THE INDEPENDENT CURRICULUM ASSESSMENT POLICY AND ITS IMPLICATIONS FOR ISLAMIC RELIGIOUS EDUCATION LEARNING ASSESSMENT

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ABSTRAK

Asesmen merupakan salah satu elemen pendidikan yang menentukan apakah pembelajaran berhasil atau tidak. Kehadiran kurikulum merdeka sebagai standar kurikulum nasional menyalurkan perbaikan pada konsep dan kebijakan asesmen-asesmen yang diberlakukan. Tujuan penelitian ini, yaitu: 1) Menguraikan konsep dan kebijakan asesmen-asesmen kurikulum merdeka secara komprehensif; 2) Menganalisis implikasinya terhadap evaluasi pembelajaran pendidikan agama Islam. Metode penelitian yang diterapkan yaitu *library research* dengan model pendekatan kualitatif deskriptif dan teknik triangulasi. Hasil penelitian menyatakan bahwa *pertama*, (a) asesmen diagnostik bertujuan untuk mengenali keterampilan, kelemahan, dan kemampuan siswa; (b) asesmen formatif bertujuan untuk menilai dan memantau tujuan pembelajaran serta meningkatkan proses pembelajaran.; (c) asesmen sumatif bertujuan untuk mengevaluasi pencapaian hasil belajar dan tujuan pembelajaran siswa serta menentukan kenaikan kelas dan kelulusan siswa dari satuan pendidikan. *Kedua,* penerapan kebijakan asesmen-asesmen kurikulum merdeka dalam pembelajaran pendidikan agama Islam membuktikan dapat memberikan implikasi termotivasinya siswa untuk mengambil peran aktif dalam dalam proses pembelajaran mereka, mengembangkan keterampilan mandiri, meningkatkan pemahaman konsep ajaran Islam dan kualitas pembelajaran pendidikan agama Islam.

Kata kunci: Kurikulum Merdeka, Asesmen, Diagnostik, Formatif, Sumatif

ABSTRACT

Assessment is one of the elements of education that determines whether learning is successful or not. The presence of the independent curriculum as a national curriculum standard channeled improvements in the concepts and policies of the assessments that were applied. The objectives of this research are: 1) Comprehensively describe the concepts and policies of the independent curriculum assessments; 2) Analyzing its implications for the evaluation of Islamic religious education learning. The research method applied is library research with a descriptive qualitative approach model and

triangulation techniques. The results of the study state that first, (a) diagnostic assessment aims to recognize students' skills, weaknesses, and abilities; (b) formative assessment aims to assess and monitor learning objectives and improve the learning process; (c) summative assessment aims to evaluate the achievement of learning outcomes and student learning objectives as well as determine grade promotion and student graduation from the education unit. Secondly, the implementation of the independent curriculum assessment policy in Islamic religious education learning proves to have implications for motivating students to take an active role in their learning process, developing independent skills, improving understanding of Islamic teaching concepts and the quality of Islamic religious education learning.

Keywords: Independent Curriculum, Assessment, Diagnostic, Formative, Summative

INTRODUCTION

Since Indonesia's independence, the country has made several curriculum changes at certain periods. Historically, Indonesia has changed its curriculum more than ten times, starting from the initial Rentjana pembelajaran curriculum in 1947 to the latest curriculum, namely: the independent curriculum (Alhamuddin, 2014, pp. 48–49). Change after change is made as a form of the Indonesian people's efforts to keep updated and adapt to the needs and demands of the times that continue to develop. Quoted from Muliana GH, et al said that curriculum changes are also motivated by changes in policy holders in each period (GH et al., 2023, p. 749).

A quality education is not only influenced by teacher competence in controlling the classroom, developing the learning process, mastering teaching materials, planning learning, but also influenced by teacher competence in evaluating learning. According to Breny and Mehrens, evaluation is a process of designing, obtaining and supplying important information needed to take alternative conclusions or next steps (Breny & Mehrens, 1979, p. 91). With evaluation activities, teachers can measure the achievement of learning objectives accurately and accountably. Evaluation is the only effort that can improve the quality of learning (Warsiyah et al., 2023, pp. 2–3).

