A Cipp Model-Based Approach Evaluation and Improvement of The Program of Profil Pelajar Pancasila: Answering Challenges in Character Education

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Abstract. The Structure of the Merdeka Curriculum focuses on the formation of The Pancasila Student Profile (PPP), which is a guide in developing standard content, processes, and assessments at every level of education. The Project Program for Strengthening Pancasila Student Profile (P5) is applied to basic to medium education, aiming to form students' characters under the values of Pancasila and respond to the challenge of the Industrial Revolution 4.0. **Method:** This study aims to evaluate the effectiveness of the P5 program and suggest repairs. The method in this study uses the CIPP evaluation model *(context, input, process, product).* The application of this method is based on the suitability of the program with the P5 module compiled by the team, and conducted depth interviews with the school principal, vice principal, and curriculum vice principal as stakeholders and analyzed the P5 report card document. **Results:** The evaluation results show that P5 is effective in building the character of students through the integration of independence values, cooperation, creativity, and democracy. Based on the P5 report card, students of SMP Negeri 1 Makassar are categorized as follows: 70.7% of students are categorized as Developed as Expected (BSH); 22% are categorized as Very Developed (SB); 7.3% are categorized as Start Developed (MB); and there is no student categorized as Not Developed (BB). However, there is a challenge faced in the implementation of the Pancasila Student Profile Program, such as the difference in mindsets between teachers, delays in disbursing funds, and the need for a more objective assessment rubric. In addition, the implementation time is needed from the center and more varied theme guidelines. **Conclusions:** This evaluation suggests that the development of the assessment rubric and improvement of operational procedures is carried out to increase the effectiveness of the program. Although the final product is not always physical, the main focus of P5 is a change in attitudes and commitment of students to the values raised in the project.

Keywords: *Profil Pelajar Pancasila; Evaluation Program; CIPP Model; Inovation of Curriulum*

INTRODUCTION

The structure of the Merdeka Curriculum focuses on the "Profil Pelajar Pancasila (PPP), which is a guideline for schools in the development of various good standards: content, process, and assessment. The "Profil Pelajar Pancasila" is designed as an answer to the question: What kind of profile (character / competency / competence) is created by the Indonesian Education System? (Mulyasa, 2023)

The "Profil Pelajar Pancasila" plays an important role in fulfilling the achievement of graduate competency standards at each level of the education unit. Not only that, the "Profil Pelajar Pancasila" also plays a role in instilling characters that are under the values of Pancasila. The competence of the "Profil Pelajar Pancasila" is based on internal and external factors. Internal factors are related to the ideology, identity, and ideals of the Indonesian people. While external factors are related to the context of life and the challenges

faced during the industrial revolution period. It is expected that Indonesian students also have competence in becoming productive and superior human beings and become democratic citizens and take part in sustainable and global development in dealing with various challenges (Pendidikan, 2022).

The "Profil Pelajar Pancasila" is a manifestation of Indonesian students to become lifelong students with global skills and behave based on the value of Pancasila. The "Profil Pelajar Pancasila" is a character that must be owned by Indonesian students who reflect the values of Pancasila. A student must always behave according to the values of Pancasila throughout his life as the identity of a student of Indonesia. The dimensions of the profile in the Pancasila students are: 1) Faithful, fear the Almighty God, and have good morals; 2) Global diversity; 3) Cooperation; 4) Independent; 5) Critical thinking; and 6) Creative (Wati & Shelly Andari, 2023).

The "Projek Penguatan Profil Pelajar Pancasila (P5)" has the themes that will become the basis of creative ideas, namely: sustainable lifestyle, local wisdom, Bhineka Tunggal Ika, *Bangunlah Jiwa dan Raganya*, *Suara Demokrasi*, fair and technology to build NKRI, and entrepreneurship (Safitri, A. & Herlambang, 2022).

