EVALUATION OF PANCASILA-BASED LEARNING IN THE MERDEKA CURRICULUM: A LITERATURE REVIEW OF AUTHENTIC, FORMATIVE, AND SUMMATIVE APPROACHES TO MEASURING STUDENTS' HOLISTIC COMPETENCE IN THE ERA OF INCLUSIVE EDUCATION

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Abstract

This study aims to analyse the concepts, approaches, and implications of *Pancasila Student Profile-based* learning evaluation in the context of *the Merdeka Curriculum* implementation. This study uses *library research* methods by collecting and analysing various relevant theoretical and empirical sources on authentic, formative, and summative assessments in measuring students' holistic competencies. The results of the study show that the learning evaluation paradigm has transformed from a system of measuring cognitive outcomes alone to a comprehensive assessment model oriented towards balancing cognitive, affective, and psychomotor aspects. The authentic approach emphasises the importance of project-based and real-life assessments that reflect the application of Pancasila values; formative assessment serves to provide continuous feedback to build reflection and self-improvement; while summative assessment is a validation tool to objectively assess the achievement of final competencies. In the context of inclusive education, the combination of these three approaches plays an important role in creating an adaptive, fair, and diverse evaluation system for students. Thus, learning evaluation in the Merdeka Curriculum not only functions as an academic measurement tool but also as a means of character building and strengthening human values in the lifelong learning process.

Keywords: Learning evaluation, Pancasila Student Profile, Merdeka Curriculum, authentic assessment, formative assessment, summative assessment, inclusive education.

Introduction

The paradigm shift in education in Indonesia over the past decade has marked a fundamental shift from content-based orientation to learning that focuses on competence, character, and meaningfulness. This transformation has been realised concretely through the implementation *of the Merdeka Curriculum*, which is designed to develop the potential of students in a holistic, flexible manner that is in line with the needs of the times (Aslan & Arifudin, 2025) Education is no longer merely a process of knowledge transfer, but also a process of shaping Indonesian citizens who are faithful, independent, creative, critical thinkers, and possess Pancasila character. This change requires an evaluation of learning that not only measures cognitive achievement but also the affective, social, and moral aspects that shape the identity of Indonesian students in the era of globalisation (Wahyuni, 2021) .

The Pancasila Student Profile, as the primary direction and foundation of the Merdeka Curriculum, represents the values and competencies expected to be internalised within each student. This profile covers six main dimensions, namely faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity (Pratiwi & Widodo, 2024) . These six dimensions describe the ideal of producing a generation with strong character and intellectual competence. However, realising this ideal profile is not a simple process. It requires a learning and evaluation system that is capable of assessing the extent to which students develop these values in an integrated manner, rather than separately from the daily learning process (Dyah M. Sulistyati, 2022) .

Unlike traditional evaluation approaches that focus on final results in the form of grades or test scores, the Merdeka Curriculum emphasises assessment as an integral part of the learning process. In other words, evaluation is no longer seen as an end-of-term assessment activity, but rather as a reflective process that helps students understand their strengths and weaknesses (Dr. Encep Syarief, 2021) . In this context, authentic, formative, and summative assessments play complementary roles. Authentic assessment focuses on task-based and contextual experience-based evaluation; formative assessment provides feedback during the learning process; while summative assessment evaluates final achievements to ensure minimum competency requirements are met. All three are key instruments in holistically assessing student development (M. Zaim, 2021) .

The era of inclusive education adds complexity to the implementation of learning evaluation based on the Pancasila Student Profile. Schools are expected to be friendly and adaptive spaces for all students, including those with special needs or different backgrounds. This is where a major challenge arises: how to ensure that assessments remain fair, relevant, and meaningful for all students without discrimination? Learning assessment in inclusive education must accommodate the diversity of learning styles, ability levels, and social conditions of students, so that each individual has the same opportunity to develop according to their potential. The success of assessment in inclusive education is not only measured by the accuracy of the instruments, but also by the extent to which teachers are able to adapt assessment methods to the characteristics of their students.

