



Innovative Strategies for Developing Competency-Based Learning Evaluation in Madrasah Ibtidaiyah Under The Independent Curriculum

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Abstract: *The Merdeka Curriculum demands changes in the learning evaluation system, especially in Madrasah Ibtidaiyah, so it is more oriented towards developing student competencies. This study used the Systematic Literature Review (SLR) method with the PRISMA approach, examining 120 relevant articles and filtering them into 15 main articles. This study focuses on identifying innovative strategies for developing competency-based evaluation in accordance with the characteristics of Islamic education in Madrasah Ibtidaiyah. The study results show that competency-based evaluation in Madrasah Ibtidaiyah must consider aspects of validity, reliability, fairness, and differentiation to adapt to the needs of learners. The findings also highlight key challenges, such as limited resources, teacher readiness, and the complexity of individual assessment. A formative assessment approach, evaluation-based technology, and authentic assessment are practical solutions to overcome this. This research contributes to designing an evaluation system that is more adaptive, innovative, and based on the values of Islamic education to support meaningful and sustainable learning for Madrasah Ibtidaiyah students in the era of the Independent Curriculum.*

Abstrak: *Kurikulum Merdeka menuntut adanya perubahan dalam sistem evaluasi pembelajaran, khususnya di Madrasah Ibtidaiyah, sehingga lebih berorientasi pada pengembangan kompetensi siswa. Penelitian ini menggunakan metode Systematic Literature Review (SLR) dengan pendekatan PRISMA, menelaah 120 artikel yang relevan dan menyaringnya menjadi 15 artikel utama. Kajian ini berfokus pada identifikasi strategi inovatif pengembangan evaluasi berbasis kompetensi yang sesuai dengan karakteristik pendidikan Islam di Madrasah Ibtidaiyah. Hasil studi menunjukkan bahwa evaluasi berbasis kompetensi di Madrasah Ibtidaiyah harus mempertimbangkan aspek validitas, reliabilitas, keadilan, dan diferensiasi untuk beradaptasi dengan kebutuhan peserta didik. Temuan ini juga menyoroti tantangan utama, seperti sumber daya yang terbatas, kesiapan guru, dan kompleksitas penilaian individu. Pendekatan penilaian formatif, teknologi berbasis evaluasi, dan penilaian otentik merupakan solusi praktis untuk mengatasi hal ini. Penelitian ini berkontribusi dalam merancang sistem evaluasi yang lebih adaptif, inovatif, dan berdasarkan nilai-nilai pendidikan Islam untuk mendukung pembelajaran yang bermakna dan berkelanjutan bagi siswa Madrasah Ibtidaiyah di era Kurikulum Mandiri.*

Keywords: *Independent Curriculum, Learning Evaluation, Competency, Systematic Literature Review*

Introduction

The transformation of education through the Independent Curriculum demands innovation in the learning evaluation system, especially in Madrasah Ibtidaiyah, which has the characteristics of Islamic values-based education. Competency-based evaluation is crucial because it aims to measure academic achievement and develop critical, creative, and collaborative thinking skills for 21st-century needs. Research shows that the Independent Curriculum is designed to meet the needs of a more dynamic and relevant education, emphasizing developing the skills needed to face global challenges (Salim, 2023; Dukulang, 2023). However, the implementation of this evaluation still faces various challenges, such as limited resources, the readiness of educators, and the lack of evaluation models that are suitable for the characteristics of students in madrasahs (Islamic schools) (Iskandar et al., 2024; Adiyono et al., 2024). Therefore, it is important to develop innovative strategies to overcome these obstacles and ensure that competency-based evaluation can be effectively applied in Madrasah Ibtidaiyah.

