



Teacher Adaptation in Implementing the New Curriculum in Instruction

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ABSTRAK

Implementasi kurikulum baru menuntut guru untuk mampu beradaptasi terhadap perubahan dalam perencanaan pembelajaran, strategi pembelajaran, sistem asesmen, serta pemanfaatan teknologi pendidikan. Namun, perbedaan tingkat kesiapan dan kompetensi guru sering kali menjadi tantangan dalam pelaksanaan perubahan kurikulum secara efektif. Oleh karena itu, penelitian ini bertujuan untuk menganalisis adaptasi guru dalam menjalankan kurikulum baru dalam pembelajaran serta mengidentifikasi faktor-faktor yang mendukung dan menghambat proses adaptasi tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan penelitian terdiri atas 30 guru yang telah menerapkan kurikulum baru di sekolah masing-masing. Pengumpulan data dilakukan melalui wawancara mendalam, observasi pembelajaran, dan studi dokumentasi dengan menggunakan pedoman wawancara, lembar observasi, dan instrumen telaah dokumen. Analisis data dilakukan menggunakan analisis tematik melalui tahapan reduksi data, kategorisasi, penyajian data, dan penarikan kesimpulan yang didukung dengan teknik triangulasi untuk menjamin keabsahan data. Hasil penelitian menunjukkan

bahwa 83,3% guru telah melakukan adaptasi dalam penyusunan perangkat pembelajaran melalui pengembangan modul ajar, 76,7% guru telah menerapkan pembelajaran yang berpusat pada peserta didik, dan 80% guru memanfaatkan teknologi digital untuk mendukung proses pembelajaran. Selain itu, 73,3% guru menyatakan bahwa pelatihan profesional membantu meningkatkan kemampuan adaptasi mereka. Meskipun demikian, 63,3% guru masih mengalami kesulitan dalam penyusunan modul ajar dan 56,7% menghadapi kendala dalam menerapkan pembelajaran berdiferensiasi. Penelitian ini menyimpulkan bahwa adaptasi guru merupakan faktor penting dalam keberhasilan implementasi kurikulum baru yang dipengaruhi oleh kompetensi pedagogik, pengembangan profesional, literasi digital, dan dukungan institusi. Temuan ini mengimplikasikan pentingnya penyelenggaraan program pengembangan profesional berkelanjutan dan penguatan budaya kolaboratif di sekolah untuk meningkatkan kapasitas adaptif guru dalam menghadapi perubahan kurikulum.

ABSTRACT

The implementation of a new curriculum requires teachers to adapt to changes in learning planning, instructional strategies, assessment systems, and the integration of educational technology. However, differences in teachers' readiness and competencies often create challenges in effectively implementing curriculum reforms. Therefore, this study aimed to analyze teachers' adaptation in implementing the new curriculum in learning activities and to identify the factors that support and hinder the adaptation process. This research employed a qualitative approach with a case study design. The participants consisted of 30 teachers who had implemented the new curriculum in their schools. Data were collected through in-depth interviews, classroom observations, and documentation analysis using interview guides, observation sheets, and document review instruments. Data were analyzed using thematic analysis involving data reduction, categorization, data display, and conclusion drawing, supported by triangulation techniques to ensure data validity. The findings revealed that 83.3% of teachers had adapted their learning planning through the development of teaching modules, while 76.7% had implemented student-centered learning approaches. Furthermore, 80% of teachers utilized digital technology to support instructional activities, and 73.3% acknowledged that professional training significantly enhanced their adaptation capabilities. Nevertheless, 63.3% of teachers still experienced difficulties in developing teaching modules, and 56.7% faced challenges in implementing differentiated learning. The study concludes that teachers' adaptation

plays a crucial role in the successful implementation of a new curriculum and is influenced by pedagogical competence, professional development, technological literacy, and institutional support. These findings imply the importance of continuous professional development programs and collaborative school environments to strengthen teachers' adaptive capacities in curriculum reform.