The Merdeka Curriculum, which is currently the national curriculum standard, does not have the aim of overhauling the programs that have been running, but rather wants to fix the existing systems and concepts to be simpler, more effective and efficient. Some of the efforts to simplify the implementation of learning by the Ministry of Education and Culture in the independent curriculum can be seen in the table below (GH et al., 2023, pp. 749–750).

Table 1. Differences between the Merdeka Curriculum and the Previous Curriculum

No.	Previous Curriculum	Independent Curriculum
1	Learning implementation design (RPP) is more complex	Simpler learning implementation design (RPP)
2	Implementation of student admissions with a zoning system	Better implementation of the zoning system
3	Student graduation standards with the national exam (UN)	Graduation standards with minimum competency assessment (AKMI) and character survey.
4	Benchmarking the achievement of student learning outcomes in primary and secondary schools with national standardized school exams (USBN).	Benchmark student learning outcomes with continuous assessment such as portfolios

From the presentation of the table above, it can be seen that the Merdeka curriculum is not a total curriculum overhaul, but a form of improvement and evaluation of the previous curriculum. In this Merdeka curriculum, assessment is more focused on continuous assessment. In its application, this program still integrates the authentic assessment applied in the previous curriculum (Sugiri & Priatmoko, 2020, p. 54).

In essence, authentic assessment has begun to be introduced during the Education Unit Level Curriculum (KTSP), but has not been implemented optimally. Authentic assessment is an assessment that is able to describe the

development of students more comprehensively, because this assessment does not only focus on cognitive aspects, but includes affective and psychomotor aspects (Sugiri & Priatmoko, 2020, pp. 54–55). In Permendikbud Number 104 of 2014, it is stated that "authentic assessment is a form of assessment that encourages students to show attitudes, use knowledge and skills gained from learning in performing tasks in real situations (Riestyananda et al., 2018, p. 92).

In general, the implementation of assessment in the independent curriculum is divided into three types, including: summative assessment, formative assessment and diagnostic assessment. Each type of assessment has its own characteristics, objectives and impact on learning (Darwin et al., 2023, p. 25). Therefore, this research was raised with the aim of outlining these assessment policies and how they implicate the learning of Islamic religious education.

RESEARCH METHODS

This research uses a type of library research method with a descriptive qualitative approach. Library study is a type of research that collects data and information through extracting various sources of reference and literature that have a thematic relationship with the problems discussed (Adlini et al., 2022, p. 974). The data in literature study research is secondary because researchers obtain and use data that already exists from the second hand (Supriatna et al., 2023, p. 9164). After collecting data from various literatures, researchers carried out the stages of qualitative data analysis according to Milles & Huberman, namely reducing, presenting and concluding data (Milles & Huberman, 1992, p. 16). As for validity, researchers use triangulation techniques to obtain accurate data when approached from various perspectives. In this process, researchers check the truth of the data from the data sources obtained by minimizing the bias that occurs during the data collection and analysis process.

DISCUSSION

A. Independent Curriculum Concept

The term "independent learning" has become a familiar term in Indonesia, especially in the field of education. The word "merdeka" describes the spirit of movement and struggle. In the context of education, the concept or

curriculum of "independent learning" was introduced as a response to the learning crisis (learning loss). Independent learning refers to a learning process that is self-regulated by students. The independent learning curriculum was designed as an initiative of the Ministry of Education and Culture to face the challenges of the long-standing learning crisis resulting from the Covid-19 pandemic. This crisis includes low student learning achievement/success. The goal of the independent curriculum is to realize an education system in Indonesia that is comparable to developed countries, where learners have the freedom to determine the learning path that suits their interests. They have control over learning objectives, the learning methods chosen, and the evaluation of learning outcomes. From an educator's perspective, independent learning means involving students in determining learning targets, providing several alternative learning approaches and actively reviewing learning progress and achievements (Putri & Arsanti, 2022, p. 23).

