Islamic Education Portfolio Evaluation System And Its Relevance To Era 5.0 Independent Curriculum Learning

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Article Information:	ABSTRACT
	With the emergence of the Era 5.0 independent curriculum which emphasizes personal and holistic learning, evaluation of Islamic education needs to be adjusted so that it can measure a student's competency achievement in a comprehensive and sustainable manner. It is hoped that the development of an Islamic education portfolio evaluation system can facilitate a learning process that provides room for the progress of individual students. This research aims to analyze the relevance of the Islamic education portfolio evaluation system with the learning principles of the Era 5.0 independent curriculum and to identify the benefits and challenges in its implementation in educational institutions. The research methods used are literature study, observation, and interviews with Islamic education experts and curriculum development practitioners. Data was collected and analyzed to evaluate the success of implementing the Islamic education portfolio evaluation system in the context of the Era 5.0 independent curriculum. The research results show that the Islamic education portfolio evaluation system plays an important role in supporting learning in the Era 5.0 independent curriculum. This evaluation system provides opportunities for students to express their understanding of Islamic teachings creatively and contextually, and allows educators to track individual student development. The implementation of this research states that the Islamic education portfolio evaluation system has strong relevance to Era 5.0 independent curriculum learning because it is able to accommodate personal, holistic and progressive learning principles. To ensure successful implementation, comprehensive efforts are needed to develop fair and accurate assessment guidelines, as well as training for educators in consistently assessing portfolios. Thus, developing an Islamic education portfolio evaluation system can be a significant contribution in realizing learning objectives that are in line with the demands of the Era 5.0 independent curriculum **Keywords**: *Independent Curriculum Era 5.0., Islamic Education, Portfolio Evaluation*

INTRODUCTION
Literatur of Refiew

a. Islamic education portfolio system

The application of portfolios in the Merdeka curriculum can be an effective means of evaluating student achievement in Islamic education. The Islamic education portfolio is a valuable tool for recording, assessing and compiling evidence of student learning outcomes in the context of religious education (Hidayat & Asyafah, 2019). By integrating this portfolio into the Merdeka Curriculum, we can strengthen students' learning experiences in understanding Islamic teachings, as well as measure their achievements through various educational activities (Jumaeda, 2018). The process of using portfolios in the Independent Curriculum can involve several stages which include planning, collecting evidence, reflection, and evaluation, so that it can provide a comprehensive picture of student progress in Islamic education (Adamson et al., 2014) . In the context of the Independent Curriculum, the use of an Islamic education portfolio is an important instrument in measuring student achievement in religious learning (Karimova et al., 2023). An Islamic education portfolio includes various types of evidence, such as students' personal notes, written works, projects, presentations, and audio or video recordings that record activities related to the understanding and application of Islamic teachings (Abdillah & Syafe'i, 2020). Through the use of an Islamic education portfolio, students can show concrete evidence that shows their understanding and experience in practicing Islamic religious values in everyday life.

In the planning stage, the use of portfolios in the Merdeka Curriculum requires determining clear objectives to assess student progress in understanding and practicing Islamic teachings (Achmad et al., 2022). Teachers need to design guidelines for using portfolios that are tailored to the curriculum and religious competency standards they want to achieve. Thus, the portfolio can be an instrument that focuses on measuring student achievement in accordance with the objectives of Islamic education in the Independent Curriculum (Gregersen-Hermans, 2021). Then, in the evidence collection stage, students are asked to collect various works and evidence of the activities they carry out in order to study and apply Islamic teachings. For example, students can collect evidence of participation in religious activities in the school or community environment, written work related to Islamic teachings, and audio or video recordings of them taking part in religious activities (Achadah, 2019). Thus, an Islamic education portfolio can record students' various abilities in applying religious teachings in various life contexts.

After that, students are asked to reflect on the evidence they collected in the portfolio. This reflection process is an important activity in strengthening students' understanding of the values they learn in Islamic education. For example, students can write personal reflections about how they apply religious teachings in their daily lives, as well as the impact they feel as individuals (Adiyono et al., 2022). By carrying out this reflection, students can increase their self-understanding of Islamic religious values and strengthen their personal relationship with religious teachings. Finally, the evaluation process is an important stage in using the Islamic education portfolio in the Independent Curriculum. Teachers can use various evaluation indicators, both quantitative and qualitative, to assess student achievement based on the evidence they present in their portfolios (Baihaqi & Thohir, 2022). This evaluation can provide a comprehensive picture of student progress in understanding and applying Islamic teachings in accordance with curriculum objectives.

