

The Impact of the Implementation of the International Baccalaureate (IB) Curriculum on Shaping the Quality of Teacher Performance at Islamic Village Tangerang School

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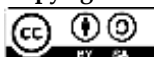
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ABSTRACT

The International Baccalaureate (IB) curriculum has emerged as a preferred global education framework in many schools worldwide. It not only emphasizes academic achievement but also fosters essential skills for success in an increasingly interconnected global society. This study aims to analyze the impact of implementing the IB curriculum on the quality of teacher performance. Employing a mixed-methods approach with a qualitative focus supported by quantitative data, the study involved 58 teachers from Islamic Village schools: 17 kindergarten, 29 elementary, 6 junior high, and 6 senior high school teachers, with no age restrictions. Data were collected through questionnaires and document analysis, and analyzed using descriptive qualitative methods. The findings indicate that the implementation of the IB curriculum significantly enhances various aspects of teacher performance: teaching ability (88.90%), understanding of subject matter (90.62%), student interaction (89.74%), classroom management (90.07%)—all rated as "very good." Meanwhile, professional development (78.88%) and contribution to student growth (78.59%) were categorized as "good." Overall, the IB curriculum has positively influenced teacher performance at Islamic Village Schools across all education levels. This study contributes to the enhancement of teacher professional competence and supports the cultivation of a strong school culture and professionalism.

Keywords: International Baccalaureate (IB) Curriculum, Teacher Performance Quality, Islamic Village School

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INTRODUCTION

Education in the 21st century has undergone a significant paradigm shift. In response to rapid globalization, technological advancement, and evolving societal needs, there is growing demand for an education system that fosters critical thinking, intercultural understanding, and lifelong learning. Among the various educational frameworks that have emerged to address this demand, the International Baccalaureate (IB) program stands out as a globally recognized curriculum designed to develop intellectual, personal, emotional, and social skills essential for students to thrive in a globalized world.

The curriculum cannot last for many years, so it needs to be changed. Changes can occur in some aspects of the curriculum, or the entire curriculum, or only in some aspects. The education process is expected to produce smart and competitive graduates in line with development in Indonesia through curriculum improvement.

As the implementation of the independent curriculum continues to be updated and improved, international education providers continue to develop to combine national and international curricula. This blend of curriculum is expected to be an innovation in education that allows schools to produce graduates who are competitive and have expertise around the world. This is based on information released by ISC Research in 2018 which shows that

Indonesia continues to top the list with 198 international schools, followed by Thailand (192), Malaysia (187), Singapore (119), and Vietnam (118) (Pratama et al., 2022).

Many statements are often made regarding the quality of the IB program. The IB program itself is widely known to have a positive reputation as a rigorous, concept-focused, inquiry-based learning framework that aims to develop students' knowledge, academic and cognitive skills, and attitudes and values (Ledger, 2017). According to Erickson (2008) concept-based learning allows students to gain deeper conceptual understanding through the process of analyzing, synthesizing, and generalizing facts. Second, many parties also view the IB program as providing measurable academic provisions for continuing education to university level, lifelong learning, and life as a global citizen (Bunnell, 2015). Third, many parents believe IB programmes offer a rich curriculum while developing students' cultural fluency (MacKenzie, 2010) and ability to compete in a global market (Hayden, 2011). Furthermore, they are positively regarded by prestigious universities (Doherty et al., 2009).

A systematic and comprehensive review of the literature is also important since growing numbers of policymakers and foundations are seeing the IB as a powerful tool for raising educational outcomes and developing the skills and attributes that are becoming increasingly necessary in the 21st century (Rizvi et al., 2014). As described by Perna et al., (2015), for instance, the US Department of Education and the Gates Foundation have invested millions of dollars to support low-income students' access and capacity to be successful with the IB, while the Ecuadorian Ministry of Education is seeking to increase the number of public high schools that offer the IB as a mechanism for increasing pedagogical rigor and quality (Barnett, 2013).

The implementation of the IB curriculum has spread rapidly, especially in private and international schools across Asia, including Indonesia. As of the early 2020s, Indonesia has seen significant growth in IB World Schools, many of which are located in major urban centers like Jakarta, Bandung, and Tangerang. These schools offer IB programmes to meet the rising demand from parents who seek globalized education pathways for their children. However, implementing the IB curriculum, especially in non-Western or culturally specific contexts, brings about several complex challenges. These include aligning the international ethos of the IB with local cultural, religious, and educational values, adapting teacher competencies to fit IB pedagogical standards, and ensuring institutional readiness for program delivery.