The independent curriculum focuses learning on problem-solving skills, creativity and group work. This is done by providing space for creativity and critical thinking, and emphasizing cooperation in achieving learning objectives. Its implementation uses a scientific approach with a process of observation, data collection, analysis and conclusion making based on the scientific method. The aim is to improve the quality of education by developing students' logical thinking skills, analytical skills and the ability to work together (Tanal & Risma, 2022, pp. 463–464).

Implementing an independent curriculum requires preparation and improvement of the education system as a whole. Similarly, close coordination between teachers, students, parents and the government is needed to maximize the effectiveness of this independent learning program. With solid collaboration, it is hoped that this program can create a major positive impact in improving educational progress in Indonesia. Therefore, the implementation of the merdeka Belajar curriculum can be considered as a new innovation in the teaching and learning process that is more inclusive and offers knowledge about learning that is more flexible without the target of rigid standards of completion or graduation requirements (Sherly et al., 2020, p. 187).

In principle, the concept of free learning aims to grant learners the freedom and independence to determine how they learn, so that they are able to achieve their best abilities. Some important aspects that form the basis of the concept of free learning are as follows:(Alawi et al., 2022, pp. 5864–5865)

- Full student control: The concept of independent learning gives students full control over the learning process, including when, where, what materials and how to learn.

- Relevant learning: Focus on learning that matches learners' interests and desires to maximize their abilities.

- Collaborative learning: Encourages learning through cooperation, discussion and mutual help in small groups to improve social skills and understanding.

- Flexible assessment: Assessment is not only from written tests, but also from student work, projects and presentations to provide a holistic learning experience.

- Independence and responsibility: Students are encouraged to be independent, organize their study time, make decisions and take responsibility for their learning outcomes to enhance leadership skills and self-reliance.

Broadly speaking, the concept of an independent learning curriculum is to encourage the offering of flexibility for learners to learn more widely. Learners are given understanding and satisfaction of their learning demands inside and outside the learning environment, with the support of facilities that facilitate and support their learning style. The implementation of an independent learning curriculum requires alignment in behavior, perspective and direction. It is inspired by the forward-looking pressures that require proficiency not only in knowledge and skills, but also in critical attitudes and values. The concept of learning freedom curriculum is also continuous with the idea of revolutionary coaching, which aims to liberate learners and broaden the concept of education (Muslimin, 2023, p. 53).

B. Assessments in the Merdeka Curriculum

Learning and assessment should be understood as an important coherence. Educators and learners should agree on the capabilities to be achieved so that the whole learning process is focused on achieving these goals. The first step is planning assessment and learning, including assessment at the beginning, middle and end of the teaching and learning process. Planning initial assessments is crucial in recognizing learners' learning criteria and developing learning strategies that match their abilities. Lesson planning involves setting documented objectives, steps and assessment methods that are adaptive, practical and relevant. Learning objectives are structured to suit the learning achievements and uniqueness of the education unit, and are in line with learners' capacities and interests (Anggraena et al., 2022, p. 3).

The application of learning is structured to create an understanding of learning that is quality, interactive and appropriate to the situation. Educators are expected to operate a learning process that is interesting, exciting, challenging and encourages active participation, while supporting initiative, creativity and independence in accordance with the potential and interests of the learners. During learning, educators can conduct formative assessments to monitor the achievement of learning objectives and ensure they are aligned with learners' stages and criteria. Learning assessment must be able to measure relevant aspects holistically (Simanjuntak et al., 2019, p. 1098). According to Maulida in Susanti Tri et al, broadly speaking, assessment in the independent curriculum is classified into three, namely: diagnostic assessment, formative assessment and summative assessment (Susanti Try Apriliani et al., 2023, p. 1297).

