



Assessing the Effectiveness of P5 on the Theme of Local Wisdom: A Countenance Stake Model Evaluation

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Abstract: This study aims to evaluate the achievement of criteria in the implementation of Strengthening Pancasila Student Profile Project (P5) with the theme of Local Wisdom. This study used an evaluation research method applying the Countenance Stake evaluation model, which consists of three stages: Antecedent, Transaction, and Outcomes. The study employed both qualitative and quantitative data collection techniques, with data collected through observation, interviews, document studies, and questionnaires involving 66 respondents. Data analysis utilized descriptive quantitative analysis (percentage scores of achievement for each school in every stage) and qualitative analysis (descriptions of strengths, challenges, and influencing factors). The evaluation of the P5 program based on the Countenance model shows positive results across the three stages. In the Antecedents stage, schools demonstrated high readiness, with average achievements ranging from 85.1% to 86.3%. The Transactions stage showed satisfactory implementation, with achievements between 76.9% and 85.2%. In the Outcomes stage, student performance was fairly good, ranging from 75.2% to 81.5%. The study highlights the importance of management support, teacher training, and robust monitoring and evaluation systems for effective program implementation. Strengthening these aspects is crucial for ensuring the P5 program runs more effectively and equitably across all schools.

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Introduction

Education serves as the foundation for the advancement of a nation. A well-planned education system aims to develop students' potential, knowledge, skills, talents, and interests while equipping them with the ability to adapt to global challenges. According to Indonesia's National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to have spiritual strength, self-control, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state (Ministry of Education and Culture, 2003).

One of the key competencies required in the 21st century is the mastery of the 4Cs: Critical Thinking, Creativity, Collaboration, and Communication. These competencies have become essential in facing rapid technological advancements, including the Industrial Revolution 5.0, where automation and digitalization continue to evolve. Previous studies have emphasized that students who develop these competencies through education can communicate effectively, collaborate, think critically, and innovate in various fields. (Zubaidah et al., 2017) (Widiyono & Ghufro, 2024)



Responding to these demands, Indonesia has implemented the Merdeka Curriculum, which aims to prepare students to become a golden generation. The curriculum emphasizes student-centered learning, allowing flexibility in teaching and assessment, and enabling students to explore concepts deeply. The curriculum is characterized by three main principles: (1) developing soft skills and character through the Strengthening Pancasila Student Profile Project (P5), (2) focusing on essential learning materials that enhance creativity and literacy, and (3) implementing flexible learning adapted to local contexts. (Wahidah et al., 2023) (Rachmawati et al., 2022)

To facilitate implementation, the Ministry of Education, Culture, Research, and Technology provides three options: Independent Learning, Independent Change, and Independent Sharing. SMP N 1 Bandungan, SMP N 1 Banyubiru and SMP N 5 Ambarawa as public schools in Semarang Regency, have been implementing the Merdeka Curriculum for two years under the Independent Change model, where the school independently learns the curriculum through various sources such as webinars, self-training, and workshops. Over two academic years, the schools have conducted P5 over six times.

Based on the Pre-Observation Findings, among these six themes, Local Wisdom has been consistently included each year. This theme is implemented annually because it represents the identity of the three schools. Moreover, the integration of local wisdom in education plays a vital role in preserving cultural heritage while fostering student engagement and contextual learning (Saputra et al., 2021).

Despite being conducted twice, the Local Wisdom theme has never been evaluated, even though various challenges and issues have been identified in its implementation. Some of these challenges include scheduling inconsistencies with the guidelines. According to the P5 guidelines, the allocated hours for P5 at the junior high school level are 320 instructional hours per year for Grade IX and 360 hours per year for Grades VII and VIII, covering 3 to 4 project themes (Ministry of Education and Culture, 2022).

