

RESEARCH ARTICLE

Pedagogical adaptation of teaching assistant students to the characteristics of the secondary school curriculum in Kediri City

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ABSTRACT

The implementation of the Independent Curriculum requires prospective teachers to be able to adapt pedagogically so that learning designs align with the characteristics of the educational unit. However, research on the pedagogical adaptation of teaching assistant students has focused primarily on teaching practice experiences and has not examined the alignment between Learning Outcomes (CP), Learning Objectives (TP), Learning Objective Paths (ATP), and school characteristics. This study aims to analyze the alignment of the learning designs of teaching assistant students in the Indonesian Language Education Study Program at UIN Syekh Wasil Kediri with the characteristics of high school and vocational high school educational units. The novelty of this research lies in the definition of pedagogical adaptation as a process of aligning learning tools with the school context. The study used a descriptive qualitative method with a phenomenological approach. Data were obtained through document analysis of learning tools, in-depth interviews, and observations of teaching assistant students, mentor teachers, and supervising lecturers. Data were analyzed through data reduction, data presentation, and conclusion drawing. The research results indicate that the CP, TP, and ATP developed by students are appropriate to the characteristics of the educational unit, while the learning models and methods support student needs and school conditions. However, pedagogical adaptation still requires strengthening in terms of contextualization, particularly the integration of vocational characteristics in vocational schools and local contexts in senior high schools. These findings confirm that prospective teachers' pedagogical adaptation is the ability to align curriculum demands with school realities in implementing the Independent Curriculum.

Keywords: teaching assistance; learning design; pedagogical adaptation; educational units

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INTRODUCTION

In the context of educational transformation that demands flexibility and relevance of learning, pedagogical adaptability is an important competency for prospective educators (Darling-Hammond, 2017). Pedagogical adaptation in the context of this research refers to the ability of teaching assistant students to adjust their planning, strategies, and implementation of learning to the characteristics of the curriculum, students, and the actual conditions of the educational unit where they work. This adjustment is reflected in the development of Learning Outcomes (CP), Learning Objectives (TP), and Learning Objective Paths (ATP) that align with the needs and developmental levels of students, as well as in the selection of learning methods, media, and resources that are relevant to the school's infrastructure and culture. In line with this, teachers' ability to adapt learning is also seen as a key factor in creating effective and responsive learning to students' needs (Tomlinson, 2014). With appropriate pedagogical adaptation, the learning process not only runs according to plan, but is also able to create contextual, effective, and meaningful learning experiences for students.

Students' pedagogical adaptation in the context of adjusting to the characteristics of the educational unit where they receive teaching assistance is realized through the development of learning materials. In this case, it is examined using the constructive alignment theory developed by Biggs dan Tang (2011) as an approach in designing outcomes-based learning (outcomes-based education). This theory departs from two main concepts, namely constructive and alignment. The constructive concept is based on the constructivist view which states that students build their own knowledge through learning experiences and interaction with the environment. Meanwhile, alignment refers to the harmony between the specified learning outcomes, the designed learning activities, and the assessments used to measure the achievement of these objectives. According to Biggs, J., & Tang (2011b) quality learning will be achieved if all learning components support each other and are directed towards achieving clearly formulated learning outcomes.

In the context of this research, the Constructive Alignment theory is used to examine the harmony of learning designs prepared by teaching assistant students with the characteristics of high school and vocational high school educational units. The preparation of Learning Outcomes (CP) and Learning Objectives (TP) is seen as a representation of Intended Learning Outcomes, while the selection of learning models

and methods is a form of Teaching and Learning Activities that must be aligned with the objectives to be achieved. In addition, school characteristics become a context that influences the alignment process so that the resulting learning design is relevant to the needs of students and the learning environment. Thus, this theory provides a conceptual basis that the quality of students' pedagogical adaptation is not only determined by the ability to compile learning tools, but also by the ability to integrate various learning components harmoniously according to the characteristics of the curriculum and educational units.

In the context of the Independent Curriculum, which emphasizes deep learning, pedagogical adaptation is understood as the ability of teaching assistant students to align learning planning and implementation with the characteristics of the educational unit. This adaptation is concretely reflected in the alignment of Learning Outcomes (CP), Learning Objectives (TP), and Learning Objective Flow (ATP) with the conditions of students, the learning environment, and the needs of Indonesian language learning at school. Furthermore, pedagogical adaptation is also evident in students' ability to select and develop teaching tools and learning resources that are compatible with the school's infrastructure and culture, so that learning can not only be implemented optimally but also provide contextual, in-depth, and meaningful learning experiences for students. This aligns with recent research findings that confirm that the approach in the Independent Curriculum requires teachers to be able to design, implement, and evaluate learning contextually and oriented towards students' in-depth understanding (Mulyono, Aziz, 2026)

Indonesian language learning at the tertiary and secondary school levels is a system designed to incorporate various components to ensure an innovative and adaptive learning process. The efforts of educators, particularly teaching assistant students, in designing and implementing learning must be based on the characteristics of the educational unit where they conduct their internship. This demonstrates the commitment of prospective educators to improving the quality of education (*Law No. 20 of 2003, article 40, n.d.*)

The teaching assistance program implemented by Indonesian Language Education students, Faculty of Tarbiyah and Teacher Training, UIN Syekh Wasil Kediri is a form of collaborative activity under the guidance of mentor teachers and course supervisors (DPMK) in formal education units. This program is implemented for 1 semester (equivalent to 20 credits) at partner schools that have collaborated with the

Faculty of Tarbiyah and Teacher Training. This teaching assistance activity includes Introduction to School Field (PLP) and Teaching Assistance (Learning Practice).

