Open Access
AL-MANAR: Jurnal Komunikasi dan Pendidikan Islam
Vol. 15, No. 1, June 2026
https://journal.staimsyk.ac.id/index.php/almanar/index

Implementation of Islamic Education Curriculum in Indonesia in the Era of Educational Transformation: A Literature Analysis of Structural and Professional Barriers

Anif Fadillah [1], Sabran [2], Sri Susmiati[3]
[1] *Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda, Indonesia*
[2] *Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda, Indonesia*
[3] *Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda, Indonesia*

[1]fadillahanif15@gmail.com

ARTICLE INFO
Article history:
Received
Mey 28, 2026
Revised
April 10, 2026
Accepted
April 21, 2026

Abstract

This study aims to analyze the implementation of the Islamic education curriculum in Indonesia in the era of educational transformation, focusing on structural and professional barriers. This research employs a qualitative approach with a library research method by analyzing various academic literature, books, and relevant educational policy documents. The findings indicate that the implementation of the Islamic education curriculum has shown significant progress, particularly through the adoption of the Merdeka Curriculum, which emphasizes flexible learning, technology integration, and the development of 21st-century competencies. However, several challenges persist. Structural barriers include policy inconsistency, limited infrastructure, and the gap between policy and classroom practice. Meanwhile, professional barriers involve limited pedagogical competence and digital literacy among teachers in developing innovative learning strategies. Therefore, strengthening strategies are required, including policy consistency, continuous teacher professional development, optimization of technology utilization, and enhanced collaboration among the government, educational institutions, and society. This study contributes to the development of more adaptive and effective Islamic education policies in the context of educational transformation.

Keywords: Islamic education curriculum, Merdeka Curriculum, structural barriers, teacher professionalism, educational transformation.

Published by STAI Masjid Syuhada Yogyakarta
Website https://journal.staimsyk.ac.id/index.php/almanar/index
ISSN 2615-8879
Copyright This is an open access article under the CC BY SA license
https://journal.staimsyk.ac.id/index.php/almanar/index
@ 2026 by the author (s)

INTRODUCTION

Education is a crucial element in developing superior human resources. Education is not only a means of transferring knowledge, but also a means of character development, morals development, and skill development for students. In this context, education plays a strategic role in shaping a generation that is adaptive to change and developments over time.

The transformation of education in Indonesia in the last decade has been marked by changes in curriculum policies and the integration of digital technology into the teaching and learning process. Reforms to the national curriculum, including the implementation of the independent curriculum that demands flexibility, learning differentiation, and strengthening competencies in the 21st century (Ramadhani & Aripin, 2025). The changes that occurred not only impact the general education system, but also Islamic religious education which has

normative and pedagogical characteristics (Azah et al., 2024). This is reinforced by research conducted by Aini Qolbiyah which explains that the independent curriculum provides more space for learning innovation (Qolbiyah, 2022). These curriculum changes not only impact general education, but also Islamic religious education which has normative and pedagogical characteristics. Islamic religious education is required to maintain Islamic values while being required to be able to adapt to technological developments and the needs of the times.

Transforming the Islamic religious education curriculum is a crucial step in developing a curriculum that aligns with the needs and circumstances of the times. In this era of transformation, curriculum adaptation in education is crucial due to increasingly open and easier access to information. Technological developments also significantly impact curriculum suitability. In today's digital age, all aspects of life in society are becoming faster, easier, more dynamic, more sophisticated, more practical, more effective, and more efficient, leading to significant changes in human behavior. Research conducted by Nurul Mubin et al. shows that the implementation of the independent curriculum in Islamic religious education aims to improve learning quality through more flexible and contextual planning (Mubin et al., 2025).

In today's digital era, increasingly open access to information demands curriculum adjustments to maintain relevance and applicability. Technological developments have also led to changes in student learning behavior, leading to faster, more dynamic, and digital-based learning. The role of teachers has also undergone a significant shift, becoming not only a transmitter of material but also a facilitator and innovator of learning. However, in carrying out their duties, teachers inevitably encounter obstacles as part of the curriculum implementation process. This aligns with research conducted by Rina Miftakhul Janah and Agus Zaenul Fitri, which found that teachers still face obstacles in implementing the curriculum, such as difficulty developing teaching modules, limited media, and a lack of teacher training (Janah & Fitri, 2024).