Implementing the Merdeka Curriculum in Indonesia, which was introduced in 2022, shows significant improvement, especially among madrasahs. Data from the Ministry of Religious Affairs of the Republic of Indonesia notes that in 2022, as many as 2,471 madrasahs had been designated as implementing the Merdeka Curriculum, and this figure jumped to 28,640 madrasahs in 2023, with an additional 26,169 madrasahs adopting the curriculum (Akhmadi, 2023). Although specific information on the number of Madrasah Ibtidaiyah implementing this curriculum is not yet fully detailed, this upward trend reflects the enthusiasm and commitment of madrasahs to improve the quality of education (Aisyah et al., 2023). The Merdeka Curriculum is designed to provide flexibility to educators and educational institutions in developing learner-centered learning processes, encouraging creativity, innovation, and competency strengthening (Arisanti, 2022). However, challenges in its implementation in Madrasah Ibtidaiyah remain, including limited resources, the need for intensive teacher training, and the adaptation of teaching materials to suit the local context (Fathiha & Achadi, 2023; Rizal et al., 2022). Therefore, this study focuses on innovative strategies for developing competency-based learning evaluation in Madrasah Ibtidaiyah to identify practical approaches that can be adopted to optimize the implementation of this curriculum at the Islamic primary education level (Zubair et al., 2024).

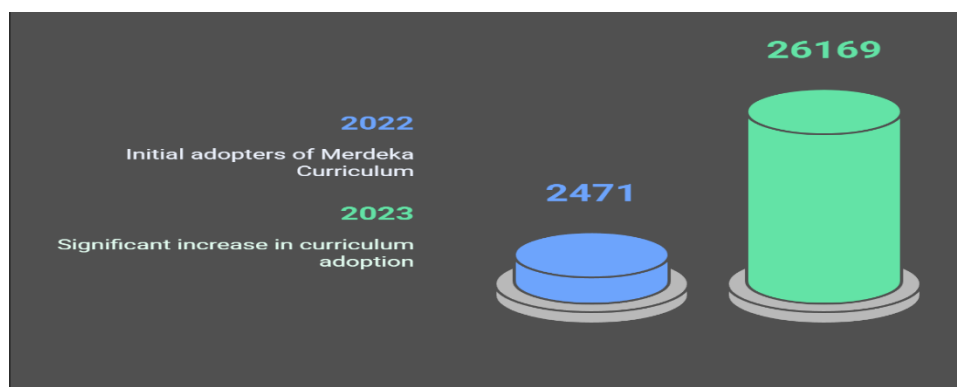


Figure 1. Adoption of Merdeka Curriculum in Indonesian Madrasahs (Source; Pendis, Kemenag RI, 27 July 2023)

Studying innovative strategies in developing competency-based evaluation is very important in this context. Research shows that the application of a project-based learning model can be a solution to increase student engagement and develop skills relevant to the Merdeka Curriculum ([Riani, 2023](#); [Fatah & Zumrotun, 2023](#)). In addition, developing training for teachers to improve their understanding and skills in implementing competency-based evaluation is also essential ([Faiz & Faridah, 2022](#); [Rohmawati et al., 2023](#)). Thus, through an integrated and innovative approach, Madrasah Ibtidaiyah can create an evaluation system that not only assesses academic aspects but also builds students' character and life skills by Islamic values and the demands of the times ([Fathurohim, 2023](#); [Suparyati et al., 2024](#)).

Several previous studies have discussed various aspects of learning evaluation in the context of the Independent Curriculum. For example, several studies reveal the importance of formative and summative assessments in assessing students' competency development. In addition, other studies highlight the use of technology in learning evaluation to improve the effectiveness and efficiency of assessments ([Gikandi W. et al., 2011](#); [Aini, Q., 2023](#)). However, studies explicitly discussing the development of competency-based evaluation in Madrasah Ibtidaiyah are still limited ([Jannah R. et al., 2024](#)). In addition, most research focuses more on implementation in public schools without considering the aspects of Islamic values and the unique characteristics of learning in madrasah.

