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## Elementary School Curriculum Structure in Southeast Asia: A Comparison of the Indonesian and Philippine Education Systems

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#### Keyword

K-20, Curriculum,  
Independent Curriculum

#### Abstract

Education in Southeast Asian countries continues to evolve in line with the demands of globalization and the need for competitive human resources. Indonesia and the Philippines are two countries that place significant emphasis on developing basic education as a foundation for developing 21st-century competencies. Indonesia is currently implementing the Independent Curriculum, which emphasizes learning flexibility, differentiated learning, and strengthening student character through the Pancasila Student Profile. Meanwhile, the Philippines implements the K-12 curriculum designed to align the national education system with international standards and prepare graduates for continuing their education and entering the workforce. This study aims to analyze and compare the structure of elementary school curricula in Indonesia and the Philippines, including educational objectives, subject structure, learning load, and competency orientation. The method used is a comparative study with a qualitative approach through an analysis of curriculum policy documents in both countries. The results of the study indicate that although both curricula share the same goal of improving the quality of basic education, there are significant differences in the emphasis on curriculum flexibility, learning approaches, and orientation to learning outcomes. These findings are expected to serve as reflection and reference material in the development of elementary education curriculum policies in the Southeast Asian region.

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## Introduction

The development of education in the era of globalization and technological disruption requires every country to prepare human resources that are not only globally competitive but also deeply rooted in national values, identity, and socio-cultural contexts. Basic education occupies a strategic position because it is at this level that the foundations of cognitive, affective, and psychomotor abilities, as well as the formation of students' character, begin to be systematically built. Therefore, basic education policies must be designed based on a clear educational paradigm, emphasizing both global competitiveness and character building based on local and national values (Tilaar, 2012; UNESCO, 2015; Suryadi, 2019).

As the heart of the education system, the curriculum not only serves as a learning guide but also represents the nation's educational philosophy, national vision, and strategy for addressing future challenges (Marsela et al., 2022; Djamaluddin, 2014; Riznaini et al., 2025). In the context of globalization, the curriculum becomes a dialectical arena between the demands of global standardization, such as literacy, numeracy, and 21st-century skills, and the need to preserve national identity and local wisdom. This tension often arises in the curriculum policies of developing countries that seek to improve educational quality without losing national character (Apple, 2019; Pinar, 2012).

Indonesia and the Philippines, two countries in Southeast Asia, share similarities in social, cultural, and colonial history, yet differ in the direction and approach to curriculum policy. Indonesia currently implements the Independent Curriculum, which is based on a humanistic and constructivist paradigm, emphasizing learning flexibility, differentiation based on student needs, and character building through the Pancasila Student Profile (Faiz & Kurniawaty, 2020; Faiz et al., 2022; Yunita et al., 2023; Johar, 2023). Meanwhile, the Philippines implements the K to 12 Curriculum, which emphasizes outcome-based education and alignment with international education standards. This reform extends the basic education period to twelve years with the aim of improving graduates' readiness to continue their education to higher levels and enter the workforce. This approach reflects an emphasis on competency, accountability, and global competitiveness in response to labor market demands and the globalization of education (Department of Education Philippines, 2016; Tan, 2018).

Curriculum changes in both countries are inseparable from real and contextual challenges, such as low student achievement in international assessments like the Programme for International Student Assessment (PISA), disparities in education quality between regions, and limited access and quality of learning in remote areas (OECD, 2019; World Bank, 2020). Furthermore, the impact of the COVID-19 pandemic and the acceleration of the Fourth Industrial Revolution increasingly require basic education systems to develop digital literacy, critical thinking skills, and adaptability from an early age (Schleicher, 2020; Supriatna, 2021).

Although curriculum documents are ideally designed, their implementation in the field often faces various challenges and deviations. Factors such as teacher preparedness, limited facilities and infrastructure, students' socio-economic conditions, and differences in school

capacity create a gap between the written curriculum and the curriculum as enacted (Fullan, 2016; Akker et al., 2013). This situation indicates that the success of a curriculum is determined not only by its structure and content, but also by the social and cultural context in which it is implemented.

