Assessment of Learning Evaluation Strategies in Compliance with KMA No. 450/2024: Case Study of Madrasah Ibtidaiyah

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Abstract
This study analyzes the strategies used in implementing learning evaluation at Madrasah Ibtidaiyah based on the Minister of Religious Affairs Decree (KMA) No. 450 of 2024. The research employs a literature review method with a descriptive-analytical approach. The findings reveal that KMA No. 450 of 2024 is a guideline for implementing the independent curriculum in educational institutions under the Ministry of Religious Affairs, integrating Islamic values as a distinctive characteristic of education in madrasahs. The implementation strategy for learning evaluation in Madrasahs, guided by KMA No. 450 of 2024, aligns with the assessment strategies of the independent curriculum, utilizing assessment methods adapted to Madrasah-specific educational values. The types of assessment applied include diagnostic, formative, and summative assessments. Meanwhile, evaluation techniques include observation, performance appraisal, written tests, oral tests, and portfolios through the Project for Strengthening the Profile of Pancasila and Rahmatan lil Alamin Learners (P5-PPRA).

*Keyword***:** *Learning Evaluation; KMA No. 450 of 2024; Madrasah Ibtidaiyah (MI)*

Introduction

Education development in Indonesia continues to change, along with new policies aimed at improving the quality of learning, especially in Islamic teaching.[1] One of the important policies in the world of Islamic education is the Decree of the Minister of Religion (KMA) No. 450 of 2024, which is an effort by the Ministry of Religion to update the madrasah curriculum to suit the needs of the times. Decree of the Minister of Religion (KMA) Number 450 of 2024 is a guideline for the implementation of the curriculum for all educational institutions under the auspices of the Ministry of Religion; this KMA replaces KMA 347 of 2022;

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[1] Jihan et al., "Problems and Challenges of Modern Islamic Education in the Midst of the Digitalization Era," *Islamic Education: Journal of Islamic Education* 12, no. 3 (2023): 2131–40, https://doi.org/10.30868/ei.v12i03.4472.

this KMA is also stipulated on May 2, 2024.[2]

The learning process aims to achieve the learning goals that have been designed through teaching and learning activities in the classroom. The learning process starts from the learning planning process to the evaluation stage.[3] Measurement and assessment, called learning evaluation, are needed to determine whether or not a learning goal is achieved. It is stated that learning evaluation is one of the most important stages in the learning process, where learning evaluation describes the level of student mastery of the learning material.[4] The quality of learning is also determined by the evaluation results and the extent to which the learning objectives have been achieved.[5] The importance of this evaluation process requires education activists to understand every new policy to align the evaluation process with policy desires. However, this new policy still brings gaps in the implementation of the learning process and differences in understanding, which causes the implementation of learning evaluations to be not optimal in many Ibtidaiyah Madrasahs.

Various previous studies have examined the implementation of learning evaluation in madrasas, both in the context of prior and current policies. The results of the educational, scientific conference written by Aini Zulfa Izza et al. show that one of the main obstacles to the implementation of evaluation is the low readiness of educators to understand the evaluation guidelines set. Another study by Mira Fahmawidiarti et al.[6] revealed that factors such as facilities and technical support greatly affect the success of the implementation of the evaluation. However, research that specifically examines the implementation strategy of learning evaluation based on KMA No. 450 of 2024 is still limited, so a more in-depth study is needed to provide a clearer understanding of the challenges and solutions for its implementation.

This article aims to analyze the strategies applied in implementing learning evaluation at Madrasah Ibtidaiyah per KMA No. 450 of 2024. This analysis will focus on the strategy used by madrasas in dealing with obstacles that arise during implementation, as well as finding solutions that can help madrasas optimize the evaluation process. Through this study, it is hoped that a more effective approach will be found in the conditions of the madrasah when implementing the evaluation policy. It is expected that the strategies found can be applied

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[2] Ministry of Religious Affairs, "KMA No. 450 of 2024 – Guidelines for Curriculum Implementation in Madrasas" (Jakarta: Ministry of Religious Affairs of the Republic of Indonesia, 2024).

