

BUILDING PUBLIC TRUST IN ISLAMIC SCHOOL THROUGH ADAPTIVE CURRICULUM

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ABSTRACT

This study aims to investigate an adaptive curriculum serving as a medium to build public trust at Islamic Elementary School (SDI) Tompokersan Lumajang, East Java. It is qualitative using phenomenological methods. Data were collected using interview, observation and documentation techniques. They were analyzed through several steps: data collection, data reduction, data presentation and conclusions. The results showed that the implementation of an adaptive curriculum was done by optimizing the role of school committees, developing excellent school, offering variations in extracurricular activities to motivate students, and providing counseling guidance programs. This research suggests the importance of innovation in delivering education to meet the social dynamics and global change.

Keywords: Adaptive Curriculum, Public Trust, Quality, Superior, Competitive

ABSTRAK

Penelitian ini bertujuan menganalisis kurikulum adaptif sebagai media dalam membangun kepercayaan masyarakat di Sekolah Dasar Islam (SDI) Tompokersan Lumajang Jawa Timur. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi. Pengumpulan data menggunakan teknik interview, observasi dan dokumentasi. Analisis data mencakup pengumpulan data, reduksi data, penyajian data dan penyimpulan. Hasil penelitian menunjukkan bahwa penerapan kurikulum adaptif dalam membangun kepercayaan masyarakat dilakukan melalui optimalisasi peran komite sekolah, program kelas unggulan, variasi kegiatan ekstrakurikuler sebagai motivator bagi peserta didik, program bimbingan konseling. Penelitian ini berimplikasi pada arti penting lembaga pendidikan untuk berkomitmen kuat dalam melakukan inovasi pendidikan dan pembelajaran disesuaikan dengan dinamika dan tuntutan masyarakat.

Kata Kunci: Kurikulum Adaptif, Public Trust, Mutu, Unggul, Kompetitif

INTRODUCTION

Significant progress has been made in Indonesia's Islamic educational institutions, and their role in preparing superior, professional, and competent human resources has been recognized (Pusvitasari, 2021). Islamic educational institutions in Indonesia are still lagging compared to other countries, even being alienated from the needs and realities of their people's social, economic, educational, and cultural communities (Kuswanto & Anderson, 2021; Farisi, 2021; Trihapsari & Mujahidah, 2021). Islamic educational institutions require autonomy and independence to improve and strengthen their role as one of the most critical milestones in the progress and development of a nation and the advancement of Islam (Handayani & Huda, 2020). To make fundamental changes, according to the report, educational institutions should revitalize their roles to produce high-quality Islamic human resources (Syamsurizal, 2019; Jabbar & Hussin, 2019; Dinh et al., 2021), because it will enable them to play an optimal role in achieving high-quality, superior education relevant to society's dynamics and needs (Dacholfany, 2017; Ilyas, 2019; Sameena, 2020; Hefniy, Silviani, Maarif, & Wibowo, 2021).

The dynamics of the development of education in Indonesia today show a significant movement and education in Lumajang Regency, which is experiencing a relatively rapid movement and development. The adaptive curriculum is the leading choice in developing the quality of educational institutions in order to build public trust in the community so that Islamic educational institutions are no longer a second opinion and second choice for parents in choosing schools for their children (Fauzi & BR, 2018; Nata & Sofyan, 2020). The adaptive curriculum is modified and adapted or adapted to the needs, conditions, abilities, and limitations of students, including modification of objectives, content, processes, and evaluations (Lestari, 2021; Jannah & Marwiyah, 2020). The curriculum development team at the school is in charge of modifying the school's existing curriculum (Wang, 2019; Liu, 2020). The school team consists of principals, classroom teachers, subject teachers, special education teachers, counselors, psychologists, and related experts (Lewis et al., 2019; Cahapay, 2020). The adaptive curriculum is also understood as a data-driven curriculum revolving around assessment and feedback in a rapid cycle to improve learners and educational programs (Carney et al., 2018; Bakar, & Hasanah, 2021). When modifying a curriculum, the adaptive curriculum eliminates or adapts portions of the curriculum, such as teaching and learning activities, to allow students to learn from a curriculum tailored to their age group in an inclusive education setting (Puspitarini, 2017).