An important aspect in the success of learning practices in the teaching assistantship program is the learning design prepared by students, including Learning Outcomes (CP), Learning Objectives (TP), Learning Objective Flow (ATP), and other teaching tools used. Ideally, the design is appropriate to the context of the educational unit, including student characteristics, curriculum, learning resources and facilities, school culture, socio-geographical environment, teacher and management profiles, and so on. Recent research shows that an effective teacher is able to master three core knowledge domains, including CK (Content Knowledge), PCK (Pedagogical Content Knowledge), and GPK (General Pedagogy Knowledge) (König et al., 2022). This serves as a basis for educators to adapt learning designs to the context of their educational units. The appropriateness of these learning designs provides students with the necessary tools to become professional educators and prepare them to teach.

Many studies have explored students' experiences in teaching practice. First, Li et al (2023) in their article entitled "Exploring the Characteristics of Pre-Service EFL Teachers' Practicum Experiences: A Complexity Theory-Based Case Study in China." This study examined the experiences of two students who undertook a school practicum program in China. The results showed that the interaction of contextual factors, including school culture, mentors, the school system, and students, influenced how pre-service teachers engaged in teaching practice. Relevant to this research, teaching assistant students not only require a lesson plan that is "good on paper" but also one that adapts to the dynamics of the educational unit context. This research has revealed that pre-service teachers' teaching practice experiences are influenced by various contextual factors. However, this research focused more on students' adaptation experiences in general and did not specifically examine how this adaptation process is realized in the preparation of lesson plans, particularly in the components of Learning Outcomes (CP), Learning Objectives (TP), and the selection of learning models and methods.

Second, research examining actual learning practices, namely Mardikantoro et al., (2023) in their article entitled "Investigating Indonesian Language Varieties in Social Media Interactions: Implications to Teaching Practices." This study examines the variations in Indonesian language varieties that emerge in interactions on social media and their impact on language learning practices in schools. The relevance to this research is how prospective teachers can design Indonesian language lessons by

incorporating contextual elements to ensure relevance and effectiveness. The study highlights the importance of a contextual approach in Indonesian language learning through the utilization of language varieties that develop on social media. However, the focus of this research is more directed at the development of language learning materials and practices, so it does not discuss how prospective teachers adapt teaching materials to the characteristics and needs of different educational units.

Third, research by Darling-Hammond (2017) in Educational Researcher explains that the effectiveness of prospective teachers in teaching practice is largely determined by their ability to carry out instructional alignment, namely aligning learning objectives, learning strategies, and assessments with the context of students and the school environment. This study confirms that prospective teachers who are able to make contextual instructional adjustments will be better prepared to face the implementation of a flexible competency-based curriculum such as the Independent Curriculum. The relevance of this research to the study to be conducted lies in the focus of pedagogical adaptation of teaching assistant students in aligning CP, TP, and ATP as well as teaching materials with the characteristics of educational units, facilities, infrastructure, and school culture [U2.1]. This study is still at the conceptual level and the context of teacher education in general, so it has not specifically investigated the implementation of the principle of alignment in the preparation of learning materials based on the Independent Curriculum in Indonesia.

The three studies discussed above have not specifically examined how teaching assistant students align Learning Outcomes (CP), Learning Objectives (TP), the selection of learning models and methods, and learning designs with the characteristics of high school and vocational high school educational units in the implementation of the Independent Curriculum. [U3.1] The analysis to be reviewed differs from previous studies that only examined practical experiences or instructional alignment in general. This study positions learning tools as a concrete manifestation of the pedagogical adaptation process of prospective teachers.

This study starts from the assumption that the successful implementation of the Independent Curriculum is determined not only by students' understanding of the curriculum documents, but also by their ability to carry out pedagogical adaptation through alignment between Learning Outcomes (CP), Learning Objectives (TP), learning models and methods, and the characteristics of the educational unit where the teaching practice is carried out. Therefore, this study argues that the pedagogical

adaptation of teaching assistant students is a constructive alignment process that connects curriculum demands with the real-life school context.

Theoretically, this research contributes to the development of the concept of Constructive Alignment (Biggs, J., & Tang, 2011b) by expanding its application from the context of learning in higher education to the context of teacher professional education and the implementation of the Independent Curriculum at the secondary school level. Furthermore, this research enriches the discourse on pedagogical adaptation, which has been understood more as the ability to adjust teaching strategies in the classroom, into a capability that includes the process of compiling and aligning learning tools with the characteristics of the curriculum, school culture, student profiles, and the condition of infrastructure. This research is at the intersection of teacher education studies, the implementation of the Independent Curriculum, and the theory of constructive alignment, so it is expected to be able to provide a conceptual model of how teaching assistant students build harmony in learning designs in diverse school contexts.

This study aims to explore the extent to which the learning design prepared by teaching assistant students of the Indonesian Language Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Syekh Wasil Kediri is appropriate to the context of the educational unit where they work as a form of pedagogical adaptation. The specific objectives of this study, namely to examine the Harmony of Learning Design to the Characteristics of Vocational and High School Level Educational Units, include (1) analysis of the preparation of learning outcomes (CP), (2) analysis of the preparation of learning objectives (TP), (3) analysis of the selection of learning models and methods, and (4) analysis of suitability with school characteristics.

