



DEVELOPMENT OF THE CINTA-DLT TEACHER TRAINING MODEL TO INTEGRATE DEEP LEARNING AND LOVE-BASED CURRICULUM AT MTS AL IKHWAN BANJARMASIN USING THE PLOMP MODEL

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Abstract

*This study aims to develop and validate the CINTA-DLT Teacher Training Model (CINTA–Deep Learning Training) to support deep learning and a love-based curriculum in madrasahs. The study employed an Educational Design Research (EDR) approach using the Plomp development model with five stages. The participants consisted of five teachers from MTs Al Ikhwan Banjarmasin and three expert validators, and the instruments included interviews, validation sheets, practicality questionnaires, and observations. The data were analyzed using interactive qualitative analysis and the Aiken's *V* validity test. The results showed an Aiken's *V* value of 0.90 (very valid) and a practicality score of 90% (very practical). Qualitatively, the model improved teachers' understanding of deep learning, internalization of love-based values, pedagogical skills, and professional motivation and reflection. The CINTA-DLT Model comprises five main phases—Connecting Meaning, Internalization, Nurturing Practice, Transformation, and Affirmation—forming a holistic, value-based, reflective, and practice-oriented teacher training framework. Therefore, the CINTA-DLT Model is considered feasible as a humanistic teacher training model aligned with the 2025 Madrasah Curriculum. Keywords: Teacher Training, CINTA-DLT, Deep Learning, Love-Based Curriculum, Plomp Model*

Abstrak

*Penelitian ini bertujuan mengembangkan dan memvalidasi Model Pelatihan Guru CINTA-DLT (CINTA–Deep Learning Training) untuk mendukung pembelajaran mendalam dan kurikulum berbasis cinta di madrasah. Penelitian menggunakan pendekatan Educational Design Research (EDR) dengan model Plomp yang meliputi lima tahap pengembangan. Subjek penelitian terdiri atas lima guru MTs Al Ikhwan Banjarmasin dan tiga validator ahli, dengan instrumen berupa wawancara, lembar validasi, angket kepraktisan, dan observasi. Data dianalisis secara kualitatif interaktif dan menggunakan uji Aiken's *V*. Hasil menunjukkan nilai Aiken's *V* sebesar 0,90 (sangat valid) dan kepraktisan sebesar 90% (sangat praktis). Secara kualitatif, model ini meningkatkan pemahaman guru tentang pembelajaran mendalam, internalisasi nilai cinta, keterampilan pedagogik, serta motivasi dan refleksi profesional. Model CINTA-DLT terdiri atas lima fase utama: Connecting Meaning, Internalization, Nurturing Practice, Transformation, dan Affirmation, yang membentuk pelatihan guru holistik berbasis nilai, refleksi, dan praktik. Dengan demikian, Model CINTA-DLT dinyatakan layak sebagai model pelatihan guru madrasah yang humanis dan selaras dengan kebijakan Kurikulum Madrasah 2025. Kata kunci: Pelatihan Guru, CINTA-DLT, Deep Learning, Kurikulum Berbasis Cinta, Model Plomp*



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INTRODUCTION

Education in the modern era requires teachers to not only pursue academic achievement but also develop human values, empathy, and self-reflection in students. However, learning practices in many educational units, including madrasas, are still predominantly oriented towards delivering material and cognitive achievements, leaving the affective and spiritual aspects underdeveloped. This condition demands a learning paradigm that is more meaningful, reflective, and based on the value of love. In line with this, the Ministry of Religious Affairs, through Decree of the Minister of Religious Affairs (KMA) No. 1503 of 2025 concerning Improvements to the Implementation of the Madrasah Curriculum, emphasized that the new direction of the madrasah curriculum focuses on deep learning and a love-based curriculum, which combines intellectual intelligence with social-emotional sensitivity and fosters caring, compassion, and empathy as the core of learning.

Theoretically, deep learning emphasizes students' ability to relate new knowledge to life experiences, reflect on thinking processes, and apply them contextually.¹ Meanwhile, a love-based curriculum is based on the values of compassion, care, and human connection, which makes learning more empathetic, reflective, and meaningful.² In the context of madrasas, this policy presents both a challenge and an opportunity, as many teachers still view training as an administrative activity focused on teaching materials, rather than on transforming pedagogical values and behaviors. A preliminary study at MTs Al Ikhwan Banjarmasin showed that some teachers did not yet fully understand in-depth learning and had difficulty integrating the value of love into learning planning and practice, even though the successful implementation of the 2025 Madrasah Curriculum is highly dependent on teacher readiness.