By using the Islamic education portfolio approach in the Independent Curriculum, we can experience its benefits in religious learning (Rama et al., 2023). First, the portfolio provides a more complete and holistic picture of a student's progress in Islamic education, rather than relying solely on end-semester exams or national exams. By involving various types of evidence, we can see student achievements from various aspects, from conceptual understanding to the application of religious values in everyday life. Second, the use of portfolios can motivate students to be active in religious learning (Almuhrzi & Alsawafi, 2017). By having the opportunity to record various activities and work results, students will feel more involved in the learning process. They also have the opportunity to show their potential and contribution in studying religious teachings, which can increase their self-confidence and motivation to learn. Third, the use of portfolios can be an inclusive learning instrument. Students with various learning styles and interests can demonstrate their achievements in various forms, such as writing, artwork, or audio recordings, thereby expanding the scope for participation for all students in religious education.

However, in implementing an Islamic education portfolio, there are several challenges that need to be overcome. First, it is necessary to build a clear understanding regarding the use of portfolios among teachers and students. Teachers need to be given training and provision in developing and using portfolios, so that they can guide students effectively in preparing and managing their portfolios. Apart from that, there is also a need for awareness and commitment from all relevant parties to embrace the concept of portfolio-based learning in Islamic education (Razali et al., 2023). Second, there needs to be adequate time and resources to develop, collect, and evaluate student portfolios. This can be a challenge considering that the portfolio management process requires a significant investment of time and effort. Therefore, there needs to be support and commitment from schools, teachers and other related parties to ensure the successful implementation of portfolios in the Independent

Curriculum ("Mechanisms For Implementing Assessments in The Independent Curriculum," 2019).

Apart from that, security and privacy aspects in collecting and managing evidence in the portfolio also need to be considered. Schools need to ensure that the process of collecting and storing evidence runs safely and protects student privacy. In this case, strict supervision is needed and the implementation of adequate policies to protect students' personal information contained in portfolios. To overcome these challenges, there needs to be cooperation between all related parties, starting from the government, schools, teachers, students and parents, to ensure the successful implementation of the Islamic education portfolio in the Independent Curriculum (Gregersen-Hermans, 2021). Strong support and communication between all parties is also key in creating a conducive learning environment in developing and using portfolios for religious education (Alammary et al., 2014). Thus, the use of an Islamic education portfolio in the Independent Curriculum can be a step forward in measuring student achievement in religious education (Dewi, 2017). By strengthening students' learning experiences through portfolio integration, we can produce a deeper and more meaningful understanding and application of Islamic teachings for students. Through a process of planning, gathering evidence, reflection, and evaluation, the use of an Islamic education portfolio is one of the innovations in religious education that can enrich students' learning experiences and measure their achievements comprehensively.

b. Era 5.0 independent curriculum learning

Merdeka Curriculum is a curriculum concept introduced by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). This concept aims to give freedom to schools in Indonesia in planning and implementing curriculum according to the needs and potential of each student. Thus, the Independent Curriculum aims to encourage and facilitate students to be more independent, creative, and innovative in their learning. The learning process in the Merdeka Curriculum gives greater attention to individual potential and needs, as well as enabling innovation in teaching methods and strategies. One of the main principles of the Independent Curriculum is the granting of autonomy to schools in planning the curriculum in accordance with the local context, student needs, and global developments. In this regard, learning in the Merdeka Curriculum is developed in a more flexible and responsive manner to the local reality of the students. The learning process is integrated with relevant and meaningful activities for students, thus providing a more authentic and meaningful learning experience.

The Merdeka curriculum also emphasizes the development of 21st century character and skills, which includes critical thinking skills, creativity, communication, and collaboration (Agnesia et al., 2021). Thus, the learning process in the Merdeka

Curriculum is designed to activate students in learning independently, develop the ability to overcome problems, and communicate and work together well in various contexts. The learning process in the Merdeka Curriculum also encourages a student-centered learning approach (Yuniasari et al., 2023). That is, the teacher is not only a source of knowledge, but also a facilitator in student learning. Teachers are expected to be able to get to know more about the needs, interests, and potential of each student to then plan a learning experience that meets the individual's needs. In practice, teachers use a variety of learning methods and strategies, ranging from group discussions, research-based projects, to the use of technology in learning.

