

Responsive Adaptive Curriculum: Building Inclusive Education Oriented On Student Independence In Islamic Boarding School

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ABSTRACT

Keywords:

Adaptive Curriculum, Inclusive Education, Student Independence

This study aims to determine the efforts to build inclusive education that is oriented towards the independence of students through a responsive adaptive curriculum. The research method used is qualitative with a case study type. Data analysis used in this study uses the Milles and Huberman model analysis, namely data reduction, data presentation, and verification. The results of the study indicate that the strategy of Islamic boarding schools in realizing inclusive education that is oriented towards the independence of students in Islamic boarding schools utilizes a responsive adaptive curriculum whose main objective is to develop independence and inclusivity in the educational process at the Nurul Jadid Paiton Probolinggo Islamic boarding school as follows; development of an adaptive curriculum, adaptation to the needs of students, authentic assessment for independence.

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INTRODUCTION

Education is an important aspect in forming individuals who are qualified and have potential (Tomlinson & Jackson, 2021). Every individual has the same right to get equal access to education and fair opportunities in the learning process. However, the reality on the ground shows that there are still various challenges to realizing inclusive education, especially for those with special needs (Padilah, 2021). Education also plays a role in preparing someone to face and optimize their potential in the future. For this reason, the government is making changes to the education system according to needs (Naseem et al., 2020; Suhaili et al., 2021; Bahno et al.; 2021).

The problems that arise in efforts to realize inclusive education at the Nurul Jadid Islamic Boarding School are the less than optimal implementation of Islamic boarding school activities that arise due to the diversity of students who come from different ethnicities, cultures, social strata of society, and even with diverse individual characters. To create a learning environment that supports the holistic development of each student, the Islamic boarding school management team has designed an adaptive curriculum, namely a curriculum that can change in line with the times, and combines the principles of an adaptive curriculum with a response that is sensitive to the personal needs of students.

In his research Separation (2021) explains that inclusive education is education that seeks to accommodate the diversity of students, including children with special needs. Furthermore, Sanisah (2022) and Zabeli & Gjelaj (2020) explain that inclusion is an ideal program that provides opportunities for children with special needs to learn and socialize with normal children. Inclusive education is education that equalizes the background of each student except for those with special needs, education that does not discriminate against culture, religion, race, or students in general or students with special needs, and education that makes society aware that all students have the same opportunities. According to Purbasari et al., (2022) the implementation of inclusive education still faces many challenges and obstacles. These obstacles include teacher competence, facilities and infrastructure, curriculum modification for heterogeneous children, evaluation, parental involvement, and the level of cooperation with related parties. In line with the results of research conducted by Juntak et al., (2023) which states that in inclusive education, teachers must have differentiation skills, in the ability to adapt methods, strategies, and learning materials according to the needs and development levels of students. Adaptive curriculum allows for adjustments to content, methods, and learning approaches to suit individual needs and learning styles (Buaton & Yel, 2022; Zlatkovic et al., 2020).

Although various studies have been conducted on inclusive education and the implementation of adaptive curriculum, there are still gaps that need to be filled. Most of the existing studies focus on inclusive education in public schools or other formal institutions, while studies that specifically examine inclusive education in Islamic boarding schools are still limited. In addition, the adaptive curriculum approach often only emphasizes the aspect of adjusting learning methods and materials, without paying close attention to the integration of the principle of student independence as a core part of the learning process. Therefore, this study fills this gap by highlighting the implementation of an adaptive responsive curriculum specifically designed for Islamic boarding schools. This study also provides new contributions in understanding how this curriculum can support the development of character and student independence holistically amidst cultural and social diversity.

The novelty in this research lies in the personalized curriculum which is a new step in this research, marking a major advancement in the world of education by offering a learning experience that is completely tailored to the unique characteristics and needs of each student. By combining materials that are in line with technological advancements and global trends, the Age-Based Adaptive Curriculum opens a new era in educational relevance. It helps students prepare themselves for future challenges. The paradigm shifts with independence as the center of attention. It shifts the focus from academic knowledge to character building and adaptability, ensuring that students leave school as independent and empowered leaders.