The "Projek Penguatan Profil Pelajar Pancasila" is applied starting at the primary to secondary educational unit. In SD/MI, SMP/MTs, SMA/MA, SMK/MAG, or equivalent, the "Projek Penguatan Profil Pelajar Pancasila" takes an allocation of 20-30% of the total class hours for 1 (one) year (Mahmudi, 2023). Based on the interview conducted by the author with one of the teachers at the UPT SPF SMP Negeri 1 Makassar, Mrs. Nur Azatil Ismah, M.Pd., He said, "*P5 was held 3 times a year in this school, so far the block system, so usually at the end of the school year was carried out.*"

The "Projek Penguatan Profil Pelajar Pancasila (P5)" is a place for students to gain knowledge as the basis of strengthening the character of students and the opportunity to learn through the surrounding environment. With this project, students can learn important topics, for example, anti-radicalism topics, mental health, climate change, entrepreneurship, technology, and others. Through these occasions, students can implement and answer related issues (Pendidikan, 2022).

Implementing the Merdeka Curriculum indirectly emphasizes contextual learning by strengthening the value of the Pancasila in relation to the reality of the daily life of students (Zaman & Widyatama, 2023). Through the "Projek Penguatan Profil Pelajar Pancasila," students are helped in taking concrete steps to face contextual issues in the community (Anfar, 2024). P5 is a forum for students to learn, observe, and think about solutions to problems in the surrounding environment (Hamzah et al., 2022).

Character is to know goodness, want goodness, and do everything good (Yaumi, 2016). Character education is an education that develops the character values of the nation in students so that it has value and character and has its character implement these values in their lives.

Survey results in students of secondary education resulted in the 2021 character index of 69.52. This position decreased when compared to the indicative rate of the previous year's survey, where the character indicative number was 2020 in the position (71.41). Only dimensions of nationalism have increased. Nationally, the achievement of this index number has been included in the high category, which is between the range (51-75). Second, the character index of students (IKPD), if specified by the supporting elements, can mention the value of each dimension, namely the dimensions of religiosity (73.13), nationalism dimensions (74.26), independence dimensions (56.34), cutting dimensions of cooperation (63.97), and dimensions of integrity (71.99). The value of nationalism dimensions is in the first place, and independence occupies the last place (Basri & Murtaddlo, 2021).

Character education is the education of value, morals, personality, and character to develop students to make good or bad decisions, familiarize themselves with good things, and spread goodness (Henik, 2024). If you see the history of human life, it can be said that there is no human group that does not use educational media as a means of habituation in improving the quality of its human resources (Zurahmah et al., 2022). In-depth understanding of the knowledge and awareness inter-culturally should be owned by the younger generation to become a problem solver in the face of the smallest society gap (Zainuddin, 2023). Instilling character education in the independent curriculum was carried out through project activities to strengthen the "Profil Pelajar Pancasila" (P5). The project activities for strengthening the "Profil Pelajar Pancasila" aim to reinforce the nation's character under the values of Pancasila, hoping to improve the quality of superior human resources. Superior HR who has competence, is competitive, and has an appeal to individuals under the Pancasila foundation (Henik, 2024).

A new challenge that will be faced by humans, one of which is a challenge in education. This is because humans must solve problems through technology utilization such as artificial intelligence, the Internet of Things (IoT), big data, and robots. Therefore, efforts are needed to improve 5C skills, which include critical thinking, communication, collaboration, creativity, and character. These skills are needed as an effort to realize the competence of students in the face of the challenges of the Society 5.0 era, especially the presence of technology such as computers and the internet that helps all activities efficiently

so that teachers and students can follow the times on the times to implement the technology in the Society 5.0 (Indarta et al., 2022). In addition, to maintain the existence of sustainable regional culture, it is expected that the younger generation fosters love for local culture. This can be done through learning in schools, so that local wisdom value can be integrated into the curriculum in school (Kalsum, Agussalim, Imranah, Yulie Asni et al., 2023). Therefore, the "Projek Penguatan Profil Pelajar Pancasila" is one of the instruments to prepare students to face challenges towards the Society 5.0 era by still preserving the value of local wisdom.

The first research conducted by Sukma Ulandari and Desinta Dwi Rapita is the implementation of the "Projek Penguatan Profil Pelajar Pancasila" as an effort to strengthen the character of students, stating that with the action of the "Projek Penguatan Profil Pelajar Pancasila," it can encourage students in strengthening the dimensions of character dimensions (Ulandari & Dwi, 2023).

The second research conducted by Dini Nur Oktavia Rahayu, et. al, "Profil Pelajar Pancasila," in shaping the character of the global community, stated that in the process of Profil Pelajar Pancasila, it is implemented through a project aimed at students throughout Indonesian life in order to develop Indonesian cultural values and Pancasila in order to grow quality human resources (HR), which are globally competent and personality-based on the values of the Pancasila character (Oktavia Rahayu et al., 2023).