Islamic education has unique characteristics because it integrates normative values with modern competency demands. However, the implementation of the Islamic religious education curriculum still faces numerous challenges, including inconsistent central regulations and teacher preparedness in various areas. Previous research has shown a gap between curriculum policy and Islamic religious education teaching practices. Furthermore, curriculum implementation also faces structural obstacles, such as a lack of understanding of the new curriculum policy among educational stakeholders and suboptimal support from institutions (Afiyah et al., 2024).

Furthermore, Islamic boarding schools and madrasas face another challenge: the integration of the national curriculum with local needs and Islamic values. Research conducted by Mohammad Cholil Alwi and Muh. Wasith Achadi also found that the implementation of the independent curriculum in Islamic religious education still faces various problems in the planning, implementation, and evaluation of learning (Alwi & Achadi, 2024). Based on these findings, the competence of Islamic religious education teachers is a central factor in the success of the curriculum implementation. Another study conducted by Yoyoh Juhriah explains that the independent curriculum does have a positive impact on

improving the quality and interest of student learning, but there are still obstacles in time management and in-depth learning materials (Juhriah, 2023).

Thus, it can be concluded that there is a gap between curriculum policy and implementation in the field, both from a structural and professional perspective. However, studies specifically examining these two aspects comprehensively are still limited. Therefore, this study attempts to conceptually synthesize the obstacles to the implementation of the Islamic religious education curriculum, analyzing it integratively through two main dimensions: structural barriers and professional barriers. Unlike previous research that tends to examine these two aspects in isolation, this study constructs their relationship within a single, interconnected analytical framework. Furthermore, this study also provides a new perspective by placing educational transformation as the primary context for understanding the dynamics of Islamic religious education curriculum implementation in Indonesia.

Based on the background and research gaps outlined above, this study focuses on several key issues: how the Islamic religious education curriculum is implemented in the era of educational transformation in Indonesia, the structural barriers affecting this implementation, and the professional obstacles teachers face in its implementation. Furthermore, this study examines the relationship between structural and professional barriers in influencing the successful implementation of the Islamic religious education curriculum. The researchers also provide strategies to address these emerging issues.

This study also aims to analyze the implementation of the Islamic religious education curriculum in the era of educational transformation in Indonesia, identify various structural and professional obstacles that arise in the implementation process, and examine the relationship between these two obstacles in influencing the success of the implementation of the Islamic religious education curriculum in a more comprehensive manner.

METHOD

This research uses a qualitative approach with the method *Systematic Literature Review* (SLR) (Kurniawan et al., 2025), as the primary objective of the research is to reconstruct the paradigm of Islamic educational management based on the philosophy of science, rather than to testempirical hypotheses (Putri et al., 2025). The SLR approach enables researchers to examine, analyze, and synthesize various previous research findings that are thematically, conceptually, and methodologically relevant. This method is used to obtain a comprehensive understanding regarding the implementation of the Islamic religious education curriculum. The research process is carried out systematically with several stages, namely: (1) literature identification, (2) literature selection, (3) quality evaluation, and (4) synthesis of findings.

Data collection in this study was carried out through searches in academic databases such as*Google Scholar, Semantic Scholar*, and SINTA-indexed national journals, with the keywords “Islamic education curriculum”, “Independent Curriculum”, “structural barriers”, and “teacher professionalism”. Literature inclusion criteria include: (1) scientific articles relevant to the topic, (2) published in the last 10 years (2016–2026), and (3) focusing on the implementation of the

Islamic religious education curriculum. Meanwhile, exclusion criteria include articles that are not substantially relevant or do not have clear methodology.

The selection process yielded a number of articles, which were then analyzed using thematic analysis techniques. This analysis was conducted by grouping the findings into structural and professional barriers and identifying the relationships between the two. The results were then synthesized to develop a more comprehensive conceptual understanding.

RESULT AND DISCUSSION

The results of this study indicate that most previous research still views structural and professional barriers as two separate entities. However, in the context of implementing the Islamic religious education curriculum, these two aspects are interdependent. Structural barriers, such as inconsistent policies and limited resources, directly impact teachers' ability to develop innovative learning. Conversely, limited teacher competency also amplifies the impact of structural barriers, as sound policies cannot be optimally implemented without the readiness of human resources.