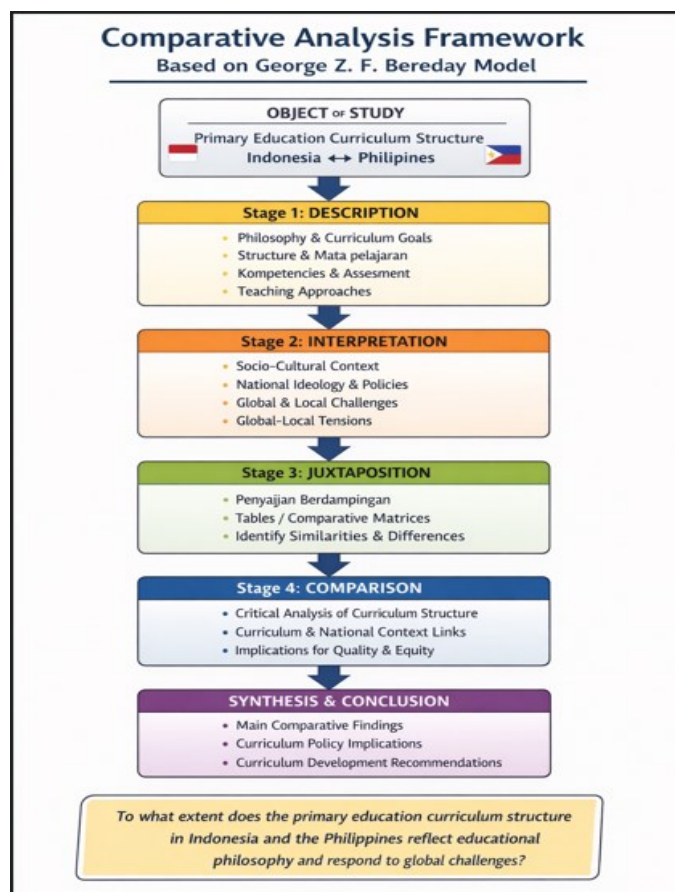
Existing comparative curriculum studies have generally been descriptive and structural, for example comparing subjects, time allocation, or educational levels, without delving deeply into the philosophical and socio-cultural implications of these curriculum policies. Research directly comparing the structure of basic education curricula between Indonesia and the Philippines, particularly with a focus on educational paradigms and implementation challenges, remains relatively limited. This research gap highlights the need for more critical and contextualized comparative studies (Bray, Adamson, & Mason, 2014; Crossley & Watson, 2003).

This research is important and relevant in response to post-pandemic challenges, the acceleration of digital transformation, and the increasingly complex demands of 21st-century education. A comparative analysis of the basic education curriculum structures in Indonesia and the Philippines is expected to provide theoretical and practical contributions to the development of more inclusive, adaptive, and contextual curriculum policies. Specifically, this research answers the critical question: to what extent are the basic education curriculum structures in Indonesia and the Philippines able to address global challenges without neglecting the socio-cultural context and national identity, and how do these curricula contribute to reducing inequalities in access and quality of education?

## Method

### Research Approaches and Types

This research uses a qualitative approach with a comparative study design within the framework of comparative education studies. This approach was chosen because the research focuses on an in-depth understanding of the policies and structure of the national core curriculum at the elementary school level, applied in two countries with different educational systems, namely Indonesia and the Philippines. Comparative analysis using a specific model from George Z.F. Bereday is a systematic approach in comparative educational research used to understand the similarities and differences between educational systems (e.g., curricula) through structured and contextual analysis stages, rather than simply comparing data descriptively. The following comparative analysis framework can be seen in Figure 1.