[3] Zainal Abidin and Diana Wangsih, "Implementation of Learning System Evaluation in Schools," *Tarbiyatuna Journal: Journal of Education, Thought and Development of Islamic Education* 2, no. 01 (2021): 121, https://doi.org/10.30739/tarbiyatuna.v2i01.980.

[4] Fatimatus Zahrah, *Elementary/Mi Learning Evaluation*, ed. Syaiful Arif, 1st ed. (Kediri: CV Kreator Cerdas Indonesia, 2022), http://repository.iainmadura.ac.id/739/1/EVALUASI FATIMATUS LEARNING ZAHRAH_NEW 2_watermark %281%29.pdf.

[5] Asep Ediana Latipa, *Evaluation of Learning in Elementary and Middle School* (Bandung: Remaja Rosda Karya, 2018).

[6] Mira Fahmawidiarti, Aan Kusdiana, and Nana Ganda, "Analysis of Teachers' Difficulties in Implementing Indonesian Learning Evaluation in Elementary Schools in Cikoneng Ciamis District," *Pedadidaktika: Scientific Journal of Elementary School Teacher Education* 5, no. 2 (2018): 260–68.

well, so it is hoped that there will be a significant improvement in the quality of learning evaluation, ultimately contributing to improving the quality of education at Madrasah Ibtidaiyah.

Materials and Methods

This study uses a qualitative method with a literature study approach. Researchers must go through several processes, such as collecting information from the library, reading, taking notes, and processing research materials. The main source of research is the KMA document No.450 of 2024 and other literature related to the research topic, namely the strategy for implementing learning evaluation at Madrasah Ibtidaiyah. The research was conducted by selecting and collecting literature from various sources related to the research subject. To collect and record information that is considered important, researchers conduct a literature review. Furthermore, the data collected was analyzed using descriptive analysis so researchers could find patterns and themes and compare the literature to determine whether there were differences or consistency of opinion.

Results/Hasil & Discussion

Learning Evaluation

Learning evaluation is mandatory in the world of education. Educators manage all learning activity processes in the learning process, starting from lesson design

planning, learning implementation, and learning evaluation. Educators carry out the learning evaluation to measure the student's level of mastery of the material that has been taught. Without a learning evaluation, it will be difficult for an educator to measure and know the success and achievement of the learning goals that have been set. With learning evaluation, educators can learn about shortcomings and how to improve the quality of learning. In other words, learning evaluation is a barometer of success in education.[7]

In essence, evaluation is the process of systematically collecting data through measurements, which are then analyzed and used to make the right policy decisions. Thus, evaluation is used to determine a program's value or quality, including decision-making elements.[8] Evaluation is a very important tool in education to assess the level of progressivism of the defense that has been carried out.[9]

In the opinion of Barghi and Shahabi, "*Evaluation of students' learning as a penetrating and influential element of the virtual curriculum affects other elements such as goals, content, learning activities, teaching methods, how teachers interact with students, the work process of schools, and their management.*" In this opinion, it is stated that the evaluation of student learning is an in-depth and influential element of the curriculum that affects other components such as objectives, content, learning activities, learning methods, the process of interaction between

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[7] Zahrah, *Elementary/Mi Learning Evaluation*.
[8] Tauada Syllabus, *Learning Evaluation* (Medan: Yayasan Kita Menulis, 2020).
[9] Lia Listiana, "Development of Evaluation of Basic Education Learning in the Socety Era 5.

0 Era at Madrasah Ibtidaiyah Darutt ' Lim Lendang Bao Lombok," *MADROSATUNA: Journal of Madrasah Ibtidaiyyah Teacher Education* 5, no. 1 (2022): 14–20.

teachers and students, the school's work process, and its management.

