

The Importance of Planning and Implementing Cognitive, Affective, and Psychomotor Assessments in Primary School Civics Education

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Keywords

Affective
Assessment
Civics
Cognitive
Primary School
Psychomotor

Abstract

This study aims to describe in depth the implementation of learning outcomes assessment in Civics Education subjects in class VI of UPT Satuan Pendidikan SDN 2 Bendo in Blitar City, which includes cognitive, affective, and psychomotor aspects. This study used a descriptive qualitative approach with in-depth interview techniques as the main method of data collection. The results showed that cognitive assessment had been carried out systematically through formative and summative instruments, as well as the use of rubrics in accordance with learning outcomes. However, affective and psychomotor assessments still face challenges in terms of limited instruments, consistency of implementation, and lack of training for teachers. The available assessment rubrics have not been fully implemented consistently, and the assessment process tends to be observational without systematic recording. Therefore, this study recommends the need for teacher training as well as the development of more applicable and contextual assessment instruments to support holistic assessment that is in line with the learning objectives of Civics in shaping students' character and citizenship skills as a whole.

1. Introduction

Melmambessy Moses in Amalia Yunia Rahmawati's journal (2020) explains that education is a structured activity to transmit knowledge from one person to another, following guidelines set by experts. The main objective of this process is to encourage positive changes in behaviour, mindset, and maturity levels of individuals, both in formal and non-formal educational environments. This definition is in line with Education Law No. 2 of 1989, which states that education is a conscious effort to prepare students through guidance, teaching, and training for their future roles. Meanwhile, according to Law No. 20 of 2003 on National Education, education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to have spiritual and religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society (Ichsan, 2021). In this context, assessment plays a crucial role as an integral part of the learning process, not only to measure learning outcomes but also as a basis for evaluation, certification, and feedback to improve the quality of learning (A. H. Adinda et al., 2021).

In line with the importance of assessment covering various aspects of education, in the context of Civics Education learning in primary schools, assessment should not be limited to cognitive aspects but should also cover the affective and psychomotor domains, considering that civics education aims to shape students' character as intelligent and virtuous citizens (Wati & Anggriani, 2024). At UPT Satuan Pendidikan SDN 2 Bendo Blitar City, particularly in Grade VI, teachers have implemented an assessment approach that covers all three domains. For example, in learning about the value of cooperation, students demonstrate different achievements: conceptual understanding (cognitive), cooperation in discussions (affective), and skills in creating group posters (psychomotor). Widyanto & Wahyuni (2020) state that comprehensive and authentic assessment planning is crucial for obtaining a complete picture of students' learning achievements and as a foundation for strengthening future learning.

The implementation of this comprehensive assessment aligns with the principles of the Merdeka Curriculum, which prioritises a holistic approach and the development of character and 21st-century competencies (Efendi et al., 2023). Affective assessment in Civics Education, such as participation in class president elections or flag ceremony activities, serves as an important indicator in measuring students' engagement with national values. On the other hand, according to Alawiyah (2024), variations in assessment techniques such as portfolios, reflective journals, digital quizzes, simulations, and role-playing can be used to accommodate differences in students' learning styles. For example, class simulations not only assess argumentation skills (cognitive), but also attitudes toward classmates' opinions (affective), as well as the ability to express ideas verbally (psychomotor). Almujab (2023) states that a differentiated assessment approach is also necessary, as reflective students can be given writing tasks, while active students can engage in oral or practical activities.

Although the urgency of holistic assessment has been widely discussed, research specifically examining the integration of the three domains of assessment in Civics Education learning in primary schools is still limited. The urgency of this research is further heightened by the implementation of the Merdeka Curriculum, which requires teachers to design assessments that are comprehensive, contextual, and oriented towards the Pancasila Student Competency Profile. Therefore, this study aims to analyse the implementation of comprehensive assessment in Civics Education learning in Grade VI at UPT Satuan Pendidikan SDN 2 Bendo, Blitar City. It is hoped that the results of this study can contribute to improving the effectiveness of Civics Education learning that is oriented towards the holistic development of students' character and skills in accordance with national education goals.

2. Method

This study employs a qualitative method with a descriptive approach, aiming to provide an in-depth description of how cognitive, affective, and psychomotor assessments are planned and implemented in Civics Education lessons for grade VI at UPT Satuan Pendidikan SDN 2 Bendo, Blitar City. This approach was selected because it enables the researcher to gain a contextual and holistic understanding of assessment practices from the perspective of teachers as direct implementers in the classroom. The type of research conducted is a field study, with in-depth interviews serving as the primary data collection technique. The research subject is a sixth-grade teacher at UPT Satuan Pendidikan SDN 2 Bendo, and the main research instrument is a systematically compiled list of interview questions designed to explore information related to the planning, implementation, and challenges of assessing the three domains of learning.

