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Implementation of Indonesian Language Assessment Class VIII Based on Pancasila Student Profile and Digital Literacy Oriented

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Abstract

This study aims to describe the implementation of Indonesian language assessment for eighth-grade students based on the Pancasila Student Profile and oriented toward digital literacy. This study uses a mixed methods approach with an explanatory sequential design, focusing on the planning, implementation, and [evaluation/reporting] evaluation processes of assessment that integrate the dimensions of the Pancasila Student Profile along with the use of digital technology. The research subjects include teachers and eighth-grade students at the junior secondary school level. Data were collected through questionnaire, observation, interviews, and documentation. The findings indicate that the assessment implementation has incorporated the values of the Pancasila Student Profile, such as critical thinking, creativity, and independence, and has begun to utilize digital media in the assessment process, including online learning platforms and digital evaluation tools. However, several challenges remain, including teachers' readiness, limited infrastructure, and varying levels of students' digital literacy. Therefore, strengthening teachers' competencies and improving infrastructure support are essential to optimize the implementation of assessment based on the Pancasila Student Profile and digital literacy.

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INTRODUCTION

Indonesian language education at the junior high school (SMP) level is no longer understood solely as an effort to master language skills, but also as a strategic means in shaping students' character, literacy competencies, and 21st century abilities. In the implementation of the Independent Curriculum, learning is directed at strengthening the Pancasila Student Profile which includes the dimensions of faith and fear of God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Ministry of Education and Culture, 2022). Therefore, the assessment system in learning Indonesian language is required not only to measure cognitive aspects, but also to accommodate the development of attitudes, social skills, creativity, and critical thinking skills of students in the context of increasingly digitized learning.

Along with the development of information technology, the concept of literacy has expanded from just reading and writing skills to more complex digital literacy. Digital literacy includes the ability to access, evaluate, and use information critically through various digital media. The transformation of education in the digital era has changed the literacy paradigm from just the ability to read and write to digital literacy that requires the ability to access, evaluate, produce, and use information critically through various digital media (Glistner, 1997). In the context of learning Bahasa Indonesia, digital literacy has a strategic role in encouraging students' critical, analytical, and creative thinking skills through interaction with multimodal texts (Lankshear & Knobel, 2011; Utomo et al., 2024). This is reinforced by various studies that show that the use of digital media such as Quizizz, Google Form, Canva, Padlet, YouTube, and Quizwhizzer is able to increase student involvement, assessment effectiveness, and the quality of Indonesian learning interactions (Kurniawati et al., 2024; Maulidina et al., 2024; Putri et al., 2024; Rahmawati et al., 2024; Yuniartanti et al., 2023). Research on the implementation of Quizizz as a daily assessment tool and learning evaluation shows that digital media can create a more interactive, reflective, and interesting assessment process for junior and senior high school students (Fitrianingrum et al., 2024; Pratiwi, 2025). In addition, the use of Google Forms in formative assessments has been proven to help teachers obtain learning feedback quickly and systematically (Widyawati et al., 2023).

The use of digital technology in learning Indonesian language is also seen in the use of YouTube, Canva, Shorby, and Padlet media which provide a wider space for students to develop

creativity, critical thinking skills, and collaborative communication (Fadilah et al., 2024; Najihah et al., 2023). The use of digital media shows that the learning and assessment process is no longer oriented to mere memorization, but is directed at the development of authentic competencies that are relevant to the needs of 21st century students. In line with that, bibliometric studies on literacy confirm that literacy skills and digital literacy are the main foundations in the formation of high-level thinking skills in the world of modern education (Utomo et al., 2023). Therefore, the assessment of Indonesian language learning needs to be designed innovatively by integrating the digital literacy dimension as part of the competencies measured.

Nevertheless, empirical reality shows that there is a gap between curriculum demands and assessment practices in the field. Indonesian language assessment still tends to focus on cognitive aspects through conventional written tests, and has not fully integrated the character dimensions of the Pancasila Student Profile and digital literacy comprehensively so that it is less able to represent the character development, social skills, and digital literacy competencies of students (Kunandar, 2015; Williams & Black, 1998). This condition causes the assessment process to not be able to represent students' abilities holistically, especially in the aspects of collaboration, creativity, communication, self-reflection, and critical reasoning skills. In fact, effective assessments should be authentic, contextual, and oriented to learning processes and products. Authentic assessments allow teachers to obtain a more comprehensive picture of learners' abilities in a real context while encouraging active involvement in the learning process that is relevant to daily life (Majid, 2014; Wiggins, 1998; Williams & Black, 1998).