In the context of educational transformation, the relationship between structural and professional aspects is becoming increasingly complex, as policy changes and the demands of digital learning require both systemic and individual teacher readiness. Therefore, the analysis in this study not only identifies the types of barriers but also emphasizes the interdependence between the two as key factors in curriculum implementation.

Curriculum Implementation Islamic Education in the Era of Educational Transformation

The transformation of the Islamic education curriculum that occurred in the era*society 5.0*requires Islamic education to not only focus on technical knowledge and skills, but must also include moral and ethical values that are in accordance with Islamic teaching (Hakim & Zulaekah, 2025). The Islamic religious education curriculum traditionally emphasizes memorization methods with a normative approach, so that the development of critical thinking skills. Students' creativity and character development are still limited. The traditional approach still impacts the instilling of religious knowledge at a basic level and is inadequate in preparing a generation capable of navigating social dynamics, technological change, and adapting to an increasingly complex modern culture (Ansori, 2025).

The implementation of the Islamic religious education curriculum in the era of educational transformation requires a paradigm shift that follows the developments of the times, which was originally based on learning *teacher-centered*s witch to *student-centered learning* which requires students to be more active than teachers. The implementation of the Islamic religious education curriculum in the era of educational transformation demands the integration of Islamic values with the development of science and technology (Sari, 2025). Learning methods are also adapted to students' needs, including the method *project-based learning, problem-solving*, and also *collaborative learning*, which asks students to internalize Islamic values and also stimulates students' critical and creative thinking skills, as well as adaptive abilities (Silpa et al., 2025).

Furthermore, in the implementation of the Islamic religious education curriculum, the use of digital technology is also an important aspect to support learning (Noor et al., 2023). Technology can be used as an innovative learning medium to improve students' understanding of Islamic religious education materials and expand access to learning resources. The use of technology also has positive impacts, such as increasing student interaction with the subject matter, enriching their insights through online studies, and improving students' digital skills (Sapruddin, 2025).

Despite the significant positive impacts of implementing the Islamic religious education curriculum in various educational institutions, numerous obstacles remain. These challenges are influenced by various factors, including educational policies, institutional conditions, and teacher competency in managing the learning proces (Rafidah & Istanto, 2025).

Structural Barriers in Curriculum Implementation

Structural barriers to education are closely related to the education system, government policies, and the conditions of educational institutions (Azah et al., 2024). Inconsistency in curriculum policies is one of the structural barriers frequently encountered. Rapid changes in education policy often create difficulties for educational institutions in adapting to curriculum implementation (Alhamuddin & Murniati, 2025).

Then, in addition to the inconsistency of curriculum policies, limited educational facilities and infrastructure are also one of the factors that influence the implementation of the Islamic religious education curriculum (Gunawan & Bahari, 2024). Not all educational institutions in Indonesia have adequate facilities evenly to support technology-based learning and innovation, especially in educational institutions that are in the Disadvantaged, Frontier, and Outermost categories or called 3T (Thonisiata et al., 2024). This condition then causes a gap in the quality of education between educational institutions in urban areas and remote areas (Hamidah et al., 2025). In addition, the completeness of facilities and infrastructure also has a positive and significant effect on students' learning interest both partially and simultaneously (Lailiyah & Wulandari, 2024).

Another obstacle often encountered in curriculum implementation is the gap between curriculum policies formulated by the government and learning practices that occur in the field (Alviatin & Suyudi, 2025). In some cases, teachers still experience difficulties in translating curriculum concepts into effective learning practices. This is caused by a lack of curriculum relevance, meaning limited understanding and awareness of curriculum policy makers (Martarika, 2025). In realizing things that support educational policies and achieve predetermined goals, strategies must be mastered, namely, communication. Resources, disposition, and bureaucratic structure. This aims to realize the implementation of the desired educational policy (Muharnis & Fadriati, 2023).

Barriers to Teacher Professionalism

In addition to structural obstacles, the implementation of the Islamic religious education curriculum is also influenced by the professional competence of teachers (Hardiansyah & Sriyanti, 2025). Teacher professionalism is a form or field of activity or service carried out by someone by providing a service through specialization and having high intellectuality (Shidik et al., 2025). Teachers have a

very important role in determining the success of curriculum implementation because they are the main actors in the learning process in the classroom (Sa'diah et al., 2025).

