving Directions**	Love for Self and Human Being (Responsibility, discipline)	Teacher gives clear instructions to guide students' responsibility during tasks	Teacher gives clear task instructions before students start English learning activities or assignments				✓	
				Teacher ensures students understand instructions by asking confirmation questions before students begin the task in English class			✓		
7.	**Criticizing or Justifying Authority**	Love for God; Love for Self and Human Being (Honesty, moral values, respect)	Teacher corrects students' behavior by emphasizing honesty and moral values in a respectful way	Teacher corrects inappropriate behavior respectfully when managing students' behavior during English classroom interaction				✓	
				Teacher reminds students about honesty or good behavior during teaching and learning activities in English class				✓	
8.	**Student Talk – Response**	Love for Knowledge (Engagement)	Students respond actively to teacher's	Students answer teacher's questions during English				✓	

			questions showing engagement	classroom interaction sessions					
				Students participate when called on by responding to teacher prompts during English lessons				✓	
9.	**Student Talk – Initiation**	Love for Knowledge; Love for Self and Human Being (Confidence, respect, cooperation)	Students express ideas actively while respecting others and cooperating in interaction	Students share their ideas voluntarily during English classroom discussions without being prompted				✓	
				Students interact respectfully with classmates during pair or group work in English learning activities				✓	
10.	**Silence / Confusion**	Love for Knowledge (Lack of engagement)	Students show lack of response or appear confused during classroom interaction	Students remain silent during interaction when the teacher or other students are speaking in English class				✓	
				Students show signs of confusion (e.g., asking for clarification) when they do not understand English material during the lesson				✓	

(Sources: (Kholif, 2025); (Setiananingrum & Saleh, 2016) ;(Flanders,1970))

D. Suggestions and Feedback

Answers : Specify the statements in specific context of teaching & Learning

E. General Assessment

Please check (✔) one number that best represents your evaluation of each item based on the rating scale bellow.

Description	A	B	C	D	E
General assessment of instruments	✓				

Rating Scale:

A. Can be used without revision
B. Needs minor revision
C. Needs moderate revision
D. Needs major revision
E. Cannot be used

Bukittinggi, 5 May 2026
Validator,

Muthia Rahman, M.Pd
NIDN : 2104058502

F. Interview Guideline for Teacher

No	Value	FIACS Category	Indicators	Questions	Rating Scale				Comments
					1	2	3	4	
1.	**Love for God** (spiritual awareness, honesty, moral values)	Accepting Feelings	Challenge in responding to students' feelings while integrating spiritual values	When students show different emotions during the lesson, how do you usually respond while integrating spiritual or moral values, and what challenges do you face? **(Ketika siswa menunjukkan berbagai perasaan selama pembelajaran, bagaimana Anda merespons mereka sambil mengintegrasikan nilai spiritual atau moral, dan tantangan apa yang Anda hadapi?)**			✓		
		Criticizing / Justifying Authority	Challenge in correcting students' behavior in a respectful and value-based way	How do you handle situations when students behave inappropriately while maintaining respect and emphasizing moral or spiritual values, and what challenges do you encounter? **(Bagaimana Anda menangani perilaku siswa yang tidak sesuai sambil tetap menjaga sikap menghormati dan menekankan nilai moral atau spiritual, dan tantangan apa yang Anda hadapi?)**				✓	
2.	**Love for Self and Human Being** (respect, empathy, cooperation, responsibility)	Praising and Encouraging	Challenge in fostering students' confidence and mutual respect through	In your experience, how do you encourage students' confidence and mutual respect during classroom interaction, and what challenges usually arise? **(Berdasarkan pengalaman Anda,**				✓	

			interaction	**bagaimana Anda mendorong kepercayaan diri dan sikap saling menghormati dalam interaksi kelas, dan tantangan apa yang biasanya muncul?)**					
		Giving Directions	Challenge in managing students' cooperation during classroom activities	When giving instructions for classroom activities, how do you manage students' cooperation, and what challenges do you usually face? **(Saat memberikan instruksi dalam kegiatan kelas, bagaimana Anda mengelola kerja sama siswa, dan tantangan apa yang biasanya muncul?)**				✓	
		Accepting or Using Student's Ideas	Challenge in accepting and respecting students' ideas during classroom interaction	How do you respond to students' ideas during classroom interaction, especially when their ideas are different or unexpected, and what challenges do you face? **(Bagaimana Anda merespons ide-ide siswa selama interaksi kelas, terutama ketika ide mereka berbeda atau tidak terduga, dan tantangan apa yang Anda hadapi?)**				✓	
3.	**Love for Knowledge** (curiosity, critical thinking, engagement)	Asking Questions	Challenge in encouraging students' curiosity through questioning	How do you use questions to stimulate students' curiosity and thinking, and what challenges do you face in encouraging them to respond? **(Bagaimana Anda menggunakan pertanyaan untuk menumbuhkan rasa ingin tahu dan pemikiran siswa, serta tantangan apa yang Anda hadapi dalam mendorong mereka untuk merespons?)**				✓	

		Lecturing	Challenge in maintaining students' attention during explanation	When explaining the material, how do you maintain students' attention and engagement, and what challenges do you experience? **(Saat menjelaskan materi, bagaimana Anda menjaga perhatian dan keterlibatan siswa, serta tantangan apa yang Anda alami?)**				✓	
		Silence / Confusion	Challenge in handling students' silence or confusion during interaction	When students remain silent or appear confused during classroom interaction, how do you handle the situation, and what challenges do you face? **(Ketika siswa diam atau terlihat bingung selama interaksi kelas, bagaimana Anda menangani situasi tersebut, dan tantangan apa yang Anda hadapi?)**				✓	

(Sources: (Kholif, 2025); (Setiananingrum & Saleh, 2016) ;(Flanders,1970))

G. Interview Guideline for Students

No	Values	FIACS Category	Indikators	Questions	Rating Scale				Comments
					1	2	3	4	
1.	**Love for God** (spiritual awareness, honesty, moral values)	Student Talk – Response	Students respond to teacher's questions by showing honesty during classroom interaction	When the teacher asks a question, how do you usually answer it honestly? **(Saat guru bertanya, bagaimana kamu biasanya menjawab dengan jujur?)**				✓	
		Silence / Confusion	Students remain silent or show confusion during classroom	When you don't understand the lesson, what do you usually do? **(Saat kamu tidak paham pelajaran, apa yang biasanya kamu lakukan?)**				✓	

			interaction						
2.	**Love for Self and Human Being** (respect, empathy, cooperation, responsibility)	Student Talk – Initiation	Students express their ideas respectfully and cooperate with classmates during classroom interaction	When you share your ideas in class, how do you speak so that others feel respected? **(Saat kamu menyampaikan pendapat di kelas, bagaimana caramu agar teman lain tetap merasa dihargai?)**				✓	
				When you work with your friends, how do you cooperate during the activity? **(Saat bekerja dengan teman, bagaimana kamu bekerja sama dalam kegiatan kelas?)**				✓	
3.	**Love for Knowledge** (curiosity, critical thinking, engagement)	Student Talk – Initiation	Students show curiosity by asking questions during interaction	When you are curious about something in the lesson, what do you usually do? **(Saat kamu penasaran tentang pelajaran, apa yang biasanya kamu lakukan?)**				✓	
		Student Talk – Response	Students actively respond to teacher's questions during classroom interaction	When the teacher asks questions, how do you usually take part in answering? **(Saat guru bertanya, bagaimana kamu biasanya ikut menjawab?)**				✓	

(Sources: (Kholif, 2025); (Setiananingrum & Saleh, 2016) ;(Flanders,1970))

H. Suggestions and Feedback

Answers : _____

_____

_____

_____

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini;

Nama : Muthia Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama, **Yuni Aprila** dengan NIM **(2322012)** dengan judul ***"Teacher's Challenges in Integrating Kurikulum Berbasis Cinta into English Classroom Interactions at MTsN 10 Agam"*** benar telah melakukan validasi instruments yang akan disusun untuk penilaian dan pengolahan data dalam penulisan skripsi

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dipergunakan sebagaimana mestinya

Bukittinggi, 05 Mei 2026
Validator

Muthia Rahman, M. Pd
NIDN. 2104058502

2. Elsi Amiza, M.Pd

VALIDATION INSTRUMENT FOR OBSERVATION CHECKLIST AND INTERVIEW

" TEACHER'S CHALLENGES IN INTEGRATING KURIKULUM BERBASIS CINTA INTO ENGLISH CLASSROOM INTERACTIONS AT MTsN 10 AGAM "

Validator Data

Name	: Elsi Amiza, M.Pd
Institution	: UIN Bukittinggi
Position/Profession	: English Lecturer

A. Purpose

This validation aims to examine teachers' challenges in integrating Kurikulum Berbasis Cinta into English classroom interaction. Your input will be very helpful in improving this research instrument.

