

# CIPP Model Evaluation: Project on Strengthening the Profile of Pancasila Students (P5) in Palabuhanratu Area High Schools

Irfan Giovani Ribisi<sup>1</sup>, Griet Helena Laihad<sup>2</sup>, Eka Suhardi<sup>3</sup>

<sup>1</sup> Universitas Pakuan, Bogor, Indonesia; irfangiovani@gmail.com

<sup>2</sup> Universitas Pakuan, Bogor, Indonesia; griet102309@yahoo.com.au

<sup>3</sup> Universitas Pakuan, Bogor, Indonesia; ekasuhardi@unpak.ac.id

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## ABSTRACT

This study evaluates the effectiveness of the Pancasila Student Profile Strengthening Program (P5) in achieving the objectives of the Merdeka Curriculum in the Pelabuhanratu Region, focusing on character development and student potential. A misalignment between the curriculum goals and schools' vision emphasizing academic achievement was identified as a critical issue. Using a qualitative descriptive approach and the CIPP (Context, Input, Process, Product) evaluation model, data were collected through semi-structured interviews, document analysis, and field observations. Informants included school principals, deputy principals, teachers, students, parents, and school supervisors. Data were scored on a scale of 1–5 to assess various program components. The context component scored well (4.0), indicating alignment with policy, goals, and objectives. Input evaluation revealed strengths in resources (4.1) but weaknesses in budgeting (1.8), cooperation (1.7), and organizational structure (2.5). Process evaluation highlighted adequate planning (3.3) and reporting (3.4) but identified deficiencies in implementation (2.9), supervision (2.1), and follow-up (2.2). Product evaluation rated outcomes as good (3.2), with a high impact score (3.9), though benefits require improvement (2.7). Among 150 students, high achievements were observed in Creativity (85%) and Faith (77%) but lower in Critical Thinking (51%) and Independence (61%). The findings highlight critical gaps in resource allocation, supervision, and program benefits. Recommendations are provided to address these challenges and enhance program alignment with the Merdeka Curriculum. This study provides insights into P5 implementation challenges and offers pathways for program improvement to better align with curriculum goals.

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## Corresponding Author:

Irfan Giovani Ribisi

Universitas Pakuan, Bogor, Indonesia; [irfangiovani@gmail.com](mailto:irfangiovani@gmail.com)

## 1. INTRODUCTION

As education systems worldwide shift their focus toward cultivating well-rounded students with strong character foundations, Indonesia's Merdeka Curriculum seeks to foster individuals who are not only academically competent but also guided by virtuous values. Central to this effort is the Pancasila Student Profile Strengthening Program (P5), which aims to instill key attributes such as creativity, critical thinking, and independence. However, despite its promising framework, the implementation of the Merdeka Curriculum and P5 faces notable challenges, including misalignment between program

goals and institutional practices. These issues highlight the pressing need for continuous evaluation and strategic improvements to maximize the programs' impact and ensure their alignment with educational objectives.

The Merdeka Curriculum, known as the Prototype Curriculum, was introduced by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to address various educational challenges in Indonesia. The primary goal of this curriculum is to create a new educational paradigm focused on character development and student competencies, aligning with national educational objectives to produce intelligent and virtuous youth. One of the key elements of the Merdeka Curriculum is the emphasis on the Pancasila Student Profile, which includes six main dimensions: faith and devotion to God Almighty, independence, collaboration, global diversity, critical thinking, and creativity.

The concept of independent learning acknowledges the crucial role of teachers in creating a comfortable learning environment that inspires student motivation. Teachers are responsible for presenting learning materials in an engaging and relevant manner, ensuring that students are actively involved in the learning process (Yusuf & Arfiansyah, 2021). Nevertheless, while the P5 initiative has great potential, its implementation has been hindered by several significant challenges. These challenges include an increase in bullying cases in schools implementing the Merdeka Curriculum, particularly at the junior high school level. Additionally, data from earlier years indicate mass disturbances among students in various villages in Indonesia, with the West Java province recording the highest number of incidents. Initial survey results also reveal several issues related to the implementation of P5, such as misalignment between the school's vision and the goals of the Merdeka Curriculum, a lack of specific teacher training, budget constraints, and insufficient involvement of teachers and students in project planning and oversight. As a result, these challenges have led to suboptimal achievements in the expected outcomes of the P5 program.

