The Role of Formative Assessment for Merdeka Curriculum in Islamic Religious Education (PAI) at MIN 2 Karimun

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Abstract: Formative assessment is instrumental in enhancing the quality of Islamic Religious Education (Pendidikan Agama Islam-PAI) at MIN 2 Karimun, particularly within the framework of the Merdeka Curriculum. This article elucidates the application of formative assessment in evaluating and advancing students' understanding and integration of Islamic values into their daily lives. The research adopts a field study approach, involving the collection of data from Islamic Religious Education (PAI) teachers and sixth-grade students at MIN 2 Karimun through observations, interviews, and documentation. The findings reveal that formative assessment serves as a vital instrument for educators to continuously monitor student progress, refine instructional methods, and improve overall learning outcomes. Within the context of the Merdeka Curriculum, formative assessment empowers students to engage in self-evaluation of their skills and knowledge retention. Despite encountering certain challenges, the implementation of formative assessment at MIN 2 Karimun has been effective, as it functions not merely as an evaluative tool but also as a strategic approach to ensure that Islamic Religious Education (PAI) at MIN 2 Karimun plays a significant role in shaping students' character in alignment with Islamic values.

Keywords: Formative Assessment; Islamic Education; Merdeka Curriculum.

Abstrak: Penilaian Formatif memiliki peran penting dalam meningkatkan kualitas Pendidikan Agama Islam di MIN 2 Karimun, terutama dalam konteks Kurikulum Merdeka. Artikel ini menjelaskan bagaimana penilaian formatif digunakan untuk menilai dan meningkatkan pemahaman serta penerapan nilai-nilai Islam dalam kehidupan sehari-hari siswa. Jenis penelitian ini adalah *field research* (penelitian lapangan) yang dilakukan dengan mengumpulkan data dari guru Pendidikan Agama Islam dan siswa kelas enam di MIN 2 Karimun dengan melalui observasi, wawancara, dan

dokumentasi. Hasil penelitian menunjukkan bahwa penilaian formatif merupakan alat yang sangat penting bagi guru untuk terus memantau kemajuan siswa, mengoptimalkan metode pengajaran serta meningkatkan pembelajaran siswa. Penilaian formatif dalam Kurikulum Merdeka memberikan kebebasan kepada siswa untuk menilai diri sendiri keterampilan dan retensi pengetahuan mereka. Meskipun menghadapi tantangan akan tetapi penilaian formatif di MIN 2 Karimun dalam penerapannya sudah berjalan dengan baik karena pada dasarnya penilaian formatif tidak hanya berperan sebagai alat evaluasi, tetapi juga sebagai strategi untuk memastikan bahwa Pendidikan Agama Islam di MIN 2 Karimun berperan dalam membentuk karakter siswa sesuai dengan nilai-nilai Islam.

Kata Kunci: Penilaian Formatif; Pendidikan Agama Islam; Kurikulum Merdeka.

A. Introduction

Islamic Religious Education (Pendidikan Agama Islam, hereinafter referred to as PAI) assumes a pivotal role in the formation of character and morality among the youth of Indonesia. In the context of an ever-evolving educational landscape, PAI transcends its traditional function of disseminating religious knowledge; it is essential for instilling spiritual, moral, and ethical values in students. Through a comprehensive teaching approach, PAI facilitates the understanding and internalization of religious principles that underpin commendable behavior in daily life.

To realize these objectives, assessment emerges as a critical component of the educational process. Within this framework, formative assessment is particularly significant in gauging and enhancing students' understanding and competencies in Islamic education (Ihsan, 2023). Assessments afford students the opportunity to engage in self-reflection regarding their learning progress. By receiving constructive feedback and analyzing assessment results, students are empowered to track their development, identify areas necessitating improvement, and cultivate vital self-monitoring skills (Andayani & Madani, 2023). Moreover, assessment is an indispensable facet of the learning process, due to its capacity to provide insights into students' comprehension and mastery of the material presented (KURNIA, 2021)

The Merdeka Curriculum represents a significant initiative introduced by the Indonesian Minister of Education, signifying a transformative shift in the educational paradigm. This curriculum is characterized by its focus on students' talents and interests (Madhakomala, Aisyah, Rizqiqa, Putri, & Nulhaq, 2022), with the primary aim of providing flexibility in the learning process. Such flexibility enables students to engage in education that is both relevant and meaningful. Furthermore, the Merdeka Curriculum seeks to foster independence and creativity among learners (Pakaya & Hakeu, 2023).

