

**IMPLEMENTATION OF COGNITIVE AND NON-COGNITIVE BASED DIAGNOSTIC
ASSESSMENTS ON PANCASILA AND CITIZENSHIP EDUCATION SUBJECTS****Riyon Lahay¹, Zulaecha Ngiu², Muchtar Ahmad³**Postgraduate Civics, Gorontalo State University^{1,2,3}lahayriyon@gmail.com, zulaecha@ung.ac.id, muchtar.ahmad@ung.ac.id**Article History**

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ABSTRACT

Students' learning outcomes are not always related to the teacher's teaching methods, but are influenced by cognitive and non-cognitive variables that play a role in the achievement of student learning outcomes. Therefore, the implementation of diagnostic assessments is needed to identify and overcome these problems. This research aims to see the results of the implementation of cognitive and non-cognitive-based diagnostic assessments in Pancasila and Citizenship Education subjects at SMPN 22 Wekari. The research method used is qualitative with a descriptive approach. Data collection techniques include observation, interviews, and documentation. Primary data sources were obtained from teachers and students, while secondary data were collected through analysis of reports on the implementation of diagnostic assessments, journals, and relevant books. Data analysis techniques were carried out by data reduction, data display, and verification. The results showed that in the cognitive diagnostic assessment, although students' scores in general had reached the standard, there were still a number of students who had not shown maximum understanding of the material. This was influenced by high absenteeism and delays in completing assignments. In the non-cognitive diagnostic assessment, students' learning styles are more dominant in visual style compared to kinesthetic and auditory styles. For learning interests, students were more dominant in the subjects of Maths, Civics, Science, PE, Religion, Social Studies, and Cultural Arts. This study confirms that the non-achievement of learning outcomes is caused by the gap between learning styles and learning interests in Pancasila and Citizenship Education subjects. The recommendation from this study is for education units to conduct interest mapping to maximise student learning outcomes at SMPN 22 Wekari.

Keywords: Diagnostic Assessment, Cognitive, Non-Cognitive**ABSTRAK**

Hasil belajar siswa tidak selalu terkait dengan metode pengajaran guru, tetapi dipengaruhi oleh variabel kognitif dan non kognitif yang berperan dalam pencapaian hasil belajar siswa. Oleh karena itu, diperlukan pelaksanaan penilaian diagnostik untuk mengidentifikasi dan mengatasi permasalahan tersebut. Penelitian ini bertujuan untuk melihat hasil penerapan asesmen diagnostik berbasis kognitif dan non kognitif pada mata pelajaran Pendidikan dan Kewarganegaraan Pancasila di SMPN 22 Wekari. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan deskriptif. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Sumber data primer diperoleh

dari guru dan siswa, sedangkan data sekunder dikumpulkan melalui analisis laporan pelaksanaan asesmen diagnostik, jurnal, dan buku yang relevan. Teknik analisis data dilakukan dengan reduksi data, tampilan data, dan verifikasi. Hasil penelitian menunjukkan bahwa pada penilaian diagnostik kognitif, meskipun nilai siswa secara umum telah mencapai standar, masih ada sejumlah siswa yang belum menunjukkan pemahaman maksimal terhadap materi. Hal ini dipengaruhi oleh ketidakhadiran yang tinggi dan keterlambatan dalam menyelesaikan tugas. Dalam penilaian diagnostik non-kognitif, gaya belajar siswa lebih dominan dalam gaya visual dibandingkan dengan gaya kinestetik dan pendengaran. Untuk minat belajar, siswa lebih dominan pada mata pelajaran Matematika, Kewarganegaraan, IPA, PE, Agama, IPS, dan Seni Budaya. Penelitian ini menegaskan bahwa tidak tercapainya hasil belajar disebabkan oleh kesenjangan antara gaya belajar dan minat belajar pada mata pelajaran Pancasila dan Pendidikan Kewarganegaraan. Rekomendasi dari penelitian ini adalah agar satuan pendidikan melakukan pemetaan minat untuk memaksimalkan hasil belajar siswa di SMPN 22 Wekari.

Kata kunci: *Penilaian Diagnostik, Kognitif, Non-Kognitif*

A. INTRODUCTION

Learning content in Pancasila and Citizenship Education has a focus on shaping the character of citizens. Basically, the substance of the subject has a strategic role in equipping students with expertise in various fields, especially those related to aspects of civic knowledge, civic skills, civic attitudes, to the ability to actively participate in the life of society, nation and state. This review is based on its essence that this kind of education has a role in shaping the nation's personality (Sahi et al., 2024; Dotutinggi et al., 2023; Kusdarini et al., 2020). However, the existence of Pancasila and Citizenship Education materials has not been able to answer the needs of students. This is based on the context of learning methods that tend to focus on students' ability to read and memorise material and the lack of maximum strategies carried out by teachers, ultimately triggering a bad bias towards student learning outcomes (Rezania et al., 2024; Marbun et al., 2023).

For this reason, the presence of Diagnostic Assessment is needed to overcome the problems encountered in Pancasila and Citizenship Education subjects. The word assessment is defined as a process of measuring knowledge-based and non-knowledge-based learners. At the knowledge level, it usually contains the achievement of learning outcomes. While at the non-knowledge level it is more about the characteristics of students which include interest in learning subjects and learning styles. Another view, translating it as a tool used to formulate decisions related to curriculum, programmes and policies implemented for the purposes of student learning outcomes. This is adjusted to its function to serve as a basis for seeing the achievement of learning outcomes, obtaining information, guiding learning management and also as a tool for determining student graduation (Munaroh, 2024).

