

## Implementation Adaptation Curriculum in Increase Quality Learning

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**ABSTRACT** : Research This discuss implementation adaptation curriculum in increase quality learning at school middle in the Regency Jombang. With use approach qualitative and methods studies case, research This exploring adaptation strategies curriculum implemented by the school, challenges faced, and the impact on the learning process. Data collected through interview in-depth, observation, and analysis document related. Research result show that adaptation curriculum done through various strategies, such as adjustment material learning in accordance with need students, use method innovative like *blended learning* and *project-based learning*, as well collaboration with party external. Adaptation This proven increase involvement students and enrich experience Study them. However, the challenges main issues faced school covering limitations source power, change policy fast curriculum, as well as teacher and student readiness in apply approach new. Although face various constraints, adaptation curriculum impact positive to improvement quality learning. Students become more active, have understanding more concept good, and develop skills think critical and solving problem. Besides that, system evaluation more learning varied and based the project also became indicator success implementation adaptation curriculum. Study This recommend the need more policies flexible, improvement training for teachers, as well as support adequate infrastructure For ensure effectiveness and sustainability adaptation curriculum. With Thus, the environment learn more responsive and quality can created For support development student optimally.

**Key words:** *Adaptation Curriculum, Quality Learning, Learning Strategy, Educational Innovation.*

### INTRODUCTION

Education has role crucial in create source Power qualified and capable human beings compete at the level national and global(Dimitriadou & Lanitis, 2023). Curriculum as instrument main in system education functioning as guidelines in the learning process. However, changes policy education, development knowledge knowledge and technology, as well increasing demands of the world of work dynamic require institution education do adaptation curriculum to remain relevant. In Indonesia,

various revision curriculum has done, including implementation The 2013 Curriculum and the Independent Curriculum aim increase quality learning as well as give flexibility for school in develop educational programs.

Regency Jombang, as one of the area with growth sufficient education rapidly, also facing challenge in implementation adaptation curriculum in school medium. With diverse characteristics schools, both state and private private, adaptation curriculum become aspect important in adapt need participant educate, development technology, and conditions socio-economic society (Aigbavboa, 2018). Some school has make an effort adopt innovation based learning projects, digital technologies, and a more approach flexible in teaching. However, the implementation adaptation curriculum This No always walk smooth and still face various obstacles, such as teacher readiness, limitations facilities and infrastructure, as well lack of understanding to policy the curriculum implemented.

In context implementation adaptation curriculum, the role of teachers becomes very important. Teachers do not only functioning as facilitator learning, but also as agent change in apply more curriculum in accordance with need participant educate. Utilization method learning innovative, such as learning based on project (*Project-Based Learning*), learning based on problems (*Problem-Based Learning*), and approaches based on technology has Lots applied in several school middle school in Jombang (Andreu-Andrés, 2015). However, the effectiveness implementation method the Still need study deep, especially in measure the impact to quality learning and results Study student.

support from head schools and stakeholders interest education others also play a role important in success adaptation curriculum. Schools that have strong leadership and commitment in develop innovation education tend more success in apply adaptation curriculum (Sholeh, Lestari, dkk., 2024). This is seen from a number of schools in Jombang that have implementing development programs curriculum based on competence and entrepreneurship use equip student with skills 21st century. However, still Lots schools that experience difficulty in adapt curriculum with need industry and development technology, so that graduates produced Not yet fully Ready compete in the world of work and also education tall.

implementation adaptation curriculum is also influenced by policy education implemented by the government regions and centers (Mubarak & Hassan, 2021). Flexible and supportive policies innovation at the level school will give opportunity more big for teachers and schools For develop appropriate curriculum with characteristics participant educate. However, in a number of case, difference understanding between government area, head schools, and teachers often become obstacle in implementation policy curriculum (Azah, dkk., 2024). Therefore that, is needed study deep about How

schools in the Regency Jombang adapt curriculum they as well as supporting factors and also hinder implementation the.

Study This aiming For analyze implementation adaptation curriculum in school intermediate Regency Jombang in increase quality learning. In special, research This will research the strategies used by schools in adapt curriculum with need students, challenges faced in the implementation process, as well as impact from adaptation curriculum to results Study students. With understand dynamics implementation adaptation curriculum, it is expected study This can give recommendation for schools, teachers, and stakeholders interest education in develop more policies effective For increase quality education in the Regency Jombang.

