Journal of Elementary Educational Research and Practice (JEERP)
Vol. 1, No. 3, 2025
Available online at https://ojs.cesmid.org/index.php/jeerp
Email: jeerp@cesmid.ac.id
E-ISSN: 3090-3181

Teacher Perceptions of Independent Curriculum Implementation in Madrasah Ibtidaiyah: A Phenomenological Study at MI Podorejo Tulungagung

Faiqotul Himmah*,
[1]UIN Sayyid Ali Rahmatullah Tulungagung

Email: halofaiq@gmail.com

Received: 2025-06-25; **Revised:** 2025-07-21; **Accepted**: 2025-11-19; **Published**: 2025-11-20
How to cite: Himmah, F. (2025). Teacher Perceptions of Independent Curriculum Implementation in Madrasah Ibtidaiyah: A Phenomenological Study at MI Podorejo Tulungagung. *Journal of Elementary Education Research and Practice, 1(3), 111–120.* https://doi.org/10.70376/rwa3qm46

This is an Open Access article distributed under the terms of the Creative Commons Attribution 4.0 International License

Abstract: This study examines teachers' perceptions of the implementation of the Independent Curriculum at MI Podorejo Tulungagung, following the national shift from the 2013 Curriculum to the new competency- and character-based model. Many teachers continue to experience confusion regarding curriculum components, instructional strategies, and assessment practices, making perception an important determinant of implementation quality. This research aims to analyze teachers' understanding of the curriculum concept, their instructional roles, and the challenges and solutions encountered during the implementation process. Using a qualitative phenomenological design, data were collected through in-depth interviews with the principal, curriculum coordinator, and Grades 3, 4, and 5 teachers, supported by relevant school documentation. The findings reveal that the Independent Curriculum has been implemented in accordance with its core principles, emphasizing flexible, student-centered learning and character development through the P5RA project. Teachers primarily act as facilitators and motivators who guide students toward independent and exploratory learning. However, several obstacles remain, including limited teacher understanding of new curriculum terminology, administrative workload, adaptation of teaching modules, parental involvement, and difficulties selecting appropriate learning methods. Madrasah-initiated solutions include capacity-building workshops, parental socialization sessions, and the provision of supporting learning resources. These results highlight the need for sustained institutional support and enhanced teacher capacity to ensure the effective implementation of the Independent Curriculum.

Keywords: Independent Curriculum, Teacher Perception, Curriculum Implementation, Phenomenological Study, Islamic Primary Education

Abstrak: *Perubahan kurikulum dari Kurikulum 2013 menuju Kurikulum Merdeka menuntut kesiapan dan pemahaman guru sebagai pelaksana utama pembelajaran. Namun, implementasi kurikulum baru ini masih menimbulkan kebingungan di kalangan guru, termasuk di MI Podorejo Tulungagung, terutama terkait perangkat ajar, strategi pembelajaran, dan penilaian. Penelitian ini bertujuan untuk menganalisis konsep implementasi Kurikulum Merdeka, peran guru, serta hambatan dan solusi yang muncul selama pelaksanaannya. Menggunakan pendekatan kualitatif fenomenologis, data dikumpulkan melalui wawancara mendalam dengan*

kepala madrasah, wakil kepala bidang kurikulum, dan guru kelas 3, 4, dan 5, serta didukung data sekunder dari dokumen madrasah. Hasil penelitian menunjukkan bahwa implementasi Kurikulum Merdeka di MI Podorejo telah sejalan dengan prinsip-prinsip kurikulum, yaitu pembelajaran fleksibel, berpusat pada peserta didik, dan penguatan karakter melalui proyek P5RA. Guru berperan sebagai fasilitator dan motivator yang mendampingi peserta didik dalam belajar mandiri dan eksploratif. Namun, hambatan utama yang muncul mencakup keterbatasan pemahaman guru terhadap istilah baru, beban administrasi, penyesuaian modul ajar, keterlibatan orang tua, dan pemilihan metode pembelajaran yang tepat. Untuk mengatasi hambatan tersebut, madrasah menyediakan pelatihan, sosialisasi kepada orang tua, serta fasilitas pendukung lainnya. Temuan ini menegaskan pentingnya peningkatan kapasitas guru dan dukungan kelembagaan dalam memastikan keberhasilan implementasi Kurikulum Merdeka.

