



## Evaluation of the project for strengthening the Profil Pelajar Pancasila

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### ABSTRACT

Basic education plays a crucial role in forming students' character and competencies. The Merdeka Curriculum in Elementary Schools carries out the Proyek Penguatan Profil Pelajar Pancasila (P5) to instill Pancasila values and develop students into lifelong learners with character. Evaluation of the achievement of P5 is essential to ensure its effectiveness and identify areas for improvement. This research aims to evaluate the achievement of P5 in Elementary Schools using the CIPP Model. This research uses a descriptive evaluation method with data collected through interviews, observation, document study and questionnaires. The results of the context evaluation show that the curriculum at SDPN 252 Setiabudi, Bandung City follows the principles of Kurikulum Merdeka, providing freedom in adapting learning and integrating Pancasila values. Input evaluation shows that facilities are adequate, but several deficiencies need to be corrected. Teachers need additional training to understand the development of project modules. Process evaluation shows that the implementation of P5 is going well, but there are obstacles related to the lack of timeliness and coordination of the Expo-Project, requiring better planning. Product evaluation shows that P5 has succeeded in developing positive student behavior and awareness of Pancasila values.

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### ABSTRAK

Pendidikan dasar berperan krusial dalam membentuk karakter dan kompetensi peserta didik. Kurikulum Merdeka di Sekolah Dasar mengusung Proyek Penguatan Profil Pelajar Pancasila (P5) untuk menanamkan nilai-nilai Pancasila dan mengembangkan peserta didik menjadi pembelajar sepanjang hayat yang berkarakter. Evaluasi ketercapaian P5 menjadi esensial untuk memastikan efektivitasnya dan mengidentifikasi area perbaikan. Tujuan penelitian ini adalah mengevaluasi ketercapaian P5 di Sekolah Dasar menggunakan Model CIPP. Penelitian ini menggunakan metode evaluasi deskriptif dengan data yang dikumpulkan melalui wawancara, observasi, studi dokumen, dan angket. Hasil evaluasi konteks menunjukkan kurikulum di SDPN 252 Setiabudi Kota Bandung sesuai dengan prinsip Kurikulum Merdeka, memberikan kebebasan dalam adaptasi pembelajaran dan integrasi nilai-nilai Pancasila. Evaluasi input menunjukkan fasilitas memadai, namun beberapa kekurangan perlu diperbaiki. Guru membutuhkan pelatihan tambahan untuk memahami pengembangan modul proyek. Evaluasi proses menunjukkan pelaksanaan P5 berjalan baik, tetapi ada hambatan terkait ketidaktepatan waktu dan koordinasi Expo-Project, memerlukan perencanaan yang lebih baik. Evaluasi produk menunjukkan P5 berhasil mengembangkan perilaku positif peserta didik dan kesadaran akan nilai-nilai Pancasila.

**Kata Kunci:** CIPP; evaluasi proyek pembelajaran; P5; sekolah dasar

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## INTRODUCTION

Education in Indonesia has undergone various transformations in response to evolving times and global demands. The Kurikulum Merdeka was initially launched as an emergency curriculum, serving as the first step in curriculum implementation during the COVID-19 pandemic. This Kurikulum Merdeka is a significantly more concise, simplified, and flexible curriculum designed to support learning loss recovery due to the COVID-19 pandemic (Nugraha, 2022). This was further reinforced by the issuance of the Decree of the Minister of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56 of 2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery (Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran). One significant change is the implementation of the Kurikulum Merdeka, which aims to create more flexible and adaptive learning tailored to students' needs. According to the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2022, in the book titled "*Pedoman Implementasi Kurikulum Merdeka*," the Kurikulum Merdeka is designed to provide schools with the freedom to develop students' potential holistically, in line with the principles of educational diversification.

The Kurikulum Merdeka introduces several modifications to the curriculum, particularly in basic education, as elementary education serves as the foundational stage for character formation. Nucci and Narvaez, in their book titled "*Handbook of Moral and Character Education*" berpendapat bahwa pendidikan dasar memainkan peran kunci dalam pengembangan karakter moral peserta didik, terutama melalui pembelajaran berbasis nilai yang terintegrasi dalam kurikulum. Pendapat serupa juga diberikan oleh Arthur *et al.* in their book titled "*Character Education in UK schools*," which states that the implementation of character education in elementary schools significantly influences children's moral and social development, establishing a solid foundation for their future. Elementary schools emphasizing character education can create an environment conducive to fostering positive values and essential social skills for students (Berkowitz *et al.*, 2020).

