

A Comparative Study Of The Curriculum At Ma'arif Sukorejo Islamic Elementary School With The Curriculum At Pager 2 Sengonagung Purwosari Public Elementary School

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Abstract	
<p>This study aims to compare the curriculum implemented in Ma'arif Sukorejo Islamic Elementary School and Pager 2 Sengonagung Purwosari State Elementary School. Through the analysis of various components of the curriculum, it was found that in the aspect of learning materials. Ma'arif Sukorejo Islamic Primary School presents additional materials that focus on Islamic religious education, such as Al-Qur'an Hadith, Jurisprudence, Islamic Culture History (SKI), Akidah Akhlak, and Ahlussunnah wal Jama'ah (Aswaja). In contrast, Pager 2 State Elementary School provides Islamic Religious Education (PAI) subjects with one additional material for reading and writing the Qur'an (BTQ) only. In addition to differences in material, educational objectives are also a differentiator in this study. Ma'arif Sukorejo Islamic Elementary School emphasizes the formation of students who are not only academically intelligent, but also religious and Islamic. Meanwhile, Pager 2 State Elementary School emphasizes the development of students who are intelligent and have character in accordance with the values of Pancasila. This research uses a qualitative approach with a comparative method, where data is obtained through observation interviews and documentation. The results provide an overview of the similarities and differences in the curriculum components of each school, with a focus on religious materials and learning objectives as the differentiating elements. In conclusion, although the two schools have different focuses, they still implement Merdeka Curriculum as an effort to produce a generation that is smart, creative, characterized, religious, and ready to face future challenges.</p>	<p>Keywords: Curriculum Components; Learning Materials; Learning Objectives.</p>

Abstrak	
<p>Penelitian ini bertujuan untuk membandingkan kurikulum yang diterapkan di Sekolah Dasar Islam Ma'arif Sukorejo dan Sekolah Dasar Negeri Pager 2 Sengonagung Purwosari. Melalui analisis terhadap berbagai komponen kurikulum, ditemukan pada aspek</p>	<p>Kata Kunci: Komponen Kurikulum; Materi</p>

<p>materi pembelajaran. Sekolah Dasar Islam Ma'arif Sukorejo menyajikan materi tambahan yang berfokus pada pendidikan agama Islam, seperti Al-Qur'an Hadis, Fikih, Sejarah Kebudayaan Islam (SKI), Akidah Akhlak, serta Ahlussunnah wal Jama'ah (Aswaja). Sebaliknya, Sekolah Dasar Negeri Pager 2 memberikan mata pelajaran Pendidikan Agama Islam (PAI) dengan satu tambahan materi Baca Tulis Al-Qur'an (BTQ) saja. Selain perbedaan materi, tujuan pendidikan juga menjadi pembeda dalam penelitian ini. Sekolah Dasar Islam Ma'arif Sukorejo menekankan pada pembentukan peserta didik yang tidak hanya cerdas secara akademis, tetapi juga religius dan berakhlak Islami. Sementara itu, Sekolah Dasar Negeri Pager 2 lebih menekankan pada pengembangan siswa yang cerdas dan berkarakter sesuai dengan nilai-nilai Pancasila. Penelitian ini menggunakan pendekatan kualitatif dengan metode komparatif, dimana data diperoleh melalui observasi wawancara dan dokumentasi. Hasil penelitian memberikan gambaran mengenai persamaan dan perbedaan dalam komponen kurikulum masing-masing sekolah, dengan fokus pada materi keagamaan dan tujuan pembelajaran sebagai unsur pembeda. Kesimpulannya, meskipun kedua sekolah memiliki fokus yang berbeda, keduanya tetap menerapkan Kurikulum Merdeka sebagai upaya mencetak generasi yang cerdas, kreatif, berkarakter, religius, dan siap menghadapi tantangan di masa depan.</p>	<p>Pembelajaran; Tujuan Pembelajaran.</p>
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1. Introduction

A comparative study between Islamic primary schools and public primary schools provides an in-depth understanding of how different value orientations and educational visions shape their respective curriculum structures. Basically, both types of schools follow the framework of the independent curriculum as a national policy, but its implementation reflects distinctive institutional identities. Islamic primary schools, such as Ma'arif Sukorejo Islamic Primary School, not only adopt the core components of the independent curriculum, but also integrate a comprehensive religious curriculum consisting of Fiqh, Akidah Akhlak, SKI, Al-Qur'an Hadith, and Aswaja to deeply shape the religious character and moral values of students. Meanwhile, public elementary schools such as Pager 2 Sengonagung Purwosari State Elementary School implement the Independent Curriculum with a focus on strengthening general competencies and limited space for religious education through subjects, namely Islamic Religious Education (PAI) and reading and writing the Qur'an (BTQ).