Thus, this study aims to understand the efforts to build inclusive education that is oriented towards student independence through an adaptive responsive curriculum. This study also aims to explore curriculum implementation strategies that are able to accommodate the diversity of backgrounds and characteristics of students, as well as to analyze the challenges faced in realizing inclusive education in the Islamic boarding school environment. In addition, this study intends to evaluate the effectiveness of the adaptive responsive curriculum approach in building student independence and capacity to face the dynamics of life in the future.

METHOD

Qualitative research is a research method that aims to gain an understanding of reality through an inductive thinking process (Kiger & Varpio, 2020). Furthermore, according to Yusanto, (2019) and Eakin & Gladstone, (2020) Qualitative research is descriptive in nature whose main objective is to try to obtain a deeper picture and holistic or comprehensive understanding, based on a natural setting of the phenomenon to be studied.

The type of research used is a case study, which is an event that can be very simple or very complex. A case study is a research strategy in which researchers carefully investigate a program, event, activity, process, or group of individuals (Tomaszewski et al., 2020; Rusandi & Muhammad Rusli, 2021). According to Farquhar et al., (2020) in their findings, they explain that the practice of implementing case study research is traditionally considered to offer validity through the refinement of findings, sources, or methods. Case studies are one of the most commonly used social research methodologies.

Data collection using observation, interview and documentation methods. According to Anggianita et al. (2020), observation is the observation of something being studied using all five senses. This observation is carried out during the direct learning process using various classroom learning approaches. The researcher conducted interviews with ten informants, namely the Head of the Education Bureau, Deputy Head of Curriculum, Curriculum Staff, and Teachers. Then documentation to obtain data consisting of books, regulations, activity reports, photographs, documentary films, and data related to the research. This documentation analysis is also carried out for policies related to the inclusive approach and student independence.

The data analysis used in this study uses the Milles and Huberman model analysis, namely data reduction, data presentation, and verification. Through the data reduction stage, data in the form of language style including the type of language style and the meaning of the language style collected from data collection are selected according to research needs, namely regarding language style. Data presentation, namely data that has been edited is arranged in its entirety and then presented in the form of a descriptive narrative (Ardin, 2020). Data verification, namely concluding the data that has been presented. In the conclusion, the researcher includes open conclusions, both from the results of interviews, observations, and documentation that have been made to find themes that are in accordance with the focus and objectives of the research (Jazilurrahman et al., 2022).

RESULT AND DISCUSSION

Result

The results of the study show that the strategy of Islamic boarding schools in realizing inclusive education that is oriented towards the independence of students utilizes a responsive adaptive curriculum whose main objective is to develop independence and inclusivity in the educational process at the Nurul Jadid Paiton Probolinggo Islamic boarding school, which will be explained as follows;

Adaptive Curriculum Development

Before compiling the Islamic boarding school curriculum, several analyses were conducted to adjust the curriculum to the needs of the students, including to realize inclusive education that is oriented towards the independence of the students. Wardah Mubari as Deputy Head of Curriculum, emphasized that in developing the Islamic Boarding School Curriculum, an important role is to adjust the curriculum to the individual needs of the students. She believes that adjusting the curriculum has an important meaning in achieving relevant and effective educational goals. By considering the diversity of backgrounds, interests, learning speeds, and learning styles of students, Islamic boarding schools also utilize technology in developing a curriculum that is tailored to the needs of students.

Field findings related to the use of technology Based on the results of an interview with Wardah Mubarihe stated that to accelerate curriculum development in educational units, the role of teachers as learning leaders is very important and needs to be optimized. A teacher must be able to adapt and be able to utilize technology. One of the technologies used in education is PMM (Merdeka Teaching Platform) which can be used for independent learning access. In today's digital era, technology can also be a very useful tool in supporting inclusive education. Applications, software, and other technological devices can be used to provide individual learning, optimize the learning experience, and facilitate communication and collaboration between students and teachers.