B. Assessment Instruction

1. Please complete these validation form by rating the relevance and clarity of each indicator according to your professional judgement. Your responses will be very helpful in ensuring the validity and quality of the observation checklist and interview sheet used in this research.
2. Please put a checklist (✓) on the rating scale that is considered appropriate. Your rating will be reflect how well each indicator and interview question represents the construct of teachers' Challenges in integrating Kurikulum Berbasis Cinta into English classroom Interactions.

1 = Not Relevant

2 = Less Relevant

3 = Relevant

4 = Very Relevant

C. Observation Checklist

No	FIACS Category	Domain of Love (KBC)	Indicator	Activities	Rating Scale 1	2	3	4	Comments
1.	Accepting Feelings	Love for Self and Human Being (Empathy, respect)	Teacher responds to students' feelings with empathy and respect	Teacher listens to students attentively				✓	
				Teacher responds to students' feelings in a supportive way (eg:			✓		
2.	Praising and Encouraging	Love for Self and Human Being (Respect, motivation)	Teacher gives praise and encouragement to support students' participation respectfully	Teacher gives verbal praise to students (eg.			✓		
				Teacher encourages students to participate dlm apa?		✓			
3.	Accepting or Using Student's Ideas	Love for Knowledge; Love for Self and Human Being (Engagement, respect)	Teacher accepts and uses students' ideas while valuing their contributions	Teacher acknowledges students' ideas by			✓		
				Teacher incorporates students' ideas into discussion ✓ make it clear checks student understanding		✓			
4.	Asking Questions	Love for Knowledge (Curiosity, critical thinking)	Teacher asks questions to stimulate students' curiosity and critical thinking	Teacher asks questions to check understanding dlm asking			✓		
				Teacher asks questions that encourage thinking (eg:		✓			- that could persuade
5.	Lecturing	Love for Knowledge (Understanding, engagement)	Teacher explains the material to support students' understanding and engagement	Teacher explains concepts clearly apa?		✓			- learn material. - clearly apart apa ?
				Teacher provides examples during explanation + relate to material		✓			
6.	Giving Directions	Love for Self and Human Being (Responsibility, discipline)	Teacher gives clear instructions to guide students' responsibility during tasks	Teacher gives clear task instructions				✓	
				Teacher ensures students that the					

				understand instructions			✓		
7.	**Criticizing or Justifying Authority**	Love for God; Love for Self and Human Being (Honesty, moral values, respect)	Teacher corrects students' behavior by emphasizing honesty and moral values in a respectful way	Teacher corrects inappropriate behavior respectfully			✓		
				Teacher reminds students about honesty or good behavior				✓	
8.	**Student Talk – Response**	Love for Knowledge (Engagement)	Students respond actively to teacher's questions showing engagement	Students answer teacher's questions				✓	
				Students participate when called on			✓		
9.	**Student Talk – Initiation**	Love for Knowledge; Love for Self and Human Being (Confidence, respect, cooperation)	Students express ideas actively while respecting others and cooperating in interaction	Students share their ideas voluntarily without			✓	✓	
				Students interact respectfully with classmates			✓		
10.	**Silence / Confusion**	Love for Knowledge (Lack of engagement)	Students show lack of response or appear confused during classroom interaction	Students remain silent during interaction				✓	
				Students show signs of confusion (e.g., asking for clarification)					

(Sources: (Kholif, 2025); (Setiananingrum & Saleh, 2016) ;(Flanders,1970))

D. Suggestions and Feedback

Answers : Banyak bahasa yg harus diperbaiki,
dan berikan contoh kongkret
yg bisa dilihat saat observasi

E. General Assessment

Please check (✔) one number that best represents your evaluation of each item based on the rating scale bellow.

Description	A	B	C	D	E
General assessment of instruments			✓		

Rating Scale:

A. Can be used without revision

B. Needs minor revision

C. Needs moderate revision

D. Needs major revision

E. Cannot be used

Bukittinggi, 7 May 2026

Validator,

Elsi Amiza, M.Pd

NIP : 198909212023212032

F. Interview Guideline for Teacher

No	Value	FIACS Category	Indicators	Questions	Rating Scale 1	2	3	4	Comments
1.	Love for God (spiritual awareness, honesty, moral values)	Accepting Feelings	Challenge in responding to students' feelings while integrating spiritual values	When students show different emotions during the lesson, how do you usually respond while integrating spiritual or moral values, and what challenges do you face? **(Ketika siswa menunjukkan berbagai perasaan selama pembelajaran, bagaimana Anda merespons mereka sambil mengintegrasikan nilai spiritual atau moral, dan tantangan apa yang Anda hadapi?)**			✓		
		Criticizing / Justifying Authority	Challenge in correcting students' behavior in a respectful and value-based way	How do you handle situations when students behave inappropriately while maintaining respect and emphasizing moral or spiritual values, and what challenges do you encounter? **(Bagaimana Anda menangani perilaku siswa yang tidak sesuai sambil tetap menjaga sikap menghormati dan menekankan nilai moral atau spiritual, dan tantangan apa yang Anda hadapi?)**		✓			
2.	Love for Self and Human Being (respect, empathy, cooperation, responsibility)	Praising and Encouraging	Challenge in fostering students' confidence and mutual respect through	In your experience, how do you encourage students' confidence and mutual respect during classroom interaction, and what challenges usually arise? **(Berdasarkan pengalaman Anda,**			✓		

			interaction	**bagaimana Anda mendorong kepercayaan diri dan sikap saling menghormati dalam interaksi kelas, dan tantangan apa yang biasanya muncul?)**					
		Giving Directions	Challenge in managing students' cooperation during classroom activities	When giving instructions for classroom activities, how do you manage students' cooperation, and what challenges do you usually face? **(Saat memberikan instruksi dalam kegiatan kelas, bagaimana Anda mengelola kerja sama siswa, dan tantangan apa yang biasanya muncul?)**		✓			sda
		Accepting or Using Student's Ideas	Challenge in accepting and respecting students' ideas during classroom interaction	How do you respond to students' ideas during classroom interaction, especially when their ideas are different or unexpected, and what challenges do you face? **(Bagaimana Anda merespons ide-ide siswa selama interaksi kelas, terutama ketika ide mereka berbeda atau tidak terduga, dan tantangan apa yang Anda hadapi?)**			✓		sda
3.	Love for Knowledge (curiosity, critical thinking, engagement)	Asking Questions	Challenge in encouraging students' curiosity through questioning	How do you use questions to stimulate students' curiosity and thinking, and what challenges do you face in encouraging them to respond? **(Bagaimana Anda menggunakan pertanyaan untuk menumbuhkan rasa ingin tahu dan pemikiran siswa, serta tantangan apa yang Anda hadapi dalam mendorong mereka untuk merespons?)**		✓			sda

		Lecturing	Challenge in maintaining students' attention during explanation	When explaining the material, how do you maintain students' attention and engagement, and what challenges do you experience? **(Saat menjelaskan materi, bagaimana Anda menjaga perhatian dan keterlibatan siswa, serta tantangan apa yang Anda alami?)**			✓		Sda
		Silence / Confusion	Challenge in handling students' silence or confusion during interaction	When students remain silent or appear confused during classroom interaction, how do you handle the situation, and what challenges do you face? **(Ketika siswa diam atau terlihat bingung selama interaksi kelas, bagaimana Anda menangani situasi tersebut, dan tantangan apa yang Anda hadapi?)**		✓			Sda.

(Sources: (Kholif, 2025); (Setiananingrum & Saleh, 2016) ;(Flanders,1970))

G. Interview Guideline for Students

No	Values	FIACS Category	Indikators	Questions	Rating Scale				Comments
					1	2	3	4	
1.	Love for God (spiritual awareness, honesty, moral values)	Student Talk – Response :	Students respond to teacher's questions by showing honesty during classroom interaction	When the teacher asks a question, how do you usually answer it honestly? **(Saat guru bertanya, bagaimana kamu biasanya menjawab dengan jujur?)**			✓		pertanyaan terkait (cas & Cerun- dimengerti,
		Silence / Confusion	Students remain silent or show confusion during classroom	When you don't understand the lesson, what do you usually do? **(Saat kamu tidak paham pelajaran, apa yang biasanya kamu lakukan?)**		✓			Diam kamu bertanya di kelas

			interaction						
2.	Love for Self and Human Being (respect, empathy, cooperation, responsibility)	Student Talk – Initiation	Students express their ideas respectfully and cooperate with classmates during classroom interaction	When you share your ideas in class, how do you speak so that others feel respected? **(Saat kamu menyampaikan pendapat di kelas, bagaimana caramu agar teman lain tetap merasa dihargai?)**			✓		
				When you work with your friends, how do you cooperate during the activity? **(Saat bekerja dengan teman, bagaimana kamu bekerja sama dalam kegiatan kelas?)**		✓			
3.	Love for Knowledge (curiosity, critical thinking, engagement)	Student Talk – Initiation	Students show curiosity by asking questions during interaction	When you are curious about something in the lesson, what do you usually do? **(Saat kamu penasaran tentang pelajaran, apa yang biasanya kamu lakukan?)**			✓		
		Student Talk – Response	Students actively respond to teacher's questions during classroom interaction	When the teacher asks questions, how do you usually take part in answering? **(Saat guru bertanya, bagaimana kamu biasanya ikut menjawab?)**		✓			

