



Adaptive Curriculum to Annual Syllabus Changes in Islamic Boarding Schools

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Abstract :

This study was motivated by the challenges faced by Islamic boarding schools in dealing with the diverse backgrounds of new students, which requires a dynamic curriculum approach. This study aims to analyze the implementation of adaptive curriculum management in response to annual syllabus changes at the I'dadiyah level of the Nurul Jadid Islamic Boarding School. The research method used was a qualitative case study with data collection techniques through in-depth interviews with informants (Coordinator, Education Division, and Teachers), classroom observation, and documentation study. The results showed that adaptive curriculum management was carried out through periodic syllabus evaluations, which were able to increase student active engagement and two-way interaction by up to 60%. The paradigm shift from theoretical to practical-functional material, particularly in the fields of Fiqh, Imla', and Pego, has been proven to reduce the cognitive load and psychological anxiety of students during the adaptation period. The conclusion of this study confirms that the professionalism of pesantren management is reflected in the flexibility of the curriculum, which is oriented towards the needs of students in order to maintain the relevance and quality of education in the modern era..

Keywords : *Adaptive Curriculum; Islamic Boarding School Management; Syllabus; I'dadiyah; Student Welfare*

Abstrak :

Penelitian ini dilatarbelakangi oleh tantangan yang dihadapi pondok pesantren dalam menghadapi keragaman latar belakang santri baru, yang menuntut adanya pendekatan kurikulum yang dinamis. Penelitian ini bertujuan untuk menganalisis implementasi manajemen kurikulum adaptif sebagai respons terhadap perubahan silabus tahunan pada jenjang I'dadiyah di Pondok Pesantren Nurul Jadid. Metode penelitian yang digunakan adalah studi kasus kualitatif dengan teknik pengumpulan data melalui wawancara mendalam terhadap informan (Koordinator, Bidang Pendidikan, dan Ustaz/Ustazah), observasi kelas, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa manajemen kurikulum adaptif dilaksanakan melalui evaluasi silabus secara berkala, yang mampu meningkatkan keterlibatan aktif santri serta interaksi dua arah hingga 60%. Pergeseran paradigma dari materi yang bersifat teoretis menuju materi yang praktis-fungsional, khususnya pada bidang Fiqih, Imla', dan Pego, terbukti mampu mengurangi beban kognitif dan kecemasan psikologis santri selama

masa adaptasi. Kesimpulan penelitian ini menegaskan bahwa profesionalisme manajemen pesantren tercermin dari fleksibilitas kurikulum yang berorientasi pada kebutuhan santri guna menjaga relevansi dan kualitas pendidikan di era modern..

Kata Kunci: *Kurikulum Adaptif; Manajemen Pondok Pesantren; Silabus; P'dadiyah; Kesejahteraan Santri*

Introduction

Pesantren is one of the Islamic educational institutions that has a long history in Indonesia (Susilo & Wulansari, 2020). Pesantren not only functions as a place for learning religious knowledge, but also as an institution for character and moral development for santri (Astika & Evisa, 2024). The educational process in Islamic boarding schools takes place through two channels, namely classroom learning and daily life in the dormitory environment. The educational pattern of Islamic boarding schools creates a close learning atmosphere, full of guidance, and emphasizes discipline and good habits. The uniqueness of Islamic boarding schools lies in the combination of learning, living together, and practicing religious values on a regular basis. Therefore, Islamic boarding schools are flexible institutions in many ways, but remain strong in maintaining their traditions and scientific characteristics (Madarik & Puadi, 2022)

