

Education Program Evaluation P5 (Pancasila Student Profile Strengthening Project) Using CIPP

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ABSTRACT

This study aims to evaluate the implementation program of the project to strengthen the Pancasila student profile (P5) in the independent curriculum at SDN Genting 02, Jambu District, Semarang Regency, which is a driving school. The research method used is a type of evaluation research using a qualitative descriptive method. This research uses the CIPP evaluation model (context, input, process, product). Data collection techniques used interviews, documentation studies, and observation. Data analysis techniques include Data collection, data reduction, data presentation, and drawing conclusions, in accordance with data analysis techniques according to Miles and Huberman. The research findings indicate that the P5 context aspect is crucial for boosting student achievement and fostering enthusiasm for learning. The Input aspect, namely in the fields of planning, schedules, implementation mechanisms, teachers, staff, financing, facilities, and infrastructure are appropriate but there is a need for improvement in several fields. The results of research on process aspects include preparation, activity process, obstacles, and aspects of suitability to the needs of students. The results of research on the product aspect are the increasing academic and non-academic achievements of students, and also good character in students.

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1. Introduction

Education holds significant importance in society, often correlating with a better quality of life in the future. As Indonesia grappled with the COVID-19 pandemic, the education sector swiftly shifted to online platforms. The surge in COVID-19 cases profoundly affected the community's lifestyle and various educational sectors (Herliandry, Nurhasanah, Suban, & Kuswanto, 2020).

Undoubtedly, remote learning falls short of achieving the same level of effectiveness as traditional face-to-face instruction. When students encounter difficulties with assignments, they often turn to online sources for answers, bypassing the opportunity to grasp the underlying concepts. Consequently, this approach tends to prioritize grades over genuine understanding, leading to what

is commonly referred to as 'learning loss' - a phenomenon where students may fail to acquire or retain knowledge at the expected level

To address the setbacks in the field of education, the Ministry of Education has provided a solution by issuing the Merdeka curriculum (Freedom curriculum), regulated under legislation number 262/M/2022 in 2022.

The Ministry of Education and Culture (Kemdikbud) outlines three types of learning activities within the Merdeka curriculum: Intracurricular Learning, which occurs within the formal curriculum; Cocurricular Learning, which supplements the formal curriculum; and Extracurricular Learning, which takes place outside the regular curriculum

Within the Merdeka curriculum, the P5 is learning as a form of cocurricular learning. Within P5, there are dimensions, elements, and subtopics that will be developed as a manifestation of student character development.

The Pancasila Student Profile Strengthening Project encompasses various aspects, focusing on character development within P5. These aspects include: (1) The Aspect of Faith, emphasizing devotion to the One Almighty God and the cultivation of noble morals; (2) The Aspect of Independence; (3) The Aspect of Cooperation; (4) The Aspect of Global Diversity; (5) The Aspect of Critical Thinking; and (6) The Aspect of Creativity. The Pancasila Student Profile serves as a comprehensive guideline for all stakeholders, particularly teachers and students, in facilitating the learning process. It's important to recognize these six aspects as interconnected and inseparable elements.

To nurture Pancasila values among students, the Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristekdikti) has initiated the Driving School Program. Initially,

this program serves as a pilot school for the implementation of the new curriculum, known as the Merdeka curriculum

One of the schools currently participating in the Driving School Program is SDN Genting 02, located in the Education Sector of the Jambu District, Semarang Regency. Therefore, the author is interested in conducting research with the title "Evaluation of the P5 Education Program (Pancasila Student Profile Strengthening Project) at SDN Genting 02, in the Education Sector of the Jambu District, Semarang Regency using the CIPP model.

The objective of this research is to evaluate the context, input, process, and product within the P5 program at SDN Genting 02.

2. Materials and Methods

This study employed evaluative research using a descriptive qualitative method to analyze the implementation of the P5 program (Pancasila Student Profile Strengthening) at SD Negeri Genting 02 (State Elementary School Genting 02). Utilizing the CIPP evaluation model (Context, Input, Process, Product), the research assessed various aspects including context, input, process, and product

The evaluation activities regarding the context component of the P5 program (Pancasila Student Profile Strengthening Project) encompassed the facilities and infrastructure used by students when creating projects, as well as the family conditions of the students, specifically the support and guidance provided by their parents during the implementation of the P5 program (Pancasila Student Profile Strengthening Project).

Assessment of the input component included planning, which involved selecting the themes to be addressed and estimating the costs for implementing the P5 program (Pancasila Student Profile Strengthening Project).

The assessment of the process evaluation component encompasses the implementation of the P5 program (Pancasila Student Profile Strengthening Project), the effectiveness of the implementation timeline, and the challenges faced by both teachers and students in carrying out the P5 program. Based on the objective of this research, which is to analyze the P5 program through three components within the CIPP framework, the analysis results will generate a report on the P5 program activities. This report will encompass the driving and inhibiting factors affecting the implementation of the P5 program at SD Negeri Genting 02, Jambu District, Semarang Regency.

3. Result and Discussion

Efforts to Increase Economic Growth by Emphasizing Poverty Rates in West Sumatra Province

Context Evaluation

Context evaluation is conducted as an essential step to provide information for decision-making in planning a program. This evaluation encompasses assessing the school's conditions in terms of student achievements, program foundations, program objectives, and program benefits. Based on the interview results, it can be concluded that the P5 program at SDN Genting 02, Jambu, is highly needed by the students. Therefore, P5 can be utilized to enhance students' achievements and enthusiasm for learning.