One of elementary schools applying adaptive curriculum is SDI (*Sekolah Dasar Islam*/Islamic Elementary School) Tompokersan. The school is demographically located in downtown Lumajang, East Java, and is the oldest Islamic-based school in Lumajang Regency. This school has an adaptive curriculum program in which learning is carried out regularly (according to the government curriculum) and special classes (curriculum designed by adopting the government curriculum and community requests). This school applies an adaptive curriculum because all components of the school understand the importance of understanding the needs of students and their guardians who have different needs.

The adaptive curriculum can be applied because this curriculum emphasizes the learning experience process that adapts to the characteristics of students. These characteristics are viewed from a sociological, geological, economic, and cultural perspective. The adjustment based on the learning characteristics of students at the Tompokersan Islamic Elementary School was carried out so that students could learn without any pressure in the classroom. The curriculum is implemented by using a blended learning design process that is oriented to learning process. Therefore, the support of teachers and education stakeholders in Lumajang Regency and its surroundings is very much needed in applying the adaptive curriculum so that

the school can provide its best service to achieve satisfaction of the community in general (Thaariq & Wedi, 2020)

The implementation of adaptive curriculum at SDI Tompokersan Lumajang can be seen from the ways its learning program are designed and tailored to the limitations and needs of students with special needs. At elementary schools, many still have not implemented this adaptive curriculum because the teachers are unable to understand students' characteristics and fail to meet their needs causing the output of schools to be of poor quality. The schools can be considered unsuccessful to implement adaptive curriculum if they do not involve the community, policymakers, and all school components in its process.

Implementing an adaptive curriculum should take several considerations. It should fulfill all of the curriculum's primary requirements, particularly the principle of relevance to the current period. In order to provide a superior and competitive quality of education at SDI Tompokersan Lumajang, the adaptive curriculum must be implemented. Because this curriculum is also oriented toward the analysis of student needs, it is anticipated that the findings of this study will serve as an alternative in the implementation of a proper curriculum in Indonesia.

The implementation of adaptive curriculum at SDI Tompokersan Lumajang has been successfully conducted when it comes to the students' characteristics understanding. This step allows the school to develop quality students. The adaptive curriculum at SDI Lumajang can already be used to reference the learning process. Adaptive curriculum can be applied by using assessments that addresses field competencies and considers its humanitarian principles. This is considered vital for the school because it may pave the way to strengthen the school to win the competition among schools. In addition, the application of the adaptive curriculum at SDI Tompokersan Lumajang is intended to gain public trust so that they are willing to enroll their children in the institution through various kinds of learning innovations in practice.

The importance of adaptive curriculum implementation is based on the results of research conducted by Taufan et al., (2018) reporting that the adaptive model provides a balance for improving student learning outcomes. According to Fatahi & Moradian (2018) this is because, in essence, the adaptive model prioritizes the humanistic side in students' learning process. One of the efforts that can be made is the suitability of the material presented (Ramdani et al., 2021). The purpose of this suitability is to accommodate constructive learning experiences with student-centered learning (Emanet & Kezer, 2021). Therefore, the suitability of the material being taught is an essential component. However, the problem that occurs today is the lack of conformity of learning with the characteristics of students. Finally, problems arise in students' learning process when it is not suitable to their interests, talents, needs, and skills. Those aspects should be fulfilled to implement adaptive curriculum. Failure to meet those aspect may cause learning problems on the part of students.

Thaariq & Wedi (2020) view that a good curriculum does not prioritize teacher-centered learning but rather prioritizes student-centered learning. The curriculum innovation model, the Adaptive Blended Curriculum, emphasizes both direct and indirect blended curriculum delivery methods. Student-centered learning has the potential to be realized through the use of an adaptive curriculum. As a result, this type of model is particularly well suited for implementation because it satisfies the elements of the principles outlined in the curriculum, particularly the principle of relevance to the times (Hwang, 2020).