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1. INTRODUCTION

Teacher adaptation in implementing a new curriculum is a process of adjustment carried out by educators to changes in policies, learning tools, teaching strategies, and assessment systems implemented within a curriculum. This adaptation is a crucial aspect because the success of curriculum implementation depends heavily on teachers' readiness and ability to translate educational policies into classroom learning practices. [Baran & AlZoubi, \(2024\)](#), curriculum changes require teachers to develop new competencies, change their mindsets, and adapt learning practices to meet evolving educational demands. [Wong, \(2026\)](#) explain that teacher adaptation is a professional capability that enables teachers to respond to changes in educational policies through learning innovations oriented towards student needs. Thus, teacher adaptation can be understood as the ability to adjust to curriculum changes to improve the quality of learning processes and outcomes.

Various studies have shown that teacher adaptation is a key factor in the successful implementation of the new curriculum. Research conducted [Hews et al., \(2023\)](#) found that approximately 70% of teachers had a positive perception of curriculum changes, while 65% of teachers demonstrated a good level of adaptation in implementing Independent Curriculum-based learning. These findings are reinforced [McHugh et al., \(2024\)](#), which showed that teacher adaptation levels have a positive relationship with the effectiveness of curriculum implementation in schools. Furthermore, research [Squalli Houssaini et al., \(2024\)](#) revealed that teachers who are able to adapt to curriculum changes tend to be more successful in implementing differentiated and student-centered learning.

Other research shows that teachers' adaptability is inseparable from pedagogical competence and school environmental support. [Ammar et al., \(2024\)](#) found that more than 68% of teachers with high pedagogical competence were able to effectively implement differentiated learning according to the demands of the new curriculum. [Gouseti et al., \(2024\)](#) also showed that teachers who actively participate in training and learning communities have a better level of adaptability than teachers who rarely participate in professional development. [Raygan & Moradkhani, \(2022\)](#) revealed that mastery of learning technology is a crucial factor influencing teachers' success in adapting to curriculum changes.

In addition to competency factors, various studies have also identified a number of challenges faced by teachers in adapting to the new curriculum. [Research Jiang, \(2024\)](#) showed that approximately 58% of teachers experienced difficulties in developing learning modules tailored to student characteristics, while 54% faced obstacles in implementing differentiated learning. Research [Mulyani et al., \(2025\)](#) revealed that changing learning materials from lesson plans to learning modules requires considerable time and adjustments for teachers. These findings align with research [Mufanti et al., \(2024\)](#), which demonstrated that limited understanding of the new curriculum concept remains a major obstacle to implementation in schools.

Several studies have also highlighted the importance of institutional support in improving teacher adaptability. Research by [Yan et al., \(2021\)](#) showed that schools that regularly held internal training experienced a more than 75% increase in teacher readiness to implement the

new curriculum. Research by [Raygan & Moradkhani, \(2022\)](#) found that support from the principal and the teacher learning community contributed significantly to the success of learning adaptation. Furthermore, research by [Hews et al., \(2023\)](#) revealed that collaboration among teachers in a forum for sharing good practices can improve teachers' understanding and skills in implementing the new curriculum effectively.

On the other hand, developments in educational technology also influence teachers' adaptation processes in learning. Research by [Baran & AlZoubi, \(2024\)](#) shows that approximately 72% of teachers with high digital literacy skills adapt more easily to the demands of the new curriculum than teachers with low digital skills. Research by [Jiang, \(2024\)](#) found that the use of digital educational platforms helps teachers develop teaching materials and conduct assessments more effectively. Research by [Yan et al., \(2021\)](#) also confirms that integrating technology into learning can accelerate teachers' adaptation to changes in educational policy while improving the quality of students' learning experiences.

These various research findings indicate that teacher adaptation to the new curriculum is influenced by various factors, including pedagogical competence, technological capabilities, institutional support, and professional experience. However, most previous research has focused on the implementation of the Independent Curriculum in specific schools and has focused on partial studies of teacher barriers or readiness. Research that comprehensively examines the ways teachers adapt to the new curriculum in their learning process and the factors that influence it is still relatively limited. Therefore, this study offers novelty by in-depth analysis of teachers' adaptation strategies in implementing the new curriculum in their learning, including supporting and inhibiting factors. The purpose of this study is to analyze how teachers adapt to the new curriculum in their learning and to identify factors that influence the success of this adaptation process.

