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Analyzing The Implementation Of The Merdeka Curriculum In Islamic Religious Education: A Case Study At Surya Buana Islamic Elementary School

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Abstract: *The implementation of the Merdeka Curriculum in Islamic Religious Education at Surya Buana Islamic Elementary School represents a significant shift from traditional lesson plans to structured teaching modules that emphasize flexibility and student-centered learning. This study aims to analyze how the school integrates the Merdeka Curriculum into Islamic Religious Education and how teachers adapt teaching modules to enhance learning quality and respond to diverse student needs. A qualitative approach was employed, using observation, interviews, and document analysis to obtain comprehensive data on curriculum implementation and classroom practices. The findings indicate that Surya Buana Islamic Elementary School has successfully implemented the Merdeka Curriculum by developing teaching modules that are flexible, contextual, and aligned with students' developmental characteristics. Teachers apply interactive and differentiated learning strategies, which support students' engagement, character development, and understanding of religious values. The transition from lesson plans to teaching modules has also improved instructional planning, allowing teachers to design more meaningful and adaptive learning experiences. The practical significance of this study lies in providing an empirical example of how the Merdeka Curriculum can be effectively implemented in Islamic Religious Education at the elementary level. The findings offer practical guidance for teachers and school leaders in designing teaching modules and implementing differentiated learning, and they may serve as a reference for other schools seeking to adopt and adapt the Merdeka Curriculum in religious education contexts.*

Keywords: *Merdeka Curriculum, Teaching Modules, Islamic Religious Education, Curriculum Implementation, Elementary School*

INTRODUCTION

The Merdeka Curriculum is a curriculum with diverse intracurricular learning where learning is optimized so that students have sufficient time to explore concepts and strengthen competencies. The Merdeka curriculum emphasizes thinking, creativity, and character



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development for the digital era, schools are given the opportunity to adapt and improve the curriculum according to current needs and local contexts (Fathoni et al. 2024).

The implementation of the Merdeka curriculum in Islamic Religious Studies in schools and educational institutions is an urgent need in the context of education in Indonesia. Islamic Religious Education is very important in an elementary school institution because it helps shape students' character, ethics, and attitudes from an early age. It provides an understanding of religious teachings, builds discipline, and instills values such as honesty, empathy, and responsibility that are essential for children's personal and social development.

This research aims to find out and analyze the application of the Islamic Religious Education curriculum in the learning process in various educational institutions, therefore this research is expected to contribute quite well to improving the quality of religious education in the State of Indonesia. Islamic Religious Education is basic knowledge concerning Islamic law related to daily life. The implementation of the Islamic Religious Education curriculum involves team building, student needs assessment, formulation of learning objectives, organization, and evaluation. Evaluation that is in line with government standards includes assessment of attitudes, knowledge and skills by involving parents.

The implementation of the Merdeka Curriculum has been the main focus of various educational research in Indonesia since its introduction. Research by (Kurnia 2023) shows the readiness of teachers at SDI Surya Buana Malang City in implementing the Merdeka Curriculum, including cognitive, physical, psychological, and financial aspects. Teachers in this school have been able to compile teaching modules and assessments according to the characteristics of the new curriculum and have high motivation to carry out project-based learning and differentiation.

In addition, a training report by the Ministry of Religious Affairs (2024) emphasizes that implementing the Merdeka Curriculum is a gradual process that requires adaptation according to the readiness of each educational unit. This provides flexibility for schools to adapt learning approaches to the needs of learners and the capacity of teachers (Fathoni et al. 2024) . Thus, the implementation of the Merdeka Curriculum is expected to create a more inclusive and adaptive



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learning environment, so that students can optimally develop their potential and become a generation ready to face future challenges.

SDI Surya Buana is one of the schools that implements the independent curriculum. However, although many studies have been conducted, there are still gaps in the study of the implementation of the Merdeka Curriculum in Islamic religion subjects in integrated Islamic-based elementary schools such as SDI Surya Buana. Most research focuses more on the technical or general aspects of the curriculum without exploring in depth how religious values can be effectively integrated in the context of project-based and differentiated learning.