In this regard, the role of teachers becomes central. The success or failure of curriculum implementation depends heavily on the quality of teacher performance. Teachers are the primary agents of curriculum enactment. They are not only responsible for translating curriculum goals into classroom instruction but also for embodying the values and approaches embedded within the IB framework. Effective teaching in an IB context requires a specific set of competencies, including the ability to foster inquiry, facilitate collaborative learning, implement interdisciplinary approaches, and continuously reflect on one's teaching practice.

However, transitioning from a conventional teaching model—often characterized by teacher-centered approaches and textbook-based instruction—to the learner-centered, concept-driven, and constructivist approaches advocated by IB is not without difficulties. It requires deep professional learning, strong institutional support, and, importantly, a willingness among teachers to change. Teachers must not only learn new strategies but also *unlearn* deeply embedded traditional practices. This transformation in pedagogy and professional identity is demanding, especially when situated within a dual-curriculum setting that combines international standards with national or religious-based curricula.

A particularly compelling case for exploring the impact of IB implementation on teacher performance is found in Islamic Village School in Tangerang, Indonesia. This school provides an innovative example of an educational institution that integrates the IB Primary Years Programme (PYP) with Islamic religious education. It represents a growing category of schools in Indonesia that seek to combine global competitiveness with faith-based values. In such contexts, teachers must navigate not only the academic rigor and progressive pedagogy of the IB but also uphold the spiritual, moral, and cultural traditions of the Islamic worldview.

The integration of the IB curriculum into a faith-based school presents unique

opportunities and challenges for teachers. On one hand, the IB's emphasis on values such as empathy, responsibility, and intercultural awareness resonates with Islamic teachings and ethics. On the other hand, the open-ended inquiry approach, critical questioning, and the relative lack of explicit religious content in IB materials may create tensions or pedagogical ambiguities for teachers. Therefore, teacher performance in such schools is shaped not just by curriculum content and pedagogical practice but also by the ability to harmonize potentially divergent frameworks of knowledge and purpose.

Initial observations and discussions with educators at Islamic Village School reveal that teachers are enthusiastic about the professional growth opportunities afforded by IB training and workshops. Many have reported improvements in their ability to design student-centered lessons, conduct formative assessments, and integrate technology in learning. However, there are also reports of uneven implementation, particularly in terms of reflective practice, interdisciplinary instruction, and maintaining the learner profile attributes in day-to-day teaching. Moreover, sustaining professional development and cultivating a strong community of practice among teachers remain pressing concerns, especially given the high demands of IB documentation, planning, and assessment requirements.

This backdrop highlights the urgent need for empirical research to investigate the impact of IB curriculum implementation on teacher performance quality, especially in hybrid educational contexts such as Islamic Village School. While the IB programme may offer pedagogical innovation and academic excellence, its actual influence on teacher effectiveness depends on how teachers internalize, adapt, and deliver the curriculum in a contextually appropriate manner.

As the number of students in international schools in Indonesia continues to increase, Indonesians now believe that schools that implement an international curriculum as the basis of education have an advantage in preparing students to face the demands of the times. A study conducted by ISC Research in 2018 showed that the number of students enrolling in international schools reached 61,000 students that year. Schools in Indonesia that use an international curriculum hope to produce students who are creative, adaptive, and able to meet future needs (Pratama et al., 2022).

The International Baccalaureate (IB) is a popular international curriculum in Indonesia and around the world. The International Baccalaureate has been known for the past few decades and is now widely used by nearly 5,000 schools in more than 150 countries (Dickson et al., 2018). Meanwhile, according to the IBO (in Pratama et al., 2022) that IB is an international education framework that combines elements of school communities, educators, and learners around the world with a common vision and mission, together empowering young people with skills, values, and knowledge to create a better and more peaceful world. Currently, the US has the largest number of IB schools in the world, followed by Canada. Together, these two countries account for 45% of all schools worldwide that offer at least one IB program: Diploma Programme, Career-related Programme, Middle Years Programme and Foundation Years Programme (International Baccalaureate Organization, n.d.). About 60% of implementers are in the Americas, 17% in Asia Pacific, and the rest in Africa, Europe and the Middle East. In 2017, more than 4,500 schools around the world have implemented the International Baccalaureate (IB) program. 52 schools in Indonesia, spread across 11 provinces, use the IB program. Only schools that receive IB certification and are officially registered with the IB foundation can implement IB education in their program.