METHOD

This study uses a descriptive qualitative method with a phenomenological approach to examine the suitability of the learning designs developed by teaching assistant students of the Indonesian Language Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Syekh Wasil Kediri, in their teaching practices at schools. This approach was chosen to gain a deeper understanding of the students' experiences in developing and implementing learning tools in accordance with the characteristics of the educational unit. Qualitative research seeks to understand the meaning of a phenomenon in its natural context without variable manipulation (Creswell, John W, Poth, 2018)(J.Moleong, 2016).

This research was conducted through four main stages: preparation, data collection, data analysis, and reporting of research results. In the preparation stage, the researcher prepared research instruments such as interview guidelines, observation sheets, and document analysis formats, and arranged permits for the research location. The data collection stage was carried out through analysis of student learning design documents (CP, TP, ATP, teaching modules, media, and assessments), in-depth interviews with teaching assistant students, supervising teachers, and related lecturers, and direct classroom observation to determine the suitability of learning implementation with the context of the educational unit. The data were then analyzed and systematically organized according to the research focus.

The research was conducted at a partner school of the Teaching Assistance Program for the 2024/2025 academic year. The subjects were teaching assistance students who had developed and implemented lesson plans. Supporting informants included mentor teachers, lecturers in the PLP (Development of Indonesian Language Learning Plans) and PLP (Curriculum and Learning of Indonesian Language), and internship supervisors (DPM). Subjects were selected purposively based on their suitability to the research objectives (Sugiyono, 2022)

The data sources in this study, namely primary data include learning design documents that have been prepared by students, observation results, and interview results obtained from teaching assistant students, mentor teachers, lecturers of the PLP course Development of Indonesian Language Learning Plans and PLP Curriculum and Indonesian Language Learning, internship supervisors (DPM). Secondary data include the Operational Curriculum of Educational Units (KOSP), teaching assistant guidebooks of the Faculty of Tarbiyah and Teacher Training.

Data collection was conducted through triangulation methods: document analysis, in-depth interviews, and observation. Document analysis focused on Learning Outcomes (CP), Learning Objectives (TP), Learning Objective Flow (ATP), teaching modules, media, and assessment instruments. Interviews were used to explore the process of developing and implementing the learning design, while observations were conducted to assess its suitability with learning practices, classroom characteristics, and school culture.

Data analysis used an interactive model (Miles, M. B., Huberman, A. M., & Saldaña, 2014) which includes data reduction, data presentation, as well as drawing conclusions and verification. Data from interviews, observations, and document analysis

were selected, organized, and interpreted to identify the suitability of CP, TP, ATP, and teaching materials with the characteristics of the educational unit. The validity of the findings was maintained through triangulation of sources and methods, and met the criteria of credibility, transferability, dependability, and confirmability (Lincoln, Y. S., & Guba, 1985)

RESULTS AND DISCUSSION

ADAPTATION OF LEARNING DESIGN TO THE CHARACTERISTICS OF EDUCATIONAL UNITS AT VOCATIONAL AND HIGH SCHOOL LEVELS

Adapting learning designs is essential in curriculum implementation because each educational unit has different characteristics, goals, and contexts. At the vocational and senior high school levels, differences in educational orientation—whether vocational, academic, or integrated with religious values—demand heterogeneous learning designs. Learning designs need to be tailored to student profiles, available infrastructure, school culture, and graduate competency needs so that learning objectives can be achieved optimally and meaningfully.

Furthermore, this adaptation involves not only the selection of materials and methods, but also the organization of learning objectives, assessment strategies, and the management of classroom learning activities. Vocational high schools (SMK) require contextual and applicable learning tailored to the workplace, while senior high schools (SMA) emphasize strengthening critical thinking and academics as preparation for further education. Therefore, adapting learning designs at both levels is a strategic step to ensure alignment between curriculum policies, educational unit characteristics, and students' actual needs.

Harmony of Learning Design with the Characteristics of Vocational High School Level Educational Units

The analysis of the suitability of the learning design to the characteristics of this educational unit was assessed using teaching materials prepared by a teaching assistant student in the Indonesian Language Education Study Program at the vocational high school level. The teaching materials included Learning Outcomes (CP), Learning Objectives (TP), and Learning Objective Flow (ATP). This analysis focused on the extent to which these three components align with student characteristics, the school's vision, and the learning principles of the Independent Curriculum, which emphasize competency-based and contextual learning. Table 1.1 below provides a

more detailed explanation of the suitability of the learning design to the characteristics of vocational high school educational units.

No.	Analyzed Aspect	Main Criteria	Findings	Conclusion/Recommendation
1	Learning Outcomes (CP)	a) Competency-based b) Learner-centered c) Contextual and adaptive	a) The Learning Outcomes (CP) are competency-based, emphasizing integrated language skills. b) The CP are learner-centered by considering social, academic, and workplace contexts. c) The CP are formulated in general terms and therefore need to be contextualized into Learning Objectives (TP) and the Learning Objectives Flow (ATP) according to the characteristics of vocational schools (SMK).	The selected CP included in the teaching module are appropriate, well-aligned, and supportive of vocational school learning objectives.
2	Learning Objectives (TP)	a) Logically derived from CP b) Measurable and contextual c) Reflective of the learning culture	a) The TP operationalize the competencies of understanding, analyzing, and presenting as specified in the CP. b) The TP employ measurable operational verbs that are relevant to the learning context (poetry instruction) and the characteristics of vocational students. c) The TP are designed by considering the collaborative, creative, and multimodal learning culture at SMKN 3 Kediri.	The TP in the teaching module meet the three main criteria. However, the integration of students' real-life contexts should be strengthened to better reflect vocational education.
3	Selection of Learning Models and Methods	a) Alignment with Learning Outcomes (CP) and Learning Objectives (TP) b) Suitability to student characteristic	a) The selected learning models and methods align with the CP and TP by supporting students' competencies in understanding and analyzing poetry. b) The chosen methods are appropriate for	Overall, the selected learning models and methods are aligned with the CP and TP, student characteristics, and the learning context. Nevertheless, greater consistency in implementation is needed to optimize learning achievement.