The implementation of the Merdeka Curriculum marks a pivotal advancement in reinforcing the essence of religious education, particularly at Madrasah Ibtidaiyah Negeri (MIN) 2 Karimun. By emphasizing flexibility, contextualization, and participatory learning, this curriculum necessitates the adoption of appropriate evaluative strategies. In this context, formative assessment emerges as a vital instrument that not only continuously measures students' progress but also reinforces religious concepts in their daily lives. Additionally, it provides essential information and feedback for both educators and students, thereby enhancing the overall learning experience (Kemdikbudristek, 2022).

Formative assessment is conducted throughout the educational process to deliver ongoing feedback to students. Its objectives include monitoring student development, identifying strengths and weaknesses, and offering targeted guidance to improve learning outcomes (Abidin, 2012). This form of assessment extends beyond merely providing continuous feedback for enhanced learning; it is instrumental in facilitating a more effective learning experience for students. Constructive and positive feedback serves to motivate students in their academic pursuits (Harjasuganda, 2008).

The exploration of formative assessment within the framework of the Merdeka Curriculum at MIN 2 Karimun presents an intriguing area for scholarly investigation, given its crucial role in enhancing the quality of Islamic Religious Education (PAI) and ensuring the attainment of competencies that align with student needs. By comprehensively understanding the role and implementation of formative assessment in this context, we can better appreciate how religious education serves to bridge tradition

and contemporary society, while simultaneously providing a robust foundation for cultivating students' integrity and cultural identity.

Islamic education represents a systematic effort aimed at fostering individuals who embody the character commensurate with their identity as Muslims (Adri, 2023). Islamic Religious Education (PAI) constitutes a fundamental element of the educational framework in Indonesia. In the contemporary landscape of educational reform, the Merdeka Curriculum has emerged as a central focus in the pursuit of developing a more adaptive and responsive educational system. This curriculum is specifically designed to implement a student-centered approach grounded in experiential learning, thereby facilitating students' exploration of their interests and talents (Trisnani et al., 2023).

Within this dynamic context, formative assessment has surfaced as a strategic instrument for evaluating and enhancing students' comprehension and mastery of PAI content. Formative assessment differentiates itself from summative assessment by emphasizing continuous feedback, which not only supports the learning process but also provides real-time opportunities for students to improve their understanding (Black & William, 2009). In the realm of PAI, formative assessment serves to assess not only the academic progression of students in grasping religious concepts but also to encourage their understanding of the application of religious values in daily life.

The integration of the Merdeka Curriculum presents a critical area of inquiry aimed at enhancing both educators' and learners' competencies, extending beyond academic instruction to encompass the cultivation of character education. This integration specifically refers to the incorporation of the Merdeka Curriculum within PAI, which serves as a foundation for imparting moral education to students. Such an approach aspires to cultivate individuals who are mature, wise, meticulous, and exemplify noble character in their practice of Islamic teachings (Junaidi, Sileuw, & Faisal, 2023). Thus, formative assessment transcends its role as merely an evaluative tool; it evolves into a comprehensive strategy to ensure that the objectives of Islamic education are not only met academically but also lead to profound social and moral transformations within students.

At MIN 2 Karimun, formative assessment serves as a vital instrument for evaluating students' comprehension of PAI throughout the educational process. By delivering continuous feedback, educators are empowered to adapt their instructional strategies to better align with the diverse needs and understandings of their students. Formative assessment is characterized by its ongoing nature, aiming to monitor and evaluate students' progress in mastering PAI content while providing timely feedback that assists students in identifying areas for improvement and addressing challenges encountered during their studies (Azizah, Mufidah, & Maulaya, 2023).

However, the implementation of formative assessment within the context of PAI is not without its challenges. Factors such as time constraints, educators' proficiency in delivering effective feedback, and the integration of technology into the assessment process pose significant hurdles. Therefore, it is imperative to explore how MIN 2 Karimun can effectively address these challenges to enhance the efficacy of formative assessment in supporting PAI learning.

In relation to this topic, numerous prior studies have investigated formative assessment within the framework of the Merdeka Curriculum. One significant study conducted by Nurfitria Anggraini and Achmad Rasyid Ridha (2024), titled "Formative Assessment in the Merdeka Curriculum for PAI Learning in Class IV of Madrasah Ibtidaiyah Tempursari Sambi," examines the application of formative assessment in PAI under the Merdeka Curriculum. This qualitative research reveals that, based on data collected regarding the instructional material, formative assessment emphasizes social aspects, student engagement, and knowledge acquisition. The findings indicate that while the implementation of formative assessment in the Merdeka Curriculum for PAI learning in Class IV of MI Tempursari has been conducted effectively, it has not yet achieved its full potential.