One of the professional obstacles that is often discussed is the limited pedagogical competence of teachers in developing innovative learning methods (Profithasari et al., 2025). Some teachers, especially teachers who are in the senior teacher category, on average still use conventional learning methods so they are less able to develop creative and participatory learning (Ariyanti & Yunus, 2023). This obstacle also includes the lack of teacher skills in utilizing information technology to support learning in the classroom (Rahman & Ermiana, 2025).

In addition, teachers' technological literacy is also a challenge in implementing the curriculum in the digital era (Rastiana et al., 2025). Educators or teachers are required to have more abilities in utilizing technology as a learning resource (Triwahyuni & Gandung Wirawan, 2025). Not all teachers have adequate abilities in utilizing technology as a learning medium (Irawan et al., 2025). This is what then causes the use of technology in Islamic religious education learning to still not be implemented optimally.

Curriculum Implementation Strengthening Strategy

here are many ways to overcome these obstacles. Several strategies can be used to strengthen the implementation of the Islamic education curriculum. First, the government needs to ensure the consistency of curriculum policies so that their implementation in the field can run optimally (Pukada et al., 2025). A stable education policy will provide space for educational institutions to adapt to curriculum changes more systematically. However, the success of education policies cannot be separated from their drivers, namely teachers and other education personnel. Therefore, education policies are certainly influenced by adaptive leadership, collaboration between education stakeholders, and the ability of actors to respond to complexities that occur in the field (Nurhayati et al., 2025).

Second, improving teacher competency needs to be done through continuous training and professional development programs. Teachers need to be equipped with innovative pedagogical skills and adequate technological literacy to be able to develop learning that is relevant to the needs of students (Mawarni et al., 2025). In addition to training and development programs, there is also a need for mentoring by young teachers. The mentoring process carried out by young teachers to senior teachers will be effective gradually through positive and open collaboration. This has a positive impact and can encourage the transfer of knowledge, especially in the application of technology in the learning process. Thus, this mentoring plays a crucial role in supporting the successful implementation of the Curriculum (Fadhillah et al., 2025).

Third, the use of digital technology in Islamic religious education learning needs to be improved. Improving teachers' professional competence and digital literacy is important so that they can lead the learning process effectively and creatively amidst rapid technological changes (Munawir et al., 2025). Technology can be utilized to develop various interesting and interactive learning media so that it can increase student learning motivation (Iddrus et al., 2025). In addition, the development of digital media as a learning tool in schools is expected to

improve the quality of student learning and enrich the learning experiences of teachers and students through the use of technology (Suyitno et al., 2024).

Fourth, collaboration between the government, educational institutions, and the community needs to be strengthened to support the successful implementation of the Islamic religious education curriculum. Optimizing the quality of Islamic religious education requires strong synergy between schools, families, and the community (Safitri et al., 2025). School institutions must be able to take the initiative in increasing stakeholder participation, while the government and community need to provide greater support for Islamic religious education, both in terms of resources and awareness. In addition, the role of parents is also very important in improving the quality of education by regulating students, so close cooperation is needed between schools, parents, and the community. This collaboration can be carried out through various educational development programs that involve various stakeholders in the education system (Qomarrullah et al., 2024).

Thus, it can be emphasized that curriculum implementation issues cannot be resolved partially. An approach that focuses solely on policy improvements without corresponding improvements in teacher competency will result in implementation imbalances. Conversely, improving teacher competency without adequate systemic support will also not yield optimal results. Therefore, a systemic approach that integrates structural and professional aspects in a stimulating manner is necessary.

CONCLUSION

Based on the analysis, this study constructs a conceptual model that demonstrates that the successful implementation of the Islamic religious education curriculum is influenced by two main factors: structural barriers and professional barriers, which interact with each other. Structural barriers act as systemic factors that shape the implementation environment, while professional barriers act as individual factors that determine the quality of learning. The interaction between the two results in varying levels of curriculum implementation success.

The implementation of the Islamic religious education curriculum in the era of educational transformation demonstrates a shift toward more adaptive, flexible, and competency-based learning in the 21st century. However, its implementation has not been optimal due to interrelated structural and professional barriers. Structural barriers include policy inconsistencies, limited facilities and infrastructure, and gaps between policy and practice. Professional barriers relate to teachers' limited pedagogical competence and digital literacy.