Based on these needs, this study developed the CINTA-DLT (CINTA-Deep Learning Training) Teacher Training Model, which is oriented towards increasing teacher awareness, internalizing values, and transforming teachers' pedagogy. The model was developed using the Plomp Model, which includes initial investigation, design, prototype development and expert validation, implementation, and final evaluation and revision.³ The novelty of this research lies in the integration of deep learning pedagogy⁴ and curriculum of love⁵ into a madrasah teacher training model that is conceptually and normatively aligned with KMA No. 1503 of 2025. The research gap

¹ Hattie, John. 2023. *Visible Learning: The Sequel*. 1st ed. London: Routledge. <https://doi.org/10.4324/9781003380542>.

² Waghid, Yusef. 2022. *Education, Crisis and Philosophy: Ubuntu within Higher Education*. 1st ed. London: Routledge. <https://doi.org/10.4324/9781003270300>.

³ Nieveen, Nienke, and Tjeerd Plomp. 2013. *Educational Design Research: Introduction and Illustrative Cases*. Enschede: SLO.

⁴ Hattie, John. *Visible Learning: The Sequel*. 1st ed. London: Routledge.

⁵ Waghid, Yusef. *Education, Crisis and Philosophy: Ubuntu within Higher Education*. 1st ed. London: Routledge.

in this study lies in the unavailability of a teacher training model that systematically bridges curriculum policies, humanistic education theory, and madrasah learning practices, because existing training is still predominantly administrative and academic studies tend to be conceptual.

The urgency of this research is strategic, both in terms of policy, teacher professionalism, and academic contribution. This research supports the implementation of curriculum policy by providing a concrete training model that helps teachers translate the values of love and deep learning into classroom practice, while strengthening reflective and empathetic awareness as 21st-century competencies. Academically, the development of the CINTA–DLT model enriches the national education literature with a humanistic-spiritual perspective based on reflective practice. Therefore, this research aims to develop and validate the CINTA–DLT teacher training model to identify teacher needs, design a training model based on the values of love and reflection, and obtain a valid and practical model for implementation in madrasahs. The research results are expected to provide theoretical contributions to the development of a humanistic-reflective teacher training paradigm and practical contributions as a reference for supervisors, madrasah principals, and teacher training institutions in supporting the implementation of the 2025 Madrasah Curriculum.

LITERATURE REVIEW

Curriculum of Love

The Love-Based Curriculum (KBC) places the value of love as the ontological, epistemological, and axiological foundation of education. Ontologically, love is understood as the essence of human relationships with God, others, and the environment; epistemologically, knowledge develops through reflective, dialogical, and caring learning experiences; and axiologically, students are guided to internalize compassion, empathy, and moral responsibility as the foundation of character.⁶

Research shows that integrating the value of love into the curriculum increases student engagement and the quality of learning interactions,⁷ as well as being the foundation for developing character education that fosters moral and spiritual awareness.⁸ This view is in line with the emphasis on humanizing pedagogy, where teachers build empathetic and dialogical relationships, so that learning becomes more meaningful and transformative.⁹

In the madrasah context, KBC offers a transformative approach that emphasizes caring,

⁶ Kuswanto, W. 2025. "Integrating the 'Curriculum of Love' into English Language Education." *Journal of Islamic Multicultural Pedagogy* 4 (2): 99–110. <https://doi.org/10.38073/jimpi.v4i2.3250>.

⁷ Kuswanto, W. Integrating the Curriculum of Love into English Language Education, 99–110.

⁸ Muhamad Akip, Zuhri, Sujarwo, Windi Handika, and W. A. W. 2025. "Curriculum of Love as the Foundation of Character." *Jurnal Pendidikan Karakter* 23 (2): 279–291.

