

## The Love-Based Curriculum as an Implementation of Rahmatan lil 'Alamin Values in Elementary Education

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**Abstrak.** Pendidikan dasar seringkali lebih menekankan pencapaian kognitif dan hasil akademik, sehingga kurang memperhatikan pengembangan nilai-nilai kemanusiaan seperti empati, kasih sayang, dan kepedulian. Kondisi ini menimbulkan kesenjangan antara tujuan pendidikan karakter dan praktik pembelajaran di kelas. Oleh karena itu, penelitian ini bertujuan untuk mengkaji implementasi kurikulum berbasis cinta sebagai wujud nilai *rahmatan lil 'alamin* dalam pendidikan di sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif dengan desain fenomenologi untuk memahami pengalaman guru dalam mengintegrasikan nilai kasih sayang dan empati dalam proses pembelajaran. Subjek penelitian adalah guru sekolah dasar yang dipilih secara purposive. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi, sedangkan analisis data menggunakan model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru telah memahami konsep kurikulum berbasis cinta dan mengimplementasikannya melalui interaksi yang humanis serta penciptaan lingkungan belajar yang kondusif. Namun, implementasi tersebut belum terstruktur dalam perencanaan pembelajaran formal dan masih menghadapi kendala seperti tuntutan akademik dan keterbatasan waktu. Dengan demikian, kurikulum berbasis cinta memiliki potensi dalam mewujudkan nilai *rahmatan lil 'alamin*, namun memerlukan dukungan sistemik agar dapat diterapkan secara optimal.

**Kata kunci:** kurikulum berbasis cinta, *rahmatan lil 'alamin*, pendidikan dasar

**Abstract.** Elementary education often prioritizes cognitive achievement and academic outcomes, while neglecting the development of humanistic values such as empathy, compassion, and care. This imbalance creates a gap between the ideals of character education and actual classroom practices. Therefore, this study aims to examine the implementation of a love-based curriculum as an expression of *rahmatan lil 'alamin*

values in elementary education. This research employs a qualitative approach with a phenomenological design to explore teachers' experiences in integrating values of compassion and empathy into the learning process. The participants were elementary school teachers selected through purposive sampling. Data were collected through observation, in-depth interviews, and documentation, and analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing. The findings indicate that teachers understand the concept of a love-based curriculum and apply it through humanistic interactions and supportive classroom environments. However, the implementation remains unstructured in formal lesson planning and faces challenges such as academic demands and limited time. Despite these constraints, teachers continue to integrate love-based values flexibly in their teaching. In conclusion, a love-based curriculum has strong potential to foster *rahmatan lil 'alamin* values in elementary education, but requires stronger systemic support for effective implementation.

**Keywords:** love-based curriculum, *rahmatan lil 'alamin*, elementary education.

## INTRODUCTION

Basic education plays a strategic role in shaping the character, values, and personality of students from an early age. However, educational practices in schools still tend to be oriented toward academic achievement and mastery of cognitive aspects, thus neglecting the development of humanitarian values, empathy, and social awareness (Mulyasa, 2022). Yet, education aims not only to develop intellectual abilities but also to shape students' character so they can live harmoniously in society (Suyanto, 2018). Education oriented toward character development and humanitarian values is a crucial foundation for shaping a generation with noble morals and personalities (Hasan & Sofa, 2025; Putri & Mirza, 2026).

Strengthening character education is an urgent need amidst various social issues, such as declining tolerance, low social awareness, and increasingly weak humanistic interactions in educational environments. Integrating character education into school culture is a crucial strategy for developing students with morals, caring, and responsibility (Hidayat & Widodo, 2023). Consistently, the Freedom to Learn policy also emphasizes the importance of student-centered learning and strengthening character dimensions as an integral part of the educational process (Ministry of Education and Culture of the Republic of Indonesia, 2021). Character strengthening can also be realized through the implementation of the *Rahmatan lil 'Alamin* Student Profile, which emphasizes the values of tolerance, moderation, and social awareness (Mufid, 2023; Rohmah, 2024).