**Figure 1.** Comparative analysis framework

### Data source

Primary data includes the Merdeka Curriculum documents for elementary schools in Indonesia and the K-12 Curriculum documents for elementary schools in the Philippines, issued by the respective education authorities (Kemendikbudristek, 2022). Secondary data were obtained from national and international journal articles published between 2020 and 2025, scientific books, and research reports relevant to the topics of curriculum development, elementary education, and comparative education. Data sources were selected selectively, considering aspects of credibility, relevance, and recency of publications to ensure strong academic validity (Braun & Clarke, 2021).

### Socio-Historical Context of the Curriculum

As an analytical lens, this study considers the socio-historical context of the emergence of curricula in each country. The Independent Curriculum in Indonesia emerged as a response to the challenges of 21st-century learning, low literacy and numeracy outcomes, and the need for post-pandemic learning recovery, with an emphasis on flexibility and character building based on Pancasila values. Meanwhile, the K-12 Curriculum in the Philippines was developed within the context of structural education reforms to align the national system with global standards, improve job readiness, and extend the duration of basic education as a legacy of educational modernization policies. Understanding this context is crucial because curriculum

policies cannot be separated from the social, economic, and historical dynamics of the countries that gave birth to them.

### Data Collection and Analysis Techniques

The data analysis used in this study was content analysis with three operational stages: (1) initial coding conducted by identifying key terms, concepts, and policy statements relevant to the analysis categories; (2) categorization and grouping of themes by grouping codes into comparative categories; (3) discovery of themes and patterns by tracing policy trends and patterns of similarities/differences between countries; and (4) drawing comparative conclusions by juxtaposing and comparing across categories to interpret the meaning of curriculum policies in their respective national contexts (Miles et al., 2020).

### Triangulation and Data Wetness

Data validity was maintained through source triangulation with concrete mechanisms in the form of (1) findings from primary policy documents; (2) interpretations of one document were compared with findings from other sources to identify consistencies or differences in perspective; (3) if discrepancies were found, researchers examined the publication context and purpose of the source to avoid biased interpretations. These steps were taken to increase the credibility, dependability, and consistency of the findings (Miles et al., 2020; Braun & Clarke, 2021).

This study positions the researcher as the primary instrument in document analysis. To minimize subjective bias, the researcher applies reflexivity by: (a) using predetermined analytical categories, (b) basing interpretations on citations and documentary evidence, and (c) comparing the analysis results with previous research findings. This approach is expected to maintain a balance between critical interpretation and academic objectivity (Creswell & Poth, 2023).

### Research Limitations

This study has a major limitation in that it relies on written documents, so the findings primarily reflect the curriculum at the policy level and do not fully reflect implementation practices in the field. Therefore, the results of this study are not intended to directly assess the empirical effectiveness of the curriculum, but rather to provide a comparative understanding of the design and direction of basic education curriculum policy.

## Results and Discussion

### Results

#### *The structure of the Merdeka curriculum for elementary schools in Indonesia*

The curriculum structure for elementary schools/Islamic elementary schools is divided into three phases: a) Phase A covers grades I and II; b) Phase B covers grades III and IV; c) Phase C covers grades V and VI. Learning materials are subject-based. The composition of the learning load in elementary schools/Islamic elementary schools is divided into two parts, namely: a) integrated learning in the curriculum; and b) Pancasila character strengthening projects for students, which are allocated approximately twenty percent of the total learning load each year.

A comparison of key subjects such as language, religion, and local content in the Indonesian and Philippine curricula is key to uncovering the value priorities and construction of national identities in each country. In Indonesia, Indonesian is positioned as a unifying symbol of the nation and a means of establishing national identity, thus its teaching emphasizes not only linguistic aspects but also national values and character. Religious education is given significant space according to the religion of the students, reflecting the state's recognition of diversity while also instilling moral and spiritual values. Furthermore, local content (local wisdom) is integrated into learning to strengthen students' ties to their culture and social environment. The structure of the elementary school curriculum can be seen in Table 1.