## **METHOD**

Study This use approach qualitative with method studies case For analyze implementation adaptation curriculum in increase quality learning at school middle in the Regency Jombang (Glesne, 2016). Approach qualitative chosen Because study This aiming For understand in a way deep How adaptation curriculum applied in context school intermediate, including the strategies used, challenges faced, and the impact to learning. Study case allow exploration phenomenon in a way comprehensive in environment experience without interventions that are of a nature experimental.

Study This done in several school middle in the Regency Jombang which has apply adaptation curriculum. Selection location study done by purposive sampling, namely based on criteria certain, such as schools that have implement change in curriculum, good through innovation learning, adjustment material with need students, as well as implementation of a more advanced learning model flexible. Besides that, the school that has policy special in adapt curriculum with demands education national and also local become focus study This.

Subject study consists of from head schools, teachers, and students, as well as other parties involved in policy and implementation curriculum, such as supervisor school or representative service education. Election informant done by snowball sampling, where informants early, like head school or teacher, can recommend other relevant individuals For interviewed use get richer and more diverse information.

For collect data, research This use a number of technique main. Interview deep done with head school, teachers and students For understand experience they in adapt curriculum (Seidman, 2006). Interview This is semi- structured, allowing flexibility in dig more information in accordance with emerging dynamics during the interview process. In addition interview, observation participatory is also carried out For observe in a way direct How adaptation curriculum applied in the learning process, methods teaching used by teachers, as well How student respond change in curriculum.

Besides interviews and observations, research this also uses analysis document For support Data validity. Documents analyzed covering syllabus, RPP (Lesson Plan) Implementation Learning), policy school related curriculum, as well as results evaluation reflective learning effectiveness adaptation curriculum. With merge various technique This data collection is expected to results study can give a better picture comprehensive about implementation adaptation curriculum in school middle in the Regency Jombang.

Data analysis in study This use Miles, Huberman, and Saldaña's approach, which consists of from three stages main. Stage First is data reduction, namely the process of selecting, simplifying and organizing the data obtained from interviews, observations, and documents(Miles dkk., 2014). Data that is not relevant or repetitive eliminated to be more focus on aspects main research. Stage second is presentation of data, where the data has been reduced arranged in form narrative descriptive, tables, or diagrams for make it easier analysis more Next. Stage final is withdrawal conclusion and verification, where the findings study summarized and verified with use technique triangulation of data use ensure validity results study.

For ensure data validity, research This apply several validation strategies, including triangulation source, where the data is compared from various sources, such as teacher and student interviews, observations class, and document curriculum school(Lewis, 2015). Besides that, is done triangulation method, namely with merge various technique data collection for to obtain more information accurate and in-depth. Another strategy used is member checking, namely confirm results interview with Respondent For ensure that interpretation of data accordingly with experience and perspective they.

Study This focus on several aspect main in implementation adaptation curriculum, namely the strategies used school in adapt curriculum with demands education, challenges faced in the adaptation process, as well as impact change curriculum to quality learning. With approach this, it is expected study can give deep insight as well as recommendation for taker policies, educators, and parties related in increase effectiveness implementation curriculum in school medium.

## **RESULTS AND DISCUSSION**

### **Implementation Strategy Adaptation Curriculum**

Based on results interview with head schools and teachers in several school middle in the Regency Jombang, found that adaptation curriculum done through some main strategies. One of the common strategies applied is adjustment material learning with needs and characteristics students. Some school develop material more additions contextual and appropriate with environment socio-cultural local. This is aims for

learning become more relevant and able increase understanding student to the material taught.

Some teachers implement learning based on Project - *Based Learning (PBL)* for increase involvement student in the learning process. With method this, students No only accept material in a way passive, but also active in exploration, research, and problem solving problem real. Observation in class show that method more learning flexible, such as *blended learning* and *differentiated instruction*, are also used For adapt learning with level understanding diverse students. *Blended* learning allow combination between learning look at face to face and online, so that student own chance For Study in a way independent at a time get guidance from the teacher. While that is, *differentiated instruction* give flexibility for teachers to adapt methods and materials learning with need individual students, so that every student can Study in accordance with rhythm and style Study they.

Besides innovation in method learning, schools in the Regency Jombang also implements collaboration with party external, such as college high and industrial world. Collaboration This aiming For ensure that curriculum implemented still relevant with future needs students. Activities like visit industry, internships, and mentoring programs with practitioners in the field certain become part from adaptation strategy curriculum that is applied. Some school also works The same with the university to give training addition for teachers so that they can develop skills in apply adaptive and innovative curriculum.

