

Implementation Of The BERDIKARI Program In Improving Teacher Professional Competence Through The Deep Learning Cycle At SMP Islam Al-Amin North Cikarang

Faiz Dzul Haqqi

Universitas Singaperbangsa Karawang, Indonesia

Sayan Suryana, S.Sos., MM.

Universitas Singaperbangsa Karawang, Indonesia

Muchdjabir Wahid, S.Pd., M.Pd.

Universitas Singaperbangsa Karawang, Indonesia

Corresponding Author: 2210631120162@student.unsika.ac.id

sayan.suryana@fai.unsika.ac.id

muchdjabir.wahid@fai.unsika.ac.id

Abstract

This study aims to analyze the implementation of the BERDIKARI (Bersinergi, Empati, Responsif, Disiplin, Inovatif, Kolaboratif, Amanah, Religius, dan Inspiratif) Program in improving teacher professional competence through the Deep Learning Cycle at SMP Islam Al-Amin North Cikarang. This research uses a qualitative approach with a case study method. Data were collected through participant observation, semi-structured interviews, and documentation. The research findings show that the BERDIKARI Program was implemented systematically through the On the Job Training (OJT) cycle consisting of the Assess, Design, Implement, Measure, Reflect, and Change stages. The program has improved teacher professional competence in terms of learning design, innovative learning implementation, reflective ability, and strengthened professional work culture. Supporting factors include transformational school principal leadership, mentor support, and collaborative school culture. Inhibiting factors include resistance from some senior teachers, time constraints, and differences in technological abilities among teachers. This research concludes that the BERDIKARI Program, which integrates character values with the Deep Learning Cycle, has the potential to be an effective and sustainable teacher development strategy in Islamic educational institutions.

1159



Keywords: BERDIKARI Program; Teacher Professional Competence; Deep Learning; Continuing Professional Development; Islamic School.

INTRODUCTION

Education is a fundamental aspect of national development as it directly plays a role in shaping the quality of human resources. Schools as educational institutions are not only oriented toward improving students' academic abilities, but also play a role in shaping character, manners, and a sense of nationality. This is in line with the mandate of Law Number 20 of 2003 on the National Education System Article 3, which affirms that national education functions to develop capabilities and shape the character and civilization of a dignified nation (Ahmadi et al., 2020).

In the era of 21st century education, the challenges of education are increasingly complex. Changes in societal needs, the development of information technology, and socio-cultural dynamics require schools to be able to provide adaptive, relevant, and meaningful learning. Educational quality is closely related to the quality of teachers as the primary implementers of the learning process at school. The demands for professional teachers drive the need for continuous competency development (Muhalisiah et al., 2023).

Schools cannot rely solely on formal policies or general educational regulations. In efforts to improve educational quality, schools need more directed internal strengthening mechanisms through structured professional development programs. According to Setyawan (2017), development programs are important because they function as instruments of change capable of directing work culture, forming professional behavioral standards, and ensuring continuous evaluation and improvement in the implementation of learning.

The condition of learning quality at SMP Islam Al-Amin North Cikarang showed several challenges related to teacher work culture and the quality of the learning process. Based on the results of interviews with the school principal, there was a decline in work enthusiasm and loyalty among some teachers. Some teachers still felt comfortable with long-established work patterns and lacked motivation for change (Akmaluddin et al., 2020). In response to these needs, the school initiated an internal development program called the BERDIKARI Program.

The BERDIKARI Program is an acronym for nine core values: Bersinergi (Synergy), Empati (Empathy), Responsif (Responsive), Disiplin (Discipline), Inovatif (Innovative), Kolaboratif (Collaborative), Amanah (Trustworthy), Religius (Religious), and Inspiratif (Inspiring). These nine values serve as standards for work culture and professional behavioral guidelines expected to emerge in daily educational tasks within the school environment. The program was also designed



with a deep learning approach through an On the Job Training (OJT) cycle encompassing Assess, Design, Implement, Measure, Reflect, and Change stages.