Therefore, this study aims to fill the gap in previous research by examining innovative strategies for developing competency-based evaluation in Madrasah Ibtidaiyah in the era of the Independent Curriculum. This study uses the Systematic Literature Review (SLR) approach with the PRISMA method ([Nyoko, A. E., & Hanafiah, M. H., 2024](#); [Adiyono et al., 2024](#)), which allows for in depth analysis of various evaluation models that have been applied in various educational contexts ([Adiyono et al., 2024](#)). Thus, this study is expected to provide theoretical and practical contributions in designing a more relevant and effective evaluation system for Madrasah Ibtidaiyah.

In this study, several aspects want to be tested. First, can competency-based evaluation in Madrasah Ibtidaiyah balance academic aspects and Islamic values in learning assessments? Second, how can innovative strategies such as authentic assessment, technology-based assessment, and a differentiated approach be effectively applied in the evaluation system in Madrasah Ibtidaiyah? Third, how do teachers and students respond to implementing a competency-based evaluation system to improve the quality of learning? This study offers a more adaptive and innovative evaluation framework, which considers national education standards and accommodates the unique needs of Islamic education in Madrasah Ibtidaiyah. Thus, this study's results can guide educators, policymakers, and academics in developing evaluation strategies based on the principles of the Independent Curriculum without neglecting the identity of Islamic education, which is the primary basis of madrasah.

Method

This study uses a systematic review approach with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method to identify, filter, and analyze relevant articles. Searches were conducted on academic databases such as Google Scholar, Semantic Scholar, ERIC, Morarref, and DOAJ using keywords such as "*Evaluasi Pembelajaran Madrasah Ibtidaiyah*," "*Kurikulum Merdeka*," "*Asesmen Formatif dan Sumatif*," and "*Competency-Based Evaluation*." The collected articles were then selected based on inclusion and exclusion criteria. Inclusion criteria

include (1) articles published in indexed journals from 2018 to 2024, (2) research discussing learning evaluation in Madrasah Ibtidaiyah, (3) articles using empirical research methods or systematic literature reviews, and (4) available in Indonesian or English. Meanwhile, articles that do not specifically discuss learning evaluation in Madrasah Ibtidaiyah have limited access or are only opinions without precise scientific analysis and were excluded from the analysis (exclusion criteria).

The articles were selected in several stages, as shown in the PRISMA flowchart. The first stage was identifying articles from various databases screened based on inclusion and exclusion criteria. Articles that passed the initial selection were examined for abstracts to ensure relevance to the research focus. Furthermore, the appropriate articles were further analyzed to be classified based on the type of assessment used, the challenges faced, and the recommendations proposed. To ensure the accuracy of the classification, this study uses a thematic-based analysis tool with a manual coding approach and support from NVivo qualitative analysis software. This analysis provides a basis for identifying trends and patterns in the evaluation of competency-based learning in Madrasah Ibtidaiyah in the era of the Independent Curriculum. Data analysis was carried out using thematic synthesis techniques, which included:

1. Coding to identify key themes in the literature.
2. Comparative analysis to compare evaluation strategies applied in various studies
3. Interpretative Synthesis to prepare relevant recommendations for the development of evaluation in Madrasah Ibtidaiyah.