Another pertinent study by Khalid Abdurrahman Sulis et al. (2024), titled "Implementation of the Merdeka Curriculum in the Evaluation of Islamic Religious Education (PAI) Learning at SMA Batik 2 Surakarta," underscores the importance of active student engagement in the learning process. In the PAI classes, both educators and students adopt an approach that prioritizes understanding the objectives of the

material, fostering student independence, and applying concepts to real-life situations. The evaluation methods utilized comprise three types of assessments: diagnostic assessments to ascertain student capabilities, formative assessments encompassing individual and group projects, and summative assessments in the form of written examinations to gauge students' comprehension of the material. The application of the Merdeka Curriculum in PAI learning at SMA Batik 2 Surakarta illustrates that this approach effectively encourages students to actively participate, develop independent skills, and apply PAI concepts in practical contexts.

Further research conducted by Miftahul Ihsan and Maemonah (2023), titled "Formative Assessment in the Merdeka Curriculum for Islamic Religious Education (PAI) Learning in Class IV of SDN Sekumpul Martapura," indicates that the evaluations implemented by instructors encompass three key aspects: social dimensions, student engagement, and knowledge acquisition.

The preceding studies referenced predominantly emphasize assessment methodologies and specific dimensions such as social aspects, student engagement, and knowledge acquisition in relation to student achievement. However, there is a notable scarcity of investigations that explore the practical implementation of formative assessment, alongside the challenges, obstacles, and proposed solutions encountered in its application within the Merdeka Curriculum for PAI. While the initial and third studies provide some insights into the implementation of formative assessment, they fail to thoroughly examine the specific difficulties faced by educators in the application of this assessment approach within PAI.

Therefore, there exists a compelling need for further scholarly inquiry to enhance and enrich the existing findings in this domain. This article aims to conduct a comprehensive exploration of the critical role and implementation of formative assessment within the context of the Merdeka Curriculum for PAI at MIN 2 Karimun. Moreover, it will investigate the responsibilities of PAI educators in the development and application of formative assessment strategies within this curriculum framework.

B. Method

This study adopts a descriptive field research methodology. According to Susanto, field research entails the direct collection of data at the site of interest to observe phenomena in their natural settings (Irkhamiyati, 2017). In this investigation, the researcher actively engaged in the field to gather relevant data, functioning as the primary instrument for data collection by being present at the research site to conduct interviews and observations.

During the data collection phase, the researcher conducted interviews with various stakeholders, including teachers and students, to obtain in-depth insights regarding the implementation of formative assessment in PAI. Additionally, direct observations were performed to evaluate classroom interactions, instructional methods utilized, and student responses to the educational material. The data acquired through both interviews and observations were meticulously documented for subsequent analysis. This descriptive approach facilitates a clear and comprehensive portrayal of the phenomena occurring in the field and allows for the identification of patterns related to students' learning and mastery of Islamic values.

The selection of field research was driven by the intent to provide a detailed illustration of the implementation of formative assessment in PAI within the context of the Merdeka Curriculum at MIN 2 Karimun. The research was conducted at Madrasah Ibtidaiyah Negeri 2 Karimun, located in the Meral District of Karimun Regency. The informants for this study included the PAI teacher specializing in Akidah Akhlak, who is directly involved in both instruction and evaluation, along with ten sixth-grade students, comprising five male and five female participants.

Data collection was conducted through direct observations, in-depth interviews with Islamic Religious Education (PAI) teachers, and engagement with ten students. Additional instruments included document analysis, which comprised lesson plans, formative assessment results, and observation notes. The researcher conducted observations of the formative assessment practices employed by the PAI teachers during the educational process and carried out in-depth interviews to gain a comprehensive

understanding of the teachers' perspectives and experiences in utilizing formative assessment.

In this study, teachers and students served as primary data sources, while the formats of formative assessment constituted secondary data. To ensure the validity of the data, triangulation was employed, as articulated by Moleong in Geza Mahesa Putra. Triangulation is defined as a technique for verifying data validity by utilizing external sources to cross-check or compare against the primary data (Putra, 2023).

C. Result and Discussion

This section elucidates the findings of the research, specifically focusing on the data acquired through interviews with informants. The interviews explored several critical aspects, including the role of formative assessment within the Merdeka Curriculum for PAI at MIN 2 Karimun, along with the implementation, challenges, and potential solutions to facilitate the effective application of formative assessment in PAI at MIN 2 Karimun.