Various previous studies have discussed the implementation of digital media in learning Bahasa Indonesia, strengthening character through learning, and developing technology-based assessments. Research on the development of interactive media with ICT-based character values shows that technology integration can be an effective means of instilling students' character values (Utomo et al., 2018). Studies show that the implementation of the Pancasila Student Profile values is generally carried out through project activities to strengthen the Pancasila Student Profile (P5), but still faces obstacles in terms of teacher readiness, learning design, and the diversity of student characteristics (Kemendikbudristek, 2022). On the other hand, research in the field of assessment emphasizes the importance of formative and reflective approaches

in increasing students' engagement and metacognitive abilities (Panadero, 2017; Baker et al., 2016). In addition, the study of digital literacy in education emphasizes the importance of integrating technology in learning and assessment to build 21st century competencies (Martin, 2008). However, most of the research still focuses on one aspect separately, namely strengthening character through learning, using digital technology as a learning medium, or developing technology-based assessments. Previous research has not comprehensively integrated the character dimensions reflected in the Pancasila Student Profile, the principle of authentic assessment that

assesses learning processes and outcomes in a sustainable manner, and digital literacy as an orientation as well as an assessment context in learning Indonesian. Thus, there is still a research *gap* related to the implementation of an assessment system that is able to measure students' linguistic competence as well as photograph the development of the character of the Pancasila Student Profile and digital literacy skills in an integrated manner.

The following is a table of previous research synthesis, to be able to emerge research gaps.

Table 1. Synthesis of Previous Research

No.	Researcher	Research Focus	Key Findings	Research Limitations	Research Gap
1	Utomo et al. (2018)	Development of character-loaded ICT-based interactive media	Technology effectively supports the cultivation of character values	Focus on learning media, not assessment systems	Develop an assessment implementation that measures character in a systematic manner
2	Ministry of Education and Culture-Tek (2022)	Implementation of Pancasila Student Profile through P5	P5 is effective in strengthening the character of students	Have not studied the integration of the Pancasila Student Profile in the assessment of Indonesian subjects	Integrating the dimensions of the Pancasila Student Profile into the assessment of Indonesian language learning
3	Panadero et al. (2016); Baker (2017)	Formative assessment, reflection, and self-regulation	Formative assessment improves engagement and metacognition	Not associated with Pancasila Student Profile and digital literacy	Develop assessments that combine authentic assessments, character and digital literacy
4	Martin (2008)	Digital literacy in education	Digital literacy is an important competency for the 21st century	Digital literacy is discussed as a learning competency, not an object of assessment	Making digital literacy an orientation as well as an aspect that is assessed
5	Various digital assessment studies	Use of digital applications or platforms in evaluation	Technology simplifies the assessment process	Emphasis on instruments and platforms, rather than character integration and digital literacy	Develop an assessment implementation that measures language, character, and digital literacy competencies in an integrated manner

The novelty of this research lies in the integration of three main components, namely (1) the dimension of the Pancasila Student Profile as the basis for the development of character assessment indicators, (2) authentic assessments that assess the process, products, reflections, and

performance of students in learning Indonesian, and (3) the orientation of digital literacy which is realized through the use of digital learning resources, digital content production activities, information evaluation, and digital media ethics as part of the object assessment. In contrast to

previous research that only used technology as a learning medium or character as a learning destination, this study places the character of the Pancasila Student Profile and digital literacy as constructs that are explicitly assessed through Indonesian language assessment instruments. Therefore, this research offers a more holistic, contextual, and relevant assessment implementation model to the demands of the Independent Curriculum and 21st century competencies.

Based on the synthesis of previous research, it can be concluded that there are three main trends in research that have been carried out, namely research on strengthening character through learning, research on authentic and formative assessments, and research on digital literacy in education. However, the three fields are still developing separately. There has been no research that specifically examines the implementation of Indonesian language assessments in junior high schools/MTs that integrates the dimensions of the Pancasila Student Profile, the principles of authentic assessment, and digital literacy orientation in one complete assessment framework. Therefore, this research is directed to fill this gap through the implementation of the Class VIII Indonesian Language assessment based on the Pancasila Student Profile and digital literacy-oriented, so as to produce an assessment model that not only measures academic achievement, but also the development of students' character and digital competence at the same time.

Research on the implementation of Indonesian language assessments based on Pancasila Student Profiles and digital literacy-oriented is still relatively limited, especially at the grade VIII level of junior high school/MTs. Most studies tend to separate between character aspects, digital literacy, and assessment systems, so that they have not produced a holistic and integrated assessment model. This condition shows that there is a significant gap between the demands of an integrative curriculum and the practice of assessment that is still partial. In fact, the integration of these three aspects is very important to produce an assessment system that not only measures academic achievement, but also shapes students' digital character and competencies simultaneously. In addition, no research has been found that examines the implementation of the Indonesian assessment of junior high school simultaneously through the integration of the dimensions of the Pancasila Student Profile, authentic assessment, and digital literacy in one learning evaluation system.