This research aims to examine the implementation of the BERDIKARI Program in improving teacher professional competence through the Deep Learning Cycle at SMP Islam Al-Amin North Cikarang. This study is expected to provide an objective picture of program implementation, the strategies used, the evaluation mechanisms applied, and the program's impact on improving learning quality.

LITERATURE REVIEW

School Internal Development Program as a Quality Improvement Strategy

Internal school development is a professional development program designed and implemented independently by the school. This program usually takes the form of routine development, academic supervision, internal training, teacher discussion forums, and learning evaluation activities carried out continuously. According to Widyastuti (2021), internal development is generally coordinated by the school principal and teachers who have authority as supervisors, through activities such as official meetings, teaching rotation, additional internal assignments, and discussions with peers as efforts to improve learning quality and teacher performance.

Internal school development has advantages because it is contextual—meaning the program is structured based on the school's actual needs. Additionally, internal development enables the school to build a stronger professional work culture because it is conducted consistently and becomes an institutional habit. Stages of school development generally begin with a consolidation phase, which includes the preparation of work programs and the development of quality documents, followed by implementation, evaluation, and strengthening (Subangun & Isroin, 2018).

Teacher Professional Development Program

A teacher professional development program is a series of planned development activities designed to improve teacher quality in carrying out educational duties. This program not only focuses on improving teaching skills but is also directed toward building a sustainable professional work culture (Tanang & Abu, 2014). One form of professional development that can support this is teacher involvement in the Subject Teacher Deliberation (MGMP). MGMP is a teacher gathering forum that functions as a means of communication, discussion, and exchange of experience



among teachers to improve performance (Suheri et al., 2021).

Continuing professional development (PKB/CPD) for teachers is important in supporting teacher career development as professional educators at school. Self-development is understood as an effort to improve professionalism so that teachers have competencies in accordance with statutory regulations or national education policies, and are able to adapt to developments in science, technology, and art (Rusdarti et al., 2018). An effective professional development program must be systematic, planned, sustainable, and in accordance with the needs of the school.

Continuing Professional Development (CPD) Cycle

Various countries have developed a system known as Continuing Professional Development (CPD), a development program designed to ensure that improvement of educator quality is carried out in a sustained manner. The general goal of CPD is to improve the quality of educational services in schools or madrasas as an effort to encourage overall improvements in educational quality (Rahmati et al., 2019). Educational quality improvement cannot be done through one-time activities; schools need to apply the concept of continuous improvement that emphasizes evaluation, reflection, and change cycles (Rusdi, 2018).

Evaluation in supervisory activities is a follow-up stage after the implementation of development. If problems are still found that have not been resolved despite the guidance given, more concrete follow-up is needed, such as involving teachers in scientific activities and professional development like MGMP, workshops, training, and seminars (Rahayu et al., 2023). The Assess-Design-Implement-Measure-Reflect-Change cycle used in the BERDIKARI Program reflects the principles of CPD that emphasize the importance of continuous improvement based on actual conditions.

METHODS

This research uses a qualitative approach with a case study method. The qualitative approach was chosen because it aims to understand phenomena in depth by examining each case in detail, where the characteristics of the problem can differ according to context. Through this approach, the research is focused on comprehensive understanding of the implementation of the BERDIKARI Program at SMP Islam Al-Amin North Cikarang (Sahir, 2021).

The case study method was used because the research focus is centered on one specific case, namely the implementation of the BERDIKARI Program as an internal school development



program. Case study allows the researcher to conduct in-depth and comprehensive information gathering on phenomena occurring in real context. The paradigm used is constructivist, which views reality as a result of social construction between the actors involved (Kamayanti et al., 2022).

Data were collected through three main techniques: observation, interviews, and documentation. Observation was carried out to directly observe the process of implementing the BERDIKARI Program in the field using moderate participant observation techniques. Interviews were conducted with the school principal, vice principal, mentor teachers, and program participant teachers using semi-structured interview guides. Documentation was collected as secondary data to strengthen observation and interview data, covering program planning documents, workshop materials, BERDIKARI rubrics, teacher reflection journals, and attendance records.