Several studies highlight the potential of the Merdeka Curriculum and P5 to foster a more relevant and meaningful learning environment. Hapsan & Sudiyatno (2023) indicate that the Merdeka Learning Curriculum signifies a shift towards a more student-centered learning paradigm in Indonesia. Widyastuti (2022) emphasizes that enhancing students' understanding of Pancasila through project-based activities allows them to explore topics of interest under the guidance of their teachers. Ummi Inayati (2023) states that the Merdeka Curriculum aims to optimize student-centered learning by instilling Pancasila student profile values through various intracurricular activities. Furthermore, Mery et al. (2022) note that the competencies and character traits outlined in the Merdeka Curriculum are realized through daily student activities, school culture, intracurricular learning, Pancasila Student Profile Strengthening Projects (P5), and extracurricular activities. Tri Sulistiyaningrum and Moh Fathurrahman (2023) emphasize that P5 offers meaningful learning experiences by engaging students in real projects, thereby deepening their understanding of the concepts learned. However, despite these advantages, issues such as inadequate training for teachers and insufficient resource allocation persist (Mery et al., 2022), particularly concerning the implementation of the P5 initiative.

Program evaluation is a crucial step in assessing the effectiveness of P5 in achieving its set objectives. This evaluation process involves identifying problems, conducting in-depth analyses, developing solutions, evaluating outcomes, and providing recommendations for improvement (Arikunto, 2008; Sukardi, 2015). According to Daniel L. Stufflebeam and Anthony J. Shinkfield (2007), the evaluation process encompasses assessing various factors, including reliability, effectiveness, cost-effectiveness, efficiency, safety, ease of use, and integrity. Evaluations can be conducted across different contexts, including curriculum development, educational programs, and other organizational activities. The primary goal of evaluation in these contexts is to measure the success of a specific program, understand its performance and effectiveness, and identify areas that require improvement.

The CIPP evaluation model, which stands for Context, Input, Process, and Product, provides a structured and comprehensive approach particularly suited for evaluating the P5 initiative. By focusing on the context of program implementation, the resources used, the processes involved, and the outcomes achieved, this model facilitates a thorough analysis of P5's effectiveness and impact. Despite the

challenges faced in implementing P5, there has been limited systematic evaluation of its effectiveness in achieving its goals, especially at the high school level.

This study seeks to address this gap by applying the CIPP evaluation model to assess the conditions and quality of P5 implementation in high schools within the Pelabuhanratu area. By identifying existing challenges and providing recommendations for improvement, this research aims to contribute to the successful implementation of the Merdeka Curriculum and P5 in the future.

## 2. METHODS

This study employs a descriptive qualitative method to evaluate the implementation and effectiveness of the Pancasila Student Profile Strengthening Project (P5) within the Merdeka Curriculum. Descriptive qualitative research aims to provide an in-depth understanding of specific phenomena by analyzing and interpreting data from various sources. This research focuses on exploring the activities associated with the P5 program, including significant events and outcomes as perceived by participants.

The CIPP (Context, Input, Process, Product) evaluation model was chosen for its comprehensive approach to assessing educational programs. This model offers a structured framework to evaluate multiple aspects of the program:

1. Context: Evaluates policies, needs, targets, and objectives to ensure the program aligns with its foundational goals.
2. Input: Examines resources, infrastructure, organization, budget, and collaboration to assess program readiness.
3. Process: Analyzes planning, implementation, supervision, reporting, and follow-up to identify strengths and areas for improvement.
4. Product: Assesses program outcomes, benefits, and impacts on students and the school community.

The CIPP model is particularly suitable as it provides both retrospective and prospective evaluations, supporting decision-making for program refinement and sustainability. The study engaged a diverse group of informants, including the Principal, Vice Principal for Curriculum, School Supervisors, teachers, students, and parents. These informants were selected through a purposive sampling technique to ensure comprehensive insights into the program. The selection criteria were as follows:

1. Principal: As the overall leader of the school, the Principal provided insights into the strategic decisions and leadership aspects of the program's implementation.
2. Vice Principal for Curriculum: Responsible for the development and implementation of the curriculum, the Vice Principal offered perspectives on how the Pancasila Student Profile Strengthening Project (P5) was integrated into the curriculum framework.
3. Teachers: As the direct implementers of the program, teachers offered valuable feedback on the day-to-day execution and challenges in applying the P5 program.
4. Students: As the primary beneficiaries of the program, students provided crucial feedback on the program's effectiveness in supporting their development.
5. Parents: Offering an external viewpoint, parents contributed insights on the program's impact on students' growth and their educational experiences.
6. School Supervisors: Independent evaluators who provided a broader perspective on the program's success and challenges from a supervisory standpoint.