Pancasila-based learning requires teachers to be facilitators, not merely assessors of ability. Teachers must understand that assessment is a collaborative process that fosters students' self-awareness of their own learning process. By applying the assessment as learning approach, students are not only assessed but also empowered to evaluate themselves and reflect on their achievements. This is very important in character and social-emotional education, where behavioural changes often cannot be measured quantitatively but must be observed through long-term

processes, social interactions, and consistency in attitudes (Judijanto & Aslan, 2025) ; (Firdausih & Aslan, 2024) .

Furthermore, integrating Pancasila values into the learning evaluation system requires teachers to design instruments that can assess moral, spiritual, and diversity dimensions. For example, in the Pancasila Student Profile (P5) strengthening project, students are assessed based on participation, social responsibility, and the ability to work together, not just on the final product produced. This type of assessment is more authentic because it describes the behaviour and values reflected in the process, not just the results. Thus, assessment becomes a tangible form of character education that is expected to produce students with noble personalities (M. Zaim, 2021) .

However, teachers still face difficulties in consistently implementing assessments based on the Pancasila Student Profile. Most of these difficulties stem from a limited understanding of holistic assessment design, implementation time, and instrumentation in line with the principles of inclusivity (Firmansyah & Aslan, 2025a) ; (Firmansyah & Aslan, 2025b) . Several previous studies have even revealed a tendency for teachers to continue using traditional assessment models based on written examinations because they are considered more practical and easier to calculate. This shows a gap between policy and classroom practice that needs to be examined through conceptual and empirical approaches (M. Zaim, 2021) .

From a theoretical perspective, holistic assessment in value-based education requires an approach based on constructivism and humanism theories. These two theories emphasise the importance of meaningful learning experiences and the active role of students in constructing their understanding. Evaluation in this paradigm not only reflects learning outcomes but also the thinking process, moral reflection, and character building (AIDRAN, 2025) . Therefore, research on Pancasila Student Profile-based learning evaluation cannot be separated from the educational philosophy framework that views humans as whole beings—rational, emotional, and volitional.

Furthermore, the need for evaluation that can measure *holistic competencies* has emerged in line with the demands of 21st-century society. An increasingly competitive and globalised world requires the younger generation to have a combination of cognitive abilities and strong character. Schools must not only produce academically intelligent graduates, but also individuals who are resilient, empathetic, tolerant, and have integrity. Thus, assessment based on the Pancasila Student Profile becomes an important means of ensuring that Indonesian education not only produces skilled workers, but also well-rounded individuals who are ready to face global challenges without losing their national identity (Hendro Sugiyono Wibowo, 2020) .

In the context of policy, the government, through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), has issued various guidelines for implementing assessments in the Merdeka Curriculum. However, further in-depth study is needed on the extent to which these assessments can measure competencies

comprehensively, especially in the context of highly diverse inclusive education. A literature review is a strategic first step to bring together various ideas and research findings related to authentic, formative, and summative assessments in order to develop a comprehensive and adaptive evaluation model for the needs of today's students.

Based on this description, this study focuses on learning evaluation based on the Pancasila Student Profile in the context of the Merdeka Curriculum. This study will examine various evaluation approaches—authentic, formative, and summative—and their relevance in measuring students' holistic competencies in the era of inclusive education.

