

The Implementation of Islamic Education Teachers' Pedagogical Competence as Curriculum Implementers in Schools from Perspective of Kurikulum Merdeka

Tegar Dwi Wibowo ^{a.1,*}, Muhamad Rifa'i Subhi ^{b.2}

^{*ab} Universitas Islam Negeri K.H. Abdurrahman Wahid, Indonesia

^{*1} tegar.dwi.wibowo25002@mhs.uingusdur.ac.id; ^{*2} muhamadrifaishubhi@uingusdur.ac.id

^{*}Correspondent Author

Received: 11-07-2026

Revised: 10-08-2026

Accepted: 28-09-2026

KEYWORDS

Pedagogical Competence;
Kurikulum Merdeka;
Differentiated Instruction

ABSTRACT

The implementation of the Kurikulum Merdeka requires Islamic Education (PAI) teachers to possess adequate pedagogical competence to translate curriculum principles into learning practices that respond to students' characteristics and learning needs. However, the implementation of pedagogical competence among PAI teachers remains a challenge, particularly in planning, implementing, and evaluating learning in accordance with the principles of the Kurikulum Merdeka. This study aims to analyze the implementation of PAI teachers' pedagogical competence as curriculum implementers from the perspective of the Kurikulum Merdeka. This study employed a qualitative approach using a case study design conducted at SD Muhammadiyah Limpung. Data were collected through classroom observations, in-depth interviews, and documentation involving a PAI teacher as the main informant. Data were analyzed through a process of data reduction, data presentation, and conclusion drawing, with data credibility supported through triangulation of data sources and collection techniques. The findings indicate that the implementation of pedagogical competence is carried out through an interconnected process consisting of seven main stages: analyzing Learning Outcomes (Capaian Pembelajaran), conducting diagnostic assessments, developing teaching modules, implementing learning activities, applying differentiated instruction, conducting formative and summative assessments, and reporting and evaluating learning outcomes. Diagnostic assessment enables teachers to identify students' initial abilities, learning needs, and characteristics, which subsequently inform the design of differentiated learning. Assessment is also utilized not merely as an instrument for measuring learning achievement but as a basis for providing feedback and improving subsequent learning processes. These findings demonstrate that pedagogical competence plays a strategic role in enabling PAI teachers to function as active curriculum implementers rather than merely as transmitters of curriculum content. The study recommends strengthening teacher professional development through integrated support in curriculum interpretation, diagnostic assessment, differentiated learning, assessment utilization, and reflective practice. Such efforts are expected to encourage the implementation of the Kurikulum Merdeka toward more adaptive, meaningful, and student-centered PAI learning.

This is an open-access article under the [CC-BY-SA](#) license.



Introduction

The implementation of the Kurikulum Merdeka has brought significant changes to the way teachers interpret and enact curriculum policies in classroom practice. Unlike a curriculum model that primarily emphasizes the uniform delivery of predetermined content, the Kurikulum Merdeka provides teachers with greater flexibility to adapt learning processes to students' characteristics, learning needs, and developmental contexts. This shift requires teachers not only to understand the formal curriculum documents but also to exercise professional judgment in translating curricular objectives into meaningful learning experiences. Consequently, teachers' pedagogical competence becomes an essential factor in ensuring that curriculum policies are effectively transformed into classroom practices that are relevant to students (Azzahra et al., 2025).

This issue is particularly important in Islamic Religious Education (Pendidikan Agama Islam/PAI), because PAI learning does not merely focus on the acquisition of conceptual knowledge but also seeks to develop students' attitudes, values, religious understanding, and everyday practices. PAI teachers therefore need to integrate curriculum content with appropriate pedagogical strategies, assessment practices, and students' individual characteristics. In the context of the Kurikulum Merdeka, this responsibility requires teachers to interpret learning outcomes, identify students' initial competencies, design appropriate teaching modules, implement differentiated learning, conduct formative and summative assessments, and use assessment results to improve subsequent learning. Pedagogical competence is consequently not limited to teachers' ability to conduct classroom instruction but also involves their capacity to make continuous professional decisions throughout the curriculum implementation process (Mahdiyyah & Sabda, 2026).

Recent empirical studies have demonstrated that the implementation of the Kurikulum Merdeka continues to present pedagogical challenges for PAI teachers. For example, examined the pedagogical competence of PAI teachers in curriculum development and identified the teacher's role as an important element in translating curriculum demands into instructional practices. Further examined the relationship between PAI teachers' pedagogical competence and learning achievement and outcomes within the context of the Kurikulum Merdeka, indicating the relevance of pedagogical competence to the implementation of independent learning. More recent research has examined specific dimensions of PAI teachers' practice. Highlighted the need for digital pedagogical competence and identified challenges associated with the implementation of differentiated learning. Similarly, through a qualitative study of PAI teachers in primary schools, found that teachers demonstrated an understanding of the Kurikulum Merdeka but encountered challenges in integrating religious content with interdisciplinary learning, using complex learning resources, and developing practical teaching modules. Also reported the implementation of differentiated learning in PAI through diagnostic assessment, teaching-module development, differentiation of content, process, and product, as well as formative and summative assessment. Meanwhile, examined differentiated assessment in PAI and showed how assessment practices can accommodate students' diverse ways of demonstrating their learning within the Kurikulum Merdeka (Mubarokah et al., 2025).

These studies provide important empirical evidence concerning the implementation of the Kurikulum Merdeka in PAI. However, the existing literature tends to examine particular dimensions of teachers' pedagogical practice separately, such as curriculum readiness, differentiated instruction, digital competence, assessment, learning outcomes, or teaching-module development. Such studies are valuable for explaining specific components of curriculum implementation, but they provide relatively limited explanation of how these components are connected within the teacher's actual process of interpreting and enacting the curriculum. In other words, there remains a need to understand pedagogical competence not merely as a set of individual skills or indicators, but as an integrated professional process through which teachers translate curriculum requirements into context-sensitive classroom practices (Fathurrochman et al., 2025).

The research gap becomes more apparent when teacher pedagogical competence is examined from the perspective of teachers as curriculum implementers. Existing empirical studies

have largely focused on what teachers do in particular aspects of learning, whereas less attention has been given to how PAI teachers integrate a series of pedagogical decisions, beginning with the interpretation of curriculum expectations and learning outcomes, followed by diagnostic assessment, teaching-module development, adaptation of instruction to students' characteristics, formative and summative assessment, reporting, and subsequent learning evaluation. This integrated process is important because curriculum implementation does not occur simply through the mechanical application of official curriculum documents. Instead, teachers interpret, adapt, and operationalize curriculum provisions according to the characteristics of their students and the context of their schools (Rizki et al., 2025).