From the research results conducted at SDN Genting 02, Jambu regarding P5, it is evident that the school implements the program based on the needs identified :

- a. As a driving force in education, SDN Genting 02 is committed to continual advancement, striving to excel as the premier institution in the Jambu District. The school consistently addresses students' needs for achievement and skill development by providing ongoing programs, including the P5 program. This initiative offers character education and enhances academic performance, serving as a valuable resource for students.
- b. In terms of Context, the implementation of the P5 program, mandated by government decision number 009/H/KR/2022, aims to elevate student quality by instilling character aligned with the Pancasila student profile. As a trailblazing institution, SDN Genting 02 has successfully integrated the P5 program into its curriculum for the past three years, showcasing its dedication to holistic student development.

Input Evaluation

Input evaluation is conducted to assess various aspects such as the implementation plan of the program, execution mechanisms, human resources, financing, facilities, and infrastructure.

In the research conducted at SDN Genting 02, Jambu, the resources available to achieve the objectives of the P5 program include implementation plans, schedules, execution mechanisms, teachers, staff, financing, facilities, and infrastructure.

Based on the research results at SDN Genting 02, Jambu, concerning implementation plans, the school prepares for this program at the beginning of the academic year. Additionally, the school forms a special team to handle the P5 program, and allocates budgets at the beginning of each academic year.

As for the implementation mechanism, the school did not create specific guidelines (JUKNIS) but instead formed a special team of teachers to handle this program. These teachers are tasked with planning, identifying suitable themes, budgeting, and of course, preparing all administrative matters related to the implementation of P5.

In terms of human resources, it includes school catalyst facilitators who provide input and solutions when teachers encounter difficulties, as well as teachers who act as mentors and facilitate students during the implementation of P5.

In terms of facilities and infrastructure to support the P5 program, they already meet the requirements. Facilities such as places of worship, classrooms, libraries, playgrounds, etc., are already fulfilled.

Regarding funding, the implementation of the P5 program is entirely supported by the school. As a leading institution, SDN Genteng 02 also receives assistance from the government in the form of Performance-Based School Operational Assistance (BOS Kinerja), which can be utilized for P5 implementation. SDN Genteng 02 consistently upholds transparency in school financial management and involves the school committee in budgeting BOS funds

Process Evaluation

The aspects of process, preparation, activity process, obstacles, and alignment with the needs of the students will be discussed. The preparation conducted by SDN Genteng 02 in implementing P5 includes providing orientation to students and their parents. The school also forms a special P5 team from within the school, assisted by school catalyst facilitators, to support class teachers in the implementation of P5.

The process aspect of the P5 activities at SDN Genteng 02 involves the preparations made by the school. At the outset of P5 implementation, the school principal assesses the readiness of each class teacher to execute P5 in their respective classes. Subsequently, as P5 activities commence, the class teacher typically outlines the series of activities students will engage in and communicates the rules to be adhered to throughout these activities.

Challenges within the P5 program stem from its novelty. During the initial year, teachers encountered confusion and uncertainty regarding its implementation. Specifically, they were unsure about the assessment procedures for P5 and how to effectively communicate students' progress to parents or guardians.

The effectiveness of the P5 program at SDN Genteng 02 aligns closely with the students' needs as participants of P5. Drawing from the P5 program guidelines provided by the Ministry of Education and Culture, SDN Genteng 02, as a leading institution, has diligently ensured the smooth and effective implementation of this program. The imperative for knowledge acquisition as a means to shape children's character in accordance with the Pancasila student profile has been duly addressed at the school. Consequently, it can be inferred that the P5 program successfully fulfills the needs of the students at SDN Genteng 02, Jambu

Product Evaluation

Product evaluation is conducted to measure the success of achieving the predetermined objectives. Product evaluation is the final stage and serves to assist program stakeholders in decision-making. From the interviews conducted by the researcher, the achievement of program objectives is evidenced by the improvement in students' academic performance. Additionally, students' independence and character formation are increasingly developed.

Students at SDN Genteng 02, Jambu, have demonstrated notable improvements in both academic performance and character development. A key indicator of this progress is evident in the comprehensive P5 reports. Moreover, non-academic achievements have seen a significant rise, exemplified by the accolades received by students in competitions organized by the Semarang District Education Office. This positive trend is further bolstered by the collaborative efforts of supervisors, school driving facilitators, teachers, and the utilization of the school's facilities and infrastructure by the students. Consequently, the Pancasila student profile continues to evolve positively, reflecting the ongoing enhancement of students' character.

The principal and teachers express their desire for the continued implementation of the P5 program in the future. This aspiration stems from the discernible benefits observed through the P5 program, particularly in molding students' characters.

4. Conclusion

The conclusion drawn from the "Evaluation of the Pancasila Student Profile Program at SDN Genteng 02" is:

Context Aspect: The P5 program is needed by the students of SDN Genteng 02, Jambu. Through the implementation of the P5 program, students have the opportunity to cultivate their character in alignment with the fundamental tenets of the Pancasila student profile. **Input Aspect:** The P5 program at SDN Genteng 02, Jambu, has been carefully planned and designed to meet the students' requirements. This program is supported by highly adequate human resources, funding, and facilities and infrastructure, which are in line with the needs and competencies of the students. **Process Aspect:** The implementation of this program aligns with the planned preparations. The activity process is carried out by the school as an educational unit that has been adjusted to meet the needs of the students. Students are required to adhere to all established rules. The quality of the student's character will improve as the program progresses. One challenge of the P5 program is that it is new, so teachers still need to learn a lot. This is quite understandable because P5 was launched and immediately implemented by leading schools. **Product Aspect:** The P5 program at SDN Genteng 02, Jambu, has successfully fulfilled the initial objectives set forth. This program has positively impacted the academic performance of participating students and their character is already evident according to the dimensions of the Pancasila student profile. The improvement in students' character quality is further validated by their achievements in competitions hosted by the education department.

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