The sample size was determined based on the principle of data saturation, where data collection continued until no new information emerged.

Data for this study were gathered using three primary methods: interviews, observations, and document analysis. Each method provided valuable insights into the Pancasila Student Profile Strengthening Project (P5) and its implementation.

1. Interviews were conducted with a range of informants, including school leaders, teachers, students, and parents, to gather detailed experiences, perceptions, and evaluations regarding

the program's implementation and impact. These interviews helped to understand how the program was experienced from different perspectives within the school community.

2. Observation was employed to directly monitor the real-time implementation of the program. This method provided an opportunity to see how the program functioned in practice, allowing the researchers to gain firsthand insights into its strengths, challenges, and areas for improvement.
3. Document Analysis involved reviewing a variety of relevant documents, such as policy papers, program reports, and evaluation records. This helped to triangulate the data, providing additional context and ensuring that the findings were grounded in both qualitative and quantitative evidence.

Qualitative data in this study were analyzed and interpreted within the framework of the rating scale presented in Table 1. The process was structured to provide measurable insights into the implementation and impact of the P5 program.

1. Data Organization: Information from interviews, observations, and document analysis was categorized under specific Key Performance Indicators (KPIs). Each KPI focused on assessing aspects of the program related to character development and student competencies.
2. Score Assignment: Using the 1–5 rating scale, each finding was scored based on performance levels:

**Table 1.** Rating Scale for Key Performance Indicators

No	Score	Category
1	≥ 1	Very Poor
2	1.1 – 2.0	Less
3	2.1 – 3.0	Fair
4	3.1 – 4.0	Good
5	4.1 – 5.0	Very Good

These scores will be derived from the analysis of data collected through interviews, observations, and documentation. Each performance indicator will be carefully designed to assess specific aspects of the implementation and impact of the P5 program, focusing on character development and student competencies. By applying the rating scale, this research will allow for a deeper evaluation of how well the P5 program achieves its objectives.

1. Data Triangulation: Data from multiple sources were compared to validate findings. For example, teacher interviews were cross-checked with observation notes and program documentation to ensure accuracy.
2. Final Scoring and Categorization: Average scores for each KPI were calculated and categorized (e.g., scores between 3.1–4.0 were labeled "Good").
3. Interpretation: The scores were supported by qualitative descriptions to provide context, such as quotes from participants or observations highlighting program strengths and challenges.
4. Program Evaluation: The analysis identified areas of success and improvement, offering a comprehensive evaluation of the P5 program's effectiveness in achieving its objectives.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Evaluation Results of the P5 Program in State Senior High Schools in the Palabuhanratu Region

Research methods are essential tools that enable researchers to collect and analyze the data needed to achieve their research objectives. This study employs a descriptive qualitative approach aimed at evaluating and examining the implementation and effectiveness of a program. The qualitative analysis focuses on the activities of the Merdeka Curriculum's P5 program, emphasizing significant and tangible events. The study incorporates diverse data from multiple sources, utilizing the CIPP (Context, Input, Process, Product) evaluation model. Conclusions are drawn through a comprehensive narrative that synthesizes the findings.

**Table 2.** Recapitulation of P5 Program evaluation results for State Senior High Schools in the Palabuhanratu region

Evaluation Component	Evaluated Aspect	Evaluation Criteria	Evidence Instrument	Average Aspect	Average Component	Remarks
<b>Context</b>	<b>Policy</b>	Clear policy foundation	Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	3.9	<b>4.0</b>	<b>Good</b>
			Copy No. 12 Of 2024 Guidance Book No. 56/M/2022 Kosp P5 Program			
	<b>Needs</b>	Needs analysis	Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	3.3		
			It Activities			
<b>Input</b>	<b>Objectives</b>	Clear objectives	Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	4.3		
	<b>Targets</b>	Clear targets	Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	4.4		
	<b>Resources</b>	Availability of Human Resources	Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	4.1		
			Teacher Data Facility Data			
	<b>Facilities</b>	Availability of facilities	Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	3.3		
	<b>Organization</b>	Clear organizational structure	P5 Organizational Structure Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	2.5		
	<b>Process</b>	<b>Budget</b>	Included in RKAS	Rab Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	1.8	
Principal, Deputy Principal, Teachers, Supervisors, Students, Parents						
<b>Cooperation/Partnership</b>		Clear form of cooperation/MOU	Mou Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	1.7		
<b>Process</b>	<b>Planning</b>	Clear program planning	Planning Activities Coordinator Formation Activities Monthly Meetings Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	3.3		
			Coordinator Decree			