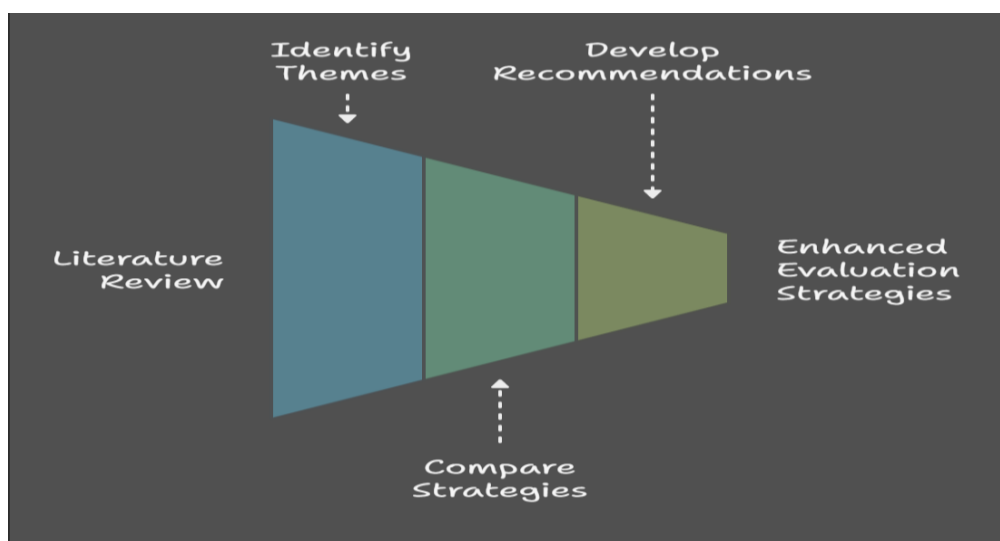


Figure 2. Thematic Synthetic Process

Result and Discussion

Result

The results of this study present findings from the Systematic Literature Review (SLR) analysis using the PRISMA approach, which involved 15 relevant articles related to the evaluation of competency-based learning in Madrasah Ibtidaiyah in the era of the Independent Curriculum. These findings are categorized into several main sub-topics, which are accompanied by tables, graphs, and images to clarify the information.

1. Distribution of Literature by Year of Publication

An analysis of 15 selected articles shows the distribution of research from 2018 to 2024. Most of the research has increased since the implementation of the Independent Curriculum in 2021. According to the distribution of articles by year of publication, a significant increase since the implementation of the Merdeka Curriculum in 2021, reaching a peak in 2022 with four articles, can be observed. This fact shows that the new education system policy motivates academics and practitioners to pay attention to the evaluation of competency-based learning, starting from the role and implications of curriculum transformation. The increase in research activity in 2021 and 2022 reflects a higher interest in the effectiveness and challenges of the Independent Curriculum, while the decrease in the number of publications in 2024 gives readers a message about a shift in focus or the need for further study. This indicates that a follow-up study is needed to make the competency-based evaluation strategy more suitable in the Madrasah Ibtidaiyah context.

2. Competency-Based Evaluation Strategies in the Independent Curriculum

The analysis found that the evaluation strategy used in the Independent Curriculum focused on formative and summative assessment approaches, with adaptation to the context of Madrasah Ibtidaiyah. Based on Table 2, formative assessment is the type of evaluation most frequently discussed in the research. A total of 10 articles highlight formative as an effective way to provide continuous feedback to students to provide opportunities for students to learn more. This point of view is highlighted in the formative context of the Independent Curriculum. Overall, formative assessment is a process-oriented and reflective evaluation approach. Summative assessment received considerable attention in these 8 articles. This fact influences the fact that even though the Free Curriculum recommends evaluation options, the assessment results are still a benchmark for assessment. Diagnostic assessment and authentic assessment provide 6 and 7 articles, respectively. From this, we realize that initial assessment of competencies and real-life evaluation are important for learning. Overall, self-assessment is an area that has been less discussed in these 5 articles. In fact, among other sections, the self-assessment of student involvement in assessing their abilities still requires much exploration in the *Madrasah Ibtidaiyah* context. Overall, this argument suggests that the development of competency-based evaluation in the curricular era is developed and plagued by formative, summative, and authentic assessment.

3. Challenges of Competency-Based Evaluation Implementation

This study identifies several main challenges in the implementation of competency-based evaluation in Madrasah Ibtidaiyah, namely:

- a. Lack of teachers' understanding of competency-based assessment (70% of the articles analyzed).
- b. Limited resources and infrastructure, including access to technology and assessment modules.
- c. Limitations of training for educators in implementing evaluation strategies by the Independent Curriculum.