The curriculum components in Islamic elementary schools (SDI) have their own characteristics compared to public schools. These components are designed to achieve educational goals that not only focus on mastering academic material, but also on the formation of Islamic character. Meanwhile, the components of the Public Elementary School (SDN) curriculum are the elements that make up and run the curriculum at the public elementary school level. These components are

interrelated and work together to achieve the educational goals that have been set. (Nazri et al., 2022). The previous research that researchers found was the thesis of Septiana Dwi Anggraeni (2014) from the Faculty of Tarbiyah and Keguruan Sciences, UIN Sunan Kalijaga with the title "Implementation of the 2013 Curriculum in Elementary Schools (Comparative Study of the implementation of the Curriculum in Pai and Cultivation of Pudi Pekerti Learning at Glagah State Elementary School and Muhammadiyah Demangan Elementary School). (Septiana Dwi Anggraeni, 2014) The results of the thesis research, namely, that the implementation of the 2013 Curriculum in PAI and Budi Pekerti learning at Glagah State Elementary School and Muhammadiyah HR have similarities, especially in assessments that are still dominant in cognitive aspects (assignments, tests, UTS, UKK). Assessment of attitudes and skills has been carried out, but the use of the environment as a learning resource is still limited to the use of prayer rooms. The learning process at SD Negeri Glagah is good, although the scientific approach has not been maximized, especially at the questioning stage. Meanwhile, SDM Muhammadiyah has implemented the scientific approach well and learning is more participatory. Both schools are accredited A. The difference between the previous research and this research is that the previous research discusses the comparison of the implementation of the 2013 curriculum in Islamic religious education and character subjects at Glagah State Elementary School and at Muhammadiyah Demangan Elementary School, while this research explains the curriculum comparison at Ma'arif Sukorejo Islamic Elementary School with the Curriculum at Pager 2 State Elementary School.

The researcher has high hopes for the development of education in Indonesia, especially in primary schools. Hopefully, students, both in Islamic elementary schools and in public elementary schools, can obtain a good balance between mastery of general knowledge and a deep understanding of religion. Thus, students are not only intellectually intelligent, but also have a strong spiritual depth, which can guide them in facing the challenges of life. In addition, researchers hope that the education provided can shape students' good character, by instilling noble moral values, such as honesty, discipline, and respect for others. Good character will form a person who is not only successful in academics, but also has social awareness and responsibility towards society.

2. Methods

This research uses a qualitative approach that focuses on understanding the phenomenon in the field. This approach allows researchers to describe the curriculum components at Ma'arif Sukorejo Islamic Elementary School located at Jl. Kamajaya Tex. No. 96 Sukorejo, Sukorejo, Sukorejo sub-district, Pasuruan district, East Java. In qualitative research, the researcher acts as an instrument that collects data through observation, interviews and documentation. This research method is comparative research, which aims to describe systematically and in detail about the implementation of the Islamic elementary school curriculum and public elementary schools. (Lu & Budi, 2023) This research will systematically compare certain aspects of the two curriculum components, such

as objectives, subject matter, learning methods and assessment. The research identifies curriculum components applied in learning at Ma'arif Sukorejo Islamic Elementary School with curriculum components at Pager 2 Sengonagung Purwosari Public Elementary School.

The subjects of this study were homeroom teachers, where homeroom teachers are directly involved in the learning process and can explain what methods they use when teaching, what materials are taught, and how they adjust the curriculum to the needs and characters of students.

This research uses data analysis with an interactive model. According to Miles & Huberman, there are four steps in data analysis, namely: data collection, data processing, data presentation, and conclusion drawing.

- 1) Data processing is a process that aims to simplify the collected data so that it is easier to analyze and can produce clear conclusions. This data collection is the first step where data is collected during the research, and the data processing process will continue throughout the research.
- 2) Presentation of data is data that has been processed will be presented in a form that makes it easier for researchers to understand the existing problems. Presentation can be in the form of descriptions, diagrams, and others. This helps researchers plan the next steps based on the information found.
- 3) The last is conclusion drawing, where after going through the steps above, the researcher finally draws conclusions based on the data that has been analyzed and new findings found during the research."(Spradley & Huberman, 2024).