In addition, Barghi and Shahabi also emphasized that *"evaluation is a part of the learning process that connects the flow of teaching and learning. In this view, evaluation is used to help improve the learning process, modify the curriculum, and strengthen teaching methods"*[10]. The opinion explains that learning evaluation is part of the learning process that connects the course of teaching and learning, modifies the curriculum, and strengthens learning methods.

Therefore, we now know that learning evaluation is the process of getting information about how well learning is being done to make the necessary evaluations and improvements to maximize the results. Learning evaluation can also serve as a basis for developing a curriculum to improve learning. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 57 Paragraph 1 states that "evaluation is carried out in the context of controlling the quality of education nationally as a form of accountability of education providers to interested parties, including students, institutions and educational programs." In this case, learning evaluation includes all components, starting from the planning process, the implementation process, and educational products in total.[11] In addition, evaluation is an important

benchmark for the success of the learning process. Therefore, educators or related parties need to know the purpose of learning evaluation so that the purpose of implementing the learning evaluation can be achieved.

One of the essential skills that an educator or aspiring educator must possess is the ability to assess learning.[12] According to another opinion, learning evaluation serves to make decisions about learning outcomes, understand students, and develop and improve learning programs. In addition, educators conduct evaluations to determine whether students already understand the subject matter.[13]

Measuring and assessing are two stages of learning evaluation. Measurement is the process of comparing something to its benchmarks, while assessment is the process of making decisions about what is good and what is bad. Therefore, educators must measure and assess their students before conducting evaluations.[14] Some principles must be used when evaluating learning: consistent, comprehensive, cooperative, objective, and practical.[15]

Permendikbud No. 23 of 2016 establishes educational evaluation standards for evaluating student learning outcomes in primary and secondary schools. This standard covers the scope, objectives, benefits, principles, mechanisms, procedures, and tools of student

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[10] Barghi and Shahabi.

[11] Irwan Soulisa et al., *Learning Evaluation*, ed. A.V. Damayanti (Bandung: Vidina Bhakti Persada, 2022).

[12] Ina Magdalena, *Evaluation of Elementary School Learning*, ed. Resa Awahita, 1st ed. (Sukabumi: CV Jejak, 2023).

[13] Ina Magdalena, Hadana Nur Fauzi, and Raafiza Putri, "The Importance of Evaluation in Learning and the Consequences of

Manipulating It," *Star: Journal of Education and Science* 2, no. 2 (2020).

[14] Suharsimi Arikunto, *Fundamentals of Educational Evaluation* (Jakarta: Bumi Aksara, 2012).

[15] Nadya Mtd Putri et al., "The Importance of Evaluation in the Learning Process and the Consequences of Manipulating It," *Dewantara: Journal of Social Education Humanities* 2, no. 1 (2023): 249–61.

learning outcomes. In this case, all three domains of Bloom's taxonomy, cognitive, affective, and psychomotor, are used to assess learning outcomes. Technically, the following things must be considered when conducting the evaluation: a) The cognitive evaluation unit is carried out after the students have learned the basic abilities and level of education that they must achieve at the end of the semester; b) Evaluation of the emotional elements of learning activities inside and outside the classroom; and c) Evaluation of psychomotor elements.[16]

The Independent Curriculum emphasizes the learning outcomes that best suit the students' abilities, so the learning design for evaluation and assessment focuses on students' needs. This evaluation and assessment can be done at the beginning or the end of learning.[17]

Schools must refer to the assessment guidelines applied in the Independent curriculum when carrying out learning assessments for students. The independent curriculum has a different assessment system from the previous curriculum. In the 2013 curriculum, teachers conducted formative and summative assessments to track student progress, track their outcomes, and determine if they needed improvement. However, in the independent curriculum, formative assessments and assessment results

are strengthened to design learning based on the level of student achievement.