Based on its type, assessment can be divided into several types, including Diagnostic Assessment, Formative Assessment, Summative Assessment, Selective Assessment, and

Placement Assessment. Of the various types of assessment, this research focuses on Diagnostic Assessment. These assessments are generally used in the form of pretests or prates, both in text and oral formats. In simple terms, Diagnostic Assessment can be understood as a tool for teachers to identify the strengths and weaknesses of students, especially those related to learning interests, as well as a source of information on effective learning methods for students (Aries S., 2011). For its function that helps in the identification process, the implementation of Diagnostic Assessment is considered important, especially in the subject of Pancasila and Citizenship Education, given the existence of various previous studies that show similar concerns regarding teachers' understanding of students in this subject

The study *"Students' Understanding of Pancasila Ideology"* in Barru Regency shows that only 66.50% of students understand Pancasila as the main ideology and 67.51% apply its values in daily life (Akbal et al., 2022). Another research response *"Exploring citizenship competencies in Pancasila subjects through local wisdom in the Merdeka curriculum"* actually found that students' weak understanding of the learning content was triggered by the lack of teacher competence, limited learning facilities and lack of use of digital media contributed to the non-achievement of learning outcomes (Suryaningsih et al., 2023). In the researchers' opinion, the findings do not explicitly document what aspects cause this to happen. This is because the findings are still general in nature. So, the existence of research regarding the implementation of cognitive and non-cognitive based Diagnostic Assessment in Pancasila and Citizenship Education subjects offers a different point of view to answer the concerns of what has been found by previous research. Because, the offer that will be reviewed in this research, will portray the subject of Diagnostic Assessment which is more directed at the cognitive and non-cognitive context of students.

This is because each learning content of Pancasila and Citizenship Education at each level of education has different content at the elementary, junior high, and high school levels, with different material coverage according to the level. In primary school, PPKn teaches the basic values of Pancasila, social norms, and citizenship. In junior high school, Civics is more in-depth, discussing citizen participation and the application of Pancasila values in social life. In high school, the scope of Civics is more complex, covering democracy, the rights and obligations of citizens, and the political system. Even at the tertiary level, between Civics and Civics are made separately. (Wibowo & Wahono, 2017) . The demand to master this content and the inconsistency in the education curriculum in Indonesia is often considered to create gaps in the educational environment. (Santoso et al., 2023)

Therefore, the existence of Diagnostic Assessment is considered necessary to identify what are the obstacles for students in understanding subjects that are factually differentiated at each level. Another reason is also looking at the results of a previous study conducted by Aringka et al., entitled *"Diagnostic Assessment In Implementing Curriculum Merdeka On Senior High School"* Diagnostic plays an important role for teachers in identifying student weaknesses and challenges. (Aringka et al., 2023) . A different thing was expressed by Faiz & Puji Astutik *"Implementation of Diagnostic Assessment on Fiqh*

Subjects" which stated that assessment can indeed help the learning process if this process is balanced by the ability of teachers as teaching staff. (Faiz & Puji Astutik, 2019) . Another study shows that, Diagnostic Assessment has an important role in the educational context, especially in identifying strengths and weaknesses that occur during the learning process. This identification aims to provide opportunities for improvement on the deficiencies found, so that the quality of learning can be significantly improved (Csapó & Molnár, 2019).

In response to these findings, the observation of the problem in the State Junior High School in Tambrau Regency revealed a significant gap in the achievement of student learning outcomes. This inequality of achievement indicates that there are a number of factors that affect the quality of learning in these schools, which need to be explored more deeply. The researcher will further review these findings in the results and discussion section of the study to find out the root causes and underlying factors of the disparity. In an effort to address this gap, this research proposes the implementation of cognitive and non-cognitive based Diagnostic Assessments in Pancasila and Civic Education subjects. Diagnostic Assessment was chosen because it has the advantage of providing more relevant and in-depth instructional information compared to other traditional testing or assessment methods. With this approach, Diagnostic Assessment can distinguish specifically the strengths and weaknesses of students, even if they have the same score in traditional evaluation (Fan et al., 2021). This is important, given the uneven learning outcomes found in these observations, which are not only caused by external factors such as facilities or teacher competence, but can also be related to the specific needs of individual students that are not detected in conventional assessments. Moreover, the accuracy of Diagnostic Assessments has the potential to significantly improve students' learning ability, while providing teachers with clearer insights in managing learning, making it an essential tool to correct existing gaps (Abdulaal et al., 2022).

For this reason, the focus of this research includes three important aspects that are often overlooked in previous studies: first, the evaluation of diagnostic assessment policy inputs, which include human resources, facilities and infrastructure, curriculum, learner recruitment, and budget allocations that support learning. Second, the evaluation of the Diagnostic Assessment process, which is divided into two categories: cognitive, which focuses on students' knowledge and understanding, and non-cognitive, which assesses attitudes, values, and social skills. Thirdly, the evaluation of the product of Diagnostic Assessment which measures the results of both types of assessment. This approach is important because it provides a more comprehensive picture of the implementation of Diagnostic Assessments as a whole, not only in terms of student learning outcomes, but also in terms of the policies and processes that support them. This research seeks to fill the gaps in previous studies by offering a more systematic and data-driven evaluation of the effectiveness of Diagnostic Assessments in achieving more holistic learning goals.

