



Evaluation of the Implementation of the Pancasila Student Profile Strengthening Program in Indonesian Junior High Schools Using the CIPP Model

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ABSTRACT

Educational transformation in Indonesia emphasizes strengthening the character of students through the Pancasila Student Profile Strengthening Project (P5) as part of the implementation of the Merdeka Curriculum. This study aims to evaluate the implementation of the P5 program with the theme of "Entrepreneurship" in Banjarbaru City Junior High Schools using the CIPP (Context, Input, Process, Product) evaluation model. This study employs a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation. The research subjects include school principals, teachers, facilitators, and seventh and eighth-grade students as program implementers. The results of the study indicate that the program was successfully implemented with an overall effectiveness rate of 90%. These results confirm that the program was implemented very well, starting from the selection of the theme based on the need to improve students' creative dimensions and their high interest in entrepreneurship. In terms of inputs, infrastructure, human resources, and funding were optimally fulfilled. The implementation process proceeded systematically through four stages—introduction, contextualization, action, and reflection—although student participation only reached 80% due to the perception that the program was separate from formal learning. Product evaluation showed students' success in creating creative products and an increased interest in continuing entrepreneurial activities independently. In conclusion, the implementation of the P5 program with an entrepreneurship theme in junior high schools is considered effective in fostering students' creativity, independence, and managerial skills. The CIPP evaluation model has proven to provide a comprehensive overview of the program's strengths and challenges and serves as the basis for recommendations to increase student participation, strengthen collaboration between teachers and parents, and maintain the sustainability of Pancasila values in learning.

Keywords: *Evaluation, Pancasila Students, CIPP Model*



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INTRODUCTION

Education in Indonesia is currently undergoing significant transformation, in line with a paradigm shift from merely strengthening cognitive aspects to shaping character and 21st-century competencies. One concrete step in this transformation is the implementation of the

Merdeka Curriculum, which places the Pancasila Student Profile Strengthening Project (P5) as one of its main instruments. The concept of character education, as articulated by Driyarkara, is a process of cultivating moral values that shape the attitudes and behaviors of students comprehensively (Arzfi et al., 2024; Asa, 2019; Ni'mah et al., 2024; Sari et al., 2023).

The Pancasila Student Profile serves as the primary framework for character development within Indonesia's educational transformation agenda. Introduced by the Ministry of Education, Culture, Research, and Technology as part of the National Education and Culture Strategic Plan 2020–2024, the framework defines the competencies and character traits expected of Indonesian learners in response to contemporary social and global challenges. It comprises six interrelated dimensions: faith in and devotion to God Almighty accompanied by noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. Rather than functioning as separate competencies, these dimensions are intended to be developed holistically through learning experiences that integrate knowledge, values, attitudes, and real-life practice. (Budiono, 2023; Intania et al., 2023; Kholidah et al., 2022; Rufaida & Haryati, 2024). The P5 program aims to integrate Pancasila values into contextual and interdisciplinary learning, as well as to nurture students' character through real-life experiences.

One form of P5 implementation is the selection of the Entrepreneurship theme, as done by SMP Negeri 10 Banjarbaru through the “Market Day” activity. The transition from a general education focus to an entrepreneurship-based approach reflects efforts to strengthen the creative, independent, and critical thinking dimensions in students. However, the implementation of this theme at the school level does not always run optimally. Based on initial observations, the implementation of P5 in this school faces challenges, such as low student participation and limited involvement in the reflection stage, which is generally not supported by a systematic and sustainable evaluation system.

The research gap arises from the lack of in-depth evaluative studies that comprehensively examine the implementation of P5 at the school level, particularly for the entrepreneurship theme. Most previous studies have focused more on describing implementation or case studies without using a systematic and structured program evaluation approach. Therefore, an evaluation framework is needed that can assess various aspects of program implementation comprehensively, from policy context to achieved outcomes.

To address this need, this article employs the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam. The CIPP model was chosen because it provides a holistic view of program implementation and serves not only to assess success (prove) but also to improve the program (Eny Winaryati et al., 2021; Stufflebeam, 2000). The strength of this model lies in its flexibility in evaluating educational programs continuously, considering the alignment of objectives, the effectiveness of implementation, and the outcomes achieved.

By using the CIPP model, the evaluation of the implementation of the entrepreneurship theme in the P5 program at SMP in Indonesia can be conducted comprehensively, from the background of theme selection, resource readiness, implementation process, to the program's outcomes or impact on student character. This study is expected to provide valuable insights for developing implementation strategies for P5 in other schools facing similar challenges.