The Merdeka Curriculum also encourages cross-disciplinary learning, which integrates various subjects and skills as a whole (Fitriyah & Wardani, 2022). The learning process is no longer focused on learning in one discipline alone, but rather integrates various fields of knowledge to create a more meaningful and relevant learning experience for students. For example, in studying certain topics, students not only learn about mathematical theory, but also apply social skills in collaborating with classmates in completing a project. In the Independent Curriculum, learning evaluation has also undergone significant changes (Jojor & Sihotang, 2022). The learning evaluation process is not only focused on measuring understanding of concepts, but also on developing skills, attitudes and values pursued in the learning process. The evaluation is carried out holistically, which includes assessing various aspects of student development, including 21st century skills, creativity, initiative and responsibility.

Apart from that, in the Independent Curriculum, students are also involved in the learning evaluation process. This aims to provide opportunities for students to be more active in managing and evaluating their own learning, so as to increase their ability to reflect and improve themselves (Adiyono et al., 2023). Through this process, students are invited to be more independent in managing their learning, understand their strengths and weaknesses, and develop skills to learn independently. The Merdeka Curriculum also emphasizes the application of technology in the learning process. Technology is an important tool in supporting flexibility in learning, increasing student access to various learning resources, and enabling project or research-based learning that is more relevant to real life (Alammary et al., 2014). The use of technology also makes learning more interesting and interactive for students.

In implementing the Independent Curriculum, the role of parents, the community and various related parties outside the school is also strengthened. In this context, parental participation in the educational process becomes very important. Parents can support students' learning process at home, as well as participate in school activities that strengthen learning in the community environment. Preparation of teachers and other educational staff is also a focus in implementing the Independent Curriculum (Malikah et al., 2022). Teachers need to be involved in developing their

professional competencies to be able to implement this curriculum well. Support from schools and the government is very necessary in providing training, learning resources and other resources that support teachers in designing and implementing learning in accordance with the principles of the Independent Curriculum (Scoffham, 2018). The Merdeka Curriculum not only changes the way students learn, but also provides a new perspective on the role of education in developing Indonesian people who are competent, creative and globally competitive (Intiana et al., 2023). Through a more independent, responsive and integrated learning approach, the Merdeka Curriculum is expected to be able to produce a generation that is ready to face future challenges and contribute positively to nation building (Nurhayati et al., 2022).

There are several previous research opinions. The first research according to (Abdul Ghani et al., 2023), with the research title Differentiation Paradigm in the Implementation of the Independent Curriculum: Learning Context for Islamic Religious Education in Schools and Madrasas. The results of his research stated that the implementation of Merdeka Curriculum provides greater flexibility in the preparation of PAI curriculum, enabling the implementation of learning strategies that are more responsive to the needs of diverse learners. The implications of this study provide a strong basis for the development of educational policies that are adaptive and supportive of diverse learning approaches in schools and madrasahs. The second research according to (Masitho et al., 2023), with the research title Development of PAI Learning Assessment in Madrasah Educational Institutions and Islamic Boarding Schools in the Digital Era. The results of his research stated that the development of assessments for PAI learning in the digital era is an effort to obtain data/information from learning processes and outcomes to find out how well students, classes/subjects, or certain learning objectives/criteria/achievements are performing based on Islamic teachings in the digital era and the Vision, mission and objectives with the concept of planning and evaluation in educational institutions in madrasas and Islamic boarding schools in the digital era must be adjusted and considered clearly and measurably in order to achieve what is the goal and success of education in madrasas and Islamic boarding schools. The third research according to (Yusuf, 2021), with the research title Implementation Of 2013 Curriculum Assessment In Online-Based Islamic Religious Education Learning At Smpn 4 Prambanan. The results of his research stated that PAI teachers at SMPN 4 Prambanan innovate in assessing online-based Islamic Religious Education learning. Assessment of attitudes, knowledge and skills is carried out by utilizing learning media technology in the form of the Google classroom, Google from and WhatsApp platforms.