Based on some of these preliminary studies, it turns out that, on average, these researchers examine adaptive curricula in the aspects of education and learning and they have not discussed managerial aspects and the resulting impact. This study tries to fill the gap. The present study is aimed at investigating the implementation of the adaptive curriculum at Islamic elementary school to deliver best educational service to gain public trust.

METHOD

Using the qualitative descriptive method of phenomenology, the researcher attempts to comprehend phenomena experienced by research subjects, such as behavior, perceptions, motivations, and actions by writing a narrative account of their experiences and thoughts about them (Moleong, 2019). This study aims to gain insight into the construction of reality that occurs to be interpreted. To obtain valid and accountable data, the researcher conducted purposive interviews with several informants: the principal, vice-principal, teachers, guardians of students and the community, and as many as 12 people. Researchers also conduct observations and documentation to obtain data on various activities in institutions related to implementing an adaptive curriculum in building public trust.

The data were analysed using the concept developed by Milles & Huberman (2014). It began by collecting data as a whole. Furthermore, the researcher selects and sorts the data to be adjusted to the research focus through data reduction activities. From the data that has been selected, the researcher then presents it and concludes research finding.

RESULTS AND DISCUSSION

This study is aimed at investigating the implementation of adaptive curriculum at SDI Tompokersan Lumajang. The present study has collected the data to fulfill the objective of the present study. The data will be described and organized in this section.

Based on the observation at SDI Lumajang, it can be explained that when the researcher received information from HS as the deputy head of public relations, he said that many steps were taken to increase public trust, especially in developing the curriculum. In addition to increasing public trust, the school does how to maintain public trust. That is an essential point in educational and learning activities. Based on interviews conducted by researchers, this was done because many schools imitate the programs that have been implemented at SDI Tompokersan Lumajang to win public trust so that interest in public trust has moved in the hands of other schools. Therefore, SDI Tompokersan Lumajang makes the program as good as possible to produce quality output and increase public trust.

The curriculum is one of the essential parts of education because education without a curriculum will look disorganized (Wang, 2019; Yılmaz, 2021). When it comes to attaining educational objectives, the curriculum serves as a tool for accomplishing those objectives while also serving as a guide for implementing the teaching and learning process at various levels of education (Lewis et al., 2019; Cahapay, 2020). The curriculums must be dynamic and constantly evolving to keep up with the various developments in the global community, and it must also determine the expected outcomes (Nasri et al., 2020; Aboagye & Yawson, 2020). The success of education is influenced by applying a curriculum that is by the needs of students (Gordon, 2018; Monaziroh & Choirudin, 2021). The curriculum is a central basis in education, so many people define it often get debated by each party (Cooper, 2017; Pawilen, 2018; Nuraeni & Irawan, 2021).

The present study has also collected the data regarding the school's steps to implement adaptive curriculum. Based on the observation, it can be described that there are several steps taken in implementing an adaptive curriculum to increase public trust at SDI Tompokersan Lumajang. The steps include:

Optimizing the Role of the School Committee

The present study found that the school has optimized the role of school committee to implement adaptive curriculum. This is especially true at SDI Tompokersan Lumajang, where the school committee plays a vital role in implementing the adaptive curriculum. The school committee covers pre-school education, school pathways, and outside education. The school committee is an independent body that encourages community participation in improving the

quality, equity, and efficiency of education management in academic units. When the school committee is established, it will serve as a vehicle for forming a school community organization that is dedicated, loyal, and concerned about improving the overall quality of education. The school committee is a forum or organization used to ensure the cooperation of parents, students, community leaders, school principals, and teachers. It is a non-profit organization dedicated to improving the quality of educational processes and outcomes for all students.

The first step in activating the committee was to give one class representative at SDI Tompokersan Lumajang to join the class association. This is done to seek the aspirations of students so that all aspirations that are felt or complaints experienced by students can be conveyed through this association. When there is an unsatisfactory service at SDI Tompokersan Lumajang, whether it is about learning, facilities, and infrastructure or other facilities, whether students or guardians feel, all aspirations go to this community. The student's guardian conveys all the problems after the committee meeting, which later there will be a solution for each problem that has been submitted.