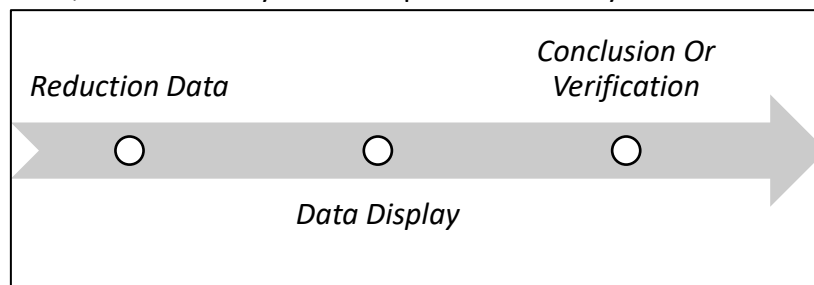
B. RESEARCH METHOD

This research uses a qualitative descriptive approach, which focuses on efforts to describe the phenomena that occur. This type aims to comprehensively describe events or

occurrences relevant to the object of research. In contrast to phenomenological, ethnographic, or grounded theory studies that seek to explain phenomena or events in more depth, descriptive qualitative studies prioritise presenting an overview of the events or circumstances being studied. The main focus of this approach is to gain a better insight into the research area that is still poorly understood, with the aim of gaining a deeper understanding of the context and situation, not to explain specific phenomena. This approach is particularly useful for research that is not tied to variables that require numerical measurement, but rather emphasises understanding complex social phenomena through qualitative data. Descriptive qualitative methods are therefore increasingly popular, as they do not require the use of numbers or metrics for variable measurement, but instead focus on findings resulting from direct observation and analysis of qualitative data. (Ayton, 2023 ; Furidha, 2023) .

In this study, the subjects used as primary data sources consisted of two main groups, namely Pancasila and Civic Education (PPKn) teachers and students in grades VII, VIII, and IX. These primary data sources provide direct insight into relevant experiences and perceptions related to the implementation of Diagnostic Assessment in schools. As for secondary data sources, this research relies on various documents that serve to complement and support the analysis. The report on the results of the implementation of the Diagnostic Assessment is one of the main secondary data sources, which provides an overview of the process, results, and evaluation of the assessment. In addition, this study also refers to additional literature in the form of relevant journals and books to enrich the theoretical basis and provide a broader context on the topic under study. Furthermore, data collection techniques include observation, interpretation of interview results. This process is often referred to as a procedure to collect information materials to add validity to the research study. (Kamuli et al., 2023) .

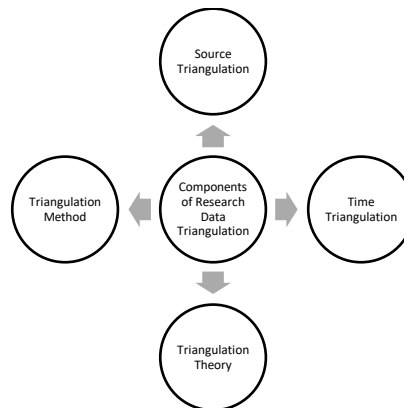
Furthermore, the data analysis techniques in this study are as follows:



In this study, the data reduction stage was carried out to focus and filter information relevant to the implementation of the Diagnostic Assessment policy in learning Pancasila and Citizenship Education (Civics). Data collected through interviews with teachers, classroom observations, and related documents will be selected to eliminate information that is not directly related to the research topic. After that, relevant data will be rearranged in a more structured and interpreted form, such as theme groups that include teacher readiness, implementation challenges, and the impact of assessment on learning. The next stage is data presentation, where researchers will organise research findings in a clear and communicative format, such as tables, graphs or descriptive narratives. This presentation

aims to describe in detail how the Diagnostic Assessment policy is implemented in schools, its impact on teaching and learning, and the experiences of teachers and students related to the assessment process. The presentation of this data allows the reader to better understand how the Diagnostic Assessment can improve learning effectiveness and help meet the individual needs of students. The principles of data reduction, data analysis and verification or conclusion drawing are verification to conduct the data analysis stage of the research. (Tripayana et al., 2024) .

As for the data triangulation process, researchers use stages to find the validity of this research. The stages carried out by researchers are as follows:



Data triangulation is used to increase the validity of findings related to the implementation of Diagnostic Assessments in Civics learning. Source triangulation is done by comparing information from various sources, such as Civics teachers, students in grades VII, VIII, and IX, and diagnostic assessment documents. Time triangulation was done by collecting data at different times, to see consistency and changes in the implementation of the assessment. Theory triangulation was used by comparing relevant theories on assessment, learning and learning differentiation to enrich the understanding of the findings. Meanwhile, method triangulation combines various data collection techniques, such as interviews, observation and document analysis, to obtain more comprehensive data and ensure the validity of the research findings. With this triangulation approach, the research aims to obtain more accurate and in-depth data about the application of Diagnostic Assessment in Civics learning and its impact on student learning outcomes. The function of data triangulation is, as an instrument to verify the overall research research. (Rahmatiah et al., 2024)

C. RESULTS AND DISCUSSION

RESULTS

The implementation of Diagnostic Assessment in Pancasila and Civics Education Learning at SMPN 22 Wekari refers to the application of an assessment process designed to identify students' strengths, weaknesses, and learning needs in depth and comprehensively before or during learning takes place. In the context of Pancasila and Civics Education (PPKn) subjects at SMPN 22 Wekari, Diagnostic Assessment is used to

understand the extent to which students have mastered material related to Pancasila values, civic norms, and competencies that include the expected attitudes, knowledge and skills. The process of implementing this assessment involves various steps, including the planning of assessment instruments that are relevant to the learning objectives of Civics, the implementation of assessments in a conducive learning atmosphere, and the analysis of assessment results to obtain detailed data on student learning conditions. This data then becomes the basis for designing appropriate learning strategies, such as providing additional guidance for students who have difficulties, or enriching the material for students who show good mastery.

