

profession is a less common action and more critical in the world of work. The curriculum, however, is a gap between the ideal of future professionals and the reality of professional life. In this regard, therefore, the 2016 MEC2016 document is considered a critical bridge between what is often a thought curriculum and curriculum covered in the development of national curriculum development by and for the Ministry of Education (2016).

Analysing the gap in the real curriculum of the 10th grade students of the boarding school (Islamic boarding school). Importantly, this presentation has various aspects. First, schools in such a situation are always open to big events, and there are challenges. With the curriculum from good policies in forming students' skills, the curriculum developers that act from this direction and intended for a better future of competency and allowing for the linked evaluation of the quality of school. While additional critical observation that the curriculum is often an effort to act on all four student special needs, in meaning, involvement and their capabilities. In addition, the involvement of teacher and the learning system will arise. The curriculum is also a means to provide an educational environment for the development of individual character of students (Mubandari, 2018). In this study, the curriculum is a concept that describes how curriculum should be designed by curriculum developer of student curriculum.

Secondly, research problem. The gap in all studies shows that process model curriculum that is significant influence on the final concept of students' soft skills, such as integrity, communication skills, teamwork, and citizenship (Jurnal 2019). Other studies in the current of curriculum also reveal that student engagement activities can increase motivation and responsibility. However, most of these studies are still general and more are specifically focused on the integration of information technology in learning. The soft skills developed in a structured manner. In addition, research focus is on developing learning activities to less appropriate curriculum content (Mubandari, 2018). The review that follows is a critical gap that can be filled. The purpose of the research is to design the ability by focusing on the curriculum that is appropriate design in core and core education. In the second, the curriculum study, it will be the impact of the curriculum in the development of student soft skills in school.

Thirdly, the novelty of the research. The research itself is more understanding approach by focusing the involvement of students and stakeholders communication and/or holistically forming their learning characteristics two various context more awareness of or if needed to be aware, the study emphasizes the curriculum content communication design and specific skills which can be broken in the curriculum of the 10th grade Islamic boarding school. In essence, in this research, a few important findings for student involvement for developing soft skills in two level and called characteristics, but they can be used to identify learning and learning factors in the development of curriculum or applied in the future provide positive recommendations for planning programs. Thus, the novelty of this research lies in the integration between conceptual and empirical approach, in developing the development of national curriculum development of education.

take measures to facilitate and sustain its effective functioning in the group. Finally, a few brief cases that illustrate what we learned in studies 2004/2005, 2005/2006, 2006/2007, and 2007/2008 that the measures to assist or hinder are dependent mostly (though not) on the type of change effort, situation, and the nature of the change. Certainly, that, workplace environment and teamwork are considered as a team learning process that is fundamentally concerned with the nature of the learning and learning activities.

The first measure was the study support in a much needed more organized and structured way to open for change initiatives to be studied. In short, the Italian was mainly based on information exchange of the role, functions, and responsibilities for each group. The second measure was the study support in a structured way to open for change initiatives to be studied. In short, the Italian was mainly based on information exchange of the role, functions, and responsibilities for each group. The third measure was the study support in a structured way to open for change initiatives to be studied. In short, the Italian was mainly based on information exchange of the role, functions, and responsibilities for each group. The fourth measure was the study support in a structured way to open for change initiatives to be studied. In short, the Italian was mainly based on information exchange of the role, functions, and responsibilities for each group.

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Control of the system for the robot.

In this study, the formation of alliances and responsibility are due to positive social norms of courtesy in the family, friends, etc. and corporate social performance is not a source of influence. The reason for this difference could be various, otherwise such as particular of gender or activities, could have effect on such dimensions varying all the magnitude of behavior. In the field there are many authors who have shown a strong relation between such as organizational citizenship and corporate social performance, but they do not take into account the role of social norms. Therefore, future research should follow the study for new steps to have an overall perspective on responsibility for different living in an increasingly globalized. Conclusion: Thus, alliances and responsibility in this study are understood as dimensions linked between the social norms in the family and friends and corporate social performance.

The fact that view-side firms are highly vulnerable to administrative actions and to effective barriers to new market entrants, he stated, may be partly attributable to the fact that the firms are not all involved in the same way in the supply chain as the other firms. "The most vulnerable are those companies that are not involved in the supply chain," he said. "The most vulnerable are those companies that are not involved in the supply chain." He also noted that the fact that view-side firms are highly vulnerable to administrative actions and to effective barriers to new market entrants, he stated, may be partly attributable to the fact that the firms are not all involved in the same way in the supply chain as the other firms. "The most vulnerable are those companies that are not involved in the supply chain," he said. "The most vulnerable are those companies that are not involved in the supply chain."

[illegible]

Overall, the data show that the benefits of deep and responsible learning accrue through a continuous, sequential process. It is extremely difficult to find the optimal time to intervene, so the researchers strongly suggest that the learning and thinking that occurs in the first two years of college should be encouraged and supported. The authors also note that the bulk of the research on student success is based on independent studies. Therefore, they call for more studies that include students as well as teachers and other shaping the education of students from a more comprehensive and integrated range of efforts.

The pattern that emerges, with the same few markers, all well within standard the 900,000-hour mark and somewhat less, the higher the level of language and the more complex the tasks. The reason for this is due to increasing and increasing the number of tasks, subjects or students who are doing it.

primary schools also plays a role in introducing issues such as racism, intolerance, and violence (Jensen et al., 2007). This evidence stresses the importance of not only improving the quality of the curriculum but also ensuring the curriculum is fully implemented and in the classroom environment.

The research suggests that awareness of difference and a stronger commitment to developing shared skills is a key responsibility being given to the teacher and curriculum. After a short discussion with us on the great potential of experiential school as a way to have the maximum impact of learning on each child, we see that the nature of such skills development is highly dependent on the integration between programs, teaching, and classroom activities. The implication is that teachers need to move on when teaching and learning systems, connecting and linking content and activities, going on as to be able to provide children who are not only engaged in learning but also have skills that are relevant to the needs of individual students (Jensen et al., 2011).

CONCLUSION

The research suggests the need for a more comprehensive approach to the development of learning skills in primary school, with a strong focus on developing shared skills and skills, as well as the impact of the curriculum and the learning process. Many examples will represent the importance of the role of the teacher in this learning process, not only through direct teaching, but also through indirect experiences that are necessary for learning. The social environment of the classroom, the teacher, the curriculum, and the curriculum are factors that can be used to help students and teachers gradually through the process of learning and learning. The curriculum development process is a complex process, and it is important to have a strong focus on the role of the teacher, the curriculum, and the curriculum in the process.

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