After all the results of the association's aspirations have been submitted to the committee, what the school committee does is convey it to the school when there are regular meetings so that the school can improve its services correctly. Uniquely at SDI Tompokersan Lumajang, when the school wants to make a committee election, that is through an election made by the student's guardian, like elections in general. This means that the parents, not the school, directly elect the school committee. This is done so that there is a match or relationship between the committee and the student's guardian so that when there is an inappropriate service, the student's guardian easily conveys it to the committee that has been selected earlier.

The essential points obtained by the school when re-activating the committee's role were as follows: first, with the role of the school committee in the field of public relations management, communication between schools and related institutions could be established harmoniously. Second, parents of students also get information about all school programs. Third, schools, school committees, and the community simultaneously help each other so that student learning can be of high quality and increase student achievement. Fourth, the curriculum developed must be by the dynamics of the times and the demands of society (Rochmulyati, Personal Communication, January, 2022).

By strengthening school committees and student guardians, it is hoped that public trust will be created in the institution. The innovation and development of adaptive education and learning give a deep impression to the community so that, in practice, they give full support to what the school is doing. Misunderstandings can be minimized optimally through a harmonious relationship between the school, committee, parents, and the community.

The committee's role shown at SDI Tompokersan Lumajang indicates that efforts to develop a curriculum based on community needs aim to increase public trust. This is done through strengthening communication in a student class engagement forum, where the community can freely express their grievances against the school, particularly in education and learning activities. Students' characteristics and needs and the wishes of all parties will be met with an adaptive curriculum that adapts to the situation and conditions of student learning, the characteristics and needs of students, and the active participation of the committee.

In general, the curriculum is a plan that will be used to implement the learning process (Amir, 2021). These plans are related to the material to be taught, the model to be used, the method to be applied in learning, learning resources, and learning media that will be used for the implementation of learning that is by the objectives so that the success of an education (Adhimiy, 2018).

Curriculum and learning are a unity that cannot be separated, although this curriculum and learning have different positions. The curriculum is the foundation that provides the direction and purpose of education and the content that must be studied (Thaariq & Wedi, 2020). Learning is a process that occurs in teaching and learning interactions between teachers and students. Therefore, the curriculum is a determinant for making learning or teaching. Learning without a curriculum will not run effectively and efficiently (Livingstone, 2019). It goes without saying that the curriculum can affect the learning process. The school in this study has been successful to design the adaptive curriculum by involving the school committee in its preparation, design and implementation.

Optimizing Excellent Class Programs

The present study found the second step to implement adaptive curriculum. The success of a school can be seen from the output produced by the school, as well as in building public trust. Therefore, schools manage the existing programs in their schools well so that the desired target in developing an adaptive curriculum can be achieved optimally. SDI Tompokersan Lumajang is an Islamic educational institution with a unique program to produce superior generations to develop an adaptive curriculum. This superior program is a primary magnet to attract parents' interest so that they believe in schools as the best place for their children's education, which is carried out as follows;



Figure 1: Featured Program at SDI Tompokersan Lumajang

One of the flagship programs implemented is the *tahfīz* Quran program. This program is implemented by the needs of parents and students, informing bright students in the Quran, have good character, and have Quranic characters. This *tahfīz* Quran program is designed in such a way and adapted to the needs and characteristics of students. This *tahfīz* class curriculum learning model is the first school that opened in Lumajang. Before entering this school, every student must take a test first. The allocation of learning hours at this school is more dominant in learning the Quran compared to other general subjects, so the Quran lesson in this program is the first lesson in a school with a regular program. There is an integration between the education office curriculum and the local (adaptive) curriculum developed by the school.

Students are required to memorize the Quran by what has been stated in the existing curriculum structure. SDI Tompokersan Lumajang also designs supporting activities that can shape students' character through habituation activities that must be applied in learning activities such as coming to school in the morning, shaking hands with teachers, smiling, greeting, and greeting, forming patient characters in children, and character-building. Other characters will shape the child into a better person.