2. METHOD

This study used a qualitative approach with a case study design to gain a deep understanding of teachers' adaptation in implementing the new curriculum in their learning. The qualitative approach was chosen because it can reveal the experiences, perceptions, strategies, and challenges faced by teachers during the new curriculum implementation process in a contextual and holistic manner ([Creswell & Creswell, 2018](#)). The research subjects consisted of 30 teachers from secondary schools who had implemented the new curriculum in their learning process for at least one year. Participants were selected using a purposive sampling technique, taking into account their teaching experience, involvement in the implementation of the new curriculum, and willingness to participate in the research. The research data sources included primary data obtained through in-depth interviews, learning observations, and documentation of teaching materials, as well as secondary data obtained from various school documents, educational policies, and relevant scientific literature.

The research procedure begins with the data collection stage. At this stage, researchers conducted observations of learning activities, semi-structured interviews with teachers, and collected documents in the form of teaching modules, assessment tools, and curriculum implementation reports. All data obtained was then classified based on research themes, including forms of teacher adaptation, supporting factors, inhibiting factors, and strategies used in implementing the new curriculum. After the data collection process was completed, data reduction and organization were carried out using a computing system in the form of qualitative data processing software to facilitate the coding, categorization, and identification of thematic patterns that emerged from the research results.

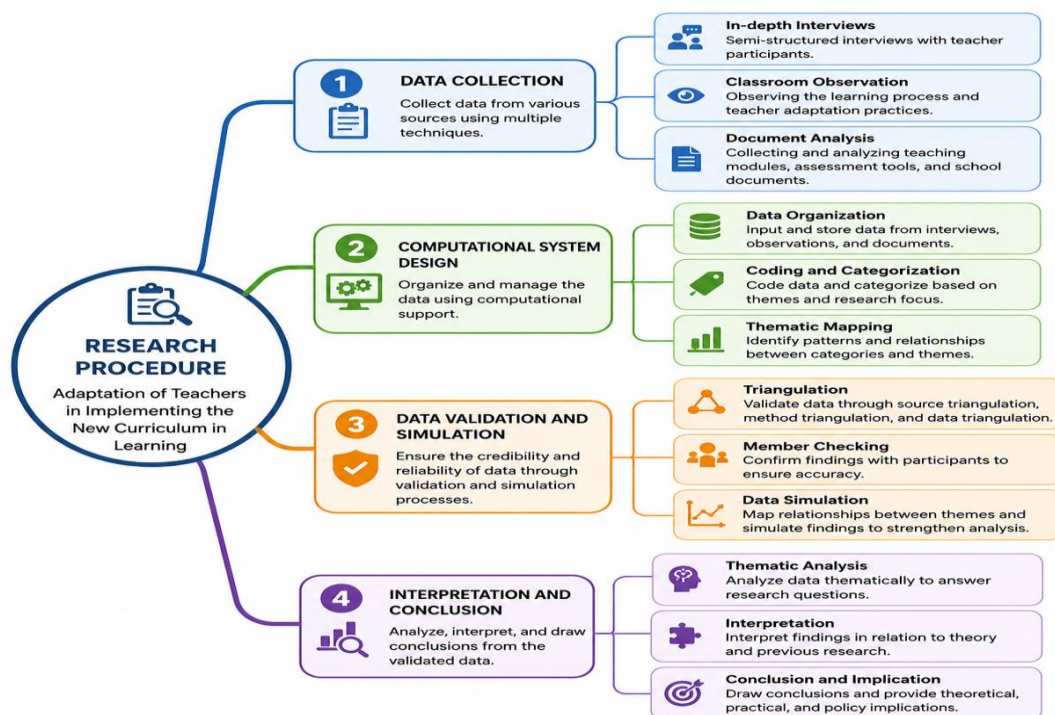


Figure 1. Research Procedure

The next stage is data validation and simulation. Validation is conducted through source triangulation, method triangulation, and member checking techniques to ensure the credibility and validity of the research data (Creswell & Creswell, 2018). Source triangulation is conducted by comparing information obtained from interviews, observations, and documentation, while method triangulation is conducted by comparing the results of various data collection techniques. Furthermore, data simulation is conducted through a process of mapping the relationships between categories and themes found to obtain a more comprehensive picture of teacher adaptation patterns in implementing the new curriculum. The results of this simulation are used to strengthen the interpretation of the phenomena studied and identify the relationships between factors that influence the teacher adaptation process.

