

Exploring the ACE Curriculum as an Innovative Pedagogical Approach

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Abstract

The government and society have a responsibility to achieve national education goals by providing quality education programs that are tailored to local needs, potential, and situations. However, traditional curricula often fail to cater to individual differences in students' abilities and do not effectively integrate moral and spiritual education. Community Learning Centers (CLC) with specific curriculum systems have produced various educational innovations. The Accelerated Christian Education (ACE) Curriculum is one such innovation that has been implemented in various schools around the world to improve the quality of education. This study addresses the problem of frequent curriculum changes and the lack of integration between character and spiritual education in the national curriculum. Using a qualitative descriptive approach, this research describes the planning, development, implementation, and evaluation of the ACE curriculum at Destiny Institute Salatiga. Data were collected through interviews with administrators, principals, vice principals of curriculum, and teachers, as well as document studies from the ACE curriculum guidebook. The results of the study showed that the ACE curriculum planning was based on a needs analysis, its development and implementation followed the curriculum structure using the Packet of Accelerated Christian Education (PACE) in learning, and the evaluation was conducted by the school regarding the implementation of the ACE Curriculum. The implementation of the ACE curriculum at Destiny Institute Salatiga has been carried out well in terms of planning, development, implementation, and evaluation.

Keywords: ACE Curriculum, Education Innovation, Quality Education.

Background

Education is the most important thing in human life. Education guides and directs humans towards certain goals, aligning with their potential and the human resources they possess. According to Sujana (2019), education is a joint effort to develop the potential and human resources possessed by students to increase their maximum potential. In education, participants are formed through a process of continuous mentoring by educators to produce quality, character, and roots in complete and comprehensive cultural values.

The statement above is in accordance with national education goal number 20 of 2003, namely: students develop into individuals who have faith and devotion to God Almighty, have noble character, are healthy, intelligent, have feelings, have the will, and are able to produce certain works. The implications of this law bind all elements of the nation to struggle in realizing national education goals, specifically for education providers. Noor (2018) explains the same thing about the goals of national education: all those involved in providing education should pay attention to the goals of national education, which reflect three things: affective, psychomotor, and cognitive.

According to Azis (2018), realizing the aspirations outlined in national education goals hinges on the development of a well-structured and systematic curriculum that can be effectively implemented across all regions.



This necessitates a robust curriculum management system encompassing meticulous planning, efficient organization of learning materials and resources, faithful implementation of the curriculum in classrooms, and continuous monitoring and evaluation to ensure its effectiveness in achieving the desired learning outcomes. Such a comprehensive approach ensures a unified educational experience for students nationwide while allowing for regional adaptations to cater to specific needs and contexts.

Nurhasanah et al. (2021) provide an explanation of the meaning of curriculum in their journal. Etymologically, the word curriculum comes from the Greek *curere*, which means the distance covered by a runner from start to finish. If this is related to curriculum management, it means planning, organizing, implementing, and evaluating education. We can compare this with Azis's (2018) statement in his journal: the curriculum provides guidance, direction, and guidance in the implementation of education, starting from the type and scope of educational units, the sequence of content, and the process of implementing education.

In its implementation, Suryono et al. (2016) found that the community has participated in developing education in Indonesia, and the government provides opportunities for the community to plan, organize, implement, and control the education curriculum according to the needs and type of education desired by the community. Society and government have a responsibility to provide quality education for students. The community realizes this responsibility with the existence of the "Community Learning Activity Center" as a non-formal education and learning institution, and all its management resources are formed and developed by the community, which is centered on empowering local potential and human resources for the sake of increasing knowledge, skills, social, economic, and cultural.

Liana (2020) says one of the curricula developed at the Community Learning Activity Center is the Accelerated Christian Education curriculum. This curriculum integrates Biblical principles, developing divine character, learning based on academic mastery, building a strong learning system, individual learning, developing critical thinking skills, and opportunities to socialize in an educational environment. The Accelerated Christian Education (ACE) curriculum has been able to answer the need for children's education to become like Christ. Students undergo a process of sanctification through their learning.