Furthermore, regarding curriculum adaptation according to Jannah & Marwiyah, curriculum adaptation is part of inclusive education. Curriculum adaptation is divided into two, namely accommodation and modification. Accommodation is the adaptation of various learning strategies by providing various learning accesses, such as methods, media, and so on. One way to realize learning that is in line with the characteristics of each child, a learning model is needed that can accommodate all children in a learning system, namely curriculum adaptation. Meanwhile, Alton and Mackinnon said "Curriculum adaptation involves making changes by eliminating or adapting parts of the curriculum as well as the teaching and learning environment, which allows learners to learn from the curriculum designed for their age group in an inclusive educational environment." Adaptive curriculum makes changes by eliminating or adapting parts of the curriculum such as teaching and learning activities that allow students to learn from the curriculum designed according to their age group in an inclusive educational environment. Thus, according to the results of the statements from several informants above, it can be seen from the results of the figure below:

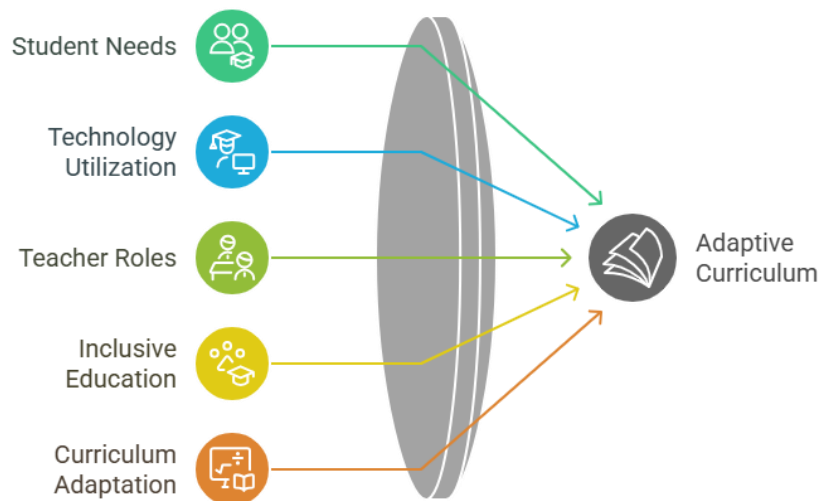


Figure 1. Building an Inclusive Curriculum

This figure provides a framework of the relationship between various important elements in supporting adaptive curriculum. These elements include student needs, technology utilization, teacher roles, inclusive education, and curriculum adaptation (Imam Bukhori & Yaqub Cikusin, 2023; Mukhid, 2023). Each element is connected to the adaptive curriculum, indicating that this curriculum is designed to respond to individual student needs, utilize technology as a tool, rely on the role of teachers as facilitators, apply the principles of inclusive education, and modify the curriculum to be relevant to changing learning needs and contexts (Jaenullah et al., 2022; Suraijiah et al., 2023; Sari et al., 2024).

The theoretical framework described can support the implementation of adaptive curriculum, which involves five main elements: student needs, technology utilization, teacher roles, inclusive education, and curriculum adaptation. Theoretically, student needs emphasizes the importance of differentiated learning, where the curriculum must be adjusted to the needs, interests, and potential of each student. Technology utilization (Khaira et al., 2023; Rodliyah et al., 2024) refers to the TPACK framework which shows that technology is an important tool in supporting relevant and contextual learning. The principles of inclusive education Rahman & Madhakomala (2024) are based on the theory of social justice, which ensures equal access to education for all learners regardless of differences.

Finally, curriculum adaptation Saiin (2021) includes a backward design approach, where the curriculum is designed by considering the desired learning outcomes and needs of students (Soleman et al., 2020; Darajat et al., 2023; Salsabila et al., 2024). Overall, this framework emphasizes the importance of a

holistic, theory-based approach in creating adaptive curriculum to address the challenges and needs of modern education.