RESEARCH METHODOLOGY

The method used in this research is a literature study approach. A good research method is one that meets standards and has systematic steps. The literature study approach method is a research method used to collect, analyze and synthesize information from various literature sources that are relevant to a particular research

topic. This approach involves using published texts, such as books, scientific journals, articles, research reports, and other documents, as primary data to understand and answer research questions. The literature study approach also allows researchers to synthesize information from various literature sources. This synthesis involves bringing together and aligning various findings and opinions found in the literature into a coherent and comprehensive conclusion. The research method for literature studies related to the Islamic education portfolio evaluation system and its relevance to the Era 5.0 independent curriculum learning is carried out through a structured and comprehensive approach (Imania & Bariah, 2019).

The steps taken in this research include identification of relevant literature sources, selection of appropriate sources, content analysis, and synthesis of information as a basis for drawing solid conclusions. First, identification of literature sources was carried out by searching academic databases and scientific journals, and utilizing keywords appropriate to the research topic, such as 'portfolio evaluation system', 'Islamic education', and 'Era 5.0 independent curriculum'. The sources collected include scientific articles, books, research reports and official documents related to the Islamic education evaluation system and the Era 5.0 independent curriculum. Second, after collecting literature sources, the next step is selection based on predetermined inclusion criteria. Relevant sources for analysis are those that discuss the portfolio evaluation system in the context of Islamic education and its relation to the learning principles of the Era 5.0 independent curriculum. Source selection is based on quality and relevance to the research topic.

Then, content analysis was carried out carefully on the information contained in the selected literary sources. The extracted data includes basic concepts regarding the Islamic education portfolio evaluation system, learning principles in the Era 5.0 independent curriculum, the strengths and weaknesses of the portfolio evaluation system, as well as the relevance between these two concepts. Analysis is carried out comprehensively to identify patterns, differences and similarities between the various literature sources that have been selected. Finally, the information contained in the literature sources is systematically synthesized to draw solid conclusions. From the results of content analysis, significant findings regarding the relevance of the Islamic education portfolio evaluation system to Era 5.0 independent curriculum learning were identified and arranged in the form of a logical and clear narrative. This synthesis is the basis for presenting research results and conclusions that support the arguments put forward in this research. Thus, this literature study research method makes it possible to present a comprehensive picture of the Islamic education portfolio evaluation system and its relevance to Era 5.0 independent curriculum learning based on in-depth analysis of credible and relevant literary sources to the research topic.

RESULT AND DISCUSSION

Islamic education is an integral part of the education system in many countries, especially in countries with a majority Muslim population. In the context of Islamic education, it is important to have an effective evaluation system to measure student achievement in understanding and practicing Islamic teachings. One evaluation method that is increasingly popular is the portfolio evaluation system. This system allows students to compile and show a portfolio of their works, which covers various aspects of learning, such as knowledge, skills, attitudes and Islamic values. In this discussion, we will explore the Islamic education portfolio evaluation system and its relevance to learning the Era 5.0 independent curriculum. The Islamic education portfolio system has various advantages that can improve learning in the context of the Era 5.0 independent curriculum. First, the portfolio system allows a holistic assessment of students. In the Era 5.0 independent curriculum, assessments that go beyond academic aspects are becoming increasingly important. The portfolio system allows teachers to assess students' progress not only in terms of knowledge, but also skills, attitudes and Islamic values. Thus, this approach reflects the spirit of an independent curriculum which emphasizes skills and character-based learning.

Second, portfolio systems facilitate project-based learning and real-world experiences. In the Independent Era 5.0 curriculum, there is a strong emphasis on learning that is relevant to real life and encourages student involvement in collaborative projects. By using a portfolio, students can record and reflect on their experiences in these projects, allowing them to learn from real-life experiences and strengthen collaborative and problem-solving skills. Portfolio systems enable ongoing formative assessment. In the Era 5.0 independent curriculum, it is important for teachers to provide continuous feedback to students so that they can continue to improve themselves. By using a portfolio, teachers can provide specific and in-depth feedback about student performance on an ongoing basis. This allows students to respond to feedback and make improvements throughout the learning process. Portfolio systems promote learner-centered learning. The Era 5.0 independent curriculum emphasizes the importance of learning that focuses on the needs, interests and potential of students. By using a portfolio, students can have greater control over their own learning. They can choose projects or activities that suit their interests and goals, as well as set personal learning goals that are relevant to their development.