As educational institutions facing the changing times and the changing character of students, Islamic boarding schools have their own challenges in managing the learning process (Muali, Wibowo, Hambali, Gunawan, & Hamimah, 2020). Students who arrive each year bring with them a wide variety of backgrounds, ranging from basic skills, previous school experiences, to learning habits (Rasyid, 2020). This diversity makes Islamic boarding schools a dynamic learning environment, as each cohort requires a different approach. On a broader scale, the integration of local knowledge into the curriculum structure is a crucial form of innovation to maintain the relevance of education to the dynamic needs of the field (Ramli, Razali, Gadeng, Diana, & Hariadi, 2025). In this regard, Islamic boarding schools are required to implement an adaptive curriculum, which is a curriculum that is able to adjust the content, strategies, and learning patterns to the real needs of the students (Mustari, Hakim, Munir, & Masrufa, 2025)). An adaptive curriculum is not understood as a total change in the curriculum, but rather as a continuous effort to adjust the components of the curriculum so that it remains relevant to the conditions of the students (Mukhlis, 2023). Therefore, Islamic boarding schools often adjust their curriculum, learning methods, and syllabus so that the material presented is in line with the abilities and conditions of the students (Anwar & Maman, 2023). These changes are a natural part of the educational process in Islamic boarding schools, especially at the elementary level, which serves as an adjustment stage for students.

The phenomenon of annual syllabus changes can be found in many Islamic boarding schools, especially in educational units that serve as the initial training ground for new students (Iskandar, 2023). In the context of Islamic boarding schools, the syllabus functions as a practical guide that translates the curriculum into daily lesson plans (Kusuma & Musthofa, 2024). Therefore, periodic evaluation of the syllabus is evidence that Islamic boarding schools implement adaptive curriculum management to ensure the quality of learning (Teguh, 2025). These changes are usually made as a form of adjustment to the conditions of

students who enter with different levels of ability. Some students already understand the basics of religious knowledge, while others still need intensive guidance. There are also students who are accustomed to modern learning methods, while others are more suited to traditional methods (Wirayanti, Erna, Cherawati, & Khaerani, 2024). This situation requires the institution to conduct regular curriculum evaluations to ensure that learning activities continue to run smoothly (Novianto & Abidin, 2023). The syllabus used in one academic year may not necessarily be relevant for the following year because the characteristics and abilities of students are not always the same. This shows that the curriculum in Islamic boarding schools is quite dynamic and requires adaptive management.

However, the syllabus changes made from year to year do not always go according to the ideal curriculum management concept. In the literature, an adaptive curriculum should be developed through several stages, namely needs analysis, systematic planning, consistent implementation, and measurable evaluation (Aulia, Nurlaeli, & Ma'sum, 2025). However, in practice, many Islamic boarding schools make syllabus changes based on teacher suggestions, spontaneous input, or urgent needs in the field. This unstructured change process often creates a gap between theory and practice. Curriculum management theory requires documentation, in-depth analysis, and data-based decision making, but in some Islamic boarding schools, decisions on change are more often practical and intuitive (Isti'anah, Salsabiilaa, Aprillia, Zaidan, & Kurniawan, 2025)). This is one of the gaps between adaptive curriculum theory and practice in the field.

Based on the gap between curriculum management theory and practical reality, this study aims to analyze in depth the implementation of adaptive curriculum management at the Nurul Jadid Islamic Boarding School. The main focus of the study is on how this institution manages annual syllabus changes, particularly at the elementary or *I'dadiyah* level. The choice of Nurul Jadid Islamic Boarding School as the research site is based on the unique characteristics of its curriculum, where the learning system is required to be responsive to the varying abilities of new students while remaining grounded in strong Islamic boarding school values.

Several previous studies have examined curriculum dynamics in Islamic boarding schools, particularly in the context of preserving tradition amid the demands of modernization. These studies show that Islamic boarding schools often have to adjust their curricula to remain relevant to the needs of society. Some studies highlight the importance of curriculum reform to improve students' academic abilities, while others emphasize the need for learning methods that are more suited to the learning characteristics of today's students. However, most of these studies focus on madrasahs or formal education units under the auspices of Islamic boarding schools. Studies on syllabus changes at the elementary education level, such as *i'dadiyah*, which serves as an adjustment stage for new students, are still rare. In addition, specific studies on syllabus change management as part of Islamic boarding school curriculum management have not been widely conducted.