The research was conducted at SMP Islam Al-Amin, Jalan Raya Industri, Pasirgombong, North Cikarang District, Bekasi Regency, West Java. Data analysis was carried out through data condensation, data display, and drawing and verifying conclusions. To maintain data validity, this research uses triangulation technique, both source triangulation and technical triangulation.

RESULTS AND DISCUSSION

School Profile and Background of the BERDIKARI Program

SMP Islam Al-Amin is one of the private educational institutions at the Junior High School level located at Jalan Industri KM 2 No. 62, Pasirgombong Village, North Cikarang District, Bekasi Regency, West Java. The school was founded on January 17, 1996 based on the Establishment Decree Number 420/42/DISDIK. At the time this research was conducted, SMP Islam Al-Amin had 362 students and 34 teachers. School leadership is currently under the responsibility of Mr. Sofyan, S.Ag. as school principal.

Learning conditions at SMP Islam Al-Amin before the implementation of the BERDIKARI Program showed several challenges related to teacher work culture and the quality of the learning process. Based on the results of interviews with the school principal, there was a decline in work enthusiasm and loyalty among some teachers. Some teachers still ran their duties limited to meeting teaching obligations without any effort at self-development and learning innovation. There was also suboptimal collaboration culture, low concern for school environmental developments, and differences in attitude in supporting school policies (Akmaluddin et al., 2020). Work culture that does not support can cause a decline in teacher motivation and productivity in



carrying out the learning process (Emniswati et al., 2023).

The BERDIKARI Program was born from the reflection and evaluation conducted by the school principal on the condition of teachers at SMP Islam Al-Amin. The idea of this program emerged after the school principal attended the Deep Learning training organized by the Bekasi Regency Education Department. The term BERDIKARI was chosen because it has the meaning of independence and the ability to develop without being hindered by various conditions that can impede progress. The program consists of nine core values: Bersinergi (Synergy), Empati (Empathy), Responsif (Responsive), Disiplin (Discipline), Inovatif (Innovative), Kolaboratif (Collaborative), Amanah (Trustworthy), Religius (Religious), and Inspiratif (Inspiring).

Implementation of the BERDIKARI Program

The implementation of the BERDIKARI Program was carried out through systematic planning, organizing, implementation, and evaluation stages, in line with George R. Terry's management theory which includes Planning, Organizing, Actuating, and Controlling (POAC) (Rifaldi Dwi Syahputra & Nuri Aslami, 2023). Program planning was carried out through school and teacher needs identification. The school principal together with the vice principal prepared the program based on the results of observation of learning conditions and teacher work culture. Planning also covered the determination of program objectives, formation of a small team, preparation of success indicators, and preparation of follow-up plans.

Program implementation involved the school principal, vice principal, mentor teachers, and program participant teachers. A small team was formed as an agent of change tasked with accompanying and overseeing program implementation within the school environment. The BERDIKARI Program was implemented through the Deep Learning OJT cycle consisting of six stages:

- 1. Assess:** Identifying teacher needs and learning conditions through observations and discussion of learning evaluation results.
- 2. Design:** Formulating development strategies and planning activities including workshops, mentoring, and lesson study.
- 3. Implement:** Implementing development through workshops, peer mentoring, school MGMP, lesson study, and academic supervision.
- 4. Measure:** Evaluating teacher progress based on predetermined indicators using BERDIKARI rubrics and learning observation sheets.
- 5. Reflect:** Conducting reflection activities and discussing program implementation results



together.

6. Change: Making program improvements based on evaluation and reflection results for the next cycle.

Improvement in Teacher Professional Competence

Research findings show that the BERDIKARI Program has had a positive impact on improving teacher professional competence. Consistent with the concept of teacher professional development that emphasizes continuous competency improvement (Tanang & Abu, 2014), the changes observed cover several main dimensions:

Teachers began developing more systematic learning tools (RPP, learning modules, assessment) in accordance with student needs. Teachers applied more innovative and student-centered learning methods, demonstrating an increased understanding of effective learning strategies. Teachers habituated themselves to conducting reflections on the learning process and using reflection results for improvement of subsequent learning—a central element in CPD. Changes were also visible in aspects of discipline, empathy toward students, inter-teacher collaboration, responsibility, and willingness to continue learning and developing. These findings are in accordance with the concept of teacher professional development programs that are effective when they are needs-based, have a clear focus, use active learning approaches, encourage teacher collaboration, and provide coaching and mentoring (Handoyo et al., 2021).