In 1978, Indonesia first used the International Baccalaureate (IB) program. One of the schools that has implemented the IB curriculum in Tangerang Regency is Islamic Village Foundation. The IB curriculum is designed with the aim of building students' intellectual, emotional and social abilities. This curriculum aims to prepare learners to be able to face the challenges of globalization and the rapid development of technology in their lives and learning (Purnomo, 2015). Teachers are expected to follow the IBO's set curriculum for each of the six subject areas when teaching their IB courses. IB students complete formative and summative assessments based on curricular standards. Teacher-developed (internal) and IBO (external) student assessments are moderated anonymously by teachers designated by the IBO office

(Mayer, 2010). The International Baccalaureate curriculum is a curriculum designed to build intellectual, emotional and social abilities so that students can live and learn in the face of increasingly advanced globalization and technology (Priyadi, 2017).

In Indonesia, the integration of international curricula such as IB within national and religious education contexts presents both opportunities and challenges. Schools that adopt the IB framework are expected to align global education standards with local cultural and religious values, making the role of teachers even more central and complex. Islamic Village School, located in Tangerang, Banten Province, is one such institution that has undertaken the challenge of implementing the IB curriculum within an Islamic educational environment. As a school that emphasizes academic excellence grounded in Islamic values, Islamic Village provides a unique context for examining the influence of the IB program on teacher performance quality.

Teachers have a central role in providing quality learning, parents have a role in supporting learning at home and overseeing children's development, while principals have a role in managing the school environment to create conditions that support effective learning. With the synergy of these three parties, the overall quality of education can be improved, providing positive benefits for the development of students and society at large (Anwar sani & Mukhlis, 2020). Synergy is needed because it requires cooperation in designing, applying the curriculum. The results of research by (Rahmawati et al., 2014); Chen et al., (2020); Epriliyana (2017) and Hertel, (2011) prove that successful curriculum implementation is not done alone, but requires synergy with other stakeholders. This finding shows the strong role of the synergy aspect among teachers to increase success in implementing the learning curriculum which has an impact on personal teacher work commitment to achieve overall school success in the perspective of the environment and long-term goals of the institution.

The results of Hamid & Mulyati (2020) research show that the IB curriculum can help teachers develop their skills and professionalism. Silaen, (2017) also found that the International Baccalaureate curriculum at the Primary Years Program level can shape teachers to foster international insights. Furthermore, research by Hamid & Mulyati (2020) and Toruan et al., (2022) found that the International Baccalaureate curriculum can improve teachers' ability to make lesson plans.

The IB program supplements teachers in lesson planning and assessment, and this contributes to improved teacher performance. With the application of the concept-based learning and inquiry approach adopted by the IB program, teachers are faced with the demand to design learning that is more in-depth and centered on students' concept understanding and skill development. Teachers need to adapt their learning methods to suit the IB approach, which emphasizes the development of students' critical thinking and research skills. They must also design activities and tasks that encourage students to think creatively, collaborate and relate the concepts learned to the real world (Dickson et al., 2018).

While the IB curriculum offers a holistic and in-depth approach to learning, the impact of its implementation on the quality of teacher performance remains an issue that needs serious attention. The IB curriculum is often more complex and demanding than the traditional curriculum. Teachers must have an in-depth understanding of the concepts being taught, as well as learning strategies appropriate to the IB learning approach. In terms of teachers' readiness to implement the IB curriculum, they need to have a deep understanding of the content of the IB curriculum and be able to integrate its principles into their lessons.

Existing literature, while informative, often focuses on the academic outcomes of students, policy implementation, or school-level evaluations. There is a relative lack of research focusing specifically on teachers as central stakeholders in IB implementation. Even fewer studies address how the IB curriculum affects teacher performance in religious or culturally specific school environments, making this study both timely and necessary.

Furthermore, assessing teacher performance should not be limited to classroom instruction alone. A more holistic view considers a range of performance indicators, including lesson planning, classroom management, collaboration with peers, engagement with professional learning, responsiveness to student needs, and contribution to the school community. By examining these dimensions, this study aims to provide a comprehensive

understanding of how IB curriculum adoption shapes the day-to-day and long-term professional practices of teachers.

The IB programme is generally adopted by schools that predominantly serve learners from professional and middle-class family backgrounds, regardless of the category or sector of the school (Walker, 2011). Including a large number of IB schools in the United States, there are schools that bring together students from a diversity of ethnicities and socioeconomic statuses (Conner, 2008), students from higher socioeconomic backgrounds are over-represented (Kyburg et al., 2007). IB schools are generally located in large metropolitan areas, while access to the program in rural areas, such as those found in the United States, is very limited (Thier, 2015).

In light of these considerations, this study investigates how the International Baccalaureate (IB) curriculum impacts the quality of teacher performance at Islamic Village School, Tangerang. It explores both the positive transformations that have occurred as a result of IB implementation and the ongoing challenges that teachers face in fulfilling their professional responsibilities within a faith-based, internationally-minded educational setting.