This research is unique because it seeks to explore the implementation of Merdeka Curriculum specifically in Islamic religion subjects at SDI Surya Buana. By examining how this curriculum is implemented to improve students' understanding of religious values through innovative approaches, this research is expected to make a significant contribution to the development of a religious learning model that is relevant to the needs of the times and the characteristics of students.

METHOD

This study aims to explore the implementation of Merdeka Curriculum in Islamic Religious Education (PAI) subjects at SDI Surya Buana using a qualitative approach. Through data collection methods including observation, interviews, and documentation. Researchers try to understand in depth how the curriculum is implemented in the classroom. Researchers made direct observations, of the learning process to record interactions between teachers and students as well as activities carried out during learning. Interviews with the head of curriculum and teachers provided a broader perspective on curriculum planning and evaluation, while documentation supported the data obtained from observations and interviews.

Data analysis was carried out by reducing, presenting, and drawing conclusions to identify patterns that emerged from the implementation of Merdeka Curriculum. This research not only aims to describe the curriculum implementation process, but also to assess its impact on students'



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interest in learning and creativity. In addition, this study also identifies the obstacles faced by teachers and students in implementing the curriculum and the solutions implemented by the school. Thus, the results of the study are expected to provide valuable insights for curriculum development and learning practices in elementary schools.

RESULT AND DISCUSSION

Curriculum Implemented in PAI Subjects at Surya Buana Islamic Elementary School

The curriculum at Surya Buana Islamic Elementary School integrates three main types of curriculum, namely the 2013 National Curriculum, the Merdeka Curriculum, and the school's unique internal curriculum. The 2013 National Curriculum is implemented with an integrated thematic and scientific approach that prioritizes 5M (Observing, Asking, Trying, Associating, and Communicating), thus providing contextual and meaningful learning experiences for students in facing the times. The Merdeka Curriculum is implemented to support education that humanizes children by respecting the uniqueness and potential of each student, and aims to shape character according to the Pancasila Student Profile which is faithful, noble, independent, critical, creative, and cooperative.

Meanwhile, the internal curriculum emphasizes Islamic education based on the Qur'an and Sunnah, with strengthening of religious materials such as Akidah Akhlak, Fiqh, Arabic, and habituation of worship and Islamic values in daily life. In addition, SD Islam Surya Buana also develops the Triple R (Religious, Research, Reasoning) learning concept that combines spiritual values, research, and reasoning in the learning process. Teachers at this school are also cognitively, physically, psychologically and financially prepared to optimally implement the curriculum. With this approach, SD Islam Surya Buana seeks to produce a generation that is not only academically intelligent but also has Islamic character and is ready to face global challenges (Kurnia 2023) .

The curriculum implemented in Islamic Religious Education (PAI) subjects at Surya Buana Islamic Elementary School is the Merdeka Curriculum. The Merdeka Curriculum is implemented to provide flexibility in learning that adapts to the uniqueness and potential of each student, as well

as to shape student character in accordance with the Profile of Students Pancasila, such as faith, piety, noble character, independence, and critical thinking skills. This is also reinforced in accordance with the statement from the third grade PAI teacher of SDI Surya Buana who said that:

"...we have used the Merdeka curriculum in every lesson, and in this Merdeka curriculum, the most important thing is the character of the child, and the teacher must also use more media to support learning, so that children will develop a favorite character, and there will also be skill activities such as mutual cooperation, P5 activities (Pancasila Student Profile Strengthening Project) ..." (Interview with Class III Pai Teacher, Zainatul Hasna, S.Pd, on April 11, 2025 at 08.00 WIB).