⁹ Waghid, Yusef. *Education, Crisis and Philosophy: Ubuntu within Higher Education*. 1st ed. London: Routledge.

humanistic interactions, and ecological awareness as a response to dehumanization, intolerance, and environmental degradation. The integration of the value of love into the curriculum, planning, learning process, and evaluation is expected to shape students who are humanistic, tolerant, nationalistic, and globally competitive. This concept forms the basis for the development of the CINTA-DLT Teacher Training Model, enabling teachers to design and implement love-based and in-depth learning.

Deep Learning (Deep Learning)

Deep learning is an approach that emphasizes understanding meaning, reflection, and application of knowledge in real contexts, rather than simply memorizing it. Deep learning occurs when students connect new knowledge to life experiences, reflect on their thinking processes, and apply it to solve real-world problems. This approach requires teachers to design challenging, relevant, and contextual learning so that students can develop critical, creative, collaborative, and empathetic thinking skills.¹⁰

In Indonesia, immersive learning was developed in response to challenges in education quality and the phenomenon of "schooling without learning," reflected in the PISA 2022 results. This concept emphasizes conscious, meaningful, and enjoyable learning by integrating thought, emotion, feeling, and physical activity. Students are positioned as active, reflective, and self-regulating learners, in line with the Growth Mindset theory¹¹ and neuroscience findings that emphasize the importance of persistence, reflection, and meaningful experiences.

The immersive learning framework adapts the Four Elements of Learning Design and the SOLO taxonomy, guiding learners through the stages of understanding, application, and reflection. Thus, this approach not only enhances academic abilities but also shapes eight dimensions of graduate profiles, including faith, critical reasoning, creativity, collaboration, and communication. In madrasas, immersive learning serves as a pedagogical and cultural approach that values human potential, strengthens humanistic relationships, and supports the positive use of digital technology. Its integration into teacher training is crucial to ensure that the designed learning aligns with the love-based curriculum.

Teacher Training (Teacher Professional Development)

Teacher Professional Development (TPD) is a systematic process to improve teachers' pedagogical, professional, social, and personal competencies so they can implement effective, meaningful, and student-centered learning. Effective TPD is sustainable, based on teachers' real

¹⁰ Hattie, John. *Visible Learning: The Sequel*. 1st ed. London: Routledge.

¹¹ Dweck, Carol S. 2006. *Mindset: The New Psychology of Success*. New York: Random House.

needs, collaborative, focused on learning practices, and provides opportunities for structured reflection.¹² The TPD approach must also pay attention to the principles of andragogy, where teachers as adult learners require relevant, contextual, and experience-based learning.¹³ Good training not only transfers knowledge, but also facilitates changes in attitudes, pedagogical beliefs, and reflective and professional decision-making abilities.

Effective teacher professional development includes understanding of content, appropriate pedagogy, hands-on practice, collaboration between teachers, and feedback from competent facilitators.¹⁴ In Indonesia, the Continuing Professional Development (PKB) policy and National Education Standards (PP No. 57/2021) emphasize that training must strengthen teachers' abilities in planning, implementing, and evaluating student-centered learning, and align with the 2025 Madrasah Curriculum (KMA 1503/2025), which emphasizes meaningful, reflective, inclusive, and humanistic learning.

Thus, TPD functions as a pedagogical transformation mechanism that updates teachers' knowledge, skills, and professional values. TPD principles form the basis for the development of the CINTA-DLT Teacher Training Model, which aims to strengthen teachers' competencies in integrating deep learning and a love-based curriculum into teaching practices in madrasas.

The Relationship Between Love-Based Curriculum and Deep Learning

Love-Based Curriculum (KBC) and deep learning complement each other in creating meaningful, humanistic, and transformative learning experiences. KBC emphasizes the development of human values, empathy, caring, and self-reflection through interpersonal relationships as the core of the learning process, while deep learning emphasizes conceptual understanding, metacognitive reflection, and the ability to apply knowledge in real-world contexts.¹⁵ Both emphasized that education is not only aimed at academic achievement, but also at developing students' character and values.

The loving approach in the curriculum creates a safe, caring, and respectful learning environment, which is a psychological prerequisite for deep learning. Conversely, deep learning strengthens the implementation of KBC by encouraging students to think critically and collaboratively, and reflect on moral values in learning activities, resulting in a holistic approach

¹² Darling-Hammond, Linda, Dion Burns, Campbell Campbell, A. L. Goodwin, Karen Hammerness, Ee-Ling Low, Ann McIntyre, Mistilina Sato, and Ken Zeichner. 2017. *Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World*. San Francisco: Jossey-Bass.