This perspective is supported by the concept of teacher curriculum competence. Conceptualize teacher curriculum competence as an integration of teachers' theoretical and practical knowledge, orientations, and professional decision-making that enables them to interpret and act upon curriculum requirements in particular educational contexts. From this perspective, teachers are not merely curriculum users but active participants in curriculum making. Curriculum enactment similarly emphasizes the process through which teachers transform the formal or intended curriculum into actual classroom practices through interpretation, adaptation, and professional judgment. Emphasize that curriculum enactment involves teachers' active engagement in transforming curriculum policies and expectations into practices that are meaningful within specific educational contexts. This theoretical perspective provides an important foundation for examining pedagogical competence as a process of curriculum enactment rather than merely as a collection of competencies possessed by individual teachers (Bahja et al., 2025).

Within PAI, this perspective is particularly relevant because teachers are required to negotiate between formal curriculum expectations, the characteristics of learners, the specific nature of Islamic Religious Education content, and the educational culture of the school. The teacher's pedagogical decisions therefore influence how the formal curriculum is experienced by students. The process begins not only with preparing instructional materials but also with interpreting learning outcomes, identifying students' learning conditions, determining appropriate learning strategies, selecting assessment techniques, interpreting assessment results, and reflecting on the effectiveness of instruction. Examining these interconnected processes can provide a more comprehensive understanding of how pedagogical competence functions as a mechanism for curriculum enactment (Faizah & Kamal, 2024).

Based on the preceding discussion, three related gaps can be identified. First, there is a focus gap, as previous studies have predominantly examined particular dimensions of PAI teachers' pedagogical competence rather than examining competence as an integrated process of curriculum implementation. Second, there is a process gap, because relatively limited attention has been given to the continuity of teachers' pedagogical decision-making from curriculum interpretation and diagnostic assessment to differentiated instruction, assessment, reporting, and learning evaluation. Third, there is a theoretical gap, particularly in empirical PAI research, concerning the integration of pedagogical competence with the concepts of teacher curriculum competence and curriculum enactment. Addressing these gaps is important for explaining how PAI teachers mediate between the formal curriculum and the curriculum experienced by students in actual classroom settings.

The novelty of this study therefore lies not simply in examining pedagogical competence within the context of an elementary school or the Kurikulum Merdeka. Rather, this study conceptualizes PAI teachers' pedagogical competence as an integrated curriculum-enactment process that connects curriculum interpretation, student diagnosis, instructional planning, differentiated learning, assessment, reporting, and evaluation. Through this perspective, the study seeks to demonstrate how pedagogical competence functions as a mechanism through which the formal curriculum is translated into contextually responsive learning practices. The study consequently positions the PAI teacher as an active curriculum implementer who interprets and adapts curriculum requirements rather than merely transmitting curriculum content.

Empirically, this study contributes to the literature by examining these processes within the context of SD Muhammadiyah Limpung through a qualitative case study. The study focuses on the

actual instructional practices through which a PAI teacher implements the Kurikulum Merdeka and exercises pedagogical judgment at different stages of the learning process. The findings are expected to contribute to a more integrated understanding of the relationship between teacher pedagogical competence and curriculum enactment, particularly in Islamic Religious Education at the primary school level. Practically, the study may also provide insights for PAI teachers and schools regarding the importance of integrating curriculum interpretation, instructional planning, differentiation, assessment, and reflective evaluation as interconnected elements of effective curriculum implementation.

Accordingly, this study aims to analyze how the pedagogical competence of an Islamic Religious Education teacher is implemented as a curriculum enactment process in the context of the Kurikulum Merdeka at SD Muhammadiyah Limpung. Specifically, the study examines how the teacher interprets curriculum requirements, identifies students' learning needs, develops instructional plans, adapts learning to student characteristics, conducts assessment, reports learning outcomes, and evaluates learning as interconnected stages of curriculum implementation. By examining these processes as an integrated whole, this study seeks to provide a more comprehensive empirical account of the role of PAI teachers as active curriculum implementers in the implementation of the Kurikulum Merdeka.

Method

Research Design and Research Setting

This study employed a qualitative approach using a case study design. A qualitative case study was considered appropriate because the study aimed to examine in depth how the pedagogical competence of an Islamic Religious Education (PAI) teacher was implemented as a curriculum enactment process within the context of the Kurikulum Merdeka. Rather than measuring pedagogical competence through predetermined quantitative indicators, the study sought to understand how the teacher interpreted curriculum requirements, made pedagogical decisions, implemented learning, conducted assessment, and evaluated learning practices within an actual school context (Septiana et al., 2024).

The study was conducted at SD Muhammadiyah Limpung, an elementary school implementing the Kurikulum Merdeka. The case was bounded by the school setting, the implementation of PAI learning, and the pedagogical practices of the PAI teacher as a curriculum implementer. The bounded case enabled the researchers to examine the relationship between the intended curriculum and its enactment in classroom practice in a specific institutional context. The study therefore does not intend to generalize the findings statistically to all PAI teachers or elementary schools; rather, it provides an in-depth account of pedagogical practices within the selected case.

Participants and Informant Selection

The participant was selected using purposive sampling. The principal informant was one certified PAI teacher at SD Muhammadiyah Limpung who was directly responsible for planning, implementing, assessing, and evaluating PAI learning within the Kurikulum Merdeka. The selection of the informant was based on three considerations: (1) direct involvement in the implementation of the Kurikulum Merdeka in Islamic Education (PAI); (2) responsibility for the complete instructional cycle, including planning, implementation, assessment, reporting, and evaluation; and (3) the ability to provide relevant information regarding the teacher's pedagogical decision-making and curriculum implementation practices.

The study involved one principal informant, namely the PAI teacher who met these criteria. The single-informant design was intentionally maintained because the research focused on an in-depth examination of one bounded case rather than on comparisons among several teachers. The teacher was therefore treated as the key actor through whom the process of curriculum interpretation and enactment could be examined in detail. The findings should consequently be understood within the specific institutional and professional context of SD Muhammadiyah Limpung rather than as a representation of all PAI teachers.

Data Collection

Data were collected through classroom observation, an in-depth interview, and documentation. These three techniques were used complementarily to obtain a comprehensive understanding of the phenomenon and to support methodological triangulation (Ardiansyah et al., 2023).

First, classroom observations were conducted to examine how the teacher's planned instructional practices were translated into actual classroom activities. The observations focused on the implementation of PAI learning, the teacher's interaction with students, the adaptation of learning activities to students' characteristics, the use of instructional media, classroom management, and the implementation of assessment. Particular attention was given to the relationship between the teacher's planned curriculum and the practices observed during instruction.

Second, an in-depth interview was conducted with the principal informant. The interview explored the teacher's understanding and interpretation of the Kurikulum Merdeka, the process of identifying students' learning needs, the development of teaching modules, the implementation of differentiated learning, the use of formative and summative assessment, the reporting of learning outcomes, and the teacher's evaluation and reflection on the learning process. The interview also sought to clarify pedagogical decisions that could not be fully understood through classroom observation alone.

