Curriculum Implementation

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Introduction and Background

Curriculum implementation offers numerous benefits, including the development of all aspects of a learner, consistency in teaching and learning, and alignment with cultural and societal changes. A well-structured curriculum outlines clear objectives and content sequencing, ensuring that both students and teachers have a shared understanding of educational goals.

In todays generation, teachers need to be innovative so thus the curriculum, it needs to fit in the interests, needs and goals of children of today's generation. Curriculum implementation helps to cope with new technology changes. - It makes the teacher to be systematic in delivery. - It helps to make the curriculum relevant to the needs of the learner and the society as a whole.

CURRICULUM

The curriculum is the heart of the education system. It guides educators as to what is essential for teaching and learning, to ensure that all students have access to rigorous learning experiences.

Curriculum is a structured plan that outlines a sequence of educational experiences, goals, content, instructional strategies, and assessment methods designed to help students learn and achieve proficiency in various subjects. It serves as a framework for educational instruction and the delivery of knowledge.

CURRICULUM DEFINES

Curriculum refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals. A curriculum may incorporate the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

So, the implementation of curriculum is important and is quite a significant stage in the life cycle. The curriculum implementation is an integral part of education.

CURRICULUM IMPLEMENTATION

Curriculum implementation directly impacts learning consistency and helps achieve common learning objectives across grade levels. Proper implementation allows educators to adapt to new technological advances and align curricula with the evolving needs of students, ultimately making education more relevant and systematic.

The curriculum does not only stand for choosing content and applying some methods but also includes planned and unplanned activities involving student participation. A planned, tried and revised curriculum ensures the interaction of students and teachers in an educational environment, with physical facilities and resources of the school, targeted goals can be achieved (Olamo, et al., 2019)

For example, while some teachers implement all stages of the curriculum in detail and carefully,some teachers may stay away from differences by adhering to traditional methods (Chapman, 2019).

Curriculum implementation refers to how teachers practice curriculum, how they teach and evaluate students (Nevenglosky, 2018; Marques & Xavier, 2020)

For teachers' curriculum implementation, similarities and differences are also important. School structure, their facilities and their adaptability to curriculum affect implementation. For example, considering the smaller and collaborative nature of primary schools, a curriculum can be implemented more harmoniously. However, it may be difficult in larger schools such as secondary schools and high schools, where a number of courses and differences are more than others (Chapman, 2019).

Moreover, for effective curriculum implementation, a teacher should understand and interpret the curriculum well (Badugela, 2012). Also he/she should know how to use curriculum materials (Pak, et al., 2020).

A curriculum can be prepared in an academic structure; however, how much of this curriculum is implemented in the classroom determines its effectiveness (Pak, et al., 2020).

Depending on problems encountered during curriculum implementation, a curriculum cannot be implemented as intended and in this case, the curriculum is either simplified or reduced (Chapman, 2019)

The attitude of the school is also effective in curriculum implementation. If a school structure has set a target for curriculum, then curriculum can be implemented more effectively. Difficulties that may be encountered can be resolved or minimized. If the school implements a curriculum with the thought that curriculum should be implemented in any case, then problems will be more difficult to solve (Chapman, 2019)

Moreover, determining what kind of problems teachers encounter during curriculum implementation and taking necessary precautions can affect curriculum success positively (Erden, 2010; Chapman, 2019)carry out the implementation process more effectively (Nevenglosky, et al., 2019),provide information about implementation to school leaders, policymakers and teacher educators (Ogar & Opoh, 2015), provide a collaborative learning environment among teachers (Nevenglosky, 2018), Shanlax International Journal of Education shanlax # *S I N C E 1 9 9 0 http://www.shanlaxjournals.com 205* enable teachers to expand learning (Chapman, 2019)

The teacher interprets the curriculum and organizes the educational environment accordingly. What should be taught and which method is more appropriate depends on the teacher's own interpretation of curriculum (Chapman, 2019),The standards of the curriculum should be compatible with the standards of society and government (Pak, et al., 2020).

Beside the provision of resources to the subject teachers, training and support that is significant to the school do not reach teachers, and this makes the teachers not adapt to a change and teach content as stipulated by the policy document (Tus, 2020).

Thaanyane and Thabana (2019) further argues that successful implementation of the policy document implies that teachers have to understand, interpret, and implement it as intended to support its implication. In addition, the theoretical underpinnings and classroom application of the changed curriculum must be well understood. The educational system has experienced many changes in the curricula in an attempt to address challenges related to inequality and a lack of quality within the education system attributed to the apartheid dispensation

However, Mishra (2020) argue that implementation of curriculum is done by individual teachers in the classroom by teaching learners as they learn.