The final stage is data interpretation and drawing conclusions. At this stage, the validated data is analyzed thematically to identify forms of teacher adaptation, strategies applied, and factors that support or hinder the implementation of the new curriculum in learning. Interpretation is carried out by linking research findings with theories and previous research results to obtain a comprehensive understanding of the phenomena studied. Next, conclusions are drawn inductively based on patterns and themes that emerge from the data analysis. The research conclusions are expected to provide theoretical and practical contributions to developing strategies to increase teacher capacity in dealing with curriculum changes and support the successful implementation of the new curriculum in educational settings.

3. RESULTS AND DISCUSSION

Results

The research results show that teachers have made various adaptations in implementing the new curriculum in the learning process. Based on interviews with 30 teachers, 83.3% of participants stated that they had made adjustments in the preparation of learning materials, particularly in the development of more flexible teaching modules oriented to student needs. In

addition, 76.7% of teachers admitted to implementing student-centered learning through discussions, projects, and problem-solving activities. Observational findings also indicate that most teachers are starting to abandon conventional teacher-centered learning patterns and shift to approaches that encourage active student participation in the learning process.

This study also found that pedagogical competence and teaching experience were important factors influencing the success of teacher adaptation. As many as 73.3% of teachers stated that participating in curriculum training and workshops helped them understand the changes that occurred during the implementation of the new curriculum. Observations showed that teachers with more than ten years of teaching experience tended to more easily integrate various learning strategies into the new curriculum than those with less experience. Furthermore, teachers' ability to conduct diagnostic assessments and differentiated learning was an important indicator that differentiated the level of adaptation success among teachers.

Further research findings indicate that the use of learning technology plays a significant role in supporting teachers' adaptation processes. As many as 80% of teachers have utilized various digital platforms to develop teaching materials, manage learning, and evaluate student learning outcomes. The use of digital learning applications allows teachers to develop more interactive and easily accessible materials for students. Interview results revealed that the existence of digital platforms not only assists teachers with the administrative aspects of learning but also increases the effectiveness of communication between teachers and students during the learning process.

However, this study also identified various obstacles teachers face in implementing the new curriculum. As many as 63.3% of teachers admitted to still having difficulty developing teaching modules that are appropriate to student characteristics, while 56.7% of teachers faced obstacles in optimally implementing differentiated learning. Furthermore, limited facilities and infrastructure to support digital learning remain a barrier for some schools. Observations indicate that differences in the level of preparedness of school infrastructure also influence teachers' ability to implement the various learning innovations required in the new curriculum.

Overall, the research results indicate that teachers' adaptation to the new curriculum is good, demonstrated through changes in learning strategies, development of teaching materials, utilization of educational technology, and implementation of assessments that are more oriented towards student development. The success of this adaptation is supported by pedagogical competence, professional experience, ongoing training, and support from the school environment. However, teacher capacity building through ongoing mentoring and training programs is still needed to address various obstacles that arise during the implementation of the new curriculum. These findings indicate that the successful implementation of the new curriculum depends not only on education policy but also on teachers' ability to adapt to changes in learning practices.

Discussion

The results of the study indicate that teacher adaptation in implementing the new curriculum is in the good category, characterized by teachers' ability to adjust learning tools, learning strategies, and assessment systems used in the learning process. This finding indicates that teacher adaptation is a form of professional response to changes in educational policy aimed at improving the quality of learning. Theoretically, teacher adaptation can be understood as an individual's ability to change knowledge, skills, and work practices to adapt to changes in the organizational environment and professional demands (Dai et al., 2023). In the educational context, the successful implementation of a new curriculum is determined not only by the quality of the policies designed, but also by teachers' readiness to translate those policies into effective learning practices. Therefore, the findings of this study indicate that the higher the teacher's adaptability, the greater the chance of successful implementation of the new curriculum in achieving the expected learning objectives.

