

THE EVALUATION OF THE PROJECT ON STRENGTHENING THE STUDENTS' PANCASILA PROFILE IN SMKN 7 SURAKARTA

Asri Pujihastuti¹, Teguh Waluyo², Sumardi³

^{1,2,3}University of Muhammadiyah Surakarta

1asripuji030@gmail.com, 2waluyoteguh1992@gmail.com, 3sumardi@ums.ac.id

Keyword

kurikulum merdeka, Pancasila Student Profile, P5 module, CIPP method

Abstract

The implementation of kurikulum Merdeka presents a significant challenge, particularly in developing students' character aligned with the Pancasila Student Profile. To address this, SMKN 7 Surakarta introduced the Pancasila Student Profile Strengthening Project (P5) as part of Kurikulum Merdeka. This study focuses on evaluating the P5 implementation at SMKN 7 Surakarta, specifically its planning stage using the P5 module created by teachers. The research adopts the CIPP (Context, Input, Process, Product) method to assess the implementation. A qualitative approach was employed, analyzing survey data through questionnaires and providing descriptive explanations of the findings. The study concluded that: 1) teachers successfully developed a P5 module following module-making principles, applicable to class X students, 2) teachers enhanced the quality of teaching material modules, particularly those related to fieldwork practice, and 3) the P5 module effectively strengthened the implementation of the independent curriculum. .

INTRODUCTION

Students are faced with the dynamic and complex challenges of the 21st century and era 4.0. Students need to have character values that are in accordance with the Pancasila learner profile. This is because these character values will be a strong foundation in facing various challenges and changes that occur in this era. The Pancasila learner profile includes devotion to God Almighty and noble character, global diversity, creative cooperation, independence, and critical reasoning. These six indicators refer to the Indonesian Education Roadmap 2020-2035, which is influenced by technological, social, and environmental changes that are happening globally (Kearney, 2020: 3). Character values instilled in accordance with the Pancasila learner profile are important in equipping students with skills that are not only academic, but also moral and ethical which will be a strong foundation in facing the challenges of the 21st century and era 4.0.

The Pancasila Learner Profile is designed in accordance with the vision and mission of the Ministry of Education and Culture, which is stated in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Ministry of Education and Culture's Strategic Plan for 2020-2024 (Rusnaini, 2021). Pancasila learners are a representation of Indonesian students as individuals who continue to learn throughout life, who are expected to have global competencies and behave in accordance with the values of Pancasila. This profile has six main

characteristics, namely having faith and piety in God Almighty, having noble character, respecting global diversity, being cooperative, independent, and having the ability to think critically and creatively and prioritizing character education (Satria, 2022).

Character education has a significant role in exploring the potential of students and turning them into individuals who have good morality in accordance with the ideals of Indonesian Education to realize an advanced, sovereign, independent, and personality Indonesia through the formation of virtuous Pancasila students. (Mohamad, R. H. 2022). One of the goals to be achieved through the implementation of the Pancasila Student Profile is to create a millennial generation that has a strong awareness and commitment to the values of Pancasila (Rusnaini, 2021).

Strengthening the Pancasila learner profile is currently considered as one of the methods that can be used to strengthen students' character in order to prepare a superior generation in 2045 (Darman, 2017). In addition, the program to expand access to education at all levels also needs to be carried out on a large scale. However, the implementation of the Pancasila learner profile strengthening project in primary schools is still not optimal, and this has strong implications for the character building of students. If the Pancasila learner profile strengthening project can be implemented optimally in schools, it is expected that the character of students can be formed as expected (Kahfi, 2022). Indonesian learners are learners who have skills, personality, and behavior that are in accordance with the principles of Pancasila throughout life. These characteristics and abilities of Pancasila learners are routinely developed and applied in daily life by each individual learner through school culture, in-curriculum learning, projects to strengthen the Pancasila learner profile, and out-of-curriculum activities. (Kemdikbud, 2022).

The P5 module is a learning tool or instrument created with the aim of enhancing the Pancasila learner profile. The module has been specifically designed to integrate Pancasila character values into the learning process. Thus, the goal is to form learners who have character values that are in accordance with the Pancasila learner profile. In addition, Module P5 also provides clear guidance to teachers in developing learning materials that can strengthen the Pancasila learner profile. (Directorate General of Primary and Secondary Education. 2019).