The curriculum must align with the needs and interests of students, ensuring that learning applies to real-world contexts(Marzuqi & Ahid, 2023)(HR et al., 2024).Flexibility and adaptability are essential for successful curriculum implementation because they allow educators to respond effectively to the ever-changing needs of students and the world around them. The curriculum must be adaptable to the diverse needs of students, allowing for personalized learning experiences(Haris et al., 2023)(HR et al., 2024)Emphasizing student-centered approaches fosters engagement and promotes self-regulated learning, which is crucial for lifelong learning (Amiruddin et al., 2023).

Moreover,Knight-Manuel et al. (2019) posited that it is essential that principals implement curriculum responsive practices to support teachers in delivering a curriculum with a culturally relevantshared vision and be encouraged in conversations on cultural identity, academic proficiency, andcommunity advocacy. To realize this, these scholars recommended that leaders need to plan for a diverse community, which would become the new

norm in a traditional all-White society (Careyet al., 2017; Keehne et al., 2018; Knight-Manuel et al., 2019).

Education is a fundamental pillar of national development, particularly in cultivating a competitive and capable generation. In the context of globalization and the 21st century, educational challenges have become increasingly complex, requiring innovation and adaptation (Wiranto & Slameto,2021). These changes include curriculum enhancements that meet contemporary needs and educational leadership that is visionary and responsive to current dynamics. As one of the oldest educational institutions in Indonesia, Islamic boarding schools play a crucial role in developing students with both academic proficiency and strong moral and spiritual values.

To address the challenges of 21st-century education, Islamic boarding schools must embrace transformation, particularly in terms of curriculum implementation and leadership by school principals (Baffour et al., 2023). Implementing a curriculum aligned with contemporary developments is essential for improving the quality of education in Islamic boarding schools (Larios & Zetlin, 2023).

An innovative and adaptive curriculum not only improves students' academic understanding but also strengthens critical thinking, creativity, and problem-solving skills, all of which are essential in today's world (Chiu et al., 2024).

Additionally, effective leadership by school principals plays a key role in fostering a supportive learning environment and driving improvements in educational quality. Visionary, participative, and inspiring leadership can motivate both educators and students to achieve higher levels of performance and develop well-rounded competencies (Bray et al.,2020). In Tulungagung, Islamic boarding schools have historically served as educational hubs, integrating both religious and general knowledge. However, to stay relevant and competitive in the era of globalization, a more strategic approach to curriculum implementation and educational leadership is required.

 The research, therefore, focuses on how these two factors impact the quality of learning and the development of academic competencies among middle and high school students (Bourke et al., 2024). his research aims to examine in depth the impact of curriculum implementation and school principal leadership on the quality of learning in Islamic boarding schools (Olmedo-Cifuentes & Martínez-le, 2024). Employing quantitative methods, data were collected from various respondents, including students, teachers, and school principals, to provide a comprehensive understanding of the educational dynamics within Islamic boarding schools. High-quality learning is expected to produce students who not only excel academically but also possess the necessary life skills to meet future challenges. Consequently, the development of students' academic competence is a central focus in efforts to enhance the quality of education in Islamic boarding schools (Kerr & Averill, 2024).

The implications of improving the quality of learning are substantial for the development of students' academic competence (Tso et al., 2022). Students who receive a high-quality education are expected to think critically and creatively, and possess strong problem-solving skills, preparing them to meet the challenges of globalization. This research also aims to offer recommendations for policymakers and educators in designing and implementing more effective educational Rohmad, et al.strategies. By understanding the impact of curriculum implementation and school principal leadership, it is anticipated that a more conducive educational environment will be created, one that maximally supports student development (Hsieh et al., 2024).

Overall, it is hoped that this research will make a meaningful contribution to improving the quality of education in Islamic boarding schools, particularly in Tulungagung. By doing so, Islamic boarding schools can continue to play an important role in shaping a generation that excels both academically and morally, and is well-prepared to meet the challenges of the 21st century(Hiratsuka & Nall, 2023). Previous research highlights a gap concerning independent and

intervening variables that affect the quality of student learning. For instance, Lundberg (2022)found that curriculum implementation has an impact on the quality of student learning, a conclusion supported by Falloon (2024), who also demonstrated that proper curriculum implementation can substantially improve learning outcomes. However, Keung & Cheung (2023)present a contrasting perspective, arguing that curriculum implementation does not significantly affect learning quality and suggesting that other factors may play a more critical role in improving student learning. This discrepancy shows the need for further exploration of additional variables that contribute to learning quality.