		c) Suitability to learning materials, context, and available resources	students who are active, collaborative, and accustomed to group learning. c) The models and methods are relevant to poetry instruction and feasible within the existing learning context and facilities.	
4	Alignment with School Characteristics	a) Reflects the school's distinctive characteristics (vocational, academic, religious) b) Accommodate s students' potentials and needs	a) The learning design reflects the school's vocational identity by promoting aesthetics, creativity, communication skills, technology integration in learning (IMTAQTEK), and the cultivation of religious values, ethics, and Pancasila character. b) The learning design accommodates students' potentials and needs by addressing their creative and aesthetic interests, diverse learning styles, and the communicative and collaborative skills required in the vocational workplace.	The integration of vocational contexts into poetry teaching materials should be strengthened, for example by incorporating examples related to fashion, beauty, culinary arts, or design, so that the distinctive characteristics of vocational schools become more evident.

Table 1. Analysis of the Harmony of Learning Designs for Teaching Assistant Students at the Vocational High School Level

Based on the analysis of several key aspects of the learning tools, it appears that the Learning Outcomes (CP) and Learning Objectives (TP) have been structured quite systematically and meet the basic principles of modern learning. The CP used is competency-based, student-oriented, and considers social, academic, and workplace contexts. This aligns with the views of Grant Wiggins and Jay McTighe, who emphasized that learning must be designed based on final outcomes (backward design). Furthermore, recent research shows that effective vocational learning must emphasize the integration of competencies, real-world contexts, and meaningful activities for students (Wiggins, G., & McTighe, 2005). As stated in a 2024 study, "vocational learning emphasizes a contextual and problem-solving approach." However, CP is still general in nature and requires further elaboration in the form of TP and ATP

to be more contextualized to the characteristics of vocational schools, and its linkage to the real world of work needs to be strengthened (Nur et al., 2024).

In terms of selecting learning models and methods and their suitability to school characteristics, the teaching materials generally demonstrated good alignment. The selected models and methods were assessed as being in line with CP and TP, the characteristics of active and collaborative learners, and the learning materials focused on poetry. This also aligns with John Dewey's thinking, which emphasized the importance of real-world experiences in learning (Dewey, 1938). Recent research shows that approaches such as Project-Based Learning and Problem-Based Learning in vocational education can increase student engagement, creativity, and work readiness. In fact, a recent study stated that "effective vocational learning is characterized by active, creative, innovative, and experience-based learning (Wahyudi et al., 2024). However, strengthening the consistency of the application of learning models and more concrete integration of vocational contexts, especially those directly related to students' areas of expertise, is still needed to make learning more relevant and meaningful.

Overall, the results of the analysis show that teaching assistance students have been able to implement learning tools in accordance with applicable curriculum references and the needs of students at school. However, there is still room for strengthening, especially in the aspect of vocational contextualization so that learning is more relevant to the world of work and the characteristics of vocational schools. The following is a further description. This shows that students have the ability to make pedagogical adaptations in the learning planning stage.

In addition to optimal planning, this study also identified several implementation challenges. First, the general nature of CP requires students to further contextualize it into TP and ATP to align with the characteristics of vocational schools. Second, although TP has met the measurability and relevance aspects, the integration of real-life contexts and the world of work for vocational high school students is still not optimal. Third, in terms of learning models and methods, there is a need to strengthen the consistency of classroom implementation because student dynamics, time constraints, and learning conditions often require students to make adjustments to the initial design. This condition indicates a discrepancy between the prepared learning design and its implementation practice in the classroom. This phenomenon aligns with Fullan (2007) opinion, which states that the implementation of educational innovation is a complex

process of change because it is influenced by interactions between individuals, organizations, and the social context in which the innovation is implemented.

Students' pedagogical adaptation is also influenced by institutional factors. In some situations, students still face difficulties in integrating the specifics of vocational high school expertise areas, such as fashion, beauty, culinary arts, or design, into poetry learning examples and activities. Therefore, although the developed teaching materials have met the main criteria of constructive alignment, strengthening the integration of vocational contexts and flexibility of implementation in the classroom needs to be further developed. These findings support the view (Van den Akker, 2003) that the success of curriculum implementation is greatly influenced by the alignment between the curriculum design (intended curriculum) and classroom learning practices (implemented curriculum). Therefore, strengthening prospective teachers' pedagogical adaptability needs to be directed not only at developing learning materials, but also at adapting these designs to the realities of learning in educational units.