Some of the tactics used by a number of schools to strengthen the student profile in terms of Pancasila are through the establishment of school culture or habits in the school environment, activities within the curriculum, activities outside the curriculum, and projects aimed at improving the Pancasila student profile (Sari, N. Y., & Sinthiya, I. A. P. A., 2022).

This Pancasila student profile consists of six dimensions that include faith, piety to God Almighty, and noble character, awareness of global diversity, spirit of cooperation, independence, critical thinking skills, and creativity.

According to Ki Hajar Dewantara, the Pancasila student profile strengthening project provides opportunities for learners to "experience knowledge" as part of the character building process, as well as opportunities to learn from their surroundings. Through previous research on the Pancasila Student Profile Reinforcement Project, teachers act as facilitators who can increase motivation in face-to-face learning, motivation in cooperation, motivation in creativity, and motivation for expression. This results in ideas and ideas that have an impact on themselves and the surrounding environment. (Shalika, 2022).

This study aimed to analyze the module of the Pancasila Learner Profile Strengthening Project (P5) by teachers. This is due to the importance of P5 planning in the form of P5 modules to ensure standardization, provide clear guidelines for teachers, increase efficiency in the development of teaching materials, improve learning quality, and ensure continuity in the delivery of Pancasila learner profile materials in schools.

2. Method

This study investigates the application of the CIPP (Context, Input, Process, Product) model in evaluating the implementation of P5 by analyzing the implementation of the teaching modules used. This method involves creating a questionnaire based on the principles of teaching

modules, namely by referring to essential indicators, interesting meaningful and challenging, contextual and relevant, and sustainable.

This research involves the Context stage where the needs of grade X students and the context of strengthening the profile of Pancasila students are identified. At the Input stage, a questionnaire is designed with questions that include essential indicators, are interesting and challenging, relevant to the context, and follow a continuous curriculum. The Process stage involves using a questionnaire as a data collection instrument to analyze students' understanding of the teaching module in this project. Finally, at the Product stage, data from the questionnaire was analyzed to evaluate the effectiveness of the teaching module in strengthening the student profile of Pancasila. The results of this analysis provide important insights and information for future development.

This research uses a qualitative approach in which researchers analyze the survey data that has been collected, then explain the results through descriptions. The CIPP model evaluation involves four types of evaluation related to: First, identifying goals and priorities by comparing them with existing needs, problems, and opportunities; Second, evaluating implementation by comparing it with the plan's objectives and the required budget; Third, assessing the plan's usefulness; and Fourth, evaluating the plan's success by comparing its results and impact with the goals set, examining the use of resources, and comparing expenditures and results with competitors. This evaluation also includes an explanation of the results that limit the use of human resources, the extent to which the plan has been implemented properly and efficiently (Stufflebeam & Coryn, 2014, p. 315).

RESULTS

Existing research has attempted to describe and explain the components used as a reference as a guide to evaluate and analyze the implementation of an independent curriculum. The research refers to Stufflebeam's thinking. This empirical fact shows that the use of the CIPP model in the Independent Curriculum Implementation Assessment does not always produce the same results. The following are the results that can be concluded from understanding related to the teaching module given to students using 4 indicators, namely: essential; interesting, meaningful and challenging; relevant and contextual and sustainable.

1. Essential indicators

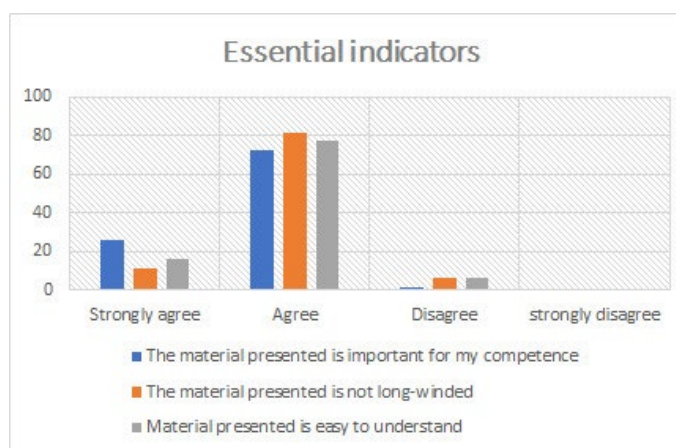


Figure 1. Bar Chart of Percentage of Student Response to Module Quality based on essential indicators

Based on the questionnaire results, on essential indicators with the statement that the material in the module is important for competence, the percentage of respondents who

answered strongly agree was 26%, while as many as 72.7% answered agree, 1.3% answered disagree, and no one answered strongly disagree. The statement that the material presented is not wordy received a strongly agreed answer of 11.5%, an agreed answer of 81.85, disagreed by 6.7% and no one answered strongly disagree. The material presented is easy to understand, getting an agree answer response of 16.3%, an agree answer of 77.6%, and a disagree answer of 6.1%. While no respondents answered strongly disagree.

