

Learning Outcome Achievements in Pancasila Student Profile Strengthening Project in Senior High Schools in Indonesia: A CIPP Model Analysis

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Abstract – The Pancasila Student Profile Strengthening Project, commonly known as P5, is one of the key elements of the Kurikulum Merdeka aimed at developing student character based on Pancasila values. As a non-intracurricular program, P5 receives 20% of the total instructional hours annually. However, its implementation, especially at the senior high school (SMA) level, has not been comprehensively evaluated. This study evaluates the effectiveness of P5 implementation in public senior high schools in Central Java, Indonesia. Using a quantitative evaluative approach, the study applied the CIPP model, focusing on Context, Input, Process, and Product. Data was collected from 795 students and 73 facilitators across 15 schools through questionnaires and document analysis. The findings show that all four aspects of evaluation received an average score of 3.23, which is categorized as “good”. This indicates that the implementation of P5 has been generally effective. The study concludes that P5 can be a valuable initiative for character education and has the potential to significantly contribute to strengthening the Pancasila Student Profile.

Keywords – CIPP model, P5, Kurikulum Merdeka.

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1. Introduction

The Government of Indonesia starting the 2022/2023 school year will impose an independent curriculum for all levels of education [1]. The independent curriculum aims to develop character through the concept of Pancasila students.

The Kurikulum Merdeka is designed to prioritize the development of students' character so that they embody the spirit and core values of Pancasila in their daily lives [2]. One of the distinguishing elements of this curriculum is the Pancasila Student Profile Strengthening Project (P5). This project serves as a platform for students to learn, explore, and formulate solutions to issues found within their surrounding environment [3]. Through P5, students are provided with learning opportunities in more informal settings, supported by flexible learning structures, interactive learning activities, and direct engagement with their environment, thereby strengthening the various competencies outlined in the Pancasila Student Profile [4], [5], [3]. The implementation of the P5 program in Senior High Schools has an excellent influence in building the character and skills of students, where they not only learn theory, but can also carry out direct practice through assigned projects [6].

The implementation of the Pancasila student profile strengthening project in several high schools has shown mixed results. In some high schools, the implementation of P5 is going well [2], [7], [8], [9]. Meanwhile, in several other high schools, the implementation of P5 is still not running well [9], [10], [11]. Some high schools experienced various obstacles that caused the implementation of P5 to not be optimal. These obstacles include the lack of coordination of school management, both internal and external, teachers are not involved in project planning [8], lack of teacher competence [12], [13], [14], [15], lack of role of superintendents and school committees

[8], lack of family support [12], lack of student activity in participating in project activities [8], and time and space limitations [14] and lack of teacher support [6].

Starting from the 2022/2023 school year, all high schools in Indonesia have implemented P5 with different themes and approaches, but a comprehensive evaluation has not been held, especially by external evaluators, so the level of effectiveness of its implementation is not yet known. Based on this background description, researchers are interested in examining the effectiveness of the P5 program in Indonesian high schools. The research question is how effective the P5 program is in strengthening students' character based on Pancasila values in Indonesian high schools in the 2023/2024 academic year.

The Pancasila student profile strengthening project is a multidisciplinary learning activity in the form of observation and thinking activities regarding solutions to problems that exist in the surrounding environment, so that it can strengthen various student competencies that are relevant to the Pancasila Student Profile [4].

According to Minister of Education and Culture Regulation No. 56/M/2022, the Pancasila Student Profile Improvement Project is an extracurricular program implemented through project-based learning. This program is designed to strengthen students' competencies and character in accordance with the Pancasila Student Profile (P3) and the Graduate Competency Standards. This project is designed with flexibility in its content, activities, and implementation schedule, and is organized as a distinct component separate from intracurricular learning activities.

Pancasila student profiles are one way to realize the goals of education in Indonesia. They serve as an essential guideline in shaping educational policies and as a guide for teachers in developing students' character and abilities [16]. These dimensions show that the profile of Pancasila students does not only focus on cognitive abilities, but also attitudes and behaviors according to their identity as an Indonesian nation as well as a citizen of the world [4].