Another issue is the readiness of teachers as project facilitators. Teachers still struggle with scheduling, module development, materials, media, and assessments that align with the guidelines. Previous research states that implementing Kurikulum Merdeka in schools must be conducted properly and systematically to achieve its intended goals. Teachers play a crucial role in this process, as they directly interact with students. They must be able to facilitate, guide, and explore students' potential according to their individual abilities so that students can think critically, be creative, engage in logical reasoning, and develop innovations to achieve their learning outcomes (Abdul Lathif, 2023; Kurniasari et al., 2023). Findings also highlight issues from the students' perspective. Not all students have the same level of understanding and motivation in participating in P5 projects, affecting their engagement and overall results. Some students perceive P5 as unimportant, as reflected in their lack of seriousness in completing assignments. However, prior studies have indicated that, in the long run, implementing Kurikulum Merdeka in schools is expected to have a positive impact on Indonesia's educational progress. P5 aims to develop students into more creative and innovative individuals with strong character (Halidjah et al., 2022).

In terms of character development, the expected changes in students' character elements have not been significantly evident. The desired character transformations after P5 have not been maximized and have not yet shown a meaningful impact. This is inconsistent with the expectations outlined in the P5 guidelines and prior research, which state that P5 should encourage students to actively contribute to their surroundings, becoming lifelong learners with competence, intelligence, and character in alignment with the Profil Pelajar Pancasila (Safitri et al., 2022).

The researcher conducted a study using the Countenance Stake evaluation model. This model was chosen because it provides an in-depth and detailed depiction of program implementation. Therefore, the perceptions of those involved in the education system such as teacher behavior, the role of the principal, student behavior, and the learning process must be taken into account (Ibrahim, n.d.). The application of the Countenance Stake Model in evaluating character education programs based on Information and Communication Technology highlights that this evaluation model consists of three stages: antecedents (inputs), transactions (processes), and outcomes (results). These stages provide an in-depth understanding of a program's effectiveness (Arba et al., 2025). Thus, the Countenance Stake evaluation model was selected because of its ability to provide a comprehensive and detailed analysis of program implementation, making it suitable for the research conducted at SMP N 1 Bandungan.

Based on theory, observed phenomena, and findings, it is evident that the P5 program has not fully achieved its objectives and has not yielded the expected impact. Therefore, the researcher believes that if an evaluation is not conducted, these issues will persist every year. This study employed the Countenance Stake model to evaluate the implementation of P5 at SMP N 5 Ambarawa, SMP N 1 Bandungan, and SMP N 1 Banyubiru. This model is chosen due to its ability to provide a comprehensive and in-depth analysis of the educational program, considering the perspectives of teachers, school administrators, and students. (Ibrahim, 2018) This research aims to assess the relevance of antecedent aspects (context and input), analyze the implementation process (transactions), and evaluate the outcomes of the Local Wisdom-themed P5 project. By identifying existing gaps and challenges, this study seeks to provide recommendations for improving the effectiveness of the P5 program and ensuring that it fulfills its intended objectives in character and competency development.

Research Method

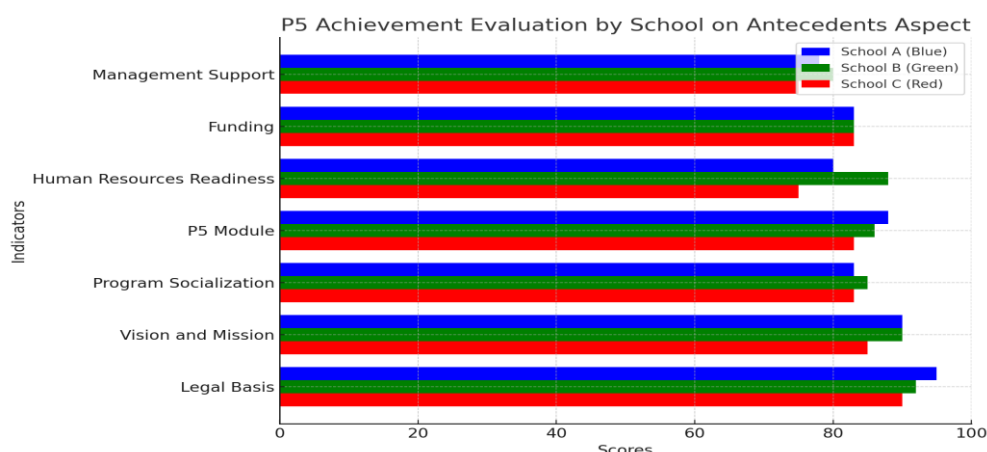
This study employed the Countenance Stake evaluation model (Stake, 1967), which assesses program implementation through three stages: Antecedents, Transactions, and Outcomes. Antecedents examine initial conditions such as legal foundations, curriculum design, resource readiness, and program management. Transactions evaluated implementation processes including guideline alignment, time allocation, teacher–student engagement, and monitoring mechanisms. Outcomes measure program effectiveness in developing Pancasila Student Profile values, student behavior, and school culture.