This research confirms that these two obstacles are interdependent, necessitating a systemic approach to address them. A limitation of this research lies in the use of a literature review method that does not directly reflect empirical conditions. Therefore, further research is recommended to use an empirical approach, such as case studies in schools or madrasas, to obtain a more comprehensive picture.

REFERENCES

Afiyah, L., Pratiwi, A. R. A., & Maulidatuzzahro'. (2024). PENDIDIKAN AGAMA ISLAM DALAM IMPLEMENTASI KURIKULUM MERDEKA DI SEKOLAH DAN MADRASAH Islamic Religious Education in the Implementation of Independent Curriculum at Schools and Madrasah. *TA'LIMUNA: Jurnal Pendidikan Islam*, *13*(2), 152–159. https://doi.org/https://doi.org/10.32478/se4zz847

Alhamuddin, & Murniati, A. (2025). Politics and Implementation Challenges in Indonesia ' s Curriculum Policy Transformation. *Al-Ishlah: Jurnal Pendidikan*, *17*(2), 3421–3432. https://doi.org/10.35445/alishlah.v17i2.6452

Alviatin, A. K., & Suyudi. (2025). Implementasi Penilaian Aspek Pengetahuan : Mengurai Kesenjangan Antara Kebijakan Ideal dan Praktik Faktual. *Jurnal Ilmiah Profesi Pendidikan*, *10*(3), 2941–2946. https://doi.org/https://doi.org/10.29303/jipp.v10i3.3589

Alwi, M. C., & Achadi, M. W. (2024). Implementasi Kurikulum Merdeka Pendidikan Agama Islam (PAI) di Sekolah Dasar Negeri. *Didaktika: Jurnal Kependidikan*, *13*(001), 825–832. https://doi.org/https://doi.org/10.58230/27454312.1383

Ansori, M. (2025). Transformasi Kurikulum PAI di Era Merdeka Belajar : Antara Tantangan dan Peluang. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, *4*(2), 7567–7577. https://doi.org/https://doi.org/10.31004/jerkin.v4i2.2942

Ariyanti, I., & Yunus, M. (2023). Pendampingan Pemanfaatan Teknologi dalam Pembelajaran bagi Guru Senior Matematika. *JURPIKAT (Jurnal Pengabdian Kepada Masyarakat)*, *4*(3), 378–387. https://doi.org/https://doi.org/10.37339/jurpikat.v4i3.1363

Azah, N., Sholeh, M. I., Sahri, Wahrudin, B., & Muzakki, H. (2024). Management Challenges in Implementing the Merdeka Curriculum. *Al-Hayat: Journal of Islamic Education (AJIE)*, *8*(3). https://doi.org/https://doi.org/10.35723/ajie.v8i3.711

Fadhillah, M. H., Hayati, M., Rahmadaniyah, N., Aina, R., Hayati, Amalinda, S., & Pratiwi, D. A. (2025). Optimalisasi Penerapan Kurikulum Merdeka Melalui Pendampingan Guru Senior Oleh Guru Muda di SDN SN Kebun Bunga 4 Banjarmasin. *MARAS : Jurnal Penelitian Multidisiplin*, *3*(2), 592–599. https://doi.org/https://doi.org/10.60126/maras.v3i2.906

Gunawan, I., & Bahari, Y. (2024). Problematika Kurikulum Merdeka Dalam Sudut Pandang Teori Struktural Fungsional (Study Literatur). *Journal of Human And Education*, *4*(4), 178–187. https://doi.org/https://doi.org/10.31004/jh.v4i4.1191

Hakim, A. R., & Zulaekah. (2025). TRANSFORMASI PENDIDIKAN ISLAM MENUJU SOCIETY. *AL-MUADDIB: Jurnal Kajian Ilmu Kependidikan*, *07*(03), 39–49. https://doi.org/https://doi.org/10.46773/muaddib.v7i3.1849

Hamidah, L. W., Khoiruddin, U., & Purnomo, N. H. (2025). Manajemen Sarana dan Prasarana dalam Mendukung Implementasi Kurikulum Merdeka. *Journal of Islamic Education Management (JoIEM)*, *6*(2). https://doi.org/https://doi.org/10.30762/joiem.v6i2.5890