One essential component of the Kurikulum Merdeka for student character development is the Proyek Penguatan Profil Pelajar Pancasila (P5), which aims to cultivate character and competencies aligned with Pancasila values. The P5 seeks to create a generation devout to Tuhan Yang Maha Esa, embraces global diversity, practices cooperation (gotong royong), demonstrates independence, thinks critically, and exhibits creativity. Through this project, students are expected to explore significant themes such as climate change, anti-radicalism, mental health, cultural appreciation, entrepreneurship, technology, and democratic life, while implementing tangible actions to address these issues according to their developmental stage and needs, as stipulated in Kemendikbudristek Decree Number 56 of 2022 concerning Guidelines for Curriculum Implementation in Learning Recovery (Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran).

Implementing P5 plays a crucial role in shaping students' fundamental character and competencies at the elementary school level. Previous studies have demonstrated that character-based curricula and projects can positively impact student development. Prior research has found that character education programs in elementary schools can enhance students' moral and ethical values (Sari & Putri, 2023). The CIPP model has been widely used to evaluate various programs. The CIPP model is also employed in education to assess curricula and other school programs. Previous research utilizing the CIPP model for curriculum evaluation includes a study examining the implementation of the Kurikulum 2013 in elementary schools using this framework (Yuwono, 2017). The research results indicated that the curriculum had achieved its objectives across various aspects, although certain areas still required improvement, particularly regarding facility support and teacher training. A similar study evaluated the effectiveness of an inclusive education program in elementary schools and found the program less effective in several aspects, such as recruiting

students with special needs and providing adequate infrastructure (Kusumawardani dan Handyaningrum, 2023). The CIPP model was also used to evaluate one of the school's literacy programs. This study employed the CIPP evaluation model to assess the implementation of the literacy program at the Junior High School level (Sekolah Menengah Pertama/SMP). The findings indicate that the program performed well in context, process, and product aspects, but requires improvement in the input dimension, particularly regarding the availability of facilities and infrastructure (Arusliadi, 2022).

The distinction between this study and previous research lies in its focus. This study centers on evaluating the implementation of P5 within the Kurikulum Merdeka framework at the elementary school level, an area that has not been extensively explored in Indonesian education. In contrast, prior studies have predominantly evaluated the Kurikulum 2013 or school literacy programs. Consequently, this research offers novelty in its assessment of Kurikulum Merdeka implementation, which constitutes part of ongoing efforts to enhance the quality of education in Indonesia..

P5's objective achievement was evaluated at SDPN 252 Setiabudi in Bandung City, focusing on Grade IV students. The selection of SDPN 252 Setiabudi Bandung as the research site was based on the school's active involvement in implementing Kurikulum Merdeka and executing P5 (Proyek Penguatan Profil Pelajar Pancasila). SDPN 252 Setiabudi demonstrates a strong commitment to applying Kurikulum Merdeka by integrating Pancasila values into the learning process. Although the school's facilities and resources are adequate, there remains a need to better understand the effectiveness of the P5 program in shaping students' character and competencies. Prior to conducting the research, the researcher performed preliminary observations and found that the competencies outlined in Profil Pelajar Pancasila had not yet reached optimal results. Potential obstacles related to project implementation further underscore the necessity for a comprehensive evaluation to inform future improvements. Therefore, this study is crucial for clearly showing the successes and challenges in implementing P5 at SDPN 252 Setiabudi.

The evaluation was conducted using the CIPP (*Context-Input-Process-Product*) evaluation model developed and explained by Stufflebeam and Zhang in their book entitled "*The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability*". The CIPP model covers all evaluation stages, from context, input, and process to product. Evaluation using the CIPP model proves highly effective as it encompasses all aspects of learning, including objectives, instructional materials, learning processes, and outcome assessments. This study is expected to provide a comprehensive overview of P5's objective achievement at SDPN 252 Setiabudi in Bandung City and offer recommendations for future curriculum improvement and development.

Research on the evaluation of P5 at the elementary school level is crucial for providing insights into the implementation and impact of this program on students. By employing the CIPP evaluation model, this study can identify strengths and weaknesses in project execution while offering practical recommendations for future curriculum improvement and development. Furthermore, this research can assist stakeholders in making better-informed decisions based on comprehensive data analysis.