The limitations of previous studies open up space for more in-depth

studies on how Islamic boarding schools manage curricula that change every year. Research on adaptive curriculum management is relevant because it can explain how the adjustment process is carried out systematically in the context of boarding school-based education. This is not only related to subject matter, but also includes learning methods, approaches, and strategies that are tailored to the characteristics of new students (Cahyani, Saputri, Setiawati, & Utama, 2025). This adjustment is important so that the learning process not only runs according to plan but also has an effective impact on the development of students' initial abilities. Therefore, research is needed to map the process of syllabus changes, the factors that influence these changes, and how they are managed by the institution.

The novelty of this study lies in its focus on linking adaptive curriculum management with annual syllabus changes in Islamic boarding schools. While previous studies have mostly discussed Islamic boarding school curricula in general, this study provides a more specific perspective, namely how the syllabus is managed and adjusted each year based on the needs of new students. This research also offers a new contribution in the form of a managerial analysis of the change process, from planning and implementation to evaluation. Thus, this research not only describes the phenomenon of curriculum change but also provides a deeper understanding of how Islamic boarding schools can manage their curriculum in a more structured and sustainable manner.

Research Method

This study uses a qualitative approach with a case study method to explore adaptive curriculum management in annual syllabus changes at I'dadiyah Pondok Pesantren Nurul Jadid (Ilhami, Nurfajriani, Mahendra, Sirodj, & Afgani, 2024). Informants were selected using purposive sampling techniques, consisting of the I'dadiyah Coordinator, the Education Division, and teachers as the main informants, as well as new students as supporting informants. Data were collected through triangulation techniques involving semi-structured in-depth interviews, direct classroom observations, and documentation studies of syllabus archives and learning guidelines (Siti, Silvia, & Ahmad, 2025). The validity of the data was strengthened by triangulation of sources and methods. Data analysis used the Miles and Huberman model, which included the stages of data reduction, data presentation, and conclusion drawing, which were carried out continuously from the beginning of the study. This study was conducted at the I'dadiyah institution of the Nurul Jadid Islamic Boarding School

Result and Discussion

Result

1. Increased Active Involvement of Students

The implementation of the adaptive curriculum at the I'dadiyah level of the Nurul Jadid Islamic Boarding School shows a positive correlation with the level of active involvement of students in the classroom learning process. Based on the results of in-depth interviews with Toyyiba (2026) as the I'dadiyah Coordinator, and Rizkiyah (2026) as the class teacher, it was found

that changes to the annual syllabus to adapt to the learning styles of new students have sparked higher enthusiasm. Toyyiba (2026) stated that in previous years, students tended to be passive because the material presented was too rigid and did not match their initial competencies. However, with the flexibility in the new syllabus, teachers are given space to modify the method of material delivery according to the unique character of each class. This creates a livelier classroom atmosphere, where students are no longer merely passive listeners, but become active subjects asking questions and discussing basic Islamic material. Rizkiyah (2026) added that two-way interaction increased by 60%, which proves that curriculum management that is responsive to active student input is very effective in increasing students' emotional and cognitive attachment to the lesson.