(Sources: (Kholif, 2025); (Setiananingrum & Saleh, 2016) ;(Flanders,1970))

H. Suggestions and Feedback

Answers : *semua indikator dg cara yg benar. hanya pertanyaan yg benar!*

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini;

Nama : Elsi Amiza, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama, **Yuni Aprila** dengan NIM **(2322012)** dengan judul ***"Teacher's Challenges in Integrating Kurikulum Berbasis Cinta into English Classroom Interactions at MTsN 10 Agam"*** benar telah melakukan validasi instruments yang akan disusun untuk penilaian dan pengolahan data dalam penulisan skripsi

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dipergunakan sebagaimana mestinya

Bukittinggi, 7 Mei 2026
Validator

Elsi Amiza, M. Pd
NIP : 198909212023212032

3. Dr. Dra. Afdaleni, M. Pd. M. Pd

VALIDATION INSTRUMENT FOR OBSERVATION CHECKLIST AND INTERVIEW

" TEACHER'S CHALLENGES IN INTEGRATING KURIKULUM BERBASIS CINTA INTO ENGLISH CLASSROOM INTERACTIONS AT MTsN 10 AGAM "

Validator Data

Name	: Dr. Dra. Afdaleni,M.Pd
Institution	: UIN Bukittinggi
Position/Profession	: English Lecturer

A. Purpose

This validation aims to examine teachers' challenges in integrating Kurikulum Berbasis Cinta into English classroom interaction. Your input will be very helpful in improving this research instrument.

B. Assessment Instruction

1. Please complete these validation form by rating the relevance and clarity of each indicator according to your professional judgement. Your responses will be very helpful in ensuring the validity and quality of the observation checklist and interview sheet used in this research.
2. Please put a checklist (✓) on the rating scale that is considered appropriate. Your rating will be reflect how well each indicator and interview question represents the construct of teachers' Challenges in integrating Kurikulum Berbasis Cinta into English classroom Interactions.

1 = Not Relevant

2 = Less Relevant

3 = Relevant

4 = Very Relevant

C. Observation Checklist

No	FIACS Category	Domain of Love (KBC)	Indicator	Activities	Rating Scale				Comments
					1	2	3	4	
1.	**Accepting Feelings**	Love for Self and Human Being (Empathy, respect)	Teacher responds to students' feelings with empathy and respect	Teacher listens to students attentively				✓	
				Teacher responds to students' feelings in a supportive way				✓	
2.	**Praising and Encouraging**	Love for Self and Human Being (Respect, motivation)	Teacher gives praise and encouragement to support students' participation respectfully	Teacher gives verbal praise to students					
				Teacher encourages students to participate			✓		
3.	**Accepting or Using Student's Ideas**	Love for Knowledge; Love for Self and Human Being (Engagement, respect)	Teacher accepts and uses students' ideas while valuing their contributions	Teacher acknowledges students' ideas			✓		
				Teacher incorporates students' ideas into discussion				✓	
4.	**Asking Questions**	Love for Knowledge (Curiosity, critical thinking)	Teacher asks questions to stimulate students' curiosity and critical thinking	Teacher asks questions to check understanding			✓		
				Teacher asks questions that encourage thinking			✓		
5.	**Lecturing**	Love for Knowledge (Understanding, engagement)	Teacher explains the material to support students' understanding and engagement	Teacher explains concepts clearly				✓	
				Teacher provides examples during explanation				✓	
6.	**Giving Directions**	Love for Self and Human Being (Responsibility, discipline)	Teacher gives clear instructions to guide students' responsibility during tasks	Teacher gives clear task instructions				✓	
				Teacher ensures students					

				understand instructions			✓		
7.	**Criticizing or Justifying Authority**	Love for God; Love for Self and Human Being (Honesty, moral values, respect)	Teacher corrects students' behavior by emphasizing honesty and moral values in a respectful way	Teacher corrects inappropriate behavior respectfully				✓	
				Teacher reminds students about honesty or good behavior				✓	
8.	**Student Talk – Response**	Love for Knowledge (Engagement)	Students respond actively to teacher's questions showing engagement	Students answer teacher's questions				✓	
				Students participate when called on				✓	
9.	**Student Talk – Initiation**	Love for Knowledge; Love for Self and Human Being (Confidence, respect, cooperation)	Students express ideas actively while respecting others and cooperating in interaction	Students share their ideas voluntarily				✓	
				Students interact respectfully with classmates			✓		
10.	**Silence / Confusion**	Love for Knowledge (Lack of engagement)	Students show lack of response or appear confused during classroom interaction	Students remain silent during interaction				✓	
				Students show signs of confusion (e.g., asking for clarification)			✓		

(Sources: (Kholif, 2025): (Setiananingrum & Saleh, 2016) ;(Flanders,1970))

D. Suggestions and Feedback

Answers : The instrument can be used in general with minor revision by adding explanation on the activities of teacher.

E. General Assessment

Please check (✔) one number that best represents your evaluation of each item based on the rating scale bellow.

Description	A	B	C	D	E
General assessment of instruments		✓			

Rating Scale:

A. Can be used without revision

B. Needs minor revision

C. Needs moderate revision

D. Needs major revision

E. Cannot be used

Bukittinggi, 05 May 2026
Validator,

Dr. Dra. Afdaleni,M.Pd
NIDN : 0004096403

F. Interview Guideline for Teacher

No	Value	FIACS Category	Indicators	Questions	Rating Scale				Comments
					1	2	3	4	
1.	Love for God (spiritual awareness, honesty, moral values)	Accepting Feelings	Challenge in responding to students' feelings while integrating spiritual values	When students show different emotions during the lesson, how do you usually respond while integrating spiritual or moral values, and what challenges do you face? **(Ketika siswa menunjukkan berbagai perasaan selama pembelajaran, bagaimana Anda merespons mereka sambil mengintegrasikan nilai spiritual atau moral, dan tantangan apa yang Anda hadapi?)**			✓		
		Criticizing / Justifying Authority	Challenge in correcting students' behavior in a respectful and value-based way	How do you handle situations when students behave inappropriately while maintaining respect and emphasizing moral or spiritual values, and what challenges do you encounter? **(Bagaimana Anda menangani perilaku siswa yang tidak sesuai sambil tetap menjaga sikap menghormati dan menekankan nilai moral atau spiritual, dan tantangan apa yang Anda hadapi?)**				✓	
2.	Love for Self and Human Being (respect, empathy, cooperation, responsibility)	Praising and Encouraging	Challenge in fostering students' confidence and mutual respect through	In your experience, how do you encourage students' confidence and mutual respect during classroom interaction, and what challenges usually arise? **(Berdasarkan pengalaman Anda,**				✓	

			interaction	**bagaimana Anda mendorong kepercayaan diri dan sikap saling menghormati dalam interaksi kelas, dan tantangan apa yang biasanya muncul?)**					
		Giving Directions	Challenge in managing students' cooperation during classroom activities	When giving instructions for classroom activities, how do you manage students' cooperation, and what challenges do you usually face? **(Saat memberikan instruksi dalam kegiatan kelas, bagaimana Anda mengelola kerja sama siswa, dan tantangan apa yang biasanya muncul?)**				✓	
		Accepting or Using Student's Ideas	Challenge in accepting and respecting students' ideas during classroom interaction	How do you respond to students' ideas during classroom interaction, especially when their ideas are different or unexpected, and what challenges do you face? **(Bagaimana Anda merespons ide-ide siswa selama interaksi kelas, terutama ketika ide mereka berbeda atau tidak terduga, dan tantangan apa yang Anda hadapi?)**			✓		
3.	Love for Knowledge (curiosity, critical thinking, engagement)	Asking Questions	Challenge in encouraging students' curiosity through questioning	How do you use questions to stimulate students' curiosity and thinking, and what challenges do you face in encouraging them to respond? **(Bagaimana Anda menggunakan pertanyaan untuk menumbuhkan rasa ingin tahu dan pemikiran siswa, serta tantangan apa yang Anda hadapi dalam mendorong mereka untuk merespons?)**				✓	

		Lecturing	Challenge in maintaining students' attention during explanation	When explaining the material, how do you maintain students' attention and engagement, and what challenges do you experience? **(Saat menjelaskan materi, bagaimana Anda menjaga perhatian dan keterlibatan siswa, serta tantangan apa yang Anda alami?)**				✓	
		Silence / Confusion	Challenge in handling students' silence or confusion during interaction	When students remain silent or appear confused during classroom interaction, how do you handle the situation, and what challenges do you face? **(Ketika siswa diam atau terlihat bingung selama interaksi kelas, bagaimana Anda menangani situasi tersebut, dan tantangan apa yang Anda hadapi?)**				✓	

(Sources: (Kholif, 2025); (Setiananingrum & Saleh, 2016) ;(Flanders,1970))