1. **Diagnostic Assessment**

   The use of diagnostic tests, defined as tests specifically designed to determine students' aptitudes, strengths and weaknesses so that learning can be tailored to students' circumstances, is one of the characteristics of an independent curriculum.(Nur Budiono & Hatip, 2023, pp. 109–123) Diagnostic assessment is actually used to find the strengths and weaknesses of students in learning activities. The results of the diagnostic assessment can be used by educators as the basis (entry point) in planning learning

activities according to the characteristics and learning needs of students. In certain conditions, information related to family background, school readiness, learning motivation, and learner interests can be used as a consideration in planning learning (Antika et al., 2023, p. 253).

There are two types of diagnostic tests: cognitive and non-cognitive tests (Pantiwati et al., 2023, pp. 115–128). The cognitive diagnostic examination has the following objectives: (1). Determining student competency attainment (2). Focusing classroom instruction on the proficiency levels of typical learners (3). Offering additional teaching or remedial classes to students with below average abilities. The explanation makes it clear that the purpose of cognitive diagnostic evaluation is to get a comprehensive picture of the state of students' cognitive learning readiness. So that teachers can organize learning in a way that best suits the abilities and characteristics of their students and make the necessary modifications (Umami, 2018, pp. 222–232). Some of the objectives of non-cognitive diagnostic assessment are as follows: Understanding students' social and psychological well-being; (2) understanding home learning activities; (3) understanding the family situation; (4) understanding students' background and learning preferences; and (5) understanding students' learning preferences, personality, and interests.(Nurhansah et al., 2023, pp. 46–54)

However, diagnostic assessments adhere to the following principles: 1) Making decisions about how individuals or groups of students achieve their learning goals is the process of diagnosis, 2) Diagnosis is completed thoroughly and impartially, taking into account the variables that contribute to the child's learning challenges, and 3) diagnosis and remediation go hand in hand because student mastery of the material is a determining factor in whether or not the teaching and learning process is successful. To enhance understanding of the differences between cognitive and non-cognitive diagnostic evaluations, the following table is shown:(Suryo Putro et al., 2023, p. 698)

Table 2. Comparison of Cognitive and Non-Cognitive Diagnostic Assessments

Assessment	Objective	How to	Follow-up
Cognitive	To determine the level of proficiency or skill of a student	Ask questions related to the skills the students have learned.	By offering enrichment to children with higher mastery and remediation to those with lower mastery, learning can be customized for each student.
Non-Cognitive	To understand a student's social emotional and psychological development that affects readiness to learn	Ask students to share their feelings or ask about activities at home and their expectations	Students who have problems are encouraged to discuss to find answers. Parents of students with special needs can discuss ways to support their child with them.

The stages in the implementation of diagnostic assessments are as follows (Pare & Wainsaf, 2023, pp. 43–57):

a. Verify the previous year's student learning outcomes data.

b. Determine the skills to be taught

c. Provide resources to measure student competencies. Written tests are one of the tools that can be used, in addition to skills (product, practice), and observation.

d. Collect information from students regarding family history, motivation, interests, learning infrastructure and resources, and other factors related to school and student needs, if needed.

e. Conduct tests and manage the results.

f. Transform the impact of diagnosis into information or data so that learning is planned based on the stages and characteristics of student achievement.

2. Formative Assessment

Formative assessment refers to the evaluation process used to regulate learning with various tools, taking into account conceptual content, procedural, attitudes and changes in student learning. The main purpose of formative assessment is to monitor students' understanding of the learning material. It is not simply an assessment done on a recurring basis or for material revision, but rather the use of information by teachers and students together to improve the learning process and learning activities. Formative assessment provides feedback to teachers on the effectiveness of their learning, rather than just measuring student progress. For example, it helps determine when new material is taught, evaluate the effectiveness of learning methods and assess whether adjustments in learning approaches are needed. Formative assessments can take the form of lesson observations, performance tasks, question and answer sessions or group discussions (Azka Fuadia & Lya Diah Pramesti, 2023, pp. 315–327).