Third, documentary data were examined to corroborate information obtained through observation and interviews. The documents included Kurikulum Merdeka teaching modules, instructional materials and media, textbooks, and assessment instruments. These documents were analyzed to examine the consistency between the teacher's instructional planning, classroom implementation, and assessment practices.

The three data collection techniques were used in an interconnected manner. Information obtained through interviews was compared with observed classroom practices and relevant documentary evidence. This process enabled the researchers to distinguish between teachers' stated intentions and practices that were actually implemented in the classroom.

Fieldwork and Observation Context

Fieldwork was conducted within the natural setting of PAI learning at SD Muhammadiyah Limpung. The observation context included classroom instructional activities in which the PAI teacher implemented the Kurikulum Merdeka. Observation focused on the instructional process and the pedagogical decisions made during the implementation of learning.

The fieldwork included the stages of observation, interviewing, and document collection. Because the original research record does not specify the exact number of fieldwork days or the total duration of data collection, these details should be completed according to the researchers' field notes and research records before final submission. This information should be reported explicitly in the final manuscript to ensure methodological transparency.

Data Analysis

Data analysis was conducted iteratively throughout the research process. The analysis consisted of five interconnected stages: data reduction, coding, categorization, interpretation, and conclusion drawing (Qomaruddin & Sa'diyah, 2024).

The first stage was data reduction. The researchers reviewed the observation notes, interview data, and documentary materials and selected information directly related to the research focus. Irrelevant information was excluded, while data concerning curriculum interpretation, pedagogical decision-making, instructional planning, differentiated learning, assessment, reporting, and evaluation were retained for further analysis.

The second stage was coding. Relevant segments of the data were assigned initial codes representing the substantive content of the participants' statements and observed practices. The initial codes included curriculum interpretation, diagnostic assessment, teaching-module development, adaptation to student characteristics, differentiated instruction, formative assessment, summative assessment, reporting, and learning evaluation.

The third stage involved categorization. Related codes were compared and grouped into broader analytical categories. Through this process, the initial codes were organized into the seven instructional stages identified in the study. The categorization also enabled the researchers to identify relationships among the different stages rather than treating each pedagogical practice as an isolated activity.

The fourth stage was interpretation. The researchers interpreted the relationships among the categories by examining how the teacher's pedagogical decisions contributed to the enactment of the Kurikulum Merdeka. The interpretation focused on how curriculum requirements were translated into classroom practices through professional judgment and adaptation to students' learning characteristics. Interview statements were compared with classroom observations and documentary evidence to identify convergent patterns and clarify discrepancies.

The fifth stage was conclusion drawing. Conclusions were developed from the patterns identified across the data and were continuously checked against the original observation, interview, and documentary evidence. The final interpretation positioned the seven instructional stages as interconnected elements of the teacher's pedagogical competence in enacting the Kurikulum Merdeka.

Data Trustworthiness

The credibility of the findings was strengthened through methodological and source triangulation. Methodological triangulation was achieved by comparing data obtained from classroom observations, in-depth interviews, and documentary analysis. Source triangulation was supported by comparing the teacher's explanations with actual classroom practices and relevant instructional documents.

The researchers also conducted repeated comparisons between the planned learning activities and the practices observed in the classroom. This procedure was important for identifying whether the teacher's reported pedagogical practices were consistent with their actual implementation. Emerging analytical categories were repeatedly examined against the collected data to minimize premature interpretation.

The use of a clearly bounded single-case design also strengthened the transparency of the study. The researchers explicitly identified the research setting, the principal informant, the data collection techniques, and the analytical focus. Rather than claiming broad generalizability, the study emphasizes contextual depth and provides sufficient methodological information to allow readers to assess the transferability of the findings to comparable educational settings (Sari et al., 2025).

Result

1) Systematic Lesson Planning

From field observations and interviews, researchers found that the implementation of pedagogical competency among Islamic Religious Education (PAI) teachers begins with a systematic learning planning process. As curriculum implementers, teachers are required to translate the principles and objectives of the Independent Curriculum into structured learning activities relevant to the needs and developmental characteristics of students. The learning planning process is not merely administrative but also serves as a strategic effort to ensure that learning activities are meaningful, student-centered, and aligned with the desired learning objectives. Based on classroom observations, document analysis, and interviews, Islamic Religious Education teachers implement learning planning through three structured stages. These stages are as follows:

a. Analysis of Learning Outcomes (*Capaian Pembelajaran* - CP)

The teacher must be capable of comprehensively analyzing the CP, identifying final competencies, and formulating assessments that align with the learning experiences. The findings reveal that the teacher carefully examines the Learning Outcomes to identify the knowledge, skills, and attitudes that students are expected to achieve at the end of the learning phase. This process involves understanding the progression of competencies

across different grade levels and aligning instructional objectives with the characteristics of Islamic Education learning.

Furthermore, the analysis of CP serves as the foundation for determining learning content, instructional strategies, assessment techniques, and expected student performance. The teacher utilizes CP as a reference to design learning activities that encourage critical thinking, religious understanding, and character development. Through this analysis, the teacher is able to ensure that all learning activities remain focused on achieving the competencies mandated by the Kurikulum Merdeka

b. Diagnostic Assessment

The purpose of this assessment is to classify students' learning readiness, map their learning interests and learning styles (such as auditory, visual, or kinesthetic), and determine learning groups based on the principles of differentiation in accordance with the Kurikulum Merdeka. Findings indicate that diagnostic assessments are conducted prior to the learning process. These assessments aim to gain a comprehensive initial understanding of students' backgrounds and learning needs.

Teachers gather information about students' prior knowledge, such as academic readiness, motivation, interests, and preferred learning approaches. This information enables teachers to identify variations among students and design learning activities that accommodate these differences. Diagnostic assessment results serve as an important reference for determining learning objectives, selecting appropriate learning methods, and organizing flexible learning groups. This implementation is expected to make learning activities more responsive to individual student needs and support the implementation of differentiated learning in the classroom.

c. Teaching Module Development

Teachers developed learning modules that included introductory, core, and closing activities, taking into account student development and needs to ensure effective learning. Findings indicate that teachers systematically developed learning modules by integrating learning objectives, learning activities, assessment procedures and learning resources into a coherent learning design.

The modules were designed to facilitate active student participation through a variety of learning experiences that encouraged exploration, discussion, collaboration and reflection. Furthermore, teachers tailored the content and learning activities to suit the developmental stages and learning characteristics of students. The developed modules also integrated religious values, character education and the Profil Pelajar Pancasila, which are essential components of the Kurikulum Merdeka. As a result, the learning modules function not only as learning guides but also as instruments to foster holistic student development.