## LITERATURE REVIEW

### Kurikulum Merdeka and Profil Pelajar Pancasila

The Kurikulum Merdeka, introduced by the Minister of Education, Culture, Research, and Technology (Kemendikbudristek) of Indonesia, aims to grant schools the autonomy to develop curricula tailored to local needs and student potential. The Kurikulum Merdeka allows educators to adapt instructional materials and teaching methods according to learners' needs and characteristics, enabling a more personalized and relevant learning experience (Setiawan & Wulandari, 2021). This curriculum emphasizes

student-centered learning, meaning students are encouraged to participate actively in the learning process while teachers serve as facilitators.

One of the core elements within Kurikulum Merdeka is P5, which aims to cultivate six fundamental dimensions of student character and competencies aligned with Pancasila values: beriman dan bertakwa kepada Tuhan Yang Maha Esa, berkebhinekaan global, bergotong royong, mandiri, bernalar kritis, dan kreatif. This Profil Pelajar Pancasila serves as an educational objective and the philosophical and practical foundation for school-based learning processes. The curriculum's implementation is expected to foster a conducive learning environment for developing the essential character traits and competencies required to address 21st-century challenges (Kusumawati & Santoso, 2023).

The school-based project approach has been widely recognized as an effective method for enhancing student engagement and developing 21st-century skills such as critical thinking, collaboration, and creativity. Other research indicates that school-based projects can help students understand complex concepts through hands-on, applied experiences (Nugroho & Pratama, 2022). Within P5, this approach enables students to internalize Pancasila values through concrete activities relevant to their daily lives.

While the Kurikulum Merdeka holds significant potential to enhance the quality of education in Indonesia, its implementation is not without challenges. Several studies indicate that key challenges include insufficient teacher training and support, limited resources and facilities, and resistance to curriculum changes (Kusumawati & Santoso, 2023; Wulandari & Hidayat, 2022). One approach to addressing these challenges is providing teachers with continuous professional development and ensuring adequate government and relevant stakeholders' support. Additionally, it is equally important to engage school communities in the curriculum implementation process actively, enabling all parties to contribute meaningfully and develop a sense of ownership toward the program (Ahmad & Hassan, 2022).

### **Context-Input-Process-Product (CIPP) Evaluation Model**

The Context-Input-Process-Product (CIPP) evaluation model developed by Stufflebeam is one of the most comprehensive frameworks for assessing educational programs. The CIPP model has been widely utilized to evaluate various education programs globally. A study assessing the English language curriculum at Yildiz Technical University (Universitas Teknik Yildiz) employed the CIPP model to examine curriculum effectiveness based on context, input, process, and product dimensions (Abdallah, 2020). The model's primary strength lies in its holistic and flexible approach, enabling evaluation of outcomes (product) and contextual factors, inputs, and implementation processes. This characteristic makes it particularly suitable for evaluating complex education programs.

The context evaluation within this model identifies the needs, challenges, and opportunities within the educational environment that influence program implementation. According to Stufflebeam and Zhang, context encompasses the initial conditions that must be understood to gain deeper insight into the educational program evaluation. Context evaluation helps ensure that the program can be adapted according to the existing challenges and opportunities within the educational setting.

Input Evaluation assesses the available resources, the strategies employed, and the plans and policies implemented to achieve the program's objectives. According to recent research, Input Evaluation in the CIPP model involves an analysis of the adequacy and relevance of resources, as well as the effectiveness of the strategies applied in designing educational programs (Liu & Wang, 2021). Process Evaluation refers to directly monitoring program implementation and identifying strengths and weaknesses in daily execution. A recent study indicates that process evaluation in the CIPP model focuses on the quality of program implementation, including consistency in strategy application, interactions among stakeholders, and resource utilization efficiency (Chen et al., 2020).



Product evaluation assesses the outcomes of a program and its impact on participants or the educational environment. Within the CIPP model, product evaluation encompasses analysis of ultimate goal attainment, observed participant changes, and the long-term effects of program implementation, as articulated by Stufflebeam and Shinkfield in their book *"Systematic Evaluation"*. The CIPP model proves particularly valuable as it evaluates the program's results, provides insights into its design and implementation processes, and the factors influencing its success.