Furthermore, the portfolio system facilitates collaboration between students and community involvement in learning. In the Era 5.0 independence curriculum, cooperation and community involvement are the keys to preparing students to become active and responsible members of society. By using a portfolio, students can work together on collaborative projects, both inside and outside the classroom. They can also record their contributions to the community, such as participation in social activities or community service, which reflects the Islamic and civic values taught in Islamic education. Finally, portfolio systems facilitate the integration of technology in learning. In the Era 5.0 independent curriculum, the use of technology is becoming increasingly important to support innovative and data-based learning. By using digital platforms to compile, present and share

portfolios, students can develop their digital literacy and utilize a variety of digital resources to enrich their learning.

Table 1: Comparison of Portfolio Evaluation Systems with Other Evaluation Methods

NO	Evaluation Aspect	Portfolio Evaluation System	Written examination	Practical Project
1	Type of Material Assessed	Student works in various forms (written, visual, etc.) that reflect Islamic understanding and practice.	Theoretical knowledge measured through multiple choice questions, essays, or other written assignments.	Application of concepts and skills in practical situations, often in groups or individuals.
2	Evaluation Focus	Understanding, application and reflection on Islamic teachings as well as development of critical skills	Students' ability to remember, understand, and interpret written information.	Students' ability to apply concepts and skills in real or simulated situations.
3	Student Engagement	Encourage students' active involvement in planning, organizing, and reflecting on their own work.	Lack of space for students to express their uniqueness and talents personally.	Requires student involvement in planning and executing the project, but is sometimes more structured.
4	Teacher Needs	Requires the teacher's role as a facilitator, guide and assessor who provides continuous feedback.	Requires preparation and preparation of questions, supervision during the exam, and assessment of student answers.	Requires the teacher's role in providing guidance, evaluating results, and providing feedback to students.

The portfolio evaluation system in Islamic education describes a holistic approach to evaluating student learning. In this context, evaluation does not only focus on students' knowledge and skills in understanding Islamic teachings, but also pays attention to aspects such as attitudes, values, and self-reflection on religious practices. This system provides opportunities for students to express their diverse talents and

interests through various forms of work, such as writing, artwork, speeches, etc., which reflect a deep understanding of Islamic teachings and their application in everyday life. In the context of Era 5.0 independent curriculum learning, where there is an emphasis on developing 21st century skills such as creativity, collaboration and critical thinking, the portfolio evaluation system is becoming increasingly relevant. The independent curriculum emphasizes the importance of exploring students' potential holistically, not only in terms of academic knowledge, but also in terms of skills and attitudes that are relevant to the needs of the times. The portfolio evaluation system allows students to demonstrate these skills through projects that reflect a deep understanding of Islamic teachings and their application in real-life contexts.

Apart from that, learning in the Era 5.0 independent curriculum also emphasizes the importance of empowering students in managing their own learning. Portfolio evaluation systems provide opportunities for students to become agents in their learning process by planning, organizing, and reflecting on their own work. This not only strengthens students' understanding of Islamic teachings, but also develops students' abilities in managing time, setting priorities, and developing independence in learning. In the context of independent curriculum learning, evaluation not only aims to measure students' academic achievements, but also to facilitate the development of competencies that are relevant to real life. The portfolio evaluation system in Islamic education allows schools to assess not only students' knowledge of Islamic teachings, but also skills, attitudes, and values relevant to religious practice and daily life. Thus, the portfolio evaluation system has high relevance to the Era 5.0 independent curriculum learning which emphasizes the development of 21st century skills and the empowerment of students in managing their own learning.

Table 2: Aspects of the Islamic Education Portfolio for Description

NO	Aspects of the Islamic Education Portfolio	Description
1	Development of Islamic Knowledge	Students can demonstrate a deep understanding of Islamic teachings, history, ethics and values in the Islamic religion.
2	Skill Strengthening	Through portfolios, students can display practical skills such as reading the Koran, speaking Arabic
3	Formation of Islamic Character	The portfolio reflects the development of students' character in terms of honesty, responsibility, tolerance and compassion.
4	Self reflection	Learners consider their personal progress and set learning goals for better self-development.