Based on these problems, this study has an urgency to describe and analyze the implementation of the Indonesian language learning assessment for grade VIII that integrates the dimensions of the Pancasila Student Profile with digital literacy orientation. *The novelty* of this research lies in the effort to present an assessment framework that combines three main aspects simultaneously, namely character-based assessment (Pancasila Student Profile), authentic assessment, and digital literacy in one comprehensive system. Thus, this research is expected to make a theoretical contribution to the development of Indonesian language learning evaluation as well as a practical contribution for teachers in designing an assessment system that is more authentic, contextual, and relevant to the needs of 21st century students.

RESEARCH METHODS

This study uses mixed *methods* with a *sequential explanatory design*. This design was chosen because the research aims to obtain a quantitative overview of the implementation of the Indonesian assessment for grade VIII based on the Pancasila Student Profile and oriented towards digital literacy, then deepen and explain the quantitative findings through qualitative data. In the first stage, quantitative data is collected through a survey using a questionnaire. In the second stage, qualitative data was obtained through observation, interviews, and documentation studies to explain the survey results more comprehensively.

The research was carried out in March-April 2026 at SMP Negeri 3 Semarang. The research subjects consisted of 1 Indonesian teacher in grade VIII and 298 students in grade VIII from three study groups. Teachers are selected purposively with the criteria of teaching Indonesian language in grade VIII, and have implemented the Independent Curriculum for at least one year, and carry out assessments based on the Pancasila Student Profile. All grade VIII students were made respondents so that the research used the total sampling technique (census). The study was conducted on a single school so the findings are contextual and are not intended for generalizations of the broader population.

The research instruments include questionnaires, observation sheets, semi-structured interview guidelines, and documentation. The questionnaire uses a five-level Likert scale which includes indicators: (1) assessment planning, (2) implementation of the Pancasila Student Profile in assessment, (3) digital literacy integration, (4) use of authentic assessments, and (5) follow-up of assessment

results. Observation sheets are used to observe the implementation of assessments in the classroom, while interviews are used to explore the experiences, perceptions, and obstacles faced by teachers and students.

The validity of the instrument's content was assessed through expert judgment by one Indonesian language education expert and one education evaluation expert. The reliability of the questionnaire was assessed using Cronbach's alpha. Instruments are deemed feasible if they meet valid and reliable criteria in accordance with educational research standards.

The results of the content validation showed that all items of the instrument met the eligibility criteria, as assessed by two expert validators: Indonesian language education experts and

education evaluation experts. The questionnaire instrument consists of 30 statements that include aspects of assessment planning, implementation of the Pancasila Student Profile, digital literacy, authentic assessment, and follow-up of assessment results. Based on the expert assessment results, all items were deemed valid and suitable for use after several editorial improvements were made in accordance with the validator's suggestions. Furthermore, the instrument's reliability was assessed using Cronbach's alpha coefficient in SPSS. The test results showed an Alpha Cronbach's coefficient of 0.89, which fell in the very high category, so the instrument was deemed reliable and suitable for use as a research data collection tool.

Table 2. Instrument Validity and Reliability Test Results

Instruments	Number of Items	Valid Items	Alpha Cronbach	Category
Questionnaire on the Implementation of Indonesian Language Assessment Based on Pancasila and Digital Literacy Student Profiles	30	30	0,89	Highly Reliable

Quantitative data were analyzed using descriptive statistics, including average scores, percentages, and interpretive categories. The percentage is calculated as $P = (\text{Acquisition Score} / \text{Maximum Score}) \times 100\%$. The results of the analysis were categorized into very high (81–100%), high (61–80%), medium (41–60%), low (21–40%), and very low ($\leq 20\%$).

Qualitative data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which included data reduction, data presentation, and conclusions drawn. The integration of quantitative and qualitative data is conducted during the interpretation stage to gain a more complete understanding of the implementation of the Indonesian language assessment based on the Pancasila Student Profile and oriented towards digital literacy.

The instrument's validity and reliability ensure the validity of quantitative data, while the validity of qualitative data is established through source triangulation, technique triangulation, and member checking.

Table 3. Questionnaire Instrument Grid

Variabel	Indicator	Technique
Assessment Implementation	Planning and execution of assessments	Questionnaire

Pancasila Student Profile	Character, collaboration, creativity, reflection	Questionnaire
Digital Literacy	Access, evaluation, production, digital ethics	Questionnaire
Authentic Assessment	Projects, portfolios, performance	Questionnaire / Observation
Follow-up	Feedback and improvements	Questionnaire / Interview

The research procedure is carried out through several interrelated and continuous stages in accordance with the sequential explanatory mixed-methods design. The initial stage of the research began with problem identification and a literature review to establish a conceptual foundation and identify research gaps relevant to the implementation of Indonesian language assessment based on the Pancasila Student Profile and digital literacy. Furthermore, the preparation and validation of research instruments are carried out to ensure the collection of valid and reliable data. At the quantitative stage, data are collected through questionnaires and analyzed using descriptive statistics to obtain an overview of the level of assessment implementation. The results of

the quantitative analysis then serve as the basis for selecting the informants for the qualitative stage. The qualitative stage is conducted through observation, interviews, and documentation to gain a deeper understanding of implementation practices, supporting factors, and obstacles encountered. All findings from the two stages are integrated to produce a comprehensive interpretation, which serves as the basis for drawing conclusions and compiling scientific articles.