Data collection was carried out through semi-structured interviews conducted directly with the informant. The interviews were recorded, documented, and transcribed in detail to ensure the accuracy and credibility of the information obtained. The data were then analyzed descriptively through three stages: data reduction, data presentation, and conclusion drawing. To deepen the analysis, content analysis techniques were used to identify recurring themes and patterns of thought emerging from the teacher's responses. To ensure the validity of the data, techniques such as triangulation of sources and careful verification of interview results were applied. Through this process, the study seeks to present a comprehensive depiction of the implementation of holistic assessment in Civics Education, highlighting the importance of integrating cognitive, affective, and psychomotor domains to evaluate students' knowledge, attitudes, and skills effectively.

3. Results and Discussion

This study aims to analyse the planning and implementation of student learning assessment in grade VI of UPT Satuan Pendidikan SDN 2 Bendo, Blitar City, in Civics Education lessons. The study used interviews as a data collection technique to obtain comprehensive data on the planning and implementation of student learning assessment. The results of the interviews will be analysed to determine the extent to which teachers can apply a comprehensive and integrated assessment system in civic learning activities.

This assessment was conducted in grade VI of UPT Satuan Pendidikan SDN 2 Bendo, Blitar City, which consisted of 19 students involved in the study. The interviews were conducted with the class teacher. The teacher stated that cognitive assessment had been carried out well, such as providing evaluation questions and observing student attitudes. However, affective and psychomotor

assessment still faced various obstacles, such as limited instruments, lack of training for teachers, and challenges in integrating psychomotor assessment into learning activities.

Based on the author's interview with the sixth-grade homeroom teacher at the SDN 2 Bendo Education Unit in Blitar City, the teacher designed assessments for Pancasila and Citizenship Education (PPKn) using written assessments and direct observation. The written assessments were used to measure students' understanding of the material, while the attitude assessments were conducted by observing students' daily behavior in class. These two assessments combined to assess students' overall development, both cognitively and character-wise.

The focus of PPKn assessment is on Pancasila values and character building, where teachers assess students' application of the values of cooperation, tolerance, responsibility, and honesty. In the 2013 Curriculum, formative and summative assessments are used to monitor student progress and learning outcomes, while also identifying further learning needs. Meanwhile, the Independent Curriculum emphasizes formative assessment and the use of assessment results to adapt learning to students' abilities (Ardiansyah et al., 2023). Cognitive assessment is conducted through formative assessments during the learning process and summative assessments at the end of the learning process using rubrics and score sheets based on Learning Outcomes (CP). The cognitive rubric consists of four categories, poor (1), sufficient (2), good (3), and very good (4), which assess students' ability to explain the meaning of the Pancasila principles and provide examples of their application.

Teachers stated that assessment results could actually be used to improve learning, but they haven't been utilized optimally due to limited time, tools, and teachers' understanding of assessment. Teachers acknowledged that assessing all three aspects of learning in a balanced manner is challenging. Rubric development must refer to Learning Outcomes to ensure objective assessment results, and cognitive questions must be relevant to the material to truly reflect student abilities. Therefore, training and mentoring for teachers are needed to ensure more effective implementation of holistic assessment.



Figure 1. Photo of our interview with a teacher from the UPT Satuan Pendidikan SDN 2 Bendo, Blitar City

In line with the research conducted by Rona Adelina Suwandani and I Nyoman Karma (2020), various obstacles faced by teachers in the assessment process were identified. First, many assessment instruments were not filled out, and some teachers even assessed students without using these instruments at all due to a lack of knowledge in compiling them, so they only relied on excerpts from the teacher's guidebook. Second, teachers also face difficulties in assigning assessment scores due to nearly identical assessment indicators. Third, teachers are unable to assess students based on the actual assessment criteria and have not optimized the development of assessment materials for these three elements. Fourth, authentic assessment techniques are not widely understood, so teachers tend to use monotonous and less varied methods. Fifth, the implementation of assessment in the classroom is challenging because teachers must teach, guide, and assess aspects of learning simultaneously, which causes the assessment process to be incomplete. Sixth, teachers also face difficulties in processing grades because they have not mastered grade processing applications, so they still use time-consuming manual calculations. Additionally, teachers also struggle to develop final grade descriptions for each Basic Competency (KD) achieved by students.