The 2013 curriculum divides the assessment aspects into three: affective (attitude), cognitive (knowledge), and psychomotor (skills). However, the independent curriculum does not divide these three aspects.[18]

Learning Evaluation Strategy in MI based on KMA No. 450 of 2024

The Decree of the Minister of Religion (KMA) No.450 of 2024 is a guideline for applying the independent curriculum in madrasas under the Ministry of Religion to replace the old curriculum application guidelines, namely KMA No.347 of 2022. According to Moh Isom, Chief Director of KSKK Madrasah, because madrasas are public schools characterized by Islam, the Ministry of Education and Culture's guidelines are still enforced in madrasas, but with some changes to meet the characteristics, peculiarities, and needs of madrasas. Religious values are included in the curriculum to foster the madrasah's identity and distinctiveness. As a result, these values influence how people think, behave, and act about educational policies and practices in madrasas.[19]

The above expression shows that the learning evaluation strategy

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[16] Andini Aqmarani, Ina Magdalena, and Nisa Ayudhiya, "Evaluation of Learning at the Elementary School Level," *Cerdika: Indonesian Scientific Journal* 1, no. 2 (2023): 57–63.

[17] Arifin Nur Budiono and Mochammad Hatip, "Learning Assessment on the Independent Curriculum," *Axioma Journal: Journal of Mathematics and Learning* 8, no. 1 (2023): 109–23, https://doi.org/10.56013/axi.v8i1.2044.

[18] Susilo, "Understanding the New Paradigm Assessment, the Topic of Independent Teaching," Mediaeducations.com, 2022, https://www.mediaeducations.com/2022/07/memahami-asesmen-paradigma-baru-topik.html#comments.

[19] Moh Isom, Pancasila Student Profile Strengthening Project Development Guide and Rahmatan Lil Alamin Student Profile, *Ministry of Education and Culture* (Indonesia, issued 2022).

applied in the madrasah also refers to the independent curriculum, which is adjusted to the characteristics of the madrasah. The learning evaluation strategy implemented in KMA No. 450 of 2024 is by assessment or assessment. Assessment is a systematic and continuous process or activity that aims to collect information about students' learning outcomes for decision-making purposes based on certain criteria and development. This is done to collect information about student learning outcomes' needs, development, and achievement. The results of the assessment show what is being studied.[20]

Another opinion on the importance of assessment states, *"Assessment for Learning is a smart self-regulation method that allows students to set goals they will need to work to reach."*[21]. In this opinion, it is stated that Assessment in learning is an appropriate step that allows the monitoring of students in achieving the learning goals that have been determined. In addition, *"Assessment for Learning also stimulates self-regulated learning, which facilitates the student's reaching further learning achievement." In this case, the assessment can also stimulate students in learning and help them* achieve further learning achievements.

According to William, regarding the function of Assessment, namely *"If educational assessments are to be used to draw inferences about the quality of instruction, then it seems obvious that we need assessments on which students who have been exposed to high-quality instruction do well, and students who have been exposed to low-quality instruction do much less well."* The point is that if assessment in education is used to determine the quality of learning, then it can be known that educators need assessments to measure whether students who have obtained high-quality learning will get good results. Students who learn poorly will get poor results.

Learning in the Merdeka curriculum is often known as "new paradigm" learning. Independent Curriculum Assessment is more than just making reports and assessing students. This is also the process of collecting and processing data to find out the learning outcomes of students and the needs of learning development. Therefore, one of the purposes of evaluation is to track or track how a person is learning. In addition, evaluations can also be used as feedback.[22] Just like the assessment in the independent curriculum, the evaluation in KMA No.450 of 2024 also refers to eight assessment paradigms consisting of:

a. The application of a growth mindset, where intelligence and talent can be developed over time, effort, and learning, followed by seriousness and perseverance.

b. Integrated: Assessment is carried out in an integrated manner with learning, which includes interrelated attitudes, knowledge, and skills.

[20] Nur Budiono and Hatip, "Learning Assessment on the Independent Curriculum."