Formative assessment is a step taken by teachers to collect and apply learning evaluation data to meet the individual needs of learners. Collecting data/information from various references and analyzing it according to individual learning needs can help teaching where each learner can continue to learn and develop (Simanjuntak et al., 2019, p. 1098). Formative assessment is carried out periodically during the learning period, for example after teaching a subject. Formative assessment is a central part of the learning stage as it monitors the extent to which the learning process is going according to plan. The main purpose of this assessment is to provide feedback to learners about their progress and to teachers about the

development of the learning process they designed (Indrastoeti & Istiyati, 2017, p. 3).

In practice, educators need to understand some important characteristics of formative assessment, including (Nur Budiono & Hatip, 2023, p. 115):

a. Learning and formative assessment are combined into one. The formative assessment plan should match the lesson plan.

b. Include active participation of learners in the process.

c. Take into account progress in areas such as inclination, understanding, proficiency, desire to learn, reactions to learning, learning models and cooperation, which require appropriate learning approaches and evaluation tools.

d. The functions of formative assessment include:(Nur Budiono & Hatip, 2023, pp. 115–116)

e. Diagnose students' initial skills/potential and learning criteria.

f. Provide response to educators/teachers to improve the quality of learning.

g. Provide feedback to students to improve their learning approach or design.

h. Diagnose learners' capability in receiving material during the learning process.

i. Encourage improvements in the learning environment to spark students' passion through positive, supportive and meaningful learning programs.

Formative assessment is expected to emerge as a measurement instrument for educators in deciphering student growth and recognizing obstacles that may arise in the learning process, especially in understanding narrative texts in language. The aim is to elevate the quality of the learning stages. With this assessment, educators can recognize learners' learning needs, identify obstacles and problems they experience and obtain data/information about students' progress. This information is then used as feedback/review, both for learners and educators.

3. Summative Assessment

Summative assessment is a type of assessment used to evaluate how well an individual has accomplished an educational mission in an overall way. Although this assessment is usually conducted at the end of the education period, it is possible to combine it with the assessment of several learning missions at once, related to the policies and progress of the way of learning in a particular educational institution. According to a source from the Ministry of Education and Culture, the purpose of summative assessment is not to determine grade promotion or graduation, but to understand and record student progress (Muktamar, 2023, p. 206).

Summative assessments are defined as evaluations conducted at the end (Cahyo et al., 2023, p. 29). Because summative tests have a significant impact on students final grades, they are often given more weight by students than formative tests (Nasution, 2023, p. 139). There are many ways to implement this evaluation approach, such as using quizzes or daily tests to find out how well learners understand the lessons that have been taught. Unwritten summative evaluations also exist, and can take the form of projects, speeches, or other unwritten assessment techniques. This allows educators to evaluate their students' proficiency in more depth in curriculum areas (Muktamar, 2023, p. 206).

The summative assessment domain is used as a reference to be able to identify the competencies possessed by students and determine whether or not to advance to the next level, summative assessment is very influential on student learning outcomes which is one way to evaluate learning outcomes and the process of student progress during the learning process carried out. Summative assessment in the Merdeka Curriculum is something that must be considered, most importantly in the learning process of Islamic Religious Education (PAI), where not all students can understand and practice what has been explained in the learning process. Difficulty in the material can be a problem and an obstacle in the summative assessment process (Maisyaroh, I., Abdullah, M., & Hadi, 2023, p. 275).

Summative assessment, also known as summative assessment, is an assessment activity that produces a score used to make decisions about learner performance. It allows educators to maximize their ability to innovate in the learning process. This assignment, which serves as a report at the end of a program of study, has no direct or indirect influence on student learning, but often influences decisions made later in life. Summative assessment serves as a tool to measure students' comprehension skills, provide useful feedback to students and lecturers, and inspire students (Magdalena et al., 2020, p. 397).