The third research conducted by Muhammad Hijran and Padlun Fauzi suggested that with a better understanding of the "Profil Pelajar Pancasila," it is expected to improve the quality of education and form a generation that has a strong personal character and loves the nation (Hijran & Fauzi, 2023).

The fourth study conducted by Ahmad Muktamar, et. al, Transforming Education: Sprintering the application of P5 projects to form the character of students, shows that the application of P5 in the independent curriculum can form the character of students under the expected competency standards. The application of P5 in the Merdeka Curriculum is expected to strengthen the national identity of the Indonesian children based on the values of Pancasila (Muktamar et al., 2024).

This study aims to evaluate the P5 program and provide recommendations for increasing it. The novelty of the use of the CIPP model in this study was used to evaluate P5 and its importance in increasing the character education of students. Based on research that the researchers have carried out, the success of P5 in developing the character of students, even though there are some things that must be considered, such as the lack of the teacher's readiness and funding problems.

Implementing the Merdeka Curriculum has a significant difference from the previous curriculum, where the implementation is still

found to have many obstacles that have a very strong influence on the output produced. The obstacles in question include the media used, the assessment method, and the use of methods in delivering learning materials that are less effective and irrelevant to the material delivered.

At the end of each learning process is needed an activity that can be used as an assessment and evaluation of the learning activities that have been carried out (Rosidah & Dkk., 2023). Assessment activities in program evaluations are not only carried out at the end of the program activities but should be carried out from the start, namely from preparing the program design, the program implementation, and the results of the program (Muryadi, 2017).

Curriculum evaluation plays an important role both in determining education policies and in decision-making in the curriculum. The results of the curriculum evaluation can be used by the holders of education policies and curriculum developers in choosing and establishing the discretion of the development of the education system and the development of the curriculum model used. The results of the curriculum evaluation can also be used by teachers, principals, and other education implementers in understanding and assisting the development of students, choosing lesson materials, choosing lesson methods and tools, and how to assess and other educational facilities (Hutahaean, 2021).

SMP Negeri 1 Makassar is the Independent Pilot Project Curriculum School in Makassar, which has implemented the Project Program for the "Profil Pelajar Pancasila (P5)" from 2021 until now. A reason the need for evaluation of the "Projek Penguatan Profil Pelajar Pancasila (P5)" was carried out using an evaluation model CIPP (context, input, process, and product) is that the most important goal of this evaluation is to correct an object that is processing or running. The CIPP evaluation model and approach were chosen because it is a decision-oriented evaluation approached structured, which is carried out continuously and is comprehensive in nature so that the weaknesses of the education program can be properly analyzed to make improvements to the program in the future.

Curriculum evaluation is the important thing needed to make a useful improvement in the project activities for strengthening the next "Profil Pelajar Pancasila" and can be a positive contribution to stakeholders in reviewing the implementation of the "Projek Penguatan Profil Pelajar Pancasila" both from the point of view of the principal, the teacher, and the parties involved. The evaluation itself is an information collection activity whose results will be compared to certain criteria, and then conclusions can be drawn. With the results of the conclusion, evaluation results by Toriqularif (Toriqularif, 2019) will be obtained. Evaluation of implementing P5

summarizes the successes and challenges faced and guides the steps of improvements (Pribadi, 2024). Based on the background, the authors are interested in conducting research entitled "*A CIPP Model Approach Evaluation and Improvement of The Program of Profil Pelajar Pancasila: Answering Challenges in Character Education*"

RESEARCH METHODS

This research is evaluative research, which is a study conducted to measure and determine certain programs or projects under the purpose of planning or evaluating the program, whether it works or not, by collecting and analyzing the program objectively (Yuniarti et al., 2021) using a qualitative approach to the CIPP evaluation model (context, input, process, product), developed by Stufflebeam. Data collection is carried out through interviews, namely verbal communication forms or direct conversations between researchers and informants to obtain information or data (Saleh, 2017). Observation, namely the way of collecting and intentionally carrying out information on observations and recording of symptoms investigated (Zuchri, 2021), and documentation, namely searching for data regarding things or variables in the form of notes, transcripts, books, newspapers, magazines, and so on (Sulistiyo, 2019). Where the research process is carried out by gathering information about the results achieved by a

systematic program (Ambiyar dan Muharika, 2019).