In response to this, the research findings show that in the context of implementation carried out at SMPN 22 Wekari, the assessments carried out include; (1) Context Assessment of Vision and Mission, Readiness of Tools and Principal Policies at SMPN 22 Wekari; (2) Assessment of the Availability of Human Resources, Academic Supporting Infrastructure Facilities, Curriculum, Recruitment of Learners, and Budget in Learning Pancasila and Citizenship Education; (3). Cognitive Diagnostic Assessment and non-cognitive Diagnostic in Pancasila and Citizenship Education Learning. The description of the findings is described as follows:

1. Diagnostic Assessment of Vision and Mission Context, Tool Readiness and Principal Policy at SMPN 22 Wekari.

The findings of this evaluation reveal that the vision and mission of SMPN 22 Wekari do not explicitly include the implementation of Diagnostic Assessment in learning. Although the school's vision and mission reflect efforts to integrate with society and self-actualise in the development of civilisation, as well as to face future challenges, there is no policy that specifically links Diagnostic Assessment to these goals. Therefore, the policy taken by the school is to incorporate aspects of Diagnostic Assessment into the vision and mission statements, so that it can support the goal of creating learning that is interesting, fun and characterised, and can facilitate students according to their abilities, talents and interests. Regarding the environmental characteristics of SMPN 22 Wekari, which is located in the coastal area of the village, with access to the main road that facilitates monitoring, it was found that the ecosystem of the school environment greatly influences the learning process. Socially and culturally, the surrounding community has a spirit of gotong royong, high social concern, and maintains the values of courtesy and religious life. These factors play an important role in supporting learning activities, including student attendance in class. Students' involvement in social and religious activities in the community also contributes to their attendance in class, which in turn affects the smooth and quality implementation of diagnostic assessments.

In addition, the characteristics of learners at SMPN 22 Wekari, the majority of whom come from similar socioeconomic backgrounds of farmers, labourers and village officials, also influence the implementation of the diagnostic assessment policy. Most learners have limited access to education due to the distance of their homes from the school, as well as limitations in terms of health facilities and family economics. This poses challenges for

schools in implementing the Diagnostic Assessment effectively, given the health and economic conditions that can affect students' performance in taking the assessment. Therefore, the Diagnostic Assessment policy implemented at SMPN 22 Wekari needs to consider these factors, including learners' social, economic and accessibility conditions. By considering learners' backgrounds and needs holistically, schools are expected to design Diagnostic Assessment policies that are more accurate and appropriate to learners' characteristics, which will ultimately help in improving the quality of learning and learners' competency achievement at SMPN 22 Wekari.

2. Diagnostic Assessment of Human Resources, Academic Support Infrastructure, Curriculum, Learner Recruitment, and Budget in Pancasila and Civic Education Learning.

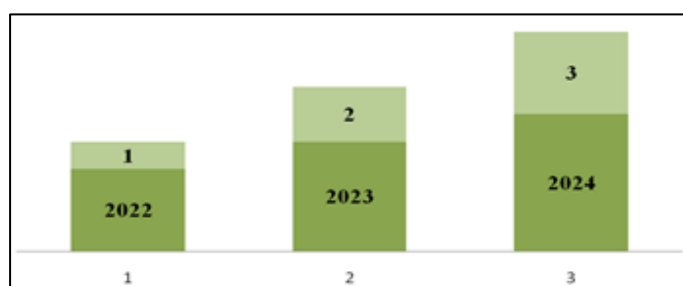
Based on its characteristics, SMP Negeri 22 Wekari is located in a coastal area which is a village with communities that have similar social and cultural backgrounds. The community around the school shows a high attitude of mutual cooperation, concern for others, and good manners, as well as a harmonious religious life. The school environment is surrounded by community-owned plantations that are customary land on the front, back and left sides, while the right side is bordered by residential areas. The school has only one main gate for access and exit, making it easy to monitor student activities. The advantages of SMP Negeri 22 Wekari include quiet learning conditions without the distraction of road noise, a location close to a plantation, and good family relations between teachers, employees and students. Community involvement in supporting the school programme is excellent and the school's outstanding extracurricular activities, such as volleyball, football and local arts, are often asked to participate in government and community events.

The curriculum evaluation shows that the school and community ecosystem has a significant impact on the learning process, where students' involvement in social and religious activities affects their attendance in class, especially during Civics lessons. The characteristics of learners at SMP Negeri 22 Wekari are influenced by parents' educational backgrounds, socioeconomic circumstances, and similar living environments, where most parents work as farmers, labourers, or village officials, and students generally walk to school. This creates the characteristics of students who uphold social values and good manners, although they still need support and motivation to improve their willingness to learn. The evaluation of the learners' context also showed that their backgrounds had an effect on the diagnostic assessment results, with economic conditions, health and access to school being significant factors. In addition, the input evaluation related to the availability of resources supporting the Diagnostic Assessment is crucial, covering aspects such as the availability of teaching and education personnel, facilities and infrastructure that support the learning process such as classrooms and libraries, the curriculum applied, the process of admitting new learners (PPDB), and the availability of funds, all of which are key requirements in the Diagnostic Assessment policy at SMP Negeri 22 Wekari.