Ultimately, this research seeks to contribute to the broader discourse on global curriculum adaptation, teacher professional development, and educational innovation in Indonesia. By focusing on the voices and experiences of teachers—those most directly affected by curriculum change—it aims to offer meaningful insights for school leaders, policymakers, teacher educators, and researchers interested in developing sustainable models of curriculum implementation that honor both global standards and local values.

According to previous research conducted by Widyastari et al., (2021) that teachers who have implemented the IB curriculum have an impact in shaping students to foster international insights that recognize equality in humanity and a shared responsibility to protect the Earth. This research has a unique context, which is conducted at the Islamic Village School in Tangerang, which is an Islamic educational institution that adopts the IB curriculum. This presents a nuance of integration between Islamic values and the global curriculum, which has not been widely studied before. Many studies on the IB curriculum focus on student outcomes (academic achievement, critical thinking, global-mindedness) or teacher perceptions of the IB program. Some research touches upon teacher professional development within IB schools. While teacher performance is often acknowledged as a factor, direct, in-depth investigations into *how* the IB curriculum specifically *shapes the quality* of that performance are less common, especially in a localized, non-Western context.

Conducting this study at the Islamic Village School in Tangerang, Indonesia, provides valuable insights into the implementation and impact of the IB in a Southeast Asian, Muslim-majority context. This adds a layer of cultural and educational nuance that is often missing in global IB literature. You can explore how Indonesian educational policies and cultural expectations interface with the IB framework and how teachers navigate this dual influence.

This study also offers applicable recommendations, which can be used by IB school administrators and other Islamic schools that wish to adopt a global curriculum. The International Baccalaureate (IB) curriculum has become a global education option for many schools around the world. It emphasizes not only academic understanding, but also the development of skills necessary for success in an increasingly global society. One important aspect of IB implementation is its impact on the quality of teacher performance. Therefore, in-depth research is needed regarding the impact of IB curriculum implementation on the quality of teacher performance. The purpose of this study is to explore how the IB curriculum can shape the quality of teacher performance in Islamic Village Tangerang schools.

METHOD

The research sample was 58 teachers in Islamic Village schools consisting of 17 kindergarten teachers, 29 elementary school teachers, 6 junior high school teachers, and 6 high school teachers, there was no age limit. The research method used in this study is a mixed method. In this study, data collection was conducted through in-depth interviews with teachers involved in the implementation of the IB curriculum at the Islamic Village School in Tangerang, classroom observations aimed at directly observing the implementation of inquiry-based

learning, and analysis of teacher learning planning and reflection documents. To strengthen validity, data triangulation was conducted from the three sources. Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions with a thematic approach. This process aims to explore in depth the contribution of the IB curriculum to the formation of teacher performance quality from various dimensions of professionalism and teaching practices. Qualitative research approach and supported quantitatively. The mixed research conducted is exploratory in nature aims to help find out more about the variables being studied. Data collection methods used questionnaires or questionnaires and documentation studies. The instrument used in this research is a questionnaire. The data analysis technique in this research is qualitative descriptive analysis. The data research process is carried out by utilizing several data sources. The instrument used in this research is a questionnaire. Then the questionnaire that has been filled in by the respondent is made pentabulasian. Each indicator score is calculated and described by percent analysis. The following are the criteria and percentage scale for the teacher performance quality questionnaire score in table 1.

Table 1 Criteria and Percentage Scale of Teacher Performance Score

Scale	Indicators
80% - 100%	Very Good
70% - 79%	Good
60% - 69%	Medium
50% - 59%	Less
0% - 49%	Very Less

Source : Suharsimi (2006)

RESULT AND DISCUSSION

This research was conducted at Islamic Village Tangerang school which has implemented the International Baccalaureate (IB) curriculum. Respondents in this study were 58 teachers in Islamic Village schools consisting of 17 kindergarten teachers, 29 elementary school teachers, 6 junior high school teachers, and 6 high school teachers. The data collection technique used in the study was to use a questionnaire. Questionnaire or questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2017). Primary data in this study are questionnaires distributed to respondents.