There are several uses of summative assessment, namely:(Pusat Kurikulum dan Pembelajaran, n.d., p. 9)

a. Used as a measuring tool to gauge how well students are performing in achieving one or more learning objectives set by the teacher.

b. Examining the results of learning exercises in relation to the developed learning achievement markers.

c. Assess whether the educational process in the classroom can be sustained. or the next level.

As a form of effort to get an overview of formative tests and summative tests in more depth, the following will present a comparison between the two. In order to know the differences and similarities. In comparing, it will be reviewed from several aspects, namely function, time, emphasis, emphasis, evaluation tools, how to choose the objectives being evaluated, the level of difficulty of test questions, and how to score (Magdalena et al., 2020, p. 399).

Table 3. Difference between Formative Assessment and Summative Assessment

No.	Review	Formative	Summative
1	Function	Provide feedback to instructors, students, and the program to evaluate how well the	Shows students their compliance with the curriculum and establishes how well they compare to

		program units are implemented	other students in their group.
2	Time	Conducted during lessons to identify shortcomings and correct them	Conducted at the end of each school year, semester, or quarterly unit.
3	Evaluation focus	Emphasizes cognitive behavior	Both emphasize cognitive behavior, although sometimes on the psychomotor and affective levels; the level of measurement is higher.
4	Aspect of evaluation tool	A well-designed test to assess learning achievement.	Is the final exam test
5	Objectives evaluated	Evaluate each special instruction objective	Assessing general learning objectives
6	Test difficulty level	Can't be determined yet	The average difficulty level is between 0.35 and 0.70. Both very simple problems and very complex problems.
7	Seaming	Using absolute standards	Although absolute standards are less common, most individuals apply relative standards.

Summative assessments can be conducted after learning is complete, for example at the end of a stage, the end of a semester, or the end of a material coverage. For evaluations completed at the end of the semester, this assessment is optional. At the end of the semester, teachers can conduct an evaluation to see if they still need validation or more data to measure students' mastery of the learning objectives. However, there is no

requirement to conduct an evaluation at the end of the semester if the teacher believes that the assessment data collected during the semester is sufficient. It is important to note that instructors have access to a variety of tools and means for summative assessment, including performance and observation in addition to exams (practice, product creation, project execution, and portfolio creation) (Nur Budiono & Hatip, 2023, p. 31).

Islamic Religious Education Assessment

In the world of education, assessment occupies an integral part in the learning process, because assessment aims to ascertain the ability of students and measure the achievement of predetermined learning objectives. There are several other terms related to assessment, such as: test, measurement and evaluation (Yaumi, 2013, p. 178). Evaluation itself is defined as an activity to determine the level of quality based on predetermined performance standards. As for learning, evaluation is a continuous process to collect and interpret information in order to assess decisions made in the design of the learning system so that it can be used as a reference in efforts to improve the quality of education (Abdorrakhman, 2008, p. 168). In its implementation, learning evaluation is divided into two characteristics, namely qualitative and quantitative (Ihsan & Maemonah, 2021, pp. 17–18).

Islamic religious education is a real effort that is carried out consciously, structured and aims to produce students who understand, recognize, believe, fear and have morals in implementing Islamic teachings that refer to the Qur'an and Hadith (Ihsan & Maemonah, 2021, p. 18). This theory is in line with Abuddin Nata's opinion in his essay entitled "Islamic Study Methodology" which says that Islamic religious education is defined as an effort to guide, lead, and foster students in a planned and deliberate manner so that they are able to develop characteristics in accordance with Islamic religious rules (Nata, 2013, p. 340). This view is reinforced by the opinion of Zakiyah Darajat who says that Islamic religious education is a process of perfecting a person's psychology which is realized in the form of traits and attitudes towards oneself and others in order to achieve a prosperous life (Darajat, 1996, p. 28).