Hardiansyah, & Sriyanti. (2025). Strategi dan Tantangan Implementasi Pendidikan Agama Islam di Madrasah (Kajian Literature Review) Strategies and

Challenges of Implementing Islamic Religious Education in Madrasahs (Literature Review). *Edu Society: Jurnal Pendidikan, Ilmu Sosial, Dan Pengabdian Kepada Masyarakat*, *5*(3), 393–402. https://doi.org/https://doi.org/10.56832/edu.v5i3.1889

Iddrus, Helmi, F., & Arifin, M. (2025). PENDAMPINGAN PENGGUNAAN TEKNOLOGI PEMBELAJARAN BERBASIS PLATFORM CANVA DAN QUIZIZZ UNTUK MENINGKATKAN SKILL GURU DALAM MENGEMBANGKAN MEDIA AJAR INSPIRATIF DAN INTERAKTIF DI SMP DAN SMA DARUT TAUHID SUMENEP. *Rampa' Naong Jurnal Pengabdian Kepada Masyarakat*, *3*(1). https://doi.org/https://doi.org/10.24929/rn.v3i1.3832

Irawan, N., Rahayu, E. Y., Latifah, N., & Lutviana, R. (2025). IMPLEMENTASI PENILAIAN DIGITAL : MODERNISASI EVALUASI PEMBELAJARAN BAGI GURU SMK NEGERI 10. *PANCASONA: Pengabdian Dalam Cakupan Ilmu Sosial Dan Humaniora*, *4*(2), 239–256. https://doi.org/https://doi.org/10.36456/nqfmch57

Janah, R. M., & Fitri, A. Z. (2024). TAKLIM : Jurnal Pendidikan Agama Islam Implementasi Kurikulum Merdeka Pendidikan Agama Islam di MI Pudji Hardjo Prambon dan. *TAKLIM: Jurnal Pendidikan Agama Islam*, *22*(1), 33–42. https://doi.org/https://doi.org/10.17509/tk.v22i1.71265

Juhriah, Y. (2023). IMPLEMENTASI KURIKULUM MERDEKA BELAJAR DALAM MENINGKATKAN MUTU DAN MINAT BELAJAR SISWA PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM (Studi Kasus di SD Negeri 2 Babakanreuma, Kec. Sindang Agung, Kabupaten Kuningan Provinsi Jawa Barat). *ATSAR UNISA*, *3*(2), 33–39.

Kurniawan, R., Aniklambas, H. P., Sandi, M. T., & Nurdin, I. (2025). Systematic Literature Review (SLR): Fungsi Kepemimpinan Transformatif Sebagai Pendorong Reformasi Birokrasi Indonesia. *Jurnal Pendidikan Indonesia*, *6*(11), 4872–4883. https://doi.org/https://doi.org/10.59141/japendi.v6i11.8799

Lailiyah, I. N., & Wulandari, R. N. A. (2024). Pengaruh sarana prasarana, lingkungan sekolah dan motivasi belajar terhadap minat belajar dalam implementasi kurikulum merdeka pada siswa kelas x dan xi mpk di smk yasmu gresik. *J-KIP (Jurnal Keguruan Dan Ilmu Pendidikan)*, *5*(3), 608–619. https://doi.org/http://dx.doi.org/10.25157/j-kip.v5i3.15305

Martarika, R. (2025). Policy Analysis of the Ecotheology Program at UIN Sulthan Thaha Saifuddin Jambi : Curriculum Challenges and Synergy Analisis Kebijakan Program Ekoteologi UIN Sulthan Thaha Saifuddin Jambi : Tantangan Kurikulum dan Sinergi. *Jurnal Ilmiah Gema Perencana*, *4*(2). https://doi.org/https://doi.org/10.61860/jigp.v4i2.270

Mawarni, D., Amanda, A., Agustin, A., Salvana, V., & Abdurrahmansyah. (2025). Analisis Kebijakan Pengembangan Kompetensi Pedagogik Guru di Era Digital. *JIMPS: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, *10*(1). https://doi.org/https://doi.org/10.24815/jimps.v10i1.33996

Mubin, N., Basri, S., Nur, M. A., & Ma'ruf, R. A. (2025). Implementasi Kurikulum Merdeka pada Pendidikan Agama Islam untuk Peningkatan Mutu Pembelajaran. *JIIP (Jurnal Ilmiah Ilmu Pendidikan)*, *8*(6), 6849–6858.