Kata kunci: *Kurikulum Mandiri, Persepsi Guru, Pelaksanaan Kurikulum, Studi Fenomenologis, Pendidikan Dasar Islam*

Introduction

Education plays a decisive role in shaping students' competencies and character, as mandated by the Indonesian National Education System (Undang-Undang Nomor 20 Tahun 2003). In response to the rapid changes in global demands and the need for adaptive learning, Indonesia has undergone several curriculum reforms, with the most recent being the implementation of the Independent Curriculum (*Kurikulum Merdeka*). This curriculum is designed to promote student-centered learning, enhance essential competencies, and strengthen character education through flexible, context-based instructional approaches (Aegustinawati & Sunarya, 2023; Mubarok et al., 2023).

Although the Independent Curriculum offers substantial opportunities for improving educational quality, its successful implementation depends heavily on teachers' readiness and professional competence. The shift introduces new terminologies and requirements, such as *Capaian Pembelajaran* (CP), *Alur Tujuan Pembelajaran* (ATP), differentiated instruction, project-based learning, and teacher-developed learning modules, that require teachers to adapt quickly (Mukhlishina et al., 2023). As documented in recent studies, many teachers continue to experience confusion, administrative overload, and a limited understanding of pedagogy when adopting the curriculum (Sukatin et al., 2025; Wardi & Anissulalah, 2025). These challenges underscore the critical role of teacher perception in determining the effectiveness of curriculum implementation.

Teacher perception, defined as the way an individual interprets and assigns meaning to educational stimuli, strongly influences teachers' attitudes, instructional decisions, and openness toward curriculum innovation (Hübner et al., 2021; Idawati et al., 2024; Kusumawati et al., 2024). Positive perceptions can foster creativity, active engagement, and instructional flexibility, while negative perceptions may lead to resistance, ineffective implementation, or a reliance on traditional teaching approaches. Therefore, understanding teachers' perceptions is crucial in evaluating how curriculum reforms are implemented in classroom practice.

A review of existing literature shows that previous studies have primarily focused on curriculum design, policy analysis, or institutional readiness (Idawati et al., 2024). Although several studies have explored the Independent Curriculum in general, research specifically examining *teacher perceptions in madrasah ibtidaiyah*

remains limited, especially in rural settings, where teacher readiness, resource availability, and institutional culture may differ significantly from those in urban schools (Astuti & Ismail, 2025; Gürhan, 2025; Jannah et al., 2024; Khofifah et al., 2025). This gap suggests the need for an in-depth, context-specific investigation that captures teachers' lived experiences within the framework of the Independent Curriculum.

MI Podorejo Tulungagung is one of the madrasahs that began implementing the Independent Curriculum. Preliminary observations suggest that teachers face several challenges, including adjusting to new instructional modules, understanding unfamiliar curriculum terminology, and collaborating with parents to support students' learning. These issues highlight the importance of examining teachers' perceptions to identify potential barriers and practical strategies that enhance curriculum implementation at the madrasah level.

Therefore, this study aims to explore teachers' perceptions of the Independent Curriculum at MI Podorejo Tulungagung, focusing on three core areas: (1) teachers' understanding of the curriculum concept, (2) their roles and practices during implementation, and (3) the challenges faced along with the solutions adopted. The findings are expected to contribute to strengthening curriculum implementation strategies, informing policy directions, and supporting teacher professional development within the context of primary Islamic education.

Method

This study employed an interpretive phenomenological approach to explore the lived experiences and meaning-making processes of teachers in implementing the Independent Curriculum at MI Podorejo Tulungagung. Phenomenology was selected because it allows researchers to capture the depth of subjective interpretations toward educational reforms within authentic school settings. MI Podorejo, a rural Islamic primary school that began implementing the Independent Curriculum, was purposively chosen due to its relevance as an early adopter experiencing various challenges in adapting the curriculum.

Participants were recruited using purposive criterion sampling based on their direct involvement in curriculum implementation. The study involved five participants, consisting of the principal, the curriculum coordinator, and three homeroom teachers from Grades 3, 4, and 5. These individuals met the inclusion criteria of having actively implemented the Independent Curriculum for at least one academic year. Data collection ceased once thematic saturation was achieved, meaning that no new insights emerged during additional interviews.