Adaptation to the Needs of Students

In adapting to the needs of students, Islamic boarding schools must be responsive. Busthomi & A'dlom, said that Responsiveness is part of transformative leadership that is responsive to the needs of students, Islamic boarding school residents, and the wider community. Ahmad Barizi as the Principal said that the process of adjusting the needs of students is carried out by conducting an in-depth evaluation of the characteristics of each student which includes an assessment of the background, abilities, interests, and learning styles of each student. In this case, the Islamic boarding school also plays an active role in the process of adjusting the curriculum. We hold discussion forums, surveys, and interview sessions with students to hear their aspirations. This opinion is in line with the results of the study.

In the implementation of the curriculum adaptation model carried out at the beginning of learning, a pre-assessment will be carried out to determine the interests, learning styles, and learning readiness of students. After conducting a pre-assessment, the Islamic boarding school will determine and provide various educational accesses that will be carried out such as models, methods, media, and so on. In this case, research by Tahir et al., (2022) states that in curriculum adaptation there is a term accommodation which is an adjustment of various learning strategies by providing various learning accesses, such as methods, media, and so on. In its implementation, learning using accommodation is chosen by choosing a group-based model. By using this model, the aspect of children's cooperation increases.

This field finding is in line with a study conducted by Pratami & Khodijah, (2021); Vasinayanuwatana et al., (2021) which stated that Islamic boarding schools are believed to be able to facilitate the realization of independence for children because of supervision and the habit of doing good deeds. According to Alfian & Yaqin, (2020); Sapiro et al., (2023) The goal of independence education for students is so that when they graduate they have good habits in the form of an independent attitude in learning to using their free time to increase knowledge and insight. Independence is an attitude that is rare in Indonesia, many problems occur and are experienced by many people. According to the Ministry of Education and Culture, there are five indicators of independence, namely hard work, creativity, discipline, courage, and learning. Based on this finding scheme, which is presented based on the results of interviews with related informants.

Table 1. Adaptation Forms are Based on the Needs of Students

Findings	Form of Findings
Responsiveness of Islamic Boarding Schools	Responsiveness is part of transformative leadership that is responsive to the needs of students, Islamic boarding school residents, and the wider community.
Evaluation of Students' Needs	Evaluation is carried out through assessment of the background, abilities, interests, and learning styles of students, as well as involving students in curriculum adjustments.
Curriculum Adaptation	Pre-assessment is conducted to determine interests, learning styles, and readiness to learn. Access to learning is provided through group-based methods to enhance collaboration.
Group Based Learning	Students with different learning styles help each other, improve communication and cooperation through group methods.
Adjustment Strategy	Analysis of the special needs of students is used to develop relevant learning strategies, teaching materials, and evaluations to shape students' independence.
Independence of Santri	Facilitated through supervision, habituation to good deeds, and education to form an independent attitude, not dependent on others, and self-confidence.
The Role of Teachers in Independence	Teachers provide guidance, encouragement, advice, interesting activities, and rewards to support student independence.

According to data analysis, responsiveness is the basis of transformative leadership that emphasizes the ability of Islamic boarding school managers to understand and proactively address the needs of students, Islamic boarding school residents, and the surrounding community (Nurmasari et al., 2024). Based on the theory of transformative leadership, this responsiveness involves leaders making changes that are centered on common goals. The first step to support adaptive education in Islamic boarding schools is to evaluate the needs of students (Prastowo et al., 2020; Fawaid et al., 2023). The theory of learning differentiation states that understanding a person's background, abilities, interests, and learning styles is essential for effective learning. This evaluation process uses a participatory approach, which directly involves students in adjusting the curriculum (Khakim et al., 2023). This not only ensures that lessons are relevant, but also gives teachers the opportunity to feel responsible for the educational arrangements.

Relevant learning designs, teaching materials, methods, and evaluations are tailored to meet the specific needs of teachers. This method is based on the Universal Learning Design theory (Komarodin & Rofiq, 2023), which states that learning can be tailored to meet the different needs of students. According to the Self-Authority Theory Khalilurrahman (2023), the independence of students is the main goal of education in Islamic boarding schools. Religious values instilled in education, habits of doing good deeds, and the formation of self-confident characters are all components that shape the independence of students.