The subjects of this study were individuals chosen by researchers as a source of information (Kumara, 2018), namely the principal, vice principal and vice principal of curriculum and the parties involved in the implementation of P5. Data obtained in the form of interview transcripts, document analysis (P5 modules and P5 report cards), and observations are then processed through descriptive analysis based on the CIPP model collected from key informants in SMP Negeri 1 Makassar. One of the ways to find out the validity of the data can be done using triangulation (Saadah et al., 2022); the data is validated through source triangulation and engineering. Data analysis techniques adapt from Miles Hubberman, which include data collection, data reduction, and confession of conclusions (Sugiyono, 2019). Source triangulation was conducted using key informant interviews, namely the principal, vice principal, and vice principal of curriculum, until the data obtained was considered valid and saturated. The triangulation technique used was direct observation at SMP 1 Makassar and indirect observation of the implementation of P5 at SMP 1 Makassar through Pore Channel, which is the official YouTube channel of SMP 1 Makassar. Interviews were conducted with stakeholders, namely the principal, vice principal, and vice principal of curriculum, and

documentation was collected, such as P5 modules, P5 report cards, and several photos relevant to the research.

RESULT

SMP Negeri 1 Makassar, as the first generation, has implemented the implementation of the Merdeka Curriculum (IKM), which includes a project for "Projek Penguatan Profil Pelajar Pancasila (P5)." P5 is part of the co-curricular activities that support intracurricular activities and become one of the media to instill the values of the Profil Pelajar Pancasila. Overall, intracurricular, cocurricular, and extracurricular activities in this curriculum are interrelated and sustainable in the education system in the school.

The results of interviews with informants stated: "Curriculum demands" (Dra. Arniaty Rasyid, Deputy Principal)

Likewise, arguments were also expressed by the informants stated: "Basically, SMP Negeri 1 Makassar is one of the first-class school programs that, of course, in this case, is implementing IKM. Implementation of the independent curriculum. And in the Merdeka Curriculum, there is something called the "Proyek Penguatan Profil Pelajar Pancasila." (Dr. Suaib Ramli, M.Pd., Principal of Curriculum).

The statement of the informant was strengthened in research conducted by Ulandari (Ulandari & Dwi, 2023), which stated that P5 activities have been implemented in schools that apply the independent curriculum.

The statement was also reinforced by another informant, who stated: "Actually, the activity is in the school; there are 3: there are intracurricular activities, then kokurikuler, and extracurricular activities. Well, these 3 activities are activities that are indeed sustainable and indeed correlated. Then for the P5 activities, the included category of the kokuricular activities, meaning the activity to support intracurricular activities. Well, one of the media used to then instill the values of the "Profil Pelajar Pancasila" is P5. So it's the legal basis of our education system." (Anwar, S.Pd., Vice Principal of Curriculum)

In carrying out P5, teachers and students are guided by the P5 module containing the project flow tailored to the theme chosen by schools in the academic year.

The results of interviews with informants stated: "All of us discussed choosing the theme. By looking at the condition of students. Actually, students must also be involved. Because the P5 is automatically focused on students. So the theme selection is also based on students. After the theme selection, there has been a theme, and we get anyone who becomes a facilitator or companion. Then we have decided the time, and next we take execution. So after we decide what kind of dimension we take, then we make a module." (Dra. Arniaty Rasyid, Deputy Principal)

Likewise, arguments also expressed by informants who stated: "The first plan was teacher meeting, the teacher's board to discuss what the theme we took in this semester after that change the formation of the coordinator, the coordinator's appointment then the coordinator later formed the implementing committee from these committees made the implementation of P5 module. That means all procedures are illustrated in the module. This module is made by the committee. From this module, from the socialization plan, then the selection of the theme, then the last action was the last celebration. The celebration is that we invite the public, invite the parents of students, invite official representatives, other related partners that this is the result, but the P5 does not have to have the main product is how the formation of Profil Pelajar Pancasila." (Dr. Sukaib Ramli, M.Pd., Principal)

The statement of the informant above is in line with the literature review conducted by Rachmawati, et. al. (Rachmawati et al., 2022) which describes the implementation of P5 at the elementary school level which includes the determination process elements and sub elements and study of assessment planning. In addition, another study was submitted by Asiati and Hasanah (Asiati & Hasanah, 2022) which stated that the school at all levels in the DKI Jakarta Province has implemented P5 by identifying school readiness and teachers in implementing P5.