The internalization of the nine BERDIKARI values had a significant influence on the transformation of teacher work culture. The value of Synergy and Collaborative encouraged stronger collective work systems. Empathy and Responsive improved the quality of educational interaction in the learning process. Discipline and Trustworthy strengthened work ethics and integrity in carrying out educational duties. Innovative and Inspiring became a driving force for more creative learning and building students' learning motivation. Meanwhile, Religious reinforced the Islamic school's identity and became the foundation for building balanced educator and student character (Lailiyah & Hasanah, 2020).

Supporting and Inhibiting Factors

The implementation of the BERDIKARI Program was influenced by various supporting and inhibiting factors. The main supporting factors include: (1) transformational school principal leadership that is visionary and consistently drives change; (2) support from mentor teachers as agents of change who accompany peers; (3) a systematic program cycle that ensures evaluation



and follow-up are carried out regularly; (4) a collaborative climate between teachers that facilitates knowledge and experience sharing; and (5) adequate school facilities to support program implementation.

The main inhibiting factors include: (1) resistance from some senior teachers toward program changes; (2) time constraints in program implementation; (3) administrative burden of teachers that reduces time for participation in development activities; and (4) differences in technological abilities between teachers. These findings confirm research by Tiniyyah et al. (2023) that low educational quality at school is influenced by various factors, both technical and non-technical, including teacher and educational staff competence, as well as the optimal implementation of learning standards.

The school overcame these obstacles through several strategies: (1) mentoring and coaching as the main strategy to help teachers adapt; (2) leadership by example from the school principal in embodying BERDIKARI values; (3) strengthening collaborative culture through professional discussions, academic supervision, lesson study, and reflection; (4) flexible program implementation schedules; and (5) periodic evaluation and reflection through the Measure, Reflect, and Change stages. These strategies are aligned with Rahayu et al. (2023), who stated that follow-up through various scientific activities is essential so that problems encountered by teachers can be resolved more effectively.

Implications of the BERDIKARI Program for School Quality Improvement

Research findings show that the BERDIKARI Program, which integrates character values with the Deep Learning Cycle, has a positive impact on improving the school's overall quality. This is in line with Rusdi's (2018) continuous improvement concept, which emphasizes that quality improvement must be carried out continuously even when a system has not yet experienced problems. The Assess-Design-Implement-Measure-Reflect-Change cycle ensures that this program does not stop at activity implementation alone, but continues to develop in accordance with teacher needs and school conditions.

The BERDIKARI Program shows that internal school development programs that systemically integrate character values into the deep learning cycle can be an effective strategy for improving teacher professional competence. This approach presents a novelty because it does not only focus on technical improvement of pedagogical and professional skills, but also develops moral awareness, spiritual awareness, and social responsibility in carrying out the role of educator. Teachers are expected to be able to reflect, improve, and develop their learning



practices on an ongoing basis with a collaborative and innovative attitude.

CONCLUSION CONCLUSION

The BERDIKARI Program at SMP Islam Al-Amin North Cikarang has been implemented systematically through planning, organizing, implementation, and evaluation stages that reflect the principles of good management. The OJT Deep Learning cycle consisting of the Assess, Design, Implement, Measure, Reflect, and Change stages has functioned as an effective mechanism of continuous development. The program has shown improvements in teacher professional competence, including the ability to design learning, implement innovative learning, conduct reflections, and strengthen professional work culture.

The success of the BERDIKARI Program is determined by strong school principal leadership, mentor support, and a collaborative school climate. Although there are inhibiting factors such as resistance to change and time constraints, these obstacles can be minimized through continuous mentoring and coaching strategies, the principal's leadership by example, and periodic evaluation.