2) Implementation of Differentiated Instruction

The application of pedagogical competence is reflected in the learning process, which adapts to the characteristics of each student. Teachers act as facilitators, guiding teaching to be more flexible, innovative, and centered on the individual needs of each student.

Findings indicate that differentiated learning is implemented through adjustments in learning content, learning processes, and learning products. Students are provided with learning materials appropriate to their level of readiness and learning capacity. During classroom activities, teachers use a variety of teaching methods, including group discussions, collaborative learning, storytelling, project-based activities, and reflective practice to accommodate diverse learning preferences.

Furthermore, teachers provide opportunities for students to demonstrate their understanding through various assignments and learning outcomes. Some students express their learning achievements through oral presentations, while others complete written assignments, creative projects, or practical demonstrations. This flexibility allows students to learn according to their cognitive abilities and encourages greater participation during the learning process.

Classroom observations also indicate that differentiated learning positively contributes to student engagement, motivation, and self-confidence. Students become more active because learning activities are tailored to their needs, interests, and abilities. Consequently, the learning environment becomes more inclusive and supports individual learning growth.

3) Continuous Learning Evaluation

Evaluation is conducted continuously through two primary types of assessment. The findings reveal that assessment is positioned not merely as a tool for measuring learning outcomes but as an integral component of the learning process itself. Continuous evaluation enables the teacher to monitor student development, identify learning difficulties, and make instructional adjustments when necessary. Evaluation is conducted continuously through two primary types of assessment:

a. Formative Assessment

In practice, formative assessment is used to monitor student learning progress throughout the learning process. Findings indicate that formative assessment is conducted through classroom observations, oral question and answer sessions, reflective discussions, worksheets, performance assignments, and daily learning activities. These assessments provide direct feedback on student understanding and participation.

Teachers use formative assessment results to identify students who need additional support and those ready for enrichment activities. Consequently, formative assessment serves as a mechanism to improve the effectiveness of instruction and ensure that learning objectives are progressively achieved by all students.

b. Summative Assessment

In practice, Summative Assessment is used to evaluate competency achievement at the end of a learning period. Findings indicate that summative assessment is conducted systematically to measure students' mastery of learning objectives after completing a specific learning unit.

This assessment encompasses students' cognitive, affective, and psychomotor dimensions, reflecting the holistic orientation of Islamic Education learning. Teachers use various assessment instruments, such as written tests, group assignments, portfolios, project-based assessments and hands-on work experience. The results of the summative assessment are then used to determine competency achievement levels, report student progress and formulate follow-up learning programs.

4) Key Success Factors

Research findings confirm that the successful implementation of the Kurikulum Merdeka is heavily determined by the teacher's ability to integrate all instructional stages systematically, reflectively, and in a student-centered manner. The pedagogical competence of the PAI Teacher serves as a key factor in realizing inclusive learning that is relevant to contemporary demands.

The study further reveals that successful curriculum implementation is influenced by several interconnected factors, including teachers' understanding of curriculum principles, their ability to conduct diagnostic assessments, their competence in designing differentiated learning experiences and their capacity to utilize assessment data for instructional improvement. These competencies enable teachers to transform curriculum policies into meaningful classroom practices that address students' diverse needs.

Moreover, reflective teaching practices play a significant role in sustaining the effectiveness of curriculum implementation. Through continuous reflection and evaluation, teachers are able to identify strengths and weaknesses within the learning process and make necessary improvements. This reflective approach ensures that curriculum implementation remains dynamic, adaptive and responsive to educational developments.

Overall, the findings suggest that pedagogical competence functions as the central mechanism through which Islamic Education teachers enact the Kurikulum Merdeka. The integration of systematic planning, differentiated instruction, continuous assessment, and

reflective practice contributes significantly to the creation of effective, inclusive, and student-centered learning environments that align with the objectives of contemporary education and the vision of the Kurikulum Merdeka.

Discussion

Analyzing Learning Outcomes (*Capaian Pembelajaran - CP*)

The primary prerequisite that a teacher must master is the ability to analyze Learning Outcomes (*Capaian Pembelajaran - CP*). The CP is a textual document consisting of the rationale, learning objectives, characteristics, and learning outcomes per phase. These elements must be rigorously analyzed by teachers, requiring them to study the CP comprehensively without omitting a single component (Herman, 2022). In analyzing the CP, teachers need to comprehend critical aspects, such as identifying the competencies students must acquire by the end of instruction, key terms aligned with the CP, and formulating assessments to evaluate whether the CP has successfully integrated into the learning experiences of both teachers and students (Suyitno et al., 2023).

Based on field research, Islamic Religious Education teachers at SD Muhammadiyah Limpung stated that the learning outcomes for the Islamic Education and Character (*Pendidikan Agama Islam dan Budi Pekerti*) subject experience progressive development, aligning with Islamic religious values that continuously evolve in daily life. At the primary school level, the CP comprises three phases: Phase A encompasses grades 1 and 2, Phase B covers grades 3 and 4, and Phase C includes grades 5 and 6. Consequently, within the instructional process, besides being capable of analyzing the CP, teachers must pay close attention to the distinctions among these three phases to ensure the smooth implementation of the curriculum during instruction (Aulia et al., 2024). The primary prerequisite that teachers must master in implementing the Kurikulum Merdeka is the ability to analyze the learning outcomes (*Capaian Pembelajaran—CP*).

As the principal reference for instructional planning, the CP functions not merely as a curriculum document but as a pedagogical framework that guides teachers in designing meaningful and student-centered learning experiences. The CP consists of several interconnected components, including the rationale, learning objectives, learning characteristic and expected learning outcomes for each educational phase. Consequently, teachers are required to conduct a comprehensive analysis of every component to ensure that instructional planning remains aligned with curriculum expectations. Rather than interpreting the CP as a list of competencies to be completed, teachers should view it as a conceptual foundation for designing learning activities, selecting instructional strategies and developing assessment instruments that facilitate students' holistic development (Mansouri et al., 2025).

In analyzing the CP, teachers are expected to identify the competencies students are required to achieve at the end of each learning phase, interpret key concepts and operational verbs contained within the curriculum document and formulate appropriate assessment strategies to measure the attainment of these competencies (Eppendi et al., 2024). This process requires teachers to integrate curriculum content with students' developmental characteristics and learning needs while considering the philosophical principles of the Kurikulum Merdeka, which emphasize flexibility, student-centered learning, and differentiated instruction. Therefore, the ability to analyze the CP reflects not only teachers' curriculum literacy but also their pedagogical competence in translating curriculum policies into authentic classroom practices. A thorough analysis enables teachers to formulate clear learning objectives, select relevant instructional materials, design meaningful learning experiences and develop authentic assessments that accurately capture students' cognitive, affective and psychomotor development (Hidayah et al., 2024).