**Table 1.** Elementary school curriculum structure

Subjects	Intracurricular Strengthening Allocation per Year (Week)	Allocation of Pancasila Student Profile Projects per Year	JP per Year
Islamic Religious Education and Character Education*	108 (3)	36	144
Christian Religious Education and Character Education*	108 (3)	36	144
Catholic Religious Education and Character Education*	108 (3)	36	144
Buddhist Religious Education and Character Education*	108 (3)	36	144
Hindu Religious Education and Character Education*	108 (3)	36	144
Confucian Religious Education and Character Education*	108 (3)	36	144
Pancasila Education	144 (4)	36	180
Indonesian	216 (6)	72	288
Mathematics	144 (4)	36	180
Physical Education, Sports and Health	108 (3)	36	144
Arts and Culture**: 1. Music Art 2. Art 3. Theater Arts 4. Dance Art	108 (3)	36	144

<b>Subjects</b>	<b>Intracurricular Strengthening Allocation per Year (Week)</b>	<b>Allocation of Pancasila Student Profile Projects per Year</b>	<b>JP per Year</b>
<i>English</i>	72 (2)***	-	72***
<i>Local content</i>	72 (2) ***	-	72***
Total****:	828 (23)	252	1080

Information:

\* Followed by students according to their respective religions.

\*\* Educational units provide at least 1 (one) type of art (Music, Fine Arts, Theater, and/or Dance). Students choose 1 (one) type of art (Music, Fine Arts, Theater, or Dance).

\*\*\* Maximum 2 (two) JP per week or 72 (seventy two) JP per year as an elective subject.

\*\*\*\* Total JP does not include English subjects, local content, and/or additional subjects provided by educational units.

In Indonesia, the educational philosophy is based on the values of Pancasila and national culture, which prioritize the development of students' character, morals, and personality as the primary goal of education. Education is not solely directed at academic achievement, but also at developing attitudes, values, and behaviors that reflect national identity. In contrast, the Philippine education system tends to be oriented toward measurable learning outcomes, with a strong emphasis on literacy, numeracy, and academic achievement as indicators of educational success. This focus is reflected in the curriculum, evaluation system, and education policies, which place greater emphasis on basic competencies and student readiness to face global demands. These philosophical differences are at the root of structural variations in curriculum design, learning strategies, and assessment systems in the two countries, and demonstrate how the core values embraced by a nation influence the direction and goals of education.

Real-world implementation challenges are crucial factors that must be addressed for effective policy and curriculum design. In Indonesia, the implementation of project-based learning and contextual approaches requires adequate teacher capacity in planning, facilitating, and assessing the learning process and outcomes. In practice, not all teachers have equal professional training and support. This situation has the potential to lead to project learning being merely administrative in nature, lacking meaningful depth. In the Philippines, a major challenge arises in bilingual teaching, which mandates the use of both the mother tongue, Filipino, and English. This often creates difficulties for teachers and students in maintaining consistency in the language of instruction and achieving academic competencies.