The statement is also reinforced by another informant, which stated: "For planning, we have a small team. We determine every new school academic year. There are several themes. For example, the theme of entrepreneurship, the theme of leadership, the theme of democracy, there are many. And it was determined at the beginning of the new school year. For example, in one year, how many themes per school. The target is a minimum of three themes for P5 program in one year. Can it be more or not? Yes, it can. It can be four. It turned out that it could be between three to four themes. Will the two themes later in the odd semester, is it possible otherwise? Two themes in the even semester, one theme in the odd semester. That's technical. That's a lot. There is a special team of the team that will plan the module. So the module is a guide. Guide for the P5 implementation. So this small team which then arranged on how moderation began from the beginning until the end, it must be seen and described. And that's later a guide to implementing P5 activities. The coordinator is different, the small team is also different. So there is indeed a small team that composes modules. Well, from the module compiled, the small team will be completed at the teacher's board meeting." (Anwar, S.Pd., Vice Principal of Curriculum)

P5 program (Projek Penguatan Profil Pelajar Pancasila) at SMP Negeri 1 Makassar, as part of the Merdeka Curriculum, has had a

positive impact that is significant to the character and behavior of students.

Since implementing P5, SMP Negeri 1 Makassar also became a pilot project for anti-bullying schools appointed by the Badan Narkotika Nasional (BNN). This program created a more conducive school environment with a reduced case of bullying among students. This is achieved through the internalization of the values of Pancasila that teach children to be more able to respect friends, accept differences, and work together with others. The results of interviews with informants stated:

"The benefits of P5 are actually seeing what dimensions we take. First, they can collaborate. They can appreciate each other. From that, it is reflected. First, the Profil Pelajar Pancasila is faithful to the Almighty God. There is an element. The element is there to nature, to humans. It is expected that, to nature, they can protect it. Waste, cleanliness, Alhamdulillah, there are affected. " (Dra. Arniaty Rasyid, Deputy Principal)

The statement from the informant above is in line with the research conducted by Komala (Komala et al., 2023) at SMAN 2 Sumbawa Besar where through P5 activities is useful for students in working together or worked together in implementing the project and doing knowledge as the process of strengthening the character and students can learn from the surrounding environment and certain places. This project can help students

as contributions and impacts on its surroundings. In Satria (Satria et al., 2022), through P5 activities, students can form and strengthen the character of the Profil Pelajar Pancasila, namely: Creative, critical thinking and cooperation. In addition, forming the character of believers, fear the Almighty God and noble character through creating habits like disposing of garbage in its place and showing affection to friends. The purpose of this P5 activity is not only focused on products created but also on improvements and strengthen the character of the students sustainably.

Likewise, arguments also expressed by informants, stated: "For example through the entrepreneurial project, cognitively students can learn to count and through the Projek Penguatan Profil Pelajar Pancasila, they can interact with others, they can also work with their friends directly and cooperate, then The most important thing is that they can communicate with the surrounding community, that is the most important," (Dr. Suaib Ramli, M.Pd., Principal)

The above statement was reinforced in research conducted by Kirania (Kirania et al., 2024) which states that the purpose of the Entrepreneurship topic, it is expected to be able to develop a higher honor against God, becoming more independent, cooperative, creative in creating new works that are financially beneficial and useful for community.

The statement is also reinforced by another informant, which states: "Of course there are many benefits. How really from internalization and others earlier, what we say 6 dimensions really makes students be more independent, then more creative, then more able to accept differences. Yes, the term is called the global diversity, the students more appreciate their friends. There is no bully at school. That's what later happened. And even our school includes pilot projects for anti-bully schools. So, from that we can see it. Since we apply P5, it's really visible. And the activities that related to that we have already implementing it. And it still continues until now. And now BNN decided our school as a pilot project for anti-bully schools. And that's all the influence," (Anwar, S.Pd., Vice Principal of Curriculum)

The above statement in line with Fajriansyah (Fajriansyah, 2023) which states the implementation of P5 can foster student independence, strengthening character education (Rofiqi, 2023), becomes Pancasilais (Yasa, 2023).