Research Method

The research method used in this study is library research, which is research conducted through an in-depth review of various literature sources relevant to the topic *of Pancasila Student Profile-based* learning evaluation in the Merdeka Curriculum (Eliyah & Aslan, 2025) . The sources reviewed included academic books, national and international journal articles, policy reports, curriculum guidelines from the Ministry of Education, Culture, Research, and Technology, as well as previous research results discussing authentic, formative, and summative approaches in the context of inclusive education. The analysis was conducted by identifying, categorising, and synthesising conceptual and empirical findings that support the development of a holistic evaluation model (Okoli & Schabram, 2010) . This process included the stages of secondary data collection, evaluation of source credibility, and logical and systematic conclusion drawing to produce a comprehensive understanding of how assessment can measure students' competencies holistically in accordance with the values of *the Pancasila Student Profile.*

Results and Discussion
Authentic, Formative, and Summative Approaches in Holistic Evaluation

Learning evaluation in the context of the Merdeka Curriculum has undergone a fundamental paradigm shift. Whereas previously assessment focused more on final results in the form of numbers or cognitive scores, the latest approach emphasises the importance of continuous assessment oriented towards the learning process of students. Evaluation is no longer interpreted as a tool to measure the success of teachers in teaching, but as a diagnostic tool to understand the extent to which students have developed holistically (Hendro Sugiyono Wibowo, 2020) . Within this framework, authentic, formative, and summative approaches are not viewed as three separate types of assessment, but rather as complementary elements in building a more humane and contextual holistic evaluation system.

The authentic approach (*authentic assessment*) occupies an important position as the main foundation in the holistic evaluation model. Authentic assessment measures students' abilities through real tasks that reflect real-life situations. This type of evaluation is not limited to written tests but involves projects, presentations, portfolios, case studies, and self-reflection. The aim is to assess critical thinking skills, creativity, and a sense of responsibility that emerge during the learning process (Putri & Susanto, 2024) . In the context *of the Pancasila Student Profile,* authentic assessment is in line with the values of mutual cooperation, independence, and creativity, as it places students as active subjects who play a role in constructing meaning from their own experiences.

Authentic assessment is also rooted in constructivist theory, which views knowledge as not being passively transferred, but rather constructed through concrete experiences. Teachers are not merely assessors, but facilitators who design contextual learning experiences. When students undertake projects based on social issues, for example, they learn to apply Pancasila values such as tolerance, responsibility, and leadership (Zakiatul Munna, 2024) . Authentic assessment in the form of portfolios and project presentations provides space for students to showcase their thought processes, collaborative skills, and personal reflections—elements that are difficult to capture through conventional testing methods. Thus, authentic assessment becomes a bridge between the world of education and real life (Jivet et al., 2025) .

One of the advantages of the authentic approach lies in its adaptive and contextual nature. Teachers can tailor the form of assessment to the characteristics, interests, and ability levels of learners without compromising the principle of fairness. In inclusive schools, this is very important because students' learning needs vary. For example, students with disabilities can be assessed through collaborative projects or demonstrations of practical skills that are appropriate to their abilities. With an authentic approach, every student has the opportunity to demonstrate their best abilities without being limited by a rigid evaluation format (Sari et al., 2022) .

Unlike authentic assessment, which focuses on real-life situations, formative assessment is more oriented towards the learning process itself. Formative assessment is conducted continuously to monitor student progress and provide constructive feedback. Under the philosophy *of assessment for learning,* formative assessment helps teachers identify students' learning difficulties early on, so that improvements can be made before learning progresses to the next stage (Nugroho & Pratama, 2024) . In the Merdeka Curriculum, formative assessment is realised through daily reflections, small group discussions, learning journals, and non-graded feedback that encourages self-improvement (Aslan & Sidabutar, 2025) .

Formative assessment plays an important role in supporting differentiated learning. Because each student learns at a different pace and in a different style, teachers need to use formative assessment data to adjust their teaching strategies. For example, students who have mastered a particular topic can be given enrichment tasks,

while students who are still struggling can be given additional assistance (Cahyono & Aslan, 2025) . In the context of *the Pancasila Student Profile,* formative assessment supports the development of independent and reflective values, as students are encouraged to recognise their strengths and weaknesses. This reflection process is important for forming self-awareness and responsibility in lifelong learning.