Based on the qualitative data collected from interviews and secondary documentation, the study is characterized as follows:

1. The Role of Formative Assessment in Islamic Religious Education (PAI) at MIN 2 Karimun

Formative assessment constitutes an essential approach within the educational framework. This type of assessment offers profound insights, enabling educators to achieve a comprehensive understanding of student development. Kholilah posits that this approach prioritizes not only the assignment of final grades but also the provision of constructive feedback to students throughout the learning process. Such feedback is instrumental in helping students identify their strengths and weaknesses, thereby motivating them to engage in more effective learning and facilitating more precise instructional adjustments (Sari, 2023).

Formative assessment can take various forms, including written and oral formats, as well as both formal and informal assessments. It may be conducted by educators, peers, colleagues, or through self-assessment (KURNIA, 2021). According to a publication by the Ministry of Education and Culture of the Republic of Indonesia

(2020), common examples of formative assessment encompass questions, discussions, activities, conferences, interviews, and self-assessments (KURNIA, 2021).

The subsequent sections outline several critical roles of formative assessment within the context of Islamic Religious Education, as articulated through interviews with Mr. Muhammad Amin Welfanitra, the PAI (Akidah Akhlak) teacher at MIN 2 Karimun:

1) Formative Assessment as a Tool for Measuring Student Understanding

Based on insights gathered from interviews with Mr. Muhammad Amin Welfanitra, an educator specializing in PAI with a focus on Akidah Akhlak at MIN 2 Karimun, it is evident that formative assessment plays a pivotal role in enabling educators to continuously monitor and evaluate student comprehension of PAI content. By involving students in an ongoing evaluative process, teachers can identify specific areas where additional support or reinforcement may be necessary.

Through the application of formative assessment, PAI educators are equipped to effectively track student progress in grasping the subject matter. This is accomplished through a variety of activities, including brief quizzes, class discussions, and targeted assignments designed to assess the depth of student understanding of newly introduced concepts.

Moreover, formative assessment allows PAI teachers to promptly identify areas in which students may experience challenges. As articulated by the informant, should a significant number of students demonstrate difficulty in comprehending a particular concept, the PAI teacher is able to swiftly recognize the necessity for further clarification or additional practice on that topic. Educators can provide immediate and specific feedback to students regarding their performance. Such feedback enables students to understand their strengths and the areas requiring improvement. This constructive feedback is instrumental in helping students enhance their understanding prior to engaging in more formal summative assessments.

2) The Role of Formative Assessment in Enhancing Student Engagement

Formative assessment serves as a pivotal mechanism in fostering active student engagement within the learning environment. According to Mr. Amin, this approach,

through its structured assignments and activities, significantly motivates students and deepens their understanding of the Islamic values imparted during lessons. In this regard, educators implement various strategies to facilitate formative assessments that promote active participation among students.

One notable method employed is the question-and-answer format. As articulated by R. Ibrahim, this instructional strategy fosters effective communication (Priyanto, 2016). The question-and-answer approach enables dynamic interaction between teachers and students, rendering lessons more engaging while stimulating interest, motivation, and attentiveness toward the subject matter presented (Abdika, Arham, & Sudirman, 2019). During PAI classes, instructors often organize students into small groups, prompting collaborative discussions on the lesson material. This practice not only allows educators to observe student interactions and comprehension within group contexts but also affords students the opportunity to inquire and seek clarification from their peers regarding assignments, projects, and brief quizzes.

Another significant aspect of formative assessment is project-based learning, which empowers educators to manage classroom instruction through collaborative project work. This pedagogical approach entails complex tasks centered on challenging problems, requiring students to engage in activities such as designing, problem-solving, and conducting investigations, thereby facilitating both independent and group work. The final outcomes of such projects typically manifest as tangible products, including written reports, presentations, or recommendations (Maryati, 2018). Assignments, such as the creation of posters or group presentations, allow educators to evaluate student comprehension more comprehensively, often integrating creative elements that compel students to apply their knowledge in practical and relevant contexts.

Additionally, short quizzes conducted by educators at the conclusion of lessons or units provide a rapid assessment of student understanding. These quizzes usually consist of a series of questions aimed at gauging comprehension of essential concepts. For instance, the instructor may pose three questions related to previously covered material, offering praise and points to students who respond correctly. Furthermore, students are

encouraged to develop summaries of the lesson content, either in written or oral formats, thereby reinforcing their understanding of the subject matter.