Evaluation Component	Evaluated Aspect	Evaluation Criteria	Evidence Instrument	Average Aspect	Average Component	Remarks
Product	Implementation	Clear program implementation	Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	2.9		
			P5 Program Implementation P5 Program Schedule P5 Program Modules			
	Reporting	Clear and structured reporting	Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	3.4		
			Project Activity Report			
	Supervision	Clear and consistent supervision	Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	2.1		
			Ks Supervision Program P5 Program Evaluation Activities			
	Follow-Up	Evaluation and reflection at project end	Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	2.2		
			Evaluation Report			
Achievement of Results	Results align with program goals	Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	3.2			
		P5 Project Report P5 Presentation Activities				
Benefits	Teacher and student reflection results	Principal, Deputy Principal, Teachers, Supervisors, Students, Parents	2.7	3.3	Good	
		Class Teacher's Notes				
Impact	Changes in teacher attitudes and performance	Principal, Deputy Principal, Teachers, Supervisors, Students	3.9			

### 3.2 Achievement of the Pancasila Student Profile Dimension of State Senior High Schools in the Pelabuhanratu Region

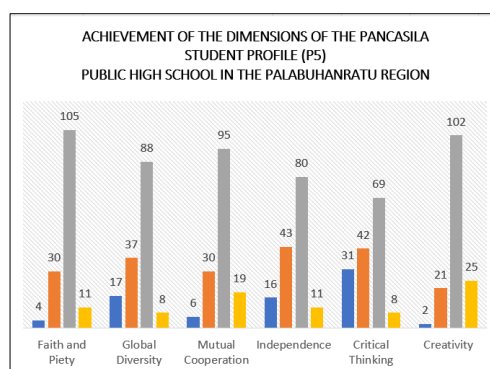
The achievement of the dimensions of the Pancasila learner profile in State Senior High Schools in the Pelabuhanratu Region is the result of an in-depth evaluation of the implementation of the values of the dimensions of the Pancasila learner profile in learning activities and projects carried out in each school. Through data analysis of learning outcomes from a random sample of 150 students to evaluate whether the dimensions of the Pancasila learner profile have been formed and internalized in students.

**Table 3.** Achievement of the dimensions of the Pancasila student profile State Senior High School in Palabuhanratu Region

No	Dimension	BE	ME	EE	O	Total	Achievement Percentage
1	Faith and Piety	4	30	105	11	150	77%
2	Global Diversity	17	37	88	8	150	64%
3	Mutual Cooperation	6	30	95	19	150	76%
4	Independence	16	43	80	11	150	61%
5	Critical Thinking	31	42	69	8	150	51%
6	Creativity	2	21	102	25	150	85%

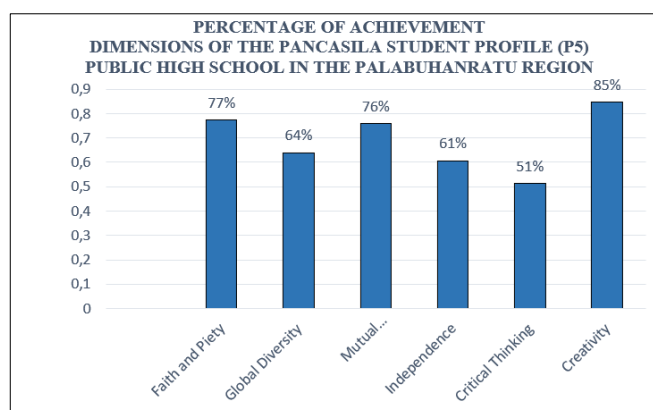
**Legend:**

- **BE:** Below Expectation
- **ME:** Meeting Expectation
- **EE:** Exceeding Expectation
- **O:** Outstanding

**Figure 1.** Achievement Chart of Pancasila Learner Profile Dimension

The graph above shows the achievement of students in six dimensions of the Pancasila Student Profile in high schools in the Palabuhanratu region. Each dimension is assessed using categories BE (Below Expectation), ME (Meeting Expectation), EE (Exceeding Expectation), and O (Outstanding), with a total of 150 students for each dimension.