## Curriculum Structure in the Philippines

### KONSEPTUWAL NA BALANGKAS SA PAGTUTURO NG FILIPINO SA K - 12

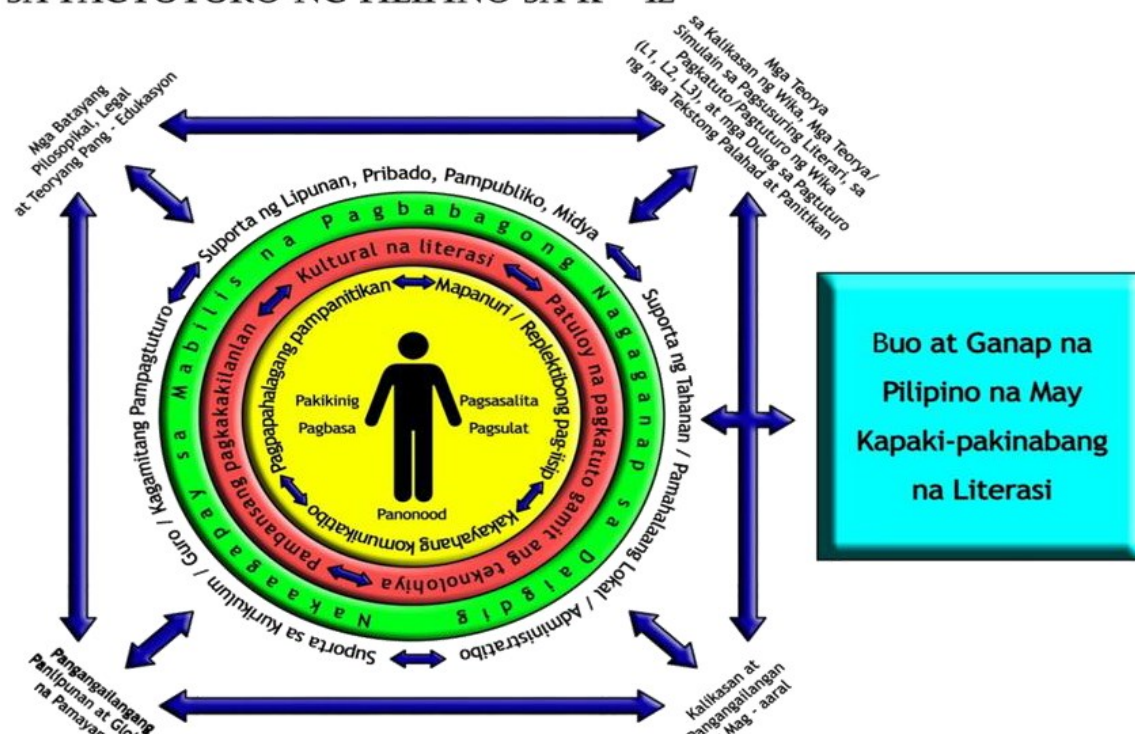


Figure 1. K-12 curriculum structure

The overall goal of the K-12 Curriculum is to develop the whole Filipino person with meaningful literacy. In this regard, the goal of Filipino language instruction is to develop (1) communication skills, (2) reflective/critical thinking, and (3) literary appreciation among students, through reading materials and technology toward the acquisition of national identity, cultural literacy, and continuous learning to keep pace with the rapid changes taking place in the world. To achieve these goals, teachers need teaching materials to support the curriculum that will be sourced from administrative agencies, private and public social institutions, and local governments, the media, and other sectors of society.

Curriculum development takes into account the social needs of local and global communities, as well as the environment and needs of students. Legal requirements are also taken into account in education law, and theories of educational philosophy and language by Jean Piaget (Stages of Learning Development), Leo Vygotsky (Cooperative Learning), Jerome Bruner (Discovery Learning), Robert Gagne (Heirarchical Learning), David Ausubel (Interactive/Integrated Learning), Cummins (Basic Interpersonal Communication Skills-BICS and Cognitive Academic Language Skills-CALPS) and the Philippine national hero, Dr. Jose P. Rizal who said "the hope of the nation lies in the youth". Because Filipino is within the discipline of linguistics, it is based on theories on the nature and learning of language, theories/principles in literacy assessment and language teaching approaches (W1, W2, W3) as well as the teaching of literary works and narrative texts (Department of Education Philippines, 2020).



*Standard Program for Grades 1-6 in the Philippines*

Filipino can be used easily to understand and explain content knowledge, using appropriate and correct words to express one's thoughts, feelings, or experiences while fully respecting the culture of the sender and recipient. The Filipino learning program standards for grades 1–6 are designed as a primary foundation in the development of literacy, communication, and cultural identity of learners. The use of Filipino as the primary language of instruction aims to enable students to understand and explain content knowledge effectively, while developing the ability to express thoughts, feelings, and experiences with appropriate and correct word choices. This approach demonstrates that literacy in the Philippine curriculum is not understood merely as the technical ability to read and write, but as a means of meaningful communication tied to social and cultural contexts (Department of Education Philippines, 2016). In the main criteria for each stage, by the end of Grade 3, students are able to demonstrate skills in understanding and thinking about texts they have heard and read and effectively express their meanings and feelings. By the end of Grade 6, students demonstrate enthusiasm in exploring and understanding spoken and written texts and effectively express their meanings and feelings. The following is an explanation of the standards in each grade.