## METHODS

This study employs a descriptive evaluation method to describe and assess the implementation of P5 in elementary schools. The descriptive evaluation method is a method used to provide a detailed and contextual overview of the situation being evaluated. This assists decision-makers in making relevant and precise improvements to the implementation of educational programs or activities and ensuring that the program's objectives can be achieved effectively (Brown & Jones, 2021). This method was chosen because it allows the researcher to describe the processes and outcomes of the program under evaluation and identify the factors influencing its success.

This study was conducted at SDPN 252 Setiabudi in Bandung City, specifically involving Grade IV students. This location was selected based on the school's active involvement in implementing P5. The research subjects comprised Grade IV students, teachers participating in the project, and the principal and administrative staff who played a role in the project's execution. The instruments used in this study included interviews, observations, questionnaires, and document analysis. The researcher coordinated with the school administration to obtain research permission and schedule data collection. Additionally, the researcher prepared research instruments such as questionnaires, interview guides, and observation sheets. In this study, the evaluation of the context dimension involved an analysis of the school's operational curriculum documents and the objectives of P5 implementation. Data for this dimension were collected through interviews with the school principal. Creswell in *"Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research"* argues that semi-structured interviews allow for flexibility in gathering richer data.

In the input dimension, the researcher evaluates the resources and strategies to achieve the program's objectives. In this study, the researcher analyzes the P5 modules developed by teachers and the facilities and infrastructure available at the school. Data were collected through document analysis and observation.

In the process dimension, the evaluation involves monitoring and assessing the actual implementation of the program. Process evaluation ensures the program runs smoothly and according to the established plan. In this study, the process evaluation focuses on the activities of students and teachers during the implementation of P5, which were examined through observation. This observation aids in gaining a deeper understanding of the project's execution, consistent with the assertion made by Patton in his book titled *"Qualitative Research & Evaluation Methods: Integrating Theory and Practice"*.

The product dimension evaluates the program's short-term and long-term outcomes. Product evaluation includes an analysis of the Profil Pelajar Pancasila competencies achieved by students, as documented in their report cards through document analysis, as well as student responses obtained from questionnaires. This evaluation provides insight into the overall effectiveness and impact of the implemented program. Data collected from the questionnaires were analyzed using descriptive statistics, such as percentages and means, to illustrate students' perceptions and experiences regarding the project. Meanwhile, data from interviews and observations were analyzed qualitatively using thematic analysis techniques, where the researcher identified key themes emerging from the data (Braun & Clarke, 2006). Product evaluation offers a comprehensive understanding of the program's effectiveness and broader impact on students and the educational process.

Several measures were implemented to ensure the data's validity and reliability, including data source triangulation, member checking, and instrument testing. Data source triangulation was conducted by utilizing multiple data sources (questionnaires, interviews, observations, and documentation) to verify and strengthen the findings, by Denzin & Lincoln in their book "*The Sage Handbook of Qualitative Research*". For Member Check, Lincoln & Guba in their book "*Naturalistic Inquiry*" argue that this can be achieved by confirming the findings with respondents to ensure that the researcher's interpretations align with their experiences and perspectives. Additionally, instrument testing was performed by piloting the questionnaires and interview guides to confirm their effectiveness in data collection, as suggested by "*Metode Penelitian Kuantitatif, Kualitatif, dan R&D*". Through this descriptive evaluation method, the study is expected to provide a comprehensive overview of P5 implementation at SDPN 252 Setiabudi in Bandung City, as well as offer recommendations to enhance the project's effectiveness in the future.

## **RESULTS AND DISCUSSION**

### **Evaluasi Context**

The context evaluation results indicate that the curriculum implemented at SDPN 252 Setiabudi in Bandung City aligns well with the principles of Kurikulum Merdeka. Document analysis and interviews with the school principal found that this curriculum successfully meets the established objectives and targets based on the overall principles of Kurikulum Merdeka. A comprehensive context evaluation helps ensure the curriculum fits local needs and student characteristics and effectively integrates values relevant to current global demands, such as diversity and environmental sustainability (Smith, 2019).