It is possible for students to be responsible for their own actions, which helps them develop into individuals who are independent academically and in their daily lives (Yanti, 2024). The role of teachers is very important in helping these people become independent. Teachers provide temporary support (scaffolding) and act as facilitators and guides. Teachers provide guidance, advice, rewards, and interesting activities to increase students' self-confidence and responsibility (Azhar et al., 2024). Teachers in Islamic boarding schools not only teach students but also inspire them to become independent, strong individuals who are ready to face future challenges.

Authentic Assessment for Student Independence

Fawaid as a Lecturer in Higher Education said that competency-based assessment in a curriculum is increasingly used. This assessment not only assesses the extent to which students can remember information, but also how they can apply the knowledge and skills in real situations. Based on the field findings above, Irwan Soulisa also stated that each curriculum has a certain philosophical and theoretical orientation so that it has implications for the learning process as well as assessment and learning outcomes. Assessment in the world of education means considering student learning outcomes, teacher learning methods, learning activities, curriculum, or education programs.

Ahmad Barizi as the principal also said that the implementation of competency-based assessments must be authentic. This assessment must be in accordance with the reality regarding aspects of students' attitudes, knowledge, and skills. Based on the results related to authentic assessments conveyed by Ahmad Barizi in line with the results of the study, Fadhilah Millah & Husna, (2021) which stated that Authentic Assessment is an assessment carried out to assess student learning outcomes that are in accordance with reality involving aspects of attitudes, knowledge, and skills, which not only refer to grades but also to students' personalities, which allow students to demonstrate their abilities in solving problems in life and tasks at school, so that assessments are not only based on test or exam scores but also on the competencies possessed by students.

The theoretical contribution of this study lies in the development of a more inclusive and adaptive curriculum theory. Experience in designing a curriculum that is responsive to the needs and diversity of students can enrich the understanding of how a more inclusive approach can build education that focuses on student independence. In addition, focusing on student independence prepares them to face real-world challenges, building problem-solving, collaboration, and leadership skills needed in everyday life (Dumiyati et al., 2023).

The results of observations and evaluations of this implementation can provide new perspectives in developing an educational approach model that can be adapted by other educational institutions to create an inclusive learning environment, accommodate individual differences, and encourage student independence (Munawwaroh et al., 2024; Qushwa, 2024).

The practical contribution of this research is to provide a real example for other educational institutions in developing an inclusive education model that focuses on independence (Hambali et al., 2024; Hefniy, 2024). Experience in designing and implementing a responsive curriculum can be used as an inspiration for training for educators and teachers in various institutions. In addition, the best practices resulting from this approach can be the basis for developing special learning materials that can be adopted by other institutions to accommodate the diverse needs of students (Qushwa, 2023; Onia, 2024). The practices and experiences that have been successfully implemented at the Nurul Jadid Islamic Boarding School can be a reference for other educational institutions in developing similar strategies by increasing awareness, understanding, and commitment to inclusive education that is oriented towards student independence. It is hoped that the positive impact of this approach will be broader and occur at a wider level in society (Mudarris, 2021).

CONCLUSION

This study reveals that the implementation of adaptive responsive curriculum at Nurul Jadid Paiton Islamic Boarding School has succeeded in building inclusive education that is oriented towards student independence. Based on the results of the study and discussion, several conclusions can be drawn: Adaptive responsive curriculum is an effective approach to creating inclusive education that accommodates the diverse learning needs of each student. The implementation of an inclusive and independent approach for students at Nurul Jadid Paiton Islamic Boarding School involves the active involvement of teachers and school staff in identifying individual learning needs and developing appropriate learning strategies.

Additional support and the use of assistive technology play a vital role in facilitating student independence and increasing their engagement and achievement. While there are challenges to implementing a responsive adaptive curriculum, such as limited resources and training for teachers and school staff, with strong commitment and appropriate support, these challenges can be overcome.

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