[21] Satayu Chueachot, Boonchom Srisa-Ard, and Yannapat Srihamongkol, "The Development of an Assessment for Learning Model for Elementary Classroom,"

International Education Studies 6, no. 9 (2013): 119–24, https://doi.org/10.5539/ies.v6n9p119.

[22] Susilo, "Understanding the New Paradigm Assessment, the Topic of Independent Teaching."

c. Period in determining the assessment
d. Breadth in determining the type of assessment
e. Extensive in using assessment techniques and instruments
f. breadth in determining the criteria for achieving learning objectives.
g. Flexibility in processing assessment results
h. Flexibility in determining eligibility [23]

In conducting this assessment, it must refer to the principles of evaluation, which include: b.
a. Integrated and not separate from learning.
b. Fair is not benefiting or harming certain students based on gender, religion, ethnicity, culture, customs, social status, economy, or students with special needs.
c. Objective, based on procedures and performance that is not influenced by the subjectivity of the assessor.
d. Educational, used as learning feedback, a reference for teachers and parents in designing learning and character reinforcement.

The types and forms of assessment or assessment in the Independent curriculum used include:
a. Diagnostic Assessments
Diagnostic evaluation determines the student's abilities, strengths, and weaknesses. Educators use the results as a reference to arrange learning that suits the needs of students. Information about family background, learning readiness, learning motivation, learners' interests, and other information about children can be used to plan learning in certain situations. [24]

Diagnostic assessments are of two types: cognitive and non-cognitive. Cognitive assessments aim to determine students' basic abilities in a particular subject. Meanwhile, non-cognitive diagnostic assessments aim to determine students' psychological and social-emotional well-being. [25]
b. Formative assessment
Formative assessment is a type of assessment that aims to improve the learning process by providing educators and students with useful feedback. Formative assessments help students reflect and understand their learning progress. This allows them to identify areas that need improvement and encourages them to continue improving. It also helps them identify any obstacles or difficulties during the learning process, allowing them to understand their learning needs better. Meanwhile, formative evaluations provide educators with valuable insights into how well the learning approaches are used. This will enable them to tailor their methods to meet the unique needs of students, resulting in a more responsive and open learning environment. Therefore, educators can create and implement better learning plans to ensure all students get the help they need to succeed. [26]

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[23] Ardiansyah, Fitri Sagita Mawaddah, and Juanda, "Assessment in the Independent Learning Curriculum," *Indonesian Journal of Literacy and Learning* 3, no. 1 (2023): 8–13, https://jurnalfkip.samawa-university.ac.id/JLPI/article/view/361%0Ahttps://jurnalfkip.samawa-

university.ac.id/JLPI/article/download/361/297.
[24] Ardiansyah, Mawaddah, and Juanda.
[25] Ardiansyah, Mawaddah, and Juanda.
[26] Hasmawati Hasmawati and Ahmad Muktamar, "Assessment in the Independent Curriculum from the Perspective of Islamic

Overall, formative evaluation is an important tool in education because it allows educators and students to receive continuous feedback and self-reflection that helps them learn. Formative observation is done at the beginning of learning through observation, interviews, tests, documentation, and questionnaires. Formative observation can also be carried out during the learning process through observation, self-assessment, and peer assessment.

c. Summative Assessment

Summative assessments can measure how well a person achieves the overall learning goals. Although this evaluation is usually carried out at the end of the learning cycle, depending on the school's policy and the progress of its methods, combining it with the simultaneous evaluation of several learning objectives is possible. Summative, unwritten assessments can be conducted in various ways, such as quizzes or daily exams that assess how well students understand the lesson. They can also be done in unwritten ways, such as projects, presentations, or other evaluation methods that do not require writing. This allows teachers to assess students' abilities in a broader learning context.[27]

