

The Role of Elementary School Teachers in Implementing the Curriculum

Siswiyatiningsih¹, Wahid Murni², Samsul Susilawati³

Master of Elementary Madrasah Teacher Education, Maulana Malik Ibrahim State Islamic University, Malang, Indonesia

E-mail: siswiyatiningsih92@gmail.com¹, wahidmurni@pips.uin-malang.ac.id², susilawati@pips.uin-malang.ac.id³

Article History:

Received: 14 Juli 2026

Revised: 26 Juli 2025

Accepted: 31 Juli 2026

Keywords: Role of Teachers, Madrasah Ibtidaiyah, Curriculum Implementation, National Education

Abstract: This study examines the role of Madrasah Ibtidaiyah teachers in curriculum implementation as a crucial component of the national education system. Teachers play a strategic role in determining the success of curriculum implementation through their direct involvement in teaching and student character development. This study employs a library research method by reviewing books, scientific journal articles, previous studies, and official curriculum-related documents. The collected data were analyzed using a qualitative descriptive approach through data collection, reduction, categorization, and interpretation. The findings indicate that Madrasah Ibtidaiyah teachers serve as curriculum designers, implementers, and evaluators. Beyond delivering subject content, they are responsible for integrating Islamic values with general knowledge to foster holistic learning. Teachers are also expected to apply creative, innovative, and student-centered instructional strategies to achieve curriculum objectives effectively. The success of curriculum implementation is influenced by teachers' pedagogical, professional, social, and personal competencies, as well as supporting factors such as educational facilities, the school environment, and institutional policies. Therefore, strengthening teacher professionalism through continuous training, academic mentoring, and institutional support is essential to improving curriculum implementation and enhancing the quality of national education.

INTRODUCTION

Education is one of the main pillars of national development, serving to improve the quality of human resources. Within the context of the national education system, the curriculum plays a strategic role as a guideline for the implementation of the learning process in each educational unit. The curriculum not only contains plans and regulations regarding objectives, content, and learning materials, but also serves as a reference for implementing teaching and learning

activities systematically and purposefully. Therefore, the success of curriculum implementation is largely determined by the role of teachers as the primary implementers in the field (Munawir, Zubaidah, & Wahyuningtias, 2025).

Madrasah Ibtidaiyah, as a religious-based elementary educational institution, has its own characteristics in implementing its curriculum. In addition to adhering to the national curriculum, madrasahs also integrate Islamic values into the learning process. In this regard, Madrasah Ibtidaiyah teachers are required not only to conceptually understand the curriculum content but also to adapt and implement it according to the needs of students and the context of the learning environment. Teachers act as facilitators, motivators, and innovators in creating effective and meaningful learning (Nasir, 2025).

However, in practice, teachers still face various challenges in implementing the curriculum, such as limited resources, suboptimal understanding of the curriculum, and dynamic changes in education policy. This condition demands the readiness and professional competence of teachers to be able to carry out their roles optimally (Mushoffah & Kurniawati, 2025). Therefore, it is important to examine in depth the role of Madrasah Ibtidaiyah teachers in implementing the curriculum as an integral part of the national education system, so that they can make a real contribution to improving the quality of education in Indonesia.

The curriculum is a key component of the education system, serving as a guideline for the implementation of the learning process. Conceptually, the curriculum is not only defined as a collection of subjects but also encompasses all learning experiences designed to achieve educational goals. In the national education system, the curriculum is designed to develop students' potential to become individuals with faith, noble character, intelligence, and competence. Therefore, curriculum implementation is a crucial aspect in determining the achievement of these educational goals (Ilma, Nulinnaja, Putra, & Fuad, 2024).

Curriculum implementation is the process of applying curriculum plans to classroom learning practices. This process involves various components, such as teachers, students, learning methods, media, and the learning environment. Teachers play a central role in curriculum implementation because they act as the primary implementers who interact directly with students. The success of curriculum implementation is greatly influenced by teachers' ability to understand, develop, and apply the curriculum according to student characteristics and the educational environment. On the other hand, curriculum implementation is also influenced by external factors, such as educational policies, the availability of facilities and infrastructure, and support from educational institutions. Dynamic curriculum changes require teachers to continuously adapt and improve their capacity through training and professional development. Thus, the synergy between teacher competency and the support of the educational environment is key to the successful implementation of the curriculum in Madrasah Ibtidaiyah as part of the national education system (Rouf & Lufita, 2018).

Elementary school teachers have unique characteristics because they not only teach general knowledge but also instill Islamic values in the learning process. This requires teachers to be able to integrate cognitive, affective, and spiritual aspects in a balanced manner. In this context, the role of teachers is not only as instructors but also as guides, role models, and facilitators, capable of shaping students' character in accordance with religious values and national education goals (Ahillah, Shaefah, & Ghufroon, 2023).

Teacher competence is a crucial factor in supporting curriculum implementation. This competence encompasses pedagogical, professional, social, and personality competencies. Teachers with strong competencies are better able to design effective learning, select appropriate methods, and conduct comprehensive evaluations of student learning outcomes. Conversely,

.....

limited teacher competence can hinder optimal curriculum implementation (Munawir et al., 2025).