The research was conducted in three junior high schools in Semarang Regency—SMPN 5 Ambarawa, SMPN 1 Bandungan, and SMP N1 Banyubiru—that have implemented the Local Wisdom-themed P5. Data were collected through observation, interviews, document analysis, and questionnaires involving 66 respondents (supervisors, principals, teachers, and students). Quantitative data were analyzed descriptively using percentage scores, while qualitative data were analyzed to identify strengths, challenges, and influencing factors.

Results and Discussion

RQ1 Relevance of antecedent aspects in supporting P5 Local Wisdom implementation

At this stage, the research examines the conditions before the program is implemented. The factors analysed include Legal Basis, Vision and Mission, Program Socialization, P5 Module, Human Resources, Funding, and Management Support. The diagram of evaluation questionnaire results for the Antecedents component as a whole can be seen in diagram 1.



Notes :

School A : SMP N 1 Bandungan
School B : SMP N 5 Ambarawa
School C : SMP N 1 Banyubiru

The evaluation results indicate a strong alignment between program design and implementation, particularly in the antecedent stage. Schools A, B, and C demonstrated compliance with national regulations (Ministerial Decree No. 56/M/2022; Regulation No. 12/2024), and stakeholders generally understood the legal and policy frameworks guiding P5 (Galang, 2023). The vision and mission of P5, especially the Local Wisdom theme, were consistent with the schools' development goals, emphasizing character building and 21st-century skills. This finding echoes Khotimah (2024), who highlighted the effectiveness of project-based learning in fostering the 6Cs.

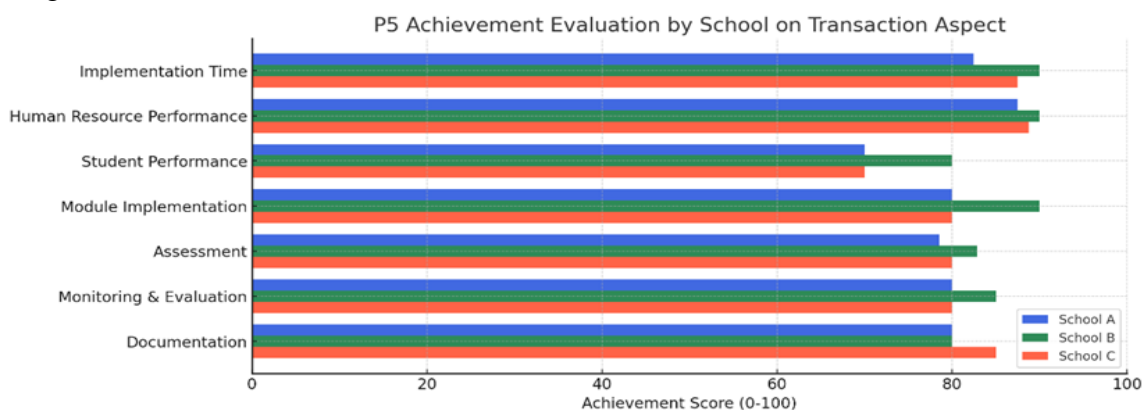
In terms of program socialization, Schools B and C achieved satisfactory standards, while School A showed partial success, indicating a need for stronger communication strategies (Bendriyanti & Dewi, 2015). The P5 modules on Local Wisdom were generally well-structured, meeting high standards ($\geq 85\%$) in flow, guiding questions, and objectives. However, assessment instruments at Schools A and B require improvement, consistent with Khairunisa's (2023) emphasis on refining implementation stages.