**Table 2.** Curriculum standards in each class

Class	Standards for Each Class
Preschool	Students demonstrate the ability to express thoughts and feelings in their native language and a readiness to read and write to identify themselves and learn. interact with other people.
1	Students are expected to understand how to express themselves verbally and nonverbally and respond appropriately. They acquire good reading and writing skills for express and relate their own ideas, feelings and experiences to the texts they hear and read according to their level and in relation to their culture.
2	Students are expected to be able to convey the main ideas of the text that has been read or heard, using language skills and reading by composing words correctly and writing well to express and relate their own ideas, feelings and experiences to the text that has been heard and read according to their level and in relation to their culture.
3	Students are expected to be able to convey the main ideas of texts they have read or heard and provide related or equivalent texts, use language skills, read with appropriate vocabulary, and write well using various parts of speech to express and connect their own ideas, feelings, and experiences with texts they have heard and read according to their level and in relation to their culture.
4	Students demonstrate the ability to read, write, and communicate accurately to express knowledge, ideas, and feelings appropriate to their age and culture and participate in the development of society.
5	Students demonstrate communication skills, critical thinking, and literary and cultural appreciation through a variety of local and national texts/reading materials.
6	Students demonstrate communication skills, critical thinking, and an appreciation of language, literature, and culture to contribute to national development.

Based on Table 2, at the lower grade level (grades 1–3), program standards emphasize mastery of basic language skills, such as understanding simple spoken and written texts, recognizing word meanings, and expressing ideas and feelings orally and in writing. Language is used as a tool to build students' initial conceptual understanding and academic readiness.

Entering the upper grade level (grades 4–6), program standards evolve toward more complex language use, including the ability to analyze texts, convey ideas coherently, and interpret information by considering communication goals and audiences (Cruz & Bernardo, 2019).

The emphasis on respect for the cultures of both senders and recipients reflects the integration of linguistic competence with communicative and cultural competence. Students are taught not only how to use language correctly but also how to communicate ethically, politely, and contextually in a multicultural Philippine society. Thus, the Philippine Grades 1–6 program standards demonstrate a holistic literacy approach aligned with the principle of spiral progression, where language competence is developed gradually from simple to complex and is aimed at supporting cross-subject learning and the formation of communicative and cultured citizens.

Explicit links between curriculum structure and global goals, such as developing 21st-century competencies and achieving the Sustainable Development Goals (SDGs), need to be comprehensively explained to assess the relevance and direction of education policies in Indonesia and the Philippines. The Indonesian curriculum structure, which emphasizes project-based learning, character building, and local contextualization, has the potential to support critical thinking, collaboration, and social awareness competencies aligned with the SDGs, although its implementation still relies heavily on school and teacher capacity. Meanwhile, the Philippine curriculum demonstrates a more explicit link to the global agenda through the establishment of measurable learning achievement standards, strengthening literacy and numeracy, and an orientation toward work readiness and global participation, which directly reflect the demands of 21st-century competencies.

**Table 3.** Comparison of Indonesian and Philippine Elementary School Curriculum

Aspect	Indonesia	Philippines
<b>Management Body</b>	Ministry of Education, Culture, Research, and Technology (Kemendikbudristek)	Department of Education (DepEd)
<b>Curriculum Name</b>	Independent Curriculum	K-12 Basic Education Curriculum
<b>Length of Elementary Education</b>	6 Years	6 years
<b>Latest Implementation Year</b>	Independent Curriculum: starting in 2022	K to 12: starting 2012–2013, mandatory since 2016
<b>Elementary Education Level</b>	Elementary School (SD): 6 years	Elementary: Grades 1–6
<b>Language of instruction</b>	Indonesian; can use regional languages in early grades	Mother Tongue (Grade 1–3), then English and Filipino
<b>Core Subjects</b>	Indonesian, Mathematics, Natural Sciences, Social Sciences, Civics, Physical Education, Arts and Culture, English	Filipino, English, Mathematics, Science, Araling Panlipunan (IPS), Edukasyon sa Pagpapakatao (PPKn), MAPEH
<b>Characteristics of the Curriculum</b>	<ul style="list-style-type: none"> <li>• Pancasila Student Profile</li> <li>• Differentiated learning</li> <li>• Student Profile Strengthening Project</li> </ul>	Outcomes-based Education (OBE): focus on learning outcomes