3) The Impact of Formative Assessment on the Enhancement of Learning Quality

Formative assessment serves as a pivotal mechanism for improving the quality of educational experiences by facilitating the provision of constructive feedback, thereby enabling educators to assess and refine their instructional strategies. This improvement in the quality of PAI at MIN 2 Karimun is clearly evidenced by insights gathered from interviews with ten students, including one participant, Muhammad Fadhil.

The students articulated a strong sense of enthusiasm when formative assessments were integrated into their learning processes. They reported feeling more engaged and actively participated in classroom activities, demonstrating a competitive eagerness to respond to inquiries from their instructor. This increased engagement not only fosters a deeper comprehension of the subject matter but also cultivates a more dynamic and interactive classroom atmosphere, thus significantly enhancing the overall effectiveness of the educational experience.

2. Implementation of Formative Assessment in Islamic Religious Education (PAI) at MIN 2 Karimun

The findings derived from interviews with relevant stakeholders at MIN 2 Karimun indicate that the application of formative assessment within the framework of the Merdeka Curriculum in PAI has produced significantly positive outcomes. The educators at MIN 2 Karimun demonstrate a profound understanding of the concepts and objectives associated with formative assessment. They acknowledge that the primary purpose of such assessments is to furnish continuous feedback to students, thereby facilitating a gradual enhancement of their comprehension of PAI material.

In practice, the teachers employ a diverse array of formative assessment techniques, including brief quizzes, group discussions, interactive question-and-answer sessions, as well as reflective assignments and projects. Each method is meticulously crafted to evaluate students' understanding of Islamic values and to identify areas

necessitating further attention. Thus, formative assessment serves not only as a measurement tool but also as a vital instrument for supporting student development.

On a daily basis, educators actively monitor student progress. They consistently conduct formative assessments following the completion of each topic or significant instructional session. The results of these evaluations are utilized to inform subsequent teaching strategies, enabling the adjustment of instructional methods and the provision of additional support to students requiring assistance. This approach ensures that every student receives the requisite support to achieve a comprehensive understanding of the material.

From the perspective of the students, many express that formative assessment substantially enhances their grasp of PAI content. They value the immediate feedback provided by their instructors, which significantly boosts their motivation to improve their understanding. Conversely, the teachers respond positively to student feedback, recognizing a marked improvement in the overall quality of learning. This constructive interaction fosters a dynamic and engaging learning environment.

Moreover, the Merdeka Curriculum plays a pivotal role in promoting the implementation of formative assessment at MIN 2 Karimun. By prioritizing student-centered learning and continuous improvement, this curriculum encourages a more adaptable approach to teaching PAI. Educators feel empowered by the Merdeka Curriculum, which grants them the flexibility to devise assessment strategies tailored to the specific needs of their students and the learning environment. This adaptability renders the teaching and learning process more pertinent and effective.

In summary, the implementation of formative assessment within the Merdeka Curriculum for PAI at MIN 2 Karimun not only reinforces the learning process but also fosters the development of a deeper understanding of Islamic values among students in the context of their daily lives. Consequently, formative assessment emerges as an integral component in cultivating a generation that comprehends and values religious teachings in their everyday experiences.

3.   Challenges and Solution

The implementation of formative assessment in Islamic Education (PAI) learning at MIN 2 Karimun, within the context of the Merdeka Curriculum, may encounter various challenges. Here are some of the challenges faced, along with solutions to address them.

a. Challenges:

The implementation of formative assessment within the framework of the Merdeka Curriculum at MIN 2 Karimun faces several significant challenges that require the attention of educators. These challenges can influence the effectiveness of the learning process and the students' comprehension of PAI content.

One of the primary challenges is the necessity for educators to acquire a thorough understanding of various formative assessment methodologies. Although the teachers at MIN 2 Karimun possess a solid foundation in assessment concepts, continuous learning and adaptation to innovative evaluation techniques are essential. Approaches such as interactive questioning and reflective assignments necessitate specialized skills and a profound understanding to ensure effective application.

Furthermore, time and resource constraints represent considerable challenges. The effective implementation of formative assessment frequently requPAIs additional time for the design, execution, and evaluation of assessment activities. In the context of a demanding curriculum, teachers may struggle to allocate adequate time for regular formative assessments. Additionally, the availability of resources, whether in the form of instructional materials or professional development opportunities, can hinder implementation, particularly when the school lacks sufficient access to modern educational tools.