Human resource readiness remains a challenge, with coordinators and facilitators in Schools A and C showing limited initial understanding. Resource availability also varied, requiring targeted capacity-building to enhance teacher competencies (Ramadhan, 2024). Funding was adequate overall but lacked transparency at School C. Management support from principals was strong, yet school committee and supervisor involvement were inconsistent. Strengthening these partnerships is essential to program sustainability. These findings confirm that while the legal, curricular, and managerial foundations of P5 are strong, gaps remain in assessment, HR readiness, and supervisory support. Leadership and psychological support, as emphasized by Mailani & Prasajo (2025), are crucial in addressing teacher performance and ensuring effective implementation.

RQ2 Evaluation of P5 Local Wisdom implementation from the transactions aspect

The Transactions evaluation examined whether the implementation of the P5 Local Wisdom program aligned with established standards and was carried out effectively. Data from questionnaires, document reviews, interviews, and observations identified seven key aspects with 29 sub-aspects: implementation time, human resource performance, student performance, module implementation, assessment, monitoring and evaluation, and documentation. Overall, all aspects were categorized as Good, indicating satisfactory

implementation. However, several components have not fully met school targets. The detailed results of the questionnaire analysis for the Transactions component are presented in Diagram 2.



Notes :

School A : SMP N 1 Bandungan

School B : SMP N 5 Ambarawa

School C : SMP N 1 Banyubiru

Findings and Analysis of P5 Achievement Evaluation on Transaction aspects.

Implementation Time. Schools A and B followed the planned schedule, while School C faced difficulties due to competing school activities. Although the P5 phases (exploration, planning, action, reflection, presentation) were generally carried out, School A did not meet its target. Clearer communication and stronger supervision are needed to ensure consistency.

Human Resource Performance. Schools A and C did not meet expected targets. While principal involvement, FGDs, and facilitator innovation were strengths, weaknesses included limited student involvement and less effective mapping surveys. Enhancing facilitator training and adopting more collaborative approaches would improve this aspect.

Student Performance. Student engagement was limited, as learners were not fully involved in activity design or assessment decisions. Greater participation opportunities are necessary to strengthen ownership and motivation.

Module Implementation. School B implemented modules effectively, whereas Schools A and C struggled to adapt them to class needs. Facilitators often faced challenges with pacing and instructional style. Continuous feedback and greater flexibility in module adaptation are recommended. Research also highlights that without strong supervision, even innovative modules may fall short (Thanabalan, 2015; Aziz, 2024).

Assessment. Although assessment practices were rated “Good,” Schools A and C did not achieve their targets. Rubrics and feedback lacked clarity, and summative evaluations were inconsistently applied. This finding is consistent with Windrajaya et al. (2020), who emphasized the importance of structured assessment and alignment with competencies.

Monitoring & Evaluation. Evaluations were conducted regularly but focused too heavily on administration. Reflection and follow-up were not consistently applied. Stronger structures and more time for in-depth monitoring are needed, as also noted in Mas (2017).

Documentation. While all schools produced positive results, Schools A and C fell short of targets. Portfolios lacked comprehensiveness and systematic organization. Improved documentation practices could better capture processes, results, and reflections for evaluation purposes.

RQ3 Success of the P5 Local Wisdom program from the outcomes aspect

Based on the Outcomes component, four aspects were evaluated: Understanding of Pancasila Student Profile Values, Attitude Changes, Learning Outcomes, and Long-Term Impact. The overall results of the Outcomes component can be found in Diagram 3.