From a humanistic educational perspective, students are viewed as holistic individuals who need to be developed not only intellectually but also emotionally and socially. Noddings (2013) emphasized that caring education fosters more humane relationships between teachers and students and creates a learning environment that supports character development. Therefore, learning that emphasizes compassion, empathy, and caring as its primary foundation is highly relevant for implementation in elementary schools. Internalizing the values of *rahmatan lil 'alamin* (blessing for the universe) in education has also been shown to strengthen tolerance and foster an inclusive learning environment (Syamsadea & Amrullah, 2025).

One of the emerging paradigms in Islamic education is the Love-Based Curriculum. This curriculum places the values of compassion, empathy, and spirituality at the core of the learning process and is seen as a response to various humanitarian challenges in modern education (Katijah et al., 2026). Through this approach, the learning process is not only directed at academic achievement, but also at character formation and the development of harmonious social relationships among students (Katijah et al., 2026). Various studies have shown that the implementation of the Love-Based Curriculum can encourage the creation of a more humanistic education and oriented towards character formation of students (Afryansyah & Sirozi, 2025; Syah et al., 2025).

The concept of the Love-Based Curriculum is closely linked to the values of *rahmatan lil 'alamin* (blessings for the universe), which emphasize the importance of compassion, tolerance, and universal well-being. Implementation of these values in education can be realized through the cultivation of mutual respect, caring, and the creation of an inclusive learning environment. Previous research has shown that the Love-Based Curriculum can become a new paradigm in strengthening character education and establishing a humanistic school culture (Basri et al., 2026; Hayatie & Siswati, 2026). Furthermore, the integration of the Love-Based Curriculum with the Merdeka Curriculum is considered capable of strengthening the implementation of Islamic values and student character in madrasas (Rohili et al., 2026).

Although national education policy has provided ample space for character building through the Independent Curriculum, its implementation at the educational unit level still faces various challenges, particularly the dominant

focus on academic achievement and the suboptimal integration of humanitarian values into learning practices (Ministry of Education and Culture of the Republic of Indonesia, 2021; Mulyasa, 2022). This situation highlights the need for an educational model that can balance academic aspects and character development. Student reflections on the implementation of the Love-Based Curriculum also indicate that this approach provides a more meaningful learning experience and supports student character development (Nurvayanti et al., 2025).

Based on this description, this research is important to conduct to examine the implementation of the Love-Based Curriculum as a manifestation of rahmatan lil 'alamin values in elementary school education. This research is novel because it examines the Love-Based Curriculum not only as a character education concept, but also as a form of operationalization of rahmatan lil 'alamin values in humanistic learning practices oriented towards the formation of student character.

### **RESEARCH METHODOLOGY**

This study uses a qualitative approach with a phenomenological design to deeply understand teachers' experiences in implementing the Love-Based Curriculum as a manifestation of the rahmatan lil 'alamin value in elementary schools. The phenomenological approach was chosen because the study focuses on teachers' subjective meanings, experiences, and perceptions in daily learning practices (Creswell, 2015; Moustakas, 1994). In this study, the researcher acts as the main instrument directly involved in the data collection and analysis process (Moleong, 2019).

The research was conducted at two Islamic elementary schools in Rangkasbitung City, Lebak Regency, Banten. The research participants were selected using a purposive sampling technique, namely teachers involved in the implementation of the Love-Based Curriculum. The number of participants was four teachers with the following criteria: (1) having a minimum of three years of teaching experience, (2) being actively involved in learning activities, and (3) having experience in implementing the values of compassion, empathy, and humanistic learning in the classroom. Data collection was carried out until data saturation was reached.

The research data sources consist of primary and secondary data. Primary data were obtained through observation, in-depth interviews, and documentation with teachers and madrasah principals. Meanwhile, secondary data were obtained from books, scientific journals, educational policy documents, and previous research relevant to the Love-Based Curriculum and the values of *rahmatan lil 'alamin*.

Data analysis refers to the interactive model of Miles, Huberman, and Saldaña (2014), which includes data condensation, data presentation, and conclusion drawing or verification. Analysis was conducted continuously from the data collection process until the research was completed. Data validity was tested through source triangulation and technical triangulation. Source triangulation was conducted by comparing information obtained from various informants, while technical triangulation was conducted by comparing data from interviews, observations, and documentation to obtain credible and accountable data.