G. Interview Guideline for Students

No	Values	FIACS Category	Indikators	Questions	Rating Scale				Comments
					1	2	3	4	
1.	Love for God (spiritual awareness, honesty, moral values)	Student Talk – Response	Students respond to teacher's questions by showing honesty during classroom interaction	When the teacher asks a question, how do you usually answer it honestly? **(Saat guru bertanya, bagaimana kamu biasanya menjawab dengan jujur?)**				✓	
		Silence / Confusion	Students remain silent or show confusion during classroom	When you don't understand the lesson, what do you usually do? **(Saat kamu tidak paham pelajaran, apa yang biasanya kamu lakukan?)**				✓	

			interaction						
2.	Love for Self and Human Being (respect, empathy, cooperation, responsibility)	Student Talk – Initiation	Students express their ideas respectfully and cooperate with classmates during classroom interaction	When you share your ideas in class, how do you speak so that others feel respected? **(Saat kamu menyampaikan pendapat di kelas, bagaimana caramu agar teman lain tetap merasa dihargai?)**				✓	
				When you work with your friends, how do you cooperate during the activity? **(Saat bekerja dengan teman, bagaimana kamu bekerja sama dalam kegiatan kelas?)**				✓	
3.	Love for Knowledge (curiosity, critical thinking, engagement)	Student Talk – Initiation	Students show curiosity by asking questions during interaction	When you are curious about something in the lesson, what do you usually do? **(Saat kamu penasaran tentang pelajaran, apa yang biasanya kamu lakukan?)**			✓		
		Student Talk – Response	Students actively respond to teacher's questions during classroom interaction	When the teacher asks questions, how do you usually take part in answering? **(Saat guru bertanya, bagaimana kamu biasanya ikut menjawab?)**				✓	

(Sources: (Kholif, 2025); (Setiananingrum & Saleh, 2016) ;(Flanders,1970))

H. Suggestions and Feedback

Answers : Secara umum instrumen sudah bisa digunakan dengan sedikit revisi (bahasa - diction)

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini;

Nama : Dr. Dra. Afdaleni, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama, **Yuni Aprila** dengan NIM **(2322012)** dengan judul ***"Teacher's Challenges in Integrating Kurikulum Berbasis Cinta into English Classroom Interactions at MTsN 10 Agam"*** benar telah melakukan validasi instruments yang akan disusun untuk penilaian dan pengolahan data dalam penulisan skripsi

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dipergunakan sebagaimana mestinya

Bukittinggi, 05 Mei 2026
Validator

Dr. Dra. Afdaleni, M. Pd
NIDN : 0004096403

APPENDIX 6 Inform Consent from the Informant of Research

FORMULIR PERSETUJUAN PENELITIAN
(INFORM CONSENT)

Saya yang bertanda tangan di bawah ini,

Nama	: Yuni Aprila
NIM	: 2322012
Jurusan	: Pendidikan Bahasa Inggris
Instansi	: Universitas Islam Negri Sjech M. Djamil Djambek

Yang akan melakukan wawancara dalam rangka menyelesaikan tugas akhir kepada:

Nama	: Yuni Rahmi, S.Pd
Jenis kelamin	: Perempuan
Tempat Tanggal Lahir	: Lundang -
Pekerjaan	: Guru
Instansi	: MTsN 10 Agam

Demi memperlancar proses penelitian, maka sangat dibutuhkan kerja sama dari pihak Bapak/ Ibu. Pengambilan data dalam penelitian ini dilakukan melalui observasi, wawancara serta dokumentasi. Beberapa hal yang perlu diketahui adalah:

1. Prinsip sukarelaan
   Keterlibatan Bapak/Ibu dalam penelitian ini adalah berdasarkan prinsip kesukarelaan, tanpa adanya paksaan dan ancaman dari siapapun.
2. Privasi
   Kerahasiaan dan keamanan data pribadi akan terjaga, data hanya akan digunakaan untuk kepentingan penelitian

Bukittinggi, 2 Juni 2026

Informan penelitian

.....
NIP. 198006142005012010

Peneliti

Yuni Aprila
NIM.2322012

APPENDIX 7 Research Completion Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
MADRASAH TSANAWIYAH NEGERI 10 AGAM
Alamat : Jalan Raya Bukittinggi – Payakumbuh Km.18 Kec. Baso Kab. Agam Kode Pos. 26192
Telp.0752-28386, NPSN : 10300566, NSS/M : 121113060010
Email : mtsnpadangtarab@kemenag.go.id

SURAT KETERANGAN

Nomor : 21/MTs.03.6.10/PP.00.5/07/2026

Yang bertanda tangan di bawah ini Kepala MTsN 10 Agam, dengan ini menerangkan bahwa :

Nama	: **YUNI APRILA**
NIM	: 2322012
Perguruan Tinggi	: UIN Sjech M. Djamil Djambek Bukittinggi
Fakultas/Program Studi	: Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris
Judul Skripsi	: ***Teacher's Challenges in Integrating Kurikulum Berbasis Cinta into English Classroom Interactions at MTsN 10 Agam***

Telah selesai melaksanakan penelitian guna mendapatkan data yang berhubungan dengan penelitiannya di MTsN 10 Agam pada bulan Juli 2026.

Demikianlah Surat Keterangan ini kami buat untuk dipergunakan oleh yang bersangkutan sebagaimana mestinya.

Padang Tarab, **10 Juli 2026**
Kepala,

IRMA SURYANI

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

APPENDIX 8 Documentations During the Research

		
26- Mei -2026 Interview Guru Bahasa Inggris	18 – Mei -2026 Observasi pertama	22 - Mei -2026 Observasi Kedua
		
25 – Mei -2026 Observasi Ketiga	Student 2 & 3	Student 1
		
Student 4	Student 5	Student 6
		
Student 7	Student 8	Student 9

APPENDIX 9 Documentation in Preliminary Research

		
12 Januari 2026	12 Januari 2026	12 Januari 2026
Interview guru bahasa ingris	Interview Participant A	Interview Participant B
		
12 Januari 2026	4 Agustus 2025	20 – Agustus 2025
Interview Participant C	Observasi kelas	Observasi kelas
		
8 – September 2025	15 – september 2025	22 September 2025
		
6 Oktober 2025	16 Oktober 2025	3 November 2025

APPENDIX 10 Summary of the Observation Results

" TEACHER'S CHALLENGES IN INTEGRATING KURIKULUM BERBASIS CINTA INTO ENGLISH CLASSROOM INTERACTIONS AT MTsN 10 AGAM "

No	FIACS Category	Domain of Love	Indicator	Activities	Obs I		Obs II		Obs III		Result	Descriptions
					Yes	No	Yes	No	Yes	No		
1.	Accepting Feelings	Love for Self and Human Being (Empathy, respect)	Teacher responds to students' feelings with empathy and respect	Teacher listens to students attentively	✓		✓		✓		Yes	The teacher consistently demonstrated Love for Self and Human Being by listening attentively to students during all three classroom observations, reflecting empathy and respect in classroom interactions.
				Teacher responds calmly and positively when students express difficulties or make mistakes.	✓		✓		✓		Yes	The teacher consistently demonstrated Love for Self and Human Being by responding calmly and positively to students' difficulties and mistakes, creating a supportive and respectful learning environment.
2.	Praising and Encouraging	Love for Self and Human Being (Respect, motivation)	Teacher gives praise and encouragement to support students' participation respectful	Teacher gives verbal praise to students. (e.g., "Good job", "Excellent", "Well done", "That's a good answer").	✓		✓		✓		Yes	The teacher consistently demonstrated Love for Self and Human Being by providing verbal praise that encouraged students and increased their learning motivation during classroom activities.
				Teachers encourage students to participate by	✓		✓		✓		yes	The teacher consistently demonstrated Love for Self and Human Being by encouraging students to participate actively. However, students often required

			ly	asking questions or inviting passive students to express opinions.								repeated encouragement before becoming involved in classroom interaction.
3.	Accepting or Using Student's Ideas	Love for Knowledge ; Love for Self and Human Being (Engagement, respect)	Teacher accepts and uses students' ideas while valuing their contributions	The teacher appreciates or acknowledges the student's opinion before giving a response.	✓		✓		✓		Yes	The teacher consistently demonstrated Love for Knowledge and Love for Self and Human Being by appreciating students' opinions and showing respect for their contributions during classroom interaction.
				Teachers use students ' answers or ideas as discussion material or examples in learning		✓	✓			✓	No	Love for Knowledge and Love for Self and Human Being were only partially demonstrated. The teacher occasionally used students' ideas as learning resources, indicating that students' contributions were not consistently integrated into classroom discussions.
4.	Asking Questions	Love for Knowledge (Curiosity, critical thinking)	Teacher asks questions to stimulate students' curiosity and critical thinking	The teacher checks the student's understanding by asking questions, such as "do you understand?", "Who can re-explain?", or "why is this answer correct?"	✓		✓		✓		Yes	The teacher consistently demonstrated Love for Knowledge by checking students' understanding through questioning, encouraging students to remain engaged during the learning process.
				Teachers ask open-ended questions that encourage students to explain, reason, or make	✓		✓			✓	yes	The teacher generally demonstrated Love for Knowledge by using open-ended questions to stimulate students' curiosity and critical thinking, although this practice was not consistently observed in every meeting.