Based on the results of interviews that have been conducted, SD Islam Surya Buana has implemented the Merdeka Curriculum in every learning process with the main focus on developing student character. Teachers at this school are encouraged to utilize various learning media to create an interesting learning atmosphere and support the growth of positive character in children. In addition, skill activities such as gotong royong and the Pancasila Student Profile Strengthening Project (P5) are also an important part of the curriculum to strengthen students' character values and social skills as a whole. As seen in the following document:

MODUL AJAR PENDIDIKAN AGAMA ISLAM	
A. Identitas Modul	
Penyusun	: Zainatul Hasna
Instansi	: SD Islam Surya Buana
Tahun Penyusunan	: 2024
Jenjang Sekolah	: SD
Mata Pelajaran	: Pendidikan Agama Islam dan Budi Pekerti
Fase B, Kelas / Semester	: Kelas 3 / Ganjil
BAB 2	: Mengenal Allah SWT
Materi Pokok	: Sifat wajib bagi Allah SWT
Capaian Pembelajaran	: Memahami sifat-sifat Allah Swt
Alokasi Waktu	: 2 x 35 menit

Figure 1. Islamic Religious Education Teaching Module

The above is an Islamic Religious Education teaching module document that is in accordance with the provisions of the Merdeka curriculum from the Ministry of Education, Culture and Research. The module identity includes complete information such as the compiler, agency, class, semester, and time allocation which indicates that the planning is done formally. This module is



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the main reference in designing learning objectives, methods, media, and assessments to comply with national education standards.

"...From the results of observations made by researchers on Friday, April 11, 2025 in Class III in PAI subjects taught by Mrs. Zainatul Hasna, researchers observed the process of learning activities, in the learning process, learning activities appear to be in accordance with the teaching module for class III SDI Surya Buana..."

It is also formulated by the Education Development Agency of the Ministry of Education and Culture states, "teaching module is a unit of the smallest teaching and learning program which very detailed states the following: a) general instructional objectives that will be supported by their achievement; b) types that will be used as the basis for the teaching and learning process; c) specific instructional objectives to be achieved by students; d) the main material to be studied and taught; e) the position and function of the unit (module) in the unity of a broader program; f) the role of the educator in the teaching and learning process; g) the tools and resources that will be used; h) learning activities that must be carried out and lived by students in sequence; i) work sheets that students must fill out; j) the evaluation program that students will carry out during the learning process (Kosasih 2021) .

The implementation of the independent curriculum in Islamic Religious Education learning must at least pay attention to the following points: able to develop students' thinking skills, content related to the current context and usefulness, able to foster students' creativity, hone their abilities (Hayati et al. 2024) . In this case, Islamic Religious Education based on the independent curriculum should be oriented according to the interests of students. So that the hope can be created or the development of critical thinking, creative, communicative, collaborative, and self-confidence (Muh.Wasith . 2024)

Besides that PAI teachers must also be able to analyze the learning outcomes set in the decision of the head of BSKAP no. 33 of 2022 into a learning objective to be achieved according to the level and phase of students. These learning outcomes are not limited by the school year but are grouped in the form of phases so that they are flexible in their implementation. However, if an Islamic Education teacher does not screen the learners' abilities at the beginning, it will be difficult for him/her to determine the learning objectives to be achieved during his/her

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learning which are taken from the learning outcomes. To measure the achievement of learning, PAI teachers are obliged to make assessments, the results of which will be used to see the achievement of educational goals that have been made (Uswatun. 2022)

These learning outcomes are not limited by the school year but are grouped in phases so that they are flexible in their implementation. However, if an Islamic Education teacher does not screen the ability of students at the beginning, it will be difficult for him/her to determine the learning objectives to be achieved during his/her learning which are taken from the learning outcomes. To measure the achievement of the learning achieved, PAI teachers are required to make an assessment which the results will be used to see the achievement of the educational goals that have been made (Akhmad 2021) .

Based on the results of interviews, observations, and documentation that have been conducted, it can be concluded that the teaching module is a very detailed and essential learning tool in supporting the implementation of the Merdeka Curriculum in Islamic Religious Education (PAI) subjects. Teaching modules must systematically contain instructional objectives, materials, methods, tools, learning activities, worksheets, and assessments so that learning is effective and directed. In the context of the Merdeka Curriculum, PAI learning is required to adjust to the needs, characteristics, and developmental phases of students, and is oriented towards character development, creativity, and critical thinking skills according to the Pancasila Student Profile.