In implementing P5 activities, the Ministry of Education and Culture has developed themes that can be used according to the needs of each school. There are seven P5 themes for the Senior High School (SMA) level, namely: 1) Sustainable lifestyle, 2) Local wisdom, 3) Unity and oneness, 4) Building the soul and body, 5) The voice of democracy, 6) Engineering and technology to build the Republic of Indonesia, and 7) Entrepreneurship [4]. There are six stages in the implementation of P5, namely: 1) Understanding P5, 2) Preparing the education unit ecosystem, 3) Designing P5, 4) Managing P5, 5) Processing assessments and reporting P5 results, 6) Evaluating and following up on P5 [4].

All programs need to be evaluated to determine if the service has achieved the set goals [17].

Evaluation is an activity to gather information about how something works, which is then used to determine the right alternative in making a decision [18]. Program evaluation is usually carried out for the purpose of decision-making in order to determine the next policy or program. The definition of a program is generally interpreted as a plan, but if a program is associated with evaluation, then a program is defined as a unit or unit of activities that is the realization or implementation of a policy, takes place in a continuous process, and occurs in an organization involving a group of people [19].

There are many evaluation models developed by experts that can be used to evaluate P5. An evaluation model is an evaluation design developed by evaluation experts, which is usually named the same as its compiler, evaluation stage and evaluation target. One of them is the CIPP model developed by Stufflebeam [19]. Stufflebeam classifies the education system into 4 dimensions, namely context, input, process and product [20] so that the evaluation model is named CIPP. Program evaluations are usually carried out for the purpose of decision-making in order to determine the next policy.

Context evaluation is an assessment of the program environment that supports the implementation of a program. In P5, the context is interpreted as the ecosystem of educational units that can affect the implementation of P5 including: school culture, support from the education office, support from school principals, support for educators, especially those who are P5 facilitators, school committees, and the community including parents of students and partners, [4].

Input evaluation helps to determine the condition of resources that affect the implementation of a program. The components of the input evaluation include a) Human resources, b) Supporting facilities and equipment, c) Funds/budget, and d) Various procedures and rules required [19]. In P5, supporting facilities include the existence of the P5 module [4]. Product evaluation is an assessment that is carried out to measure success in achieving predetermined goals.

P5 products can be physical (hard) such as the work of students or in the form of character development of Pancasila student profiles (soft). The results in soft form, namely the level of development of the Pancasila student profile can be divided into 4 levels, namely: not yet developed, starting to develop, developing according to expectations and very developed. The results are included in the P5 report card which describes the development of the Pancasila profile of students [4]. In P5, the results are prioritized in soft form, namely the formation or stage of development of the Pancasila student profile in the students, which can later be used as a portrait to provide a description of the development of the student's character and the results can be used as an evaluation in the implementation of future activities.

2. Methodology

This study adopts an evaluation research design with a quantitative approach. The evaluation framework applied is the CIPP model (Context, Input, Process, Product), developed by Stufflebeam. This model was selected because it offers several advantages compared to other evaluation models, particularly its comprehensive scope, as it evaluates not only outcomes but also the contextual background, inputs, processes, and results of the program [19]. The sample consisted of 795 students who had participated in P5 and 73 facilitators and coordinators from 5 State High Schools in Central Java Province. The data collection method uses questionnaire and document analysis methods. The questionnaire method was used to collect data on the context, inputs and processes of P5, while document analysis was used to collect data on P5 products for the 2023/2024 school year taken from the P5 report card. The instrument validity test uses construct validity followed by item analysis, with a minimum limit of items said to be valid if the value of $r \geq 0.3$. The reliability test uses internal reliability with the Alpha Cronbach formula, with the minimum limit of the instrument being said to be reliable if it has an alpha value of ≥ 0.7 [19].