Classroom management also presents a significant concern. In environments where students demonstrate diverse levels of understanding, educators must adapt their instructional approaches accordingly. Managing a classroom with varying abilities can be challenging, as teachers must ensure that each student receives the necessary attention to achieve optimal outcomes. This necessitates proficient classroom

management skills to maintain engagement among all students during the learning process.

Another challenge pertains to the acceptance of formative assessment among students. Some students may be unfamiliar with this approach, experiencing anxiety or discomfort when receiving direct feedback from their educators. Ensuring that students recognize the value of feedback and perceive it as a mechanism for self-improvement poses a distinct challenge for teachers. Educators must cultivate a safe and supportive environment that encourages students to embrace constructive criticism and suggestions.

Lastly, support from parents and the broader community is critical for the successful implementation of formative assessment. Educators at MIN 2 Karimun may encounter difficulties in effectively communicating the benefits of formative assessment to parents. Without adequate parental support and understanding, the learning process at home can be compromised, ultimately affecting student development.

Considering these challenges, educators at MIN 2 Karimun must remain committed to innovation and adaptability in order to create enhanced learning experiences. While these challenges are substantial, successful implementation of formative assessment has the potential to yield profoundly positive effects on students' understanding and development in PAI.

b. Solution

The optimization of formative assessment implementation at MIN 2 Karimun can be achieved through several strategic measures. Foremost among these is the provision of intensive training for educators regarding the concepts and methodologies associated with formative assessment. This training may take the form of workshops, online courses, or mentoring programs that facilitate the exchange of best practices. The primary aim of such initiatives is to enhance educators' comprehension and proficiency in developing effective assessment criteria.

Additionally, the integration of technology into the assessment process is of paramount importance. By employing online learning platforms or specialized applications, educators can monitor individual student progress and deliver timely

feedback. This methodology allows for real-time data collection, thereby assisting students in comprehending their position within the learning continuum. Furthermore, it is essential to establish clear and transparent evaluation criteria that connect formative assessments with final evaluations, ensuring that the results of formative assessments effectively guide the determination of students' overall understanding of PAI content.

Moreover, the implementation of differentiated instruction is crucial. By designing assessment activities that align with diverse levels of student understanding, educators can ensure that all students remain engaged and receive the necessary support. Effective communication with students also plays a critical role. Establishing a supportive environment in which students feel comfortable expressing their thoughts and receiving constructive feedback is vital. Conducting reflection sessions can further enhance student engagement in the learning process.

Lastly, involving parents in the educational framework is highly advantageous. Informing parents about the significance of formative assessment and elucidating how they can support their children's learning at home will foster a synergistic relationship between the home and school environments.

D. Conclusion

The Islamic Religious Education (PAI) program at MIN 2 Karimun serves a fundamental role in shaping the character and moral values of students, in alignment with Islamic principles within the framework of the Merdeka Curriculum. Formative assessment emerges as a crucial strategy that reinforces a student-centered approach to learning, attuned to both local and global educational demands. In this context, formative assessment at MIN 2 Karimun is utilized not only as a tool for periodic evaluation of student understanding but also as a means to provide constructive feedback. By employing diverse methodologies, including group discussions, interactive questioning, project-based assignments, and brief quizzes, PAI educators can make real-time adjustments to their teaching strategies, thereby enhancing students' comprehension of Islamic values in their daily lives.

The Merdeka Curriculum affords educators the autonomy to design assessment

strategies that cater to the specific needs of their students and their learning environments. By emphasizing flexibility and active student participation, this curriculum promotes an inclusive and sustainable approach to assessment. Teachers at MIN 2 Karimun, particularly those involved in PAI, have indicated that the Merdeka Curriculum equips them with essential tools for enhancing the overall quality of PAI instruction.

However, despite the numerous benefits associated with formative assessment, its implementation faces several challenges, including teacher readiness and the integration of formative assessments with summative evaluations. Addressing these challenges requPAIs ongoing professional development and training for educators, the incorporation of technology in assessment practices, and the establishment of clear and transparent evaluation criteria.

In conclusion, the understanding of the significant role and implementation of formative assessment within the Merdeka Curriculum for PAI at MIN 2 Karimun reveals that this approach not only measures students' academic comprehension but also supports their social and moral development. Educators play a pivotal role in executing these strategies, ensuring that each student receives an education that is both high in quality and consistent with Islamic values. By continuously addressing challenges and refining their methods, MIN 2 Karimun is positioned to make significant strides toward achieving broader and more inclusive educational objectives.

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