Several techniques can be used to assess students' learning outcomes in the evaluation or assessment of learning. Each of these techniques has different characteristics and objectives, depending on the type of skill or competency being measured. Here is an explanation of some of the assessment techniques:

a. Observation Techniques

The observation technique is an assessment method that directly observes students' behavior, actions, and activities in real situations[28]. Observation allows teachers to assess non-cognitive skills, such as attitude, cooperation, independence, responsibility, and social skills. This technique usually assesses affective and psychomotor aspects, which written or oral tests cannot always measure.
Example: The teacher observes how students interact with their classmates in a discussion or observes their laboratory practice skills.

b. Performance *Assessment*

Performance assessment is a technique for assessing students' ability to carry out tasks or demonstrate certain skills. Its focus is on the process and results of a real activity, which requires students to practice the knowledge and skills they have learned. Teachers usually use the assessment rubric to measure student performance objectively.
Example: Students are asked to create a science project, play a musical instrument, conduct an experiment, or present the results of their research. Every aspect of the performance process is assessed using a prepared rubric.

c. Written Test

Written tests are the most common form of assessment used to assess students' cognitive knowledge. They involve presenting questions that must be answered in writing, either in multiple-choice, short fills, or

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Religious Education," *Indonesian Journal of Innovation Multidisipliner Research* 1, no. 3 (2023): 197–211, https://doi.org/10.31004/ijim.v1i3.20.

[27] Hasmawati and Muktamar.
[28] Ahmad Anshari and Muhammad Zuhdi Hibatullah, "Development of Non-Test Technique Evaluation" 2, no. 3 (2024).

essays. The written test assesses the ability to comprehend concepts, reasoning, analysis, and synthesis.

Examples: Multiple-choice questions about mathematical theories or essay questions that ask students to explain the process of social change in society.

d. Oral Test

An oral test is an assessment method that involves asking questions directly to students and asking them to answer verbally. It is useful for measuring students' ability to think quickly, communicate effectively, and show a spontaneous understanding of concepts. Oral tests are also often used to assess students' abilities in certain aspects that cannot be measured through writing, such as speaking skills.

Example: The teacher asks a question about a topic, and the student has to answer it directly. For example, students are asked to explain their opinion or say something in the target language during a language test.

e. Portfolio Through P5-PPRA Activities (Pancasila and Rahmatan lil Alamin Student Profile Strengthening Project)

A portfolio is a collection of students' work collected over a certain period, which aims to show students' development, abilities, and achievements. [29] In P5-PPRA activities (Project for Strengthening the Profile of Pancasila and Rahmatan lil Alamin), portfolios document students' involvement in projects that develop competencies that reflect Pancasila values and Islamic characters. Through portfolios, teachers can assess the holistic learning process in terms of cognitive, affective, and psychomotor.

Example: This portfolio can contain written works, project reports, reflection journals, artworks, and documentation of student activities during the P5-PPRA project. Each work in the portfolio shows how students internalize and apply the values of Pancasila and the principle of rahmatan lil alamin in daily life.

Different assessment techniques have different goals and focus. Observation and performance assessments are more suitable for assessing practical skills and attitudes, while written and oral tests are more effective for determining concept understanding and thinking skills. The portfolio through P5-PPRA activities combines various forms of work to show students' achievements in the long term and reflect more holistic learning. Teachers must choose assessment techniques based on the competencies they want to measure and the condition of students.

Challenges in the Implementation of Learning Evaluation in MI

Implementing learning evaluation in Madrasah Ibtidaiyah (MI) based on the latest policies, as stipulated in KMA No. 450 of 2024, faces various complex challenges that include structural, cultural, and technological dimensions. Below is a more in-

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[29] Realin Setiamihardja, "Portfolio Assessment," *Journal of Basic Education Cibiru Campus* 3, no. 2 (2012): 1–2.