METHOD

This research employs a literature study method (library research), a research method conducted by reviewing and analyzing various written sources relevant to the research topic. Data sources in this study come from books, scientific journal articles, previous research results, and official documents related to the role of *Madrasah Ibtidaiyah* teachers and curriculum implementation in the national education system. Data collection techniques were carried out through systematic literature searches, both through print and digital sources, such as scientific journal databases and academic repositories. The collected data were then analyzed using qualitative descriptive analysis techniques. The analysis was carried out by grouping, comparing, and interpreting various concepts and findings from existing literature sources to gain a comprehensive understanding of the role of teachers in curriculum implementation. Furthermore, inductive conclusions were drawn based on the results of the analyzed literature review. With this method, the research is expected to provide a systematic and in-depth overview of the topic being studied.

RESULT AND DISCUSSION

The research results show that *Madrasah Ibtidaiyah* teachers have a very strategic role in implementing the curriculum as part of the national education system. Based on various literature reviews, teachers function not only as deliverers of learning materials, but also as designers, implementers, and evaluators of the learning process. In the planning stage, teachers are required to be able to develop learning tools such as Lesson Implementation Plans (RPP) that are in accordance with national curriculum standards while integrating Islamic values that are characteristic of *madrasahs*. This shows that teachers have a crucial role in contextualizing the curriculum to make it relevant to the needs of students (Afrizal, Kusniawan, & Tartiburrohmah, 2021).

Furthermore, during the learning implementation phase, elementary school teachers act as facilitators and motivators, creating an active, creative, and enjoyable learning environment. The literature review also shows that effective curriculum implementation is heavily influenced by teachers' pedagogical and professional competencies, including their ability to select appropriate learning methods, strategies, and media. Teachers who are innovative tend to be more successful in optimally implementing the curriculum compared to teachers who still use conventional approaches (Akhmadi, 2023).

Furthermore, in the evaluation stage, teachers play a role in comprehensively assessing student learning outcomes, including cognitive, affective, and psychomotor aspects. The assessments serve not only to measure learning outcomes but also as a basis for making improvements in subsequent learning processes. However, research also revealed several obstacles to curriculum implementation, such as limited facilities and infrastructure, a relatively high teacher administrative burden, and a lack of ongoing training related to curriculum development (Anwar, Maulan, Lutfiah, Syadiah, & Azizah, 2025).

Thus, it can be concluded that the successful implementation of the curriculum in Islamic elementary schools (*Madrasah Ibtidaiyah*) is highly dependent on the readiness and competence of teachers. Therefore, efforts are needed to improve teacher quality through training, mentoring, and the provision of adequate facilities so that teachers' role in implementing the curriculum can be optimal and contribute to improving the quality of national education.

The discussion of this research shows that the role of *Madrasah Ibtidaiyah* teachers in implementing the curriculum cannot be separated from their position as the main actors in the

educational process. Based on the results of the literature review, effective curriculum implementation is highly dependent on the ability of teachers to translate curriculum policies into classroom learning practices (Santoso, 2024). This is in line with the view that the curriculum is not just a written document, but must be realized through educational interactions between teachers and students (Aisyah, Arisanti, & Yaqin, 2023). Therefore, the pedagogical, professional, social, and personality competencies of teachers are important factors in determining the success of curriculum implementation.

In the context of *Madrasah Ibtidaiyah* (Islamic elementary schools), this discussion also emphasizes the uniqueness of curriculum implementation, namely the integration of general knowledge and Islamic values. Teachers are required to internalize religious values in every learning activity without neglecting academic competency achievement (Sa'idah & Mubarak, 2025). This presents a challenge, particularly in developing learning strategies that balance cognitive and affective aspects. Literature shows that teachers who possess a deep understanding of the curriculum and are creative in developing learning methods will be more successful in achieving these goals (Hafidhoh & Rifa'i, 2021).

Furthermore, the discussion revealed that the success of curriculum implementation is influenced not only by individual teacher factors, but also by external factors such as institutional support, the availability of facilities and infrastructure, and applicable educational policies. High administrative burdens and minimal ongoing training are significant obstacles to optimizing the role of teachers. This situation demonstrates the need for synergy between various parties, including the government and educational institutions, to support teacher professionalism (Dermawan & Farid, 2022).

Thus, this discussion confirms that the role of *Madrasah Ibtidaiyah* teachers in implementing the curriculum is crucial to the success of the national education system. Efforts to improve teacher quality through competency development and adequate support are necessary to ensure effective, adaptive, and timely curriculum implementation.