1. Faith and Piety: Out of 150 students, 4 students are below expectation (BE), 30 students are meeting expectation (ME), 105 students are exceeding expectation (EE), and 11 students are rated outstanding (O).
2. Global Diversity: A total of 17 students are below expectation, 37 students are meeting expectation, 88 students are exceeding expectation, and 8 students are rated outstanding.
3. Mutual Cooperation: There are 6 students below expectation, 30 students meeting expectation, 95 students exceeding expectation, and 19 students rated outstanding.
4. Independence: In this dimension, 16 students are below expectation, 43 students are meeting expectation, 80 students are exceeding expectation, and 11 students are rated outstanding.
5. Critical Thinking: A total of 31 students are below expectation, 42 students are meeting expectation, 69 students are exceeding expectation, and 8 students are rated outstanding.
6. Creativity: In this aspect, only 2 students are below expectation, 21 students are meeting expectation, 102 students are exceeding expectation, and 25 students are rated outstanding.



**Figure 2.** Chart of Percentage of Achievement of Profile Dimension of Pancasila Students

Based on the graph above, the percentage of student achievement in the six dimensions of the Pancasila Student Profile in high schools in the Palabuhanratu region is as follows:

1. Faith and Piety: 77% of students meet or exceed the established standards.
2. Global Diversity: 64% of students successfully meet or exceed expectations in this dimension.
3. Mutual Cooperation: The achievement percentage reaches 76%, indicating that most students have met the standard.
4. Independence: 61% of students are able to meet or exceed the standards in the aspect of independence.
5. Critical Thinking: The achievement in this dimension is 51%, indicating the need for further improvement.
6. Creativity: This dimension shows the highest achievement percentage, which is 85%, with most students exceeding expectations.

Overall, the dimensions of creativity, faith, and piety show good achievements, while critical thinking requires more attention to be improved.

### 3.3 Discussion of the Evaluation Results of the P5 Program in State High Schools in the Palabuhanratu Region

In an effort to evaluate and understand the effectiveness of the project program to strengthen the profile of Pancasila students (P5) in public high schools in the Palabuhanratu region, which includes SMA Negeri 1 Palabuhanratu and SMA Negeri 1 Simpenan, an in-depth analysis of the four main components of the program was carried out.

#### 3.3.1 The Evaluation Results of the Context Component

Context evaluation, according to Stufflebeam and Coryn (2014), serves to understand the environment in which a program is implemented, and in the context of the Pancasila Student Profile Strengthening (P5) program, a policy score of 3.9 indicates that the implemented policy aligns with the principles of the Merdeka Curriculum, reflecting the theory that emphasizes the need to adapt programs to local conditions and community needs, as stated by Warju (2016). Meanwhile, a score of 3.3 for the needs component affirms that the P5 program is capable of meeting its implementation needs, consistent with Widoyoko's (2012) theory of program evaluation that produces information for decision-making, where the availability of resources and training for educators are essential factors for program success. On the other hand, a score of 4.3 for the goals of the P5 project, categorized as "very good," indicates that the formulated goals have taken into account educational needs and character development, aligning with Carol H. Weiss (1973), as cited in Prof. Dr. Sugiono (2013:571) view on assessing program efficiency based on predetermined objectives, as well as emphasizing the formulation of goals that are clear, relevant, and achievable. However, the score of 3.4 for the P5

project's targets suggests there is potential for further improvement, in line with the views of Royse, A. Thyer, & Padgett (2010), as cited in Faizin & Kusumaningrum (2023), who emphasize the importance of literature review in evaluations to support the development of better targets. By enhancing the clarity of these targets, program managers can ensure that the targets provide direction that is easier to measure and achieve, which is important for maintaining program focus and effectively evaluating its outcomes. In conducting program evaluations, evaluators have the flexibility to choose evaluation models that align with the established evaluation objectives (Salahuddin et al., 2024). In the context of program evaluation, the primary goal is to assess various aspects, including the effectiveness and efficiency of the program, program achievements, strengths and weaknesses of the program, the impact generated by the program, and to provide information that supports decision-making related to the program (Dwi et al., 2024). Therefore, the integration of various evaluation aspects, from context to objectives and targets, becomes key to formulating recommendations that can enhance the overall effectiveness of the program.