First, this curriculum has demonstrated its capacity to grant schools the autonomy to adapt learning according to local needs and student characteristics. This is evident in the flexibility of selecting instructional materials, teaching methods, and assessment strategies tailored to the needs of students at SDPN 252 Setiabudi. Second, the curriculum has successfully aligned itself with global demands and contemporary developments, particularly by integrating Pancasila values and global issues into daily learning activities. Through this approach, students at SDPN 252 Setiabudi have developed a deeper understanding of Pancasila values while connecting them to global concerns such as diversity, environmental sustainability, and entrepreneurship. Third, the principal and teaching staff at SDPN 252 Setiabudi have actively participated in developing and implementing this curriculum, demonstrating their commitment to delivering quality and relevant education for their students.

The interview results revealed that this curriculum provides a solid foundation for developing students' character and competencies while better preparing them for future challenges. The active involvement of the principal and teaching staff in curriculum development emerged as a key factor in ensuring successful implementation that remains relevant to students' needs, aligning with broader educational objectives (Johnson, 2020). Overall, these context evaluation findings demonstrate that the curriculum at SDPN 252 Setiabudi Bandung City has successfully met the standards and principles of Kurikulum Merdeka, establishing a robust foundation for enhancing the quality of education at the institution.

### **Input Evaluation**

The research findings indicate that the infrastructure analysis at SDPN 252 Setiabudi reveals generally adequate facilities for P5 implementation. Document analysis data shows that teachers have sufficiently developed project modules to support learning activities. However, several important findings warrant attention. First, while facilities are generally adequate, certain deficiencies require improvement to support the newly implemented Kurikulum Merdeka better. Second, teachers at SDPN 252 Setiabudi have not yet fully grasped the principles of project module development by the established P5 module guidelines. This

underscores the need to reinforce teacher capacity by developing project modules that align precisely with the prescribed guidelines.

The study underscores the necessity for additional teacher training and mentoring to enhance educators' comprehension of project module development principles. This intervention would ensure that the designed project modules effectively support P5 objectives while delivering meaningful learning experiences aligned with Kurikulum Merdeka's foundational principles. Teacher training is critical in instructional quality improvement, equipping educators with essential competencies to address diverse classroom challenges. Educational experts have identified multiple benefits of such professional development initiatives, including: enhanced understanding of effective pedagogical strategies, improved curriculum adaptation capabilities, and mastery of cutting-edge educational technologies (Bush & Glover, 2020).

## Process Evaluation

The research findings demonstrate that the implementation of P5 at SDPN 252 Setiabudi has been generally successful. Observations revealed that all project activities, from planning through evaluation, were conducted systematically and well-structured. The P5 implementation at this institution showcased exceptional collaboration among various stakeholders, including the school principal, teachers, educational staff, students' parents, the school committee, and government representatives. This multi-stakeholder cooperation has undoubtedly contributed to more optimal project outcomes. The study underscores the critical importance of collaboration between schools, families, and the broader community in strengthening the Profil Pelajar Pancasila, as such partnerships are essential for developing students' holistic character formation (Arifin, 2023).

Several noteworthy findings emerged from the process evaluation. First, while activity planning and implementation proceeded systematically, scheduling challenges arose due to timing discrepancies. Factors such as national holidays, examinations, and other urgent activities affected the project timeline, resulting in compressed implementation periods. This time constraint negatively impacted outcomes, yielding less satisfactory or suboptimal results than expectations. Second, the inaugural large-scale Expo-Project implementation presented organizational challenges. Project facilitators require enhanced capabilities in expo management, particularly regarding preparatory work, inter-team coordination, time management, and technical aspects. Although the event provided a valuable platform for showcasing project outcomes to the public, certain implementation aspects fell short of optimal standards, indicating room for improvement in operational execution.

The researcher emphasizes the need for improvements in more structured planning, better schedule adjustments by anticipating external factors, and enhanced preparation and coordination for future Expo-Project implementations. Thorough and systematic learning planning constitutes a crucial step that teachers must undertake. This aligns with the statement from the Inspectorate General (Inspektorat Jenderal) of Kemendikbudristek in their webinar titled "*Pentingnya Perencanaan Berbasis Data untuk Peningkatan Kualitas Pendidikan Berkesinambungan*," which asserts that proper planning enables more effective and focused teaching-learning processes, thereby optimizing the achievement of learning objectives. Appropriate preparation and coordination among teachers, schools, and relevant stakeholders are essential for successfully implementing learning. Good coordination helps address various challenges during the teaching-learning process (Nurhayati, 2021). Consequently, it is expected that P5 implementation can become more effective and yield more significant impacts on character development and student competency at SDPN 252 Setiabudi.