In this research, researchers found that islamic education teachers at SD Muhammadiyah Limpung demonstrate a systematic approach to analyzing the learning outcomes before designing instructional activities. Based on interview data, teachers perceive the learning outcomes for islamic education and character education (*Pendidikan Agama Islam Dan Budi Pekerti*) as dynamic competencies that continuously develop in accordance with students' cognitive, moral, spiritual and social growth. They recognize that Islamic values are not taught as isolated concepts but are progressively internalized through continuous learning experiences that correspond to students'

developmental stages. Consequently, teachers carefully examine the continuity and progression of competencies across educational phases to ensure that learning experiences remain coherent and sequential (Arlina et al., 2023).

Furthermore, the findings reveal that teachers understand the phased structure of the Kurikulum Merdeka at the elementary school level (Kolbiyah, 2025), where Phase A encompasses Grades 1–2, Phase B includes Grades 3–4 and Phase C consists of Grades 5–6. Each phase represents distinct developmental characteristics and competency expectations that require different pedagogical approaches. Teachers therefore adjust learning objectives, instructional methods, learning resources, classroom activities and assessment techniques according to the specific characteristics of each phase. This adaptive approach reflects teachers' pedagogical competence as curriculum implementers who are capable of contextualizing national curriculum policies within classroom realities. Understanding the distinctions among learning phases is essential for ensuring continuity in competency development and supporting the successful implementation of the Kurikulum Merdeka, the findings suggest that teachers' ability to comprehensively analyze the learning outcomes constitutes the foundation upon which subsequent pedagogical processes; including diagnostic assessment, differentiated instruction and authentic assessment (Annisa ul Khaira et al., 2025).

Planning and Implementing Diagnostic Assesments

The second stage concerns diagnostic assessment. The findings show that the teacher conducts diagnostic assessment before instruction to identify students' prior knowledge, readiness, interests, and learning needs. The results are then used to determine instructional strategies, learning groups, and forms of support. This practice demonstrates that pedagogical competence involves the ability to obtain and use information about students before making instructional decisions.

The importance of this finding lies in the transformation of assessment from a measurement activity into a source of pedagogical decision-making. Diagnostic assessment enables teachers to avoid treating students as a homogeneous group. Instead, differences in readiness and learning needs become information that informs subsequent instructional planning. This finding is in line with recent research emphasizing that differentiated instruction depends on teachers' ability to identify and respond to differences among learners. For example, identified the importance of teachers' pedagogical competence in recognizing diverse student learning profiles when implementing differentiated learning within the Kurikulum Merdeka (Nurlatifah & Munandar, 2024).

The statements above are strongly linked to Vygotsky's concept of the Zone of Proximal Development (ZPD). According to Vygotsky, learning can be optimized when students receive appropriate assistance that enables them to perform tasks beyond what they can accomplish independently. Therefore, understanding students' current abilities is essential for determining the level of support that teachers should provide. Research on differentiated instruction similarly explains that teachers need to adapt learning tasks to students' needs while providing appropriate scaffolding within their learning potential (Wibowo et al., 2025).

From this perspective, the diagnostic assessment found in this study can be interpreted as the starting point for determining appropriate pedagogical support. Students who demonstrate learning difficulties can receive additional guidance, while students who have achieved the expected level of competence can be provided with enrichment opportunities. Thus, differentiation is not simply the provision of different activities; it is preceded by the teacher's professional interpretation of evidence concerning student learning.

It relates not only to Vygotsky's educational theory, the implementation of diagnostic assessment also connects to Imam Al-Ghazali's perspective on the relationship between teacher and learner. Al-Ghazali emphasizes that teachers should understand students' intellectual capacities and conditions and should guide them according to their abilities. Contemporary studies of Al-Ghazali's educational thought similarly emphasize the teacher's role as a guide who considers students' capacities rather than merely transmitting knowledge. The present finding therefore

demonstrates a conceptual convergence between classical Islamic educational thought and contemporary student-centered pedagogy: both recognize the importance of understanding the learner as the basis for effective educational intervention (Madhar, 2024).

Developing Teaching Modules

The third stage is the development of teaching modules. Field data indicates that the PAI teacher integrates learning objectives, instructional activities, assessment procedures, learning resources, and religious values into a coherent instructional plan. The module is therefore not merely a formal requirement but functions as a bridge between curriculum expectations and actual classroom implementation.

Teachers act as curriculum implementers through professional interpretation. The official curriculum provides general expectations, but teachers determine how those expectations are translated into specific learning experiences. In this process, pedagogical competence and curriculum competence become closely interconnected. A teacher who understands curriculum content but is unable to adapt it to students' needs may satisfy administrative requirements without necessarily producing meaningful learning (Tran & O'Connor, 2024).

The statements above align with Al-Ghazali's conception of the teacher as an educator who is responsible not only for transferring knowledge but also for guiding students' moral and personal development. Contemporary research on Al-Ghazali emphasizes that teachers have responsibilities related to knowledge, moral development, exemplary behavior, and sensitivity to students' capacities. In the context of PAI, this perspective is particularly relevant because the learning objectives extend beyond cognitive mastery to include religious understanding, attitudes, values, and behavioral development (Mainuddin et al., 2023).

Thus, the teaching module identified in this study represents more than an instructional document. It is a representation of the teacher's professional judgment concerning what should be taught, how it should be taught, and how students' development should be assessed. This interpretation also explains why teaching-module development should be considered part of pedagogical competence rather than merely an administrative component of curriculum implementation.

Aligning Instruction with Students' Achievement Stages and Characteristics

The findings show that differentiated instruction is implemented through adjustments in learning content, learning processes, and learning products. The teacher employs group discussions, collaborative activities, storytelling, project-based activities, reflective learning, and different forms of student performance. These practices indicate that the teacher does not rely on a single instructional strategy but adjusts learning activities according to students' characteristics and learning needs.

This finding is consistent with recent research on PAI teachers under the Kurikulum Merdeka. Yuliana et al. (2025) reported the implementation of differentiated PAI learning through diagnostic assessment, teaching-module development, differentiation of content, process, and product, and formative and summative assessment. The similarity between the previous findings and the present study indicates that differentiated instruction is increasingly understood as a multidimensional pedagogical process rather than simply as assigning different tasks to different students (Nahdhiah & Suciptaningsih, 2024).

At the same time, the present study provides a slightly different emphasis. While previous studies tend to describe the forms of differentiation used by teachers, the present findings show how differentiation is connected to the preceding stages of curriculum implementation. Diagnostic assessment provides information about students, teaching modules organize instructional possibilities, classroom implementation applies the planned differentiation, and assessment provides evidence for subsequent instructional decisions. Therefore, differentiated instruction is positioned as one component within an integrated pedagogical cycle.