This research concludes that development programs that integrate character values with the deep learning cycle have the potential to be an effective and sustainable teacher development strategy in Islamic educational institutions. This research is expected to be a reference for other Islamic educational institutions in designing teacher development programs based on values and continuous improvement cycles. Future research is expected to examine the long-term impact of the BERDIKARI Program on student learning outcomes and to compare the effectiveness of this program with other professional development programs in different school contexts.

REFERENCES

- Abduloh, & Ismaya, B. (2018). Manajemen Strategik Kepemimpinan Dalam Meningkatkan Kualitas Guru SMP di Kabupaten Karawang. *MENDIDIK: Jurnal Kajian Pendidikan Dan Pengajaran*, 4(1), 41–48. <https://doi.org/10.30653/003.201841.41>
- Ahmadi, M. Z., Haris, H., & Akbal, M. (2020). Implementasi Program Penguatan Pendidikan Karakter Di Sekolah. *Phinisi Integration Review*, 3(2), 305–315. <https://doi.org/10.26858/v3i2.14971>
- Akmaluddin, Dewi, R., Gultom, S., & Darmawati. (2020). Pengaruh Persepsi Guru Tentang Kepemimpinan Partisipatif Kepala Sekolah dan Motivasi Kerja Terhadap Komitmen Afektif Guru SMA Negeri Kota Banda Aceh. *Jurnal VISIPENA*, 11(1), 132. <https://doi.org/10.46244/visipena.v11i1.1075>



- Amanah, I. M., Hermawan, A. H., & Hidayat, W. (2021). Manajemen Tenaga Pendidik Dalam Meningkatkan Kompetensi Profesional. *Jurnal Isema: Islamic Educational Management*, 6(1), 55–62. <https://doi.org/10.15575/isema.v6i1.6121>
- Bariqi, M. D. (2018). Pelatihan Dan Pengembangan Sumber Daya Manusia. *JSMB (Jurnal Studi Manajemen & Bisnis)*, 5(2), 64–69. <https://doi.org/10.21107/jsmb.v5i2.6654>
- Emniswati, Sudarno, & Warsihna, J. (2023). Pengaruh Budaya Kerja, Gaya Kepemimpinan dan Motivasi Guru terhadap Kinerja Guru SDN pada Gugus II Kecamatan Pangkalan Kuras Kabupaten Pelalawan Riau. *Instructional Development Journal*, 6(1), 12–23. <https://doi.org/10.24014/idj.v6i1.25398>
- Hamid, A., Ulya, K., & Wahyuni, I. (2022). Pelatihan peningkatan mutu pendidikan sebagai solusi problem kultural. *KHIDMAH: Jurnal Pengabdian Masyarakat*, 2(2), 51–58. <https://doi.org/10.55210/khidmah.v2i2.138>
- Handoyo, Y., Liana, L., Purnomo, N., & Ngatmiati. (2021). Evaluasi Program Professional Development di TK-SD XYZ Menggunakan Konsep Trilogi Kualitas Ditinjau dari Perspektif Alkitabiah. *Diligentia: Journal of Theology and Christian Education*, 3(3), 196–207. <https://doi.org/10.19166/dil.v3i3.3272>
- Kamayanti, A., Sokarina, A., Lutfillah, N. Q., Briando, B., Ekasari, K., Suhendri, H., & Darmayasa, I. N. (2022). Metodologi paradigma Nusantara. Penerbit Peneleh.
- Lailiyah, N., & Hasanah, R. (2020). Peningkatan Karakter Religius Peserta Didik Melalui Pembiasaan Membaca Asma'ul Husna Di SMPN 1 Ngoro Jombang. *URWATUL WUTSQO*, 9(2), 160–178. <https://doi.org/10.54437/urwatulwutsqo.v9i2.180>
- Lallo, Yunus, Muh., AS, H., & Elpisah. (2021). Implementasi Kebijakan Peningkatan Mutu Sekolah Dasar. *Jurnal Basicedu*, 5(6), 6126–6133. <https://doi.org/10.31004/basicedu.v5i6.1781>
- Muhalisiah, M., Darmiyanti, A., & Muna'fiah, N. (2023). Pengembangan Profesionalisme Guru dalam Pendidikan Anak Usia Dini di RA Al-Hidayah. *AS-SABIQUN: Jurnal Pendidikan Islam Anak Usia Dini*, 5(1), 110–123. <https://doi.org/10.36088/assabiqun.v5i1.2700>
- Rahayu, S., Yanuarsari, R., Latifah, E. D., Lisnawati, Kurniati, I., Tirtajaya, A., & Yoseptry, R. (2023). Manajemen Supervisi Kepala Sekolah dalam Meningkatkan Kinerja Guru. *EDUKATIF: Jurnal Ilmu Pendidikan*, 4(6), 8191–8200. <https://doi.org/10.31004/edukatif.v4i6.4305>
- Rahmati, M., Nurzaima, & Nasir. (2019). Pengembangan Profesi Berkelanjutan Guru SMA Negeri Kota Kendari. *Jurnal Pendidikan dan Ilmu Pengetahuan*, 19(2). <https://doi.org/10.30651/didaktis.v19i2.2894>
- Rifaldi Dwi Syahputra, & Nuri Aslami. (2023). Prinsip-Prinsip Utama Manajemen George R. Terry.



