

## ANALYZING FORMATIVE ASSESSMENT IN CITIZENSHIP GRADUATE PROFILE STRENGTHENING PROJECTS

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### ABSTRACT

*This study aims to analyze the implementation of formative assessment in the Civic Graduate Profile Strengthening Project (P3LK) to understand its effectiveness in shaping student character. This study uses a descriptive qualitative method conducted at SDN Larangan 2, involving teachers, students, and the principal as key informants. Data collection was carried out through participatory observation, in-depth interviews, and documentation studies. Data validity was tested using source and technique triangulation, while data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing. The results show that the practice of formative assessment in P3LK is not yet fully optimal due to teachers' lack of understanding of process assessment instruments and constructive feedback. Nevertheless, formative assessment has been proven to increase student engagement in self-reflection related to citizenship values. This study recommends the need for intensive training for educators on various formative assessment strategies and the development of assessment rubrics that are more adaptive to the dynamics of the civic graduate profile strengthening project.*

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## 1. INTRODUCTION

Global education in the 21st century demands a fundamental transformation in curricula, shifting from a focus on mere knowledge accumulation toward the development of holistic competencies that encompass cognitive, affective, and psychomotor aspects. In Indonesia, this demand is addressed through the implementation of the Kurikulum Merdeka (Independent Curriculum), with one of its main pillars being the *Projek Penguatan Profil Pelajar Pancasila* (P5) or the Project for Strengthening the Profile of Pancasila Students (Adnyana et al., 2025).

P5 is designed as a cross-disciplinary project-based learning initiative aimed at strengthening the crucial dimensions of the Pancasila Student Profile, including citizenship-related dimensions such as faith, global diversity, mutual cooperation, and critical reasoning. In the context of P5, success is not measured solely by the final outcome;

rather, the most vital aspect is the continuous process of student self-development. Therefore, formative assessment plays a highly strategic and central role.

Formatively defined, it is a process in which teachers and students utilize assessment evidence to make decisions regarding the next steps in teaching and learning, aiming to bridge the gap between where students are and where they should be (Wijayama et al., 2024). In P5, formative assessment is not merely an evaluation instrument but a pedagogical intervention designed to guide students in internalizing civic values and developing skills in collaboration, critical thinking, and social problem-solving. The primary scientific problem is the extent to which formative assessment practices—theoretically capable of improving learning processes and outcomes—are effectively, consistently, and sustainably implemented in citizenship-themed projects, where the dimensions measured are soft skills that are difficult to quantify.

Despite the massive implementation of Kurikulum Merdeka and the mandatory nature of P5, a striking gap exists between policy ideals and implementation reality. Ideally, P5 guidelines recommend that formative assessment be conducted holistically through constructive feedback, self-assessment, peer-assessment, and detailed observation throughout the project stages to ensure the achievement of the Pancasila Student Profile competencies (Fadilah, 2025).

However, practical observations and preliminary studies indicate a different reality. Teachers often face constraints such as limited time to provide deep, value-oriented individual feedback, limited understanding in designing relevant formative instruments for the moral and ethical dimensions of citizenship, and pressure to produce project 'products' or 'reports' as physical evidence. This tendency to focus on administrative aspects and final products indirectly shifts the focus away from reflection and formative feedback. This gap creates a significant risk that Citizenship-themed P5, which should be a transformative space for instilling civic values, becomes reduced to a mere product-making project that loses its formative essence.

Theoretical studies on formative assessment are well-established, supported by frameworks emphasizing five key strategies: clarifying goals, effective questioning, providing empowering feedback, and encouraging self- and peer-regulation (Hayati, 2024). However, a theory gap emerges when these general formative principles are applied to the specific context of Citizenship-based projects. Citizenship projects possess unique characteristics, focusing on complex social issues that require the development of affective, moral, and ethical dimensions difficult to measure using standard tools. Theoretical literature explicitly outlining how formative feedback and reflection should be formulated to strengthen soft skills in citizenship—such as tolerance, deliberation (*musyawarah*), and civic responsibility—remains limited (Mulya et al., 2025). There is a need to expand formative theory to adequately explain how tools like behavioral observation rubrics or reflective journals can validly capture students' moral and ethical development in a citizenship context, rather than being mere administrative supplements. Furthermore, a systematic literature review reveals a significant research gap. While many studies have examined the implementation of P5 and formative assessment in the curriculum, they tend to be descriptive, focused on perceptions, or limited to more easily measurable P5 themes like entrepreneurship (Sappaile, 2025).

The research void lies in the lack of studies that specifically conduct an in-depth analysis of formative assessment practices in value-oriented and attitude-based projects, namely Citizenship Projects. Additionally, few studies explicitly test the quality and actual impact of formative feedback on changes in students' attitudes and the internalization of civic values. Existing research tends to apply general formative frameworks without adequate contextual adjustment to handle the complexity of character assessment.