The results of the context variable instrument test of all instrument items were declared valid, the lowest value $r = 0.63$ (>0.3) and the instrument was declared reliable with a value of $\alpha = 0.89$ (> 0.7). The results of the instrument test of input variables of all instrument items were declared valid, the lowest value $r = 0.31$ (>0.3) and the instrument was declared reliable with a value of $\alpha = 0.73$ (> 0.7). The results of the test instrument of all instrument items were declared valid, the lowest value $r = 0.40$ (>0.3) and the instrument was declared reliable with an α value = 0.73 (> 0.7).

Data analysis using descriptive analysis [22], namely by comparing the average score of the measurement results of context, inputs, processes and products with the P5 effectiveness standard. Respondents' answers to the questionnaire were scored with the following conditions (Table 1):

Table 1. Classification of respondent answers

Answer Options	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

Source: [19].

The P5 product is taken from the P5 report card which describes the development of Pancasila student profiles for students who have taken P5. The P5 product score is composed of the following criteria and classification (Table 2):

Table 2. Product classification P5

Description	Score
Highly developed	4
Growing up with expectations	3
Start growing	2
Not yet developed	1

Source: [4].

The scores from context, input, process and product are calculated on average and then compared to the standard effectiveness of the P5 program with a scale of 4. The standards used are as follows (Table 3):

Table 3. P5 effectiveness standard

Formula	Average	Description
$X > \bar{X}_i + 1,5 \times Sb_i$	$> 3,25$	Highly Effective/Excellent
$\bar{X}_i > X \geq \bar{X}_i + 1,5 \times Sb_i$	$> 2,5 - 3,25$	Effective/Good
$\bar{X}_i - 1,5 \times Sb_i < X \leq \bar{X}_i$	$> 1,75 - 2,5$	Effective/Good
$X \leq \bar{X}_i - 1,5 \times Sb_i$	$\leq 1,75$	Ineffective/Bad

Source [19]; Note: $\bar{X}_i$ (average) = $1/2$ (Ideal maximum score + ideal minimum score)

Sb_i (Ideal standard deviation) = $1/6$ (Ideal maximum score – ideal minimum score)

X = Empirical score

3. Results

This evaluation study utilizes the CIPP model (Context, Input, Process, and Product), meaning that the effectiveness of P5 is determined based on respondents' evaluations across these four dimensions. The data representing respondents' assessments of each aspect were obtained as follows.

3.1. Context

Context evaluation is a description and assessment of the program environment that supports the implementation of a program. In P5 this context can be interpreted as an ecosystem of educational units that can affect the implementation of P5 including: school culture, support from the education office, support from the principal, support for educators, especially those who are P5 facilitators, school committees, and the community including parents of students and partners [4]. The P5 context in this study is divided into 5 aspects, namely: school culture support, school community support, school committee support, student parent support and school partner support. The respondents to the context evaluation were P5 coordinators and facilitators totaling 73. The results of the P5 SMA context assessment in Indonesia can be displayed in the form of a table as follows (Table 4):

Table 4. Results of P5 context assessment

Aspects	Average	Description
School culture support	3,48	Excellent
Academician Support	3,57	Excellent
School committee support	3,42	Excellent
Parent support	3,24	Good
Stakeholder support	3,17	Good
Total	3,38	Excellent

The average score of the assessment of school cultural support = 3.48 with a qualification of “very good”, meaning that in the average high school environment in Indonesia, a culture has been formed that supports the implementation of P5 well, namely the existence of an open-minded culture, happy to learn new things and work collaboratively [4]. The support of school residents comes from the support of principals, educators and students [4]. The average score of the assessment of school community support = 3.57 with a qualification of “very good”, meaning that in the high school environment in Indonesia, the average school community, both principals, educators and students, provide excellent support for the implementation of P5. Support from school principals in the form of school principals: together with the P5 team participating in planning P5; assisting in the implementation of P5; building collaboration with parents, resource persons, practitioners and the community. Educator support in the form of: facilitating students in carrying out P5 according to their interests; assisting students in carrying out P5 to find relevant issues; guide students in various discussion activities. Student support in the form of student activity to participate in the P5 process [4]. These results are in line with previous research, which shows that all elements of the school are very enthusiastic and support the implementation of projects with the theme of local wisdom [23].