Implementation adaptation curriculum No let go from various challenge. One of the challenge main is limitations source power, good from aspect power educators, facilities, and infrastructure supporters. Some school Still face constraint in provision device adequate technology For support *blended learning* and learning based on project. Besides that, teacher readiness in adopt method learning new also become factor important that influences success adaptation curriculum (Fadlillah, 2017). No all teachers have sufficient experience and skills For apply approach more learning flexible and based technology. Therefore that, is needed ongoing training and mentoring for teachers so that they can more Ready in face change curriculum.

Besides limitations source power, change policy fast curriculum also becomes challenge for school in do adaptation. Continuous curriculum experience change need readiness and response fast from school for implementation learning still walk optimally. Teachers and staff educator must capable adapt self with change existing policies, at the same time still guard quality learning to stay in accordance with standards that have been set.

Although face various challenges, adaptation curriculum proven give impact positive to improvement quality learning. Students become more active in the learning process, more easy understand the concepts taught, as well as show improvement in

skills think critical and solving problem. Besides that, system evaluation more learning varied and based the project also became indicator success implementation adaptation curriculum(Sholeh, 2024). Some schools that implement system This report that student they more motivated For learn and have better understanding deep to the material taught.

Success adaptation curriculum in increase quality learning show that innovation in method teaching and collaboration with various very important party For support more learning effective(Beagle, 2021). For ensure sustainability and effectiveness adaptation curriculum, required more policies flexible and training programs that can increase teacher readiness in face changes. Besides that, improvement infrastructure education and involvement student in the process of adaptation curriculum also becomes factor key in create environment learn more responsive and quality. With Thus, schools in the Regency Jombang can Keep going develop in give more education adaptive and appropriate with need students in this modern era.

### **Challenge in Implementation Adaptation Curriculum**

Although adaptation curriculum give benefit in increase quality learning, there is a number of challenges faced school in the implementation process. One of the challenge main is limitations source power, good in matter power educators, infrastructure, and support technology. Interview results show that No all teachers have sufficient competence in adapt curriculum, especially in use technology education and methods innovative learning. Lack training special for power educator in manage learning based on technology become obstacle in implementation of adaptation strategies more curriculum effective.

Besides limitations power educators, problems infrastructure and facilities also become constraint significant. Some schools in the district Jombang Still experience limitations in access to device adequate technology, such as computer, stable internet network, and device other digital learning. Limitations This hinder application of learning models digital- based, such as *blended learning* and learning based on projects that utilize technology. As a result, innovation in teaching difficult For implemented in a way maximum, especially in schools located in the regions with access limited to source Power education.

There is constraint in synchronization policy between curriculum national and adapted curriculum at the level school. Some teachers feel that change curriculum often too much fast, so that they difficulty in adapt Plan Implementation Learning (RPP) and appropriate teaching strategies with change The results of the analysis document show that although a number of school has preparing flexible RPP, still There is gap between expected policy with implementation in the classroom(Syafi'i & Ikwandi, 2023). Teachers often experience difficulty in understand change policies and adapt them with need as well as characteristics student.



The Gap this is also visible in evaluation learning. Standard assessment applied in curriculum national sometimes not enough in harmony with approach more learning flexible and based project. As example, although learning based on project allow student For develop skills think critical and creativity, system assessment that is still oriented on the results exam written make it difficult for teachers in evaluate achievement learning student in a way holistic. This is cause dilemma for teachers in balancing between demands curriculum national and approach adaptive applied in schools.

Another factor that becomes challenge is level readiness student in face change curriculum. Based on interview with students, found that part from they experience difficulty in adapt self with method new learning, especially when learning more emphasizes activeness and exploration independent. Some students who previously used to with method lecture experience constraint in follow learning based on demanding project involvement more active(Johnson dkk., 2024). They feel that more learning independent need skills that have not been fully they master, such as management working time team, and solution problem.

Besides that, challenges also arise from difference level understanding and readiness individual student in accept change curriculum. Some student capable adapt with fast to method new learning, while others need time longer and guidance addition For can understand material with good. Inequality This often causes gap in achievement academic between students, especially for those in need more Lots support in adapt self with approach more learning dynamic.

For overcome challenge This, schools in the Regency Jombang need increase support for teachers and students in face change curriculum. Training intensive for teachers in use technology education and learning strategies innovative can help increase competence they in apply more curriculum adaptive. Besides that, improvement access to facility education based on technology is also necessary be noticed, especially in schools that are still experience limitations source Power.