Therefore, this study aims to fill this void, offering a research novelty situated in a niche contextual focus—the specific intersection between Formative Assessment and Citizenship Projects—and an in-depth analysis of feedback quality. This research goes beyond implementation descriptions to perform a normative analysis of practices, comparing them against high-leverage formative assessment principles. Another novelty is the potential to formulate an implicit formative assessment practice model that serves as a practical guide for project facilitators, blending formative assessment theory with the character development demands of the Pancasila Student Profile.

Based on this background, gaps, and novelty, the primary objectives of this study are to comprehensively identify and describe the formative instruments used, analyze the quality and consistency of feedback practices, analyze the impact of such feedback on improving students' understanding and internalization of civic values, and formulate recommendations for an effective, specific, and contextual formative assessment model for the Strengthening Project of Citizenship Graduate Profiles as a practical contribution to the implementation of Kurikulum Merdeka (Taali et al., 2024).

This research holds high urgency, both academically and practically. Academically, the results will enrich the corpus of knowledge regarding formative assessment in project-based learning beyond the cognitive domain, particularly in the affective and socio-emotional domains. Practically, P5 is established as the core of character development in Kurikulum Merdeka. If formative assessment practices—as the "heart" of P5—are ineffective, the entire objective of character education will be at risk of failure. This research provides a clear roadmap (recommended practice model) for Citizenship P5 facilitators to enhance the effectiveness of pedagogical interventions, ensuring that P5 truly becomes a transformative platform (Hidayat & others, 2025).

By understanding how appropriate formative assessment can foster civic values, this research indirectly supports the effort to cultivate a responsible younger generation with Pancasila character. In conclusion, formative assessment is a crucial element of Citizenship P5; however, field implementation still faces a gap between theoretical ideals and practice, particularly in measuring and guiding the development of complex civic values (Afia et al., 2025). Thus, this research is urgent to fill the research void and provide an empirically and contextually tested practice model to ensure the realization of the Pancasila Student Profile goals.

## 2. RESEARCH METHOD

This study employs a descriptive qualitative approach to analyze formative assessment practices within the Project for Strengthening Citizenship Graduate Profiles, focusing on a profound understanding of how such assessments are implemented in a primary education setting. This research design was selected as it enables a narrative and contextual exploration of formative assessment practices, involving holistic data collection to identify patterns, challenges, and their impact on the development of citizenship profiles (Sari & Ayuningsih, 2025).

The study was conducted at SDN Larangan 2, a public elementary school in an urban area currently implementing the national curriculum's project for strengthening citizenship graduate profiles. The primary informants included four classroom teachers, one school principal, and ten students from grades V and VI directly involved in the project. Informants were selected through purposive sampling to ensure representative perspectives from various stakeholders within the school ecosystem.

The research was conducted throughout September, with intensive data collection performed over three weeks to capture the ongoing dynamics of formative assessment practices. The primary data collection technique was participant observation, where the researcher was directly involved in classroom and project activities during formative assessment sessions, recording teacher-student interactions and the assessment processes.

Furthermore, semi-structured in-depth interviews were conducted with the informants to gain subjective insights into their experiences, using open-ended questions to explore challenges and successes in implementing formative assessment. Additional techniques included document analysis, such as project implementation plans, assessment rubrics, and student progress reports collected from school archives to complement the primary data.

To ensure data validity, this study implemented a comprehensive triangulation technique, involving source triangulation (teachers, students, and principal), method triangulation (combination of observation, interviews, and document analysis), and theory triangulation (referencing formative assessment theories in educational literature). Additionally, member checking was performed by sharing preliminary findings with the informants for verification, thereby reducing subjectivity bias and increasing the accuracy of the findings (Habibullah et al., 2025).

Data were analyzed inductively using thematic analysis. Interview transcripts, observation notes, and documents were organized through open, axial, and selective coding to identify key themes, such as the effectiveness of assessment in shaping citizenship skills, implementation barriers, and recommendations for improvement. This process was supported by NVivo software to manage and categorize data systematically, ensuring a deep and structured analysis (Nurhayati et al., 2024).

This approach is grounded in qualitative methodological frameworks proven effective in educational research, as described by Creswell (2014), which emphasizes the importance of triangulation for validity. Furthermore, the thematic analysis technique adheres to the systematic steps for uncovering patterns in qualitative data as outlined in the established guidelines (Rusdiana, 2025).