This study is essential as it addresses the existing knowledge gap regarding the impact of curriculum implementation on the enhancement of academic competence and learning quality in 21st-century Islamic boarding schools. The findings of this study are expected to significantly contribute to the development o curriculum implementation, school leadership, learning quality, and academic competence. To improve academic quality and student outcomes.

On the other hand Taylor et al. (2023) reported that curriculum implementation significantly affects the development of academic competence. Effective curriculum implementation plays a crucial role in enhancing students' academic competencies (Kurent & Avsec, 2023). A well-structured curriculum, designed to meet high educational standards, ensures that students acquire the essential foundationalknowledge and skills (Millington et al., 2024). With a clear and well-organized curriculum, teachers can deliver material more efficiently, enabling students to comprehend and master the content. This structure also promotes the development of critical and analytical thinking skills,which are vital for academic success (Cattaneo et al., 2022).

Falloon (2024b) explains that implementing a curriculum emphasizing active and participatory learning approaches can enhance student

engagement and motivation. A curriculum that promotes class discussions, collaborative projects, and problem-based learning enables students to take an active role in the learning process.

This method not only makes the material more engaging but also helps students develop essential skills such as communication, teamwork, and problem-solving, all of which are crucial for academic competence (Chi et al., 2023). Kranthi et al. (2024) found that flexibility in curriculum implementation plays a crucial role in developing students' academic competence. A curriculum that can be adapted to meet individual student needs allows for more personalized and adaptive Rohmad, et al.teaching (Zhang et al., 2024).

For instance, students requiring additional support can receive the necessary assistance, while more advanced students can be provided with greater challenges. This flexibility ensures that each student progresses at their own pace, maximizing their academic potential (Dwivedi et al., 2023).highlight that integrating technology into curriculum implementation can have a significant positive effect on students' academic competence. The use of technology, such as computers, tablets, and educational software, allows the curriculum to be delivered in a more interactive and engaging way (Miguel et al., 2023).

Technology provides access to a vast array of educational resources and innovative learning tools, which can help students in understanding complex concepts more effectively. Furthermore, it supportsindependent and research-based learning, enhancing students' overall learning skills (Ho et al.,2023).Weng et al. (2022) emphasize that curriculum implementation incorporating continuous evaluation and constructive feedback is crucial for the development of academic competence.

Regular and comprehensive evaluations enable teachers to identify students' strengths and weaknesses in their understanding of the material (Landa et al., 2021). The feedback provided helps students recognize areas for improvement and offers clear guidance on how to improve their performance. Continuous evaluation also facilitates curriculum adjustments, ensuring that teaching methods remain effective and relevant to students' needs, thus supporting their ongoing academic development (Jong et al.,2022)

Implementing a well-designed curriculum can significantly improve the quality of student learning. A well-designed curriculum sets clear learning objectives, providing direction and focus for both teachers and students (Lundberg, 2022). When students are aware of what they are expected to learn and achieve, they can more easily engage with and follow the learning process.

This structured approach enables students to systematically build their knowledge and skills, ultimately leading to improved learning outcomes (Laguna-s, 2021). Falloon (2024) explains that implementing a curriculum that is comprehensive and relevant to students' needs can make learning more engaging and meaningful. A curriculum that integrates various

disciplines and connects them to real-world contexts helps students understand the relevance of what they are learning (Keung & Cheung, 2023). When students perceive that the subject matter has a direct connection to their lives, they are more motivated to learn and actively participate in class, which positively influences the quality of their learning (Wiranto & Slameto,2021).

Baffour et al. (2023) state that incorporating innovative teaching methods into the curriculum can significantly improve the quality of student learning. A curriculum that utilizes active learning approaches, such as group discussions, collaborative projects, and problem-based learning,encourages students to think critically and creatively (Chiu et al., 2024). These methods not only make learning more dynamic and interactive but also help students develop essential skills like problem-solving, communication, and teamwork, which are key components of high-quality learning (Bray et al., 2020).

Larios and Zetlin (2023) claim that implementing a flexible and adaptive curriculum plays a crucial role in enhancing the quality of student learning. A curriculum that allows for adaptation to individual student needs and abilities ensures that each student receives personalized attention and instruction suited to their developmental level (Bourke et al., 2024). By offering additional support for struggling students and greater challenges for advanced learners, a flexible curriculum enables all students to learn in the way that best suits them, thereby improving the overall quality of learning (Olmedo-Cifuentes & Martínez-le, 2024).