The P5 program also involves cooperation with various external partners, such as the Department of Women's Empowerment dan Anak, Police, and the business world. Through this collaboration, students learn to communicate with the wider community, including in entrepreneurial project activities involving direct interactions with the community. This helps students understand the importance of cooperation and cooperation with outside parties.

One of the celebration activities of the "Projek Penguatan Profil Pelajar Pancasila" is conducted at the Center Point of Indonesia (CPI) involving external partners with the theme "Bangunlah Jiwa Ragaku", with the sub-theme of drug abuse prevention.

Overall, the P5 program in SMP 1 Makassar not only increases the non-academic achievements of students, but also strengthens the formation of their character according to the dimensions of the Profil Pelajar Pancasila. The main objective of the "Projek Penguatan Profil Pelajar Pancasila" is certainly to form a personality and character of the nation's children with the values of Pancasila (Rahayu, 2022). It can also be seen from a series of achievements obtained by several students in SMP Negeri 1 Makassar such as being an anti-drug ambassador, the ambassador of Baca Pelajar and Pustakawan Cilik, champion of Catur PON Makassar 2022, and champions at the festival and competition National Student Art (FLS2N) throughout Makassar City.

Based on the result of students' assessment in the P5 program in SMP Negeri 1 Makassar, there are categories of assessment used, such as **Not Developing (BB)**: shows students who have not achieved expected competencies; Developing (MB): shows students who show signs of progress; Developing as Expected (BSH): shows that

students have developed according to the expected standards; Very Developing (SB): Describing students who exceeded expectations in their competencies.

Based on the table above, the results of the students' assessment after conducting P5 in SMP Negeri 1 Makassar showed that even though there were still students who received predicates Developing (MB). However, the average student gets a predicate Developing as Expected (BSH) even some students get Very Developed predicates (SH). It becomes an indicator that P5 in SMP Negeri 1 Makassar shows significant results, especially in the aspects of character education.

Based on the P5 report card, students of SMP Negeri 1 Makassar are categorized as follows: 70.7% of students are categorized as Developed as Expected (BSH); 22% are categorized as Very Developed (SB); 7.3% are categorized as Start Developed (MB); and there is no student categorized as Not Developed (BB).

DISCUSSION

Evaluation Context "*Projek Penguatan Profil Pelajar Pancasila (P5)*" Program in SMP Negeri 1 Makassar

Evaluation Context is a situation or background that affects the educational goals and strategies that will be developed in the program in question (Maros & Juniar, 2021). Evaluation of context is an evaluation that aims to provide values and descriptions of the demands or needs that cause the program to

exist (Divayana, 2018). The main aim of context evaluation is to determine the strength and weakness of evaluance. Evaluator identifies various teacher factors, students, management, work facilities, work atmosphere, regulations, the role of school committees, communities and other factors that may affect the curriculum (Maulana & Dkk, 2020). The main aim of this context evaluation is to know and examine how government policies related to implementing the Merdeka Curriculum (Stufflebeam & Coryn, 2014).

SMP Negeri 1 Makassar is one of the first-applying schools of the Merdeka curriculum. The project for strengthening the Profil Pelajar Pancasila (P5), as an important part of the Merdeka Curriculum, became the main tool to instill the values of Pancasila in students. This school runs continuous activities between intra-curricular, co-curricular, and extracurricular activities to support the formation of students who are under the profile of the Pancasila student. P5 strengthens 6 main dimensions of the Pancasila student profile, namely: independence, cooperation, creativity, global diversity, belief in God Almighty, and noble character.

The main aim is to balance academic achievement (cognitive) and character formation, which reflects the values of Pancasila in the daily behavior of students. In implementing P5, the school involves not

only students but also teachers, educational staff, parents, and various partners such as the BNN, the Department of Women's Empowerment, and the Business World. This collaborative approach shows that the formation of the character of students is a shared responsibility between the school and its social environment.

The implementation of P5 has a significant impact on increasing non-academic achievements of students, such as in sports and art. Although academic achievement has not experienced a significant increase, an increase in non-academic fields in the past three years shows a positive development outside the cognitive aspects. In contrast to the research conducted by Winarni (Winarni, 2023), where the implementation of P5 can increase academic achievement of 26.8% but decreased by 1.3% in non-academic achievements in student of SMA Negeri 4 Semarang.