RESULTS AND DISCUSSION

Research results

The results of this study describe the implementation of the assessment of Indonesian language learning in grade VIII, based on the Pancasila Student Profile and oriented towards digital literacy, encompassing three main aspects: planning, implementation, and evaluation.

Assessment Planning

Based on observations and document analysis (teaching modules, rubrics, and assessment tools), most teachers have prepared an assessment plan that integrates the dimensions of the Pancasila Student Profile.

The percentages in Table 4 are derived from the results of document analysis of learning tools, including teaching modules, assessment rubrics, and assessment instruments. The percentage indicates the level of implementation for each indicator, calculated as the score obtained relative to the maximum score.

Table 4. Analysis Results of Assessment Planning Documents

Aspects Analyzed	Implementation Percentage
Integration of Pancasila Student Profiles	85%
Use of Assessment Rubrics	78%
Authentic Assessment	80%
Digital Literacy	65%

Description:

The percentage was obtained from the results of the analysis of 20 indicators in the teaching module, assessment rubric, and assessment instruments using the formula: $\text{Percentage} = (\text{Acquisition Score} \div \text{Maximum Score}) \times 100\%$.

The table above shows that the planning of the assessment of Indonesian language learning for grade VIII has integrated the dimensions of the Pancasila Student Profile relatively strongly,

especially in the aspects of critical, creative, and independent reasoning, which reaches 85%, thus indicating that teachers have aligned the assessment indicators with strengthening the character of students. In addition, the use of project- and portfolio-based assessment rubrics is relatively high (78%), indicating a systematic effort to assess learning processes and products more objectively and transparently. In terms of authentic assessment, an achievement score of 80% indicates that teachers have made extensive use of techniques such as projects, observations, and reflection to obtain a comprehensive picture of students' abilities. However, digital literacy planning remains low at 65%, indicating that the integration of digital resource-based assignments is not optimal and still needs strengthening, both in assessment design and in teachers' readiness to utilize technology. Overall, these data show that assessment planning has done quite well in integrating aspects of character and authentic assessment. However, there is still a need for further development in the digital literacy dimension to align with the demands of 21st-century learning.

The findings of the study indicate that the implementation rate of the Pancasila Student Profile integration is 85% and that its dimensions have been integrated into the assessment indicators, particularly in critical reasoning, creativity, and independence. This is reflected in the use of assessment rubrics that not only assess linguistic aspects, but also students' thinking processes and attitudes in learning. However, only about 65% of teachers explicitly design digital literacy-based assessments. This condition was reinforced by the interview results, in which one of the teachers stated, *"We have included elements of critical thinking and creativity in the rubric, but for digital literacy, it still adjusts students' abilities"* (Anisah, interview, April 16, 2026). The statement shows that although awareness of the importance of digital literacy already exists, its implementation still takes student readiness into account and is not fully structured within assessment planning.

In practice, the integration can be seen in the implementation of an online source-search-based exposition-writing task, in which students are asked to gather information from the internet, formulate arguments, and present them as systematic writing. Teachers use assessment rubrics that include aspects of argument logic, the validity of digital sources, and language structure, so that assessments focus not only on the final result but also on students' critical thinking as they process information. However, in terms of analysis, the findings on digital literacy yielded an

implementation score of 65%. This shows that character integration has been relatively strong and consistent, while digital literacy integration is still in the initial adaptation stage.

Based on the results of observation and documentation, Indonesian language teachers have prepared an assessment plan that refers to the Independent Curriculum by integrating the dimensions of the Pancasila Student Profile into learning objectives and assessment indicators. This planning is reflected in learning tools such as teaching modules, assessment rubrics, and authentic assessment instruments.

Teachers design various forms of assessment, such as diagnostic, formative, and summative, that complement one another to provide a comprehensive picture of student development. This is in line with the assessment principles of the Independent Curriculum, which emphasize the sustainability and meaningfulness of the assessment process.

In addition, during the planning stage, the integration of digital literacy is becoming evident in the selection of multimodal, text-based tasks, such as writing expository texts using digital sources. However, the results of the interviews show that not all teachers have the optimal ability to systematically design digital-based assessment instruments.