Even based on the readiness of Human Resources (HR) In an effort to carry out the mission and realise the vision, SMPN 22 Wekari by the end of 2022 has succeeded in

building reliable human resources (HR) and meeting the competencies set. Indicators of this success can be seen from the educational and professional qualifications of teachers, where the percentage of teachers who have a Bachelor's degree (S1) reaches 100%, and 50% of them have been certified. The interview results show that the qualifications of teachers at SMPN 22 Wekari have met the requirements set out in the National Education System Law No 20 of 2003, where educators provide learning in accordance with their respective disciplines. In terms of teacher-to-student ratio, the ideal is 1:32 per class; however, at SMPN 22 Wekari, this ratio is still relatively low, with an insufficient number of students to achieve the normal ratio. This is due to the small number of students.

In addition, the evaluation results also indicate that there are some teachers at SMPN 22 Wekari whose competence or scientific background does not match the field they teach, due to the uneven distribution of teachers. For example, there are three English teachers for three study groups, so there are teachers who do not get teaching hours and switch to other disciplines. Similarly, staff and academic support personnel have demonstrated professional skills in managing academic and financial administration, with most of them having undergraduate educational backgrounds. This shows that overall, human resources at SMPN 22 Wekari have met the standards, although there are still some education personnel who are not fully in accordance with their disciplines. The following data is presented regarding the development of the number of educators and education personnel at SMPN 22 Wekar as follows:



Number of Educators at SMPN 22 Wekari

Data Source: Processed Data, (2024)

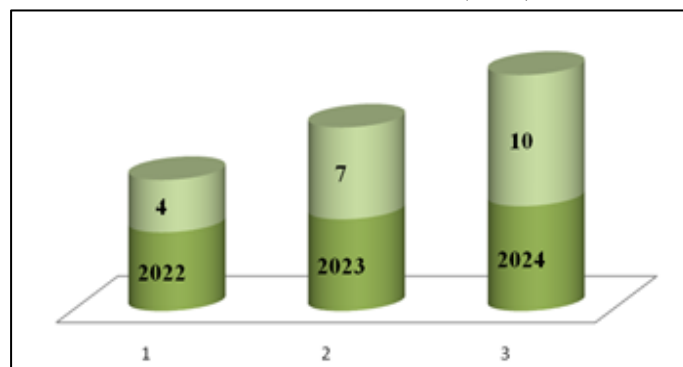


Figure 2. Number of Education Personnel of SMPN 22 Wekari

Data Source: Processed Data, (2024)

Based on the analysis of available human resources, it can be concluded that human resources play a crucial role in supporting the implementation of diagnostic assessments. The existence of competent human resources has a direct effect on the achievement of

student assessment results. However, the current condition shows concerns regarding the limited number and quality of existing human resources. Many educators still do not understand the implementation mechanism of Diagnostic Assessment and face obstacles in accessing information related to this procedure. Most of them previously only considered Diagnostic Assessment as a form of pre-test. In fact, there are significant differences in the assessment process, including aspects of planning, implementation, evaluation, and follow-up that need to be well understood to improve the effectiveness of the assessment. Apart from its human resources, SMPN 22 Wekari's facilities and infrastructure continue to improve in order to improve the quality of education services to meet the set standards. The evaluation of academic support facilities includes classrooms and libraries. Based on the evaluation results, classrooms are considered adequate, with all grade levels from VII to IX available, so that the learning process can take place smoothly without excessive burden. However, the condition of the library building is still a concern, as the room used does not meet the standards as a place to store textbooks and non-textbooks. In addition, the library facilities are incomplete, and the management system is still manual, not yet using computerised technology.

The evaluation results show that facilities and infrastructure have a significant impact on the diagnostic assessment process and outcomes. However, the reality on the ground shows that SMPN 22 Wekari still faces many challenges related to facilities and infrastructure. Some of the shortcomings include the lack of textbook and non-textbook collections, limited learning media that can stimulate students' basic knowledge, and the unavailability of necessary laboratory equipment, so that the implementation of assessments cannot be carried out optimally. The curriculum at SMPN 22 Wekari is designed to fulfil educational needs in accordance with the expected competencies of each subject. The curriculum is arranged systematically and continuously, starting from the preparation of the education calendar to the annual and semester programmes, with the aim of creating a clear and effective learning flow. In this school, the curriculum not only focuses on academic achievement, but also on developing students' character in accordance with Pancasila values through the project module on strengthening the Pancasila learner profile (P5). In addition, curriculum evaluation is conducted regularly to ensure that it is in line with scientific and technological developments and social changes in society. This is important so that the curriculum remains relevant and able to fulfil students' needs. Although the SMPN 22 Wekari curriculum fulfils many educational standards, there are still challenges in its implementation, such as the need to develop a differentiated approach in teaching tools to accommodate students' individual needs. Overall, the curriculum at SMPN 22 Wekari aims to equip students with relevant knowledge and skills for their future by engaging them in an active and contextualised learning process.

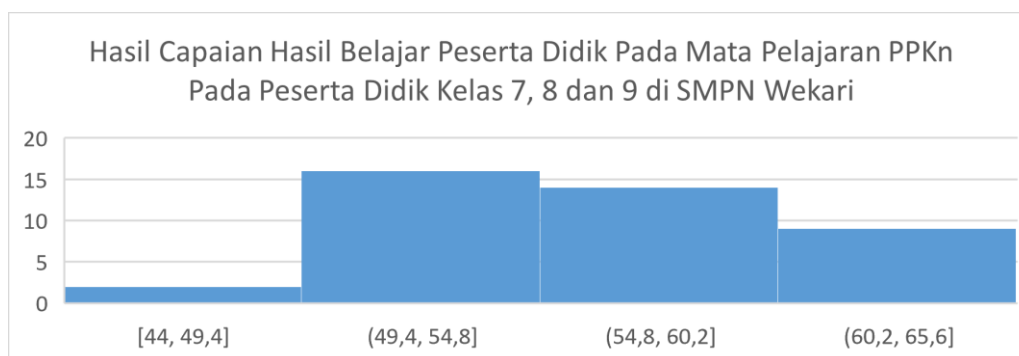
The condition of the curriculum at SMPN 22 Wekari is closely related to student recruitment policies and the availability of an adequate budget. A well-developed and sustainable curriculum aims to provide guidance in the learning process and improve student competence. However, the effectiveness of this curriculum implementation is

affected by the new student admission policy that follows the zoning system, which aims to ensure fairness and equal opportunities, including for students with disabilities. Although the number of teachers is sufficient, the unbalanced distribution of subjects causes some areas, such as social studies and physical education, to be underserved. This can interfere with the implementation of the expected curriculum, as teachers not getting enough teaching hours can affect the quality of education.