The problem addressed in this research is twofold: the frequent changes in the national curriculum and the lack of integration between character and spiritual education. However, traditional curricula often fail to cater to individual differences in students' abilities and do not effectively integrate moral and spiritual education. This research explores the ACE curriculum as a potential solution to these problems by investigating four key aspects of its implementation at Destiny Institute: (1) Planning: We examine the processes involved in tailoring the ACE curriculum to align with Destiny Institute's specific goals and the national education standards; (2) Development: We investigate how the Institute adapts and expands upon the core ACE framework to create a learning environment that fosters innovation; (3) Implementation: We explore the pedagogical strategies employed at Destiny Institute to deliver the ACE curriculum effectively within the classroom setting; (4) Evaluation: We analyze the methods used by Destiny Institute to assess the effectiveness of the ACE curriculum and ensure it continuously meets the needs of its students.

Research Method

The research uses a qualitative approach with descriptive methods. Qualitative research methods aim to discover, develop, and prove a process, action, or interaction based on the views of the participants in the research (Sugiyono, 2018). The research location is the Destiny Institute, which is located at Jl. Aliwijayan No. 3-4, Mangunsari, Kec. Sidomukti, Salatiga City, Central Java. The data collection techniques used in this research were interviews and document studies. The initial data for this research was obtained through observations with key informants, including the principal of the Destiny Institute school. Next, researchers conducted interviews with five respondents, including administrators, school principals, deputy heads of curriculum, elementary school teachers, and middle school teachers. The documentation study includes the "Procedure Manual I" document.

The data analysis technique in this research uses the Miles & Huberman model data analysis technique (2014). Research stages, according to Miles and Huberman, include data collection, data reduction, data modeling, and drawing conclusions. Data collection means collecting various types of information needed in research. Data reduction means summarizing, selecting what is essential, focusing on what is essential, looking for themes and patterns, and eliminating what is unnecessary.

Data modeling involved interpreting the results from the field, and conclusions were drawn to illuminate the problem under investigation (Sugiyono, 2018). This method ensured a systematic and thorough analysis of the ACE curriculum implementation at Destiny Institute Salatiga.

The interviews covered curriculum activities in the KTSP context, namely (1) the planning stage, (2) the development stage, (3) the implementation stage, and (4) the evaluation stage. Furthermore, the research instruments are presented in Table 1.

Table 1
Interview Instrument

Aspect	Interview Items
Planning	(1) Needs analysis (2) Curriculum design (3) Implementation plan
Development	(1) Formulation of vision and mission (2) Curriculum structure (3) Material selection (4) Organizing learning activities (5) Measurement of learning outcomes
Implementation	(1) Preparation of the syllabus (2) Determining learning methods (3) Provision of learning resources, tools, and facilities (4) Determining tools for assessing learning processes and outcomes (5) Learning environment
Evaluation	(1) Evaluate curriculum implementation (2) Strategies for improving curriculum implementation

Result and Discussion

Based on the results of interviews with respondents from the school's founder, who currently also serves as the Destiny Institute school administrator, the initial need to implement the ACE curriculum came from his attention to his children's education, which he felt did not match the national curriculum. By looking at the child's learning needs, he looked for a solution and found the ACE curriculum, which was considered appropriate for his child's education rather than the national curriculum. The reason the national curriculum is not yet appropriate is because the national curriculum tends to change frequently, so children must always adapt to changes in the curriculum. Building on Anggraini's (2019) research, which highlighted the multifaceted nature of curriculum change on educational quality, this study acknowledges the potential for both positive and negative impacts. A key concern lies in the possibility of student learning achievement declining due to difficulties adapting to the new curriculum's learning system.

This lack of integration between character and spiritual education is a second critical concern. Currently, these subjects are delivered as separate courses with limited allocated time, deemed inadequate to effectively cultivate children's moral and spiritual development. This concern aligns with Hutahae et al. (2021), who highlight the scarcity of dedicated hours allocated to religion lessons. They emphasize the vast amount of material to be covered within these lessons and the crucial role they play in fostering character development.

A third rationale for the ACE Curriculum lies in the recognition of individual differences in student abilities. Traditional, standardized curricula may not cater to these variations effectively. The ACE approach prioritizes individualized learning, ensuring each student progresses based on their unique strengths and weaknesses. The ACE Curriculum is underpinned by five core principles, known as the Five Laws of Learning. These laws provide a structured framework for effective individualized instruction. (1) Students must learn according to the curriculum level based on their abilities; (2) Students must set targets or goals in accordance with their abilities within a certain period of time; (3) Students must be supervised and motivated in the learning process; (4) Student learning must be measurable; and (5) Student learning must be valued.