Notes :

School A : SMP N 1 Bandungan

School B : SMP N 5 Ambarawa

School C : SMP N 1 Banyubiru

Findings and Analysis of P5 Achievement Evaluation on Outcomes Aspect

Schools A and B demonstrated high achievement ($\geq 85\%$) in understanding the values of the Pancasila Student Profile, whereas School C fell into the Partially Achieved category (75%-84%). This indicates that students in School C have not yet fully grasped these values. Schools A and B have likely implemented more effective learning strategies to internalize the values, while School C may need additional approaches, such as more in-depth discussions or the integration of these values into students' daily activities.

In general, the P5 activities focusing on the theme of Local Wisdom have brought about positive behavioral changes among students on the three schools. The observed positive behavioral changes after participating in P5 activities indicate that this project-based learning approach has successfully influenced students' character and attitudes. Concrete evidence of these changes includes increased environmental awareness, social responsibility, and appreciation for local culture. However, the challenge for the schools are ensuring that these behavioral changes are not just temporary but are sustained in the long term. School A showed the highest level of improvement in students' behavior after participating in the P5 project. School B displayed moderate engagement, while School C lagged behind. Behavioral change is strongly influenced by the school's approach to instilling P5 values. To enhance this aspect, School C should focus on increasing reflection activities and providing students with more opportunities to engage in social activities where they can actively apply P5 values in real-life situations.

A study by Aritonang et al. (2022) on local wisdom in the Martumba tradition of the Batak Toba community is relevant to the evaluation of P5 implementation with the theme of Local Wisdom. The Martumba tradition emphasizes values such as social solidarity, mutual cooperation, kinship, respect, gratitude, and cultural preservation—values also emphasized in P5, particularly in shaping students' character to develop environmental awareness, social responsibility, and appreciation for local culture. (Aritonang et al., 2022).

Regarding learning outcomes, Schools A and B achieved high performance, while School C had several aspects categorized as Partially Achieved or Not Achieved ($< 75\%$), particularly in areas related to learning reflection and teacher feedback. Schools A and B

likely have a more comprehensive assessment system, incorporating evaluations of character development, student attitudes, and their understanding of local wisdom. To improve, School C should refine its assessment system by providing more constructive and detailed feedback, helping students better understand their learning progress and areas for improvement.

The assessment results, which place students in the "Developing as Expected" stage in terms of character and learning achievements related to Local Wisdom, indicate that they have successfully internalized and applied these values in their lives. This stage signifies that students not only understand local wisdom concepts but also begin to apply them well in their social lives. Character development assessments are essential to ensure that learning is not limited to cognitive aspects but also involves positive behavioral changes. Some students of the three schools may struggle to reach this stage, especially in applying values in daily activities, requiring guidance and time for self-development.

Muchlis et al.'s study on the application of the ASSURE model based on Countenance Stake has proven effective in supporting learning, as indicated by students' good academic performance. This aligns with the P5 evaluation, which emphasizes the importance of holistic assessment covering knowledge, skills, and attitudes in understanding and applying local wisdom values. Both studies highlight the critical role of teachers or facilitators in ensuring that learning focuses not only on cognitive aspects but also on changes in students' attitudes and behaviors. However, the main challenge in P5 evaluation is the consistency of assessment implementation across all students and the need for guidance for those who still struggle to internalize local wisdom values in their daily lives. Therefore, the ASSURE model, which has proven effective in improving learning outcomes, can serve as a reference in strengthening P5 learning strategies, particularly in ensuring that students' character and attitudes develop as expected. (Muchlis et al., 2024)

For long-term impact, School B excelled in embedding Pancasila Student Profile values sustainably, followed closely by School A, while School C remained in the Partially Achieved category. School B's success is likely due to its systematic and continuous evaluation methods, ensuring that P5 values remain an integral part of students' learning experiences. In contrast, School C should implement more regular evaluations with clear follow-up actions to ensure that the benefits of P5 are sustained over time.