The data collection instrument in this study used a questionnaire, namely a list of statements prepared in writing which aims to obtain data in the form of answers from respondents. The Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. The Likert scale used in this study is a minimum score of 1 and a maximum score of 4, because it will be known exactly what the respondent's answer is, whether it tends to agree or disagree. So that the results of the respondent's answers are expected to be more relevant

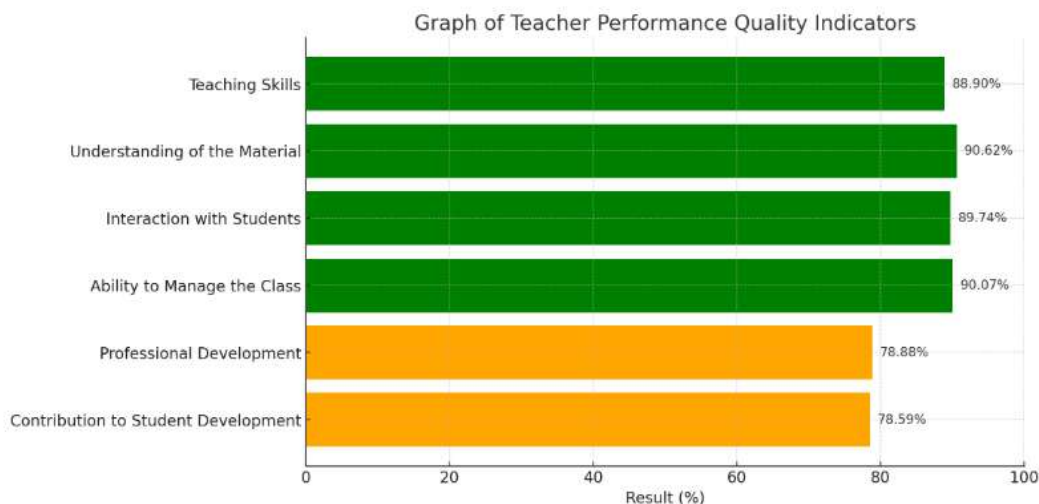
The results of the analysis of the impact of the International Baccalaureate (IB) curriculum in shaping the quality of teacher performance in Islamic Village Tangerang are presented in Table 2.

Table 2. Results of the Analysis of the Impact of the International Baccalaureate (IB) Curriculum in Shaping the Quality of Teacher Performance

No	Teacher Performance Quality Indicators	Result (%)	Category
1.	Teaching Skills	88,90	Very Good
2.	Understanding of the material	90,62	Very Good
3.	Interaction with students	89,74	Very Good
4.	Ability to manage the class	90,07	Very Good
5.	Professional development	78,88	Good
6.	Contribution to student development	78,59	Good

Based on table 2 above, it can be seen from the first indicator, namely the teaching ability of teachers in implementing the IB curriculum, getting a percentage of 88.90% in the very good category. The teaching ability of teachers is very important in achieving the learning objectives of students. This is in line with Rahmatullah (2016) that improving teacher performance and student learning outcomes can be done by improving the teaching ability of teachers in schools. Through the IB curriculum, teachers at Islamic Village Tangerang school in teaching ability are declared very good.

Picture 1. Teacher Performance Quality Indicators



Four Indicators Fall into the "Very Good" Category (Above 85%). Teachers have demonstrated excellent performance in teaching skills, understanding the material, interacting with students, and classroom management. This indicates that the implementation of the IB curriculum has successfully enhanced teachers' technical and pedagogical competencies. High performance in these areas suggests that teachers have adapted well to the IB approach, which emphasizes *student-centered learning*, *active inquiry*, and *classroom autonomy*. Two Indicators Fall into the "Good" Category (Below 85%). The indicators of Professional Development (78.88%) and Contribution to Student Development (78.59%) are categorized as good but still require improvement. This implies that although teachers perform well in daily teaching tasks, their participation in continuous professional development and their long-term contribution to student growth need to be strengthened. It may reflect a need for further training, mentoring, or systemic support to encourage ongoing teacher growth, which aligns with the lifelong learning philosophy promoted by the IB. The second indicator, namely the teacher's understanding of the material taught in the implementation of the IB curriculum, received a percentage of 90.62% in the very good category. Subject matter is material that must be conveyed in the teaching and learning process. Teachers must have mastery of the material so that the teaching and learning process runs well and smoothly (Wulandari, 2021). The third indicator, namely teacher and student interactions in implementing the IB curriculum, received a percentage of 89.74% in the very good category. In the learning process, the interaction between teachers and students is very important. In this interaction, the teacher must perform three tasks, namely encouraging student interest and motivation; organizing the application of learning; and providing advice and support to each student (Salamah, 2022). The fourth indicator is that with the implementation of the IB curriculum, teachers can manage the class very well or get a percentage of 90.07%. Classroom management is a form of teacher creativity to create and maintain optimal learning conditions and restore them when there is a disturbance in the teaching and learning process (Sopian, 2016). The importance of teachers in classroom management will have an impact on student achievement (Rukhani, 2021). The fifth indicator, namely the aspect of teacher professional development in implementing the IB curriculum, is in the good category with a percentage of 78.88%. Empowering teacher potential and achievement is a way to realize teacher professionalism. A teacher is called a professional teacher because of