depth breakdown of some of the key challenges:

a. Human Resource Limitations

One of the main challenges is the varying quality of teacher competence. Most teachers in MI, especially those in remote areas, still have limitations in understanding the concept of comprehensive competency-based evaluation as mandated by KMA No. 450. They may not be used to using more complex assessment methods, such as authentic assessments, assessment rubrics, or project-based assessments, which require mastery of analytical skills and more in-depth evaluation techniques. [30]

In addition, there is a lack of teacher training. Training programs are often carried out sporadically and continuously, making mastery of new evaluation techniques difficult to achieve. In addition, not all teachers have easy access to quality training. The lack of mentoring after training also results in inconsistent evaluation implementation, as teachers return to using conventional methods that they already understand better. [31]

b. Limited Technology Infrastructure

One of the important aspects of implementing KMA No. 450-based evaluation is technology optimization, such as using online evaluation platforms, digital assessments, and application-based data collection. However, in many areas, especially in rural or remote areas, access to technology is still very limited. The absence of a stable internet network, adequate hardware (such as computers or tablets), and teachers' ability to use technology are significant obstacles. This condition forces many madrassas to continue to use manual methods that are less efficient and do not meet the demands of modern evaluation.

Implementing technology-based evaluation requires large investments in infrastructure, such as software and hardware procurement, and increasing the capacity of educators. Unfortunately, many MIs do not have enough budget to support this. Dependence on funds from the government or foundations is often insufficient to meet the actual needs of madrasas to modernize the evaluation process.

c. Curriculum Adjustment and Assessment System

The curriculum used at MI is often still based on a conventional approach that emphasizes mastery of academic material without paying much attention to other aspects of competence, such as critical thinking skills or collaboration. When KMA No. 450 introduced a more holistic and competency-oriented concept of evaluation, MIs were required to make significant adjustments to their curriculum.

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[30] Rani Febrianningsih and Zaka Hadikusuma Ramadan, "Teachers' Readiness in the Implementation of the Independent Learning Curriculum in Elementary Schools," *Obsession Journal: Early Childhood Education Journal* 7, no. 3 (2023): 3335–44, https://doi.org/10.31004/obsesi.v7i3.4686.

[31] Restesa Rahmayumita and Nurkhairo Hidayati, "Independent Curriculum: Challenges and Their Implementation in Biology Learning," *Bioogy and Education Journal* 3, no. 1 (2023): 1–9.

However, this process requires time and careful strategy, especially aligning the existing curriculum with more complex evaluation demands. [32]

Authentic assessment, an important part of competency-based evaluation, requires assessing the process, not just the final result. Teachers at MI must be able to evaluate how students apply knowledge in real-life situations, which are often difficult to use in the context of limited time and resources. This kind of assessment requires complex instrument design and evaluation that requires the teacher's full attention, who is often burdened with a lot of administrative responsibility.

d. A Culture of Evaluation Focused on Deliverables

The evaluation system in MI has historically focused more on the final results of exams or written tests that measure academic cognitive ability. This habit is deeply rooted among teachers and students, who are more accustomed to testing memorization or comprehension of material in writing. Changing this paradigm towards a more holistic and process-oriented evaluation is challenging, especially among senior teachers who have long taught with a traditional approach.

In addition to teachers, pressure from parents and the surrounding community also affects the evaluation pattern at MI. Many parents still view their children's success from the numerical values on the report card and final exam results. This poses a dilemma for teachers, who, on the one hand, are required to adopt authentic and competency-based assessments but, on the other hand, face the expectations of a society that values the results of written exams more. As a result, teachers tend to maintain results-based evaluations for

Conclusion

KMA No. 450 of 2024 brings a new paradigm in learning evaluation at Madrasah Ibtidaiyah, emphasizing holistic evaluation, which includes cognitive, affective, and psychomotor aspects. Effective implementation strategies include the preparation of competency-based instruments, strengthening the capacity of educators, and the use of technology. However, existing challenges, such as limited human resources and technological infrastructure, need special attention so that the implementation of this evaluation can run well.

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Bidayatuna