- Manajemen Kreatif Jurnal, 1(3), 51–61. <https://doi.org/10.55606/makreju.v1i3.1615>
- Rusdarti, Slamet, A., & Sucihatiningsih. (2018). Pengembangan Keprofesian Berkelanjutan dalam Pembuatan Publikasi Ilmiah Melalui Workshop dan Pendampingan Bagi Guru SMA Kota Semarang. *Rekayasa: Jurnal Penerapan Teknologi Dan Pembelajaran*. <https://doi.org/10.15294/rekayasa.v16i1.162>
- Rusdi. (2018). Continues Improvement Sebagai Upaya dalam Meningkatkan Mutu Pendidikan Pedesaan. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 2(2), 150–160. <https://doi.org/10.33650/al-tanzim.v2i2.396>
- Sahir, S. H. (2021). *Metodologi Penelitian*. Penerbit KBM Indonesia.
- Setyawan, W. H. (2017). Pemanfaatan Teknologi Mobile Learning dalam Pengembangan Profesionalisme Dosen. *Al-Ulum*, 17(2). <https://doi.org/10.30603/au.v17i2.240>
- Subangun, & Isroin, L. (2018). Peningkatan Mutu Sekolah Dasar Melalui EDS. *Muaddib: Studi Kependidikan Dan Keislaman*, 8(1), 1.
- Suheri, S., Suja'i, A. Y. I., & Sunaryo, H. (2021). Pengaruh sertifikasi guru dan implementasi program MGMP pada motivasi dan kinerja guru. *Jurnal Akuntabilitas Manajemen Pendidikan*, 9(2), 189–202. <https://doi.org/10.21831/jamp.v9i2.41751>
- Sumar, W. T., & Sumar, S. T. (2019). Implementasi Program Pengembangan Keprofesian Berkelanjutan Guru Melalui Peningkatan Kompetensi Pembelajaran Berbasis Zonasi. *PEDAGOGIKA*, 10(2), 84–94. <https://doi.org/10.37411/pedagogika.v10i2.60>
- Tanang, H., & Abu, B. (2014). Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia. *Journal of Curriculum and Teaching*, 3(2). <https://doi.org/10.5430/jct.v3n2p25>
- Tiniyyah, A. K., Sugiarto, D., Mutohar, P. M., & Muhajir, A. (2023). Manajemen Peningkatan Mutu Madrasah dalam Membentuk Madrasah Efektif di Era Global. *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam*, 7(1), 1363–1374. <https://doi.org/10.54437/alidaroh.v7i1.1249>
- Widyastuti, R. (2021). Strategi Pendidikan Karakter dalam Mengantisipasi Paham Radikal dan Intoleran di Sekolah. *Wawasan: Jurnal Kediklatan Balai Diklat Keagamaan Jakarta*, 2(2), 187–201. <https://doi.org/10.53800/wawasan.v2i2.104>