Table 1. Achievement of Evaluation Criteria for P5 Local Wisdom Theme

Stage	Target	School A	School B	School C	Achievement
Antecedents	a. Achieving a minimum average of 85% for indicators in the antecedents component. b. Implementation of the P5 Local Wisdom theme follows the P5 guidebook from Kemendikbudristek and Ministerial Decree No. 56/M/2022 and Ministerial Regulation No. 12 of 2024	High Achievement	High Achievement	High Achievement	All schools have strong planning, institutional support, and human resource involvement.
Transactions	a. Achieving a minimum average of 85% for indicators in the antecedents component. b. Implementation of the	Partial Achievement	High Achievement	High Achievement	School A needs better alignment with planned activities and



	P5 Local Wisdom theme follows the P5 guidebook from Kemendikbudristek and Ministerial Decree No. 56/M/2022 and Ministerial Regulation No. 12 of 2024				facilitator support.
Outcomes	a. Achieving a minimum average of 85% for indicators in the antecedents component. b. Implementation of the P5 Local Wisdom theme follows the P5 guidebook from Kemendikbudristek and Ministerial Decree No. 56/M/2022 and Ministerial Regulation No. 12 of 2024	Partial Achievement	Partial Achievement	Partial Achievement	All schools need improvements in student engagement and long-term impact evaluation.

Implications of the Findings for Education Policy

Strengthening School Readiness through Policy Support. The study highlights that schools with strong management support, adequate resources, and clear socialization strategies show higher readiness (Antecedents). This implies that education policy should mandate systematic preparation guidelines, including financial support, capacity-building, and legal frameworks, to ensure all schools can begin implementation on an equal footing.

Ensuring Equity in Implementation. Differences in implementation (Transactions) show that schools with better initial readiness perform more effectively. This suggests the need for equity-oriented policies, where schools with limited resources receive additional support—such as special funding schemes, resource-sharing mechanisms, or targeted mentoring—to minimize disparities across institutions.

Professional Development and Teacher Training. Teacher performance emerged as a key factor in program success. Education policy should therefore focus on continuous professional development for teachers, ensuring that training in P5 modules, monitoring, and documentation is integrated into national or regional teacher development programs.

Monitoring and Evaluation Systems. Weak monitoring and documentation were identified as challenges. Policymakers should establish standardized monitoring and evaluation systems at the district or provincial level, including digital platforms for data collection, periodic evaluations, and feedback mechanisms to track program quality and impact.

Outcome-Based Policy Adjustments. The findings show disparities in student outcomes (Outcomes) across schools, influenced by evaluation systems and school readiness. Education policy should emphasize outcome-based evaluation, where funding and program adjustments are linked to measurable improvements in student competencies, particularly related to the Pancasila Student Profile.

Sustainability of Funding. Funding challenges were noted as a limiting factor. Policies must ensure sustainable financing models, such as earmarked government budgets, public-private partnerships, or community-based contributions, to maintain consistent implementation of P5 across schools.

Here is the Contingency and Congruence analysis based on the Countenance Evaluation Model (Stake) for the Antecedents, Transactions, and Outcomes stages in the evaluation of P5 in the three schools:

Congruence (Suitability)

Congruence in this evaluation measures the consistency between planning, implementation, and achieved results. Based on the available data, here is the analysis:

Stage	Congruence Analysis
Antecedents	All schools have high scores in Legal Basis, Vision & Mission, and Socialization. This indicates alignment between policies and school readiness in implementing P5. However, funding and human resource readiness vary, which could impact the next stage.
Transaction	The implementation of the P5 program is going well, with high average scores across all schools. However, there is slight inconsistency in Assessment and Documentation, where some schools report lower scores than in other aspects. This could indicate a lack of monitoring or periodic evaluation in P5 implementation.
Outcomes	Looking at the alignment between inputs, processes, and results, the student performance indicator is relatively good but could be improved with better funding and monitoring & evaluation. There is a small gap between initial expectations and final achievements, especially in schools with partial achievement in resources.