Furthermore, the availability of the budget from the School Operational Assistance (BOS) fund is also a crucial factor. Although SMPN 22 Wekari has tried to explore additional sources of funding, the available allocation is still far from the needs required to support various education programmes. The lack of budget has implications for the realisation of planned programmes and policies, including funding for human resource development and infrastructure. Thus, continuous curriculum evaluation needs to be balanced with more aggressive fundraising strategies to support the implementation of diagnostic assessments and improve the quality of education services. Through evaluation that emphasises Diagnostic Assessment and community fundraising efforts, SMPN 22 Wekari is expected to strengthen curriculum implementation and increase learner engagement in the learning process. This will help create a better and more sustainable learning environment, thereby fulfilling the expectation of quality education for all students.

3. Cognitive Diagnostic Assessment and non-cognitive Diagnostic in Pancasila and Citizenship Education Learning.

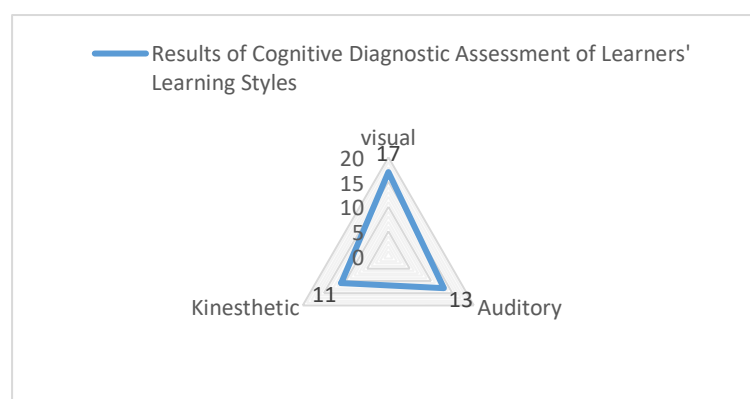
In this section, results will be presented related to cognitive and non-cognitive Diagnostic Assessment in learning Pancasila and Citizenship Education. Cognitive Diagnostic Assessment focuses on students' learning outcomes, which include their understanding of the basic concepts of Pancasila, state ideology, and civic values. This assessment aims to measure the extent to which students can master the learning materials, explain the principles of Pancasila, and apply them in the context of everyday life. With this assessment, students' strengths and weaknesses in cognitive aspects can be identified, as well as how they absorb and understand the information taught. In response to this, the results of the study show that after the implementation of the cognitive Diagnostic Assessment can be seen in the following graph:



Cognitive Diagnostic Assessment Results
Data Source: Processed Data, (2024)

Based on the graph in Figure 3, it can be seen that the majority of students did not achieve a score of 60, which is the limit of completion in learning. Out of a total of 36 students recorded, only 14 students managed to obtain a score of 60 or more, while the rest, 22 students, had a score below 60. Most students' scores were in the range of 50 to 55, with a number of students who obtained very low scores, namely below 50, each of which got a score of 44. This shows a considerable gap in the achievement of student learning outcomes, where more than half of the students have not reached the set graduation standard. For the results of the achievement of learning outcomes that are less than optimal, researchers conducted a non-cognitive Diagnostic Assessment to find the root causes of the achievement of learning outcomes. The non-cognitive Diagnostic Assessment will assess students' learning styles and learning interests. Learning style refers to an individual's preference in how to learn, whether through a visual, auditory or kinesthetic approach, which influences how students absorb and process information. This learning style assessment is important for customising more effective teaching methods based on students' needs. Meanwhile, learning interest relates to students' level of motivation and interest in the subject, which plays an important role in determining the extent to which students actively and enthusiastically participate in learning. By knowing learning interests, teachers can design learning that is more interesting and relevant to students, thus increasing their engagement and achievement. This combination of cognitive and non-cognitive assessments provides a comprehensive picture of students' condition, both in terms of the knowledge they have mastered and the factors that influence how they learn.

With regard to the above, the research results show that the learning styles of students at Sekolah Menengah Pertama Negeri 22 Wekari are as follows:



Results of Non-Cognitive Diagnostic Assessment of Learners' Learning Styles

Data Source: *Processed Data, (2024)*

Based on the results of the diagnostic assessment of students' learning styles, it was found that the learning style preferences of students in this class fall into three main categories. A total of 17 students have a visual learning style, which indicates that they are better able to understand the material by using visual media such as pictures, graphs, or diagrams. Therefore, teaching approaches that utilise visualisation, such as the use of presentation slides, images, or videos, can improve their understanding of the material

being taught. A total of 13 students showed an auditorial learning style, which means they tend to understand the material more easily when listening to direct explanations, either through teacher lectures or discussions. For students with this learning style, approaches that involve more oral explanations, group discussions, and the use of sound resources, such as recordings or podcasts, can support them in the learning process. Meanwhile, 11 students have a kinesthetic learning style, which is more effective when they can learn through physical activities, experiments, or hands-on practice. For this group, practical activity-based approaches, demonstrations, or project-based learning that involves physical movement will better help them to understand the material. Overall, the results of this diagnostic assessment provide important insights for teachers to design more varied learning strategies, according to each student's learning style.