## **Product Evaluation**

The product evaluation indicates that the project outcomes, including observed student behavioral changes, fall within the good category. Data collected from questionnaires and analysis of Project report cards demonstrate that students have begun developing behaviors reflecting the dimensions of P5. The research findings reveal that the product evaluation of P5 shows commendable achievements, particularly evident in the behavioral transformations observed among participants. The compiled data from surveys and the project report analyses confirm that students have exhibited progressive behavior development that embodies the values cultivated through this initiative.

Specifically, students demonstrated improvement in several key areas: social awareness, critical thinking skills, active participation in group activities, and self-reliance. The development of students' critical and creative thinking abilities is a crucial indicator measuring the extent to which they have internalized Pancasila values (Prasetyo, 2021). Furthermore, students displayed heightened awareness of Pancasila principles, including cooperation (gotong royong), appreciation for diversity, and respect for local cultural heritage. Their demonstrated teamwork and collaborative skills suggest successful internalization and application of unity and populist values in daily life (Setiawan, 2023). The evaluation also documented enhanced student adaptability to environmental changes and increased self-confidence in openly articulating opinions while grounding their perspectives in their learned values. Collectively, these product evaluation results demonstrate that P5 has successfully achieved its objectives of fostering behavioral changes aligned with Pancasila values, thereby establishing a solid foundation for students' ongoing character development and competency building.

## **Discussion**

The context evaluation results demonstrate that the curriculum at SDPN 252 Setiabudi in Bandung City has been well-structured by Kurikulum Merdeka. This curriculum is designed to create more flexible learning responsive to students' needs. The quality of school documentation is evidenced by the proper development of the Kurikulum Operasional Satuan Pendidikan (KOSP), which aligns with the KOSP preparation guidelines issued by the government. The KOSP comprehensively outlines all aspects of the curriculum implemented at the educational unit, including the planning of P5 as part of the school's co-curricular programs. The significance of creating a proper Rencana Operasional Sekolah (KOSP) that aligns with the prevailing curriculum lies in several aspects. The KOSP bridges curriculum objectives and daily classroom learning activities, enabling effective and efficient teaching planning and implementation. According to research conducted by William & Mary titled "*The Importance of Lesson Planning for Student Success*", well-designed lesson plans help teachers and students understand instructional goals, translate the curriculum into relevant learning activities, and align instructional materials and assessments with established learning objectives (see: <https://counseling.education.wm.edu/blog/the-importance-of-lesson-planning-for-student-success>). These findings are consistent with the general principles of Kurikulum Merdeka development and specifically with implementing P5 in education, which recognizes each student's diverse needs and potential. Applying differentiated learning principles in P5 can enhance student engagement and help internalize these values more effectively.

Regarding the input aspect, the research found that teachers and the principal at SDPN 252 Setiabudi have demonstrated sound project activity planning. This reflects their commitment and seriousness in ensuring that the education provided aligns with P5's objectives. Concerning project module development, ongoing training in module preparation should be consistently provided to teachers to enable continuous improvement in developing higher-quality project modules. More extensive and intensive training programs allow teachers to engage deeply with content, collaborate with peers, and implement new classroom strategies. This sustained professional development correlates with enhanced instructional



quality and more effective teaching outcomes (Kennedy, 2016; Garet *et al.*, 2001). The infrastructure and facilities at SDPN 252 Setiabudi are adequate to support P5 implementation. This includes physical facilities such as classrooms, libraries, and other necessary learning resources, most notably active speakers and projectors, as the most frequently utilized equipment in these activities. The study emphasizes the importance of investing in educational facilities and teacher professional development. Such investments are considered crucial as they significantly contribute to successful curriculum implementation. Adequate facilities coupled with continuous professional development enable teachers to remain relevant and prepared to navigate the evolving demands of the education system.