The school was also established to create a generation of the Quran. Even the religious section at this school has been formed to focus on developing the character of students who have Quranic character (Mujjahid, Personal Communication, February, 2022). The implementation procedure is well-organized so that when students deposit their memorization, they will be well served by their mentor teacher (Rozi et al., 2022).

The tahfidz class program is a program that is run at SDI Tompokaren with a focus on memorizing the Quran program. Students are required to be able to memorize the Quran so that students have provisions in living life. As the interview conducted by the researcher to the Deputy Principal of the Public Relations section, students cannot graduate from school before memorizing the Quran at least 15 juz for sixth grade. For third grade, students are equipped with at least memorized juz 30. Program It was established to become human beings based on the Quran al-Karim. After students have provisions, the faith and morals in students have been formed automatically.

To make the adaptive curriculum a success through the tahfidzul Quran flagship program, SDI Tompokersan Lumajang has 20 teachers who are experts in this field. The establishment of the Quran department at this school was carried out to improve the superior service of tahfīz Quran. SDI Tompokersan Lumajang and producing quality output through the tahfīz program, the Quran Departmental Association was formed so that the implementation of this program is maximized, and school principals are not burdened. Students are also educated to have a good character so that the guardians of students believe in the services provided by SDI Tompokersan Lumajang so far. In addition, students in this institution are also expected to have a high spiritual spirit and intelligence.

One of the other superior programs is technology-based program. SDI Tompokersan Lumajang is the only school in Lumajang that is based on technology. In addition to having the ability to memorize the Quran, this school also provides a system with high technological capabilities (Syamsuddin, Personal Communication, February, 2022). For example, students' competence in fast typing with ten fingers, mastery of office related application. This is given to students so that after entering the next level of education, students have sufficient provisions in mastering information and technology, especially the use of computer equipment. This program is also carried out to answer all the needs of students and the community so that their competence is adjusted to the dynamics of the times. Developing an adaptive curriculum leads to mastery of technology. People will increasingly believe that SDI Tompokersan Lumajang, an Islamic-based educational institution, can integrate religious values and modern scientific values in their educational and learning practices.

A technology-based classroom program is a program formed by schools to guide students regarding the use of technology. One of the SDI Tompokaren teachers said that this activity was carried out so that students at this institution could answer the challenges of increasingly advanced and increasingly sophisticated technological developments; thus, students would know about technology and make the best use of it (Syamsuddin, Personal Communication, February, 2022). This program is carried out by the program developed by the school, which comprises an adaptive curriculum that changes in response to the needs of the students. This will later become an important point to increase public trust in the community.

Next is the family gathering program. This program is a form of very intense collaboration between schools and parents. The family gathering program is a program for parents and children entering school. This means that it does not mean that the guardians of students participate in learning in class, but when the school runs the five daily prayer programs. For example, it is not only teachers who educate students so that they can pray five times a day, but the role of parents or guardians of students is also constructive for students. In order to carry out the five daily prayers. The influence of parents and teachers will work together to shape the child's personality.

As a program that familiarizes teachers, guardians, and students, this program is monitored adequately by each teacher and homeroom teacher through a periodic monitoring system given to each person in charge. It is a concept at SDI Tompokersan Lumajang that the

importance of parental involvement in the success of children's learning is recognized, and it is implemented to realize the school's vision and mission in order to meet the expectations of all parties.

In addition, the flagship program carried out by SDI Tompokersan Lumajang is the formation of students' character through the habituation program as described above. For example, when students come home from school, they sweep the house, wash the dishes, and so on, which can form students' soft skills. Small things that become indicators of character formation will support assessment in schools. The formation of the character of students is also carried out with mandatory shodaqoh in the morning, for example only 500 IDR a week, so that students will build a sincere attitude of charity, be able to repair their goods when something is damaged, also get points for improving soft skills that can shape the character of students.