In addition, Kerr & Averill (2024) emphasize that integrated evaluation and feedback in curriculum implementation are crucial for enhancing the quality of student learning. Through regular and comprehensive evaluations, teachers can identify students' strengths and weaknesses in understanding lesson material (Tso et al., 2022)

Moreover, continuous evaluation allows for curriculum adjustments, ensuring that teaching methods remain effective and relevant to student needs. Effective evaluation in curriculum implementation ensures the learning process runs optimally, ultimately improving the quality of student learning (Hiratsuka & Nall, 2023). There is a significant relationship between curriculum implementation and the quality of student learning.H3: there is a significant relationship between curriculum implementation and the quality of student learning.

A curriculum that is not well-alignedwith students' needs can hinder the learning process (Chi et al., 2023). If the curriculum does notaccount for the students' characteristics, interests, or the real-world context, the material may fail to engage students fully. This lack of engagement can lead to a superficial understanding of the material, which ultimately affects students' ability to develop the desired academic competencies(Laguna-s, 2021).

Improper implementation of the curriculum or insufficient support from the school and teachers can also be significant obstacles (Kranthi et al., 2024). Even when a well-designed curriculum is in place, its successful implementation depends on effective teaching strategies, a solid understanding of evaluation methods, and continuous support from all

stakeholders. Without adequate resources, professional development for teachers, and strong supervision from school leadership, the curriculum may not be implemented effectively in classrooms, diminishing its impact on the development of students' academic competencies (Dwivedi et al., 2023).Finally,inadequate evaluation and feedback can also impede the positive influence of curriculum implementation on the development of academic competence (Gale et al., 2022).An unsystematic or incomplete evaluation process fails to provide enough information to assess whether the curriculum has achieved its intended learning objectives.

Additionally, feedback that is not constructive or not given in a timely manner does little to help students and teachers improve the quality of learning. Therefore, to ensure that curriculum implementation positively impacts the development of students' academic competencies, greater attention must be paid to comprehensive and continuous curriculum design, implementation, and evaluation (Miguel et al.,2023).

Falloon (2024) explains that implementing a curriculum that is comprehensive and relevant to students' needs makes learning more engaging and meaningful. A curriculum that integrates various disciplines and connects them to real-world contexts helps students perceive the relevance of what they are learning (Keung & Cheung, 2023). When students see a direct connection between the subject matter and their lives, they tend to be more motivated and actively participate in class, which positively affects the quality of their learning (Wiranto & Slameto, 2021). Baffour et al. (2023)explain that innovative teaching methods integrated into the curriculum can improve the quality of student learning. A curriculum that incorporates active learning approaches, such as group discussions, collaborative projects, and problem-based learning, encourages students to think critically and creatively (Chiu et al., 2024). These methods not only make learning more dynamic and interactive but also help students develop essential skills such as problem-solving, communication, and teamwork, all of which are key components of quality learning (Bray et al.,2020,2021).

Variations in the quality of learning that students receive may impact their ability to develop academic competence. Additionally, external factors such as the learning environment, parental support, or available resources may also influence academic competence,
potentially obscuring the effect of learning quality (Taylor et al., 2023).

Furthermore, if teachers are not adequately trained in curriculum implementation, the resulting learning quality may not be
optimal, which could limit its ability to mediate the expected influence (Millington et al., 2024).To improve the effectiveness of learning quality as a mediator, several steps can be implemented.
First, ongoing training programs for teachers should be provided to ensure they can implement the curriculum more effectively. Additionally, periodic evaluations of the quality of learning should
be conducted to identify areas for improvement, incorporating the use of technology and innovative teaching methods. Creating a positive and

supportive learning environment is also crucial, as it helps students develop their academic competence (Kwangmuang et al., 2021).

Recommendations

Curriculum implementation involves several key stages, starting with a clear instructional vision to unify planning and engage stakeholders. To effectively implement a curriculum, educators should recognize these stages and understand the support teachers need to progress through them. This might include defining roles within the implementation process and considering various professional development opportunities to enhance teaching practices.

Conclusions

I therefore conclude that learning quality does not currently function as an effective mediator in the relationship between curriculum implementation and academic competence development Therefore, it is essential to conduct further research and take strategic actions to enhance learning quality, enabling it to contribute more significantly to the development of students' academic competence.

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