In Islamic Religious Education (PAI) subjects, evaluation activities are designed to cover three main aspects. First, diagnostic assessment is used as a tool to identify learners' abilities, enabling teachers to understand their initial level of understanding. Secondly, formative assessment involves learners' work both individually and in groups. This aspect provides opportunities for learners to demonstrate their understanding through projects or portfolios. Finally, summative assessment takes the form of written tests that are implemented to measure learners' understanding at the end of a certain period. Through this holistic evaluation strategy, teachers can assess learners' abilities and understanding in PAI subjects comprehensively and support the realization of adaptive and independent education (Sulis & Sambodo, 2024, p. 287).

The Implications of Independent Curriculum Assessments for Islamic Religious Education

Impact of Diagnostic Assessments

Diagnostic assessment is an initial evaluation process carried out to identify the needs, strengths, strengths and weaknesses of learners before starting a program or learning so that teachers can plan learning according to their needs and characteristics (Adek Cerah Kurnia Azis & Siti Khodijah Lubis, 2023, p. 21). In the context of Islamic religious education, diagnostic assessment has an important impact in understanding the level of understanding and needs of students in learning Islamic religious material. Here are some of the impacts of diagnostic assessment on Islamic religious education.

a. Identifying Individual Needs

Diagnostic assessment helps teachers to identify learners' individual needs in understanding Islamic concepts. By understanding their individual needs, teachers can design more appropriate and effective learning for each learner (Adek Cerah Kurnia Azis & Siti Khodijah Lubis, 2023, p. 21).

b. Curriculum Adjustment

The results of the diagnostic assessment can be used to adjust the Islamic religion curriculum to better suit learners' needs. Teachers can adjust learning materials, teaching strategies and learning activities according to learners' level of understanding and interest (Pasani & Amelia, 2021, pp. 78–79).

c. Early Intervention

Diagnostic assessment allows teachers to detect learning problems or difficulties at an early stage. This allows teachers to provide early intervention and additional support to learners who need it, so that they can overcome their learning difficulties before they worsen (Pasani & Amelia, 2021, pp. 80–81).

d. Baseline Measurement

Diagnostic assessment helps in establishing the baseline or starting point of learners' understanding and skills in Islamic religion. By knowing this baseline, teachers can track learners' progress during learning and assess the effectiveness of the Islamic learning program (Firmanzah & Sudibyo, 2021, p. 168).

e. Individualized Learning Plan Development

Results from diagnostic assessments can be used to develop individualized learning plans (ILEs) or individualized education programs (IEPs) for learners who need them. This RPI may include customized learning strategies, specific learning targets, and intervention measures needed to achieve learning goals (Arriani et al., 2021, pp. 11–14).

f. Improve Learning Quality

By understanding learners' needs and level of understanding through diagnostic assessment, teachers can design learning that is more meaningful, relevant and interesting for learners. This can improve the overall quality of Islamic learning (Ilham Fahmi et al., 2023, p. 188).

Impact of Formative Assessments

Formative assessment in the context of Islamic religious education has an important impact in improving students' understanding and achievement

of teaching materials (Ihsan & Maemonah, 2021, p. 14). Some of the impacts of formative assessment on Islamic religious education:

a. Improved understanding of the material

Formative assessment allows teachers to periodically monitor learners' understanding of Islamic concepts.Ihsan & Maemonah (2021, p. 15) By providing timely feedback, teachers can help learners deepen their understanding of Islamic teachings.

b. Increase active participation

Through formative assessment, learners are invited to be more actively involved in the learning process of Islam (Chaerunnisa, 2022, p. 135). They are given the opportunity to evaluate their own understanding and participate in discussions or activities that deepen their understanding of Islam.

c. Increased learning motivation

The feedback provided in formative assessment can motivate learners to continue learning and improve their ability to understand Islam.(Widayanto, n.d.) When learners see progress in their understanding, it can boost their confidence and motivation to continue learning.