2. Indicators of interesting, meaningful and challenging

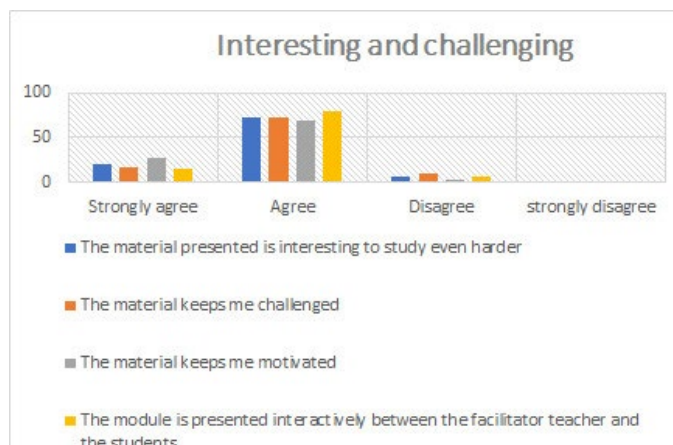


Figure 2. Bar Chart of Percentage of Student Response to Module Quality based on Interesting and Challenging indicators

Based on the questionnaire results from the interesting, meaningful and challenging indicators of the teaching material module statement, the percentage of respondents who answered strongly agree was 20.5%, while as many as 72.1% answered agree, 7.4% of respondents answered disagree and no one answered strongly disagree. The statement that the material challenged me received a strongly agree answer from respondents of 16.7%, an agree answer of 72.7%, and a disagree answer of 10.6%. There were no strongly agree answers from respondents for this statement. Based on the statement that the material makes me motivated, the respondents received answers from 28.2% for the answer strongly agree, the answer agreed by 68.6%, the answer disagreed by 3.2% and no respondents answered strongly disagree. The module statement is presented interactively between the facilitator teacher and the students and received answers strongly agreeing from respondents by 15.1%, 78.5 respondents answered agree, 6.4% of respondents answered disagree and no respondents answered strongly disagree.

3. Relevant and Contextual Indicators

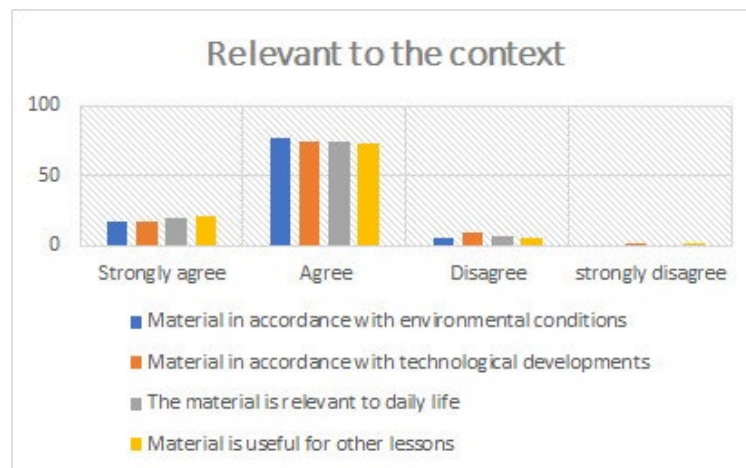


Figure 3. Bar Chart of Percentage of Student Response to Module Quality based on relevant and contextual indicators

Based on the results of the questionnaire on relevant and contextual indicators with the statement of material in the teaching material module in accordance with environmental conditions, 17% of respondents answered strongly agree, 77.65% of respondents answered agree, while the answer disagreed from the respondents was 5.4 and there was no answer strongly disagree from the respondents. The statement of material in accordance with technological developments received an answer strongly agreeing by 16.7%, 74.3% of respondents answered agree, 8.7% of respondents answered disagree while the answer strongly disagreed by 0.3%. In the statement of material in accordance with everyday life, respondents who answered strongly agreed by 19.6%, while those who answered agreed by 74%, respondents with disagreeing answers amounted to 6.4% and there were no strongly disagreeing answers from respondents. In the statement that the material is useful for other lessons, respondents who answered strongly agreed by 21.2%, the answer agreed by 73%, disagreed by 4.8% and 1% of respondents answered strongly disagree.