CONCLUSION

Based on the research results and discussion, it can be concluded that *Madrasah Ibtidaiyah* teachers have a very important and strategic role in implementing the curriculum as part of the national education system. Teachers function not only as curriculum implementers, but also as designers, developers, and evaluators of learning, capable of adapting the curriculum to the needs of students and the context of the educational environment. The success of curriculum implementation is greatly influenced by teacher competence, particularly in pedagogical and professional aspects, as well as their ability to integrate Islamic values with general learning materials. Furthermore, optimal curriculum implementation also requires support from various external factors, such as the availability of facilities and infrastructure, supportive educational policies, and ongoing training for teachers. Although various obstacles still exist in practice, the role of teachers remains the main key in realizing national education goals. Therefore, continuous efforts are needed to improve the quality and professionalism of *Madrasah Ibtidaiyah* teachers so that they are able to implement the curriculum effectively, innovatively, and adaptively to current developments.

REFERENCES

- Afrizal, D., Kusniawan, W., & Tartiburrohman, F. (2021). Analisis kebijakan pendidikan mengenai perkembangan dan peningkatan profesional profesi guru. *Pensa*, 3(2), 213–225.
- Ahillah, A. I., Shaefah, M., & Ghufro, M. A. (2023). Peran Guru Dalam Implementasi Kurikulum Merdeka di Indonesia: Kasus di Sekolah Dasar Islam di Indonesia. *IBTIDA-Jurnal Kajian Pendidikan Dasar*, 3(1), 41–56.
- Aisyah, S., Arisanti, K., & Yaqin, F. A. (2023). Adaptasi dan Inovasi Madrasah Ibtidaiyah Dalam Menyambut Kurikulum Merdeka Belajar. *Jurnal Educatio*, 9(1), 386–393. <https://doi.org/10.31949/educatio.v9i1.4583>
- Akhmadi, A. (2023). Implementasi kurikulum merdeka di madrasah ibtidaiyah. *Andragogi : Jurnal Diklat Teknis Pendidikan Dan Keagamaan*, 11(1), 33–44. <https://doi.org/10.36052/andragogi.v11i1.310>
- Anwar, S., Maulan, F., Lutfiah, W., Syadiah, S. I. H., & Azizah, A. S. N. (2025). Integrasi Nilai Ketauhidan dan Ekopedagogi dalam Kurikulum Madrasah Ibtidaiyah untuk Penguatan Karakter Peduli Lingkungan. *Tsaqafatuna: Jurnal Ilmu Pendidikan Islam*, 7(1), 112–129.
- Dermawan, H., & Farid, A. (2022). Pengembangan Strategi Pembelajaran MI/SD Yang Inovatif Dalam Implementasi Kurikulum Merdeka. *Prosiding Konferensi Nasional PD-PGMI Se Indonesia*, 1(1), 327–336.
- Hafidhoh, N., & Rifa'i, M. R. (2021). Karakteristik Penilaian Pembelajaran Pada Kurikulum 2013 Di MI. *Awwaliyah: Jurnal PGMI*, 4(1), 11–18. <https://doi.org/10.58518/awwaliyah.v4i1.673>
- Ilma, F. F., Nulinnaja, R., Putra, K. A., & Fuad, M. Z. (2024). Persepsi Guru dalam Implementasi Kurikulum Merdeka Belajar di Madrasah Ibtidaiyah. *Journal of Instructional and Development Researches*, 4(4), 286–296. <https://doi.org/10.53621/jider.v4i4.351>
- Munawir, Zubaidah, R., & Wahyuningtias, P. (2025). Implementasi Kurikulum Merdeka Dalam Meningkatkan Kompetensi Profesionalismeguru Madrasah Ibtidaiyah. *Jurnal Keislaman Dan Ilmu Pendidikan*, 5(2), 476–493. <https://doi.org/10.58578/alsys.v5i3.5583>
- Mushoffah, & Kurniawati, V. (2025). Implementasi Pendidikan Karakter Islami Melalui Budaya Sekolah di Madrasah Ibtidaiyah. *JSPED*, 3(2), 133–151. <https://doi.org/10.54180/jsped.2025.3.2.133-151>
- Nasir, M. (2025). Peran Guru Dalam Mengembangkan Kurikulum Merdeka Di Madrasah Ibtidaiyah : Tantangan Dan Strategi. *Madrasah : Jurnal Pendidikan Madrasah*, 2(1), 1–13. <https://doi.org/10.61590/mad.v2i1.65>
- Rouf, A., & Lufita, R. (2018). Peranan Guru dalam Implementasi Kurikulum 2013 di Madrasah Ibtidaiyah Negeri 1 Jombang. *Sumbula: Jurnal Studi Keagamaan, Sosial Dan Budaya*, 3(2), 903–926. <https://doi.org/10.32492/sumbula.v3i2.463>
- Sa'idah, R., & Mubarak, A. (2025). Implementasi Kurikulum Merdeka Pada Pelajaran Fiqih Kelas VII Di MTs Darut Taqwa 02 Pasuruan. *AL-Ikhtiar: Jurnal Studi Islam*, 2(3), 256–268. <https://doi.org/10.71242/0yqjn912>
- Santoso, T. B. (2024). Kompetensi Pedagogik Guru MI Dalam Mengimplementasikan Kurikulum Merdeka. *Jurnal Studi Pendidikan Dasar*, 2(1), 14–32.