Since the application of P5, the positive impact was seen in the social behavior of students, such as the increase in cooperation, respect for differences, and reducing cases of bullying cases. The school was also appointed as a pilot project for the BNN anti-bullying school program. This shows the success of P5 in forming a more inclusive and harmonious school environment. One example of the application of P5 mentioned is an entrepreneurial project, where students not only learn from cognitive aspects such as

counting but also develop communication skills, cooperation, and interaction with the surrounding community. This shows that P5 encourages integration between cognitive learning and character formation. This is in line with the research conducted by Arifuddin (Arifuddin et al., 2020) which suggests that educational goals not only provide knowledge but also change the nature and character of a person, so that it is better, more capable and more polite to ethics and aesthetics, especially behavior in daily life.

Evaluation of input of *"Projek Penguatan Profil Pelajar Pancasila (P5)"* Program in SMP Negeri 1 Makassar

Evaluation of Input, which is intended, is an assessment conducted to measure the ability of stakeholders in the institution in preparing resources to organize an education service (Igant Erisza Maudyna et al., 2023).

Evaluation of Input is an evaluation that aims to provide value and description of the strategy, work plan and budget prepared so that the program can be implemented (Divayana, 2018). This evaluation is important because of the provision of the success of the curriculum implementation. The evaluator determines the level of the benefit of various factors studied in the curriculum's implementation. Consideration regarding this is the basis for the evaluator to determine whether there needs to be a revision or change of curriculum (Maulana & Dkk, 2020).

Planning:

1. The planning process starts with the teacher board meeting to determine the P5 theme to be taken during the semester or certain school year. The themes selected are usually related to entrepreneurship, leadership, democracy, and others. Each school is expected to program at least three P5 themes per year, but can further depend on school policy.

2. After the theme was chosen, the work team formed was formed on compiling the P5 implementation module. This module serves as a guide for implementing P5 activities, starting from the beginning until celebrations.

3. Implementing the "Proyek Penguatan Profil Pelajar Pancasila (P5)" in schools should not be carried out carelessly, but must be based on a profound analysis of the condition and needs of students in the field. In determining the P5 theme, the school needs to pay attention to what is really needed by students and the challenges of what faced in the school. For example, if the awareness of students about low hygiene, the chosen P5 theme can be focused on building awareness and their responsibilities of cleanliness. Through P5, students can be encouraged to internalize the importance of cleanliness so that they can maintain cleanliness because of self-awareness. This approach ensures that P5 applies to school needs and students, so the results that are expected to be achieved

properly. In addition, the cost of implementing P5 also needs to be considered being under the ability of students and school conditions, so the program can run effectively without burdensome all parties.

Financing:

1. Financing P5 activities comes from BOS funds or special performance funds for school program. Parents of students can also contribute as non-money, for example, providing the materials needed by students.

2. Additional financing can be carried out by students themselves, by raising funds for their group's project needs.

Process Evaluation of "Projek Penguatan Profil Pelajar Pancasila (P5)" Program in SMP Negeri 1 Makassar

Evaluation Process is a continuous process that examines the implementation of program planning and documentation (Prihatini & Supriyanto, 2016).

Evaluation of the process is an evaluation that aims to provide value and an overview of the activities that have been implemented to achieve the objectives of the existing program (Divayana, 2018). Process evaluation is an evaluation of the implementation of a curriculum innovation. Evaluator collects various information about the implementation of the curriculum, various strengths and weaknesses of the implementation process. Evaluator must record

various influences input variables on processes (Maulana & Dkk, 2020).

Implementation:

1. All elements of school, ranging from students, teachers, to educational staff, involved in the implementation of P5. There are companions in each class to help students when they encounter obstacles.

2. Each module has a clear stage, ranging from socialization, action, to evaluation and celebration. The school involves the community, parents, and partners in celebrations to display the results of the P5 project.

3. Implementation system can be done with a block system. At least 3 times in 1 school year.

4. Implementation of P5 in school, especially in terms of division of roles and responsibilities. The P5 coordinator plays a very important role in implementing this program, because they are fully responsible for planning and implementation, including compiling modules. This module serves as a guide to running P5 activities in class. Meanwhile, the Vice Principal of School Curriculum acts a role as a support (backup) of this program, but does not hold the main responsibility. The teacher acts as a facilitator who accompanies students in the learning process in P5. The facilitator guides and helping students understand and carry out activities under the modules that have been compiled. The importance of

debriefing before the implementation of P5, socialization and training is given to the Coordinator and facilitator, so that they understand their role and can implement P5 activities effectively in class. This ensures that the P5 learning process runs according to the set plans and objectives.