d. Facilitate continuous improvement

Formative assessment allows learners to identify areas where they need to improve their understanding or skills in Islamic religion. As such, they can focus on the improvements needed to achieve their learning goals more effectively (Azka Fuadia & Lya Diah Pramesti, 2023, p. 320).

e. Strengthen the teacher-learner relationship

Through formative assessment, there is closer interaction between teachers and learners. Teachers can understand learners' individual needs and provide appropriate guidance to help them reach their full potential in learning Islam (Pertiwi, 2017, pp. 19–21).

f. Improving learning effectiveness

By regularly monitoring progress through formative assessment, teachers can adjust their teaching strategies according to learners needs. This can improve the overall effectiveness of learning, as learning

approaches can be tailored to learners individual learning styles and needs (Suwanti, 2023, pp. 25–26).

g. Learner empowerment

Formative assessment provides opportunities for learners to take an active role in their learning process. They are given the responsibility to evaluate their own understanding and identify the steps they need to take to achieve the learning objectives (Development, 2005, pp. 50–51).

Impact of Summative Assessment

Summative assessment is a type of evaluation conducted at the end of a learning period to evaluate learners' overall understanding and achievement of the learning material (Artama et al., 2023, p. 35). In the context of Islamic education, summative assessment has an important impact and can affect various aspects of learning. Here are some impacts of summative assessment on Islamic religious education:

a. Monitoring of academic progress

Summative assessment provides a clear picture of the extent to which learners have achieved Islamic learning objectives. It allows teachers to track their academic progress and identify areas where they need to improve their understanding or skills (Artama et al., 2023, p. 38).

b. Assessment of teaching effectiveness

Summative assessment results can provide valuable information about the effectiveness of teaching strategies and learning methods used by teachers in teaching Islam. Teachers can use these results to evaluate their performance and make any necessary changes in their learning approach.(Maisyaroh, I., Abdullah, M., & Hadi, 2023, p. 275)

c. Providing feedback on the learning process

Summative assessments can also be used to provide feedback to teachers about their success in teaching Islamic religious materials. Teachers can use this information to improve their teaching methods and adapt learning approaches to learners needs.(Maisyaroh, I., Abdullah, M., & Hadi, 2023, pp. 281–282)

d. Academic decision making

Summative assessment results are often used as the basis for academic decision-making, such as awarding grades or determining learners graduation. Therefore, summative assessments can have a significant impact on learners academic and career development in the field of Islamic religious education (Artama et al., 2023, p. 36).

e. Measuring the achievement of learning objectives

Summative assessment helps measure the extent to which learners have achieved the learning objectives set out in the Islamic religion curriculum. This is important for assessing the effectiveness of the learning program and ensuring that learners have an adequate understanding of the teachings of Islam (Haryanto, 2020, p. 102).

CONCLUSION

In principle, the concept of independent learning aims to give students freedom and independence in determining how they learn, so that they can achieve the best potential of themselves. Broadly speaking, assessment in the independent curriculum is divided into three, namely diagnostic assessment, formative assessment and summative assessment. Diagnostic assessment is used to identify learners' abilities, strengths and weaknesses. Formative assessment is used to monitor, improve the learning process, and evaluate the achievement of learning objectives. Summative assessment is used to assess the achievement of learning objectives and learners' learning outcomes as the basis for determining grade promotion or graduation from an education unit.

The implications of formative assessment for PAI, namely: increased understanding of the material, increased active participation, increased learning motivation, facilitating continuous improvement, strengthening teacher-learner relationships, increasing learning effectiveness and empowering learners. The implications of summative assessment for PAI, namely: monitoring academic progress, assessing teaching effectiveness, providing feedback on the learning process, making academic decisions and measuring the achievement of learning objectives. The implications of diagnostic assessment for PAI are: identification of individual needs, curriculum adjustment, early intervention, baseline

measurement, development of individualized learning plans and improving learning quality.

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