Muharnis, & Fadriati. (2023). Analisis Implementasi Kebijakan Kurikulum Pendidikan Nasional. *Pendekar: Jurnal Pendidikan Berkarakter*, *6*(1), 49–59.

https://doi.org/https://doi.org/10.31764/pendekar.v6i1.12677
Munawir, Ma'sum, I., & Tamami, M. S. (2025). PENGEMBANGAN PROFESIONALISME GURU MELALUI TEKNOLOGI PENDIDIKAN DI ERA DIGITAL. *Jurnal Review Pendidikan Dan Pengajaran*, *8*(2), 3899–3902. https://doi.org/https://doi.org/10.31004/jrpp.v8i2.42864
Noor, I. H., Izzati, A., & Azani, M. Z. (2023). Implementasi Kurikulum Merdeka Pada Pembelajaran Pendidikan Agama Islam. *JIseedu Journal of Islamic Education Thoughts and Practices*, *07*(01), 30–47. https://doi.org/https://doi.org/10.23917/iseedu.v7i1.22539
Nurhayati, Sahara, A., Salsabila, F., Auliya, J., Chairia, M., Zannah, Simangunsong, S. A. T., & Rahma, S. (2025). AKTOR KEBIJAKAN SEBAGAI PENGGERAK PERUBAHAN: STUDI KASUS IMPLEMENTASI KEBIJAKAN PENDIDIKAN. *Jurnal Review Pendidikan Dan Pengajaran*, *8*(2), 5927–5935. https://doi.org/https://doi.org/10.31004/jrpp.v8i2.47435
Profithasari, N., Nurjanah, S., Putra, A. D., & Izzatika, A. (2025). Peningkatan Kompetensi Pedagogik Digital Guru SD Negeri 1 Mataram Melalui Pelatihan Articulate Storyline Improving the Digital Pedagogical Competence of Teachers at SD Negeri 1 Mataram through Articulate Storyline Training. *Jurnal Pengabdian Dan Pengembangan Masyarakat Indonesia*, *4*(2), 537–548. https://doi.org/https://doi.org/10.56303/jppmi.v4i2.946
Pukada, M. A. H., Tiwery, E., Hida, E. U., & Enus, O. E. (2025). ANALISIS IMPLEMENTASI KEBIJAKAN PENDIDIKAN PROGRAM PENGUATAN PENDIDIKAN KARAKTER DI SEKOLAH MENENGAH ATAS. *TRISALA: JURNAL ILMIAH PENDIDIKAN*, *10*(3). https://doi.org/https://doi.org/10.54211/trisala.v10i3.160
Putri, M. W., Azizah, R. N., Ulyantika, S. N., Koderi, & Fakhri, J. (2025). Reconstruction of Islamic Education Management Based on The Philosophy of Science : A Literature Study on Epistemological and Axiological Implications. *Journal of Research in Islamic Education*, *7*(2). https://doi.org/10.25217/jrie.v7i2.6869
Qolbiyah, A. (2022). Implementasi kurikulum merdeka dalam pembelajaran pendidikan agama islam. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, *1*(1), 44–48.
Qomarrullah, R., Sokoy, F., Suratni, & Tammubua, M. H. (2024). PERAN MASYARAKAT ADAT DALAM PENGEMBANGAN PENDIDIKAN BERBASIS LINGKUNGAN SOSIAL THE ROLE OF INDIGENOUS COMMUNITIES IN THE DEVELOPMENT OF SOCIALLY-BASED ENVIRONMENTAL EDUCATION. *Indonesian Journal of Intellectual Publication (IJI Publication)*, *4*(2), 2–11. https://doi.org/https://doi.org/10.51577/ijipublication.v4i2.505
Rafidah, S., & Istanto. (2025). Implementation of Islamic religious education curriculum based on religious values in junior high schools. *Inovasi Kurikulum*, *22*(3), 1647–1658. https://doi.org/https://doi.org/10.64014/jik.v22i3.65
Rahman, A., & Ermiana, I. (2025). Implementasi Kompetensi Pedagogik Guru dalam Pelaksanaan Pembelajaran Kelas V di SDN 11 Mataram Tahun Ajaran 2024 / 2025. *Jurnal Ilmiah Profesi Pendidikan*, *10*(2), 1609–1616. https://doi.org/https://doi.org/10.29303/jipp.v10i2.3429
Ramadhani, A., & Aripin, S. (2025). *Tantangan dan Solusi Pendidikan Islam di Era*

Revolusi Digital dan Kecerdasan Buatan Artificial Intelligence (AI). *3*(November), 105–110.