Based on these five principles, it can be seen that each child can learn at different levels according to their abilities. Students will also study and work on learning materials through a book called the Packet of Accelerated Christian Education (PACE), with English as the language of instruction. Students can work on PACE independently and in their own way of learning. Apart from that, in every PACE that is carried out, there are characters studied and Bible verses that underlie these characters and the material taught. This is explained in the article "What is a PACE?" (Anonymous, 2022): PACE integrates character education and academic content, which is packaged in independent learning, so that PACE allows students to absorb lesson material according to their own learning abilities. By looking at the main features provided by this curriculum, the founder then decided to implement it, starting with his children in Salatiga. In its planning, the ACE curriculum is designed to be implemented over five school days. In addition, the implementation of the ACE curriculum is accompanied by the provision of national curriculum or K13 learning materials as a learning supplement. The integration of the K13 curriculum is implemented in students' independent learning while still prioritizing the implementation of the ACE curriculum. This is similar to the research of Simanjuntak et al. (2022), who found that effective curriculum integration will be considered successful if it is carried out within a certain period of time without disrupting the implementation of the main curriculum in schools. Curriculum integration at the Destiny Institute has been running for 13 years, but the main curriculum implemented is the ACE curriculum.

Apart from that, in order to have legal permission to provide education from the education office, the Destiny Institute applied for permission to become a Community Learning Activity Center (CLC) under the Non-Formal Education Unit of the Salatiga City Education Office. By granting CLC permission and achieving "A" accreditation, Destiny Institute can also hold Equivalency Education Examinations for students.

Overall, innovations in ACE curriculum planning include: (1) providing character and spiritual education that is integrated with academics; (2) facilitating learning at different levels according to students' abilities; (3) learning material through books called PACE, which can be studied independently and in which there are characters and Bible verses that underlie these characters; (4) the implementation of the ACE curriculum is still accompanied by the implementation of K13 as a supplement.

The ACE curriculum implemented at the Destiny Institute was not developed independently but was developed in the United States by Drs. Donald and Esther Howard in 1970. The deputy head of curriculum also added that the ACE curriculum is quite an old curriculum when viewed from the beginning of its development and is currently being used in various parts of the world. For example, the ACE curriculum is implemented in the UK (Scaramanga & Reiss, 2018), the Philippines (Maming & Panaligan, 2021), and Africa (Headman, 2021).

According to the results of interviews with administrator respondents, in establishing the Destiny Institute, he expressed his hopes for the vision and mission of the Destiny Institute. The vision of the Destiny Institute is to empower the next generation to walk in their god-given destiny and lead with godly character. To achieve this vision, the mission of the Destiny Institute was formulated, namely to educate the next generation with divine principles and knowledge to achieve their life goals. The deputy principal for curriculum also added that this vision and mission can be achieved by implementing the ACE curriculum, because this curriculum is a program that emphasizes (1) Bible-based learning by instilling the character of faith, (2) individual approach, (3) independent learning, mastery learning-based curriculum, (4) parental involvement in learning, (5) training and conferences, and (6) student opportunities to develop character and service. This is in line with research by Puteri and Prihantini (2020) that the school's vision and mission need to be made with a clear, attractive editorial, adapted to school conditions, describing the school's hopes and ideas, and containing expected performance results. In other words, the school's vision and mission need to be made in accordance with the circumstances of school development.

Interviews with five participants yielded valuable insights into the structure of the ACE curriculum. This curriculum prioritizes the holistic development of each child, aiming to unlock their full potential by integrating character and spiritual education seamlessly with academic learning. Students engage with specially designed learning materials known as the Package of Accelerated Christian Education (PACE). These PACE units, formatted as student workbooks, guide independent study and mastery of concepts. In this curriculum, students study seven main subjects, namely math, English, word building, science, social studies, literature, and the Bible. Students will work on these subjects until they enter credit subjects, which will be more directed and focused on the student's interests. The PACE number indicates a student's learning level. Student learning levels consist of levels 1 to 12.

In one level, students work on 12 books for one subject. In total, in one year, students are expected to be able to complete 84 PACEs. Overall, in the curriculum structure, there are four components, namely, objectives, learning materials, teaching and learning processes, and assessment (Syaifudin, 2017). The choice of the ACE curriculum at the Destiny Institute is the basis for determining objectives, teaching materials, learning processes, and assessments.