Furthermore, the results of the research findings regarding the non-cognitive Diagnostic Assessment of learning interest can be seen in the following graph:

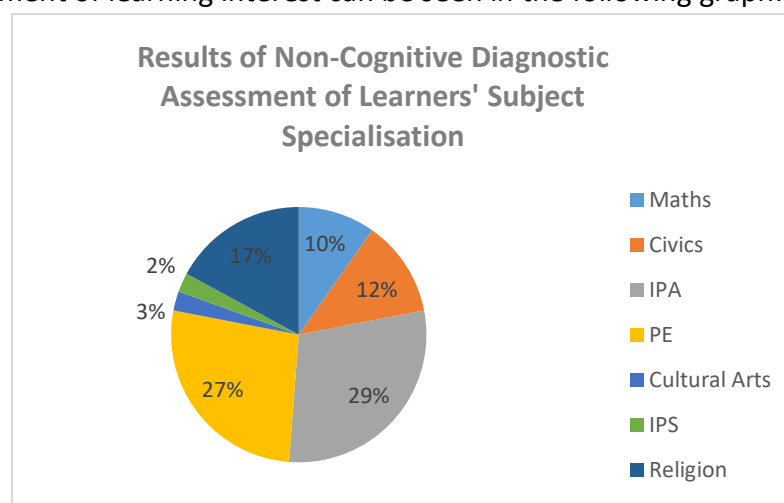


Figure Diagram 5. Results of Non-Cognitive Diagnostic Assessment of Students' Learning Interests
Data Source: Processed Data, (2024)

Based on the results of the non-cognitive diagnostic assessment of students' interest in learning, there is a variation in students' interest in various subjects. The subject that received the highest interest was Science with 12 students showing great interest, followed by Physical Education with 11 students showing significant interest. Other subjects, such as Religion, also showed quite high interest with 7 students. Meanwhile, interest in Maths and Civics was relatively low, with only 4 and 5 students showing interest respectively. In addition, there were subjects with very low interest, such as Art and Culture and Social Studies, each with only 1 interested student. This data provides a clear picture of students' learning interest preferences, which can be used to design learning approaches that are more interesting and relevant to their interests. For low-interest subjects, such as Maths, Civics, Cultural Arts and Social Studies, teachers can try more creative and interactive approaches to increase student interest, while high-interest subjects, such as Science and Physical Education, can be given more challenges and opportunities for deeper exploration.

Responding to the components of what has been found in the research, as well as finding the root causes through the results of the diagnostic assessment conducted at SMPN 22 Wekari, several important things were found related to the learning process and student welfare. In the cognitive assessment, although in general student learning outcomes have reached the standard, there are still a number of students who have not shown maximum understanding of the material. This is due to high absenteeism and delays in completing assignments. As a result, students' competency achievement was less than optimal, although overall the recorded scores met the Minimum Completeness Criteria (MCQ). This indicates the need for improvement in learning time management, the use of more varied media, and increased teacher competence to support student understanding. On the other hand, the non-cognitive diagnostic assessment also revealed that students' personal problems, such as health and economic conditions, greatly affect the quality of their learning. Health problems reduce students' concentration and motivation to learn, while economic problems cause their absence from school because they have to help their parents. These issues prevent students from reaching their full learning potential. In addition, the assessment also identifies students' diverse learning styles, consisting of visual, auditorial and kinesthetic styles, which affect the way they understand the material. By knowing these learning styles, teachers can design learning that better suits students' individual needs, making the learning process more effective and efficient.

DISCUSSION

Theoretical arguments state that Diagnostic Assessment has an important role in the educational context, especially in identifying strengths and weaknesses that occur during the learning process. This identification aims to provide opportunities for improvement on the deficiencies found, so that the quality of learning can be significantly improved (Csapó & Molnár, 2019). This is in line with another opinion that, Diagnostic Assessment is one type of evaluation that is very important in the world of education, where the main purpose is to obtain in-depth information about the strengths and weaknesses of learners. By using diagnostic assessment, educators can identify various aspects that affect students' learning process, whether it is related to their knowledge, skills or attitudes. The information gathered from this assessment becomes an invaluable basis for planning learning that is more targeted and appropriate to the conditions of each learner. This is of course very crucial, considering that each student has different characteristics and needs in learning. Therefore, Diagnostic Assessment is not only an evaluation tool, but also a guide to designing teaching strategies that can maximise students' potential and minimise the difficulties or obstacles they face during the learning process. (Iskak et al., 2023)

Through diagnostic assessment, a teacher can obtain valuable information about students' initial abilities before starting further learning. By knowing the weaknesses that students have, teachers can design learning programmes that are more suited to their needs, including choosing more appropriate approaches or methods so that students can overcome these difficulties. In addition, Diagnostic Assessment also provides an

opportunity for teachers to understand more deeply the challenges that students may face in understanding the subject matter. For example, there are students who may struggle with understanding basic concepts or lack the skills to apply the knowledge they have learnt. Thus, this assessment becomes an important tool to make adjustments in the learning process, so that no student is left behind and all learners can develop optimally. (Aringka et al., 2023)(Wardhani, 2023)