5	Community Engagement	The portfolio may include community projects undertaken by learners to strengthen social and moral ties.
6	Technology Integration	Learners use digital platforms to compile, present and share their portfolios effectively.
7	Collaborative Learning	Portfolios can reflect collaboration between students in learning projects involving teams.
8	Formative Assessment	Teachers can provide ongoing feedback based on the portfolio, allowing for adjustments to instruction and learning.
9	Parental Involvement	Parents can be involved in assessing and celebrating their children's achievements through an Islamic education portfolio.
10	Readiness for the World of Work	The portfolio reflects mastery of skills relevant to the world of work and entrepreneurship in the digital era.

With the Islamic education portfolio system, educators can track and evaluate students' progress in various Islamic aspects and skills relevant to the Era 5.0 independent curriculum. This is in line with the spirit of the independent curriculum which emphasizes learning that is student-centred, collaborative and responsive to current developments. The portfolio system also allows for holistic assessment, paying attention not only to academic achievements, but also to the formation of students' character and readiness to face the challenges of the modern world. Thus, integration between the Islamic education portfolio system and the Era 5.0 independent curriculum can create a learning environment that is inclusive, oriented towards personal development, and relevant to the demands of the times.

In implementing the Islamic education portfolio system in Era 5.0 independent curriculum learning, teachers need to follow a series of steps that are structured and oriented towards inclusive, collaborative and skills-based learning. First of all, teachers need to understand the basic principles of the Islamic education portfolio system and how it can be integrated with the learning concepts adopted in the Era 5.0 independent curriculum. This involves a deep understanding of Islamic learning objectives, Islamic values, and skills relevant to the needs of the times. Once this understanding is formed, the teacher can start by designing learning activities that lead to the formation of student portfolios. These activities must be diverse and include various Islamic aspects, skills and values that want to be emphasized in the Era 5.0 independence curriculum. For

example, teachers can develop learning projects that allow students to demonstrate their understanding of Islamic concepts, Arabic language skills, or social and leadership skills.

Then, teachers need to guide students in compiling and organizing their portfolios. This involves using appropriate digital platforms to store, present and share portfolios effectively. Teachers can also provide guidance on how to structure project descriptions, personal reflections, and evidence of accomplishments for each entry in the portfolio. With the right guidance, students can develop the organizational, critical thinking, and self-reflection skills that are important in their learning. Furthermore, teachers must actively provide feedback to students regarding their portfolios. This feedback should be constructive, specific, and learning-oriented. Teachers can use clear assessment rubrics to evaluate student portfolios and provide feedback on strengths and areas of development. This allows learners to continuously refine and enhance their portfolio throughout the learning process.

CONCLUSION

Based on the results and discussion above, it can be concluded that the Islamic education portfolio evaluation system has positive benefits for teachers in evaluating the learning of the Era 5.0 independent curriculum because it is able to accommodate the principles of personal, interesting and progressive learning. To ensure successful implementation, comprehensive efforts are needed to develop fair and accurate assessment guidelines, as well as training for educators in consistently assessing portfolios. The portfolio evaluation system in Islamic education has relevance to Merdeka curriculum learning in Era 5.0. In the context of the Merdeka Era 5.0 Curriculum, the portfolio approach provides crucial benefits in measuring students' understanding of Islam, as well as providing opportunities for them to reflect on their understanding and experiences in more depth. The portfolio approach in Islamic education includes various types of evidence, including personal reflections, writings, projects, and audio or video recordings related to Islamic teachings and practices. This is in line with the spirit of the Merdeka curriculum which encourages support for technological advances and cross-subject integration in learning. By focusing on portfolios, students can express their understanding of Islam through various media, thereby arousing greater interest and creativity in learning. However, there are several challenges that need to be overcome in implementing portfolios in Islamic education, including clear understanding, allocation of time and resources, as well as concerns regarding privacy. Collaboration between stakeholders, such as government, schools, teachers, students and parents, is needed to ensure the successful implementation of portfolios in the Merdeka curriculum. Thus, the portfolio evaluation system in Islamic education offers significant benefits in supporting comprehensive and diverse learning in accordance with the spirit of the Merdeka Era 5.0 curriculum.

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