The average score of the school committee's support assessment score = 3.42 with a qualification of “very good”, meaning that in the high school environment in Indonesia, on average, the school committee provides very good support for the implementation of P5. The support of the school committee can be in the form of finance, thoughts, as resource persons or personnel. The average score of the assessment of student parental support = 3.24 with a qualification of “good”, meaning that in the high school environment in Indonesia, the average student parent gives good support for the implementation of P5. This is in line with research [13] with the participation of partners, committees and parents, the P5 program in the education unit has achieved the expected products through several achievements both in terms of student work and sustainable character development.

Parent and community involvement is tailored to the topic of the project determined by the school [24].

Parental support in P5 activities can be a meaningful source of learning in the implementation of P5 activities; providing information as a resource person; providing support in the form of mentoring, especially in the implementation of P5 outside the school environment, as well as financial support [4]. Parents and others have a role in supporting the implementation of P5 by providing resources needed by students, such as books, tools, and materials. In addition, motivation and support from parents are also important for students to stay motivated in running P5 [25].

The average score of school partner support assessment score = 3.17 with a “good” qualification, meaning that high schools in Indonesia on average receive good support from their partners in organizing P5. Partner support in P5 activities can be a meaningful learning resource in the implementation of P5 activities; provide information as a resource person; provide support in the form of mentoring, especially in the implementation of P5 outside the school environment, as well as financial support [4]. These results reinforce the results of previous research [13], namely with the participation of partners, committees and parents, the P5 program in the education unit has achieved the expected product.

The respondents' assessment of the five aspects of the context obtained an average score = 3.38 with very good qualifications, meaning that high schools in Indonesia in general have a very good context that supports the implementation of P5 well. These results are in line with the results of the research of who concluded that based on the research using the CIPP evaluation model, the results of the context component are classified as very good [26], [21]. Similar results also state that the internal and external environment and culture of the educational unit play an active and participatory role [13]. With the participation of partners, committees and parents, the P5 program in the education unit has achieved the expected results through several achievements both in terms of student work and sustainable character development [13].

3.2. Input

Input evaluation helps to determine the condition of resources that affect the implementation of a program. The components of the input evaluation include a) Human resources, b) Supporting facilities and equipment, c) Funds/budget, and d) Various procedures and rules required [19]. In P5, supporting facilities include the existence of the P5 module [4].

In this study, the assessment of inputs is focused on: 1) Facilitator's ability to guide the P5 participant group; 2) P5 resource person ability; 3) The enthusiasm of students to follow P5; 4) P5 facilities and infrastructure, and 5) P5 Module Quality. The respondents' assessment of the five input aspects obtained the following results (Table 5):

Table 5. P5 input assessment results

Aspects	Average	Description
Quality of P5 facilitators	3,22	Good
P5 resource person capabilities	3,20	Good
Student enthusiasm	3,08	Excellent
P5 facilities and infrastructure	3,17	Good
P5 module quality	3,19	Good
Total	3,17	Good

The average score of the P5 facilitator's ability assessment score = 3.22 with a qualification of "good", meaning that the average P5 high school facilitator in Indonesia has good skills in carrying out their duties and functions as a P5 facilitator. The tasks and roles of facilitators in P5 are: 1) Project planner: Designing objectives, activity flows, implementation strategies, and project assessments on an ongoing basis. 2) Facilitator: Facilitating students in carrying out projects that suit their interests, with a choice of learning methods and learning products that suit students' preferences. 3) Companions: Guiding students in carrying out projects, finding relevant issues, and directing students in planning sustainable actions. 4) Supervisor and consultant: Supervise and direct students in project achievements, provide suggestions and inputs on an ongoing basis for students, and conduct student performance assessments during the project. 5) Moderator: Guiding students in various discussion activities [4].

The average score of the P5 resource person assessment = 3.20 with a "good" qualification, meaning that the average P5 high school resource person in Indonesia has good ability as a resource person, namely having expertise, knowledge, and experience in their respective fields so that they can provide relevant and useful information, ideas, and opinions according to the theme chosen by the school, and be able to convey information clearly, systematically, and attracted the attention of P5 participants. The average score of the students' enthusiasm assessment of participating in P5 = 3.08 with a "high" qualification, meaning that the average high school student in Indonesia has a high enthusiasm to participate in P5 activities at their school. The average score of P5 facilities and infrastructure assessment = 3.17 with a qualification of "good", meaning that the average high school in Indonesia has good facilities and infrastructure to organize P5 activities in their schools.