				predictions								
5.	Lecturing	Love for Knowledge (Understanding, engagement)	Teacher explains the material to support students' understanding and engagement	Teachers explain the material in a coherent and easy to understand	✓		✓		✓		Yes	The teacher consistently demonstrated Love for Knowledge by delivering learning materials clearly and systematically, helping students understand the lesson more effectively.
				Teacher gives examples or illustrations to clarify the material being taught.	✓		✓		✓		Yes	The teacher consistently demonstrated Love for Knowledge by providing examples and illustrations that supported students' understanding of the learning materials.
6.	Giving Directions	Love for Self and Human Being (Responsibility, discipline)	Teacher gives clear instructions to guide students' responsibility during tasks	Teacher explains task procedures before students begin the activity.	✓		✓		✓		Yes	The teacher consistently demonstrated Love for Self and Human Being by providing clear task procedures before students began classroom activities, helping students carry out their responsibilities effectively.
				Teacher ensures students understand the instructions given.	✓		✓		✓		Yes	The teacher consistently demonstrated Love for Self and Human Being by ensuring that students understood the instructions before completing classroom activities.
7.	Criticizing or Justifying Authority	Love for Allah and the Prophet; Love for Self and Human Being	Teacher corrects students' behavior by emphasizing honesty	The teacher reprimands students who speak when the teacher or friend is speaking using polite language.		✓	✓		✓		Yes	The teacher began to demonstrate Love for God and Love for Self and Human Being from the second observation by politely correcting students' behaviour when necessary. This practice continued in the third observation, indicating a growing consistency in promoting respectful classroom behaviour.
				Teacher reminds	✓		✓		✓		Yes	The teacher consistently demonstrated Love for God

		(Honesty, moral values, respect)	and moral values in a respectful way	students about honesty or good behavior								and Love for Self and Human Being by reminding students to behave honestly, respectfully, and responsibly during classroom activities.
8.	Student Talk – Response	Love for Knowledge (Engagement)	Students respond actively to teacher's questions showing engagement	Students answer teacher's questions when asked.		✓		✓		✓	No	The teacher's efforts to elicit active student responses through questioning were not observed across the three observations. This suggests that Love for Knowledge, particularly in fostering active classroom engagement, was not demonstrated.
				Students respond to the teacher's instructions or feedback verbally	✓		✓		✓		Yes	The teacher consistently encouraged students to respond verbally to instructions and feedback throughout the three observations.
9.	Student Talk – Initiation	Love for Knowledge ; Love for Self and Human Being (Confidence, respect, cooperation)	Students express ideas actively while respecting others and cooperating in interaction	Students ask questions without being prompted by the teacher	✓			✓		✓	No	The teacher consistently encouraged students to ask questions during classroom interactions. However, students voluntarily asked questions only in the first observation. During the second and third observations, no students initiated questions independently, indicating that they remained passive.
				Students voluntarily express opinions, ideas, or suggestions during classroom discussion.		✓		✓		✓	No	The teacher encouraged students to express their opinions, ideas, and suggestions mainly through direct questioning during classroom discussions, as students rarely participated voluntarily.
				Students respond respectfully to their classmates' ideas.	✓			✓		✓	No	The teacher facilitated opportunities for students to respond respectfully to their classmates' ideas during the second and third observations. This reflects Love for Self and Human Being by promoting respect and cooperative classroom interaction.

10	**Silence\ confusion**	Love for Knowledge (Lack of engagement)	Students show lack of response or appear confused during classroom interaction	Students remain silent during interaction		✓	✓		✓		Yes	Periods of student silence occurred during the second and third observations, requiring the teacher to provide further prompts to maintain classroom interaction. This indicates that Love for Knowledge, particularly in promoting active classroom engagement, was not yet fully demonstrated..
				Students show signs of confusion (eg. Saling lirik teman, terdiam, dll)		✓	✓		✓		yes	During the second and third observations, the teacher identified signs of student confusion and responded by providing additional explanations and guidance. This indicates that Love for Knowledge, particularly in supporting students' understanding, was not yet fully demonstrated during classroom interaction.

(Sources: (Kholif, 2025); (Setiananingrum & Saleh, 2016) ;(Flanders,1970))

APPENDIX 11 Teacher Interview Transcript

No	Pertanyaan	Jawaban	Deskripsi
1.	Ketika siswa menunjukkan emosi yang berbeda (misalnya, kebahagiaan, frustrasi, kece masan, atau kekecewaan) selama pelajaran, bagaimana Anda biasanya menanggapi perasaan mereka?	Oo iya dari pertanyaannya yuni tadi brarti eee... Kondisi siswa ketika PBM tu dikelompokkan menjadi dua ya brarti. Ketika emosinya bagus bahagia gitu kann yang kedua untuk mengelompokkan nya yaitu emosi yang negatif kayak siswa terlihat agak frustasi ya cemas dan kecewa atau bisa jadi dia murung saja gitu kan. Itu maksudnya yuni gimana umii menanggapinya yaa.. Kalau emosi yang positif melihat wajah mereka semangay, cerah kemudian apa nanya itu ooo.. Ya pokoknya aura mereka aura positif la ya kan ya disatu sisi alhamdulillah la ya dan itu yang kita harapkan kan. Kalau seperti itu biasanya kita lebih banyak pendekatannya oke- oke saja. Namun bahagianya itu jangan sampai berlebihan karna mungkin bisa mengganggu yang lainnya gitu kann.. Namun emosinya yang negatif seperti frustasi, cemas, murung saja, yang wajahnya engga cerah gitu kan biasanya itu ada pendekatan umi tanya gitu kan ketika sudah sekian menit kita gitu kan proses pembelajaran ternyata anak kita tidak ada kita lihat semangat nya gitu malahan mungkin badan nya dikelas namun fikirannya entah kemana-mana dengan wajah yang murung dan sebagainya. Itu biasanya umi tanyain tu personality saja dekati pergi ketempat duduknya dekati 'ada masalah? ' mungkin lagi sakit gitu kan. Oo kalau dia diam saja nanti ajak cerita dia boleh diluar jam pelajaran misalnya kan gitu biasanya yuni. Kita berusaha menyemangati mereka aaa mengingat kan mereka tentang hal-hal diluar dari kelas dihilangkan dulu untuk sebentar. Nanti kalau memang ada yang perlu kita apa.. Bahas nanti digali. Tapi kalau misal kan dia bisa langsung terus terang yuni Mudah-mudah kita bisa memberikan masukan semangat bagi mereka sehingga dijam pelajaran mereka bangkit lagi 'ohh sekarang saya sedang belajar sekarang gak boleh memikirkan itu dulu' gitu kan. Itu biasanya yuni pendekatan nya itu. Kalau anak-anak bahagia terlihat dari wajahnya ketika diawal kita memberi salam mereka semangat menjawab salam kita ituu bagus sekali itu memang itu yang kita harapkan gitu. dan	Kesulitan mengembalikan semangat dan fokus belajar siswa *"...ternyata anak kita tidak ada kita lihat semangatnya, malahan mungkin badannya di kelas namun pikirannya entah ke mana-mana dengan wajah yang murung dan sebagainya."* Srategi yang dilakukan "Kita berusaha menyemangati mereka... mengingatkan mereka tentang hal-hal di luar kelas dihilangkan dulu untuk sebentar.""Itu biasanya umi tanyain, dekati, pergi ke tempat duduknya... 'Ada masalah?'..." tantangan menjaga agar antusiasme siswa tidak mengganggu proses belajar. "Namun bahagianya itu jangan sampai berlebihan karena mungkin bisa mengganggu yang lainnya.""Seandainya dia bahagia... diceritain sama teman-temannya dan hal itu mengganggu temannya untuk fokus belajar, itu yang perlu kita ingatkan."