his ability to realize the overall performance of the teaching profession (Trisoni, 2011). The sixth indicator, namely how the teacher's contribution to student development in implementing the IB curriculum at Islamic Village Tangerang school, is in the good category with a percentage of 78.59%. Because the form of students will not be the same at any time, the teacher must understand and live the students he teaches. Due to the fact that advances in technology and science affect the cultural values of Indonesian society, which in turn greatly affects how the image of alumni or school graduates is expected. Therefore, the picture of expected teacher behavior greatly affects and is influenced by this situation. Therefore, teachers are expected to anticipate the development of future circumstances and demands of society when carrying out the teaching and learning process (Sopian, 2016).

DISCUSSION

The quantitative data collected indicates that teachers demonstrated high levels of performance in four key indicators: teaching skills (88.90%), understanding of the material (90.62%), interaction with students (89.74%), and ability to manage the class (90.07%). These indicators were categorized as *Very Good*, highlighting that the implementation of the IB curriculum has positively influenced these essential aspects of teacher competence. Conversely, two indicators, namely professional development (78.88%) and contribution to student development (78.59%), were categorized as *Good*, suggesting that while teacher performance is generally strong, there are specific areas where further development is needed to align fully with the standards and expectations of the IB curriculum.

These results align with previous research indicating that the IB curriculum fosters inquiry-based learning, critical thinking, and global-mindedness (Shukur, 2024; Hayden & Wong, 1997). However, they also reflect persistent challenges related to teacher professional growth and holistic student development, particularly in unique educational contexts such as Islamic Village School, which integrates both international and religious educational philosophies.

The high percentage (88.90%) in teaching skills suggests that the IB curriculum effectively enhances teachers' instructional abilities. This aligns with studies by Hallinger et al., (2017) and Alviar-Martin & Baidon (2016), which emphasize that the IB curriculum promotes the development of advanced pedagogical techniques, including differentiated instruction, active learning strategies, and student-centered approaches. In the context of Islamic Village School, this improvement in teaching skills is crucial. The IB curriculum requires teachers to facilitate learning experiences that encourage inquiry, exploration, and collaboration rather than relying solely on traditional didactic methods. The findings indicate that teachers have successfully transitioned towards these modern teaching methodologies, creating more engaging and effective learning environments for students. A high score (90.62%) for understanding of the material reflects that teachers possess strong subject knowledge and a deep comprehension of the IB curriculum's content and structure. The IB program emphasizes conceptual understanding over rote memorization, requiring teachers to master not only the subject matter but also the pedagogical approaches that promote higher-order thinking skills.

These findings are consistent with the work of Drake & Reid (2018), who argued that effective implementation of the IB curriculum depends heavily on teachers' ability to internalize and apply its content and philosophy. At Islamic Village School, this high level of understanding is particularly significant given the dual curriculum structure, where teachers must integrate IB content with Islamic values and principles. Interaction with students received a *Very Good* rating (89.74%), indicating that teachers have developed positive, supportive, and effective relationships with their students. Research by Hacking et al., (2017) highlights the importance of teacher-student interaction in promoting student engagement, motivation, and academic success, especially within the IB framework, which emphasizes respect, intercultural understanding, and open communication.

In the case of Islamic Village School, the ability of teachers to establish strong relationships with students is essential for fostering both academic achievement and character development. The IB curriculum, with its focus on learner agency and student voice, requires

teachers to create classroom environments where students feel valued, respected, and empowered to take ownership of their learning. The ability to manage the class (90.07%) also falls within the *Very Good* category, demonstrating that teachers possess the classroom management skills necessary to implement the IB curriculum effectively. According to Emmer and Evertson (2016), effective classroom management is a foundational component of successful teaching, enabling teachers to maintain a positive learning environment and maximize instructional time.

The results suggest that teachers at Islamic Village School have adapted their classroom management strategies to align with the student-centered, inquiry-driven nature of the IB curriculum. This may include establishing clear expectations, promoting student collaboration, and implementing reflective practices that encourage self-regulation and responsibility among students.

The indicator for professional development scored 78.88%, categorized as *Good*, but not yet at the *Very Good* level required for optimal implementation of the IB curriculum. Continuous professional development is essential for teachers to stay updated with evolving educational practices, curriculum changes, and the latest research in teaching and learning.