4. Continuous Indicator

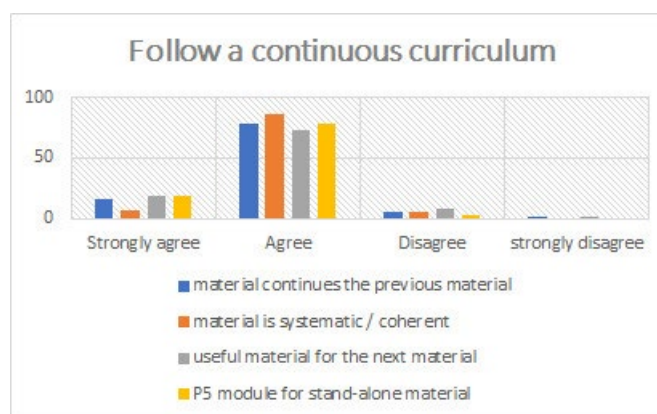


Figure 4. Bar Chart of Percentage of Student Response to Module Quality based on Follow a Continuous Curriculum Indicators

Based on the continuity indicator in the module with the material statement continuing the previous material, the questionnaire results showed that 16.2% of respondents answered

strongly agree, 78.3% answered agree, 52% answered disagree and the remaining 0.3% answered strongly disagree. The statement of the material is systematic / coherent received a strongly agreed answer from the respondent of 7.3%, the answer agreed by 86.8%, the answer disagreed by 5.9% and no respondent answered strongly disagree. The statement that the material is useful for further material was answered by respondents with a strongly agreed answer of 19.1%, while respondents who answered agreed were 73.1%, 8.5 respondents answered disagree and the answer strongly disagreed by 0.3%. Module P5 for stand-alone material received a strongly agreed answer from respondents of 19.1%, an agreed answer of 77.8%, while 3.1% of respondents answered disagree and no respondents answered strongly disagree.

DISCUSSION

Based on the previous explanation of the questionnaire description, it can be concluded that the average can be found in the table listed below.

Table 1. Table of Student Response to Module Quality

No.	Indicator	Average score (in percentage)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Essential	17,93	77,37	4,70	0
2.	Interesting and challenging	20,13	72,98	6,90	0
3.	Relevant to the context	18,63	74,73	6,33	0,33
4.	Follow a continuous curriculum	15,18	79,00	5,68	0,15

The majority of respondents (93.99%) considered that each indicator in the principles of making teaching material modules was appropriate and feasible to use in the learning process. This survey shows the results of 17.97% of respondents strongly agreeing, 76.02% agreeing, 5.90% disagreeing, and only 0.12% strongly disagreeing with these indicators. These results indicate that quantitatively, the teaching material module is rated very well based on the assessment criteria presented by Rusydi and Tien in the book Evaluation of Educational Programs. The evaluation considers both quantitative and qualitative aspects. The results of this study are also in accordance with previous research conducted by Mentari Diah Utami et al on Evaluating the Implementation of the Merdeka Curriculum Using the CIPP Evaluation Model which shows that the teaching material modules made by teachers have met the criteria for all indicators. Based on the questionnaire results, it can be concluded that the teaching material modules made by teachers need special attention to the relevant and contextual principles and continuous indicators. There are still 0.33% and 0.15% of students who answered strongly disagree with these two aspects. The material presented in general is relevant and contextual, but improvements need to be made to make it more relevant and contextual, especially in terms of material related to field work practice. Attention to sustainable aspects should also be a focus for teachers in writing or creating teaching material modules in the future.

CONCLUSION

Based on the descriptive results, it is concluded that the learning leadership of the head of SMKN 7 Surakarta generally applies democratic style, authoritarian style and Laissez Faire in certain conditions. The development of student leadership through student leadership style can be seen from the active involvement of students as well as in decision making in the

implementation of school programs. This is known from the presence of voice, choice and ownership in the planning and implementation of school programs. Based on the background and results of the discussion, it can be concluded that the principal's learning leadership has an influence in developing student leadership. The development of student leadership can be seen from various programs and achievements of student activities. Principal learning leadership can build positive cooperation and student leadership through coaching and motivation.