These results reinforce the results of previous research that several high schools that have implemented P5 well are able to provide the facilities and infrastructure needed by P5 participants in accordance with their respective themes [27]. The readiness of these facilities and infrastructure is a supporting factor to achieve the success of the implementation of P5 in schools [28].

The average score of the P5 module quality assessment = 3.19 with a "good" qualification, meaning that the modules used in P5 high school activities in Indonesia are on average good modules. The existence of a good module is one of the factors that can improve the results of P5, because the results of the study show that using a good teaching module will have an impact on strengthening the effectiveness of learning outcomes [29].

The average score of the P5 input variable score = 3.17 with a "good" qualification, meaning that the input of the implementation of P5 high school in Indonesia has good qualifications. These results are in line with [26] research on P5 evaluation in schools using CIPP. The existence of good input support will be able to improve the results of P5 high schools in Indonesia because input has a considerable influence on learning outcomes [30], [31].

3.3. Process

In P5, the evaluation of this process is focused on: the activeness of students participating in P5 activities, the atmosphere during P5 activities, the comfort of participants to express opinions, questions and proposals, the availability of P5 implementation time, the performance of facilitators, and the accuracy of the P5 activity method. The respondents' assessment of the six aspects of the process when combined obtained the following results (Table 6):

Table 6. Results of P5 process assessment

Aspects	Average	Description
Activeness of P5 participants	3,23	Good
The atmosphere during the P5 activity	3,08	Good
Comfort of P5 participants	3,12	Good
Availability of P5 implementation time	3,17	Good
Performance of P5 facilitators	3,14	Good
Accuracy of the method used	3,11	Good
Total	3,14	Good

The average score of students' activity during P5 activities = 3.23 with the qualification of "active", meaning that the average high school student in Indonesia is actively involved while participating in P5 activities in their respective schools.

This is in line with the P5 principle, which expects students to act as learners who actively control the independent learning process [4]. The average score of atmosphere assessment during P5 activities = 3.08 with a qualification of “good”, meaning that the average high school student in Indonesia feels a good and pleasant atmosphere while participating in P5 activities at their respective schools so that they are enthusiastic about learning.

The average comfort assessment score during P5 activities = 3.12 with a “good” qualification, meaning that the average high school student in Indonesia feels comfortable without psychological barriers to convey opinions, questions or proposals related to materials, issues or other things about P5 while participating in P5 activities at their respective schools. The average score of the assessment of time availability during P5 activities = 3.17 with a “good” qualification, meaning that the average high school student in Indonesia considers that they are given enough time during P5 to be able to understand the issues that exist in the environment around their respective schools.

The average score of the P5 facilitator’s performance assessment score = 3.14 with a “good” qualification, meaning that the average high school student in Indonesia assesses that the P5 facilitator has a good performance in helping, guiding and accompanying students to learn during P5 activities at their respective schools. The average score of the assessment of the accuracy of the P5 activity method = 3.11 with a qualification of “good”, meaning that the average high school student in Indonesia assesses that the method used in the P5 activity is good, in accordance with the theme and dimensions of the Pancasila profile developed by each school.

The average total score of the P5 process variable assessment = 3.14 with a “good” qualification, meaning that the process of P5 high school activities in Indonesia has gone well according to the plan that has been prepared previously. The success of the P5 process is inseparable from the support of the context or school environment as well as P5 input, because the context variable will affect the process variables [32], So is the variable input [33].

3.4. Product

The P5 success indicator is not whether or not students can complete a product or project but rather refers to the extent to which students can process, progress, and cooperate by applying the project dimension of strengthening the profile of Pancasila students [34]. Therefore, the success of the P5 program must be guided by the achievement of the Pancasila student profile in accordance with the student phases [27].