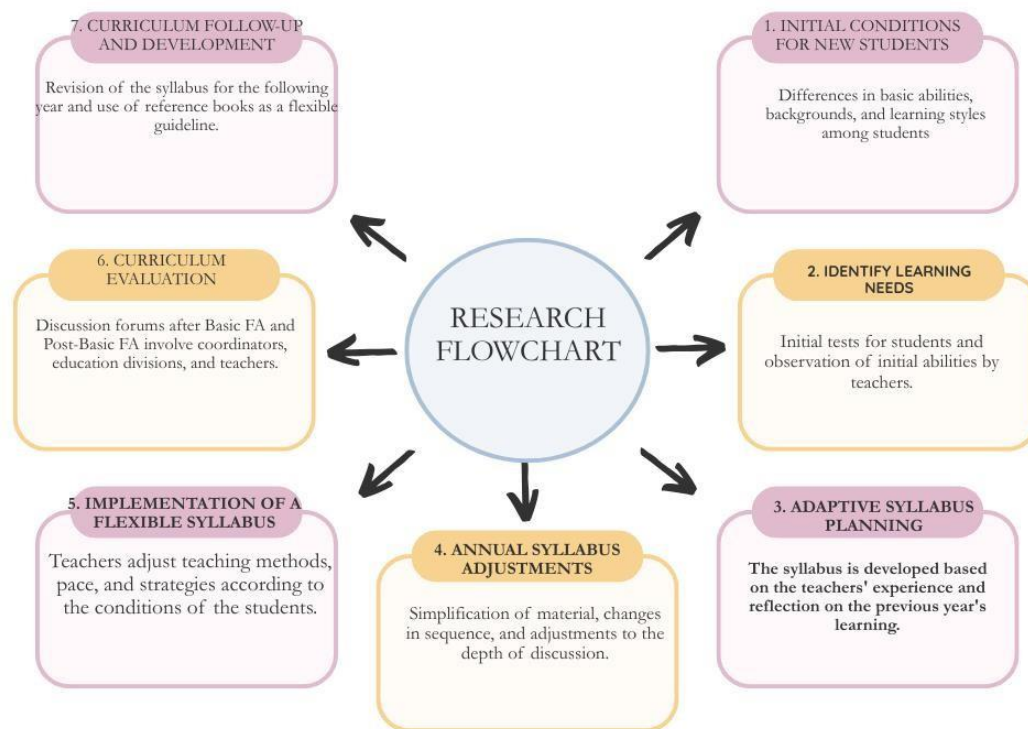
Interview data regarding indicators of active student involvement after the implementation of the adaptive syllabus are summarized in Table 1.

Table 1. Indicators of Active Student Involvement

Informant	Engagement Indicators (Key Findings)	Positive Response Frequency
I'dadiyah Coordinator	Asking Initiative: students are more willing to ask critical questions regarding fundamental laws.	High
Teacher of Fiqh	Discussion Participation: group discussions are more dynamic with the case study method.	Increasing
Education Division	Task Completion: the percentage of independent assignment completion has increased significantly.	Increasing
Teacher of Monotheism	Interactive Response: significantly increased based on teacher estimates (around 60%).	Significant

2. Increasing the Independence of Students.

Field observations show significant progress in the information literacy aspect of students as a direct impact of the annual syllabus update. Information literacy, in this context, is understood as students' ability to accurately search, sort, and utilize references to yellow books and modern literature. The latest syllabus demonstrates the integration of a more structured reference search method compared to previous years to facilitate new students. The syllabus changes, which include a source exploration component, have transformed students' learning behavior in dealing with complex religious texts, becoming more analytical and critical. This improved comprehension ability occurs because students are positioned as independent "little researchers" (Nangimah, 2024). Providing the freedom to seek answers on their own has been shown to significantly increase students' self-confidence. This independence management process is carried out through a systematic cycle, as presented in Figure 1.



Data shows a strong correlation between managerial evaluation and changes in students' learning behavior. There has been a significant shift from rote memorization to contextual analysis. Students are now increasingly proficient in writing and reading pego, improving each week.

3. Paradigm Shift and Structure of Syllabus Material.

The students' improved ability to comprehend information is clear evidence of the success of the adaptive curriculum at I'dadiyah. By simplifying difficult material into more fundamental and functional forms, the curriculum management at Nurul Jadid Islamic Boarding School has successfully facilitated new students' learning without feeling overwhelmed. A comparison of the old and new syllabus patterns is presented specifically in Table 2.

Table 2. Comparison of the Old Syllabus Pattern and the New (Adaptive) Syllabus

Field of Study	Old Syllabus Pattern	New (Adaptive) Syllabus Pattern	Change Description
Fiqh	Discussing the entire book from the beginning to the chapter on Hajj and Umrah.	Summarized only up to the chapter on the basics of Zakat.	Prioritizing the most essential worship materials for new students.
Aqidah	Discussion of profound arguments.	Focus on strengthening the pillars of faith and basic monotheism.	Adjustments to make the material easier for new students to understand.