¹³ Knowles, Malcolm S., Petra A. Robinson, and C. Cooper. 2025. *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. London: Routledge.

¹⁴ OECD. 2019. *Teaching in Focus No. 28: How Teachers Update Their Teaching Skills to Cope with Change*. Paris: OECD.

¹⁵ Hattie, John. *Visible Learning: The Sequel*. 1st ed. London: Routledge.

encompassing cognitive, affective, social, and spiritual aspects.

In the madrasah context, the integration of KBC and deep learning is relevant for building an inclusive, humanistic, and transformative education ecosystem in accordance with KMA 1503 of 2025. Learning that combines love and depth of thought enables teachers to respect the dignity of students, connect knowledge with life values, and foster compassion and intellectual resilience. Therefore, the CINTA-DLT Teacher Training Model was developed to bridge this gap through training that integrates the value of love and the principles of deep learning into the planning, implementation, and evaluation of learning.

LOVE–DLT Teacher Training Model (Research Conceptual Framework)

The CINTA–DLT (CINTA–Deep Learning Training) Teacher Training Model is designed to integrate the values of the Love-Based Curriculum (KBC) and the principles of deep learning, with the aim of transforming teachers' pedagogical practices through value awareness, conceptual deepening, reflective practice, and professional behavioral change. This model enables teachers not only to understand concepts theoretically but also to apply them in humanistic, meaningful, and learner-centered learning.

The structure of CINTA–DLT consists of five phases: (1) Connecting Meaning, understanding the urgency and philosophical basis of KBC and in-depth learning through dialogue and reflection; (2) Internalization, deepening concepts through theoretical studies, case studies, and affective experiences that foster empathy; (3) Nurturing Practice, applying concepts through the preparation of lesson plans, simulations, and collaborative practice; (4) Transformation, changing mindsets and teaching practices through feedback, reflection, and revision of teaching materials; and (5) Affirmation, strengthening professional commitment through personal evaluation and formulation of concrete actions.

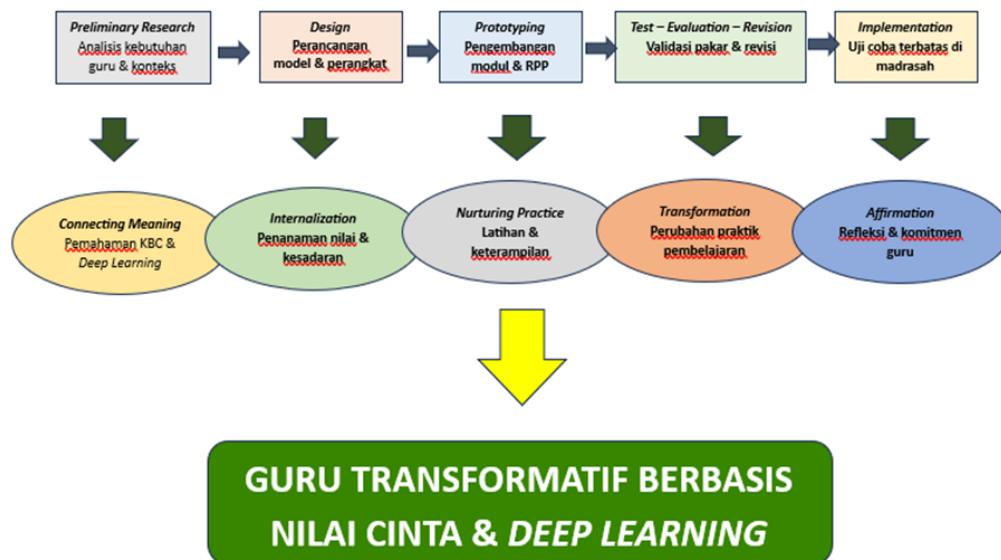


Figure 1. CINTA–DLT (CINTA–Deep Learning Training) Teacher Training Model

In the 30 JP training, this model provides a structured learning flow that includes cognitive, affective, and psychomotor aspects, and supports the principles of andragogy, professional collaboration, and direct practice according to the characteristics of effective teacher training.¹⁶

As a result of integrating theory, teacher needs, and madrasah characteristics, the CINTA–DLT Model serves as an operational framework to enhance teachers' capacity in designing compassionate, reflective, and intellectually challenging learning. This model serves as a strategic intervention to realize humanistic and in-depth learning in accordance with the 2025 Curriculum and serves as the basis for the design, expert validation, implementation, and evaluation stages of this study.