Data were collected through semi-structured, in-depth interviews conducted face-to-face in a private room at the school to ensure comfort and confidentiality. Each interview lasted between 45 and 60 minutes and was audio-recorded with participants' informed consent. The interview guide focused on exploring teachers' understanding of the curriculum, their perceived roles in its implementation, the challenges they encountered, and the strategies they adopted to overcome those challenges. All recordings were transcribed verbatim and triangulated with secondary documents from the school, including curriculum schedules, lesson planning samples, and implementation guidelines.

Data analysis followed Colaizzi's seven-step phenomenological method, beginning with familiarization through repeated transcript readings, the extraction of significant statements, the formulation of meaning units, the clustering of themes, the construction of an exhaustive description, and the validation of the findings

through member checking with participants. To support systematic and transparent analysis, coding was performed manually, with a reflective journal used to document analytic decisions and minimize researcher bias.

Trustworthiness was ensured using Lincoln and Guba's four criteria. Credibility was enhanced through member checking and source triangulation; dependability was maintained through an audit trail that documented coding and analytic steps; confirmability was strengthened through reflective memoing; and transferability was achieved by providing detailed descriptions of the research setting and participant characteristics. Ethical procedures were rigorously followed. All participants provided informed consent after receiving an explanation of the study's purpose, assurances of confidentiality, and information on their rights to voluntary participation. Pseudonyms were used to protect participant identity. Although no formal institutional review board was available, the study strictly adhered to internationally recognized ethical guidelines for qualitative research.

Result and Discussion

Result

This study explored teachers' perceptions and lived experiences regarding the implementation of the Independent Curriculum at MI Podorejo Tulungagung. Through phenomenological analysis, four major themes and twelve subthemes were identified, reflecting both individual and shared experiences among the five participants (P1–P5). These themes outline teachers' conceptual understanding, evolving pedagogical roles, encountered challenges, and adaptive strategies, all of which are supported by the institution. Table 1 presents the complete thematic structure with analytical descriptions and supporting verbatim quotes.

Table 1. Thematic Findings with Subthemes and Supporting Participant Quotes

Theme	Subtheme	Analytical Description	Verbatim Quotes (Participants)
Theme 1: Conceptual Understanding of the Independent Curriculum	1.1 General Understanding of Curriculum Philosophy	Teachers recognize the curriculum as flexible, student-centered, and promoting character development through P5RA.	*"This curriculum helps shape students' character and that is important in Islamic schools."* (P1)
	1.2 Limited Mastery of Technical Terms (CP, ATP, Modules)	Teachers struggle with CP, ATP, and module structure, influencing lesson clarity.	*"Some terms like CP and ATP still confuse us… we understand the goals, but not the details."* (P5)
	1.3 Uncertainty in Translating Concepts into Practice	Teachers need deeper comprehension to apply curriculum principles effectively.	*"We need deeper understanding to apply it well."* (P3)
Theme 2: Teachers' Roles in Curriculum Implementation	2.1 Teachers as Facilitators	Teachers guide student exploration and inquiry rather than delivering content directly.	*"We guide students to explore and find answers themselves."* (P4)
	2.2 Teachers as Motivators	Teachers support students emotionally and maintain their engagement.	*"When students feel bored, we motivate them so they stay engaged."* (P5)
	2.3 Teachers as Mediators in Collaborative	Teachers scaffold teamwork and character-building during P5RA	*"In P5RA projects, we teach students teamwork and*

	Learning	projects.	*responsibility."* (P3)
Theme 3: Challenges Encountered During Implementation	3.1 Administrative Burden	Teachers feel overwhelmed by documentation and module preparation.	*"Administrative tasks are heavy and take a lot of time."* (P3)
	3.2 Limited Conceptual Understanding	Training did not fully resolve conceptual confusion.	*"Even after training, we still get confused with the new terms."* (P4)
	3.3 Time Constraints	Broader learning content exceeds available instructional hours.	*"The material is wider and deeper… completing it in the available time is difficult."* (P5)
	3.4 Low Parental Involvement	Parents struggle to support learning due to limited curriculum awareness.	*"Some parents don't understand their role, so students lack support at home."* (P2)
Theme 4: Adaptive Strategies and Institutional Support	4.1 Continuous Professional Development	School provides ongoing workshops and internal training.	*"We provide continuous training so teachers gradually understand better."* (P1)
	4.2 Module Modification and Adaptation	Teachers adjust modules to align with students' needs.	*"We adjust the modules because every class is different."* (P4)
	4.3 Strengthening Parent Collaboration	Madrasah conducts socialization sessions to engage parents.	*"We explain the curriculum to parents so they know how to help their children."* (P2)
	4.4 Maximizing P5RA Projects	P5RA enhances engagement, autonomy, and character-building.	*"Students become more active and independent in P5RA projects."* (P3)