Congruence shows that there is a fairly good consistency between planning, implementation, and outcomes. However, some schools still face challenges in assessment and documentation, which could reduce the long-term effectiveness of the P5 program.

Contingency (Dependency)

Contingency analyses how external and internal factors influence evaluation results, particularly in the context of adaptation to changing conditions.

Stage	Contingency Analysis
Antecedents	Factors such as management support and human resource readiness are the main determinants of successful P5 implementation. Schools with strong management support tend to have higher scores in Funding and Socialization.
Transaction	The implementation of the program depends on the quality of human resources and the effectiveness of the P5 module. Schools with high-performing human resources show better results in Module Implementation and Assessment. In contrast, schools with limited HR capabilities face challenges in documentation and monitoring.
Outcomes	The results of P5 (such as Student Performance) are heavily influenced by initial support in the Antecedents phase and the effectiveness of the Transaction phase. Schools with low funding and inadequate monitoring tend to have lower achievements in student performance and documentation.

Contingency reveals that program success highly depends on internal factors such as human resources and management support, as well as external factors like funding and periodic evaluations. Schools with stronger management structures tend to achieve better results than those with limited resources. This aligns with Contingency Theory, which argues that organizational effectiveness is determined by the fit between internal resources and external conditions (Donaldson, 2001). Similarly, Resource Dependence Theory highlights that the availability and management of critical resources—such as qualified human resources, funding, and stakeholder support—directly influence program success (Pfeffer & Salancik, 2003). In the context of education, Fullan (2007) stresses that sustainable change requires both strong leadership and continuous capacity building, meaning that schools with better management and systematic evaluation mechanisms are more likely to achieve successful outcomes in initiatives like P5

Conclusion

The research results indicate that the achievement of evaluation criteria for the P5 program with the theme of Local Wisdom has not yet fully met the targets set by the school. The conclusions based on each component are as follows:

On several aspects on Antecedent aspects of P5 implementation are strong, including the legal foundation, vision and mission alignment, funding management, structured P5 modules, and principal support. These factors contribute positively to the program's effectiveness. However, areas requiring improvement include program socialization at School A, assessment instruments at Schools A and B, coordinator and facilitator understanding, and supervisor and school committee support at School C.

On the transaction aspects, overall, School B demonstrated the strongest performance in P5 implementation, while Schools A and C faced challenges in various aspects. Key areas requiring improvement include student involvement, assessment practices, monitoring & evaluation, and documentation. To improve implementation, schools should increase student involvement in designing activities and assessments to enhance engagement. Additionally, assessment methods should be refined, ensuring clarity in rubrics, constructive feedback, and a balanced approach between formative and summative assessments. Monitoring and evaluation should be strengthened by focusing on program effectiveness rather than just administrative aspects. Finally, schools must enhance documentation quality by providing clear guidelines and structured portfolio maintenance.

On outcomes aspects, overall, Schools A and B demonstrated stronger performance in various aspects of the P5 outcome evaluation, while School C still requires improvements in understanding P5 values, fostering behavioral changes, refining learning assessments, and ensuring long-term impact.

Recommendation

To enhance P5 effectiveness, schools should improve socialization through discussions and facilitator training, refine modules for flexibility, and strengthen assessment instruments to better reflect student needs. Teacher competence must be supported with technical guidance and expert involvement, while financial transparency requires clearer reporting. Stronger management support is also essential, particularly from school committees and supervisors.

Assessment should emphasize comprehensive summative evaluation and constructive feedback, while facilitators encourage student creativity and participation. Finally, P5 values must be reinforced through daily school routines and expanded opportunities for students to practice positive behaviors in real social contexts, ensuring lasting character development.

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