Based on the above findings, it can be understood that the adaptive curriculum implemented by schools is a modified and adapted curriculum or adapted to the needs or conditions, abilities, and limitations of students. The adaptation takes several forms including modification of objectives, content, process, and evaluation (Huang et al., 2020; Cai et al., 2020). The curriculum development team modifies (alignment) the curriculum in schools (Zhao et al., 2020). The school team consists of principals, subject teachers, classroom teachers, psychologists, counselors, special education teachers, and related experts (Li et al., 2020; Hermann et al., 2020). The adaptive curriculum is also defined as a data-driven curriculum revolving around rapid cycle assessment and feedback to improve learners and educational programs (Carney et al., 2018). The adaptive curriculum is also interpreted by many to be a curriculum that changes in response to the needs and characteristics of students (Hu et al., 2020; Oliveira et al., 2021).

Offering Various Extracurricular Activities to Motivate Students

In its application, extracurricular activities developed at SDI Tompokersan Lumajang include; Scout activities, drum band, martial arts, futsal, *qirâ'ah*, *tarfîl*, calligraphy, *Al-Barjanzi*, painting, archery, theater, chess, journalists, robotics. The extracurricular program is actively implemented in this institution. This activity aims to train and hone the potential and talents of students' interests so that the abilities that exist in them are honed and emerge. This activity is also carried out as an exercise to hone students' abilities so that when there is a regional, national or international level competition, they can win the competition (Syamsuddin, Personal Communication, February, 2022).

This activity is also carried out when students already have more abilities with their achievements; this will be an essential point for schools to attract public interest to send their children to SDI Tompokersan Lumajang. Extracurricular activities are carried out to build students' self-confidence in their abilities. Therefore, the extracurricular activities carried out at SDI Tompokersan Lumajang vary according to students' needs, talents, interests, and interests.

When participating in extracurricular activities, students' motivation is generally due to self-awareness, but there are also obligations from schools such as scouting activities and English and Arabic lessons. This program is also by the adaptive curriculum developed by the school, where learning is carried out according to the needs of students. When the learning hours carried out are still insufficient to adapt to the needs of students, then additional activities outside of learning hours are added so that the needs of students are indeed met, and the abilities of these students will also be honed so that they can produce a brilliant generation to increase public trust.

By the data obtained in the field, there are several essential points in implementing this extracurricular activity. First, maintaining the enthusiasm of students to continue to be active

in extracurricular activities. Second, increasing students' motivation to continue to be enthusiastic in honing their abilities through extracurricular activities. Third, maintaining student motivation by providing report cards and rewards for students who excel.

The present study found another data related to school's effort to implement adaptive curriculum. At SDI Tompokersan Lumajang, extracurricular activities are carried out to develop specific aspects of what is found in the current curriculum, such as the application of knowledge learned by students to meet their own needs and to protect and preserve the environment. Specifically, this extracurricular activity takes place outside of school hours. It has been shown to aid in the development of students according to their needs, potential, talents, and interests through activities that students specifically organize with the assistance of qualified and authorized individuals (Luthviyani et al., 2019; Ningrum et al., 2020).

Extracurricular activities are carried out to assist students in developing their talents and interests outside of the classroom (Pratiwi, 2020). In addition, this extracurricular activity is intended to meet the needs of students and is an essential point in implementing the adaptive curriculum at SDI Tompokersan Lumajang because, with the various variants of extracurricular activities, it can be adequately fulfilled. Regarding public trust, the application of this extracurricular is the most appropriate method to produce quality students. This program is run to provide training and coaching to students. Through this variant of extracurricular activities, students' abilities will be more honed so that schools can produce students who have competencies that meet the expectations of all parties.

Providing Guidance and Counseling Program

The next step used by SDI Tompokersan Lumajang to increase public trust through an adaptive curriculum is to hold a counseling guidance program. In addition to the steps for implementing an adaptive curriculum for the school's role in learning, which demands to make learning according to the needs of children, especially homeroom teachers, because the comfort of students is essential for the implementation of the learning process. A teacher also needs to design comfortable learning. If there is a problem with the learning program, it is immediately directed to the Counseling Guidance team that the school has formed.

The purpose of the counseling guidance program is to assist learning activities in dealing with students who have problems in their learning. Counseling guidance was established to make it easier for parents and teachers to control and evaluate their children's learning activities, allowing them to run as effectively and efficiently as possible. SDI Tompokersan Lumajang uses this counseling guidance to overcome students who have problems in their learning.