The relationship with Vygotsky's theory becomes particularly relevant at this stage. Differentiated learning allows teachers to adjust the level of challenge and support provided to students. When teachers provide appropriate scaffolding, students can engage in tasks that are

more complex than those they could complete independently. Recent research on differentiated instruction explicitly connects this principle with the ZPD and emphasizes that the effectiveness of differentiation depends on teachers' ability to adapt instruction to students' learning needs (Navira Recha & Hidayati, 2026).

The findings can also be related to Piaget's constructivist perspective. The use of discussion, exploration, projects, and reflective activities creates opportunities for students to construct understanding through active engagement. Recent literature on Piagetian constructivism identifies problem-based learning, projects, hands-on activities, and group discussions as examples of learning practices consistent with active knowledge construction. Thus, the differentiated instruction observed in this study demonstrates a movement away from uniform teacher-centered instruction toward learning experiences that give students a more active role.

However, the findings should not be interpreted as suggesting that differentiated instruction automatically guarantees effective learning. Differentiation requires accurate information about students, appropriate instructional design, adequate teacher competence, and continuous assessment. Recent research similarly emphasizes that the quality of differentiated instruction depends substantially on what teachers actually do when adapting instruction to students' needs. This qualification is important because differentiation without a clear pedagogical rationale may result merely in different tasks rather than genuinely responsive learning.

Continuous Assessment as a Mechanism for Instructional Adaptation

The fourth major finding concerns continuous learning evaluation through formative and summative assessment. The study demonstrates that formative assessment is conducted through observation, questioning, discussion, worksheets, performance tasks, and daily learning activities. The teacher uses the information obtained from these activities to identify students who require additional support and those who are ready for enrichment. Summative assessment is then used to evaluate competency achievement, report learning progress, and determine follow-up programs.

Assessment functions as an integral component of learning rather than as an activity performed only at the end of instruction. The pedagogical significance lies in the teacher's use of assessment information to modify instruction. Consequently, assessment becomes part of the curriculum enactment process because evidence of student learning influences subsequent pedagogical decisions (Dianti et al., 2025).

The finding is consistent with research emphasizing the importance of assessment data in differentiated instruction. Research on data-based differentiated instruction indicates that teachers need information about student learning to make appropriate instructional adaptations. In the context of PAI, Riyansyah et al. (2024) likewise identifies assessment and understanding of student profiles as important components in the implementation of differentiated learning under the Kurikulum Merdeka.

The present study extends these findings by demonstrating a cyclical relationship between assessment and pedagogical competence. Assessment begins with diagnostic information before learning, continues through formative assessment during learning, and is followed by summative assessment at the end of a learning period. The results are subsequently used for reporting and follow-up. Thus, the teacher's competence is demonstrated not simply by the ability to construct assessment instruments but by the ability to interpret assessment evidence and use it to make instructional decisions.

This finding is also compatible with Vygotsky's perspective because assessment can provide information about the type and level of support students require. However, the study does not provide sufficient evidence to conclude that the teacher consciously applies Vygotsky's theoretical framework. The theoretical connection should therefore be understood as an interpretive explanation of why assessment-informed differentiation is pedagogically meaningful (Madhar, 2024).

The Role of the PAI Teacher as an Active Curriculum Implementer

Taken together, the seven instructional stages demonstrate that the PAI teacher functions as more than a technical implementer of the Kurikulum Merdeka. The teacher interprets curriculum documents, identifies students' characteristics, designs learning experiences, adapts instruction, assesses learning, and evaluates the effectiveness of instruction. These activities require continuous professional judgment and demonstrate that curriculum implementation occurs through interaction between formal curriculum requirements and classroom realities.

It brings together the concept of teacher curriculum enactment with the concept of pedagogical competence. Curriculum enactment occurs when teachers interpret and adapt formal curriculum expectations within specific classroom contexts. Pedagogical competence provides the knowledge and skills required to make such adaptation possible. Therefore, the two concepts should not be treated as completely separate. In this study, pedagogical competence functions as the practical mechanism through which curriculum enactment takes place (Arina & Isyanto, 2025).

The perspective of Al-Ghazali provides an additional dimension to this interpretation. The teacher is not only responsible for intellectual development but also for guiding students' moral and religious development. This is particularly important in PAI because curriculum implementation involves both academic learning and the formation of religious attitudes and values. Recent studies of Al-Ghazali's educational thought emphasize teachers' roles as moral guides, exemplars, and educators who consider students' intellectual and personal conditions (Hafidz Khusnadin & Shihab, 2025).

Nevertheless, the theoretical perspectives are not identical. Al-Ghazali places stronger emphasis on the moral, spiritual, and ethical purposes of education, whereas Piaget primarily explains cognitive development and knowledge construction, and Vygotsky emphasizes the social and cultural mediation of learning. Therefore, these theories should not be treated as interchangeable. Rather, they offer complementary analytical lenses for understanding different dimensions of the same empirical phenomenon. In the context of PAI, the combination is particularly useful because learning simultaneously involves cognitive development, social interaction, and religious-moral formation.

Similarities, Differences, and Critical Interpretation of Previous Findings

The findings of this study demonstrate several similarities with previous research. First, they confirm that teachers' pedagogical competence is important for implementing the Kurikulum Merdeka. Second, they support previous findings that diagnostic assessment and understanding students' characteristics are important prerequisites for differentiated instruction. Third, they are consistent with studies showing that differentiated learning involves variation in content, process, and learning products. Fourth, they reinforce the importance of formative and summative assessment as components of continuous learning evaluation (Lubis & Syawalina, 2024).

However, the present study differs from several previous studies in its analytical emphasis. Previous research has often examined individual components such as digital pedagogical competence, differentiated learning, assessment, or teacher readiness. Riyansyah et al. (2024), for example, focus on the needs and challenges associated with digital pedagogical competence in differentiated PAI learning, whereas Yuliana et al. (2025) emphasize the implementation of differentiated learning strategies. The present study instead connects these pedagogical practices as sequential and interdependent stages within a single curriculum-enactment process.

There is also a potential tension between the ideal model of student-centered and differentiated learning and the practical complexity of implementing it. Differentiated instruction requires teachers to possess sufficient information about students and to continuously adapt instructional decisions. Recent studies indicate that PAI teachers still encounter challenges in developing differentiated learning and using appropriate pedagogical or digital resources. The present study demonstrates a case in which the teacher is able to integrate diagnostic assessment, differentiated instruction, and continuous assessment, but this finding should not be generalized as evidence that similar practices are uniformly implemented across schools (Seffi & Perseveranda, 2025).