In the learning process, there are several activities that students do every day from morning to afternoon. In the morning, before learning activities begin, students will take part in morning reflection, or what is called morning devotion, which discusses and deepens the 90 characters in the Bible according to the ACE curriculum. The activity is then continued with PACE work, or what is also known as PACE time. Before the pandemic, students studied at school from 8:00 to 14:00. However, with the direction of the education office regarding learning during the pandemic, students' study time at school has been shortened from 08.00 to 12.00. These class hours apply to online and offline students. There is also a 15-minute break in the middle of study time. After that, on certain days after study hours, students will take extra mandatory classes, such as English clubs and life skills classes, as well as electives, such as coding, Mandarin, music, etc. Apart from that, there are student convention activities held by regional ACE where students from various ACE schools can compete with each other in various fields. This student convention was also held to build friendship and good relations between students from various regions. Organizing learning activities includes intracurricular and extracurricular activities with structured character and skills development activities every day. Organizing learning needs to be supported by facilities and infrastructure, collaboration between teachers and parents of student participants, and growing student interest in learning (Hidayat, 2020). Therefore, there needs to be synergy between schools, students, and parents to realize organized curriculum development.

In assessment, the ACE Curriculum has also been structured. In each PACE, students will carry out a small test called a checkup, which consists of three checkups spread across the PACE. The purpose of this checkup is to see students' understanding of the material they have studied. After the checkup, students will take a test called a self-test to measure the student's own abilities before taking the final assignment from a book, namely the PACE Test.

Based on this data, the innovations in developing the ACE Curriculum in the Destiny Institute are (1) developing a vision and mission and implementing it through the application of the ACE Curriculum; (2) PACE material with 7 main subjects, namely Math, English, Word Building, Science, Social Studies, Literature, and Bible; (3) the structure of learning activities consisting of morning reflection, PACE work, and extra activities; (4) student assessment is included in PACE, which consists of checkups, self-tests, and PACE tests.

In the ACE curriculum, all systems and procedures for implementing learning have been regulated in Procedure Manuals I and II. Teachers play an important role because they are the ones who implement the curriculum directly for student learning. Based on interviews with teacher respondents and in Procedure Manual I regarding how to implement the ACE curriculum, it is explained that learning begins with students writing down a goal for the number of pages to be completed that day. After that, students work on the PACE book according to the targets that have been set. This activity aims to teach students to have goals in life, including every day, before carrying out a series of daily activities. By having goals, students can learn to be more focused, orderly, and organized.

In the PACE that students work on, the learning goals or objectives, the characters being studied, and the Bible verses that underlie the learning in the book are stated. These are listed on page 1 of each PACE. Before students work on the book, they must read the learning objectives page in front of the teacher, and when finished, the teacher will sign as a sign that the student has understood the learning objectives that the student must achieve. By knowing the learning objectives, students can manage their time and focus attention according to the competencies to be studied (Budiastuti, Soenarto, Muchias, Ramadani, 2021). Apart from that, PACE also contains learning explanations, examples, and practice questions so that students can learn independently by reading and doing activities in PACE according to the explanations and examples provided. This curriculum also regulates the PACE work system. One of the ACE systems is to give students the freedom to check the results of their own work with the answer key provided. This checking procedure means that after students work according to the specified page, they will ask for the supervisor's signature as permission to check their work. Then students will come out of their study tables to the assessment table, or scoring table.



Then they take the answer key and check their work themselves. If there is a wrong answer, they will put a cross on the number with the wrong answer and go back to their desk to correct their work. The philosophy of this self-assessment system is to teach honesty to students and maintain the trust given by supervisors to students. Students are also taught to be thorough or pay attention to detailed orders and procedures. Education is expected to bring about changes in the character of students for the better (Kanji, Nursalam, Nawir, Suardi, 2019). Integrating character development with the daily learning process will further help students practice good character in everyday life.

To measure student understanding, students will be tested on their understanding through checkups, self-tests, and PACE tests, which are also found in the PACE book. All questions tested are taken from material in PACE. Before taking the test, the teacher will ask students several questions regarding the material to gauge the students' readiness. Once deemed ready, the teacher will sign the checkup or self-test page and staple the previous page to avoid the opportunity for students to copy the previous page. Students will do a checkup first after studying some of the material in PACE. After completing the three checkups, students will take a self-test to test their understanding of all the material in PACE and to prepare themselves before taking the PACE test. Then students will take the PACE test as the final test stage in a PACE. The PACE Test is an assessment to measure the achievement of learning objectives from the PACE that has been carried out. The results of the PACE test will be assessed by the teacher. Students must meet a score of 80% or above to be considered capable of completing a book. If it is below the 80% standard, then the student must repeat. If students have completed one PACE book, then they will work on another PACE at the next level.