Studies by Lee & Lee (2014) emphasize that the success of the IB curriculum is closely linked to teachers' ongoing professional learning. The relatively lower score in this area may reflect limitations in access to high-quality professional development programs, time constraints, or insufficient institutional support for continuous teacher learning at Islamic Village School. Furthermore, the integration of IB principles with Islamic values presents unique professional development needs that may not be adequately addressed through conventional training. Teachers require specific support to effectively balance the expectations of the IB curriculum with the religious and cultural context of the school.

The indicator for contribution to student development received a score of 78.59%, also categorized as *Good*. This indicator encompasses teachers' roles beyond academic instruction, including fostering students' social, emotional, moral, and personal development—areas that are central to the IB's learner profile and holistic education philosophy. The lower performance in this area suggests that while teachers are effective in classroom instruction, there may be gaps in their ability to contribute to students' overall growth and well-being. Possible factors include a lack of structured programs for character development, limited collaboration with parents and the broader school community, or challenges in integrating IB learner profile attributes into daily teaching practices.

Research by Resnik (2009) highlights the importance of teachers' contributions to students' holistic development within the IB framework. Therefore, addressing these gaps is crucial to fully realizing the IB curriculum's objectives and nurturing globally-minded, well-rounded individuals. The unique context of Islamic Village School adds complexity to the implementation of the IB curriculum and its impact on teacher performance. As an institution that combines international education with Islamic values, teachers face the dual challenge of adhering to global standards while preserving religious identity and cultural relevance.

This dual focus requires teachers to possess not only strong pedagogical and subject knowledge but also cultural competence and the ability to integrate faith-based values into their teaching. The findings suggest that teachers have made significant progress in core instructional areas, yet still require additional support to enhance their professional development and contributions to student character formation. Furthermore, the cultural and religious context may influence teachers' access to and engagement with professional development opportunities. Some IB training programs may not fully address the specific needs of educators in faith-based schools, highlighting the need for more tailored, context-sensitive professional learning initiatives.

The results of this study are consistent with numerous previous studies that have explored the impact of IB curriculum implementation on teacher performance. For example, Taylor et al., (2006) found that IB teachers reported increased confidence, improved instructional practices, and enhanced student engagement as a result of the curriculum. Similarly, Siskin L. S. & M., (2008) emphasized the importance of teacher professional

development in successfully implementing the IB program. However, this study extends existing research by examining the IB curriculum's impact within the unique context of an Islamic school in Indonesia, a setting that has received limited attention in the literature. This context provides new insights into the challenges and opportunities associated with integrating international education models into culturally and religiously distinctive educational environments.

The curriculum used by more plus schools in Indonesia is the International Baccalaureate curriculum. The International Baccalaureate (IB), which was originally named the International Baccalaureate Organization (IBO), is an international educational institution based in Jenawa, Switzerland. The program itself is divided into Primary Years Program (PYP), Middle Years Program (MYP), Diploma Program (DP), and Career-related Program (CP). All classroom teachers, i.e. teachers who have a key role in student teaching and learning, across all PYP years/grade levels are responsible for at least the language of instruction, math, social studies and science, with the aim of supporting the PYP model of interdisciplinary teaching and learning.

In accordance with the first indicator, the teaching ability of teachers in implementing the IB curriculum received a percentage of 88.90% in the very good category. Through an emphasis on student-centered learning approaches, collaboration and communication skills, understanding of project-based learning principles, engagement in continuous professional development, and adaptation to student needs, the IB curriculum helps teachers to become more effective educators and responsive to contemporary educational demands. Despite challenges in the implementation process, the long-term benefits of the IB curriculum in improving teaching quality and student learning outcomes are significant.

The second indicator, namely the teacher's material understanding of the material taught in the implementation of the IB curriculum, received a percentage of 90.62% in the very good category. teachers' material understanding is a key factor in the implementation of the International Baccalaureate (IB) Curriculum. With a deep understanding of the material, teachers can facilitate student-centered learning, integrate global issues in learning, facilitate collaborative and project-based learning, provide meaningful feedback, and adapt teaching to student needs. Therefore, teachers' understanding of the material is a very important aspect in creating meaningful and relevant learning experiences for students in the context of the IB curriculum.

The third indicator, namely teacher and student interaction in the implementation of the IB curriculum, received a percentage of 89.74% in the very good category. the implementation of the IB Curriculum has a positive impact on the interaction between teachers and students. Through student-centered approaches, active engagement, individualized support, a deeper understanding of student needs, and collaboration with parents, these interactions become more dynamic, meaningful, and supportive for effective learning. Therefore, the IB curriculum not only influences what is taught in the classroom, but also how interactions between teachers and students occur, creating a stimulating and inclusive learning environment.