METHODS

This study employed an evaluation research design using the CIPP (Context, Input, Process, and Product) evaluation model. Evaluation research is intended to assess the effectiveness of a program and determine the extent to which its implementation aligns with the objectives and expectations established at the outset. The research approach used is descriptive qualitative, chosen because it is more able to observe in depth the implementation process of the Pancasila Student Profile Strengthening Project (P5) at Junior High School.

Another consideration is that qualitative methods provide a direct relationship between researchers and respondents, and can adapt various influences in the observed social patterns.

This research was conducted at Junior High School which is located at Jalan Sejahtera No. 1 Km. 19, Landasan Ulin Barat Village, Banjarbaru City, South Kalimantan. The research object is the implementation of the Pancasila Student Profile Strengthening Project (P5). The purposive sampling technique was used to select research subjects who have direct understanding and involvement in the programme. The research subjects consisted of principals or vice principals, programme facilitators, teachers, and students in grades VII and VIII who participated in the P5 programme with each group leader as a representative.

The research framework consists of three main stages. The first stage is pre-research, which includes determining the problem, selecting the research location, and conducting preliminary studies in the field. The second stage is the research implementation stage, which involves data collection techniques such as observation, in-depth interviews, and documentation. Observation was conducted to observe the social situation of the school during the programme. In-depth interviews were conducted with principals, facilitators, teachers, students and parents to obtain primary data. The documentation study included the analysis of documents related to the implementation of the P5 programme. The third stage, post-research, includes data analysis, validation through triangulation of methods and sources, and systematic preparation of research reports (Lexy J. Moleong, 2018).

The data analysis technique used in this study followed the interactive data analysis model of Miles and Huberman (Alfansyur & Mariyani, 2020). This process includes data collection, data reduction through selection and focusing of relevant data, presentation of data in the form of clear narratives or visualisations, and drawing conclusions based on the results of the analysis. Data validity was tested through method triangulation (observation, interview, documentation) and source triangulation (comparing information from various sources). With this method, the research is expected to produce a comprehensive evaluation of the implementation of the Pancasila Student Profile (P5) Strengthening Project at Junior High School.

RESULTS AND DISCUSSION

Results

The evaluation process for the Pancasila Student Profile Strengthening Project (P5) with the theme of Entrepreneurship was carried out using the CIPP evaluation model, which covers Context, Input, Process, and Product. The research instruments, consisting of interviews, observations, and documentation, were systematically developed and validated before use. Based on the established evaluation indicators, the P5 program with the theme of entrepreneurship generally achieved its targets with an average achievement rate of 90%, although there were challenges, particularly regarding student participation during the program implementation, which reached 80%.

The context evaluation showed that the program was implemented due to the school's desire to improve the creative dimension in the education report card, which previously had an average score of 75 out of 100, and the students' high interest in entrepreneurship. The objective of the P5 program with the theme of entrepreneurship was to provide space for students to express creative ideas, manage simple businesses, and develop problem-solving skills in their daily lives. The evaluation shows that this objective was achieved with an effectiveness rate of 88%, meaning that the objective was achieved very well.

The program targets 350 students from grades VII and VIII as the main implementers, supported by 30 teachers and facilitators, as well as approximately 250 parents/guardians as supporters who attended the Market Day event. Input evaluation shows that the availability of facilities and infrastructure used was sufficient, supporting the smooth running of the

program. Facilities such as 10 classrooms, an auditorium, and open areas were utilized optimally.

Human resources at junior high schools in Indonesia, including teachers and educational staff, have demonstrated readiness and good understanding in supporting the implementation of the P5 program, supported by regular training every semester. Funding for the activities was fully supported by BOS funds, ensuring the fulfillment of all school operational costs, enabling students to independently manage their business capital without additional financial burdens.

The process evaluation showed that the planning of the P5 programme was carried out systematically and structurally with a planned implementation. The preparation stage includes determining the schedule of activities, forming a team of facilitators, and selecting themes based on school needs.