Analytical Synthesis of Findings

The synthesis of findings demonstrates a complex interaction between teachers' conceptual understanding, pedagogical roles, encountered challenges, and adaptive strategies within the implementation of the Independent Curriculum at MI Podorejo Tulungagung. Teachers possess a foundational grasp of the curriculum's philosophical orientation, particularly its emphasis on flexibility, student autonomy, and character development. However, their mastery of key technical components such as learning outcomes (CP), learning progression (ATP), and module structure remains incomplete. This partial comprehension affects the clarity and consistency of classroom implementation and highlights the need for sustained and targeted professional learning to bridge conceptual gaps.

Teachers' evolving roles reflect a significant pedagogical transition from traditional, teacher-centered instruction toward more facilitative, student-driven learning. The roles of facilitator, motivator, and mediator are increasingly central to their practice, requiring higher levels of creativity, emotional investment, and instructional flexibility. These shifts illustrate a meaningful realignment of pedagogical identity, one that demands both professional readiness and institutional support.

The challenges encountered by teachers reveal the multifaceted nature of curriculum implementation. Administrative overload, conceptual confusion, time constraints, and limited parental involvement collectively influence teachers'

capacity to deliver instruction effectively. These challenges are interconnected, with each barrier amplifying the others. Administrative burden reduces instructional preparation time; limited conceptual clarity intensifies time constraints; and inadequate parental understanding restricts reinforcement of learning at home. The cumulative effect of these barriers underscores the systemic and relational dimensions of curriculum implementation.

Despite these difficulties, the findings also reveal strong adaptive capacity among teachers, supported by proactive institutional leadership. Continuous professional development, collaborative module adaptation, parent engagement initiatives, and the effective use of P5RA projects all contribute to strengthening curriculum enactment. These adaptive strategies reflect a dynamic interplay between teacher agency and institutional structures, indicating that successful implementation is not dependent solely on policy directives but on local-level problem-solving, professional collaboration, and coherent support systems.



Figure 1. Findings on Teachers' Perceptions of the Implementation of the Independent Curriculum in Madrasahs

Discussion

The findings of this study highlight the complex, multilayered nature of teachers' experiences in implementing the Independent Curriculum at MI Podorejo Tulungagung. The four major themes, conceptual understanding, pedagogical roles, challenges encountered, and adaptive strategies, reflect how curriculum reform is interpreted and enacted within the everyday realities of a madrasah setting. This discussion interprets these findings in relation to existing literature and identifies the implications for policy and practice.

The results show that teachers possess a foundational understanding of the philosophical orientation of the Independent Curriculum, particularly its emphasis on student-centered learning and character development through P5RA. This aligns with national curriculum goals that underscore flexibility, autonomy, and contextual learning (Wardi & Anissulalah, 2025). However, teachers demonstrated limited mastery of technical components such as CP, ATP, and module

construction. This finding is consistent with previous research, which indicates that curriculum innovations often outpace teachers' conceptual readiness, creating discrepancies between policy intent and classroom enactment (Labib et al., 2024). The varying degrees of conceptual clarity observed among participants suggest that curriculum implementation requires not only structural changes but also sustained pedagogical formation.

Furthermore, the shift in teachers' roles from knowledge transmitters to facilitators, motivators, and mediators illustrates a substantive pedagogical transformation. Similar findings are reported by Peter Kalunge Ekabu, (2023); Sholeh et al., (2021), who emphasized that the Independent Curriculum demands higher levels of teacher creativity, affective engagement, and learner support. In this study, teachers embraced these roles despite challenges, demonstrating a strong sense of professional responsibility. Their readiness to adapt their practices indicates that successful curriculum implementation is strongly influenced by teacher agency and interpretive capacity.