The fourth indicator is that with the implementation of the IB curriculum, teachers can manage the classroom very well or get a percentage of 90.07%. By emphasizing leadership skills, efficient management of time and resources, collaborative and project-based learning, discipline management, and the use of technology in learning, the IB Curriculum helps teachers to become more effective classroom managers and responsive to student needs in an ever-evolving educational era. Therefore, appropriate support and professional development are essential in supporting teachers in facing the challenges and opportunities that arise from the implementation of the IB Curriculum.

The fifth indicator, namely the aspect of teacher professional development in implementing the IB curriculum, is in the good category, with a percentage of 78.88%. The IB curriculum helps teachers to continue to develop as effective professionals and be responsive to the evolving demands of education. Therefore, continued support and investment in teacher

professional development is an important investment in improving the overall quality of education.

The sixth indicator, namely how teachers contribute to student development in implementing the IB curriculum at Islamic Village Tangerang school, is in the good category with a percentage of 78.59%. Through a student-centered approach, encouragement of critical thinking and creativity, project-based learning, student learning, and student development, teachers are able to support students' development.

In the context of globalization and the complexity of educational challenges, the quality of teacher performance is the key to the success of the education system. The International Baccalaureate curriculum is a curriculum specifically designed for students aged 3 years to 19 years on how to build intellectual, personal, emotional and social abilities to live, learn and work in a rapidly changing global world (Purnomo, 2015). The IB curriculum, with its holistic and learner development-oriented approach, directly shapes the quality of teacher performance. Through its emphasis on developing pedagogical skills, deep understanding of global issues, and lifelong learning, the IB curriculum creates an environment that stimulates teachers' professional growth and enhances their ability to respond to the needs of learners in a rapidly changing era. Thus, the implementation of the IB curriculum can be considered as one of the factors that can improve the quality of teacher performance in facing the demands of contemporary education.

While in the school context, Epriliyana (2017) research shows that Teachers who feel connected and have positive relationships with their peers are more likely to actively participate in collective efforts beyond their core duties. This can include sharing knowledge, collaborating on educational projects and providing support to each other. Teachers who experience strong synergy may be more motivated to increase their work commitment as they feel an integral part of a team that supports each other.

IB learner profiles in the International Baccalaureate curriculum in the International Baccalaureate curriculum can be applied by students so that students can become individuals who reflect the ten IB profiles in everyday life. If this IB profile has been introduced from the first grade, it will form good habits so that the results can be a foundation for students into adulthood, especially in today's increasingly advanced era. This is in accordance with Poole (2017) that the existing IB profile is not just a term but also needs to be applied by students in everyday life.

The implementation of the IB curriculum at Islamic Village School, Tangerang, has significantly enhanced teachers' core instructional competencies, including teaching skills, subject knowledge, student interaction, and classroom management. However, areas such as professional development and holistic student development require further attention to maximize the benefits of the IB program.

The findings highlight the importance of continuous professional development, culturally responsive teaching practices, and institutional support in ensuring the successful integration of international curricula within unique educational settings. By addressing these areas, Islamic Village School can further strengthen teacher performance, enhance student outcomes, and fulfill the vision of providing globally relevant, values-based education.

CONCLUSION

The implementation of the International Baccalaureate (IB) curriculum in shaping the quality of teacher performance in Islamic Village has very good results. Six indicators of teacher performance consisting of teaching ability, material understanding ability, interaction with students, ability to manage class, professional development, and contribution to student development have been running optimally. This means that the implementation of IB in Islamic Village schools can shape the quality of teacher performance from kindergarten, elementary, junior high, and high school teachers. It is expected that the implementation of the IB curriculum can improve the competence of students. For schools or IB administrators, it is recommended to provide ongoing training and mentoring for teachers in implementing IB principles, especially in inquiry-based learning strategies and authentic assessments. In

addition, there needs to be a teacher performance evaluation system that is integrated with the IB philosophy, so that positive changes can be monitored objectively and sustainably. For teachers, it is recommended to continue to develop pedagogical competence and professionalism through self-reflection, collaboration with colleagues, and active involvement in the IB learning community. It is hoped that teachers can integrate local and Islamic values into the IB curriculum, so that learning is more relevant and contextual for students in Indonesia.

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AUTHOR CONTRIBUTION STATEMENT

Nada Shofa Lubis (NS), Syadeli Hanafi (SY), Sholeh Hidayat (SH) conducted research, implementation and evaluation of research. Preparing research, conducting data validity tests, collecting data, processing research results and analyzing the data obtained.

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