The critical contribution of the present study therefore lies in showing that pedagogical competence should be understood as an integrated process of professional decision-making. The seven stages demonstrate a sequence in which curriculum interpretation leads to student diagnosis, diagnosis informs planning and differentiation, differentiation is monitored through assessment, and assessment provides the basis for evaluation and follow-up. This interconnected process provides a stronger explanation of curriculum implementation than viewing planning, instruction, and assessment as separate teacher competencies.

Implications for the Implementation of the Kurikulum Merdeka

The findings have theoretical and practical implications. Theoretically, the study strengthens the argument that pedagogical competence can be analyzed as a form of curriculum enactment. It demonstrates that teachers' professional knowledge becomes visible through the decisions they make when translating formal curriculum requirements into classroom practice. Practically, the findings indicate that strengthening PAI teachers' pedagogical competence should not be limited to training in the preparation of teaching modules. Professional development should also support teachers in interpreting CP, conducting diagnostic assessments, designing differentiated learning, interpreting formative and summative assessment results, and conducting reflective evaluation. These components need to be developed as an interconnected cycle rather than as separate technical skills.

For PAI learning specifically, the findings suggest that student-centered curriculum implementation needs to maintain a balance between cognitive development, students' individual learning needs, and the moral and spiritual objectives of Islamic Religious Education. In this regard, Al-Ghazali's emphasis on moral formation, Piaget's emphasis on active knowledge construction, and Vygotsky's emphasis on social interaction and scaffolding provide complementary perspectives for understanding how pedagogical competence can support meaningful PAI learning within the Kurikulum Merdeka.

Overall, the seven instructional stages identified in this study demonstrate that pedagogical competence is not simply a prerequisite for curriculum implementation but functions as the mechanism through which curriculum is interpreted, adapted, enacted, assessed, and continuously improved. The PAI teacher consequently occupies a strategic position between the formal curriculum and students' actual learning experiences. This finding reinforces the view that successful implementation of the Kurikulum Merdeka depends not only on the availability of curriculum documents but also on teachers' capacity to exercise informed, reflective, and student-responsive pedagogical judgment.

Conclusion

The findings of this study indicate that the pedagogical competence of Islamic Education (PAI) teachers in implementing the Kurikulum Merdeka is not limited to the ability to conduct classroom instruction but constitutes a professional process that connects curriculum interpretation with instructional practice. The study demonstrates that PAI teachers act as active curriculum implementers through an interconnected process involving the analysis of Learning Outcomes (Capaian Pembelajaran), diagnostic assessment, teaching module development, differentiated instruction, formative and summative assessment, as well as evaluation and follow-up. Accordingly, the main contribution of this study lies in highlighting pedagogical competence as a practical mechanism through which teachers translate the demands of the Kurikulum Merdeka into learning practices that respond to students' characteristics and learning needs.

Practically, the findings suggest that strengthening PAI teachers' pedagogical competence should be carried out through an integrated approach rather than being limited to training in instructional material and teaching-module preparation. Teachers need continuous support in interpreting Learning Outcomes, identifying students' needs through diagnostic assessment, designing differentiated instruction, utilizing assessment results to improve learning, and conducting ongoing reflection. For schools, these findings emphasize the importance of creating a supportive professional environment through teacher mentoring, instructional reflection, and continuous evaluation. Such efforts can help ensure that the implementation of the Kurikulum

Merdeka moves beyond administrative compliance toward learning practices that are more adaptive, meaningful, and student-centered.

This study is limited by its case study design, which involved only one PAI teacher at one school, namely SD Muhammadiyah Limpung. Therefore, the findings should be understood within the institutional context and characteristics of the case under investigation and should not be considered statistically generalizable to all PAI teachers or elementary schools. Future studies may involve a larger number of teachers, schools with diverse characteristics, and different educational contexts to develop a broader understanding of PAI teachers' pedagogical competence as curriculum implementers. Comparative or longitudinal studies may also be conducted to examine the development of teachers' pedagogical competence and changes in curriculum implementation practices over time.

References

- Annisa ul Khaira, Devi Cynthia, & Cut Kumala Sari. (2025). Membangun Generasi Berintegrasi: Pendidikan Karakter dalam Kurikulum Nasional. *Edukasi Elita : Jurnal Inovasi Pendidikan*, 2(3). <https://doi.org/10.62383/edukasi.v2i3.1660>
- Ardiansyah, Risnita, & Jailani, M. S. (2023). Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. *Jurnal IHSAN : Jurnal Pendidikan Islam*, 1(2). <https://doi.org/10.61104/ihsan.v1i2.57>
- Arina, I., & Isyanto, P. (2025). Teachers' Pedagogical Understanding in the Implementation of Independent Curriculum in the Context of Deep Learning. *Jurnal Ilmiah Global Education*, 6(2). <https://doi.org/10.55681/jige.v6i2.3778>
- Arlina, A., Lestari, A., Putri, A., Rambe, A., Elsil, E. A., & Jamilah, J. (2023). Peran Pendidikan Agama Islam dalam Membentuk Karakter Bangsa. *El-Mujtama: Jurnal Pengabdian Masyarakat*, 4(2). <https://doi.org/10.47467/elmujtama.v4i2.4657>
- Aulia, M. H., Fakhruddin, A., & Surahman, C. (2024). PEMETAAN CAPAIAN PEMBELAJARAN DAN MATERI AJAR PAI DAN BUDI PEKERTI ELEMEN AL-QURAN DALAM KURIKULUM MERDEKA. *At-Ta'Dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 16(1), 103–117. <https://doi.org/10.47498/tadib.v16i1.3138>
- Azzahra, I. F., Al Farel, M. R., & Rahmadhani, R. (2025). Kurikulum Merdeka: Telaah Potensi dan Tantangan Implementatif dalam Mewujudkan Pendidikan Fleksibel di Indonesia. *Jurnal Pendidikan Indonesia: Teori, Penelitian Dan Inovasi*, 5(3), 1–11. <https://doi.org/10.59818/jpi.v5i3.1530>
- Bahja, A. W. T., Hakim, L., & Af'idah R, A. (2025). Literature Review: Analisis Model Pembelajaran Efektif dalam Implementasi Kurikulum Merdeka di Sekolah. *Konstruktivisme : Jurnal Pendidikan Dan Pembelajaran*, 17(1). <https://doi.org/10.35457/konstruk.v17i1.3651>
- Dianti, K., Ulfah, M., Salam, A., Gunawan, G., & Luthfiyah, L. (2025). Analisis Asesmen Diagnostik, Formatif dan Sumatif Serta Implikasinya terhadap Efektivitas Sistem Evaluasi Pendidikan. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 5(2). <https://doi.org/10.53299/jppi.v5i2.1234>
- Eppendi, J., Ilham, M., & Vega, N. De. (2024). Analisis Proses Perumusan CP: Merdeka Mengajar? *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 4(02), 327–338. <https://doi.org/10.47709/educendikia.v4i02.4455>
- Faizah, H., & Kamal, R. (2024). Belajar dan Pembelajaran. *Jurnal Basicedu*, 8(1). <https://doi.org/10.31004/basicedu.v8i1.6735>
- Fathurrochman, I., Hamengkubuwono, & Ramadani, M. (2025). Data-Based Curriculum Evaluation and Teacher Performance: Quantitative Evidence of Strengthening Digital Systems in Learning Management. *Journal of Educational Technology and Learning Creativity*, 3(2). <https://doi.org/10.37251/jetlc.v3i2.2468>
- Hafidz Khusnadin, M., & Shihab, M. F. (2025). Al-Ghazali's Concept of Tazkiyatun Nafs as a Method in Moral Education. *Oasis : Jurnal Ilmiah Kajian Islam*, 9(2). <https://doi.org/10.24235/oasis.v9i2.19732>
- Herman, A. U. H. (2022). The Analisis Dokumen Kurikulum Pembelajaran Sejarah: Studi