Implementation of Assessment

The assessment implementation uses a variety of authentic assessment techniques. The following presents the results as a diagram. The data in Figure 2 were obtained through observation of the implementation and analysis of teacher assessment device documents. The unit of analysis in this measurement is a variation of assessment techniques used by Indonesian teachers in grade VIII. The percentage is calculated based on the level of implementation of each assessment technique relative to the maximum score on the observation sheet, which consists of 20 indicators.



Figure 1. Distribution of Assessment Techniques

The diagram above shows that the implementation of assessment in Bahasa Indonesia learning grade VIII is still dominated by conventional techniques, especially written tests,

which reach 90%, followed by project assessment of 85%, observation of 75%, and portfolio of 70%, which indicates that teachers have been quite active in implementing authentic assessments in various forms. However, the use of digital applications in assessment remains relatively low at only 55%, indicating that the integration of digital literacy into assessment practices has not been optimal. This condition illustrates that although teachers have adopted a varied, student-centered assessment approach, the use of digital technology is still in the strengthening stage. Thus, the implementation of digital literacy-oriented assessments remains complementary, not yet a major part of the assessment system, so efforts are needed to improve teachers' digital competence and infrastructure support to enable more integrated and effective use of digital applications in the learning assessment process.

Table 5. Implementation of Digital Literacy in Assessment

Indicator	Percentage
Google Classroom	70%
Google Form/Quizizz	60%
Digital Projects	50%
School LMS	40%

The data in Table 5 were obtained from the results of a questionnaire administered to 298 grade VIII students at SMP Negeri 3 Semarang as research respondents. Students are chosen as assessment subjects because they are parties who directly experience and feel the implementation of Indonesian language learning assessments based on Pancasila Student Profiles and digital literacy. Thus, the data obtained illustrate students' perceptions of teachers' use of various digital media in the learning assessment process.

The unit of analysis in this measurement is the implementation of digital literacy in Indonesian language learning assessment activities. The implementation was measured using four main indicators: the use of Google Classroom for assignment collection, the use of Google Forms or Quizizz for online evaluation, the use of digital projects such as videos and presentations, and the use of the school's Learning Management System (LMS) as an assessment medium. The four indicators are compiled based on aspects of digital technology use most commonly employed in Indonesian language learning assessments at the junior high school level. Meanwhile, the percentage for each indicator is calculated as the number of respondents who reported using digital media in the assessment process, divided by the total number of research respondents. The calculation

was carried out using a percentage formula: the number of respondents who chose the digital media use category divided by the total number of respondents, then multiplied by 100 percent. Therefore, the figures of 70%, 60%, 50%, and 40% in Table 5 show the level of utilization of each digital medium in the assessment of Indonesian language learning, based on the perceptions of 298 students who were research respondents.

The table above shows that the implementation of digital literacy in the assessment of Indonesian language learning in grade VIII has been carried out through various digital media. However, the level of utilization still varies. The use of Google Classroom for assignment collection accounts for the highest percentage (70%), indicating that this platform is already quite familiar and effective for teachers and students. Furthermore, online quizzes via Google Forms or Quizizz accounted for 60%, indicating an effort to use technology for more interactive evaluations. However, the use of digital projects, such as videos or presentations, remains at 50%, suggesting that not all students can produce digital products effectively. Meanwhile, the use of the school LMS as an evaluation medium remains the lowest (40%), indicating limitations in the use of integrated learning systems. Overall, this data shows that digital literacy in assessment has begun to be implemented. However, it still needs improvement to be more equitable and better integrated into the entire learning evaluation process.

Based on the results of the questionnaire administered to 298 students, the Pancasila Student Profile aspect obtained the highest average score ($M = 4.25$; 85%), placing it in the very high category. The authentic assessment aspect received a score of 4.00 (80%), while digital literacy received 3.25 (65%). These findings show that students feel that the implementation of character dimensions and authentic assessments is stronger than the integration of digital literacy in assessment.

Table 6. Assessment Implementation Rate Based on Student Perception (N=298)

Aspects	Red	Percentage	Category
Pancasila Student Profile	4,25	85%	Very High
Authentic Assessment	4,00	80%	Height
Digital Literacy	3,25	65%	Height
Assessment Feedback	3,75	75%	Height

The results of the interviews show that the use of digital technology in assessment has had a positive impact on student engagement and discipline, particularly through platforms such as *Google Classroom*. The teacher said that using the media helps students complete assignments more quickly and makes the assessment management process easier. However, teachers also admit that not all students can produce digital products effectively, especially creative projects such as videos. This is in line with students' statements expressing interest in video-based assignments but still facing technical constraints, such as limited internet bandwidth and data quotas. These findings show that although digital literacy is increasingly accepted, access factors and technological readiness remain the main challenges to its implementation.