## RESULTS AND DISCUSSION

### Results

The empirical findings presented in this section are tailored to the research objectives, namely: describing teachers' understanding of the Love-Based Curriculum, analyzing the implementation of *rahmatan lil 'alamin values* in learning and identifying obstacles and strategies for its implementation.

#### 1. Teachers' Understanding of Love-Based Curriculum

**Table 1.**

Interview Data Regarding Teachers' Understanding of the Love-Based Curriculum

Informant	Key Statements	Meaning
G1	Teach patiently and understand the child's condition	Learning is centered on student needs
G2	Children learn more easily when they feel comfortable and cared for.	Love is a prerequisite for creating effective learning.

G3	The value of love needs to be applied in the daily life of teachers	Teachers act as role models
G4	Education is not just about pursuing academic grades	Character building is as important as cognitive achievement

Based on the data in the table above, it can be concluded that teachers have a good understanding of the Love-Based Curriculum concept and view it as an approach that integrates academic aspects and character building because they have used a learning approach that emphasizes compassion, empathy, role models, and respect for students.

## 2. Implementation of *Rahmatan lil 'Alamin* Values in Learning

**Table 2.**

Observation Data on the Implementation of a Love-Based Curriculum

<b>Implementation Aspects</b>	<b>Form of Activity</b>
Affection	Teachers use gentle language and respect students.
Empathy	Teachers pay attention to students who experience learning difficulties
Concern	Teachers get students used to helping each other
Tolerance	Teachers teach to respect differences of opinion
Learning environment	The teacher creates a safe and comfortable classroom atmosphere.

Based on the data in the table above, it can be concluded that the implementation of *rahmatan lil 'alamin* values has taken place in daily learning practices through humanistic interactions between teachers and students. However, this implementation has not been systematically incorporated into learning materials.

### 3. Obstacles and Strategies for Implementing a Love-Based Curriculum

**Table 3.**

Interview Data Regarding Obstacles and Strategies for Implementing a Love-Based Curriculum

<b>Obstacles</b>	<b>Impact</b>	<b>Teacher Strategy</b>
Academic demands	The focus of learning is more on achieving material	Inserting the values of love during the learning process
Time constraints	Not all character activities can be done	Taking advantage of routine activities in class
There is no technical guide yet	Teachers do not yet have a uniform reference	Develop an independent and flexible approach

Based on the data in the table above, it can be concluded that the main obstacles stem from systemic factors, particularly academic demands and the lack of clear implementation guidelines. Nevertheless, teachers continue to strive to integrate the value of compassion through various adaptive strategies.

### 4. Synthesis of Research Results Based on Research Objectives

Based on the data analysis, the research findings can be summarized according to each research objective. This summary is presented in Table 4 below.

**Table 4.**

Synthesis of Research Results

<b>Research purposes</b>	<b>Key Findings</b>
Describing teacher understanding	Teachers understand the Love-Based Curriculum as education that emphasizes compassion, empathy, and role modeling.
Analyzing implementation	The values of <i>rahmatan lil 'alamin</i> are implemented through humanistic interactions, positive habits, and a comfortable learning environment.

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Identifying constraints and strategies	and	Obstacles such as academic demands, time constraints, and a lack of technical guidance are overcome through a flexible approach and daily habits.
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## Discussion

The results of the study indicate that the Love-Based Curriculum is understood and implemented by teachers as a learning approach that emphasizes the values of compassion, empathy, and respect for students. This finding can be explained through the concept of Islamic education oriented towards the value of *rahmatan lil 'alamin*, namely education that prioritizes compassion, tolerance, and universal welfare in the learning process (Putri & Mirza, 2026; Setiawan, 2026). Thus, the application of the value of love in learning is not only a pedagogical approach, but also an implementation of theological values that shape the character of students as a whole.

Furthermore, the application of the value of love in learning occurs due to the need to create a classroom atmosphere that is safe, comfortable, and supports the emotional development of students. The Love-Based Curriculum views students as individuals who need to be developed holistically, including cognitive, affective, and social aspects. Research by Katijah et al. (2026) shows that the Love-Based Curriculum is an integration of a humanistic approach in Islamic education that places the values of compassion, empathy, and spirituality at the core of learning. Therefore, teachers act as facilitators who build positive emotional relationships so that students are more open and comfortable in the learning process.