Table 1. Challenges of Implementation of Evaluation

Challenge	Percentage of Articles Discussed
Lack of understanding of teachers	70%
Lack of evaluation training	65%
Infrastructure limitations	50%

Lack of policy support	40%
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From the data generated by the table, the lack of teacher understanding is the biggest obstacle to the development of competency-based evaluation in Madrasah Ibtidaiyah. In Madrasah, as many as 70% of the articles reviewed discuss this factor. Through these results, it can be concluded that although the Merdeka Curriculum specifically emphasizes flexibility in assessment, this method remains a challenge for many teachers in understanding implementation's needs and practical aspects. The lack of evaluation training, as much as 65%, is a factor that exacerbates this issue because, without appropriate training, teachers cannot effectively design practices that make the Merdeka Curriculum assessment relevant. Infrastructure limitations, as much as 50%, are a severe constraint because restrictions have limited teachers in adapting more authentic technology-based, digital, or project-based assessment methods. Meanwhile, the lack of policy support, at 40%, shows that many things about policy still function as obstacles. This is why more efforts to build mentoring, continuing training, and practical policy support should align with the spirit of the Merdeka Curriculum.

4. Recommendations for Optimizing Evaluation at Madrasah Ibtidaiyah

Based on the results of the research, here are some recommendations to optimize competency-based learning evaluation:

- Intensive training for teachers on formative and summative assessments.
- Use of technology in evaluation, such as digital platforms for authentic assessments.
- Strengthen collaboration between madrasahs, the government, and education stakeholders to support flexible evaluation policies.

Table 2. Recommendations for Evaluation Development

Recommendations	Percentage of Supporting Articles
Teacher Training	80%
Digitalization of Evaluation	75%
Strengthening Evaluation Policies	60%
Collaboration with External Parties	50%

The analysis results show that teacher training is the main recommendation in the development of competency-based evaluation, with 80% of articles supporting the importance of increasing teacher capacity in designing and implementing assessments per the Merdeka Curriculum. In addition, the digitization of evaluation (75%) is also considered a strategic step to increase assessment efficiency and accuracy, primarily through digital platforms that allow formative and summative assessments to be carried out more flexibly and adaptively. Strengthening evaluation policies (60%) is needed to provide a more transparent regulatory basis so that the implementation of competency-based evaluation can run in a structured and sustainable manner at various levels of education, including Madrasah Ibtidaiyah. Finally, collaboration with external parties (50%) such as universities, educational institutions, or the educational technology industry is a potential solution to enrich evaluation methods and provide more adequate resources and technology. By implementing these recommendations synergistically, competency-based evaluation can be more optimal in supporting meaningful learning by the principles of the Independent Curriculum.