RESEARCH METHODS

This study uses the Educational Design Research (EDR) approach with the Plomp development model, which is systematic in producing innovative solutions through iterative design, development, and evaluation. The Plomp model was chosen because it provides comprehensive stages for developing valid, practical, and effective educational products, making it suitable for designing the CINTA–Deep Learning Training (CINTA–DLT) Teacher Training Model. The five stages of the Plomp model used are: (1) preliminary research, (2) design, (3) realization/prototyping, (4) test, evaluation, and revision, and (5) implementation. The study was conducted at MTs Al

¹⁶ Darling-Hammond, Linda, Lisa Flook, Channa Cook-Harvey, Brigid Barron, and David Osher. 2020. "Implications for Educational Practice of the Science of Learning and Development." *Applied Developmental Science* 24 (2): 97–140. <https://doi.org/10.1080/10888691.2018.1537791>.

Ikhwan Banjarmasin in the odd semester of 2025/2026, chosen purposively because this madrasah is strengthening the implementation of the 2025 Curriculum, especially deep learning and the integration of love values. The research lasted three weeks, including teacher needs analysis, prototype development, expert validation, revision, and initial implementation on five teachers from various subjects (English, Science, Social Studies, Aqidah Akhlak, and Mathematics) and involved three expert validators in the fields of curriculum, in-depth learning, and Love-Based Curriculum.

The development process followed five iterative Plomp stages. The preliminary research stage was conducted through literature studies, analysis of Curriculum 2025 documents, in-depth interviews with teachers, and analysis of the madrasah context to produce a profile of teacher needs and a pedagogical problem map. The design stage included the development of a conceptual model design, the five-phase structure of CINTA-DLT (Connecting Meaning, Internalization, Nurturing Practice, Transformation, Affirmation), training materials, and initial assessment instruments (content validity, construction, integration, practicality, and limited effectiveness). The realization/prototyping stage developed the prototype into a complete product, including modules, facilitator guides, lesson plans (RPPel), student worksheets (LKPD), reflection rubrics, sample lesson plans, and expert validation instruments (Prototype II). In the test, evaluation, and revision stage, three validators assessed the feasibility of the model using a Likert scale validation sheet, analyzed using Aiken's V, and provided qualitative input for revisions, resulting in Prototype III as the final model. The implementation stage tested the practicality of the model on five teachers through 30 JP training, teaching simulation practice, learning video analysis, self-reflection, practicality questionnaires, and FGDs to assess ease of use, material relevance, and readiness for implementation in the classroom.

The research instruments included teacher interview guidelines (preliminary research), expert validation sheets (Aiken's V) for content feasibility, construction, integration, and practicality (Stage 4), teacher practicality questionnaires (Stage 5), and guided observation of teaching practices. Qualitative data analysis was carried out through reduction, presentation, and drawing conclusions/verification, while expert validation used Aiken's V with the criteria of $V \geq 0.80$ very valid and the practicality of the model was assessed through a Likert percentage with categories of 85–100% = very practical.

The ethical aspects of research are considered through informed consent, data confidentiality and anonymity, academic integrity and honesty, use of data only for academic purposes, institutional approval, and transparency of all research procedures, so that the research is carried out ethically and responsibly.

RESULTS AND DISCUSSION

Validity Test Results of the LOVE-DLT Teacher Training Model

Based on the expert validation results, the CINTA-DLT Teacher Training Model obtained an average score of 4.84 on a scale of 5, classified as "Very Valid". Validation covers five aspects: content feasibility (4.75), systematic integration (4.88), language (4.83), model implementation (4.86), and model usefulness (4.86). These results indicate that the model is not only content-appropriate, but also construct-consistent, systematic, and integrated between values, learning strategies, and training tools, thus having a balance between theoretical foundations and implementation feasibility. Minor improvements are suggested in spelling, strengthening external theory, post-training evaluation instruments, and independent task monitoring.