In the Process aspect, the researcher found that overall, the Project implementation was assessed to have proceeded well from the planning stage through evaluation. The Project was executed according to the project plan outlined in the module. Learning outcomes were also evaluated positively, including students' active participation in the project, problem-solving, collaboration, product creation, demonstration of appropriate Profil Pelajar Pancasila competencies, and the internalization of Pancasila values in daily life. One key measure of successful project-based learning is improved student academic achievement. Research indicates that students engaged in projects often perform better academically than peers learning through traditional methods (Ngereja *et al.*, 2020). This finding aligns with other research showing that project-based learning constitutes a primary characteristic of Kurikulum Merdeka implementation (Dewi, 2022). While the overall project implementation proceeded successfully, deficiencies were identified in Expo-Project management, indicating a need for improvement in managerial and coordination aspects. These shortcomings suggest that while academic and educational components were adequately addressed, event management and public activity coordination require enhancement to ensure the complete success of all project components. These findings underscore the importance of providing teachers with clear training and guidance for managing multiple participant learning projects. Such training should encompass instructional strategies and the necessary managerial and coordination skills for effectively organizing events like project expos or exhibitions. This observation corresponds with previous research demonstrating that implementing complex educational programs requires robust managerial support to ensure effectiveness and efficiency in resource management and address potential implementation challenges.

The product evaluation results of the project demonstrate that the implementation has successfully fostered positive behavioral changes among students at SDPN 252 Setiabudi. This evaluation reveals transformations across multiple dimensions, including cooperation (gotong-royong), self-reliance, and critical thinking skills, all integral components of the Profil Pelajar Pancasila framework designed to cultivate character development and social values in elementary education. The observed positive behavioral changes following project implementation indicate that character-focused educational approaches can yield significant impacts within learning environments. Current research substantiates that comprehensive character education implementation in schools can strengthen students' value systems and work ethic, ultimately fostering positive and sustainable school cultures (Niehues, 2020). For instance, gotong-royong activities enhance social responsibility and environmental awareness within school communities. The development of self-reliance suggests students are becoming more autonomous in problem-solving situations, while improved critical thinking reflects their growing capacity for analytical reasoning.

The alignment of evaluation results with the dimensions of Profil Pelajar Pancasila confirms that the Project's implementation effectively supports national education goals in shaping a younger generation with strong character and cultural values. This success proves that educational strategies integrating academic learning with character development can yield positive outcomes relevant to contemporary needs. Well-structured character education can cultivate students' holistic personality development, with effective implementation requiring teachers' active role in creating supportive environments through

various educational management strategies (Humaerah *et al.*, 2020). While initial evaluation results demonstrate success, continuous monitoring and assessment of the Project's long-term impacts remain essential to ensure that achieved behavioral changes are both temporary, sustainable, and integral to students' comprehensive character formation. Ongoing evaluation also helps identify areas requiring improvement or enhancement to increase the implemented program's effectiveness and relevance.

## **CONCLUSION**

This study aims to evaluate the achievement of P5 objectives at SDPN 252 Setiabudi in Bandung City, specifically for Grade IV, using the Context-Input-Process-Product (CIPP) evaluation model. Based on the research findings, it can be concluded that the context evaluation demonstrates the implemented curriculum aligns with Kurikulum Merdeka, which is designed to be more flexible and responsive to student needs. The curriculum's goals and objectives have fulfilled the principles of Kurikulum Merdeka in education. The input evaluation reveals that the educational facilities at SDPN 252 Setiabudi are adequate and supportive of the Project implementation. Teachers and the principal have demonstrated proper planning and sufficient resources. However, continued improvements in facility quality and ongoing teacher training remain necessary to enhance future implementation and ensure readiness for educational system changes. Regarding the process dimension, the Project implementation proceeded systematically and effectively from planning through evaluation. However, deficiencies in Expo-Project management indicate areas requiring improvement in managerial and coordination aspects, underscoring the need for clear training and guidance for teachers in managing complex learning Projects. The product evaluation demonstrates the Project's success in fostering positive behavioral changes among students, including improvements in gotong-royong (cooperation), self-reliance, and critical thinking. This confirms that character-focused approaches yield significant results in elementary education, though long-term monitoring is required to ensure these behavioral changes become sustainable. The findings highlight the importance of investing in educational facilities, enhancing teacher and principal competencies through continuous training, and developing comprehensive guidelines for project management. This study is limited to one elementary school and relies on qualitative data, which may restrict the generalizability of findings. Further research with broader samples and mixed methods would provide more comprehensive insights into P5 implementation effectiveness across different educational contexts.

## **AUTHOR'S NOTE**

The authors declare no conflicts of interest regarding the publication of this article. This study has obtained publication approval from relevant parties. The authors affirm that all data and content in this article are free from plagiarism.

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