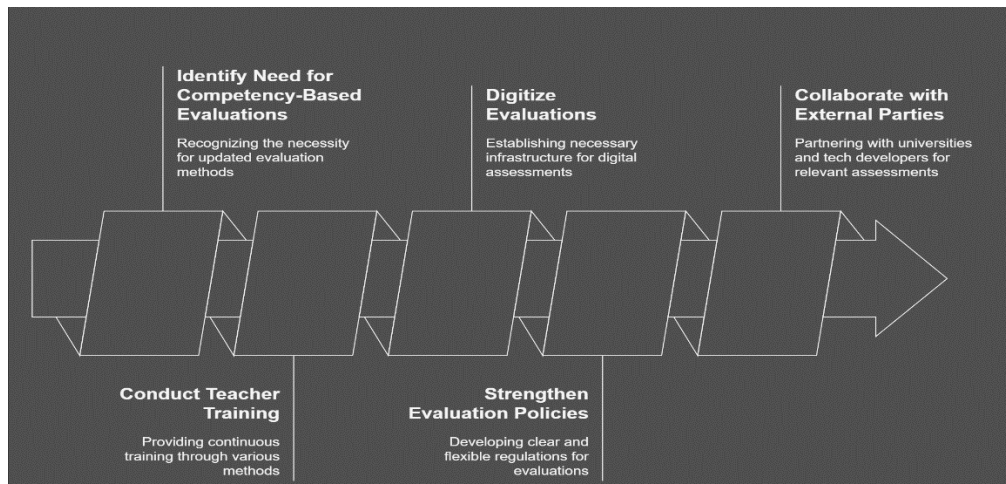


Figure 3. Implementation Strategy of Evaluation Recommendations

Based on Figure 2, implementing this recommendation requires a planned strategy and support from various stakeholders. Teacher training must be carried out continuously through workshops, mentoring, or online learning platforms so that teachers can optimally master competency-based evaluation techniques. Digitizing evaluation requires adequate infrastructure, such as stable internet access and supporting devices, so technology integration in assessment can run effectively without hindering the learning process. Strengthening evaluation policies must be carried out through transparent and flexible regulations, enabling schools and madrasahs to adjust evaluation methods to the needs of learners without losing educational quality standards. Meanwhile, collaboration with external parties can be realized through partnerships with universities, research institutions, and educational technology developers to enrich evaluation instruments and ensure that the assessments are relevant to the times. With a comprehensive and collaborative approach, competency-based evaluation in Madrasah Ibtidaiyah can be more effective in supporting the achievement of learning objectives in the era of the Independent Curriculum.

Discussion

The results of this study confirm that competency-based learning evaluation in the Independent Curriculum has an important role in improving the quality of learning in Madrasah Ibtidaiyah. This discussion will elaborate on the research findings by referring to theoretical studies and previous research and provide an in-depth analysis of the challenges and optimization strategies of competency-based evaluation. The findings of this study indicate that competency-based learning evaluation in *Madrasah Ibtidaiyah* under the *Independent Curriculum* requires a more structured and strategic approach. The dominance of formative assessment (10 studies) and summative assessment (8 studies) reflects the importance of continuous and outcome-based evaluation in supporting student learning progress. This aligns with studies conducted by [Black and Wiliam \(2018\)](#), which emphasize the effectiveness of formative assessment in enhancing student engagement and learning outcomes. However, the fewer studies focusing on diagnostic assessment (6 studies) and authentic assessment (7 studies) suggest that further exploration is needed to integrate these methods effectively into *Madrasah Ibtidaiyah* settings. Compared to research in general education contexts ([Hyytinen et al., 2019](#)), where authentic assessment has been widely implemented to measure real-world competencies, *Madrasah Ibtidaiyah* still faces challenges in adopting such approaches.

Table 3. Analysis of Challenges and Recommendations in Competency-Based Evaluation at Madrasah Ibtidaiyah

Aspects	Challenge	Percentage	Recommendations	Percentage
Educator Resources	Lack of teachers' understanding of competency-based evaluation	70%	Intensive and ongoing training for teachers in assessment techniques	80%
Training and Development	Lack of teacher training related to competency-based assessment techniques	65%	Improving competency-based professional development programs	80%
Infrastructure	Limitations of technology and facilities to support evaluation	50%	Digitizing the evaluation system by utilizing the Learning Management System (LMS)	75%
Education Policy	Regulations and policies that are less flexible to variations in evaluation methods	40%	Strengthening adaptive and inclusive policies on various assessment methods	60%
Multi-stakeholder Collaboration	Lack of synergy between madrasahs, governments, and other educational institutions	50%	Improving collaboration with education stakeholders	50%

This table summarizes the main challenges faced in implementing competency-based evaluation and strategic recommendations based on global educational trends and best practices. Solving these challenges requires a comprehensive approach by integrating teacher training, utilization of technology, policy reform, and cross-sector collaboration to strengthen the evaluation system in *Madrasah Ibtidaiyah*.