**Table 4.** Recapitulation of Context Component Evaluation State Senior High School in the Palabuhanratu Region

Component	Aspect	Score
Context	Policy	3.9
	Needs	3.3
	Goals	4.3
	Targets	4.4
<b>Average</b>		<b>4</b>
<b>Category</b>		<b>Good</b>

Thus, the average score for the context component in the aspects of policies, needs, goals and objectives is 4 with a good category. This shows that all policies related to the implementation of the Pancasila Learner Profile Strengthening Program (P5) have been implemented well and are consistent with the school's vision and mission. The policy basis for the P5 program, as stated in Number 56/M/2022 concerning guidelines for implementing the curriculum in the context of learning recovery, has been compiled in detail in the KOSP (Education Unit Operational Curriculum). This policy provides a strong foundation for the implementation of P5, ensuring that the program is aligned with national guidelines and the local needs of schools. This sound policy demonstrates that the P5 program not only meets the set standards but also accommodates specific needs that are relevant to the educational context of SMA Negeri in the Palabuhanratu region. This reinforces that the implementation of P5 has solid policy support, which is essential to achieve the desired results and facilitate the recovery and development of better learning in the school environment.

### 3.3.2 Input Component Evaluation Results

The results of the input evaluation for the P5 program show variations in resource management. Overall, resources received a score of 4.1 (Very Good), reflecting effective management of materials, personnel, and facilities, which supports the effective implementation of the program (Stufflebeam & Coryn, 2014). However, facilities only scored 3.3 (Good), indicating room for improvement, consistent with Warju's (2016) viewpoint on the importance of identifying necessary resources. Greater challenges arise in the organizational aspect, which received a score of 2.5 (Satisfactory), signaling the need for improvements in structure and coordination to maintain program effectiveness (Indiran, L. Wan Noorhaslinda Binti Wan Ramli (2013). The budget, with a score of 1.8 (Poor), indicates inadequate funding allocation, which hampers program implementation and requires serious attention (Stufflebeam & Shinkfield, 2007). Lastly, the low collaboration score (1.7/Poor) reflects a lack of coordination among stakeholders, highlighting the need for efforts to build better partnerships. Overall, while there are strengths in resource management, challenges in organization, budgeting, and

collaboration must be addressed to achieve program objectives and support more meaningful learning for students.

**Table 5.** Summary of Input Component Evaluation State Senior High School in the Palabuhanratu Region

Component	Aspect	Score
Context	Resources	4.1
	Facilities	3.3
	Organization	2.5
	Budget	1.8
	Collaboration	1.7
<b>Average</b>		<b>2.7</b>
<b>Category</b>		<b>Fair</b>

Thus, the average score for the input component on aspects of policy, needs, goals, and objectives is 2.7, categorized as fair. This indicates that while some aspects of the program's implementation are good, several areas still require attention and improvement. The primary focus should be on enhancing the budget allocation and collaboration, while facilities and organization also need improvement to support the overall success of the program. Regarding resource availability for program implementation, it is quite adequate, including manpower, materials, and facilities supporting the program effectively. In terms of facilities and equipment, although adequate, there are still areas that can be improved or enhanced to better support the program. The organizational aspect, including the structure and management of program implementation, still requires improvement. Challenges in coordination and management need to be addressed to ensure more effective program execution. In terms of budget allocation and management, there are still significant issues. There may be problems in planning or fund usage that need immediate attention to ensure the program's success. Finally, collaboration among stakeholders in program implementation is very lacking. Significant efforts are needed to improve communication, coordination, and involvement of all relevant parties to ensure the program runs more smoothly.

### 3.3.3 Process Component Evaluation Results

According to Stufflebeam & Coryn (2014, p. 315) and as cited in Turmuzi et al. (2022), Process Evaluation focuses on the implementation of a program or curriculum. This evaluation examines how well the program is executed according to plan and assesses the effectiveness of the process. Umam and Saripah (2018:189) emphasize that process evaluation involves documenting all activities occurring during the program to ensure alignment with the curriculum and assess the execution. Warju (2016) states that "Process evaluation is designed to offer feedback to individuals, helping them assume responsibility for the execution of the program or curriculum activities," underscoring its role in providing feedback and accountability. The Process component covers planning, implementation, reporting, supervision, and follow-up. The evaluation results for each aspect are as follows: Planning: Scored 3.3 (Good) The planning process is well-executed, with adequate goal setting, strategies, and steps. There is room for further improvement to enhance effectiveness. Implementation: Scored 2.9 (Fair). Implementation shows some issues, such as inconsistent adherence to established modules and uncoordinated scheduling. Adjustments are needed to align with guidelines and improve collaborative scheduling. Reporting: Scored 3.4 (Good) Reporting is generally adequate and covers essential aspects. However, reports may need to include more comprehensive information to reflect all activities accurately. Supervision: Scored 2.1 (Fair) Supervision is inconsistent, with a lack of continuous oversight and incomplete reporting by the principal. Improvements are needed to ensure routine and documented supervision to enhance program effectiveness. Follow-up: Scored 2.2 (Fair). There is no structured follow-up or specific evaluation after the program's completion. Evaluations are generally

done in school meetings. A structured evaluation and follow-up system is needed to ensure necessary improvements and quality enhancement.