The findings of this study also show that pedagogical competence, teaching experience, and professional training are the dominant factors influencing successful teacher adaptation.

These results reinforce the theory of teacher professional competence, which states that pedagogical ability is the primary foundation for dealing with curriculum change and learning innovation (Niemi, 2021). Teachers with longer teaching experience tend to more easily integrate new learning approaches because they have broader reflective experience in dealing with various changes in education policy. Furthermore, ongoing training provides opportunities for teachers to improve their understanding of new concepts in the curriculum, enabling them to apply them more effectively. These findings confirm that continuous professional development is an important strategy in increasing teachers' adaptive capacity to curriculum change.

When compared with previous research, the results of this study are consistent with various previous findings. Research by Archambault et al., (2022) found that the successful implementation of the new curriculum was influenced by teachers' pedagogical readiness and school environmental support. Similar results were also found Trust & Whalen, (2021), who explained that teachers who actively participated in training and learning communities had higher adaptability than teachers who were less involved in professional development activities. Furthermore, research (Bruggeman et al., 2021; Potyrała & Tomczyk, 2021) showed that teachers' adaptability positively contributed to the successful implementation of the new curriculum. Thus, the results of this study strengthen empirical evidence that professional competence, teaching experience, and institutional support are key factors in supporting the successful adaptation of teachers to curriculum changes. However, this study also found that there are still obstacles in the form of limited understanding of differentiated learning and the development of teaching modules, indicating that the teacher adaptation process still requires ongoing support.

Research findings on the use of learning technology also indicate that digital literacy skills are a crucial factor in accelerating teachers' adaptation to the new curriculum. These findings align with research by Kasperski et al., (2022), who found that teachers with high levels of digital literacy more easily implement various components of the new curriculum than teachers with low technological skills. Similar findings were also presented by (Dashtestani & Hojatpanah, 2022), who explained that integrating technology into learning can increase the effectiveness of the learning process while expanding teachers' capacity to develop learning innovations. The strength of this research lies in its ability to comprehensively identify the relationship between pedagogical competence, professional experience, and digital literacy in shaping teachers' adaptability. This research contribution not only enriches theoretical studies on teacher adaptation to curriculum changes but also provides an empirical basis for schools and policymakers to design training programs that better suit teachers' needs.

However, this study has several limitations. First, the relatively limited number of participants, only 30 teachers, means the results cannot be generalized to a wider population. Second, this study used a qualitative approach focused on in-depth understanding of teachers' experiences, thus not being able to statistically measure the influence of each adaptation factor. Third, this study was conducted only in one curriculum implementation context, so there may be differences in results when applied to different regions or educational levels. Therefore, future research is recommended to use a mixed methods or quantitative approach with a larger sample size to be able to examine the relationships between variables in more depth. Furthermore, future research can develop a teacher adaptation model that integrates aspects of pedagogical competence, digital literacy, school culture, and educational leadership to produce more comprehensive recommendations for developing future curriculum implementation policies.

4. CONCLUSION

Teacher adaptation in implementing the new curriculum is a professional process that reflects the teacher's ability to adjust learning practices to the demands of changing education policies. Research results show that this adaptation is realized through adjustments to learning tools, the implementation of more student-centered learning strategies, the use of educational technology, and the development of assessment systems appropriate to the characteristics of the new curriculum. The success of the adaptation process is not only determined by the individual

teacher's abilities but is also influenced by the support of the school environment, professional development opportunities, and the availability of resources that support learning implementation.

Conceptually, this study confirms that teacher adaptation is a key factor in bridging changes in curriculum policy with classroom learning practices. The better teachers' adaptability, the greater the opportunity to create effective, innovative, and responsive learning processes that meet students' needs. Therefore, strengthening pedagogical competence, digital literacy, and a collaborative culture within the school environment needs to be a primary focus in supporting the successful implementation of the new curriculum. These findings provide an understanding that educational transformation depends not only on curriculum changes but also on teachers' readiness and ability to manage these changes sustainably. Includes conclusions and recommendations.

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