In practice, teachers have developed project-based assessments on the theme "Wise Use of Digital Media," resulting in two main products: an exposition text and presentation videos, which are assessed using rubrics covering aspects of cognitive, character, and digital skills. Research data show that 85% of students have experienced increased engagement in project-based tasks, and 70% have been able to use basic digital platforms effectively. However, only 50% of students can produce digital products creatively and to a high standard, indicating a gap in digital literacy mastery. Analytically, these findings show that the implementation of assessments has fostered 21st-century learning characteristics emphasizing creativity, collaboration, and technology use. Still, students' digital literacy levels remain uneven, requiring further mentoring, strengthening digital competencies, and adequate infrastructure support.

Assessments are implemented through various authentic assessment techniques, such as observation, project assessment, portfolio assessment, and self- and peer-to-peer assessment. In practice, teachers have integrated the dimensions of the Pancasila Student Profile, especially critical, creative, and independent reasoning, in learning activities. For example, in the task of writing an exposition text on the theme "Wise Use of Digital Media," students are assessed not only on linguistic aspects but also on their ability to think critically when choosing information sources and on their creativity in presenting ideas. These findings reinforce the results of initial research that assessments based on the Pancasila Student Profile encourage more authentic and contextual assessments.

In the context of digital literacy, teachers are increasingly using online learning platforms, such

as Google Classroom, and digital quiz-based assessment applications to support the assessment process. The use of this technology helps increase student engagement, although it remains limited and not yet fully integrated into the assessment system.

Evaluation and Implementation Constraints

At the evaluation stage, the main obstacles to implementing digital literacy-oriented assessments are student literacy (65%), followed by teacher competence in technology and digital assessment design (65%), and limited infrastructure, such as internet access and devices (60%). Meanwhile, the learning time factor (55%) also affects the optimization of digital assessment integration in the classroom. The evaluation stage reveals a gap between concepts and practices.

Table 7. Obstacles to Assessment Implementation

Constraints	Percentage
Students' digital literacy	70%
Teacher competence	65%
Infrastructure	60%
Learning time	55%

The table shows that the main obstacle to implementing digital literacy-oriented assessments is students' literacy, which stands at 70%, indicating that students' digital skills remain uneven. The student's statement reinforces this: "Sometimes I don't understand how to edit videos or find the right source," indicating limitations in technical and critical thinking skills when using digital sources. In addition, teacher competence is a significant obstacle (65%), as revealed in the interview: "We need special training to make more varied digital-based assessments," underscoring the need to increase teachers' capacity to design innovative digital assessments.

On the other hand, limited infrastructure, such as internet access and devices (60%), and limited learning time (55%), also affect the effectiveness of digital assessment implementation. Overall, this data shows that obstacles do not only come from the technical aspect, but also from the readiness of human resources, both teachers and students, so that training support, facilities, and more optimal management of learning time are needed so that the integration of digital literacy in assessments can run optimally.



Figure 2. Level of Readiness and Target for the Implementation of Pancasila Student Profile-Based Assessment and Digital Literacy

The diagram above shows that the level of readiness to implement assessments based on the Pancasila Student Profile and digital literacy remains below the ideal. Teacher readiness was 70%, indicating that most teachers already have a basic understanding and the skills to implement character-based assessments and digital literacy. Student readiness reached 60%, while the availability of facilities and infrastructure had the lowest percentage, at 55%. These three aspects remain below the 90% implementation target, so it is necessary to improve the digital competence of teachers and students and strengthen learning support facilities to achieve optimal implementation. These findings show a gap between actual and expected conditions, particularly in student readiness and infrastructure support. Therefore, improving the digital competence of teachers and students and strengthening the learning infrastructure are important factors in supporting the optimal implementation of digital literacy-based assessments.

Analytically, the main obstacles are systemic, affecting not only teacher competence but also student readiness and the availability of facilities and infrastructure. In synthesizing the research results, it can be seen that the planning stage is strong in integrating character aspects (Pancasila Student Profile), and the assessment implementation has led to an authentic and varied approach. However, the evaluation stage still faces obstacles, especially due to limited human resources and facilities. Thus, to achieve an ideal implementation, comprehensive efforts are needed, including improving teachers' digital competence, strengthening students' digital literacy, and providing adequate infrastructure so that digital literacy-based assessments can run effectively and sustainably.

Table 8. Synthesis of Main Findings of the Implementation of Indonesian Language Assessment Based on Pancasila Student Profiles and Digital Literacy

No.	Implementation Aspects	Percentage (%)	Category	Key Findings
1	Pancasila Student Profile	80–85	Height	The dimensions of critical, creative, and independent reasoning have been integrated in the planning and implementation of assessments.
2	Authentic Assessment	75–85	Height	Teachers have applied various assessment techniques such as projects, portfolios, observations, and performance assessments in a contextual manner.
3	Digital Literacy	55–65	Medium	The use of digital platforms and technology-based assessment instruments remains limited and has not been implemented optimally.
4	Teacher Readiness	70	Height	Teachers have a fairly good understanding of how to implement assessments based on the Pancasila Student Profile and digital literacy.
5	Student Readiness	60	Medium	Students' ability to utilize digital technology to support the assessment process still varies.
6	Availability of Facilities	55	Medium	Infrastructure and access technologies have not fully supported the implementation of digital assessments.