**Table 6.** Process Component Evaluation Recap Senior High Schools in the Pelabuhanratu Area

Component	Aspect	Score
Process	Planning	3.3
	Implementation	2.9
	Reporting	3.4
	Supervision	2.1
	Follow-up	2.2
Average		<b>2.8</b>
Category		<b>Fair</b>

Thus, the average score for the Process component on aspects of planning, implementation, reporting, supervision, and follow-up is 2.8, categorized as fair. This indicates that while some aspects of the process are adequate, there are areas needing improvement to enhance the program's effectiveness and success. Planning is generally good but has potential for further improvement. Implementation is fair but shows issues such as inconsistency with modules and unscheduled activities. Reporting is satisfactory but needs to be more comprehensive. Supervision is not continuous and lacks thorough documentation in school reports, indicating a need for better consistency and record-keeping. The lack of adequate evaluation and follow-up after the program suggests a need for a more structured evaluation and follow-up system.

### 3.3.4 Product Component Evaluation Results

Product Evaluation measures the results or outcomes of a program or curriculum, including student learning achievements, performance, and the positive or negative impacts of the program's implementation. According to Stufflebeam & Coryn (2014, p. 315), as cited in Turmuzi et al. (2022), Product Evaluation assesses how well the program's objectives have been achieved by measuring the final results and effectiveness of the program. Warju (2016) further explains that product evaluation assesses and analyzes the extent to which the program's objectives have been met. Achievement of Results: The P5 Program scored 3.2, categorized as good, indicating that it effectively contributes to character development through various curricular and extracurricular activities. However, achievements are also supported by other school initiatives. Program Benefits: Scoring 2.7, categorized as fair, shows that while the program meets basic standards, improvements are needed. The irregular recording of student behavior by teachers impacts the program's effectiveness. More consistent and integrated behavior tracking is necessary to enhance program benefits. Program Impact: With a score of 3.9, categorized as good, the program significantly positively affects students, achieving its goals in character development, skills, and academic performance. Despite this, there is room to strengthen and expand the program's impact for better results. Overall, the Product component shows that while the P5 Program is effective and beneficial, further improvements in tracking and expanding impact could optimize outcomes.

**Table 7.** Recap of Product Component Evaluation Senior High Schools in the Pelabuhanratu Area

Component	Aspect	Score
Process	Achievement of Results	3.2
	Program Benefits	2.7
	Program Impact	3.9
<b>Average</b>		<b>3.3</b>
<b>Category</b>		<b>Good</b>

Thus, the average score for the Product component on aspects of policy, needs, goals, and objectives is 3.3, categorized as good. This indicates that the Product component reflects that the program has successfully achieved its policies, needs, goals, and objectives, with good results and impact. However, the program benefits show areas that need improvement. Achievement results indicate that the outcomes achieved by the program are adequate and align with the set goals, with contributions from various activities outside the P5 program. Although the program benefits are satisfactory, there is potential for improvement, such as enhancing the recording of student behavior by class teachers to better support the expected benefits. The P5 program has had a significant positive impact, demonstrating that the program has successfully achieved its desired outcomes and has provided beneficial effects on student character development and academic achievement. Here is the summary of the evaluation components for the Pancasila Student Profile Strengthening Program (P5)

**Table 8.** Evaluation Summary of the Pancasila Student Profile Strengthening Program (P5) Senior High Schools in the Pelabuhanratu Area

Program	Components	Scores
Evaluasi Program P5 CIPP	Context	4
	Input	2.7
	Process	2.8
	Product	3.3
<b>Average Score</b>		<b>3.2</b>
<b>Category</b>		<b>Good</b>

Based on the evaluation and discussion of the Pancasila Student Profile Strengthening Program (P5) within the Merdeka Curriculum at SMA Negeri in the Pelabuhanratu area, and referring to the legal basis, particularly the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Decree No. 56/M/2022 on Guidelines for Curriculum Implementation for Learning Recovery, the overall implementation score for the P5 program at Senior High Schools in the Pelabuhanratu Area is 3.2, categorized as Good.