3. Result and Discussion

a. Curriculum Components At Ma'arif Sukorejo Islamic Elementary School

This research found that the curriculum implemented is very oriented towards achieving comprehensive educational goals, not only emphasizing academic aspects, but also on the formation of morals and personality of students with noble character. As an Islamic educational institution, Maarif Sukorejo Islamic Elementary School integrates religious values with national education goals to create students who are intelligent, ethical, and have a sense of responsibility for society and the environment. By integrating moral and religious values, Ma'arif Sukorejo Islamic Primary School, which uses the independent curriculum, has a more flexible and contextual approach in implementing the learning process, which is tailored to the needs and potential of students. (Rudianto & Mahfud, 2023)

The Merdeka curriculum provides flexibility for teachers and schools to manage learning according to student characteristics, and allows them to develop various curriculum components that can be more relevant and applicable. (Ilmawan, 2024) The Merdeka curriculum in this school provides opportunities for students to learn in an atmosphere that supports the development of a better personality, while strengthening their religious identity. This is very relevant to the

goals of Maarif Sukorejo Islamic Primary School, which wants to produce a young generation that is not only competent in academics, but also has noble character and is ready to contribute to society. In-depth research on the curriculum component at Ma'arif Sukorejo Islamic Primary School. Given the school's identity that is rooted in Islamic values and incorporated in the vast Ma'arif network, it is important that this research be conducted in-depth..

After the researcher conducted an observation interview with Mrs. Lia as a homeroom teacher, the researcher obtained a lot of information in accordance with the objectives of this research, of course, namely information about the curriculum components at Ma'arif Sukorejo Islamic Elementary School. The following are the research findings:

- 1) Learning objectives, at Ma'arif Sukorejo Islamic Primary School, are in accordance with the needs and characteristics of students. With these clear objectives, the curriculum can be designed to form students who are not only intelligent, but also have noble character and are able to behave in accordance with Islamic teachings. (Ruswandi & Arifin, 2021)
- 2) Learning material, where the learning material in Ma'arif Sukorejo Islamic Elementary School is general material and additional material for fiqh, al-qur'an hadith, aqidah akhlaq, aswaja, history of Islamic culture.
- 3) Methods, The learning methods applied at Maarif Sukorejo Islamic Elementary School support the achievement of the educational goals that have been set. The methods used often combine conventional methods such as lectures and discussions with more active methods such as group discussions, and project-based learning.
- 4) There is evaluation, at Ma'arif Sukorejo Islamic Primary School, assessment is not only seen in terms of exam results or written tests, but also in terms of the development of attitudes and religious values applied to students.
- 5) Media and learning resources used at Maarif Sukorejo Islamic Primary School play a very important role in the learning process. Teachers at this Islamic Primary School often use learning tools such as books, LCD/Projectors, and other media that help facilitate learning, such as pictures and maps to understand more deeply the SKI material, and Natural Sciences.
- 6) Additional values and school habits, Some of these habits include reciting prayers before and after learning, reading the Qur'an, reciting Asmaul Husna every morning, and performing dhuha and dhuhur prayers in congregation.

The educational objectives at Ma'arif Sukorejo Islamic Elementary School (SDI) are designed in line with the school's vision and mission which emphasizes the formation of a generation with good character, intellectuals, supportive and anfa'uhum linnas. This is realized through integrative learning that combines cognitive, affective, and spiritual aspects. In addition to the religious aspect, the

school mission that leads to the mastery of science and technology is also translated into the application of active and technology-based learning.

Learning materials are organized holistically, combining the national curriculum with Islamic local content. Additional materials such as fiqh, Al-Qur'an Hadith, Aqidah Akhlak, SKI, and Aswaja reflect the identity of a moderate and tolerant Nahdlatul Ulama-based school, as well as functioning in the formation of Islamic student character and integrity. (Kh et al., n.d.)