Table 8 shows that the implementation of the Indonesian language learning assessment for grade VIII is in the high category in the aspects of the Pancasila Student Profile and authentic assessment. The implementation of the Pancasila Student Profile ranges from 80–85%, while authentic assessment ranges from 75–85%. These findings show that teachers have been able to integrate character values and apply a range of contextual and student-centered assessment techniques. On the other hand, digital literacy remains in the medium category, with a percentage of 55–65%, indicating that the use of technology in the assessment process is not optimal. This condition is strengthened by student readiness, which is at 60%, and by the availability of facilities, which remains at 55%. Thus, although the implementation of assessments has shown good results in character and authentic assessment, strengthening digital literacy and infrastructure support is still needed to achieve a more optimal implementation.

The table above shows that the implementation of the Indonesian language learning assessment in grade VIII has reached a fairly good level in the aspects of Pancasila Student Profile (80–85%) and authentic assessment (75–85%), which indicates that teachers have been able to integrate character values and use various contextual and student-centered assessment

techniques. This shows that, conceptually and pedagogically, the assessment aligns with the principles of the Independent Curriculum, particularly in developing students' critical thinking, creativity, and independence. However, in terms of digital literacy, the implementation rate is still in the 55–65% range, indicating that the use of technology in assessment is not yet optimal and remains in the development stage.

Furthermore, several obstacles affect implementation, namely the limited competence of teachers in designing and managing digitally based assessments, the limitations of technological facilities and infrastructure in schools, and the wide range of students' digital literacy abilities. This condition reveals a gap between the demands of the curriculum, which require optimal integration of digital literacy, and field practices, which still face various obstacles. Thus, the successful implementation of assessments based on the Pancasila Student Profile and digital literacy depends heavily on teacher readiness, infrastructure support, and student capacity building, so systemic and sustainable efforts from various parties are needed to bridge this gap.

Discussion

The results of the study show that, at the assessment planning stage, the dimensions of the Pancasila Student Profile have been integrated, particularly in critical, creative, and independent reasoning, with an achievement of around 85%.

The use of project- and portfolio-based assessment rubrics is also quite high (78%), indicating a systematic effort to assess learning processes and outcomes comprehensively. However, digital literacy integration remains at a moderate level (65%), suggesting that technology-based planning is not yet fully optimal.

Analytically, this condition shows that teachers have been able to internalize character values in assessment design, but are still in the adaptation stage in integrating digital technology. This finding is in line with the policy of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, which emphasizes integrating the Pancasila Student Profile into learning. In addition, the use of rubrics and authentic assessments reinforces Grant Wiggins' theory that assessments should be authentic and reflect students' real competencies. Therefore, these findings are in line with the concept of authentic assessment put forward by Grant Wiggins (1998), which holds that assessments should represent real-world tasks to describe student competencies more comprehensively. However, the low level of integration of digital literacy strengthens Allan Martin's (2008) view that digital literacy is not only the ability to use technology but also the ability to think critically when accessing, evaluating, and utilizing digital information.

The **assessment implementation stage** shows that the assessment techniques used are quite diverse, including written tests (90%), projects (85%), observations (75%), and portfolios (70%). This shows that teachers have led to the use of authentic assessments. However, the use of digital applications is still relatively low (55%), so the integration of digital literacy is not optimal. In practice, project-based assessments such as expository writing and video creation increase student engagement by up to 85%. This indicates that the contextual assessment approach can increase student participation. These findings are in line with Dylan Wiliam's research that emphasizes the importance of formative assessments in increasing learning engagement. In addition, the use of projects and portfolios supports Ernesto Panadero's theory that emphasizes the role of reflection in learning.

However, the low use of technology shows that digital literacy is still in its early stages. This is in accordance with Allan Martin's study, which states that digital literacy is not only about using technology but also about the critical skills needed to manage digital information. The above explanation shows that the implementation of Indonesian language learning assessments based on the Pancasila Student Profile has been quite

optimal in the character and authentic assessment aspects, but remains less than optimal in the digital literacy dimension. This can be seen in findings indicating that the integration of the Pancasila Student Profile ranges from 80-85%, authentic assessments from 75-85%, while digital literacy is only 55-65%. Empirically, teachers have integrated cognitive, affective, and skill-based aspects through various assessment techniques, such as projects, observations, and portfolios. The use of project assignments, such as writing a digital issue-based exposition text, shows that the assessment is directed toward a real-world context relevant to students' lives, enabling it to describe their abilities more comprehensively. Thus, these findings reinforce that assessment practices have led to authentic models, although there are still variations in the quality of their implementation.