Aspect	Indonesia	Philippines
<b>Curriculum Approach</b>	Independent Learning: flexible, project-based and competency-based	Outcomes-based Education (OBE): focus on learning outcomes
<b>Evaluation and Assessment</b>	Formative and summative assessment formats; competency-based national assessment	Assessment based on learning competencies and performance tasks

## Discussion

Literacy program standards in the Philippines emphasize the use of Filipino as the primary tool for effectively understanding, expressing, and interpreting knowledge, feelings, and experiences. The emphasis on accurate expression, appropriate word usage, and respect for the cultures of both senders and recipients demonstrates that the Philippine curriculum integrates linguistic competence with communicative and cultural competence. This approach aligns with the view that literacy is not only about the technical skills of reading and writing, but also the ability to communicate meaningfully in specific social and cultural contexts (Cope & Kalantzis, 2020; Rowsell & Morrell, 2020; Education, 2016; Department of Education, 2019). Indonesia emphasizes value- and character-based literacy, while the Philippines places greater emphasis on literacy as an academic competency and a tool for social mobility, thus providing a strong theoretical basis and relevance for developing educational policies.

The gradual development of literacy from Grades K–3 to Grades 4–6. In the early stages, students are guided to understand simple spoken and written texts and express meaning and feelings effectively. As they enter the upper grades, these skills develop into enthusiasm for exploring texts and communicating ideas in more complex ways. This developmental pattern is consistent with the principle of spiral progression that underpins the Philippine curriculum, namely, competencies are developed gradually from simple to complex (Cruz & Bernardo, 2019).

Comprehensive literacy development from preschool through grade 6. In preschool, the focus of learning revolves around self-expression in the mother tongue and reading and writing readiness. In grades 1–3, students begin to learn early reading skills, understanding main ideas, and writing based on text. In grades 4–6, the standards become more complex, emphasizing accurate communication, critical thinking, literary appreciation, and contributing to community development.

A fundamental difference in curriculum structure is that Indonesia places greater emphasis on flexibility and developing student profiles as fundamental character traits. Meanwhile, the Philippines employs an Outcomes-Based Education (OBE) approach, which emphasizes standardized learning outcomes across regions (Tan & Reyes, 2022). The OBE approach aims to ensure equitable learning quality. Differences are also evident in the language of instruction. Indonesia offers the option of using regional languages in early grades, while the Philippines mandates the use of mother tongues nationwide until grade 3. Research shows that

the use of mother tongues in early literacy improves conceptual understanding and reading skills (Delos Santos, 2021).

Indonesia's core subjects integrate Natural Sciences and Social Sciences into Science, while the Philippines separates Araling Panlipunan and Science to maintain disciplinary depth. Studies suggest that integrating subject areas like Science promotes holistic and contextual learning (Mulyasa, 2022), while separating subjects can support deeper mastery of specific concepts (Gonzales, 2020). The pedagogical approach is a key differentiator. The Merdeka Curriculum emphasizes project-based learning, differentiation, and teacher flexibility, while the Philippines' approach is more structured with standardized assessment rubrics, directed worksheets, and performance tasks. The Indonesian approach aligns with a constructivist learning model, while the Philippines' approach aligns with a standards-based pedagogy (Black & Wiliam, 2018).