Apart from serving as a diagnostic tool, formative assessment also becomes a vehicle for building two-way communication between teachers and students. When teachers provide positive and personal feedback , students will feel appreciated and motivated to correct their mistakes. Effective formative feedback is specific, process-focused, and non-judgmental (Nugroho & Pratama, 2024) . A teacher assessing a project portfolio can provide comments such as, "Your explanation of the social impact is good, try adding an ecological perspective to enrich the analysis." In this way, evaluation is no longer a tool for punishment, but a means of learning itself (Tan et al., 2022) .

On the other hand, the summative approach still has an essential role in a comprehensive assessment system. Summative assessment is usually conducted at the end of the learning period to assess overall competency achievement. It can take the form of a final semester exam, practical exam, final project assessment, or performance report. Although often considered a formal and results-oriented form of assessment, the summative approach in the Merdeka Curriculum is not intended to judge, but rather to ensure the achievement of minimum competency standards. The results of this assessment are also useful for teachers to evaluate the effectiveness of their teaching process as a whole (Patta Bundu, 2023) .

When integrated with authentic and formative assessments, summative assessments can serve to reinforce the validity of learning outcomes. For example, community-based projects that have been evaluated formatively throughout the process can be concluded with a public presentation that is assessed summatively. In this way, the final assessment does not only focus on the product, but also considers the process and values that emerge during the learning process. In a holistic approach, summative assessment does not stand alone, but is the culmination of a series of learning experiences that have gone through stages of reflection and repeated feedback (Saifuddin Azwar, 2024) .

A holistic approach to assessment also requires the integration of these three types of evaluation into a mutually reinforcing system. Authentic assessment evaluates the depth of understanding and applied skills, formative assessment ensures continuous improvement, and summative assessment confirms the achievement of final competencies. The three form a complete evaluation cycle: *learning, trying, getting feedback, improving, and consolidating understanding* (Rahman & Sari, 2025) . When this cycle is carried out consistently, evaluation becomes not only an administrative activity but an integral part of shaping students' character and competencies.

From a pedagogical perspective, the integration of these three approaches also reflects the values contained in *the Pancasila Student Profile*. Authentic assessment fosters creativity and cooperation, formative assessment fosters independence and critical thinking, while summative assessment reinforces accountability and responsibility. Thus, each type of assessment not only serves to measure, but also becomes a medium for character building. Teachers need to design evaluations by considering the balance between cognitive, affective, and psychomotor aspects so that learning outcomes reflect the integrity of the student's personality as a whole (K. Dianti, 2025).

However, the practical application of these three approaches in the field is not always easy. Many teachers face time constraints, limited instruments, and a high administrative burden, so assessments are often carried out partially. In the context of inclusive education, these challenges are even greater because teachers must adapt the form of evaluation to the individual needs of students. Therefore, teachers' capacity to design holistic assessments needs to be improved through continuous training and mentoring (Papagianni et al., 2024). In addition, flexible policy support is also needed so that teachers have the innovative space to explore authentic and meaningful assessment methods (Saputra et al., 2024).

Finally, the success of holistic evaluation based on authentic, formative, and summative approaches is not only determined by the instruments used but also by the paradigm of thinking of all elements of education. Effective evaluation stems from the awareness that every student is a unique individual who needs to be assessed fairly and humanely. By making assessment a learning process that shapes self-reflection and character, Indonesian education can move towards its true goal: producing a generation that is not only intellectually intelligent but also embodies the spirit of Pancasila—faithful, ethical, and making a real contribution to the life of society and the nation.

Evaluation in the Context of Inclusive Education

Inclusive education is an educational paradigm that treats all children, regardless of their background, abilities, or physical condition, as subjects who have the same rights to learn and develop. Its basic principle is to provide fair, equal, and meaningful access to education for every individual. In the context of the Merdeka Curriculum, inclusive education has a strategic position because it is in line with the spirit of differentiation and diversity (Triyuni et al., 2024); (Pongpalilu & Aslan, 2025). However, the presence of students with different learning needs poses a challenge for teachers, especially in terms of learning evaluation. Evaluation in inclusive education can no longer be uniform; it must respect differences, adapt to individual abilities, and remain focused on strengthening competencies and character (Bearman et al., 2025).