Qualitative expert analysis confirms that the training design is measurable and systematic, with the success of the training dependent on teachers' awareness as learners. This awareness is built through three pillars: understanding (Love-Based Curriculum, Deep Learning concept, Graduate Profile Dimensions), skills (hard skills: Lesson Plans, PjBL, DPL integration; soft skills: reflection, empathy, collaboration), and motivation (understanding the scenario background, establishing commitment and professional responsibility). Thus, CINTA-DLT functions as an instrument for pedagogical, moral, and professional transformation of teachers, not merely administrative training.

The results of the practicality test through a questionnaire of five teachers showed an average percentage of 90%, including the "Very Practical" category, confirming that the model is easy to apply in learning practices in madrasas and has high relevance to teacher needs.

Validity Test Results of the LOVE-DLT Teacher Training Model

The Success of the CINTA-DLT Training Reviewed from the Aspect of Participant Awareness

The success of the CINTA-DLT training program is determined not only by the training equipment but also by the participants' internal awareness, which is developed through understanding, skills, and motivation. This aligns with the transformative professional development paradigm, which emphasizes changes in teachers' mindsets, professional values, and pedagogical practices.¹⁷

Understanding the Love-Based Curriculum and Deep Learning is the foundation for teachers to become agents of value transformation and character formation for students.¹⁸ Deep learning is effective when teachers have reflective awareness, moral commitment, and value

¹⁷ Darling-Hammond, Linda, Lisa Flook, Channa Cook-Harvey, Brigid Barron, and David Osher. 2020. "Implications for Educational Practice of the Science of Learning and Development." *Applied Developmental Science* 24 (2): 97–140. <https://doi.org/10.1080/10888691.2018.1537791>

¹⁸ Biesta, Gert. 2021. *World-Centred Education: A View for the Present*. London: Taylor & Francis.

orientation.¹⁹ The novelty of this research: pedagogical awareness based on the values of love and deep learning can be built systematically through structured, reflective, and valuable training design, making the CINTA-DLT Model operational, applicable, and measurable in the integration of values, deep learning, and Graduate Profile Dimensions (DPL).

Integration of Hard Skills and Soft Skills as a Strategic Strength Model

The CINTA-DLT model develops both pedagogical hard skills (lesson plan, project-based learning, and integrated teaching and learning) and essential soft skills (empathy, reflection, collaboration, pedagogical communication, and social sensitivity). This integration addresses the weaknesses of conventional teacher training, which tends to be administrative. Theoretically, the combination of hard and soft skills is essential for 21st-century teachers who are professional, reflective, adaptive, and have character.²⁰ The advantage of CINTA-DLT is the integration of technical competencies with character development and reflective awareness in an integrated manner. This finding aligns with recent research that confirms the balance of pedagogical and social-emotional competencies is essential for learning innovation.²¹

Motivation as the Foundation of Teachers' Commitment and Professional Responsibility

Motivation in LOVE-DLT is internal and reflective, fostering:

1. Professional commitment
2. Moral integrity
3. Pedagogical responsibility

Teachers become ethical subjects, not simply curriculum implementers. Intrinsic motivation improves the quality of learning interactions more effectively than external motivation. This finding aligns with Self-Determination Theory²² and research on the formation of teachers' professional identity.²³ The LOVE-DLT model builds sustainable professionalism based on intrinsic motivation, ethical commitment, and pedagogical responsibility.

¹⁹ Fullan, Michael, Joanne Quinn, and Joanne McEachen. 2017. *Deep Learning: Engage the World, Change the World*. Thousand Oaks, CA: Corwin Press.

²⁰ Schleicher, Andreas. 2018a. *How to Build a 21st-Century School System*. Paris: OECD. 2018b. *The Future of Education and Skills: Education 2030*. OECD Education Working Papers No. 23.

²¹ Savina, E., C. Fulton, and C. Beaton. 2025. "Teacher Emotional Competence: A Conceptual Model." *Educational Psychology Review* 37 (2). <https://doi.org/10.1007/s10648-025-10018-2>.

²² Ryan, Richard M., and Edward L. Deci. 2020. "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective." *Contemporary Educational Psychology* 61 (April): 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>.