### 3.3.5 Achievement of Pancasila Student Profile Dimensions at SMA Negeri in the Pelabuhanratu Area

The findings on the achievement of the Pancasila student profile dimensions in public high schools in the Pelabuhanratu area demonstrate both strengths and areas for development, which can be meaningfully interpreted through the lens of character education theory. Character education, as emphasized in the Kurikulum Merdeka, is not merely an academic endeavor but a holistic approach that integrates values, attitudes, and behaviors essential for shaping students into ethical and responsible individuals. The strong performance in the faith and piety dimension (77%) aligns with Wahyuni et al. (2023), who argue that character education must begin with the cultivation of spiritual values, as these form the foundation of moral behavior. Schools in this area have successfully embedded these values into their practices, reflecting the integral relationship between spiritual development and character formation. Similarly, the high score in the cooperation dimension (76%) echoes Yudianto & Fauziati's (2021) assertion that teamwork is central to character education.

Collaborative learning experiences, as emphasized in the P5 program, have evidently contributed to students internalizing values such as mutual respect and responsibility.

However, the global diversity dimension (64%) and the independence dimension (61%) highlight gaps in the effective internalization of these values. Karima & Firza (2023) argue that character education must foster an appreciation for diversity and equality, while Zuleni & Sri Wulan Dari (2023) emphasize the importance of independence as a critical competency for navigating real-world challenges. The relatively moderate scores in these dimensions suggest that while schools have made progress, more intentional integration of diversity and autonomy-focused activities is necessary. For instance, project-based learning in the P5 program could further incorporate themes that address global cultural awareness and encourage self-directed learning.

The critical thinking dimension, scoring the lowest at 51%, underscores an urgent need to emphasize analytical and reflective skills in character education. Wahyuni et al. (2023) note that fostering critical thinking is essential to enabling students to engage with complex problems ethically and effectively. The current gap reflects the need for pedagogical strategies that challenge students to think deeply and critically, an aspect that character education frameworks often highlight as foundational to intellectual and moral growth.

On the other hand, the creativity dimension (85%) serves as an exemplary outcome, demonstrating the effectiveness of the Merdeka Belajar approach, which prioritizes innovative thinking and problem-solving (Indriani et al., 2023). This success validates the theory that character education, when combined with dynamic teaching methods, can produce significant results in nurturing students' potential. Synthesizing these results with character education theory reveals that schools have effectively operationalized several theoretical principles, such as the importance of a values-driven curriculum and collaborative learning. However, the results also indicate areas where theoretical insights, such as fostering independence and critical thinking, need more robust implementation. Character education, as described by Wahyuni et al. (2023), Karima & Firza (2023), and others, requires a systematic, comprehensive approach that addresses the intellectual, emotional, and ethical dimensions of students' development.

In conclusion, the findings from the Palabuhanratu area provide a practical validation of character education theories while also identifying gaps that align with its broader framework. By leveraging these theoretical insights, schools can refine their programs to address the identified weaknesses and build upon their successes. This alignment ensures that the goals of the Kurikulum Merdeka—developing Pancasila students with strong moral character and global competencies—are achieved in a sustainable and impactful manner.

#### 4. CONCLUSION

The evaluation of the Pancasila Student Profile Enhancement Project (P5) using the CIPP (Context, Input, Process, Product) model reveals both strengths and areas for improvement, culminating in an overall average score of 3.2. The context component highlights strong policy and goal alignment with the Merdeka Curriculum (average score: 4), demonstrating robust foundational support. However, in the input category, while resources score highly (4.1), significant deficiencies are observed in budgeting (1.8), collaboration (1.7), and organizational structure (2.5), negatively affecting program delivery. The process evaluation indicates satisfactory planning (3.3) and reporting (3.4), but implementation (2.9), supervision (2.1), and follow-up (2.2) require immediate attention. Product evaluation shows good achievement (3.2) and notable program impact (3.9), though program benefits (2.7) remain limited. Student outcomes reveal strong creativity (85%) and faithfulness (77%) but low critical thinking (51%), emphasizing the need to address this critical competency.

The findings imply that targeted improvements in budgeting, collaboration, organizational efficiency, and critical thinking development are essential for program success. The study's limitations include its focus on a single region and reliance on qualitative data, which may limit generalizability.

Future research should explore broader geographic contexts, integrate quantitative metrics, and examine long-term program impacts.

To strengthen P5, it is recommended to enhance funding transparency, foster partnerships with stakeholders, streamline organizational roles, and implement detailed plans with regular supervision. Addressing these challenges and focusing on critical thinking will align P5 more effectively with the goals of the Merdeka Curriculum, preparing students for 21st-century challenges and advancing Indonesia's educational objectives.

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