The learning methods used are combinative, including conventional methods such as lectures, as well as active methods such as group discussions, project-based learning, and thematic approaches. These methods aim to foster critical, collaborative and contextual thinking skills, so that students not only understand the theory, but are also able to apply it in real life. (Nasution, 2017)

Evaluation or assessment in learning is carried out thoroughly, not only assessing students' abilities in terms of knowledge (cognitive), but also includes attitudes, emotions, and spiritual values. This means that teachers do not only look at the results of written exams, but also pay attention to how students behave in class, how they behave towards friends and teachers, and how they apply religious teachings in their daily lives, such as being honest, respecting others, and being responsible. (Armini, 2024)

In using media and learning resources, teachers utilize various tools such as textbooks, projectors, pictures, maps, and other visual media. These tools are used to help students more easily understand the material, especially material that is abstract or difficult to imagine, such as concepts in Islamic and science subjects. For example, to explain the solar system or the process of human creation from a religious perspective, teachers can use pictures, videos or presentations to make it easier for students to imagine. That way, learning is not only theoretical, but also becomes more real and interesting.

Additional habits and values at school are activities designed to shape character and strengthen religious values in students. Among these, there is the recitation of prayers before and after lessons, which aims to ask for blessings and facilitate the acquisition of knowledge, as well as express gratitude for the knowledge that has been obtained. In addition, the routine recitation of the Qur'an is a means to get closer to the holy book and increase students' spiritual depth. The recitation of Asmaul Husna every morning is also an important habit to foster awareness of the attributes of Allah, which is expected to guide students in living their daily lives. No less important, the dhuha prayer and dhuhur prayer in congregation are also part of the activities that instill a sense of togetherness, discipline, and piety to Allah (Rahayuning et al., 2023).

b. Curriculum Components At Pager 2 Sengonagung Purwosari Primary School

This research shows that the learning materials in this school focus more on developing higher-order thinking skills, such as analyzing, evaluating and composing ideas, as well as character building according to Pancasila values, rather than simply memorizing information. Students are encouraged to be

actively involved in the learning process by exploring various topics thoroughly. The Merdeka Curriculum also gives teachers the freedom to design teaching materials that are more relevant and interesting, for example by utilizing local potential and technology in learning. (Ilmawan, 2024).

The learning approach used is in line with the principles of Merdeka Curriculum. Learning at Pager 2 Primary School adapts to students' interests and talents, is interactive, project-based and encourages collaboration. This helps students think critically, complete tasks together and develop their social skills.

At Pager 2 State Elementary School, researchers conducted interviews with Mrs. Ana as the homeroom teacher. Information that researchers get for the curriculum component in Pager 2 Sengonagung Purwosari State Elementary School. The following are the research findings:

- 1) The curriculum at Pager 2 Sengonagung Purwosari State Elementary School is in accordance with the needs and characteristics of students because the educators have met the needs of students in accordance with the objectives of the curriculum used by the school, namely the independent curriculum.
- 2) The subject matter taught is generally the same as other primary schools. For religious subjects, there is a subject, namely Islamic Religious Education (PAI), with additional material for reading and writing the Qur'an (BTQ) only. The materials generally taught in public primary schools include Pancasila Education, Indonesian Language, Mathematics, Natural Sciences (IPA), Social Sciences (IPS), Physical Education, Sports and Health (PJOK), Cultural Arts and Crafts (SBdP), and Local Language.
- 3) The methods often used at Pager 2 Sengonagung Purwosari Elementary School are games, discussions, and PBL. Where students are invited to learn through projects that integrate various subjects. This learning aims to develop students' skills in solving real problems, as well as working together in groups. All of these methods are adapted to the objectives of the independent curriculum, which focuses on students. (Novita & Hadi, 2019)
- 4) Learning evaluation is carried out by the teacher by giving project assignments to students after the delivery of material for one chapter is complete. The project aims to measure the extent of students' understanding of the material that has been taught as well as to develop students' critical thinking skills and applicative skills
- 5) Learning resources and tools usually often use books, LCD/projector, and other media that help facilitate the learning process, such as the use of maps during social studies lessons. The media used also varies alternately, and sometimes educational toys are also provided to help understand the material so that students do not feel bored.
- 6) Additional values and school habits, this school builds a conducive learning environment by emphasizing social etiquette, environmental cleanliness, and habituation of positive behavior through school programs such as clean Friday and literacy activities.

The curriculum implemented at Pager 2 State Elementary School is very suitable for the needs and characteristics of students. This is supported by the commitment of educators in designing and implementing learning in line with the objectives of the Merdeka Curriculum. In addition, the implementation of this curriculum is also in line with the school's vision, namely "realizing intellectual, virtuous and religious people", as well as the school's mission which emphasizes the importance of educational innovation to improve the quality of human resources who are intelligent, intelligent, skilled, and clear-minded based on faith and piety. Educators at this school apply a contextualized learning approach and provide space for students to learn actively according to their interests and talents. Thus, the learning process becomes more meaningful, comprehensive, and able to form students who are not only intellectually intelligent, but also have strong character and moral foundation.