The counseling guidance program is a program that is also a point in supporting the adaptive curriculum. With counseling guidance, any problems that occur to students can be resolved. When a homeroom teacher or teacher is required to provide learning according to the needs and characteristics of students, but a teacher still cannot provide solutions to the characteristics of students and student needs, they are rushed to the counseling guidance section. SDI Tompokersan Lumajang is a school where when a teacher is unable to solve student problems, then with counseling guidance, services to students are facilitated to provide solutions to students, and students can continue learning well. With good counseling and guidance services, parents will realize that children who are sent to school at SDI Tompokersan Lumajang education institutions are cared for and adequately facilitated to support the success of learning programs that affect the quality of education.

Even though in online learning during the Covid 19 pandemic, services at SDI Tompokersan Lumajang were still appropriately implemented. When a child does not participate in online learning, the guidance and counseling teacher immediately comes to his house and asks why the students do not take part in the lesson. The counseling guidance

program was also a step school took to increase public trust through an adaptive curriculum program. Parents will entrust their children to be educated in this institution with this counseling guidance. Therefore, the role of this counseling guidance must be appropriately managed to succeed in carrying out its role to overcome the problems experienced by students (Rochmulyati, Personal Communication, January, 2022).

The critical indicators of the BK program implemented at SDI Tompoksaren include the following: first, students must get a balanced and comprehensive guidance service. Second, the counseling guidance officer knows and understands his role to find out what efforts must be made appropriately and quickly when there is a problem. Third, the Guidance Counseling officers must live their experiences so that these experiences can be helpful in their progress and the students they mentor.

Counseling guidance is an activity carried out by a person in order to assist others who are experiencing spiritual difficulties in their environment so that that person can overcome it on their own because of awareness or surrender to the power of God Almighty so that from his personality a light of hope of happiness arises. live now and in the future (Arifin & Munfaridah, 2018; Rahmat, 2019). Students in educational institutions can benefit from counseling guidance, which is a service that helps them become more independent and achieve their full potential in areas such as personal, social, learning, and career development. It is provided through various services and support activities by established national standards (Jarkawi et al., 2020).

Based on the strategy carried out by SDI Tompoksaren Lumajang, it shows that the adaptive curriculum developed is by the concept presented by Thaarq & Wedi (2020), namely the Adaptive Blended Curriculum Model. This model is an innovative curriculum model that emphasizes the learning experience process that adapts to the characteristics of students. These characteristics are viewed from a sociological, geological, economic, and cultural perspective (Edward et al., 2019). The adjustment is intended to learn without having to experience pressure. In the concept of implementation, it is necessary to have a resource analysis process that can support the learning process, adaptable curriculum designs, curricula that utilize existing learning resources, and curricula with blended learning designs to humanist evaluations oriented to learners (Altay & Altay, 2019; Fazal & Bryant, 2019; Hu et al., 2020). Therefore, all school components, teachers, and educational stakeholders are needed to implement this adaptive curriculum. Implementing this adaptive curriculum model can be beneficial for schools and can be enjoyed by the community and its graduate users.

CONCLUSION

This study is aimed at investigating Adaptive curriculum implementation at an Islamic elementary school. Based on the results and discussion in the previous section, this study draws some conclusions. SDI Lumajang has taken several steps to implementing adaptive curriculum. The steps include reactivating the committee's role, offering several excellent programs for students, creating a generation of Quran and Islamic morals, and providing a counseling guidance program. In addition, the school applies learning models that are designed to meet students' needs and characteristics. In its practice, the teachers must deliver learning process that is suitable to their students' needs. Students' psychological condition are essential for the implementation of the learning process. The school has applied adaptive curriculum that is modified and adapted to the students' needs, conditions, abilities, and limitations. The modification process occurs in the following aspects: objectives, content, process, and evaluation. The adaptive curriculum is formed so that teachers can understand the characteristics of students in learning and understand the needs of students so that

students in the learning process do not experience any pressure. The adaptive curriculum is also designed to keep up with the times.

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