1. The Urgency of Competency-Based Evaluation in the Independent Curriculum

Competency-based learning evaluation in the context of the Independent Curriculum is designed to provide a more holistic assessment of students' learning outcomes, covering cognitive, affective, and psychomotor aspects. Research by [Sayekti \(2022\)](#) shows that assessments in the Independent Curriculum must be more flexible and encourage critical thinking and problem-solving skills. This aligns with the findings that implementing a curriculum that supports active learning can improve 21st-century skills, including critical thinking and student learning independence ([Paraniti et al., 2024](#)). In the context of Madrasah Ibtidaiyah, it is important to adopt an evaluation instrument that measures not only academic understanding ([Zainuri A. et al., 2020](#)), but also the integration of Islamic values into daily life ([Adiyono A. et al., 2023](#)). Thus, the evaluation must reflect students' characteristics and needs in the madrasah environment.

Implementing competency-based evaluation in Madrasah Ibtidaiyah is becoming increasingly important, given that students need comprehensive assessments. Research shows that diagnostic, formative, and summative assessments can help identify student needs and adjust the teaching process ([Anawaty et al., 2023](#)). In addition, the readiness of teachers to implement appropriate assessments greatly influences the successful implementation of the Merdeka Curriculum. Teachers need to understand various types of assessments and be able to design evaluations that are in line with learning objectives ([Ruhaniah et al., 2024](#)). Therefore, training and professional development for teachers are essential to improve their competence in implementing evaluations that are appropriate to the context of Islamic education

and the needs of learners ([Heryahya et al., 2022](#); [Haerazi et al., 2023](#); [Abdurrohim et al., 2023](#)).

2. Dominance of Formative and Summative Assessment in Evaluation at Madrasah Ibtidaiyah

Based on the results of the analysis, formative assessment is the most dominant evaluation strategy used in Madrasah Ibtidaiyah. This shows that teachers are more likely to use reflective and continuous assessments to monitor the development of student competencies ([Larrivee, B., 2008](#)). These findings support the study of [Ma, W. \(2024\)](#), which states that formative assessments in the Independent Curriculum become more dynamic as they allow teachers to adjust teaching strategies according to student development.

In addition, summative assessments are still used in madrasas as a final measuring tool to evaluate the achievement of student competencies, and the findings of ([Mukmin & Nuraini, 2024](#)) revealed that summative assessment in Islamic education is still needed to maintain academic achievement standards and provide a comprehensive picture of student development. However, competency-based evaluation implemented at Madrasah Ibtidaiyah still faces obstacles, especially in the aspect of differentiation of assessments that are by the individual characteristics of students ([Wahidmurni, W., Susilawati, S., & Abidin, A. A., 2024](#)). Most teachers still use traditional evaluation methods that do not pay attention to the diversity of students' abilities.

3. Challenges in the Implementation of Competency-Based Evaluation

The results of this study identify several key challenges in implementing competency-based evaluation in Madrasah Ibtidaiyah. The biggest challenge is the lack of teachers' understanding of the concept of competency-based assessment, with a percentage reaching 70% of the articles analyzed. This shows that there are still gaps in training and technical guidance for educators regarding the implementation of evaluation by the Merdeka Curriculum ([Zerlinda, M. A., & Alam, N. A. R., 2025](#); [Zikriati, Z., et al., 2024](#)). In addition, limited resources and infrastructure are also significant obstacles. A study by Arifin and Sari (2022) highlights that the lack of digital facilities in religiously based schools means that technology adoption in competency-based assessment is still limited. The use of technology can increase the effectiveness of assessment ([Clarke-Midura, J., & Dede, C., 2010](#)), especially in terms of project-based evaluation and authentic assessment ([Indriati, L., Mai, N., & Yeen-Ju, H. T., 2024](#)).

Another challenge is the complexity of individual assessments. The Independent Curriculum emphasizes a differentiation approach, which means that each student must get an assessment based on their level of understanding ([Tomlinson, C. A., & McTighe, J., 2006](#)). However, most teachers at Madrasah Ibtidaiyah are still used to the uniform evaluation system and are not used to more personalized assessment methods.