Supporting factors:

1. Support from the principal is very significant in ensuring the effectiveness of implementation of P5, both in terms of morale and facilities.

2. Collaboration with parents is also an important factor, especially in terms of implementation schedules that require students to go home late.

3. Policies from the Education Office and School Partners are very helpful in the implementation of P5, especially to use external facilities and bringing speakers.

Inhibiting factors:

1. The difference in mindset between teachers, especially senior teachers who think P5 is similar to the craft project on the old curriculum, becoming one of the main inhibitors. The difficulty in equalizing perceptions about the independent curriculum also affects the results of implementation.

2. In addition, complicated regulations and delays in disbursement of funds become other technical inhibiting.

Evaluation of Product *"Projek Penguatan Profil Pelajar Pancasila (P5)"* **Program in SMP Negeri 1 Makassar**

Evaluation Product was conducted to find out the results of the program (Bagaskara et al., 2023).

Evaluation of results is an evaluation that aims to provide value and description of the results that have been achieved so that it can be used in making decisions on programs held (Divayana, 2018). The main aim of the evaluation of the results is to determine the extent to which the implemented curriculum has met the group's needs that use it. Evaluator collects various kinds of information about learning outcomes, comparing it to the standard and decide regarding the curriculum status (revised, replaced or continued) (Maulana & Dkk, 2020).

Overall, the implementation of P5 in the school went well, with full support from the principal and active involvement of students. However, some improvements are still needed so that this program can contribute more optimally in the character's formation of the Pancasila student.

The results of the P5 program do not always have to be physical products. The most important thing is that there are changes in attitudes and commitment of students on the topic studied. Commitment and changes in the paradigm of the students are part of the evaluation carried out by the teacher, and become indicators of the success of P5. The

theme carried in P5 can also vary, and the final approach or the resulting product depends on the theme. If the theme leads to celebrations, the final result may more emphasis on the form of products or celebration events. However, the essence is a change in attitudes and understanding of students to the topic raised in the theme.

Based on the results of the evaluation of the P5 program using the CIPP model, P5 program in SMP Negeri 1 Makassar is effective in internalizing 6 dimensions of Profil Pelajar Pancasila in the independent curriculum, especially the dimensions of independence, creativity, and able to think critically. Students are given the opportunity to be actively involved in activities that encourage changes in attitudes and raising awareness of issues that are relevant to daily life. However, there are several things that still need to be improved:

1. An objective assessment rubric: The development of assessment rubrics is needed so that the results of the evaluation of students in P5 are more aim. This rubric must be arranged in such a way that the assessment is not only formalized, but can be used as a tool to track the development of students and useful at the next level of education.

2. Determination of Implementation Time: The existence of time plotting from the center can help school determine the ideal schedule for implementing P5. This will

ensure the program runs more structured and does not interfere with other learning activities.

3. P5's Topic Guide: Sometimes, the topic available for a theme in P5 is limited, so a more clear guide is needed from the center on relevant topics for each theme. This will provide variations and flexibility for schools in designing P5 activities.

CONCLUSION

Evaluation of the Implementation of the "Projek Penguatan Profil Pelajar Pancasila (P5)" in SMP Negeri 1 Makassar shows that this program plays an important role in shaping the character of students in accordance with 6 dimensions of Profil Pelajar Pancasila. The P5 program is effective in integrating cognitive learning with character strengthening, especially in the six dimensions of Profil Pelajar Pancasila: independence, cooperation, creativity, global diversity, believers and noble character. The positive impact of the program is seen in increasing non-academic achievements, social behavior, and the more inclusive school environment. Overall, the P5 program in SMP Negeri 1 Makassar has runs well, but there is room for improvement in terms of developing a more objective assessment rubric, systematic time plotting and diversified theme P5. Program improvements must also be supported by teacher training and timely funding.

The result of this study is a form of evaluation, especially for the government, on the implementation of P5 and for further research, especially for other schools, which could make this a reference for constructive improvement on further implementation of P5.

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