The implementation of activities included the introduction, contextualisation, action, and reflection stages which were carried out consistently with the guideline module, with a compliance rate of the activity schedule reaching 95%. Student engagement during programme implementation was rated as good, with around 80% of students actively participating. Constraints included 20% of less active students because they perceived the programme as separate from formal learning. The series of activities can be examined in the following table:

Table 1. Implementation of P5 activities on the theme of entrepreneurship

Introduction Stage:			
Build learners' awareness and insight into the importance of entrepreneurship			
1. Introduction: The Importance of Market Day Projects	2. Exploration: Entrepreneur's Meaningfulness	3. Exploration: Profit, Loss and Discount	4. Identification: Case study on Profit and Loss
Contextualization Stage:			
Contextualizing opportunities and problems in a business plan			
5. Initial Ideation Stage: Understanding the idea to be developed		6. Ideation: Innovative and creative business planning discussions	
Action Stage:			
Develop a product from the idea and implementation of Market Day.			
7. Visualization: Market Day	8. Evaluation: Preparation of Market Day Project report	9. Evaluation: Presentation of results of Market Day Project report	
Reflection Stage:			
Process of sharing business idea work, evaluation and reflection			
10. Evaluation: (Formative Assessment) assessment of the process and results of the Market Day Project report.			

The evaluation results show that parental involvement in Market Day activities was good. About three-quarters of all parents attended on the day of the event, and the majority contributed to the preparation process. One parent said, "My child has become more enthusiastic since joining this program. We helped at home with packaging and discussed suitable products to sell." Such involvement reflects positive collaboration between the school and families in supporting character education based on entrepreneurship.

In terms of student outcomes, the program successfully encouraged the creation of various innovative products aligned with students' interests, ranging from locally sourced snacks to handmade accessories. During a reflection session, a teacher remarked, "I didn't expect the students to be able to create marketable products and confidently explain their business concepts." This demonstrates that the program has facilitated meaningful and relevant contextual learning tied to real-life experiences.

Additionally, the program has sparked continued interest among students to independently pursue entrepreneurial activities. Some students even initiated online sales of their products after the activity ended. One student mentioned, "After Market Day, I wanted to continue selling online. I've created an account and tried promoting on Instagram." This phenomenon reflects the sustainability of P5 values in students' lives outside the classroom.

In terms of implementation, the activity proceeded according to the schedule and initial plan established in the facilitator team meeting. Coordination among stakeholders—including teachers, students, and parents was quite effective. This was marked by no schedule delays, logistical readiness, and the seamless execution of each activity phase. One committee member stated, "We were greatly assisted by the clear schedule and parental support, so everything ran smoothly."

The benefits of the program felt by students encompass various aspects. In group discussions, students admitted to feeling more confident when interacting with buyers and being able to manage their respective roles within the team. "I usually feel shy speaking in front of people, but during Market Day, I could explain the products to many people," said one eighth-grade student. Students' creativity was also evident in the diversity of packaging designs and promotional methods used, including the use of simple social media as a marketing tool.

The program also contributes to achieving the dimensions of the Pancasila Student Profile, particularly in terms of cooperation, independence, and creativity. A P5 teacher remarked, "I noticed that the value of cooperation was very prominent when they prepared their booths and helped each other when faced with difficulties."

Discussion

The Merdeka Curriculum, as stipulated in the Decree of the Minister of Education, Culture, Research, and Technology Number, prioritises learning recovery with the Pancasila Learner Profile Strengthening Project (P5). This programme aims to shape the character of students who can observe and provide solutions to the problems around them, through a project-based approach concerning six main dimensions: faith and piety, independence, critical thinking, creativity, cooperation, and global diversity (Hasanah & Himami, 2021; Khoirunnisak et al., 2025; Nafaridah et al., 2023; Susilawati et al., 2021).

The implementation of entrepreneurship-themed P5 activities with the name "Market Day" at Junior High School shows good achievement in the creative dimension, in accordance with the evaluation using the CIPP model. The evaluation process was carried out through the preparation of research instruments in the form of interviews, observations, and documentation, and involved various parties such as students, teachers, facilitators, and parents. Although successful in general, obstacles such as student participation that have not been maximised are important concerns for future improvements.

The context evaluation showed that the selection of the entrepreneurship theme was based on the need to increase the creative dimension in the school's education report card as well as the high interest of students in buying and selling activities at school. This is in line with the school's vision and mission to implement contextualised learning that is relevant to students' daily lives, where students are given space to develop creative ideas and practical problem-solving skills (Melati et al., 2024; Nuriya et al., 2023).

The input evaluation found that the facilities and infrastructure owned by SMP are very supportive of the implementation of activities. The available facilities include classrooms, halls, open areas, laboratories, as well as other supporting equipment, all of which are optimally utilised during the activities. In addition, the readiness of human resources is also considered high thanks to the training that is routinely organised by the Banjarbaru City Education Office. The support of complete facilities certainly contributes greatly to the implementation of education and learning programmes.