²³ Kragh, K., and B. Dahl. 2024. "'Doubly Situated Teacher Professionalism': School Culture, Personal Narrations and Becoming a Teacher in Danish Schools." *International Journal of Educational Development* 107 (April): 103047. <https://doi.org/10.1016/j.ijedudev.2024.103047>.

The Relevance of the Revised PjBL Duration to the Principles of Deep Learning

Sufficient PjBL duration is needed for concept exploration, collaboration, reflection, and transformation of understanding, in accordance with the principles of deep learning.²⁴ The shortened duration risks making learning procedural. The revised lesson plan duration in CINTA-DLT demonstrates an adaptive, reflective, and realistic model for class heterogeneity.²⁵

Theoretical, Practical, and Policy Implications

Theoretical Implications: LOVE-DLT enriches the theory of values-based teacher training and deep learning operationally, combining reflection, pedagogical practice, and internalization of values, in line with the literature on reflective practice and pedagogical dialogue.²⁶

Practical Implications:

1. Reference for teacher training based on reflection and values
2. Humanistic and in-depth RPP development model
3. Strengthening the culture of character-based learning in madrasas²⁷

Policy Implications:

1. Teacher training references by educational institutions
2. Companion for the implementation of value-based curriculum and in-depth learning
3. Instruments for improving the quality of education that emphasize character and integrity

Limitations and Potential Challenges of Model Implementation

1. Long time commitment: PjBL and deep learning require intensive planning and reflection.²⁸
2. Differences in teacher readiness: Variations in conceptual, pedagogical, and PjBL experience abilities.²⁹
3. Limited implementation context: Trial was only in one madrasah, affecting generalizability.³⁰

²⁴ Zhafira Nurazizah, As'ad Syamsul Mubarak, Endang Herawan, and D. P. P. 2025. "Deep Learning with Project-Based Learning (PjBL) Model for Student Creativity." *Pedagogia* 14 (2). <https://doi.org/10.21070/pedagogia.v14i2.1957>.

²⁵ Yulianti, K. N., F. Mayar, and D. Eliza. 2023. "Peranan Profesional Guru dalam Meningkatkan Nilai Karakter Anak Usia Dini." *Jurnal Obsesi* 7 (5): 5597–5606. <https://doi.org/10.31004/obsesi.v7i5.5243>.

²⁶ Li, X., F. Li, X. Chen, and L. Wang. 2024. "Using Reflection and Dialog Feedback to Promote the Development of Situated and Dynamic Pedagogical Content Knowledge." *Teaching and Teacher Education* 8.

²⁷ Yulianti, K. N., F. Mayar, and D. Eliza. Peranan Profesional Guru dalam Meningkatkan Nilai Karakter Anak Usia Dini. 5597–5606.

²⁸ Elhassan, D. H. A. M. 2025. "Implementation Challenges of Project-Based Learning during Crisis Situations: Strategies for Educational Continuity and Quality." *British Journal of Teacher Education and Pedagogy*, 1–11. <https://doi.org/10.32996/bjtep>.

²⁹ Nisa, R., and M. Sholihah. 2023. "Pengembangan Modul Ajar Program Sekolah Penggerak Berbasis Problem Based Learning." *Jurnal Inovasi Pendidikan* 6 (4): 719–732.

³⁰ Zhafira Nurazizah, As'ad Syamsul Mubarak, Endang Herawan, and D. P. P. Deep Learning with Project-Based Learning (PjBL) Model for Student Creativity.

4. Workload and burnout risk: High intensity deep learning requires institutional support.³¹

The Meaning of Critical Reflection on the LOVE-DLT Model

CINTA-DLT emphasizes mental readiness, professional commitment, and support from the madrasah system. The model's key strengths include:

1. Acknowledging the complexity of learning
2. Reflective and adaptive design
3. Providing space for continuous professional growth

Discussion of Changes in Teacher Reflections After the CINTA-DLT Model Training

Comparison before and after training shows:

1. A paradigm shift towards humanistic, relational, and reflective learning
 2. Strengthening emotional teacher-student relationships, collaboration, and reflective practice
 3. Attention to the meaning of the learning process, not just academic results
 4. Increasing teachers' patience, empathy, and self-control
- The findings confirm that the LOVE-DLT Model effectively integrates the academic, character, and love value dimensions, and emphasizes the transformation of teachers' professional awareness.