P5 products or results can be physical (*hard*) such as the work of students or in the form of character development of Pancasila student profiles (*soft*). The results in *soft form* are the level of development of the Pancasila student profile which can be divided into 4 levels, namely: not yet developed, starting to develop, developing according to expectations and very developed [4]. Based on the results of document analysis from the P5 report card, data on the level of development of the Pancasila profile of high school students in Indonesia was obtained as follows (Table 7):

Table 7. Development of Pancasila Student Profile

Description	Frequency	%
Highly Developed	320	40,25
Growing Up with Expectations	427	53,71
Start Growing	47	5,91
Not Yet Developed	1	0,13
Total	795	100

The largest percentage of the development of Pancasila student *profiles* lies at the level of development as expected, while the average score of the P5 product variable assessment score = 3.24 with a “good” qualification, meaning that the average high school student in Indonesia has a Pancasila Student Profile that has developed according to expectations. This success is inseparable from the support of an excellent education unit ecosystem that affects the implementation of P5 [35], [36], [37]. In addition to an excellent ecosystem of educational units, it is also supported by good inputs and processes during the P5 implementation process. P5 input support has an influence on P5 success because the input affects the output [30], [38], [39]. Likewise, a good P5 implementation process is able to improve P5 results because as part of learning, the process affects learning outcomes [40], [41], [42].

Respondents’ assessment of the context, input, process and product of P5 SMA in Indonesia when combined obtained the following results (Table 8):

Table 8. Results of context, input, process and product P5 assessment

Aspect	Average	Description
Context	3,28	Very Good
Input	3,17	Good
Process	3,14	Good
Product	3,24	Good
Total	3,23	Good

The average score of the assessment of the context, input, process and product variables $P5 = 3.23$ with a qualification of “good”, so it can be concluded that the process of P5 high school activities in Indonesia has run effectively, meaning that the P5 activities have run smoothly as planned and achieved the expected results. These results reinforce previous research in several high schools in various regions such as SMAN 2 Banjarmasin which shows that P5 activities starting from activity planning, implementation and management of activities as well as assessment, evaluation and follow-up plans for the next activities are running very well [7]. Likewise, the results of [9] research show that P5 activities at SMAN 12 Tangerang Regency have run smoothly.

Based on information from several coordinators and facilitators of P5 High Schools in Indonesia, the obstacles that arise in the implementation of P5 High School in Indonesia include: 1) Lack of coordination, 2) There are some teachers who still do not understand P5 and the content of the P5 module, 3) Not all students actively participate in P5 activities, and 4) Inadequate funding constraints, especially for themes that require a large amount of funds, for example, the theme of entrepreneurship.

These obstacles are also experienced by other high schools as in previous studies, such as lack of coordination of school management, both internal and external, teachers are not involved in project planning [8], lack of teacher competence [12], [13], [14], [15], lack of role of superintendents and school committees [8], lack of family support [12], lack of student activity in participating in project activities [8], and time and space limitations [14].

These recurring challenges highlight the need for a more structured implementation strategy, comprehensive teacher training, and stronger stakeholder involvement including families, school committees, and education authorities to ensure the success and sustainability of the P5 program across Indonesian high schools.

4. Conclusion

The process of P5 high school activities in Indonesia in 2023/2024 has on average run effectively, meaning that P5 activities have run smoothly as planned and achieved results as expected. The obstacles that arise include: 1) Lack of coordination; 2) Not all students actively participate in P5; 3) Some teachers do not understand P5 and the content of modules P5, and 4) Limited funds, especially for themes that require quite a lot of money, such as the theme of entrepreneurship. Based on the above constraints, there are several suggestions for improving the implementation of P5 in the following years, namely:

1) There needs to be increased coordination between school principals, coordinators, facilitators and teachers and school committees,

2) To improve teachers' understanding of P5, it is recommended that teachers learn P5 independently, one of which is by using an independent teaching platform that can be accessed through each teacher's laptop or smartphone,

3) For themes that require relatively large funds, support and sharing of funds with parents of students and with school committees are needed.

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