A more personal approach in guidance Study for student can become solution in help they adapt with change curriculum. Mentoring program, assistance academic, as well as method more learning responsive to need individual student can help they in understand material with more good. With existence proper support from various party, challenge in implementation adaptation curriculum can minimized, so that quality learning in schools middle in the Regency Jombang can Keep going increase.

### **Impact Adaptation Curriculum to Quality Learning**

Although there is various challenge in implementation, results study show that adaptation curriculum has give impact positive to quality learning at school middle in the Regency Jombang. One of the most significant impact is improvement motivation and engagement student in the learning process. From the results observation class,

visible that student more active in discussion, able Work The same in groups, and more believe self in convey opinion they. This is caused by the method more learning flexible and interactive, such as learning based on Project - *Based Learning* and approaches more contextual near with life daily they.

Data obtained from interview with the teacher showing that students who previously experience difficulty in follow learning conventional now more easy understand material through a more approach applicative. Learning model based on project, for example, creating student more understand concepts taught Because they direct apply it in situation real. One of the example real is learning in eye lesson science and technology, where students requested For to design experiment simple or make product innovative that can applied in life everyday. This is No only increase understanding student to theory, but also develop skills think critical and creativity they.

In terms of results academic, although study This No use method quantitative For measure improvement mark student in a way live, interview with the teacher showing that part big student show improvement in understanding concept. Improvement This especially seen in eye lessons that emphasize skills think critical and solving problems, such as mathematics and science. The teacher also observes that student more capable connect concepts learned with real world challenges, which demonstrate that adaptation curriculum has help they in develop skills think level high (*higher-order thinking skills*).

From the analysis documents that are done to policy schools and curriculum programs, seen that schools that have apply adaptation curriculum with more Good have an evaluation strategy more learning comprehensive (Abdullahi, 2022). Some school start apply system evaluation more formative various, such as portfolio, assessment based on projects, and reflections self. System evaluation This give a better picture holistic about progress Study student compared to with only depend on test written. With existence further evaluation diverse, students own chance For show his ability in various aspects, including creativity, skills think critical, and ability Work in team.

Besides impact positive to students, adaptation curriculum also influences development teacher professional. Interview with some teachers expressed that they feel more motivated For increase competence teach them. With existence adaptation curriculum, teachers are encouraged For Keep going develop innovative and more effective learning strategies responsive to need students (Wijayanti & Hamami, 2023). Some school also starts implementing training and discussion programs routine for teachers to share experience as well as increase skills in use method more learning varied.

Another impact of implementation adaptation curriculum is increasing parental involvement in the learning process. Some schools interviewed report that they start



stage session more communication intensive with parents student For give understanding about change in system learning(Helle dkk., 2006). Parents who initially not enough understand importance approach learning based on project or method learning independent, now start more active in support children they are at home. Parental support This become factor important in success implementation adaptation curriculum in schools.

Although impact positive has visible, still there is a number of aspects that need to be considered fixed for adaptation curriculum can give more optimal results. One of them is the need alignment more carry on between policy national and implementation at the level school for change curriculum No burdening teachers and students. In addition that, improvement facilities and infrastructure also become factor important in support success adaptation curriculum. With existence more support Good from government and parties related, expected that adaptation strategy curriculum can Keep going developed For increase quality learning at school middle in the Regency Jombang.

## CONCLUSION

Study This show that implementation adaptation curriculum in school middle in the Regency Jombang own role important in increase quality learning. Adaptation curriculum done through various strategies, such as adjustment material learning with need students, use method learning innovative like *blended learning* and *project-based learning*, as well collaboration with party external like college high and industrial. This strategy proven capable increase involvement student in the learning process as well as enrich experience Study them. Although Thus, there are a number of challenge in implementation adaptation curriculum. Limitations source power, good from aspect power educator and also infrastructure, become constraint main issues faced school. Besides that, change policy fast curriculum often causes difficulty in adjustment plan learning. Difficulty adaptation is also felt by students, especially those who have not used to with method more learning active and independent. Therefore that, support from various parties, including government, schools, and communities education, is very much needed for adaptation curriculum can walk optimally.

Research result this also shows that adaptation curriculum impact positive to improvement quality learning. Students become more active in the learning process, more easy understand concept, and show improvement in skills think critical as well as breakdown problem. Besides that, a successful school apply adaptation curriculum also tends to own system evaluation more learning varied and holistic, such as use portfolio and assessment based on project. For ensure sustainability and effectiveness adaptation curriculum, required more policies flexible and training programs that can increase teacher readiness in face changes. Besides that, improvement infrastructure

education and involvement student in the process of adaptation curriculum also becomes factor key in create environment learn more responsive and quality.

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