Analysis of the Development of Learning Outcomes (CP) for Vocational High Schools

The Learning Outcomes (CP) in the teaching modules are not primarily the result of students' independent formulation, but rather refer directly to the official Learning Outcomes document established by the Education Standards, Curriculum, and Assessment Agency (BSKAP) of the Ministry of Education, Culture, Research, and Technology. In this context, the teaching assistant students did not formulate new CPs but instead made implementation adaptations by understanding, selecting, and linking the CPs for Indonesian Language Phase E/F according to the characteristics of the educational unit. The JF students determined the following CPs for poetry learning:

Data 1.a

At the end of phase E, students have the language skills to communicate and reason appropriately for social, academic, and work contexts. Students are able to understand, process, interpret, and evaluate information from various text types on diverse topics. Students are able to synthesize ideas and opinions from various sources. Students are able to actively participate in discussions and debates. Students are able to write various texts to express opinions and present and respond critically and ethically to nonfiction and fiction information.

The Indonesian Language Learning Outcomes (CP) for Phase E determined by JF students generally meet the CP development criteria in the Independent Curriculum, namely competency-based, learner-centered, and contextual-adaptive. From a

competency-based perspective, CP emphasizes language skills such as understanding, interpreting, evaluating information, and conveying ideas orally and in writing, demonstrating a competency-based orientation rather than simply learning materials. This aligns with the characteristics of a competency-based curriculum that emphasizes the integration of knowledge, skills, and attitudes in learning (OECD, 2023). Furthermore, CP is also learner-centered because it is formulated based on flexible end-of-phase outcomes and considers the development of learners' abilities in various contexts, including social, academic, and workplace contexts. This orientation indicates that learning is directed toward developing 21st-century competencies such as communication, collaboration, and critical thinking (Trilling, B., & Fadel, 2009)

Furthermore, research findings (Rochmah et al., 2025) regarding the implementation of edupreneurship in vocational high schools (SMK) indicate that the integration of entrepreneurial practices, industry-based learning, and collaboration with the workplace is effective in improving students' skills and readiness. These findings reinforce the idea that the implementation of Indonesian Language CP in vocational high schools is not only linguistic but can also be integrated with entrepreneurial values, digital literacy, and the workplace context. Therefore, CP, as a national document of the BSKAP (Basic Skill Development Planning Agency), needs to be interpreted contextually in the preparation of TP and ATP to make learning more meaningful, applicable, and aligned with the needs of the industrial world.

Analysis of Preparing Learning Objectives (TP) for Vocational School Level

In planning learning in teaching modules, Learning Objectives (TP) play an important role as operational explanations of more general Learning Outcomes (CP). TP was formulated to direct the learning process to be more measurable, systematic, and in accordance with the characteristics of students and the context of the educational unit. The analysis of TP is focused on aspects of the relationship with CP, the level of measurability and contextualization, as well as its suitability to the learning culture of students in vocational schools. The following is the TP that has been formulated and derived from the CP by JF students based on the CP in phase E of class X of poetry learning.

Data 1.b

- 1) *Students can understand the meaning and characteristics of poetry.*
- 2) *Students can identify diction in poetry texts that are read critically and reflectively.*

- 3) *Students can interpret pros and cons and assess the effectiveness of word choice/diction, rhyme schemes, and typography in supporting meaning.*
- 4) *Students can assess the theme and atmosphere in poetry texts to discover explicit and implicit meanings.*

The Learning Objectives have been formulated logically and directly derived from the CP, thus demonstrating good integration. The TP has operationalized the ability to understand, analyze, and present as stated in the CP. This indicates integration in accordance with the principle of constructive alignment, namely the alignment between learning outcomes, objectives, activities, and assessments (Biggs, J., & Tang, 2011a). In terms of clarity, the TP also uses measurable and contextual operational verbs, in line with the poetry material and the character of vocational high school students who are accustomed to creative and applied learning. This is in line with the criteria for formulating competency-based learning objectives and follows the principle of goal formulation that emphasizes measurability and achievability of learning outcomes (Anderson, L. W., & Krathwohl, 2001); (Jaiswal, 2019)

In its alignment with the school's learning culture, the formulation of the Learning Objectives (TP) demonstrates an awareness of the learning culture at SMKN 3 Kediri, which emphasizes collaboration, creativity, and the use of various learning modes (multimodal). However, the TP still requires strengthening in terms of linking students' real-life contexts, particularly vocational contexts, to make learning more meaningful and authentic. This aligns with the demands of 21st-century learning, which emphasizes communication, collaboration, and creativity (Voogt, J., & Roblin, 2019); (Trilling, B., & Fadel, 2009)

Research on the use of multimodal media in vocational education was conducted by (Fitria et al., 2025) in their article entitled "Improving vocational students' learning outcomes through problem-based learning with multimodal learning media." The results showed that the use of a variety of media (multimodal) successfully increased student active engagement and conceptual understanding. The integration of PBL with a differentiated approach and multimedia media has proven effective in overcoming the constraints of conventional learning methods and helping students achieve practical competencies that are in line with industry needs. Based on this description, TP needs to be directed so that students are able to solve real problems relevant to the needs of the world of work. In addition, curriculum developers need to plan the use of various media (PDF, video, PPT) to ensure deeper conceptual understanding.

Analysis of the Selection of Learning Models and Methods for Vocational High Schools

In the teaching module developed by JF students, information was obtained that the poetry learning utilized constructivist, collaborative, and cooperative approaches. The methods used were Think-Pair-Share and STAD, along with learning techniques including lectures, discussions, Q&A, group work, and assignments. The selection of constructivist and collaborative learning models in the teaching materials aligns with CP and TP because they emphasize active student involvement in constructing knowledge. The constructivist approach views learning as a process of constructing meaning through experience, while collaborative learning emphasizes cooperation and communication between students (Henderson, C., & Dancy, 2023). This aligns with CP Indonesian Language Phase E, which emphasizes the ability to reason, collaborate, and communicate ideas critically.