- Perbandingan Dokumen Kurikulum 2013 Dengan Dokumen Kurikulum Merdeka. *Jurnal Kronologi*, 4(3). <https://doi.org/10.24036/jk.v4i3.529>
- Hidayah, A. R., Hanifiyah, F., & Fauzi, A. (2024). Portfolio Assessment Strategies to Improve Prospective Teacher Competency in Islamic Religious Education Learning. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 15(1).
- Kolbiyah, S. (2025). PERAN GURU SEBAGAI FASILITATOR DALAM PEMBELAJARAN BERDIFERENSIASI DI MI BERBASIS KURIKULUM MERDEKA. *Jurnal Pendidikan Indonesia*, 1(1).
- Lubis, S. K., & Syawalina, S. (2024). LEARNING ASSESSMENT IN THE MERDEKA CURRICULUM: DIAGNOSTIC, FORMATIVE, AND SUMMATIVE ASSESSMENTS. *PTK DAN PENDIDIKAN*, 10(2).
- Madhar, M. (2024). Pemikiran Pendidikan Imam Al-Ghazali dan Relevansinya dalam Sistem Pendidikan Islam Kontemporer. *TARQIYATUNA: Jurnal Pendidikan Agama Islam Dan Madrasah Ibtidaiyah*, 3(2). <https://doi.org/10.36769/tarqiyatuna.v3i2.813>
- Mahdiyyah, & Sabda, H. S. (2026). Prinsip Pengembangan Kurikulum Pendidikan Agama Islam. *JIS: Journal Islamic Studies*, 4(2). <https://doi.org/10.71456/jis.v4i2.1988>
- Mainuddin, M., Tobroni, T., & Nurhakim, M. (2023). Pemikiran Pendidikan Karakter Al-Ghazali, Lawrence Kolberg dan Thomas Lickona. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(2). <https://doi.org/10.54069/attadrib.v6i2.563>
- Mansouri, F., Salahshouri, A., Fayyaz, I., Beheshti, S., & Azadmanesh, S. (2025). Analysis of the Meaning of Understanding in Gadamer's Perspective to Present a Conceptual Model of Teaching-Learning Strategies. *Journal of Study and Innovation in Education and Development*, 4(5). <https://doi.org/10.61838/jsied.4.5.14>
- Mubarakah, S. F., Rahmania, P., Budiyaniti, N., Helmy, H. A., & Batula, A. W. (2025). Peran Kompetensi Pedagogis Guru PAI dalam Implementasi Kurikulum Merdeka. *IQRO: Journal of Islamic Education*, 8(3). <https://doi.org/10.24256/iqro.v8i3.8770>
- Nahdhiah, U., & Suciptaningsih, O. A. (2024). Optimization of Kurikulum Merdeka through differentiated learning: Effectiveness and implementation strategy. *Inovasi Kurikulum*, 21(1). <https://doi.org/10.17509/jik.v21i1.65069>
- Navira Recha, A., & Hidayati, N. (2026). IMPLEMENTATION OF THE ZONE OF PROXIMAL DEVELOPMENT (ZPD) IN VYGOTSKY'S THEORY. *Indonesian Journal of Educational Technology*, 5(1).
- Nurlatifah, A., & Munandar, K. (2024). Penerapan Pembelajaran Berdiferensiasi Berdasarkan Gaya Belajar Peserta Didik. *Jurnal Teknologi Pendidikan*, 1(3). <https://doi.org/10.47134/jtp.v1i3.87>
- Qomaruddin, Q., & Sa'diyah, H. (2024). Kajian Teoritis tentang Teknik Analisis Data dalam Penelitian Kualitatif: Perspektif Spradley, Miles dan Huberman. *Journal of Management, Accounting, and Administration*, 1(2). <https://doi.org/10.52620/jomaa.v1i2.93>
- Rizki, A., Sinaga, V., Ratno, S., Dachi, J. S., Pratiwi, E. R., & Hutagaol, A. (2025). Analisis Perspektif Guru Terhadap Kompetensi Analysis of Teacher Perspectives on Professional. *Jurnal Intelek Dan Cendikiawan Nusantara*, 2(3).
- Sari, A. S., Aprisilia, N., & Fitriani, Y. (2025). Teknik Pengumpulan Data dalam Penelitian Kualitatif. *Indonesian Research Journal on Education*, 5(4). <https://doi.org/10.31004/irje.v5i4.3011>
- Seffi, S., & Perseveranda, M. E. (2025). Tantangan Pelaksanaan Asesmen Diagnostik dalam Implementasi Pembelajaran Berdiferensiasi di SMAN 2 Fatuleu Barat. *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(4). <https://doi.org/10.54371/jiip.v8i4.7550>
- Septiana, N. N., Khoiriyah, Z., & Shaleh. (2024). Metode Penelitian Studi Kasus dalam Pendekatan Kualitatif. *Jurnal Inovasi Penelitian*, 10(04), 234–235. <https://doi.org/https://doi.org/10.36989/didaktik.v10i04.5181>
- Suyitno, S. D., Yahiji, K., & Damopolii, M. (2023). Implikasi Perencanaan Kurikulum Merdeka Belajar Dalam Pembelajaran Berdiferensiasi Di Smp Negeri 1 Telaga. *Journal of Islamic Education Manajemet Research*, 2(2).
- Tran, D., & O'Connor, B. R. (2024). Teacher curriculum competence: how teachers act in curriculum making. *Journal of Curriculum Studies*, 56(1). <https://doi.org/10.1080/00220272.2023.2271541>

Wibowo, S., Wangid, M. N., & Firdaus, F. M. (2025). The relevance of Vygotsky's constructivism learning theory with the differentiated learning primary schools. *Journal of Education and Learning*, 19(1). <https://doi.org/10.11591/edulearn.v19i1.21197>