Success in using diagnostic assessments depends not only on the instruments used, but also on the teacher's ability to interpret the assessment results. With the information obtained through diagnostic assessment, teachers can more easily identify which aspects need more attention, as well as design more specific and effective interventions to help students overcome their weaknesses. In addition, Diagnostic Assessment can also help students to better understand their strengths, as well as provide them with opportunities to improve their weaknesses, so that the learning process can run more effectively and in accordance with their development. Therefore, Diagnostic Assessment becomes a vital component in creating adaptive, inclusive and individual needs-orientated learning, which in turn will contribute to the achievement of better learning outcomes. In the results of the research, there are several constructs of findings that can be used as the substance of the results of the implementation of diagnostic assessment that can be seen in the following table;

Table 1. Context of Assessment Implementation

Implementation Aspect	Payload	Impact	Things to Improve
Context Assessment of Vision and Mission, Principal's Policy	<ol style="list-style-type: none"> 1. There is no emphasis on Diagnostic Assessment in the vision and mission. 2. Policies have not integrated Diagnostic Assessment in lesson planning. 	<ol style="list-style-type: none"> 1. Vision and mission do not support effective implementation of Diagnostic Assessments. 2. Learning is not yet fully focussed on the individual needs of students. 	<ol style="list-style-type: none"> 1. Revised vision and mission to include diagnostic assessments. 2. Integration of Diagnostic Assessment policy in school learning planning.
Assessment of Human Resources (HR) and Infrastructure Facilities	<ol style="list-style-type: none"> 1. Teachers are competent, but the distribution of teachers is uneven. 2. Learning facilities are limited, especially the library and learning media. 	<ol style="list-style-type: none"> 1. The quality of learning is hampered by the unbalanced distribution of teachers and limited facilities. 2. The assessment and learning process becomes less optimal. 	<ol style="list-style-type: none"> 1. Aligning the distribution of teachers according to their fields. 2. Improved facilities and infrastructure, including learning media and library facilities.

Cognitive Diagnostic Assessment	<ol style="list-style-type: none"> 1. Conducted only at the beginning of the school year, not regularly. 2. There is no monitoring of students' cognitive development throughout the school year. 	<ol style="list-style-type: none"> 1. No continuous identification of students' competence development. 2. Learning cannot be tailored to students' individual needs and achievements. 	<ol style="list-style-type: none"> 1. Implementation of cognitive diagnostic assessment periodically (beginning, middle, end of semester). 2. Monitoring student progress is more structured.
Non-cognitive Diagnostic Assessments	<ol style="list-style-type: none"> 1. Assessments are conducted to identify students' personal, social, and learning style issues. 2. Some personal issues such as health and economy affect attendance. 	<ol style="list-style-type: none"> 1. Assist in supporting students' psychological and social well-being. 2. Identifying students' learning styles helps optimise learning approaches. 	<ol style="list-style-type: none"> 1. Development of more detailed assessment instruments to identify more in-depth problems 2. Improved teacher understanding of student learning styles.

The construct of the discussion in this study found that the implementation of diagnostic assessment in schools still faces several challenges. Firstly, the school's vision, mission and policies do not fully support the implementation of diagnostic assessments, so learning does not fully focus on the individual needs of students. Secondly, although teachers are competent, the uneven distribution of teachers and limited learning facilities, such as learning media and libraries, hamper the quality of learning and the assessment process. Thirdly, cognitive diagnostic assessments are only conducted at the beginning of the school year and are not routinely monitored throughout the year, which makes identifying the development of student competencies less than optimal. Finally, non-cognitive Diagnostic Assessments have been conducted to identify students' personal and social problems, but the instruments used are still limited and teachers' understanding of students' learning styles needs to be improved. Improvements are needed in all these aspects, including a revised vision and mission, improved distribution of teachers and facilities, and the implementation of more structured and comprehensive assessments. In response to this, to overcome the existing limitations, it is necessary to carry out the stages carried out by the researcher as the context of the research argument shows that. Diagnostic assessment can demand teachers in planning learning and can even encourage school policies to optimise what is lacking so that students' needs for learning can be met both materially and immaterially. (Kholid et al., 2024) .

D. CONCLUSION

The implementation of the Diagnostic Assessment Policy has been prepared with complete tools in the form of soft and hard copy documents. This document covers various

aspects, such as the characteristics of SMPN 22 Wekari, the socio-cultural and environmental characteristics of the school, the characteristics of the learners, and the vision and mission of the school which are consistent with the educational objectives at the education unit level. This clear vision and mission provide a strong foundation for conducting diagnostic assessments, supporting the school's goal of educating students according to their conditions and needs. In terms of resource effectiveness, the evaluation shows that the teaching staff available at SMPN 22 Wekari meets the required competency standards, with teachers having backgrounds in their fields. However, the teacher-student ratio is not ideal, as the large number of students is not proportional to the number of teachers, which should be 1:32 per class. In addition, although facilities and infrastructure such as classrooms are adequate, there are still shortcomings, such as libraries, laboratories, and UKS rooms that need to be provided to support teaching and learning activities. The curriculum is based on the KSP and includes teaching tools and P5 modules, while the education budget covers the eight education standards, although fundraising from outside the Ministry of Education budget is limited. In terms of diagnostic assessment, implementation still shows that cognitive assessment is conducted at the beginning of learning to identify students' abilities, strengths and weaknesses through the administration of assessment questions. However, the implementation of this assessment has not been carried out regularly, so the potential for monitoring student development is less than optimal. Non-cognitive assessment is carried out with a checklist instrument to identify students' personal problems and learning styles, although it does not include kinesthetic, auditory or visual learning profiles, so that students' potential is not maximised.

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