CONCLUSION

The CINTA-DLT Teacher Training Model has proven to have a very high level of validity and practicality, making it suitable for use as an operational, applicable, and relevant teacher training model for madrasah learning needs. This model is not only conceptually robust but also easy to implement in real-world settings.

The success of the implementation of the CINTA-DLT Training is determined by the synergy between the understanding, skills, and motivation of the participants, because effective training does not solely depend on technical tools, but rather on the internal awareness of teachers as reflective and responsible learners.

In addition, the CINTA-DLT Model demonstrates strength both technically and in terms of values, by being able to integrate the development of pedagogical competencies and the internalization of the values of love, self-reflection, and in-depth learning, so that it is transformative and not merely administrative.

The revision of the duration of the implementation of Project-Based Learning (PjBL) in the lesson plan has also been proven to strengthen the principles of humane and reflective in-depth learning, because it provides sufficient time for exploration, collaboration, reflection, and

³¹ Elhassan, D. H. A. M. Implementation Challenges of Project-Based Learning during Crisis Situations: Strategies for Educational Continuity and Quality, 1–11.

transformation of understanding fairly according to the differences in students' abilities.

Thus, the CINTA-DLT Model has theoretical, practical, and strategic contributions in the development of values-based madrasah teacher training and in-depth learning, while supporting the development of ethical awareness, professional reflection, and sustainable pedagogical responsibility.

RESEARCH IMPLICATIONS

Model CINTA-DLT has various theoretical, practical, and policy implications. Theoretically, this model enriches the repertoire of teacher training theory by presenting a values-based approach and operationally integrated deep learning. CINTA-DLT reinforces the paradigm that effective teacher professional development must simultaneously address values awareness, self-reflection, and practice transformation, thus contributing to the strengthening of reflective, transformative, and values-oriented teacher training theory, particularly in the context of madrasah education.

In practice, this model can be used as a reference for reflection- and values-based teacher training, which focuses not only on technical teaching skills but also as a model for developing humanistic and in-depth lesson plans that consider the cognitive, affective, social, and spiritual dimensions of students. Furthermore, CINTA-DLT also functions as an instrument for strengthening a culture of character-based and meaningful learning, so that madrasahs are not only oriented towards academic achievement, but also on the formation of character and human awareness of students.

From a policy perspective, this model has strategic relevance as a reference for teacher training by madrasah development agencies, particularly in strengthening values-based pedagogical competencies. CINTA-DLT also serves as a companion model for the implementation of values-based madrasah curricula and in-depth learning, ensuring that the curriculum is not merely a document but lives in learning practices. More broadly, this model serves as an instrument for systematically improving the quality of madrasah education, integrating policy, teacher training, and classroom learning practices.

LIMITATIONS

Although the research shows that the CINTA-DLT Model is highly valid and practical, it has several limitations. First, the number of trial subjects is still limited, so generalization of the findings requires testing on a broader scale. Second, the research has not directly tested the model's effectiveness on student learning outcomes, including cognitive, affective, and character aspects. Third, the model's implementation is still limited to a single madrasah context, so it needs to be

tested in various madrasah conditions with different characteristics. Fourth, this model requires a high commitment of time and teacher readiness, so institutional support is needed for optimal implementation.

SUGGESTION

Based on the research results, implications, and limitations outlined above, several recommendations can be made. For educational practice, madrasahs are advised to use the CINTA-DLT Model as an alternative teacher training model oriented toward values-based in-depth learning. Teachers are expected to develop lesson plans that emphasize not only material achievement but also reflective, meaningful, and humane learning experiences. Madrasah principals are expected to provide institutional support in the form of time, facilities, and a reflective climate to ensure effective and sustainable implementation of the model.

In a policy context, the CINTA-DLT model is recommended for consideration as a teacher training model in madrasah teacher competency improvement programs. Furthermore, a policy of ongoing mentoring is needed to ensure that teacher training is not a one-time activity but a systematic professional development process.

For further research, it is recommended to test the effectiveness of the CINTA-DLT Model on student learning outcomes more quantitatively, as well as to replicate the study in various madrasah contexts and educational levels to test the model's generalizability. Future research could also examine the model's influence on character formation, learning motivation, and classroom climate longitudinally, thereby providing a more comprehensive understanding of the model's impact on educational practice.

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