Lesson Plans / Teaching Modules Used in PAI Subjects at Surya Buana Islamic Elementary School

SDI Surya Buana has transformed from using lesson plans to teaching modules as part of the implementation of the Merdeka Curriculum. This teaching module is actually a refinement of the lesson plan, with a more flexible, contextual, and learner-centered approach. This change reflects an effort to break away from the learning approach that is too administrative and rigid as in the previous version of the lesson plan. This is also reinforced in accordance with the statement from the 3rd grade PAI teacher of SDI Surya Buana who said that:

"...Yes, right now we are using the independent curriculum, if the rpp is not the term RPP anymore, it is a teaching module, if in the past the teaching module was as a book guide, yes, if now it is the same as the actual RPP but it is more extensive in its elaboration, so the PAI teacher here must also follow the directions of the independent curriculum when making teaching modules or lesson plans later must be adjusted to the material to be taught in each class..." (Interview with Class III Pai Teacher, Zainatul Hasna, S.Pd, on April 11, 2025 at 08.00 WIB).

Based on the results of this interview, it illustrates that SDI Surya Buana has transformed from the use of Learning Implementation Plans (RPP) to teaching modules as part of the implementation of the Merdeka Curriculum, with this teaching module being a more flexible, contextual, and learner-centered improvement to the RPP, reducing the administrative and rigid nature of the previous RPP. The grade 3 PAI teacher stated that the teaching module now functions similarly to the lesson plan but with a broader description and is tailored to the material taught in class, which the teacher already understands through the textbooks owned. This statement is also reinforced by the teaching module used by the grade III PAI teacher:


D. Kegiatan Pembelajaran

Kegiatan Pendahuluan

1. Guru memberi salam
2. Guru dan peserta didik berdo'a
3. Guru dan peserta didik menyanyikan lagu nasional
4. Guru mengecek kehadiran peserta didik
5. Guru melakukan apersepsi
6. Guru menyampaikan tujuan pembelajaran / langkah-langkah yang akan dilakukan selama pembelajaran
7. Ice breaking untuk mengkondisikan peserta didik

Kegiatan Inti

1. Guru menyampaikan materi tentang sifat wajib bagi Allah SWT melalui ppt



2. Guru dan peserta didik menyanyikan lagu sifat wajib bagi Allah <https://www.youtube.com/watch?v=KOVwg8AY5o>
3. Dril sifat wajib Allah dan artinya secara klasikal/kelompok/individu
4. Guru dan peserta didik tanya jawab

5. Peserta didik di ajak bermain / game dengan cara menempelkan daun sifat wajib Allah dan artinya ke pohon yang sudah tersedia.(secara kelompok). Setelah selesai guru membacakan hasilnya.
6. Peserta didik secara kelompok membuat pohon sifat wajib Allah. (diminta 5 : menyesuaikan antara bunyi sifat wajib Allah dan artinya). Kemudian setelah selesai guru meminta peserta didik membacakan hasilnya.

Kegiatan Penutup

1. Guru membuat kesimpulan dari materi yang telah di laksanakan
2. Guru menyampaikan tindak lanjut dengan memberi tugas individu.kelompok
3. Guru menyampaikan rencana pembelajaran pertemuan berikutnya
4. Refleksi:bagaimana pembelajaran hari ini anak-anak?apakah menyenangkan?
5. Guru menyampaikan pesan moral
6. Guru mengajak semua peserta didik untuk mengakhiri pembelajaran dengan berdoa mengucapkan alhamdulillah dan salam

Figure 2. Islamic Religious Education teaching module

It is also said by the PAI teacher that the learning process in the classroom has been running in accordance with the lesson plan or student teaching module. The teacher emphasized that each learning step had been carefully planned and implemented in accordance with the guidelines written in the lesson plan, so that the material presented could be absorbed well by students:

" What is certain is that it must be in accordance with the lesson plan, because the teacher already knows what material is in semester 1 and semester 2, why? Because he already has the book, so if you don't have a book, you don't know what material will be taught and then adjust " (Interview with Class III Pai Teacher, Zainatul Hasna, S.Pd, on April 11, 2025 at 08.00 WIB).