		siswa seperti itu yang kita inginkan. Tapi seandainya ini dia bahagia atau dapat apa gitu diceritain sama temen-temannya dan hal itu mengganggu temannya untuk fokus belajar itu yang perlu kita ingatkan itu rasanya yuni.	
2.	Dalam merespons perasaan siswa, apakah Anda mengalami tantangan dalam menunjukkan empati dan rasa hormat? Mohon jelaskan.	Mungkin gini tantangannya yuni ketika siswa itu emosi yang negatif contohnya yang tadi mereka itu betee, bosan gitu kan sehingga engga ada keinginan untuk memperhatikan pembelajaran dikelas. Kita dekati meskipun kita berharap dengan adanya empati pada diri kita mengembalikan semangat mereka dalam belajar. *Udah didekati dengan nada pendekatan nya eh ternyata masih belum juga haa gitu kan malahan kadang-kadang ada hal negatif yang mereka lakukan sehingga menyebabkan kita lebih kecewa lagi dengan tindakan mereka.* Itu kadang-kadang itu *menguras energi kita* rasanya itu ha ahh. Apalagi seorang guru itu dalam sehari itu mengajar nya bukan hanya satu lokal saja itu ada beberapa lokal dengan sekian jam pelajaran gitu kan. Belum lagi aaa tugas-tugas diluar dari lokal yang harus kita kerjakan dan itu salah satu tantangan kita. Kemudian yang kedua mungkin ketika kita menemukan siswa yang tadi itu yang lagi sedih gitu kan. Bukan dia bosan tetapi sedih mungkin ada permasalahan aaa pribadinya atau aa dia dengan siapa laa gitu kan. *Sudah kita apakan sudah ada juga kita pendekatan kita ingatkan dan sebagainya belum ada juga perubahannya*. Rasanya itu tantangan juga bagi kita, karna kan kita berharap ketika kita masuk lokal itu memang siswa itu memang semangat memperhatikan kita sehingga tujuan pembelajaran kita bisa tercapai. Dan kita juga merasa enjoy aaa merasa puas ketika sudah selesai melaksanakan tugas di lokal mereka. Itu salah satunya yuni itulah untuk jawaban nomor dua itu.	Guru mengalami tantangan ketika siswa yang menunjukkan emosi negatif tetap tidak mengalami perubahan meskipun telah diberikan empati, pendekatan, dan motivasi. Menunjukkan empati kepada siswa yang mengalami masalah emosional menguras energi guru, terutama karena harus mengajar beberapa kelas dan menyelesaikan tugas-tugas di luar pembelajaran. Guru mengalami kesulitan membangun semangat belajar siswa yang sedang menghadapi masalah pribadi agar tujuan pembelajaran dapat tercapai.
3.	Berdasarkan pengalaman Anda, apakah ada siswa yang sulit didorong untuk	Haa ini. Siswa itu kan tipenya ada beberapa macam tipe ada kinestetik gitu yang bergerak aja ada lagi tipe yang mereka itu dari segi IQ itu memang lemah sehingga kesadaran untuk belajar itu engga ada. Haaa jadi dari pengalaman umi itulah satu *kesulitan kita dalam mendorong mereka berpartisipasi dikelas kan*. Ada itu sejak awal masuk kelas untuk mengangkat pena saja untuk membuat ringkasan materi pelajaran pun *malas gitu kan*. Ingatannya apa gimana bisa makan aja baru mau	Guru kesulitan mendorong partisipasi siswa yang memiliki motivasi belajar rendah, sehingga kurang berinisiatif mengikuti kegiatan pembelajaran di kelas. Guru menghadapi tantangan dalam menangani siswa yang malas mengerjakan

	berpartisipasi selama interaksi di kelas?	masuk lokal udah makan saja gitu kann yuni kan. Itu memang gak ada. Kemudian jalan lagi kebelakang ribut lagi tuu ganggu teman lagi ada juga yang seperti itu satu dua siswa tu yang seperti itu tu. Belum lagi dia itu menuntaskan kewajibannya maksudnya afa PR gitu kan banyak yang kosong jadi memang berusaha juga kita pendekatan kita berharap nanti kedepan ada juga perubahannya. *Namanya siswa SMP itu kan siswa yang umurnya masih transisi antara SD dan remaja labil.* Jadi kita lihat kematangannya itu pas dah kelas 9 atau SMA.	tugas, mengganggu teman, dan tidak menyelesaikan kewajibannya meskipun telah diberikan pendekatan. Guru kesulitan karena karakteristik siswa SMP yang masih berada pada masa transisi, sehingga tingkat kedewasaan dan kesadaran belajar mereka belum berkembang secara optimal.
4.	Bagaimana biasanya Anda mendorong siswa yang sulit berpartisipasi tersebut agar mau berpartisipasi?	Ini sama seperti yang tadi yuni kita *pendekatan lagi personal gitu kan*. Kita tanya apakah ada masalah dulu setelah itu kita nasihatin dan membeikan masukan. Untuk mendorongnya itu umi biasanya dilihat dulu siswa mana ini yang kuang partisipasinya. Temenung aja dikelas, yang diam-diam aja atau ribut terus haa ini kita tunjuk dan minta tanggapan dia. Kalau tidak sperti itu spertinya mereka memang sulit berpartisipasi.	Guru menghadapi tantangan dalam mendorong siswa yang kurang aktif untuk berpartisipasi karena sebagian siswa baru mau memberikan tanggapan setelah didekati secara personal atau ditunjuk secara langsung.
5.	Bagaimana Anda biasanya menanggapi ide siswa, terutama ketika ide mereka berbeda atau tidak terduga?	Iyaaa.. *Tentu kita menanggapi nya dengan terbuka y yuni ya.* Kemudian kita beri *apresiasi karna mereka sudah berani untuk menyampaikan ide mereka trus kemudian kita harus mintak kenapa ee kamu memberikan pendapat seperti itu*. Mintak mereka menjelaskan mengenai ide mereka tersebut. Seandainya ide mereka itu memang cocok dengan materi yang kita berika maka kita kaitkan. Kalau berhubungan dengan apa dengan ide siswa yang berbeda lah dengan kita atau ide mereka itu diluar dari prediksi kita gitu. Pertama ya tentu kita *menghargai ide mereka dulu* kalau ide itu rasanya membangun ya kita salurkan ide tersbut tp kalau ide tersebut ada berlawanan dengan ide-ide yang seharusnya ibaratnya bertentangan lah dengan pelajaran dan lainnya tentukan kita arahkan lagi. *Mematikan ide kan tentu tidak boleh siswa itu adalah manusia yang sedang berkembang* dan kadang-kadang siswa itu dahuluan lagi	Guru menyatakan bahwa ide-ide siswa selalu dihargai sebelum dievaluasi. Siswa didorong untuk menjelaskan alasan di balik pendapat atau ide yang mereka sampaikan, dan ide yang relevan akan diintegrasikan ke dalam pembelajaran. Ketika siswa menyampaikan ide yang kurang sesuai atau tidak berkaitan dengan tujuan pembelajaran, guru memberikan arahan dan mengarahkan kembali ide tersebut dengan tetap menghargai

		mereka pintarnya sama kita dengan dunia sekarang. Intinya itu saja jika idenya berbeda atau sesuatu yang engga perlu ya pertama kita harus hargai dulu baru kita pilah-pilah kalau ide nya bagus juta salurkan ideny. Tetapi kalau idenya itu ada hal yang *perlu kita perbaiki tentu kita arahkan terlebih dahulu ke hal yang benarnya ke positifnya*. Intinya ya jangan mematikan ide mereka.	kontribusi siswa.
6.	Tantangan apa yang biasanya Anda hadapi dalam menerima atau menggunakan ide siswa?	Ya tantang nya gini, *bagaimana ide yang keluar dari mereka itu tidak sesuai dengan kita kita perlu mengarahkannya.* Kemudian bagaimana ide mereka itu bisa diterima oleh siswa-siswa yang lainnya. Kita sebagai guru tentu harus memberikan penjelasan yang lebih lanjut sama ide siswa yang pertama tersebut. Ini juga kita menyelaraskan menyesuaikan mindset awal kita seharusnya begini atau begini ketika kita lemparkan kepada siswa ide A ternyata dia berfikiran B menyelaraskan antara siswa dengan harapan kita. Iya gitu apa namanya ya gitu laa kita harus kreatif juga yuni pendapat siswa begini kita bagaimana dengan pendapat mereka itu konsep kita itu masuk dengan pendapat mereka. Brarti guru itu juga harus kreatif juga cepat berfikir mematikan ide siswa tentu tidak boleh kan kita kan karna dia juga adalah manusia yang berkembang nah gitu.	Guru menghadapi tantangan dalam mengarahkan ide siswa yang tidak sesuai dengan tujuan pembelajaran serta menyelaraskan ide tersebut dengan materi dan harapan pembelajaran tanpa mematikan keberanian siswa untuk menyampaikan pendapat.
7.	Tantangan apa yang biasanya Anda hadapi saat mengajukan pertanyaan untuk mendorong siswa merespons selama interaksi di	Kadang-kadang namanya siswa itu juga *berbeda latar belakang pengetahuan umum mereka ya yuni ya.* Ada kalanya kita memberikan pertanyaan karna kurangnya background of knowledge mereka sebelumnya jadi mereka diam saja gitu kan. Atau mereka butuh penjelasan kita lebih apa lebih agak terperinci dikit lebih mendalam sedikit baru mau untuk merespon nya. *Ada juga ini tipe siswa dia bisa tapi malu untuk menyampaikan pendapat mereka diamm aja padahal seandainya mereka ungkapkan mereka tau benar gitu kan*. Kemudia itu ada ini kebiasaannya di lokal karna ada tipe siswa yang adem-adem saja *ya itu- itu saja orang-orang yang menjawab haa kita harus pandai juga memancing bagaimana ya siswa yang adem-adem itu untuk belajar berpartisipasi walaupun nanti salah benarnya nanti.* Tapi mereka mau enggak ngomong gitu mau ndak nyampai kan pendapat mereka. Gitu rasanya yuni.	Guru mengalami tantangan ketika siswa tidak merespons pertanyaan karena kurangnya pengetahuan awal (*background knowledge*) terhadap materi yang dipelajari. Guru menghadapi kesulitan mendorong siswa yang memahami materi tetapi kurang percaya diri atau malu untuk menyampaikan pendapatnya. Guru mengalami tantangan dalam melibatkan siswa yang cenderung pasif agar mau berpartisipasi dalam interaksi kelas,