In terms of evaluation, Indonesia implements formative-summative assessment with ample room for innovation, while the Philippines implements competency- and performance-based assessments with national standards. Thus, Indonesia allows room for teacher creativity, while the Philippines ensures equitable quality through performance standards. In general, both countries emphasize multiliteracy, but their implementation differs. Indonesia focuses more on contextual projects and local cultural integration, while the Philippines places greater emphasis on data analysis, graphics, and structured academic texts (Cruz & Bernardo, 2019).

Curriculum implementation in Indonesia and the Philippines faces key challenges related to teacher preparedness, facility gaps, and policy complexity. In Indonesia, curriculum flexibility demands teacher capacity in designing contextual learning, differentiation, and authentic assessment. However, this readiness is uneven due to differences in access to training and support, and is exacerbated by regional disparities in facilities. Meanwhile, in the Philippines, a standards-based curriculum and bilingual policy require high levels of teacher pedagogical and linguistic competence, but are often hampered by limited ongoing training, administrative burdens, and high class ratios. Overall, implementation challenges in both countries demonstrate that curriculum effectiveness depends heavily on strengthening teacher capacity, equitable distribution of educational resources, and streamlining technical aspects of policies to align with real-world conditions in schools.

The main novelty of this research lies in the comparative analysis of the Indonesian and Philippine literacy curricula, which not only compares formal structures and policies but also examines philosophical orientations, learning approaches, and their implications for literacy practices in schools. Furthermore, this research expands on this by exploring the relationship between multiliteracies and the 21st-century digital context, specifically how both curricula respond to technological developments, digital literacy, and the demands of students' global competencies. Another novel aspect lies in the emphasis on literacy inclusivity, by analyzing the extent to which the Indonesian and Philippine curricula accommodate the needs of students in remote areas, minority language speakers, and students with special needs. With

this approach, this research contributes not only to enriching the theoretical and empirical literature on literacy curricula in Southeast Asia but also provides a conceptual foundation for the development of more contextual, digital, and inclusive curriculum policies.

## Conclusion

The purpose of this study was to examine and compare the structure of primary and secondary education curricula in the Philippines and Indonesia. The results show that although the educational goals of both countries are the same: to produce intelligent, character-driven students who are ready to face the challenges of the 21st century, there are significant differences in curriculum structure, learning methods, and implementation policies. The Independent Curriculum (Kurikulum Merdeka) created in Indonesia focuses on learning flexibility, greater autonomy for schools and teachers, and Pancasila-based student profiles to foster character. On the other hand, the Philippines has implemented a K-12 curriculum that emphasizes global alignment. The Philippine curriculum tends to be more structured in developing early career paths, while the Indonesian curriculum places more emphasis on Independent Learning (Merdeka Belajar) and strengthening cultural values.

## Authorship Contribution Statement

Rulviana: contributed to the formulation of the research background, strengthening the theoretical foundation of comparative education, and conducting an initial analysis of Indonesian elementary school curriculum documents, particularly in terms of educational objectives and subject structure. Widyaningrum: served as the lead researcher coordinating the entire research process, designing the comparative study methodology using George Z. F. Bereday's model, leading cross-country comparative analysis, and drafting and revising the final manuscript. Chasanatun: contributed to an in-depth analysis of the competencies in the Indonesian elementary school curriculum, and assisted in the data categorization process and interpretation of findings based on the comparative education framework. Tryanasari: Played a role in collecting and analyzing secondary data from national and international journals, as well as contributing to the implementation of content analysis, particularly in the process of coding and identifying comparative themes. Lestari: Contributed to the analysis of curriculum implications for teaching practices and the role of elementary school teachers, as well as assisting in the discussion of research findings from a pedagogical and teacher professional development perspective. Tomas: Contributed to the provision, review, and validation of the Philippine K-12 Curriculum documents, as well as providing the social-historical and educational policy context of the Philippines as a basis for comparative interpretation. Adigue: Played a role in analyzing the structure of the Philippine elementary school curriculum, including learning load and assessment systems, as well as contributing to the source triangulation process to ensure the accuracy and credibility of the research findings.

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