The concept of inclusivity in assessment emphasises that evaluation is not about classifying students based on their limitations, but about identifying their potential for development. The principle that "every child can learn" is the philosophical basis for the design of adaptive assessments. This is where the role of teachers becomes very important, namely as developers of evaluation instruments that are non-discriminatory and humane (Wahyuni, 2021) . This approach requires a deep understanding of the characteristics of students, both from cognitive, emotional, social, and physical aspects. Evaluation in inclusive education should aim to empower, not compare; to help students achieve their own progress, not to assess them based on homogeneous standards (Pratiwi & Widodo, 2024) .

In practice, inclusive education requires teachers to design differentiated assessments tailored to the varying needs of students. Students with visual impairments, for example, can take audio-based or practical assessments, while students with cognitive learning disabilities can be assessed through demonstrations or observation-based assessments. By adjusting the form and context of assessments, teachers can avoid the evaluative bias that often arises in traditional assessment systems. This type of assessment is also more in line with the spirit *of the Pancasila Student Profile,* which places fairness and empathy at the core of student character building (Dyah M. Sulistyati, 2022) .

One of the most effective approaches in an inclusive context is process-based assessment with *a* focus on individual progress. In this approach, a student's success is not determined by how far they are able to match their peers' achievements, but by how much progress they have made compared to themselves previously (Dr. Encep Syarief, 2021) . This model fosters self-confidence and intrinsic motivation because each student's achievements are calculated personally. Teachers act as mentors who accompany students on their learning journey, appreciating even small progress and fostering awareness that true success lies in effort, not comparison (M. Zaim, 2021) .

The Merdeka Curriculum, with its spirit of flexibility, actually opens up great opportunities for the application of inclusive evaluation. One concrete example can be found in the diagnostic assessment mechanism carried out at the beginning of the learning process. This assessment helps teachers map students' initial abilities and readiness to learn. Through the results of diagnostic assessments, teachers can develop different learning plans according to the needs of each student (Aslan & Rasmita, 2025) . This process is then reinforced with continuous formative assessments to monitor progress and provide targeted learning interventions. Thus, evaluation serves as a pedagogical adaptation tool that ensures all students receive relevant and effective teaching (Muhibah & Arnadi, 2025) .

The integration of *Pancasila Student Profile* values in the context of inclusive education provides a strong ethical dimension to evaluation practices. Values such as mutual cooperation, global diversity, and noble character become the foundation for

teachers in designing learning experiences and assessments that respect differences. A teacher who assesses students from different cultural backgrounds, for example, must ensure that their assessment instruments do not contain cultural bias (M. Zaim, 2021) . Thus, the evaluation process not only measures academic competence but also becomes a means of fostering mutual respect and appreciation for diversity.

Evaluation in inclusive education also requires the use of various alternative assessment techniques. Standardised written tests are often unable to accurately capture the capacities of students with special needs. Therefore, evaluation techniques such as portfolios, reflective journals, behavioural observations, performance *assessments*, and learning interviews become more relevant (AIDRAN, 2025) . Through a combination of these methods, teachers can obtain a comprehensive picture of students' abilities and potential. In addition, digital technology-based assessments such as video presentations and online portfolio storage can also be utilised to facilitate the documentation of learning outcomes in an inclusive environment.

The biggest challenge in implementing inclusive assessment is the professional and emotional readiness of teachers. Teachers are required to have flexible pedagogical competencies and a high level of empathy to understand the differences between students. In practice, many educators are still untrained in conducting differentiated or adaptive assessments. This is due to limitations in training, time, and resources in schools (Hendro Sugiyono Wibowo, 2020) . Therefore, educational policies are needed to support the strengthening of teachers' capacities through inclusive assessment training, professional mentoring, and the provision of practical technical guidelines in the field.