	kelas?		sehingga tidak hanya siswa yang sama yang selalu memberikan respons.
8.	Tantangan apa saja yang biasanya Anda hadapi ketika menjelaskan materi untuk mendukung pemahaman dan keterlibatan siswa selama interaksi di kelas?	Iyaa tantangan itu. *Metode atau cara apa yang tepat yang akan kita gunakan dalam menyampaikan materi*. Bagaimana kita tetap memvariasikan cara mengajar jangan itu-itu saja ceramah- ceramah saja gitu kan. Atau sistem diskusi diskusi saja jangan seperti itu harus ada variasinya jadi perlu kita itu kreatif itu *tantangan utamanya harus kreatif*. Kemudian harus sering melihat gimana cara mengajar lihat media atau sebagainya diskusi dengan siswa bagaimana ketika menghadapi masalah bagaimana bagusnya kita menyampaikan materi tersebut supaya siswa nya itu terlibat. Engga diam saja dia kemudian bahasa kita nii. *Kita ni ditantang bagaimana cara berbahasa dengan siswa itu agar mereka mudah paham gitukan.* Ya yang dua itulah memvariasikan belajar apalagi siswa sekarang itu lebih suka media yang unsur IT nya ya kan. Dan kemudian bagaimana kita mempergunakan bahasa yang sederhana agar mereka mudah paham agar tidak terbelit-belit laa penjelasan nya.	Guru mengalami tantangan dalam memilih dan memvariasikan metode pembelajaran agar penyampaian materi tidak monoton serta mampu melibatkan siswa secara aktif selama pembelajaran. Guru menghadapi tantangan untuk terus kreatif dalam memanfaatkan media pembelajaran dan menyesuaikan strategi mengajar dengan kebutuhan serta karakteristik siswa, termasuk penggunaan media berbasis teknologi. Guru mengalami tantangan dalam menggunakan bahasa yang sederhana dan mudah dipahami agar siswa dapat memahami materi dengan baik dan terlibat dalam proses pembelajaran..
9.	Ketika memberikan instruksi dalam kegiatan kelas, bagaimana biasanya siswa menanggapinya?	Yaa sebenarnya ketika kita memberikan *instruktur tantangan nya bagaimana agar instruksi kita itu jelas bagi mereka.* Haa brarti kita harus ada persiapkan terlebih dahulu agar intinya instruksi itu paham sisiwa. Siswa nya menanggapi ada beberapa yang pengalaman ini ya ketika kita memberikan instruksi ada kalanya siswa langsung mengikuti apa yang kita sampaikan tapi ada kalah juga mereka itu 'apa buk' gitu kan 'apa maksudnya buk' gitu kan itu artinya k*ita harus mengulang kembali apa yang kita instruksikan sebelumnya.* Kalau bisa kita tanyakan satu-satu tanyakan sama si A 'apa kira-kira instruksi ibu nak? ' supaya disampaikan sama temannya. Seandainya jawabannya sudah betul ya itu yang disampaikan tapi seandainya belum tepat tentu kita harus mengulang kembali intruksi yang kita sampaikan.	Guru mengalami tantangan dalam memberikan instruksi yang jelas dan mudah dipahami oleh seluruh siswa, sehingga terkadang perlu mengulang atau menjelaskan kembali instruksi ketika siswa belum memahami apa yang harus dilakukan.

10.	Bagaimana Anda biasanya mengoreksi perilaku siswa dengan menekankan kejujuran dan nilai-nilai moral dengan cara yang hormat?	Kita sebagai guru itu kan dituntut jangan sampai memalukan siswa didepan teman-temannya. Jadi pertama pendekatan 4 mata la dengan siswa itu diajak pergi ketempat mana kita mojok aja kita berdua dulu gitu kan. Kemudian kita jelaskan bahwa prilaku negatif yang dia lakukan didalam kelas itu ini ini loo dampaknya baik pada dirinya maupun temannya. Kemudian kita ketika berdiskusi dengan mereka kita harus menyampaikan lah nilai-nilai contohnya jujur, tanggungjawab, disiplin tulah ada beberapa nilai yang kita sisipkan dan nasehat yang kita berikan. Kemudian kita mengarahkan seharusnya bagaimana baiknya seperti ini lo gitu.	The teacher stated that inappropriate student behaviour Guru menghadapi tantangan dalam mengoreksi perilaku siswa dengan cara yang tetap menghargai perasaan siswa, sehingga perlu memberikan pembinaan secara personal tanpa mempermalukan siswa di depan teman-temannya.
11.	Dalam pengalaman Anda, tantangan apa yang biasanya muncul ketika Anda mengoreksi perilaku siswa sambil tetap menekankan nilai kejujuran dan nilai-nilai moral?	Ya tentulah tantangan nya itu ada beberapa ya. Yang namanya siswa aa apa namanya itu pemikirannya tentu berbeda dengan kita kemudian yang kita harapkan ketika bertanya kenapa seperti ini tadi kenapa seperti itu. *Ada kalanya mereka engga mau jujur sama alasan mereka melakukan itu.* Jadi kita perlu apa namanya ya memancing-mancing sebenarnya apa alasan nya tersebut. *Adakalanya ada tipe siswa yang apa ya yangg menerima nasehat dari guru gitukan jadi terlihat dari wajahnya mereka agak mendongkol gitukan.* Wajahnya gimana gitu seperti engga mau menerima masukan dari guru. *Kemudian bagaimana pun prilaku siswa itu kan ada kaitannya dengan didikan dirumahnya ha itu seandainya tidak sesuai atau aaa tidak relevan dengan didikan atau nilai- nilai yang ditanamkan disekolah dengan dirumah ha itu yang susah kita Merubahnya itu.* Perlu kesabaran kita juga karna harus ada kerja sama dengan orang tua siswa. Gitu rasanya yuni.	Guru mengalami tantangan ketika siswa tidak jujur dalam menjelaskan alasan di balik perilakunya sehingga guru perlu menggali informasi lebih lanjut. Guru menghadapi kesulitan ketika sebagian siswa tidak menerima nasihat atau masukan yang diberikan terkait perilaku dan nilai-nilai moral. Guru mengalami tantangan dalam membentuk perilaku siswa ketika nilai-nilai yang ditanamkan di sekolah tidak sejalan dengan pendidikan di rumah, sehingga diperlukan kesabaran dan kerja sama dengan orang tua..

APPENDIX 12 Summary of Student Interview

N	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	Descriptions
1.	Answers immediately	Thinks before answering	Understands the question first	Remains silent	Remains silent	Remains silent	Understands first	Remains silent	Thinks before answering	Answers if knows	Remains silent	Ensures the answer	Usually remains silent	Thinks before answering	Answers immediately	Most students stated that they usually remained silent before answering the teacher's questions. They explained that they needed time to understand the questions or ensure that their answers were correct. Meanwhile, a few students answered immediately when they knew the answers.
2.	Easy	Quite difficult	Sometimes easy	Difficult	Not easy	Not easy	Not easy	Sometimes easy	Easy	Easy	Slightly easy	Not easy	Difficult	Quite easy	Difficult pronunciation	Most students reported that answering questions in English was still difficult because of limited vocabulary, pronunciation, and sentence construction. However, several students found it easier when they had understood the lesson beforehand.
3.	Participates activ	Sometimes participates	Participates if confid	Rarely participates	Rarely participates	Rarely participat	Participates if confid	Sometimes participates	Participates activ	Participates actively	Participates	Participates if confid	Participates if confid	Participates	Does not participat	Most students stated that they expressed their opinions only when they felt confident or understood the lesson.

	ely		ent			es	ent		ely			ent	ent		e	Several students admitted that they rarely participated because they were shy or afraid of making mistakes.
4.	Happy	Nervous	Nervous at first	Nervous	Nervous	Shy and nervous	Slightly nervous	Nervous	Happy	Feels comfortable	Slightly nervous	Mixed feelings	Mixed feelings	Slightly nervous	Nervous	Most students reported feeling nervous or shy when expressing their opinions in front of the class. However, several students also felt happy or relieved after speaking.
5.	Limited vocabulary	Difficult question	New vocabulary	Limited vocabulary	Limited understanding	Afraid of mistakes	Limited vocabulary	Limited understanding	Grammar confusion	Limited vocabulary	Understands the lesson	Difficult vocabulary	Limited vocabulary	Limited understanding	Pronunciation difficulty	Most students explained that they remained silent because they had limited vocabulary, did not understand the lesson, or were afraid of making mistakes while speaking English.
6.	Felt doubtful	Afraid of mistakes	Afraid of class mates	Shy and afraid	Felt doubtful	Afraid of mistakes	Afraid of mistakes	Felt doubtful	Afraid of class mates	Teacher already explained	Thought the answer was wrong	Afraid of mistakes	Did not want to interrupt	Already answered by others	Others asked first	Most students stated that they had wanted to ask or answer questions but decided not to because they were afraid of making mistakes, lacked confidence, or their questions had already been answered by the teacher or other students.