Figure 2. Documentation of class VI learning activities UPT Satuan Pendidikan SDN 2 Bendo, Blitar City

Assessment is a very important part of the learning process. Therefore, teachers need to understand the meaning, purpose, benefits, and methods of assessment (Miftha Huljannah, 2021). Through regular assessments, teachers can obtain data on students' strengths and weaknesses in learning. Assessments also provide valuable feedback to students, enabling them to understand the extent of their comprehension of the material, the skills that still need to be developed, and the steps required to achieve further learning improvement (Aulia et al., 2020). This is reinforced by the results of Andayanti's research at SDIT Darul Hikam Insani, which states that assessment is very important because it provides constructive feedback for students, increases learning motivation, and supports more effective learning planning. Appropriate and regular evaluation helps teachers assess students' understanding, skills, and progress in the subject matter (Andayani & Madani, 2023).

An interview with one of the teachers at UPT Satuan Pendidikan SDN 2 Bendo, Blitar City revealed that in Civics Education lessons, cognitive assessment is conducted in two forms: formative and summative assessment. This aligns with the provisions in Ministry of Education and Culture Regulation No. 23 of 2016, which emphasises the importance of continuous evaluation to assess students' competency achievements (Ministry of Education and Culture, 2016). Cognitive assessment aims to determine the extent to which students master the learning material, which includes low to high-level thinking skills, such as remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6) (Engel Novita Ramadani & Dina Fitria Handayani, 2024).

Formative assessment functions as a feedback tool used to continuously monitor students' learning progress and help improve learning strategies to make them more effective. Meanwhile, summative assessment is used to measure students' final learning outcomes in a specific period, such as at the end of a theme or semester (Ahsan Nadya et al., 2024). Formative assessment can help students gradually improve their understanding and skills during the learning process (Sunaryati, 2024). On the other hand, summative assessment provides teachers and school officials with an overview of the success of the learning programme that has been implemented, so that this information can be used as a basis for future improvements and innovations (Nofriyandi & Andrian, 2022).

Research conducted by Nurul et al. (2023) on two fifth-grade teachers with a total of 41 students revealed that affective assessment in the learning process was not optimal. Teachers only used observation journals as the sole instrument, and direct observation of student attitudes was the only approach used. However, this process was not carried out maximally due to the lack of variety and depth in the assessment instruments.

Similar findings were also reported in a study by Wulandari & Radia (2021), which involved 30 fifth-grade elementary school students. Assessment of the attitude domain in learning has not been maximised because teachers only observe students' attitudes without using standardised instruments to measure specific social aspects, such as responsibility. This indicates a gap between theory and practice in affective assessment.

These findings show that the implementation of affective assessment in the field is often not optimal, both in terms of instruments and assessment approaches. Many teachers still face challenges in applying systematic and valid assessments to evaluate students' attitudes.

Meanwhile, interviews with teachers at the UPT Satuan Pendidikan SDN 2 Bendo Blitar City show that affective assessment in Civics Education learning is conducted through direct observation using rubrics and instruments that have been prepared in advance. This aims to make the assessment more objective and focused. However, teachers still face several challenges, such as difficulties in objectively measuring attitudes, developing valid and reliable instruments, time constraints, and issues related to subjective interpretation (Desia, 2025).

To overcome these challenges, various solutions can be applied. First, assessment can be conducted through structured observation with clear behavioural indicators. This observation should focus on indicators relevant to the material and not be mixed with unrelated aspects (Anwar & Fakhruddin, 2016). Teachers need to determine specific attitude indicators to make the assessment process easier and more focused.

Second, the use of self-assessment allows students to reflect on themselves through questions designed to encourage deep thinking. Third, peer assessment is also a good alternative, provided that there are clear behavioural criteria so that students can increase their self-awareness and understand the impact of their behaviour on others.

Furthermore, the assessment process can be complemented by a character portfolio that includes various evidence such as teacher observation notes, student self-reflections, and documentation of their social activities. The use of this portfolio makes it easier for teachers to make decisions and design more targeted learning (Desstya et al., 2019; Maulida et al., 2020).

Affective assessment is not only a means of evaluation but also helps assess the overall effectiveness of learning activities (Samsudin et al., 2021; Supahar et al., 2017). With the help of appropriate assessment tools, teachers can monitor students' character development more comprehensively (Sanjaya Putra & Renda, 2022).