### **3. RESULTS AND DISCUSSION**

This study aims to analyze formative assessment practices within the project for strengthening citizenship graduate profiles at SDN Larangan 2, focusing on how these assessments are implemented to cultivate students' civic skills, such as empathy, social responsibility, and active community participation. The results were obtained through participant observation, in-depth interviews, and document analysis, which were subsequently integrated to provide a comprehensive overview of the effectiveness, challenges, and innovations in formative assessment implementation (Tri Rejeki et al., 2024).

The collected data indicate that formative assessment functions not only as an evaluative tool but also as a mechanism for reinforcing citizenship graduate profiles, aligning with the objectives of the Indonesian national curriculum to produce civic-minded generations. The discussion of these results integrates empirical findings with relevant literature, highlighting innovative aspects and concluding with implications for educational practice (Sudarman et al., 2025).

Participant observations conducted over three weeks at SDN Larangan 2 revealed that formative assessment practices within the citizenship profile strengthening project are consistently applied during daily classroom activities. This project involved fifth and sixth-grade students in activities such as group discussions on social issues, collaborative school environment cleaning projects, and presentations on civic values like tolerance and justice.

Formative assessment was carried out through daily observation checklists by teachers, where students were assessed based on active participation, collaborative abilities, and self-reflection following activities. For instance, in a discussion session on "Citizenship in the Digital Age," teachers utilized a simple rubric to assess how students expressed opinions without judging their peers; this assessment was then used to provide immediate feedback and adjust subsequent learning.

Observation findings suggest that these formative assessments are effective in increasing student engagement, with an average of 85% of observed students actively participating in the project. However, challenges emerged in the form of variations in student ability; students from lower socio-economic backgrounds tended to lack confidence in verbal expression. Consequently, teachers had to adapt assessment methods using a more inclusive approach, such as utilizing visual aids or role-playing (Oktalia et al., 2025).

Photographic documentation during observations—such as images of students engaging in group discussions (Photo 2) and teachers providing formative feedback (Photo 1)—reinforces these findings by demonstrating the dynamic interactions that support the development of civic skills. Overall, observations indicate that formative assessment serves as a diagnostic tool that helps teachers identify student strengths and weaknesses in real-time, facilitating more adaptive learning.



Photo 1



Photo 2

Picture 1. Photographic documentation during observations (photo 1 and 2)

Interviews with four homeroom teachers at SDN Larangan 2 revealed practical perspectives on the implementation of formative assessment within the project to strengthen citizenship graduate profiles. One teacher, Mr. Islah, stated, "Formative assessment helps me see how students develop empathy; for example, when they work together on environmental projects, I can immediately provide suggestions to improve their collaboration." This finding was consistent among informants, with teachers emphasizing that this assessment is not merely a final evaluation but an ongoing process that allows for curricular adjustments. They also reported challenges such as limited time to provide individual feedback, which is often addressed through small-group sessions (Hanani et al., 2025).

Another teacher, Mr. Anwar, highlighted innovations in assessment, such as the use of daily reflective journals assessed formatively to track the development of students' civic skills. "Through these journals, students learn to reflect on their actions, such as helping a struggling peer, which I comment on immediately to reinforce civic values," he said. Overall, the interviews indicated that teachers feel formative assessment enhances student motivation and project effectiveness, although they recommended further training in more diverse assessment techniques.

The interview with the school principal, Mr. Rahman, provided a strategic view of the role of formative assessment within the overall school context. He explained that the project to strengthen citizenship graduate profiles is integrated into the school's vision to produce students who are active in society, with formative assessment serving as a primary pillar. "We use this assessment to monitor project progress; for example, through monthly reports, I can see how students are progressing in social participation," he stated (Praekanata et al., 2024). These findings show that the principal views formative assessment as a tool for program evaluation, focusing on indicators such as increased tolerance among students from diverse backgrounds.

However, Mr. Rahman also acknowledged administrative challenges, such as difficulties in allocating resources for teacher training. He encouraged innovations like collaboration with local communities for real-world project-based assessments, such as anti-bullying campaigns in the school environment. These interviews confirm that support from school leadership is crucial for the sustainability of formative assessment, concluding that effective implementation can enhance a school's reputation in citizenship education.

Interviews with ten students from grades V and VI revealed their subjective experiences with formative assessment. Rina, an 11-year-old student, remarked, "I like it when the teacher gives comments after a discussion; it makes me want to do better in helping my friends." This suggests that formative assessment increases student awareness of civic values, with students reporting improved self-confidence in class participation. However, some students expressed initial anxiety toward assessment, which diminished over time due to positive feedback (ALIA et al., 2024). Another student, Andi, highlighted innovative aspects such as collaborative projects where formative assessment helped them learn from mistakes. "We learned that citizenship is about working together, and the teacher always tells us what can be improved," he said. Overall, student interviews showed that formative assessment not only educates but also builds character, with students feeling more engaged and motivated in the project (Fitri et al., 2025).

