

An Analysis of the Alignment Between Learning Assessment Techniques and the Pancasila Student Profile in Indonesian Primary Schools

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Abstract

This study examines the extent to which learning assessment techniques in Indonesian primary schools align with the objectives of the Pancasila Student Profile (PSP). Employing a qualitative research design through a literature review method, data were collected from relevant journals, academic books, and policy documents published within the last five years. The analysis indicates that current assessment practices predominantly emphasize cognitive domains, with minimal attention to affective and psychomotor aspects. This discrepancy poses a significant challenge to achieving the intended outcomes of the PSP within the framework of the Merdeka Curriculum. The study recommends the adoption of comprehensive assessment models, such as the CIPP (Context, Input, Process, Product) approach, alongside enhanced teacher professional development, to create evaluation instruments that effectively measure character values, including collaboration, independence, and critical thinking. Theoretically, this article contributes to the development of character-based assessment frameworks and provides practical insights for educators and education policymakers.

Keywords: Pancasila Student Profile, Learning Assessment, Character Education

A. Introduction

Primary education serves as a fundamental foundation in shaping students' character and intellectual abilities. Since the implementation of the *Merdeka Curriculum*, the Indonesian government has emphasized the importance of the *Pancasila Student Profile* (PSP) as a guideline for character development based on the values of Pancasila (Ulfa Pramustika et al., 2024). This concept aims to

cultivate learners who are faithful, independent, critical thinkers, creative, collaborative, and globally diverse. However, in practice, the application of these values still encounters various challenges in the field. Common obstacles include the limited understanding of teachers regarding the PSP concept and difficulties in integrating it effectively into learning activities. As a result, character education in primary schools remains suboptimal (Oktaviani & Tutuk Ningsih, 2024).

The dynamic development of curricula necessitates adjustments in learning evaluation techniques to align with the expected competencies and character outcomes. Evaluation methods should no longer focus solely on cognitive aspects but must also reflect affective and psychomotor dimensions, particularly in strengthening character education aligned with the PSP framework (Aura Ramadhani et al., 2025). Nevertheless, current evaluation practices predominantly emphasize academic achievement, while character values such as collaboration and independence are often overlooked in teachers' assessment instruments. This gap illustrates a significant discrepancy between the objectives of the curriculum and its practical application in schools. Consequently, a more in-depth analysis is needed to examine the relevance and alignment of assessment techniques with the goal of shaping the ideal student profile (Mulyani et al., 2023).

Previous studies have consistently highlighted the importance of reinforcing the PSP within primary education. However, most of these studies have focused on instructional strategies and curriculum implementation without examining the compatibility of the assessment techniques applied (Sukitman et al., 2023). For example, research by Damayanti & Winanto (2024) noted the success of schools in integrating Pancasila values but did not evaluate the effectiveness of the instruments used to assess students' character. In fact, appropriate assessment techniques serve as crucial indicators of the success of character-based education. Therefore, there is a need for evaluative approaches that go beyond summative assessments and incorporate formative and authentic assessments as integral components of the learning process. This research seeks to fill that academic gap.

This article offers a scholarly contribution by analyzing learning evaluation techniques specifically based on the dimensions of the *Pancasila Student Profile*. It examines the extent to which the assessment methods employed in primary

schools reflect character indicators such as independence, creativity, and collaboration. Additionally, it explores the potential of project-based, observational, and portfolio-based assessments as alternative character measurement tools. In the context of continually evolving education policies, this study's novelty lies in bridging the gap between macro-level policy objectives and micro-level classroom practices. Thus, the article not only expands the academic discourse on learning assessment but also encourages innovation in implementing character-based evaluations. This effort aligns with the national vision of strengthening character education within Indonesia's educational system (Mulyani et al., 2023).

The core issue addressed in this study is the inconsistency between the assessment techniques commonly employed by primary school teachers and the intended character development goals outlined in the PSP. The existing techniques tend to be conventional and primarily focus on cognitive achievements, often neglecting the affective and psychomotor aspects of student development. Yet, holistic character formation requires comprehensive measurement across all domains of student growth. Based on this issue, the hypothesis proposed is that current assessment techniques have not fully supported the attainment of learning outcomes grounded in Pancasila values. Therefore, it is essential to reevaluate the evaluative approaches applied in the learning process to improve the quality of character education in primary schools.