Rastiana, Salam, M. A., Imani, N. P., Harto, K., & Oviyanti, F. (2025). INTEGRASI TEKNOLOGI INFORMASI DALAM PERENCANAAN PENDIDIKAN ISLAM: TANTANGAN DAN PELUANG DI ERA DIGITAL. *Irfani: Jurnal Pendidikan Islam*, *21*(1), 129–141. https://doi.org/https://doi.org/10.30603/ir.v21i1.6292

Sa'diah, H., Sembiring, I. N. A., Prishananda, N. Z., Haliza, N., & Pratiwi, D. A. (2025). Strategi Peningkatan Kapasitas Guru dan Sarana-Prasarana Sekolah dalam Mendukung Implementasi Kurikulum Merdeka di SDN Sungai Lumbah 2. *MARAS : Jurnal Penelitian Multidisiplin*, *3*(2), 551–561. https://doi.org/https://doi.org/10.56832/edu.v5i3.1889

Safitri, E. D., Haryati, T., & Abdullah, G. (2025). Optimalisasi Peran Tripusat Pendidikan dalam Meningkatkan Mutu Pendidikan di SD Negeri Salamsari Kecamatan Boja. *JMPIS: Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, *6*(3), 2229–2244. https://doi.org/https://doi.org/10.38035/jmpis.v6i3.4620

Sapruddin. (2025). Implementasi Kurikulum Pendidikan Agama Islam Berbasis Kompetensi di Era Digital. *JIEP: Journal of Islamic Education and Pedagogy*, *02*(01). https://doi.org/https://doi.org/10.62097/jiep.v2i01.2158

Sari, W. D. (2025). Transforming the Islamic Education Curriculum for the Society 5 . 0 Era : Integrating Technology , Ethics , and Pedagogy. *Al-Ishlah: Jurnal Pendidikan*, *17*(3), 5635–5643. https://doi.org/10.35445/alishlah.v17i3.7186

Shidik, D. R., Fitri, A., & Lessy, Z. (2025). Pengaruh Profesionalisme Guru Pendidikan Agama Islam Terhadap Pelaksanaan Model Pembelajaran Online di SMAN 1 Pangkalpinang. *Jurnal Al-Abshor : Jurnal Pendidikan Agama Islam*, *2*(2), 212–223. https://doi.org/https://doi.org/10.71242/35x54a77

Silpa, Pahrudin, A., Jarmiko, A., & Koderi. (2025). IMPLEMENTASI KURIKULUM PENDIDIKAN AGAMA ISLAM (PAI). *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *10*(4), 218–231.

Suyitno, Ngatmini, Handayani, P. M., & Prayogi, I. (2024). Pengembangan Mading Digital Sebagai Media Pembelajaran Berbasis Aplikasi Canva mencapai keberhasilan yang diinginkan sesuai dengan cita-cita pendidikan dan diharapkan mutu gratis dan berbayar . Canva menyediakan ruang pemasaran dan kolaborasi digital yang. *Journal of Digital Community Services*, *1*(2), 16–21. https://doi.org/https://doi.org/10.69693/dcs.v1i2.10

Thonisiata, E., Danim, S., & Connie. (2024). KESIAPAN SARANA DAN PRASARANA DALAM IMPLEMENTASI KURIKULUM MERDEKA DI SMP NEGERI SUMBER HARTA 1Evan. *JURNAL MANAJER PENDIDIKAN*, *18*(3), 273–283. https://doi.org/https://doi.org/10.33369/mapen.v18i3.39729

Triwahyuni, E., & Gandung Wirawan. (2025). PENINGKATAN KEMAMPUAN GURU DALAM PEMANFAATAN MEDIA PEMBELAJARAN BERBASIS AUGMENTED REALITY. *Jurnal Paradigma Pengabdian*, *2*(1), 1–9. https://doi.org/https://doi.org/10.36841/paradigma.v2i1.6143