Internal factors that can facilitate the development of teacher performance include adequate facilities and infrastructure at school, teacher participation in various training and development, and support and motivation provided by the principal. Some internal factors that can hinder the development of teacher performance include not maximizing the use of technology due to the lack of supporting equipment, the existence of teachers with honorary status, financing that does not support student leadership development activities, teacher discipline problems, interpersonal challenges, principal policies, principal relations with the community, and lack of decisive action from the principal.

External factors that can support the development of teacher performance are government policies that implement competency development programs as well as students' interests and talents such as training and training, technological advances that make it easier for teachers and students to access information, and good cooperation between schools and IDUKA. However, the challenges faced include the lack of financial support for teachers with honorary status and the large workload of teachers, and there are still some teachers who have not utilized technology to the fullest.

Based on the results of the above research, it can be suggested that the principal should be able to build positive cooperation through coaching and motivating students so that student involvement in various school programs increases, so that student leadership is formed which is the goal of student development in schools.

ACKNOWLEDGEMENT

The researchers wish to acknowledge and convey their deep appreciation to Universitas Muhammadiyah Surakarta, specifically the Master's Program in Educational Administration, for their valuable assistance and mentorship during the course of this research endeavor. Additionally, the researchers would like to express their sincere gratitude to the principal of SMKN 7 Surakarta for granting permission and facilitating the data gathering process for this study.

REFERENCES

- Agung, N. (2008). *Pengaruh Pendidikan Disiplin dan Lingkungan Kerja*. Jakarta: Raja Grafindo Persada.
- Ahmad Susanto, *Teori Belajar dan Pembelajaran di Sekolah Dasar*, Jakarta: Kencana Prenadamedia Group, 2013.
- Ananda Rusydi, *Evaluasi Program Pendidikan*, Medan: Perdana Publishing, 2017
- Ambiyar, *Metodologi Penelitian Evaluasi Program*, Bandung: Alfabeta, 2019.
- Darman, R. A. (2017). Mempersiapkan Generasi Emas Indonesia Tahun 2045 Melalui Pendidikan Berkualitas. *Edik Informatika*, 3(2), 73-87
- Direktorat Jenderal Pendidikan Dasar dan Menengah. (2019). *Modul Pelatihan Guru Implementasi Pendidikan Karakter*. Jakarta: Kemdikbud.
- Kahfi, A. (2022). Implementasi Profil Pelajar Pancasila dan Implikasinya terhadap Karakter Siswa di Sekolah. *Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 5 (2), 138-151.
- Kearney, M. (2020). *Peta Jalan Pendidikan Indonesia 2020-2035*. Kementerian Pendidikan dan Kebudayaan.
- Kemdikbud. (2022). *Profil Pelajar Pancasila*. Kementerian Pendidikan dan Kebudayaan.

- Mohamad, R. H (2022). Implementasi Profil Pelajar Pancasila dalam Pendidikan Karakter di Indonesia. *Jurnal Pendidikan Karakter*, 3(1), 1-10.
- Rusnaini (2021). Membangun Pendidikan Karakter Melalui Implementasi Profil Pelajar Pancasila di Sekolah. *Jurnal Pendidikan Karakter*, 2(2), 81-90.
- Rusnaini, R, dkk (2021). Intensifikasi Profil Pelajar Pancasila dan Implikasinya Terhadap Ketahanan Pribadi Siswa. *Jurnal Ketahanan Nasional*, 27(2), 230
- Sari, N. Y., & Sinthiya, I. A. P. A. (2022). Penguatan Profil Siswa Pancasila Melalui Budaya Sekolah, Kegiatan Kurikulum, Kegiatan di Luar Kurikulum, dan Proyek. *Jurnal Pendidikan*, 6(2), 134-145.
- Satria, R., dkk (2022). Proyek Penguatan. Pandungan Pengembangan Proyek Penguatan Profil Pelajar Pancasila, 137.
- Shalika. (2022). Peran Guru dalam Proyek Penguatan Profil Siswa Pancasila. *Jurnal Pendidikan Karakter*, 3(2), 112-123.
- Stufflebeam, D., & Coryn, C. (2014). *Evaluation Theory, Models, and Applications ((Second Ed)*. Jossey-Bass.