Akhlak	The material covered is very broad and only involves memorization.	Focus on practical manners and everyday etiquette.	Transforming theory into habitual behavior (manners).
Tajwid	Memorizing many legal terms and theories.	Focus on improving the pronunciation of letters (makhraj) and reading fluency.	Prioritizing practice over simply memorizing terms.
Imla' and Pego	Complex writing rules and rote memorization of formulas.	Focus on practicing Arabic writing, and striving to understand the meaning of the book.	Making it easier for students to understand the meaning of the books they will study.

The simplification of the material indicates that Islamic boarding schools prioritize the quality of understanding over the quantity of chapters.

Discussion

The increased active involvement of students proves that the adaptive curriculum is capable of creating a humane learning atmosphere. This approach aligns with the concept of mindful parenting implemented by Kyai figures in Islamic boarding schools, where every instructional policy is based on full awareness of the emotional state and mental readiness of students (Mundiri, Hasanah, & Baharun, 2022). This is reinforced by the view that Islamic boarding schools in Indonesia are currently transforming into more inclusive institutions to create equal access to education (Rofiah, Kawai, & Sudiraharja, 2025). This finding is also supported by Khaira (2026), who emphasized that when the annual syllabus is designed with students' voices and needs in mind, psychological barriers to learning can be minimized. When the material load is adjusted to their initial abilities, students feel psychologically safe, allowing them to dare to discuss and express their opinions (Wulandari, Hermatasyiah, & Setiyadi, 2025)). In theory, this emphasizes that students will grow optimally if they are directly involved and feel comfortable with their environment (Nuraini, 2024).

Students' ability to position themselves as independent "little researchers" has been shown to significantly increase their self-confidence (Nangimah, 2024). This demonstrates that the key to managing a pesantren is the courage to adapt the syllabus (Fahim, Anwar, Maburur, Faruq, & Adib, 2025). This adaptation is a real solution to maintain the mental stability of new students and prevent stress when they first enter a disciplined dormitory environment (Hasanah, 2024). Improving students' understanding and changing the material structure to accommodate their diverse backgrounds is an asset that must be managed properly by pesantren management (Asror, 2022). This increased understanding is crucial because it can reduce anxiety in new students, who often feel pressured by the burden of memorization (Fata, Rosyadi, & Istianah, 2024). By having control over their own learning progress, students become more enthusiastic during the adaptation period at the I'dadiyah level.

Teachers see clear evidence that simpler material actually helps students understand more quickly (Roji, Noorhidayati, & Anam, 2024). Educational

strategies that adapt to students' individual circumstances are far more successful than simply pursuing targets they don't understand (Aulia et al., 2025). The main contribution of this finding is that it demonstrates that changing the syllabus annually in Islamic boarding schools demonstrates the management's professionalism in responding to students' needs (Lutfiyah, Septriani, Hidayah, & Iqbal, 2025). In theory, learning success in Islamic boarding schools depends heavily on students' mental readiness, supported by a flexible curriculum (Muttaqin & Maulidin, 2025). By focusing on gradually strengthening the foundations, students no longer feel pressured but instead become more confident and develop a strong mental foundation.

Conclusion

This study concludes that the implementation of adaptive curriculum management at Nurul Jadid Islamic Boarding School is carried out through an annual syllabus evaluation cycle that is responsive to the dynamics of new students' abilities. The results of the study show that syllabus flexibility can increase student active engagement and two-way interaction by up to 60% and encourage information literacy independence through more practical and analytical learning methods. Simplification strategies, such as those applied to the subjects of Fiqh, Imla', and Pego, proved effective in reducing the cognitive load and psychological anxiety of new students without compromising the depth of Islamic knowledge. The managerial synergy between coordinators, the education division, and teachers in making these continuous adjustments proves that the professionalism of pesantren management lies in the courage to adapt the curriculum to be student-centered in order to maintain the relevance and quality of education in the modern era.

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