4. Competency-Based Evaluation Optimization Strategy

To overcome various challenges in the implementation of competency-based evaluation, there are several strategies that can be applied, including:

Table 4. Development of Competency-Based Evaluation at Madrasah Ibtidaiyah

No.	Development Aspects	Description
1	Teacher Capacity Building	Intensive training on competency-based formative and summative assessments. Focus on assessment differentiation strategies, project-based assessment techniques, and the use of comprehensive assessment rubrics.
2	Utilization of Technology in Evaluation	Digitize assessments through platforms such as LMS to compile competency-based tests, portfolio assessments, and automated feedback for students.
3	Multi-stakeholder Collaboration	Cooperation between madrasahs and the government, academics, and Islamic educational institutions in designing assessment policies that are flexible but still based on competency standards.
4	Strengthening Adaptive Evaluation Policies	Evaluation policies should be flexible and accommodate a variety of assessment methods, including projects, observations, and self-reflection, to support more meaningful learning.

This table provides a concise and systematic overview of strategic steps in increasing the effectiveness of competency-based evaluation in Madrasah Ibtidaiyah by the principles of the Independent Curriculum. This research contributes to understanding competency-based evaluation in the context of Islamic education in Indonesia ([Zaqiah, Q. Y. et al., 2024](#)). With the Systematic Literature Review (SLR) approach, this study highlights the challenges in implementing evaluation at Madrasah Ibtidaiyah and offers an applicable solution. The results of this study can be a reference for the government, education policymakers, and madrasah managers in designing an evaluation system that is more in line with the characteristics of students in Madrasah Ibtidaiyah. Furthermore, the implications of this study can be extended to developing a training curriculum for teachers so that they are better prepared to implement competency-based assessments by the demands of the Merdeka Curriculum.

Conclusion

The findings of this study highlight the importance of developing a competency-based assessment system in Madrasah Ibtidaiyah that aligns with the principles of Kurikulum Merdeka. Practical evaluation requires a balance between standardization and flexibility, ensuring that assessments accurately measure students' competencies while accommodating diverse learning contexts. Key strategies for improvement include continuous teacher training, digitalization of assessment processes, strengthening evaluation policies, and fostering collaboration with external institutions. By addressing challenges such as limited teacher understanding, inadequate training, infrastructure constraints, and lack of policy support, educational institutions can enhance the effectiveness of competency-based assessment. Integrating innovative assessment approaches that leverage technology and promote adaptive learning experiences is crucial. Future research should further explore the long-term impact of these strategies on student learning outcomes and the effectiveness of competency-based education in religious schools.

This study provides valuable insights into implementing competency-based assessment in *Madrasah Ibtidaiyah*; however, several limitations must be acknowledged. First, the research primarily focuses on institutional challenges and strategies without an in-depth analysis of individual student experiences and learning progress. A more comprehensive investigation incorporating student

perspectives could provide a deeper understanding of how competency-based assessments impact their academic growth. Second, while this study highlights best practices from international education systems, contextual differences in policy frameworks, cultural factors, and technological readiness may limit direct applicability. Future research should explore localized adaptations of global best practices to ensure their relevance in *Madrasah Ibtidaiyah*. Additionally, this study does not extensively examine the role of parents and communities in supporting competency-based assessments. Given that *Madrasah Ibtidaiyah* operates within a unique socio-cultural framework, future studies should investigate how parental engagement and community-based learning initiatives can enhance assessment practices. Lastly, longitudinal research is needed to assess the sustained impact of competency-based assessment on student outcomes, teacher effectiveness, and overall educational quality. Future studies should incorporate experimental or mixed-method approaches to evaluate these assessment strategies' long-term benefits and challenges, ensuring continuous improvement and alignment with evolving educational policies.

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