APPENDIX 13 Student Interview Transcripts

Student 1:	Student 2:	Student 3:
1. Iya Langsung menjawab Ms. Karna udah cari tau terlebih dahulu tentang jawabannya. 2. Menurut saya mudah sekali Ms karena udah pelajari pelajaran tersebut Ms 3. Ikut karna harus tau apa yang mau diperbaiki 4. Tidak takut Ms malahan senang 5. Karna saya engga tau arti kata kalimat yang disebutkan gurunya ms 6. Pernah Ms karna kadang sedikit ragu aja sama jawabannya.	1. Diam sejenak Ms untuk mastiin jawabannya cocok dulu baru bisa jawab. 2. Lumayan susah ms apalagi kalau gk merhatiin pelajaran kalau lagi diterangkan 3. Kadang ikut kadang engga ms karna bingung mau jawab apa 4. Lumayan cemas dan grogi 5. Kalau jawabannya susah buat dipahami ms 6. Pernah, karna takut jawabannya salah sama jawabannya tu udah dijawab sama teman duluan Ms	1. Lebih sering diam Ms, alasannya karna biar paham dlu pertanyaannya gurunya 2. Kadang mudah ms kadang enggaengga. Kalau udah aku tau sama pernah dipelajari mudah ms kalau sulit kalau pelajaran baru ms baru kata-katanya 3. Ikut ms kalau pede sama jawabannya 4. Awalnya deg-degan ms trus. Kalau udah di depan agak tenang la 5. Kalau kosakata nya baru sama gk tau artinya ms 6. Karna takut ditertawakan teman sii ms jadi diam ajalah.
Student 4:	**Student 5:**	**Student 6:**
1. Kalau ulva ms lebih sering diam karna takut jawabannya salah. 2. Bagi aku gk mudah karna bingung nyusun kalimat yang benar ms 3. Jarang ms. Karna saya malu kalau jawabannya salah ms 4. Saya rasa gugup sama deg-degan saat ngomong didepan ms 5. Bingung itu karna Kosakata nya kurang sama takut salah ms 6. Pernah, karna keburu malu sama takut diejek teman-teman.	1. Saya masih sering diam karna kurang percaya diri sama takut kalau jawabannya kurang pas 2. Menurut saya Jawab pertanyaan bahasa Inggris belum mudah karna saya masih memiliki keterbatasan kosa kata sama kurang paham materi 3. Saja jarang nyampein pendapat ms karna kurang percaya diri 4. Saya masih gugup ms kalau nyampein pendapat di depan kelas 5. Saya pilih diam ms karna kurang paham materi sama kadang khawatir aja kalau lakuin	1. Saya lebih sering diam karna takut jawabannya salah dan saya ngerasa kurang percaya diri 2. Tidak terlalu mudah karna saya masih kesulitan mengucapkan bahasa Inggris dengan benar dan saya memiliki banyak salah 3. Menurut saya, saya masih jarang menyampaikan pendapat karna saya masih malu sama takut salah kalau berbicara di depan kelas 4. Saya merasa gugup sama malu takut ditertawakan didepan kelas 5. Takut salah pas berbicara kosakata nya juga kurang tahu

	kesalahan 6. Iya pernah ms karna merasa ragu sama takut kasih jawab atau soalnya kurang tepat ms.	6. Pernah, saya ingin bertanya atau menjawab tp gk jadi karna takut jawabannya salah makannya saya memilih diam. Trimakasih!
Student 7:	**Student 8:**	**Student 9:**
1. Biasanya diam dulu biar ngerti soalnya sama jawabannya 2. Tidak gampang harus cari kata dulu sama susun kalimat yang benar 3. Kadang bicara kadang diam kalau sudah paham dan berani saya sampaikan 4. Agak deg-degan tapi lega la kalau sudah selesai 5. Belum hapal kata-katanya, belum paham sama takut salah bicara 6. Pernah, takut salah ucap atau kalimatnya kurang jelas.	1. Saya lebih banyak diam karna saya malu untuk menjawab pertanyaan yang diberikan. 2. Terkadang saya rasa mudah karena saya mengerti pelajaran yang diterangkan sebelumnya 3. Kadang saya berikan pendapat tetapi saya lebih sering diam karna kurang yakin sama pendapat yang saya berikan. 4. Perasaan nya grogi karna takut kalau ada yang salah kalau baca dalam bahasa Inggris. 5. Karna gk terlalu paham bahasa Inggris 6. Pernah karna saya ragu sama jawaban saya sendiri ms	1. Ya saya diam sejenak dulu ms biar proses paham sama siapin keberanian ms 2. Mudah ms karna biasanya yang ditanya guru itu yang baru dijelaskan. 3. Iya ms ikut biar kelasnya rame ms 4. Saya sangat senang karna itu melatih keberanian saya 5. Saya pusing karna bahasa Inggris itu banyak aturannya misalnya kata jamak kadang tambah es kadang tambah s. Kadang ada lagi yang lebih aneh kayak child jadi children jadi pusing mana yang harus dihapalin dulu. 6. Saya sangat takut kalau jawabannya nya salah sama ditertawakan teman-teman sekelas atau takut grammar nya brantkan jadi malu sendiri kalau di dengar sendiri suaranya. Pikiran nya jadi negatif duluan jadi mending diam aja daripada jadi bahan ketawaan.
Student 10:	**Student 11:**	**Student 12:**
1. sering jika mengetahui jawabannya dan sebaliknya diam jika tidak mengetahui jawabannya 2. mudah,, karena saya sudah memahami	1. Saya lebih sering diam karna takut salah 2. Sedikit mudah karna kadang pertanyaannya itu ada yang saya mengerti 3. Saya ikut sampaikan pendapat saya. Karna	1. Saya lebih sering diam terlebih dahulu alasannya mau memastikan jawabannya yang mau disampein udah benar dan jelas sama gk mau buru-buru pas jelasinnya sama kadang juga nunggu kesempatan

materi yg diberikan guru bahasa inggris 3. ya,, saya bisa menyampaikan pendapat saya karena ada yg kurang saya mengerti 4. biasa saja ,,karena saya sudah mengenal semua teman yg berada di kelas 5. tidak memahami kosa kata dan tidak mengetahui arti dari kata² bahasa inggris 6. pernah,, karena sebelum saya bertanya guru sudah menyampaikannya terlebih dahulu	saya ingin tahu tentang apa itu 4. Sedikit gugup karena takut salah sama takut Ms tidak mengerti pendapat saya 5. Saya pilih diam karna biar ngerti pelajaran yang dipelaja 6. Pernah karna saya berfikir jawabannya saya salah sama memilih mendengarkan jawaban yang lebih benar.	kalau gk ada lagi teman yang jawab. 2. Tidak terlalu mudah karna bahasa Inggris baru. Harus di dusun dulu 3. Kadang ms. Kalau udah paham kalau ragu dengarkan jawaban teman aja 4. Perasaannya campur aduk ms karna smua orang ngeliatin tapi senang juga kalau lancar. 5. Biasanya diam ms. Kalau katanya belum paham atau pertanyaannya udah susah. 6. Pernah. Alasannya karena takut jawabannya salah sama takut diketawain sama teman kalau ada salah. Sama saya juga lama nyusun kalimat nya dalam bahasa Inggris
Student 13:	**Student 14:**	**Student 15:**
1. Biasanya diam ms. - 2. Susah ms. Ada dia di kepala cuman pas mau disebutkan susah ms 3. Kalau udah yakin sama jawabannya langsung bilang aja ms 4. Biasanya perasaannya campur aduk gugup kadang takut tp kadang senang kalau dikasih kesempatan buat ngomong didepan. 5. Yang pertama kurang kosakata kadang bingung cari kata adanan kata yang tepat 6. Pernah, alasan utama karna merasa gak enak hati atau takut ganggu penjelasan guru ms	1. Menurut saya saya biasanya diam sejenak untuk mastiin pertanyaannya sama jawaban yang mau dibilang 2. Lumayan mudah karna gurunya pakek kosakata yang sering didengar sehari-hari 3. Iya biasanya saya juga memberikan pendapat 4. Sedikit deg-degan takut tapi saya berusaha buat percaya diri karna itu bisa buat saya nambah pengalaman 5. Biasanya karna engga paham sama pelajaran nya sama gak tau arti kosakata nya jadi itu buat saya bingung jadi saya diam saja 6. Pernah. Karna teman lain udah bertanya sama udah di jawab sama gurunya. Kadang karna	1. Saya lebih sering menjawab karna paham pelajaran yang disampaikan guru sebelumnya 2. Tidak karna saya tidak pandai mengucapkan kata-kata dalam bahasa Inggris. 3. Tidak karna saya tidak tahu apa yang akan saya sampaikan. 4. Deg-degan 5. Karna tidak bisa mengucapkan 6. Karan teman udah duluan bertanya

	udah di jawab sama diri sendiri karna udah dijawab didalam hati.	