The selection of innovative learning models in developing learning tools is an important aspect for prospective teachers. Research by Huda (2023) examined the development of a smart learning model for vocational education (TVET) that utilizes webcast technology to address the challenges of the Industrial Revolution 4.0. The study's results indicate that the implementation of this model, which includes clear learning rules and webcast technology connection steps, has proven effective in increasing student engagement, critical thinking skills, and problem-solving skills. Based on this description, a teacher needs to have the ability to select learning models and methods to be used in the teaching and learning process by adapting to vocational needs by balancing theory and practice at the vocational high school level.

Analysis of Compliance with the Characteristics of Vocational High Schools

In the teaching module compiled by JF students, there are six poems used as models, namely the poem entitled "Aku Berlayar" by Isbedy Stiawan ZS, "PUI SI" by Dodong Djiwapradja, "TAPI" by Soetardji Calzoum Bachri, "Dua Wanita" by Toeti Heraty, "Gadis Peminta-Minta" by Toto S. Bachtiar, "Tuhan, Kita begitu Dekat" by Abdul Hadi W. M. The modeling of the six poems is academically appropriate and supports the achievement of poetry analysis competencies, but is still less contextual to the characteristics of vocational high school students who are vocationally oriented. This is in line with the finding that learning in vocational education needs to integrate learning experiences based on real contexts and the world of work so that students'

competencies develop optimally and are relevant to industry needs (OECD, 2023). Therefore, adaptation is needed in the form of contextualization and strengthening of work-based assignments so that learning becomes more relevant, meaningful, and applicable according to the characteristics of vocational high school students.

Poetry learning tools for vocational high school students should not only focus on the analysis of intrinsic elements, but also be contextualized within the vocational world to make it more relevant and meaningful. The CP remains based on the curriculum, while the TP and ATP are directed at application activities such as linking poetry to work experiences or students' areas of expertise. The learning model used should be constructivist and collaborative, supported by creative product-based assignments. This aligns with the contextual teaching and learning approach, which emphasizes the connection of material to students' real-life situations for more meaningful learning (Johnson, 2002). Thus, poetry learning in vocational high schools becomes more contextual, applicable, and tailored to students' needs.

In today's technological developments, vocational high schools (SMK) also need to be equipped with learning that utilizes sophisticated technology and information. Research conducted by Abidin & Kahfi (2025) entitled "Implementation of Digital Technology in Multicultural Learning Based on Islamic Values: A Case Study at SMK Annuronyah Sulang" shows that the use of digital platforms such as Google Classroom, WhatsApp, and social media, as well as creative project-based learning strategies, is effective in strengthening digital literacy and student tolerance. Despite facing challenges such as limited internet infrastructure and teachers' digital competency gaps, this integration has proven to enrich the learning experience and shape students' inclusive and adaptive character in the global era.

Alignment of Learning Designs with the Characteristics of High School Educational Units

Alignment between learning designs and the characteristics of educational units is a crucial aspect in curriculum implementation at the high school level. Learning designs that align with the actual conditions of the school, the needs of students, and the vision and mission of the educational unit will encourage the creation of a meaningful, effective, and sustainable learning process. In the context of the Independent Curriculum, this alignment serves as the primary foundation for achieving Learning Outcomes in a contextual, adaptive, and relevant manner to the developmental challenges of secondary school students.

At the high school level, the characteristics of students who are at an advanced stage of cognitive development require learning designs that are not only oriented towards mastery of material, but also on the development of critical, creative, and reflective thinking skills. Therefore, the analysis of the harmony of the learning design needs to examine the integration between Learning Outcomes, Learning Objectives, and Learning Objective Flow with the characteristics of the school, including academic culture, infrastructure, and the social and cultural environment. This analysis serves as the basis for assessing the extent to which the learning plan has been able to answer the needs of the educational unit holistically. Table 1.2 below presents an analysis of the harmony of the learning design of teaching assistant students at SMAN 7 Kediri with the characteristics of the Educational Unit at the high school level.

No.	Analyzed Aspect	Main Criteria	Findings	Conclusion / Recommendation
1	Learning Outcomes (CP)	a) Competency-based b) Learner-centered c) Contextual and adaptive	a) The Learning Outcomes (CP) for the Reading and Viewing and Writing elements are aligned with the KBSKAP Phase F Learning Outcomes. b) The CP encompass higher-order thinking skills, including evaluating, appreciating, and writing logically, critically, and creatively. c) The CP promote active student engagement. d) The CP are relevant to learning contexts through print media, electronic media, and real-world situations. e) Some inconsistencies in terminology and overly lengthy wording are still evident.	a) Strengthen more exploratory and participatory learning experiences. b) Simplify the wording of the CP to make them more systematic and easier to understand. c) Standardize terminology in accordance with the KBSKAP guidelines.
2	Learning Objectives (TP)	a) Logically derived from the CP b) Measurable and contextual c) Reflective of the learning culture	a) The TP are clearly formulated, operational, and measurable through action verbs such as <i>describing</i> and <i>writing</i> . b) The verb <i>understanding</i> is still used and is considered less operational. c) The TP are aligned with the Learning Outcomes (CP). d) The TP integrate the Pancasila Student Profile through discussion and	a) Replace the verb <i>understanding</i> with more measurable and operational action verbs. b) Add more specific indicators of achievement to support objective assessment.