In addition, the integration of the Pancasila Student Profile into assessment is evident not only in planning but also in implementation, especially through project-based learning activities and collaborations that enable observation of the dimensions of critical reasoning, creativity, and cooperation. This shows that the assessment has served as an instrument for character development, not just a measure of learning outcomes, in line with the policy of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, which emphasizes integrating competencies and character into assessment. However, from a digital literacy perspective, the study's results show that the use of technology in assessment is still in its developmental stage. Although the use of platforms such as Google Classroom and online quizzes has increased student engagement (up to 85% for project assignments), students' ability to produce creative digital products remains limited (around 50%), suggesting uneven digital literacy.

The main obstacles to implementing digital literacy-based assessments include students' digital literacy (70%), teacher competence (65%), infrastructure (60%), and learning time (55%). These findings suggest that implementation barriers are systemic and multifaceted. Analytically, this condition shows a gap between the concept and practice of assessment. Although the assessment has taken an authentic approach conceptually, the implementation of digital literacy is still not optimal.

Furthermore, the obstacles found in this study are systemic, including limited teacher competence (65%), limited infrastructure (60%), and variation in students' digital literacy skills (70%). These findings show that there is a gap between the demands of the curriculum for optimal

integration of digital literacy and the practices in the field, which still face various obstacles. This condition aligns with Allan Martin's view that digital literacy is not only about using technology but also about the ability to think critically when managing digital information. In addition, this finding strengthens Dylan Wiliam's view that the success of assessment largely depends on teachers' capacity to design and implement assessments effectively. Therefore, implementing digital literacy-based assessments requires comprehensive and ongoing support.

These findings reinforce Allan Martin's view that digital literacy is a complex competency that requires systemic support. In addition, the limitations of teacher competence align with Dylan Wiliam's theory, which emphasizes that the quality of assessment depends heavily on teachers' capacity to design and implement assessments. This low score shows the need to strengthen teachers' competence in designing technology-based assessments and provide more systematic guidance so that digital literacy can be optimally integrated in the learning assessment process.

The integration of character into assessment shows that assessment no longer functions only as a measuring tool but also as an instrument of character building. This is in line with the policy of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. In addition, the use of authentic assessments, such as projects and portfolios, suggests that learning has led to real-world contexts, as argued by Grant Wiggins. However, the low level of digital literacy integration indicates that the transformation of 21st-century learning has not been fully achieved. These findings reinforce Allan Martin's study, which emphasizes that digital literacy requires systemic integration in learning.

The results of this study expand on the findings of previous research that generally examined Pancasila Student Profiles, authentic assessments, and digital literacy separately. This research shows that these three aspects can be integrated into one Indonesian language learning assessment system. Thus, this study addresses the research gap regarding the implementation of assessments that simultaneously measure academic achievement and students' digital character and competencies.

CONCLUSION

Based on the research results, it can be concluded that the assessment implementation has gone quite well in integrating the values of the Pancasila Student Profile and implementing

authentic assessments. Still, it is not optimal in the digital literacy dimension.

At the planning stage, teachers have integrated the dimensions of critical, creative, and independent reasoning into assessment indicators and instruments through rubrics, projects, and portfolios. At the implementation stage, assessments have been carried out using various authentic assessment techniques, although written tests still dominate. Meanwhile, at the evaluation stage, digital technology is being used through online platforms and evaluation applications. Still, it has not been systematically and comprehensively integrated.

In addition, this study found systemic obstacles, including limited teachers' competence in designing digitally based assessments, limited facilities and infrastructure, and variations in students' digital literacy skills. Thus, the implementation of assessments based on the Pancasila Student Profile and digital literacy has fostered 21st-century learning characteristics. However, it still needs strengthening, especially in digital literacy, to run optimally and sustainably.

The implementation of the grade VIII Indonesian language learning assessment based on the Pancasila Student Profile, which is oriented towards digital literacy, has gone quite well, especially in integrating character values and applying authentic assessments. Still, it is not optimal in the digital literacy dimension. Assessment planning has accommodated the dimensions of critical, creative, and independent reasoning through rubrics, projects, and portfolios. In contrast, assessment implementation employs a fairly diverse range of techniques, though it remains dominated by written tests.

The use of digital technology in assessment has begun to be implemented through online platforms and evaluation applications, but it has not been fully integrated. In addition, there are systemic obstacles, including limited teacher competence in designing digital assessments, limited infrastructure, and varying levels of students' digital literacy. Thus, it can be concluded that implementing assessments based on the Pancasila Student Profile and digital literacy has fostered 21st-century learning. However, it still requires strengthening digital literacy by increasing teacher capacity, student readiness, and infrastructure support to achieve optimal and sustainable implementation.

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