With a learning process that prioritizes independent learning, students are also facilitated with facilities so that the learning environment can help them concentrate and focus while working on PACE. Schools provide study desks that are divided into several partitions, which are called offices. The office is a place where students study, which is expected to help students focus more. Apart from that, the ACE Curriculum has also regulated class procedures to create a calm and comfortable learning environment for students. Classroom regulations require students to interact using the Christian flag and the Indonesian national flag as a means of communication. The Christian flag will be raised if you want to ask questions or carry out instructions related to PACE. The national flag will be used if students need to leave the office, such as for scoring, going to the toilet, etc. With this flag system, noise can be minimized during study hours so that students can study calmly and teachers can serve children with a personal approach. The learning environment has been proven to influence students' concentration while learning. The results of research conducted by Novianti (2019) found that there is a significant influence between the learning environment and students' level of learning concentration. These results show that the better the learning environment, the greater the student's concentration.

In implementing the ACE curriculum, teachers are also required to understand the characteristics of each student and help students if they experience learning difficulties. This was also stated by Ardianingsih, Mahmudah, and Rianto (2017): teachers must be able to understand the characteristics of students so that students can achieve learning goals optimally. With this individual and personal approach, students can focus on learning according to their respective abilities.

Looking at the implementation of the ACE Curriculum, there are several innovations, including: (1) students set targets for working on PACE in the morning; (2) students read the learning objectives or objectives, characters, and underlying verses before working on PACE; (3) an assessment system that encourages the development of student character; (4) assessment is carried out in three stages, namely checkup, self-test, and PACE Test as the final test of a PACE; (5) the learning environment is conditioned so that students can concentrate; and (6) interaction between teachers and students is carried out with a personal approach.

Curriculum evaluation plays an important role in education because this evaluation can become a reference for improvements in the curriculum so that student learning can run more effectively (Hamdi, 2020). Based on the results of interviews with administrators, school principals, and the head of curriculum, it was agreed that the school could not evaluate the reducing elements in the ACE curriculum system because this curriculum was patented and the only person who could evaluate it was the ACE developer itself. What the school can do is evaluate how the ACE curriculum is implemented in learning.

The principal explained that evaluation of implementation in schools is carried out in the form of monthly evaluation meetings, evaluation meetings at the start of each semester, and daily supervision by the principal. In the evaluation meeting, teachers will report on the progress of each student and what problems they face in class.



Apart from that, teachers also convey what the needs of students and teachers are for improving the quality of learning. Then the principal and other fellow teachers will provide each other with feedback and reinforcement that builds learning in the classroom and handles children who need special attention.

With the information obtained from the evaluation results, the school leadership also holds negotiations to discuss what still needs to be corrected or improved in the learning process or other things that can complement the child's learning process. To date, several corrective steps have been taken, namely (1) adding Indonesian Language and Citizenship Education subjects through the K13 module, as well as the routine of reading Pancasila every morning due to the lack of discussion about Indonesia in PACE; (2) providing various activities such as extra classes as a forum and opportunity for children to develop their interests and psychomotor skills; (3) providing activities that are informative and educational, such as conducting webinars with interesting and current topics; and other activities to deepen students' insight into Indonesia, such as celebrating Kartini Day, National Film Day, Independence Day, Youth Oath, and others.

Conclusion and Suggestion

Destiny Institute's implementation of the Accelerated Christian Education (ACE) curriculum prioritizes integrating character and spiritual development with academics while catering to individual student abilities. The curriculum itself, with its focus on individualized, character-based, and Bible-based learning, allows students to progress at their own pace. However, Destiny Institute supplements the ACE curriculum with elements from the national K–13 curriculum. The development of the ACE curriculum aligns with the institute's vision and mission, shaping learning objectives, materials, processes, and assessments. Daily activities incorporate both curricular and extracurricular elements, with a structured focus on character and skill development. Evaluation utilizes "checkups," "self tests," and "PACE tests," though Destiny Institute lacks autonomy in modifying the core curriculum structure. While focusing on daily implementation effectiveness and student needs beyond the curriculum, the institute provides additional materials related to national identity, extracurricular activities, and other programs to further equip students. This approach demonstrates flexibility within a pre-determined structure, highlighting the need for future research on its long-term impact on student learning outcomes.

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