The learning materials taught are in accordance with the curriculum applicable in primary schools in general. The subjects covered include the various subject areas required to fulfill the basic education standards, and most of the materials are adapted from the national curriculum implemented in many public primary schools. However, in terms of religious education materials, it is the same as other public primary schools that have religious materials under the term Islamic Religious Education (PAI) with additional BTQ Qur'anic reading materials.

Some of the learning methods that are often applied include game methods, discussions, and Project Based Learning (PBL). In the game method, students are involved in fun activities to increase their engagement in learning. The discussion method is used to stimulate interaction between students and develop their ability to communicate and solve problems. Meanwhile, PBL invites students to learn through projects that combine various subjects, provide opportunities for students to tackle real problems, and hone their ability to work together in groups. (Novita & Hadi, 2019)

The implementation of learning evaluation in schools is done by giving project assignments to students after they have completed a chapter of learning material. This project-based evaluation is not only intended to assess the extent of students' understanding of the material that has been taught by the teacher, but also aims to develop various other important skills, such as critical thinking, creativity, and the ability to work together in groups. The projects given are generally designed to cover various cross-curricular competencies, so that students are encouraged to think integratively and apply the knowledge gained in the context of real life. (Agung Wibowo et al., 2022)

In the implementation of learning activities, the sources and tools used generally include textbooks, LCD devices or projectors, and various other supporting media that aim to facilitate students' understanding, such as the use of maps in Social Studies subjects. The utilization of learning media is carried out alternately so that the learning process is not monotonous and remains interesting. In addition, at certain times learning media in the form of educational toys are also provided which are designed to increase the involvement of

students, help them understand the material more concretely, and create a pleasant learning atmosphere to avoid boredom during the learning process. (Rozie, 2018)

Implementing various additional values and positive habits as part of the effort to shape student character and create a conducive learning environment. The school emphasizes the importance of social etiquette among students, maintaining environmental cleanliness, and getting used to behaviors that reflect discipline, responsibility, and caring. These values are instilled through structured routine programs, such as clean Friday activities that teach the importance of keeping the school clean together, as well as morning literacy activities that aim to foster a culture of reading and improve students' literacy skills from an early age. (Gantini & Fauziati, 2021)

c. Comparison Of Curriculum Components At Ma'arif Sukorejo Islamic Elementary School With Curriculum Components At Pager 2 Sengongung Purwosari Public Elementary School

There are fundamental differences in the application of curriculum components, reflecting the character and identity of each educational institution. The educational objectives implemented in the two primary schools show different focuses and approaches, according to the characteristics of each institution. Ma'arif Sukorejo Islamic Primary School emphasizes the formation of students who are not only academically superior, but also have a strong religious foundation, are religious, and have Islamic morals. Education at SDI is directed at shaping the character of students who are faithful, pious, honest, disciplined, and have social care in accordance with Islamic teachings. Meanwhile, Pager 2 State Elementary School emphasizes the formation of students who are intellectually intelligent and have strong character, based on the values of Pancasila. This includes developing attitudes of nationalism, mutual cooperation, tolerance and social responsibility as part of efforts to create a generation capable of living harmoniously in a pluralistic society.

In terms of learning materials, Ma'arif Sukorejo Islamic Elementary School combines the national curriculum with additional materials that focus on Islamic education. The Islamic materials include Fiqh, Al-Qur'an Hadith, Aqidah Akhlak, Ahlussunnah wal Jama'ah (Aswaja), and Islamic Cultural History. This integration is not only intended to provide students with a deeper understanding of religion, but also to strengthen their Islamic identity from an early age, form a religious character, and familiarize behavior in accordance with Islamic teachings in everyday life. On the other hand, Pager 2 State Elementary School teaches Islamic Religious Education (PAI) as part of the national curriculum with additional material on reading and writing the Qur'an (BTQ). PAI at Pager 2 State Primary School serves as a basic introduction to religious values, but does not have as broad a scope as that given at Ma'arif Sukorejo Islamic Primary School. This difference reflects the different orientations and goals of religious education in the two types of schools.