The challenges encountered by teachers, such as administrative burden, conceptual confusion, time constraints, and low parental involvement, mirror barriers documented in broader curriculum reform literature. Administrative workload has long been recognized as a significant impediment to teacher effectiveness (Kim, 2019). The findings reinforce this, as participants reported that documentation demands often detract from instructional preparation. Additionally, gaps in conceptual understanding hinder teachers' confidence, limiting the depth of curriculum enactment. The issue of parental involvement is particularly salient in the context of madrasah education, where home–school collaboration is crucial for reinforcing religious and character values. Limited parental awareness, therefore, poses a distinctive challenge to the goals of the Independent Curriculum.

Despite these difficulties, the study highlights strong adaptive capacity within the school community. Institutional support through professional development, mentoring, and collaborative planning plays a decisive role in bridging the gap between policy and practice. This supports existing research showing that successful curriculum reform is contingent on school-level leadership and collegial collaboration (Ralebese et al., 2025; Sholeh, 2021). Teachers' practice of modifying modules and contextualizing instruction illustrates an active negotiation between curriculum expectations and local realities. The strategic use of P5RA projects further demonstrates how schools can creatively integrate character-building with experiential learning, resulting in higher student engagement and a sense of responsibility.

Taken together, the findings suggest that the effectiveness of the Independent Curriculum hinges on the interplay between teacher readiness, institutional support, and contextual constraints. Curriculum reform cannot rely solely on policy issuance; it requires a comprehensive ecosystem of professional learning, community involvement, and resource sustainability. This study contributes to the growing body of literature that emphasizes the importance of teacher perception and agency in shaping curriculum outcomes, particularly in Islamic primary education settings where character education is deeply embedded in school identity.

Conclusion

This study provides a comprehensive understanding of teachers' perceptions and lived experiences in implementing the Independent Curriculum at MI Podorejo

Tulungagung. The findings reveal that teachers hold a clear understanding of the curriculum's philosophical orientation, particularly its emphasis on flexibility, student-centered learning, and character development through P5RA. However, their mastery of technical components such as *Capaian Pembelajaran* (CP), *Alur Tujuan Pembelajaran* (ATP), and module construction remains limited, affecting consistency in classroom implementation. Teachers also experience a significant shift in their pedagogical roles, transitioning from content deliverers to facilitators, motivators, and mediators who guide students' exploration and collaboration. While teachers demonstrate strong adaptability, the expansion of responsibilities increases their cognitive, emotional, and managerial workload, indicating that professional autonomy must be accompanied by adequate institutional support. Multiple challenges, including administrative burdens, conceptual uncertainty, time constraints, and limited parental involvement, further shape and complicate teachers' experiences with implementation.

Despite these hurdles, the study highlights the significant adaptive capacity among teachers who are supported by strong school-level leadership. Continuous professional development, collaborative planning, module adaptation, and structured parent engagement enable teachers to bridge curriculum demands with local realities, thereby enhancing their effectiveness. These adaptive practices demonstrate that successful curriculum implementation is not solely determined by policy directives, but rather by the synergy between teacher readiness, institutional support systems, and community participation. The study concludes that improving the effectiveness of the Independent Curriculum requires strengthening teacher capacity through sustained training, reducing administrative overload, enhancing school–parent collaboration, and promoting contextual flexibility. Future research is recommended to expand into multi-school contexts, explore longitudinal impacts over several academic years, and integrate quantitative measures to map the broader readiness and outcomes of curriculum reform in Indonesian madrasah settings.

References

[1] Aegustinawati, A., & Sunarya, Y. (2023). Analisis Implementasi Kurikulum Merdeka dalam Mengatasi Retensi Kelas di Sekolah Menengah Atas. *Jurnal Paedagogy*, *10*(3), 759. https://doi.org/10.33394/jp.v10i3.7568

[2] Astuti, M., & Ismail, F. (2025). Reconstruction of Integrative Methods in *Merdeka* Curriculum for Islamic Education Subjects. *Al-Hayat: Journal of Islamic Education*, *9*(2), 369–390. https://doi.org/10.35723/ajie.v9i2.67

[3] Gürhan, E. (2025). Primary School Curriculum Reform in Türkiye: Analyzing Recent Innovations in National Education Policies. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, *15*(1), 143–155. https://doi.org/10.18592/aladzkapgmi.v15i1.16298