The primary objective of this article is to analyze the alignment between learning evaluation techniques and the *Pancasila Student Profile* in primary education. It aims to identify the most appropriate assessment methods for measuring the success of character formation based on the six dimensions of the PSP. Theoretically, this study is expected to enrich the literature on character-based learning assessment in the context of primary education. Practically, the findings of this analysis are intended to provide concrete recommendations for teachers and education policymakers in designing more holistic and comprehensive assessment techniques. In this way, the article not only offers academic benefits but also delivers practical implications for classroom practices. Ultimately, this study aspires to reinforce the role of assessment in achieving national education goals rooted in Pancasila values.

Methods

This study employs a qualitative approach using a literature review (library research) method. The primary aim of the research is to analyze the alignment between learning assessment techniques and the *Pancasila Student Profile* (PSP) in Indonesian primary schools. Data sources were collected from a variety of relevant literature, including books, scholarly articles, academic journals, and official education policy documents addressing learning assessment and the implementation of the PSP. Data collection was conducted through a systematic review of literature pertinent to the research topic, involving several stages such as topic identification, retrieval of relevant references, and selection of appropriate materials. The data obtained were then analyzed to identify patterns, themes, and gaps within the current practices of learning assessment in primary schools. A qualitative descriptive analysis approach was applied, enabling the researcher to gain a comprehensive understanding of the context and complexities surrounding learning evaluation in relation to the PSP.

This study did not involve direct interviews or observations of individual subjects, as the research focus is centered on analyzing previously published literature. However, the selection of data sources was carried out carefully to ensure the relevance and credibility of the information used. The criteria for selecting literature included alignment with the research topic, the currency of information, and the reputation of the source. The data analysis process followed the stages of data reduction, data display, and conclusion drawing, as outlined by Miles and Huberman. This process enabled the researcher to construct a comprehensive and in-depth synthesis of information concerning the alignment between learning assessment techniques and the *Pancasila Student Profile* in primary education.

B. Results and Discussion

The findings of this literature review indicate that the learning assessment techniques implemented in Indonesian primary schools have not yet fully reflected the dimensions of the *Pancasila Student Profile* (PSP). Most teachers continue to rely on conventional evaluation methods that focus primarily on cognitive aspects, such as written tests and daily quizzes, while affective and psychomotor aspects related to character development receive limited attention. This situation is largely caused by teachers' limited understanding of the PSP concept and the lack of adequate training in developing appropriate and comprehensive assessment instruments.

A study conducted by Damayanti and Winanto (2024) revealed that although the implementation of the PSP had been designed with clear objectives, several obstacles remained in practice, including limitations in infrastructure and insufficient teacher comprehension of PSP principles. Similarly, research by Khomsariyani et al. (2024) on the implementation of the *Pancasila Student Profile Strengthening Project (P5)* at SDIT Bina Bangsa showed that although the project was generally well-executed, deficiencies were still found in the preparation of project modules and in the provision of ongoing professional development for teachers. These findings highlight that although efforts to integrate the PSP into classroom learning have been initiated, the assessment techniques employed have not fully supported the achievement of its intended objectives.

This study also found that the gap between curriculum expectations and assessment practices in primary schools could be addressed by developing assessment instruments that comprehensively cover all PSP dimensions, such as collaboration, independence, creativity, and global diversity. Additionally, teachers must be provided with structured training programs to design and implement assessment tools that can holistically measure students' learning outcomes and character development.

A comparison with previous research confirms that comprehensive assessment models, such as the CIPP (Context, Input, Process, Product) evaluation framework, can effectively support the holistic evaluation of PSP implementation. This model facilitates the assessment not only of final outcomes but also of the program's context, inputs, and implementation processes, thereby identifying areas that require improvement. A study by Utami et al. (2024), which applied the CIPP model to evaluate the P5 program at SD Negeri Kalicacing 02 Salatiga, found that although the program was generally successful, there were still deficiencies in the input and process components, particularly regarding the availability of infrastructure and the provision of teacher training.