3	Selection of Learning Models and Methods	a) Alignment with Learning Outcomes (CP) and Learning Objectives (TP)	collaborative group work. a) The teaching module applies a scientific approach using the Problem-Based Learning (PBL) model.	a) Strengthen the implementation of more collaborative and student-centered learning.
		b) Suitability to student characteristics c) Suitability to learning materials, context, and available resources	b) The instructional methods include question-and-answer sessions, discussions, group work, assignments, and lectures. c) The learning model and methods are aligned with the Learning Objectives (TP). d) The learning activities support students' logical, critical, and structured thinking skills in describing and writing tasks. e) The instructional strategies are appropriate for the characteristics of senior high school students.	b) Reduce the dominance of lecture-based instruction to increase student engagement. c) Incorporate more contextual problem-solving activities to further develop critical thinking skills.
4	Alignment with School Characteristics	Contextual learning that reflects the school's culture, student characteristics, and environment	The teaching module reflects the characteristics of SMAN 7 Kediri, including its strong literacy culture, active student participation, adequate ICT facilities, and environmental awareness. The theme of environmental conservation is relevant to the school's vision of promoting environmental sustainability and science and technology development.	The learning design is considered well aligned with the school's characteristics. It is recommended to expand the use of local potential, such as local SMEs, regional culture, and the surrounding environment, as sources of data for scientific writing activities.

Table 2. Analysis of the Harmony of Learning Designs for Teaching Assistant Students at the High School Level

Analysis of Learning Outcomes (CP) at the High School Level

An assessment of the Learning Outcomes (CP) in the student-developed learning modules is necessary to ensure their alignment with the principles of the KBSKAP (Competency-Based, Student-Centered, and Contextual and Adaptive Learning Outcomes). This is necessary to assess whether the CPs developed reflect learning demands that are relevant to student needs and current developments. The following is the CP formulation contained in the learning module developed by NW for scientific writing in Phase F of grade 11 high school.

Data 2.a

Reading and Viewing

Students are able to evaluate ideas and views based on logical thinking principles by reading various types of texts (non-fiction and fiction) in print and electronic media. Students are able to appreciate fiction and non-fiction texts.

Writing

Students are able to write ideas, thoughts, views, and metacognitive knowledge logically, critically, and creatively for various purposes. Students are able to write literary works in various genres. Students are able to write self-reflective texts. Students are able to write research results, functional texts for the world of work, and further study development. Students are able to modify/deconstruct literary works for creative economic purposes. Students are able to publish their writings in print and digital media.

The CP developed by NW students in the Reading, Viewing, and Writing elements aligns with the CP KBSKAP Phase F because it encompasses the ability to evaluate ideas, appreciate texts, and write logically, critically, and creatively, resulting in various types of texts and published works. From a competency-based perspective, this CP is appropriate because it emphasizes higher-order thinking skills. From a student-centered perspective, the CP provides space for active engagement, although it can still be strengthened through more exploratory learning experiences. From a contextual and adaptive perspective, the CP is relevant because it links learning to print, electronic, and real-world media. However, the CP still needs improvement in terminology consistency and editorial brevity to be more systematic and compliant with KBSKAP standards. This aligns with research stating that the Independent Curriculum is oriented towards developing students' higher-order thinking competencies and skills through more flexible and contextual learning (Aulia, 2023)

In the preparation of CP by policy makers, it is necessary to do it with various balances; adapting to the needs of students. Research by Rohman & Savitri (2025) discussed the influence of teachers' positive politeness strategies on students' self-efficacy in learning Indonesian at SMA Muhammadiyah 4 Surabaya. This study found that the use of communication strategies that respect, support, and motivate students can significantly increase their confidence in completing academic tasks. Empathetic teacher-student interactions are a key factor in creating a conducive learning environment and increasing active student engagement in the classroom. These findings serve as a basis for policy makers or teachers to design more empathetic and effective pedagogical interactions to ensure the success of learning interventions. This design can be realized in learning curriculum policies, one of which is in the preparation of Learning Outcomes (CP).

Analysis of Learning Objectives (TP) for High School Level

The analysis of the Learning Objectives (TP) in the teaching module was conducted to assess their alignment with the criteria for formulating good TPs, as well as their relationship to Learning Outcomes (CP) and the strengthening of the Pancasila Student Profile in the learning process. This discussion serves as a basis for assessing the extent to which the TPs developed are operational, measurable, and relevant to student characteristics, before being further examined in the following description. The following TPs were developed by NW in the teaching module for learning scientific writing material in grade 11 of high school.

Data 2.b

- 1) Through reading scientific journal articles on nature conservation and engaging in Q&A sessions, students are able to understand the systematics of scientific writing and its structure properly and correctly, demonstrating critical reasoning.
- 2) Through student worksheets (LKPD) and group discussions, students are able to correctly describe the structure of scientific work based on its systematics, demonstrating collaborative and creative thinking.
- 3) Through student worksheets and Q&A sessions, students are able to recognize the language variety of scientific works, spelling, punctuation, and coherence between sentences and paragraphs. They are also able to write sentences while observing scientific writing rules properly and correctly, demonstrating critical reasoning.