Based on the results of the interviews conducted, the learning process in the classroom has been carried out in accordance with the lesson plans and teaching modules that have been carefully prepared. PAI teachers ensure that every material taught follows the guidelines in the textbooks for semester 1 and semester 2, so that learning becomes structured and in accordance with the established standards. Thus, the use of lesson plans and textbooks is very important so that teachers understand and teach the material appropriately and effectively. This statement is also reinforced by learning in class 3 SDI Surya Buana:



Figure 3. Learning process in the classroom



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"...Based on the results of observations made on Friday, April 11, 2025 in Class III, it shows that the application of lesson plans and textbooks is going well, supporting the smooth teaching and learning process and improving the overall quality of learning"

The use of interactive learning methods such as group discussions and educational games can increase student engagement and concentration, especially at the primary school level. These methods allow teachers to customize teaching materials and strategies according to the needs, interests and abilities of each student (Azmy and Fanny 2023) . In the independent curriculum, differentiated learning is one of the strategies that teachers can use to meet the learning needs of students (Jamilatun Nafi'ah, Dukan Jauhari Faruq, and Siti Mutmainah 2023) . Differentiated learning emphasizes that every child has different interests, talents, potential, or learning styles (Nur Hasanah and Sukartono 2024) . So that ideally learning is done by centering on students while the teacher as a guide and facilitator of learning in the classroom.

Several studies have been conducted to examine differentiated learning, one of which was carried out by Muhammad Ihza Pramudya and Heny Narendrany Hidayati with the results revealing that the way to apply differentiated learning in PAI subject by first looking at the learning needs of students so that a teacher can map students according to their learning needs. In applying learning styles, a teacher must also adjust the material to be taught as an example of Hajj material, a teacher can divide it by teaching it by displaying PPT, using songs and practically, so as to improve the quality of learning outcomes (Pramudya et al. 2023) .

In a study entitled "Improving Skills in Preparing Teaching Modules and Project Modules for Strengthening the Pancasila Student Profile of the Merdeka Curriculum for Madrasah Ibtidaiyah Teachers" concluded that this activity increased the skills in preparing Teaching Modules and Project Modules for Strengthening the Pancasila Student Profile, which were initially 32.35% to 91.15% (Nurhayati, et al . 2022). It can be concluded that SDI Surya Buana has successfully transformed from the use of Learning Implementation Plans (RPP) to teaching modules as part of the implementation of the Merdeka Curriculum.



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This teaching module is a refinement of the lesson plan with a more flexible, contextual, and learner-centered approach, thus reducing the administrative and rigid nature of the previous lesson plan. The learning process runs in accordance with the teaching modules and textbooks, supporting the smoothness and quality of learning. The use of interactive learning methods and differentiated learning is also applied to increase engagement and meet individual student learning needs. Other research supports that the Merdeka Curriculum teaching module improves teachers' skills in developing learning tools that are more effective and oriented towards developing student character and competencies according to the Pancasila Student Profile.

CONCLUSION

In conclusion of this research, SD Islam Surya Buana integrates three main curricula: 2013 National Curriculum, Merdeka Curriculum, and the school's internal curriculum, reflecting a commitment to providing holistic education. The Merdeka Curriculum is implemented with a focus on developing student character in accordance with the Pancasila Learner Profile, supported by the use of innovative learning media and activities such as gotong royong and the Pancasila Learner Profile Strengthening Project (P5). The transformation from lesson plans to teaching modules at SDI Surya Buana shows improvements in learning approaches that are more flexible, contextual, and student-centered. The implementation of teaching modules is supported by competent teachers and the use of interactive and differentiated learning methods. This is in line with research showing that the Merdeka Curriculum teaching modules improve teachers' skills in preparing effective learning tools, and are oriented towards developing students' character and competencies.

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