In addition to teacher support, the role of the school environment is also crucial to the success of evaluation in inclusive education. Schools, as learning ecosystems, must have a culture that values diversity and collaboration. School principals, teachers, parents, and educational staff need to have a shared commitment to building a fair and supportive evaluation system (Putri & Susanto, 2024) . For example, flexible school policies in providing additional time for students with special needs, or the provision of adequate learning aids, are concrete forms of applying inclusive principles in evaluation. This supportive environment ultimately enables students to learn and develop according to their respective potentials (Zakiatul Munna, 2024) .

At the policy level, the government also has an important role in ensuring the effective implementation of inclusive evaluation. The assessment guidelines and standards developed by the Ministry of Education, Culture, Research, and Technology should be flexible so that they can be adapted to the diverse conditions of schools in Indonesia. In addition, policy monitoring and evaluation mechanisms need to provide room for innovation for teachers and schools to develop creative assessment models. The government can also strengthen collaboration with universities and educational

research institutions in developing assessment instruments that are valid and appropriate to the Indonesian socio-cultural context (Jivet et al., 2025) .

A good inclusive evaluation must cover three main areas of education: cognitive, affective, and psychomotor. These three areas are interrelated and form the basis for measuring students' holistic competencies. In inclusive education, assessment of affective aspects—such as cooperation, empathy, and discipline—is often a more relevant indicator of success than academic achievement alone. Therefore, teachers must be able to balance between academic and character-based assessments, in accordance with the spirit of the Pancasila Student Profile, which views humans as multidimensional beings (Sari et al., 2022) .

Ultimately, evaluation in inclusive education is not just a matter of technique, but a matter of values and humanity. The success of inclusive assessment is measured by the extent to which it is able to maintain the dignity of students, encourage participation, and foster self-confidence. Inclusive evaluation will remove the stigma of failure and replace it with a spirit of continuous learning. Through this approach, inclusive education is no longer just a policy discourse, but a real practice in realising Indonesia's vision of education that is inclusive of all children, without exception.

Thus, evaluation in the context of inclusive education must be understood as an integral part of the transformation of the national education system towards a more equitable and personalised direction. When the values of Pancasila are truly internalised in the evaluation system, schools will become spaces that foster empathy, collaboration, and lifelong learning. Humanistic inclusive evaluation will produce a generation of Indonesian students who are not only academically competent, but also care for others, respect differences, and are able to contribute significantly to social and national life.

Conclusion

Pancasila-based learning evaluation in the Merdeka Curriculum is a form of educational transformation that places students at the centre of the learning process. This approach not only assesses cognitive aspects but also character, attitude, spirituality, and social skills in line with Pancasila values. Through evaluation that is oriented towards a balance between results and process, teachers are encouraged to become facilitators who help students construct the meaning of their own learning. Evaluation in this context plays a dual role: as a diagnostic tool to observe student development and as a means of character building that fosters self-awareness, independence, and responsibility in learning.

Authentic, formative, and summative approaches are the three main pillars that complement each other in building holistic evaluation. Authentic assessment encourages the connection between learning and real life; formative assessment ensures continuous feedback so that students can improve their learning process; while

summative assessment confirms the achievement of competencies as a whole without neglecting human values. The synergy of these three approaches creates a comprehensive, adaptive, and equitable assessment system. From a pedagogical perspective, this type of holistic assessment model not only measures academic skills but also internalises the values *of the Pancasila Student Profile*, such as mutual cooperation, critical thinking, creativity, and global diversity.

In the era of inclusive education, the *Pancasila Student Profile-based* evaluation model has broader significance because it upholds the principles of fairness and diversity. Evaluation is no longer an exclusive instrument that distinguishes students based on ability, but a means to foster the belief that every individual is capable of developing according to their potential. By integrating authentic, formative, and summative principles into inclusive assessment practices, Indonesian education can produce a generation of competent and characterful learners, and make evaluation not just a tool for measuring results, but an essential part of the human process of lifelong learning.

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