The Learning Objectives developed by NW students have met the criteria of being clear, operational, and measurable through the use of verbs such as "describe" and "write." However, there is still a verb "understand" that is not operational enough and needs to be clarified to make it more measurable. The Learning Objectives (TP) have also been derived from Learning Outcomes, demonstrating continuity between the curriculum and learning practices. Furthermore, the TP integrates the strengthening of the Pancasila Student Profile through discussions, group work, and active learning according to the characteristics of students at SMAN 7 Kediri. This aligns with Robert F. Mager's opinion that learning objectives must be formulated specifically and observable to facilitate the learning evaluation process (Mager, 2023).

The development of Learning Objectives (LOUs) is a fundamental step that forms the basis of all learning designs. This is in line with research by (Fiqri, 2024). The results showed that the use of ICT-based and differentiated (DI) lesson plans significantly increased student motivation and ability to master hortatory texts. These findings conclude that the integration of ICT and differentiated instruction not only

increases student engagement but also provides an adaptive learning model for teachers in facing the Merdeka curriculum. In this context, the development of Learning Objectives is the initial stage of the four main stages of developing a differentiated ICT-based (DI) lesson plan: formulating the CP and TP, organizing the lesson plan components, determining the implementation of ICT-DI in each activity, and developing adaptive evaluations.

Analysis of the Suitability of Learning Models and Methods for High School Students

The suitability of the learning models and methods used in the teaching modules with the formulated Learning Objectives (TP), as well as their relevance to the characteristics of high school students, needs to be assessed as a form of pedagogical adaptation for teaching assistant students. In the teaching modules developed, NW uses a scientific approach combined with the Problem-Based Learning (PBL) model and question-and-answer methods, discussions, group work, assignments, and lectures. The use of models, methods, and approaches is generally in line with the Learning Objectives (TP) because they support students' ability to describe and write logically, critically, and structured. This aligns with John Dewey's opinion that problem-based learning can encourage students to think critically through active learning experiences and solving real-life problems (Dewey, 2022).

At the high school level, this combination is relevant because PBL encourages higher-order thinking skills through contextual problem-solving, while the scientific approach strengthens the scientific process in learning. Collaborative methods such as discussions and group work also suit the characteristics of socially active students, while assignments and lectures serve to reinforce concepts. This is supported by findings (Fatonah., Juria., Siburian, 2026) which state that PBL is effective in improving students' critical thinking and problem-solving skills. However, its effectiveness still depends on the quality of the problems presented and the proportion of lectures to ensure that learning remains student-centered.

Analysis of Suitability with High School Characteristics

The learning design developed by NW students has been adapted to the characteristics of SMAN 7 Kediri, which has a strong literacy culture, active students, and technology-based facilities and infrastructure. This aligns with the school's vision of "PRIMA" (Achieving, Skilled, Faithful, and Cultured). The nature conservation theme

chosen by the teaching assistant students in developing the learning modules is relevant to the school's vision and mission, which is environmentally conscious and concerned with social issues. Furthermore, the implementation of collaborative learning, the use of digital media, and the strengthening of religious and social character demonstrate that the learning design is contextualized to the conditions and needs of the educational unit. This aligns with Lev Vygotsky's opinion that learning will be more effective when linked to the social context and student interactions within their learning environment (Vygotsky, 2022).

The characteristics of educational units contribute to and influence student achievement. A study by Spreitzer, C., Hafner (2023) entitled "Effects of Characteristics of School Quality on Student Performance in Secondary School: A Scoping Review," conducted a review to identify, categorize, and evaluate the influence of school quality characteristics on student performance at the secondary school level. The study concluded that establishing uniform internationally accepted standards for definition and operationalization is essential to more accurately understand the true impact of school quality on student learning outcomes.

CONCLUSION

Based on the research results and discussion, it can be concluded that the teaching assistantship students of the Indonesian Language Education Study Program, Faculty of Tarbiyah, UIN Syekh Wasil Kediri, have been able to implement pedagogical adaptation in developing learning plans aligned with the characteristics of high school and vocational high school (SMA) education units. This adaptation is evident not only in their ability to translate Learning Outcomes (CP) into Learning Objectives (TP) and Learning Objective Paths (ATP), but also in their ability to select learning models and methods and adapt them to student characteristics, school culture, and available infrastructure. This finding broadens the concept of pedagogical adaptation, which has been understood more as an adjustment to classroom teaching strategies, into a process of aligning (pedagogical alignment) between curriculum demands, learning tools, and the context of the educational unit.

This study's new findings demonstrate that the success of students' pedagogical adaptation is not solely determined by their mastery of the Independent Curriculum (Curriculum Merdeka) but rather by their ability to contextualize learning materials according to school characteristics. At the vocational high school (SMK) level, the primary challenge lies in integrating the workplace context into learning, while at the

high school level, adjustments are more focused on strengthening measurable indicators and the relevance of the academic context. Therefore, this study proposes that prospective teachers' pedagogical adaptation is a dynamic process that connects CP, TP, learning models and methods, and the characteristics of the educational unit within a unified framework.

Theoretically, this research contributes to teacher education studies by enriching the understanding of pedagogical adaptation in the field practice phase of prospective teachers. This research shows that the quality of teacher education is not only determined by the ability to develop learning materials, but also by the ability to make pedagogical adjustments to school realities. Therefore, the development of teaching assistance programs and teacher professional education needs to provide greater space for contextual experiences in schools so that prospective teachers are able to integrate curriculum demands with the real needs of students and the learning environment. However, this research is still limited to the context of partner schools in Kediri City. Therefore, future research can expand the scope of locations, involve various characteristics of educational units, and examine the impact of pedagogical adaptation on the quality of learning implementation and student learning outcomes.

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