These findings collectively affirm the importance of adopting a holistic, continuous, and well-supported assessment approach to achieve the PSP's goals. Teachers require adequate professional training and resources to develop and utilize comprehensive evaluation tools that measure all PSP dimensions effectively. Moreover, assessments should consider the context, input, process, and product dimensions to comprehensively evaluate all factors that influence the success of PSP implementation. Through such an approach, learning

assessments can serve not only as tools to measure cognitive achievements but also as strategic instruments for promoting students' character development in alignment with Pancasila values.

However, several factors may affect the successful implementation of comprehensive evaluations. These include limitations in resources such as time, personnel, and facilities, which may hinder the effective conduct of holistic assessments. In addition, resistance to change and the lack of support from key stakeholders may pose significant challenges in adopting PSP-aligned evaluation practices. Therefore, collaborative efforts involving government authorities, schools, and community stakeholders are essential to create an environment conducive to the implementation of effective and sustainable learning assessments (Prasetyowati et al., 2024).

This study is limited by its reliance on a literature review approach, which may not fully capture the complexity of real-world assessment practices in schools. Furthermore, limited access to empirical data from a broad range of educational institutions may affect the generalizability of the findings. Future research is recommended to conduct field studies involving direct classroom observations and in-depth interviews with teachers and students to gain a more comprehensive and contextual understanding of learning assessment practices aligned with the *Pancasila Student Profile*.

C. Conclusions

Based on the analysis of various literature studies and evaluations of field practices, this article concludes that learning assessment techniques in Indonesian primary schools have not yet been fully aligned with the dimensions of the *Pancasila Student Profile* (PSP). The prevailing tendency among teachers to employ evaluation methods that focus predominantly on cognitive aspects has proven insufficient in comprehensively portraying the character and competencies intended to be developed through the PSP. This gap highlights the necessity for a paradigm shift in assessment practices moving beyond solely measuring academic achievement to also accommodating affective and psychomotor domains through integrated instruments rooted in Pancasila values.

The findings suggest that to achieve the PSP's objectives of fostering students who are faithful, independent, collaborative, critical thinkers, creative, and globally-minded, primary school teachers must be provided with continuous professional development on the design and implementation of character-based and multidimensional assessment techniques. An ideal evaluation framework should adopt a holistic approach, such as the CIPP (Context, Input, Process, Product) model, which evaluates not only learning outcomes but also the context, resources, and implementation processes. Through this model, PSP implementation can be more effective and exert a tangible impact on students' comprehensive character formation.

Theoretically, this study contributes to the growing body of knowledge on the significance of aligning learning assessment with character education objectives based on Pancasila values. Practically, it provides concrete recommendations that can serve as a reference for teachers, school leaders, and policymakers in formulating more relevant assessment strategies in line with the Merdeka Curriculum and PSP reinforcement. Ultimately, this study addresses its primary aim of analyzing and offering solutions to the mismatch between current assessment practices and the characteristics of the *Pancasila Student Profile* within primary school settings.

D. Recommendations

Based on the findings and discussions presented in this article, the primary recommendation is the urgent need for the development and application of more comprehensive learning assessment techniques that are aligned with the dimensions of the *Pancasila Student Profile* (PSP). It is advised that primary school teachers receive continuous training specifically focused on the design of character-based assessment instruments, promoting creativity, national values, and holistic competencies beyond cognitive achievement alone.

Future research is encouraged to empirically explore effective evaluation models and approaches capable of comprehensively measuring all dimensions of the PSP through field observations and applied studies. In addition, it is important to recognize several challenges that may hinder the implementation of PSP-based assessments, including limited teacher resources, high administrative workloads, the scarcity of relevant assessment instruments, and the generally low assessment literacy among educators. The successful implementation of

PSP-oriented assessments is also highly dependent on the school environment and the support of education stakeholders. Therefore, strong synergy between government authorities, education providers, and the broader community is essential to create a supportive educational ecosystem that promotes the realization of the *Pancasila Student Profile* objectives.

To educators and policymakers alike, this article conveys the importance of rethinking the essence of character education within primary school learning practices. Assessment should not merely serve as a tool for measuring academic achievement but must also function as a strategic instrument to cultivate noble values that form the foundation of national identity. The call to action for readers is to begin reflecting on the nature of evaluation practices within their respective educational settings. Are those practices truly aligned with the values expected of a *Pancasila Student*? If not, now is the time to act starting from small adjustments in classroom practices to advocating for systemic changes at the policy level.

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