[4] Hübner, N., Savage, C., Gräsel, C., & Wacker, A. (2021). Who buys into curricular reforms and why? Investigating predictors of reform ratings from teachers in Germany. *Journal of Curriculum Studies*, *53*(6), 802–820. https://doi.org/10.1080/00220272.2020.1870714

[5] Idawati, I., Akrom, A. H., & Asy'ari, M. H. (2024). The Effects of Cognitive Flexibility on Teacher's Readiness To Implement the Merdeka Curriculum. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, *14*(1), 55–63. https://doi.org/10.18592/aladzkapgmi.v14i1.12180

[6] Jannah, R., Sholeh, M., & Khaliq, R. (2024). Minimum Competency Assessment in Madrasah Ibtidayah. *Al-Hayat: Journal of Islamic Education*, *8*(3), 293–936. https://doi.org/10.35723/ajie.v8i3.573.

[7] Khofifah, E. N., Mislikhah, S., & Usriyah, L. (2025). *Teacher Leaders' Strategies in Implementing Deep Learning within the Merdeka Curriculum: A Multi-Case Study in Islamic Primary Schools*. *15*(2), 166–183. https://doi.org/10.18592/aladzkapgmi.v15i2.18190

[8] Kim, K.-N. (2019). Teachers' administrative workload crowding out instructional activities. *Asia Pacific Journal of Education*, *39*(1), 31–49. https://doi.org/10.1080/02188791.2019.1572592

[9] Kusumawati, M., Istiadi, N. Y., & Fristiana, S. (2024). Into the Emancipated Curriculum: Teachers' Perceptions of the Curriculum Change. *EDULIA: English Education, Linguistic and Art Journal*, *5*(1), 90–100. https://doi.org/10.31539/edulia.v5i1.10304

[10] Labib, M. H., Ihsanuddin, A. N., & Ikhrom. (2024). The The Problems of Teachers' Readiness in Implementing New Curriculum; A Systematic Literature Review. *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *6*(1). https://doi.org/10.19105/ghancaran.v6i1.11277

[11] Mubarok, R., Sholeh, M., & Irayana, I. (2023). Classroom Management Strategy in Implementing the Merdeka Curriculum (Independent Curriculum) in Primary Education Institutions. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, *13*(2), 189–202. https://doi.org/10.18952/aladzkapgmi.v13i2.11356

[12] Peter Kalunge Ekabu. (2023). Teacher Educators Pedagogical Effectiveness in Implementing Competency-Based Teacher Education and Competence-Based Assessment Programs: A Case of Primary Diploma Teacher Training Colleges in Kenya. *Journal of Education and Practice*, *14*(33), 52–60. https://doi.org/10.7176/JEP/14-33-07

[13] Ralebese, M. D., Jita, L., & Badmus, O. T. (2025). Examining Primary School Principals' Instructional Leadership Practices: A Case Study on Curriculum Reform and Implementation. *Education Sciences*, *15*(1), 70. https://doi.org/10.3390/educsci15010070

[14] Sholeh, M. (2021). Transformational Leadership: Principal Intellectual Stimulation In Improving Teacher Competences. *Al-Ta Lim Journal*, *28*(2), 167–179. https://doi.org/10.15548/jt.v28i2.708

[15] Sholeh, M., Jannah, R., Mahmudah, M., & Khairunnisa, K. (2021). Pengembangan Model Pembelajaran Efektif Dan Bermakna Di MI Perwanida Blitar. *Muallimuna : Jurnal Madrasah Ibtidaiyah*, *6*(2), 16. https://doi.org/10.31602/muallimuna.v6i2.4301

[16] Sukatin, S., Siti Munawaro, Oryza Syavita, Putri Maisi Sagita, & Hilda Rahman. (2025). Principal Elementary School Teachers' Perception of the Independent Curriculum: Readiness and Administrative Burden. *JITAR : Journal of Information Technology and Applications Research*, *1*(1), 132–140. https://doi.org/10.63956/jitar.v1i1.24

[17] Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

[18] Wardi, Moh. & Anissulalah. (2025). Implementasi Nilai-Nilai Pendidikan Islam dalam Program Profil Pancasila di SDN Pakamban Daya Pragaan Sumenep.

Muallimun: Jurnal Kajian Pendidikan Dan Keguruan, *5*(1), 133–151. https://doi.org/10.23971/muallimun.v5i1.10129