Furthermore, the research findings also show that values such as tolerance, caring, and mutual respect are beginning to develop in daily interactions within the school environment. This finding aligns with research by Hasan and Sofa (2025), who explained that implementing the Islamic concept of *rahmatan lil 'alamin* (blessing for the universe) in character education fosters tolerance, social awareness, and respect for others. Similarly, research by Syamsadea and Amrullah (2025) found that internalizing *rahmatan lil 'alamin* values contributes to increased tolerance and harmonious social relationships among students.

Character building through the Love-Based Curriculum is also evident in the development of empathy and concern for students' surroundings. This finding is supported by research by Abdullah (2025), who stated that the implementation of the Love-Based Curriculum in madrasas has a positive impact on students' emotional and social development, particularly in increasing empathy, discipline, and social engagement within the school environment. Thus, the Love-Based Curriculum plays a crucial role in shaping students' character through a humanistic and compassionate learning experience.

The results of this study also indicate that the value of love can develop optimally when supported by a conducive school culture and the involvement of the entire school community. Research by Afryansyah and Sirozi (2025) explains that the successful internalization of the Love-Based Curriculum is greatly influenced by the involvement of teachers, principals, and the educational environment in building a culture of compassion on an ongoing basis. Thus, the implementation of the Love-Based Curriculum is not only the responsibility of teachers in the classroom, but also a shared responsibility of the entire school community.

The findings of this study align with those of Maharani et al. (2025), which demonstrated that the implementation of the Love-Based Curriculum in elementary madrasas (Islamic elementary schools) created a more humanistic learning environment oriented toward student character development. The study also revealed that while the implementation of the Love-Based Curriculum had positive impacts, challenges remain, including limited teacher understanding and the need for enhanced training related to its implementation.

Furthermore, research by Hayatie and Siswati (2026) shows that the Love-Based Curriculum in elementary schools contributes to student character development by strengthening affective education. Learning based on love and care has been shown to improve interpersonal relationships, a sense of security, and student engagement in the learning process.

Furthermore, the integration of the Love-Based Curriculum with the Independent Curriculum also strengthens the implementation of Islamic values in learning. Rohili et al. (2026) explain that the integration of Islamic values based on the Love-Based Curriculum within the Independent Curriculum can

strengthen character formation and a religious school culture and encourage the creation of an inclusive and harmonious learning environment.

The results of this study also support the findings of Nurvayanti et al. (2025), who stated that the implementation of the Love-Based Curriculum provided a more meaningful learning experience for students. Student reflections on learning showed an increased sense of comfort, emotional closeness with teachers, and a growing sense of mutual respect in daily interactions at school.

Based on these various studies, it is understandable that studies on the Love-Based Curriculum still focus on the implementation, impact, and challenges of its implementation in educational institutions. However, this research is novel because it not only discusses the implementation of the Love-Based Curriculum in general, but also specifically links it to the concept of *rahmatan lil 'alamin* (blessing for the universe) as the theological foundation underlying student character development.

Thus, the novelty of this research lies in its attempt to construct a Love-Based Curriculum as an operationalization of the *rahmatan lil 'alamin* (blessing for the universe) value in primary education. This integration provides a new perspective that love-based education is not only a pedagogical strategy but also a paradigm of Islamic education that is humanistic and oriented toward universal welfare (Putri & Mirza, 2026; Setiawan, 2026).

## **CONCLUSION**

Based on the research results and discussion, it can be concluded that the Love-Based Curriculum is understood and implemented as a learning approach that emphasizes the values of compassion, empathy, and respect for students. This implementation is based on the concept of *rahmatan lil 'alamin*, which emphasizes that Islamic education is oriented towards the welfare and universal compassion for all creatures. The implementation of the Love-Based Curriculum in the learning process is influenced by the need to create a learning atmosphere that is safe, comfortable, and supports the emotional development of students. In addition, values such as tolerance, caring, and mutual respect begin to be internalized in everyday life at school.

The findings also indicate that the Love-Based Curriculum contributes to strengthening students' character development and fostering positive relationships between teachers and students. Therefore, the successful implementation of this curriculum requires continuous support from schools, teachers, and parents to ensure that the values of love and compassion are consistently integrated into educational practices.

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