Differences are also evident in the application of learning methods in both schools. Ma'arif Sukorejo Islamic Primary School uses an approach that combines various methods, such as lectures, group discussions, project-based

learning, and a thematic approach that connects the subject matter with Islamic values and daily life. This method is designed to not only improve students' academic understanding, but also instill religious values in every aspect of learning, so that students can internalize Islamic teachings contextually. On the other hand, Pager 2 State Primary School also applies active and participatory learning methods, such as discussions, educational games, and project-based learning. Learning methods at Pager 2 Primary School are more directed to develop students' critical thinking skills, creativity, collaboration, and communication skills in general, in accordance with the characteristics of Pancasila and national values-based education.

The difference in approaches to learning evaluation is also quite clear between Ma'arif Sukorejo Islamic Primary School and Pager 2 Sengonagung State Primary School. At Ma'arif Sukorejo Islamic Primary School, the evaluation system does not only focus on the results of written exams, but also includes an assessment of the aspects of attitude, behavior, and the application of religious values in students' daily lives. The evaluation conducted at this school is holistic, reflecting the school's efforts to form students who are not only academically superior, but also have noble morals and strong religious characters. Meanwhile, at Pager 2 Sengonagung Primary School, learning evaluation is conducted with more of an academic approach and students' thinking skills. Teachers usually give project assignments to students every time the delivery of material in one chapter is completed. The project aims to measure students' understanding of the material that has been taught, as well as to train their critical thinking skills, creativity and practical skills in solving real context-based tasks.

The use of learning media at Pager 2 State Primary School and Ma'arif Sukorejo Islamic Primary School are similar in utilizing various tools, but with different approaches. Pager 2 State Primary School uses more digital media such as videos and educational applications to create interactive and fun learning. Meanwhile, Ma'arif Sukorejo Islamic Primary School tends to use conventional media such as books, projectors, pictures and maps, especially to deepen Islamic and science materials visually and contextually.

In the aspect of added values and habits instilled in the school environment, there are different approaches that reflect the identity of each educational institution. Ma'arif Sukorejo Islamic Primary School consistently instills religious habits as part of the character building of students. Activities such as praying dhuha in congregation, reciting prayers before and after lessons, and memorizing and reciting Asmaul Husna are carried out routinely and become an integral part of students' daily activities at school. These practices not only aim to strengthen students' spiritual aspects, but also to form an attitude of discipline, solemnity, and closeness to the values of Islamic teachings from an early age. Meanwhile, Pager 2 Primary School develops positive habits that are more general and social in nature in order to instill national character values and environmental awareness. Activities such as clean Friday which involves students in maintaining the cleanliness of the school environment, morning literacy to familiarize the culture of reading from an early age, and group discussions as a means of

practicing cooperation and communication, are part of the school's efforts to form students who are responsible, disciplined, and have a sense of empathy for others.

4. Conclusion

After an in-depth comparative analysis of the various components of the curriculum at Pager 2 Sengonagung State Elementary School and Ma'arif Sukorejo Islamic Elementary School, it can be concluded that there are differences in terms of educational objectives, learning methods, and learning materials in the two schools. These differences reflect the characteristics, vision and values upheld by each educational institution. The things that distinguish include important aspects such as the direction of educational goals, the type and content of learning materials provided, learning strategies applied by teachers, student evaluation systems, learning media used, and character values to be formed in students. One of the most striking differences lies in the learning materials, especially in religious subjects. At Ma'arif Sukorejo Islamic Elementary School, in addition to following the national curriculum, there are additional special religious materials that include Fiqh, Al-Qur'an Hadith, Aqidah Akhlak, Aswaja, and Islamic Cultural History. This addition aims to strengthen students' understanding of Islam and shape their religious character from an early age. Meanwhile, at Pager 2 State Elementary School, religious education is only provided through a subject, namely Islamic Religious Education (PAI), as stipulated in the national curriculum with additional material for reading and writing the Qur'an (BTQ) only.

Overall, although both schools implement Merdeka Curriculum, they adjust its implementation to suit their respective visions, missions and identities. Ma'arif Sukorejo Islamic Primary School emphasizes the formation of students' religious character with an Islamic approach, while Pager 2 Public Primary School focuses more on strengthening students' national character and life skills in line with the values of Pancasila. These different approaches reflect the richness and diversity of the national education system and show that curriculum implementation can be done flexibly to suit the needs and characteristics of students in each school.

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