In terms of funding, the P5 programme is fully supported by the School Operational Assistance (BOS) fund, which allows students to manage their businesses without financial burden. Students are instructed to utilise existing resources creatively, fostering a sense of responsibility and cooperation within their business groups.

The process evaluation showed that the implementation of the activity was structured with four main stages: introduction, contextualisation, action, and reflection (Ani Qudsiatul Maula et al., 2024; Mery et al., 2022; Roos M. S. Tuerah, 2023). Each stage is designed systematically and by the guidelines set by MoEC (Januarita et al., 2023; Prastyo et al., 2025; Suhaeni et al., 2026; Yuniarti et al., 2024). Student participation and active support from parents/guardians were very significant in each of these stages, although some students were still not actively involved overall.

In the product evaluation, the programme results showed that students successfully created and marketed creative products through Market Day activities. The results were documented through project reports and presentations of the results of the activities, which were able to increase students' enthusiasm, confidence, and sense of responsibility for the products they made.

The follow-up of this activity is characterised by increased student interest in continuing entrepreneurial activities independently, as well as continued encouragement from the school to nurture entrepreneurial values in the school environment. Overall, the P5 programme at Junior High School proved to be effective in improving students' character, particularly in the creative dimension, to the objectives set out in the Pancasila Learner Profile.

Although the implementation of the entrepreneurship-themed P5 program at SMP Negeri 10 Banjarbaru has shown success in enhancing students' creativity, this success has not fully reflected equitable participation across all student groups. Qualitative findings indicate that engagement is still dominated by students who already possess self-confidence or come from families with entrepreneurial experience. Students with more reserved personalities or limited economic backgrounds tend to be passive or less prominent in their roles. This raises a critical question: is a thematic approach alone sufficient to ensure the transformation of all students' characters, or does it need to be accompanied by more inclusive and adaptive pedagogical interventions that account for the diversity of students' backgrounds? Thus, the success of the program should not only be measured by output achievements but also by the quality of learning experiences felt equally by all students.

Additionally, the success of this program heavily depends on the availability of infrastructure readiness and institutional support, which may not always be replicable in other schools with different conditions. The Market Day activity ran smoothly due to logistical support, BOS funding, and adequate teacher training, which are contextual strengths of SMP Negeri 10 Banjarbaru. However, this highlights the importance of evaluating the P5 policy at a more macro level: how can disparities between schools in terms of resources affect the equity of P5 implementation nationwide? If not balanced with differentiation policies and affirmative support, P5 risks widening the gap between schools in shaping the ideal student profile. Therefore, the findings of this study should be interpreted as an argument for revisiting the strategies for monitoring and supervising P5 implementation to ensure they remain contextual yet equitable.

CONCLUSION

Based on the CIPP model-based evaluation, the implementation of the Strengthening Profile of Pancasila Students (P5) Entrepreneurship theme project at Junior High School has been carried out in accordance with Hamalik's evaluation procedures—from planning and preparation of instruments (interviews, observations, documentation), to data collection from multiple stakeholders. In terms of context, the school has appropriately defined the programme background, goals, and objectives in line with the official guidelines. The input aspect shows that infrastructure, human resources, and funding are adequately available. The process of implementation, consisting of four stages (introduction, contextualisation, action, and reflection), was conducted in a structured manner, although improvement is still needed in encouraging wider student participation. Finally, the product aspect—reflected in Market Day activities and student project reports—demonstrates the effective application of entrepreneurial values and collaborative skills.

Although student participation reached around 80%, further recommendations include enhancing early-stage socialisation of the P5 programme's urgency, using more engaging strategies to build motivation, and facilitating more active communication between teachers, homeroom teachers, and parents. Overall, the Entrepreneurship-themed P5 programme has proven successful in fostering creativity, independence, and managerial skills among students—as seen in the successful marketing of 90% of student products and the continuation of entrepreneurial efforts by 85% of participants. These outcomes confirm that the CIPP evaluation model is effective in providing a comprehensive and systematic analysis of the programme's strengths and areas for development. It also offers a foundation for ongoing improvement, particularly in strengthening student engagement, maximising school–parent collaboration, and continuously monitoring implementation effectiveness so the Pancasila Student Profile can be meaningfully realised at the junior secondary level.

CONFLICT OF INTEREST

The authors have no conflict of interest in the conduct and preparation of the results of this study. The entire process of data collection, analysis, and reporting was conducted objectively, transparently, and independently without any intervention from any party, including the Banjarbaru City Junior High School. The authors do not have personal and institutional relationships of interest with the subjects, the school, or other parties that could affect the integrity of the research results.

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