Finally, to ensure that students' assessed behaviour truly reflects their authentic attitudes, it is important to create a safe and positive classroom environment. In a supportive atmosphere, students will be more honest in expressing themselves and interacting. Authentic assessment is defined as the process of collecting, reporting, and utilising students' learning outcomes based on standards that are accurate, consistent, and publicly accountable (W. N. Adinda et al., 2020).

Research by Purwaningrat (2021) at SDN Gugus VI Buleleng District revealed that in the subject of Cultural Arts and Crafts (SBdP), particularly in assessing students' motor perception in dance, teachers still use simple and imprecise instruments. From the results of interviews and questionnaire distribution, it was found that 90% of teachers had difficulty providing appropriate assessments because the indicators used were not detailed. Additionally, only 40% of teachers stated that they had conducted assessments in accordance with perceptual motor aspects, while the remainder had not optimally applied perceptual motor theory in their teaching. All respondents (100%) acknowledged that they required relevant perceptual motor assessment instruments for SBdP learning in Grade IV (Purwaningrat et al., 2021).

This finding is reinforced by a study by Subagis & Setiawan (2022) that examined the development of psychomotor assessment instruments in the use of Lego media for mathematics learning in elementary schools. From the data collected through written statements from 13 teachers representing various sub-districts in Wonosobo Regency, several important facts were revealed. First, psychomotor assessment is considered very important, but there are no nationally valid and reliable instruments available. Second, Lego technology is not yet widely used in mathematics learning. Third, teachers are more inclined to assess the cognitive domain than the psychomotor domain. Finally, psychomotor assessment is conducted classically and is not yet individual-based.

Field research at the UPT Satuan Pendidikan SDN 2 Bendo Blitar City also shows that psychomotor assessment in Civics Education learning has not been carried out systematically. Teachers tend to assess students' skills only through daily observations without using standardized instruments. In fact, psychomotor assessment is often equated with affective assessment because there are no rubrics or specific assessment tools that are used consistently. As a result, the assessment process becomes less objective and not clearly measurable.

This condition is in line with the opinion of Binaan & Kuripan (2024), who stated that teachers still face challenges in developing psychomotor assessment, so its implementation is often based on the teacher's personal preferences rather than systematic guidelines. This causes the learning and assessment process in the classroom to be less than optimal.

In addition to the challenges with assessment tools, Mustoip (2023) adds that teachers also require adequate training to consistently integrate character education into the teaching and learning process, including assessment. A similar point is made by Lina et al. (2022), who noted that although the importance of character education is recognised, teachers still require concrete assistance in the form of training to identify the appropriate methods and moments to incorporate character values into learning.

Therefore, it is highly recommended that there be training programmes for teachers to improve their ability to develop and apply psychomotor assessment instruments effectively. Systematic training will help teachers conduct assessments that are more objective and in line with the expected learning outcomes.

3.1. Conclusion

This research reveals that the planning and implementation of the assessment of Civics learning outcomes in class VI UPT Satuan Pendidikan SDN 2 Bendo, Blitar City has been running well on the cognitive aspect. Assessment is carried out formatively and summatively through various instruments such as written questions and questions and answers designed to measure students' understanding of civic material. However, the affective and psychomotor aspects have not been implemented optimally. In the affective aspect, teachers have difficulty in formulating attitude indicators and have not used instruments such as observation sheets or behavior journals consistently. Meanwhile, psychomotor assessment has not been integrated in learning activities that actually support student's social and collaborative skills. Lack of training and references are the main obstacles in developing authentic assessment in both aspects. Therefore, there is a need for teacher training and the development of more systematic assessment instruments, such as structured observations, portfolios, and project-based assessments, to support the effective implementation of affective and psychomotor assessments.

Author Contributions

In the research and writing process, the credit authorship is as follows: Surayanah as supervisor; Rifana D. F. was responsible for writing the abstract and introduction; Tausiyah J. N. contributed to the introduction and discussion, and resources; Tenarsya P. P. authored the results and discussion sections and served as the finisher; Yasmin Queen A. R. wrote the methodology, results, and conclusion sections.

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest for the research, authorship, and/or publication of this article.

Declaration

Adinda, A. H., Siahaan, H. E., Raihani, I. F., Aprida, N., Fitri, N., & Suryanda, A. (2021). *Penilaian Sumatif dan Penilaian Formatif Pembelajaran Online*. *Report Of Biology Education*, 2(1), 1-10.

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