The discussion of these findings integrates empirical evidence with relevant literature, highlighting the innovative aspects of formative assessment practices at SDN Larangan 2. Observations and interviews demonstrate that formative assessment is effective in shaping citizenship graduate profiles by enhancing learning through constructive feedback. The primary innovation is evident in the inclusive approach, such as the use of reflective journals and collaborative projects, which assess not only knowledge but also social skills—a departure from traditional assessments that are often strictly summative (Ramadan et al., 2025). From the teachers' perspective, this practice supports professional development, as explained in literature regarding formative assessment as a diagnostic tool. The principal emphasized integration with the school's vision, which is innovative because it involves the community, similar to community-based models. Students reported an increase in motivation, supporting research on assessment-based learning that builds student agency. Overall, this discussion shows that the practices at SDN Larangan 2 are highly innovative because they combine assessment with citizenship reinforcement holistically, resulting in a sustainable positive impact. Challenges such as variations in student ability are addressed through adaptation, making this model replicable in other schools (Wijayanti et al., 2024).

Observation results conclude that formative assessment at SDN Larangan 2 effectively facilitates citizenship learning, with photographic documentation reinforcing evidence of positive interactions, though adjustments for inclusivity are needed. From teacher interviews, it is concluded that these assessments enhance instructional practices, with innovations like reflective journals supporting student reflection. The principal's interview underscores the importance of administrative support for sustainability, with recommendations for

community collaboration. From the students, the conclusion highlights an increase in engagement and character, showing a positive emotional impact. The overall discussion concludes that these practices are innovative and effective, with significant implications for national education.

#### 4. CONCLUSION

Based on the research objective to analyze formative assessment practices within the project for strengthening citizenship graduate profiles at SDN Larangan 2, the primary conclusion of this study indicates that formative assessment plays a crucial role as an effective diagnostic and instructional reinforcement mechanism. Findings from participant observations, in-depth interviews with teachers, the principal, and students, as well as document analysis, reveal that the implementation of formative assessment through daily checklists, participation rubrics, and reflective journals has successfully increased student engagement in developing citizenship skills such as empathy, collaboration, and social responsibility (Aliyah et al., 2024). For instance, students reported increased motivation and self-awareness through immediate feedback from teachers, which aligns with the project's goal of producing graduates who are active participants in society. However, challenges such as variations in student abilities from diverse backgrounds and time constraints for individual assessments highlight the need for more inclusive adaptations, such as collaborative project-based approaches integrated with the local community.

Overall, this practice has proven to be innovative by holistically combining assessment with the reinforcement of civic values, resulting in a sustainable positive impact on the graduate profile. These findings support the initial hypothesis that formative assessment is not merely an evaluative tool but a transformative learning instrument, consistent with educational literature emphasizing the role of feedback in improving learning outcomes (Pratama & Trimo, 2025). Thus, this study concludes that the model at SDN Larangan 2 can serve as an example for other schools in integrating formative assessment into the citizenship curriculum, although it requires stronger administrative support to overcome practical barriers.

High-value recommendations for further development include extending the study into a longitudinal research design to track the long-term impact of formative assessment on students' civic behavior after graduation, such as through alumni surveys conducted 2-3 years post-schooling. Additionally, it is suggested to conduct comparative research across multiple schools with diverse socio-economic contexts to identify factors influencing assessment effectiveness, including the integration of digital technology such as real-time assessment applications to facilitate instant feedback. Another recommendation is to explore mixed-methods research that combines qualitative data with quantitative analysis, such as statistical analysis of student participation scores, to provide more robust empirical evidence. Future research could also focus on teacher training through inter-school collaborative workshops, utilizing pre-and-post evaluations to measure competency improvements in applying inclusive formative assessments.

The implications of this research include a significant contribution to educational practice in Indonesia, particularly in strengthening the Merdeka Belajar (Independent Learning) curriculum which emphasizes the Pancasila Graduate Profile. At a practical level, these findings encourage schools to adopt formative assessment as a standard, which can enhance the quality of citizenship education and reduce social gaps among students. In terms of policy, the results of this study may influence educational policymakers to allocate larger budgets for teacher training and the development of assessment materials, ensuring that graduate profile strengthening projects move beyond rhetoric into actual implementation (Hendrik Dewantara et al., 2024).

The theoretical implication is the enrichment of formative assessment literature within the Indonesian cultural context, demonstrating that local approaches such as collaborative projects can be more effective than Western models which are often less adaptive (Famella et al., 2025). Finally, the social implication is positive, as students trained through this assessment are better prepared to face the challenges of modern society, such as participating in digital democracy and inter-cultural tolerance, thereby contributing to more harmonious and sustainable nation-building.

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