



Program Evaluation of Pancasila Student Profile Strengthening Project Using the CSE-UCLA Model

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Abstract: The research aims to evaluate the program of the Pancasila student profile strengthening project in elementary schools in Semarang Regency, Indonesia. This research method used the CSE-UCLA evaluation model with a qualitative approach that included the aspects of program assessment, program planning, program implementation, program improvement, and program certification. The data sources came from the school principal/curriculum teachers, classroom teachers, students, and the parents of students at Pangudi Luhur Ambarawa Elementary School and Tlompakan 1 Tuntang Elementary School in Semarang Regency. Data collection was through interviews, document studies, and observations. The data analysis technique used qualitative descriptive methods. The research results showed that in the Assessment program, P5 was implemented in accordance with the vision, mission, and objectives. The theme and project options were chosen based on environmental issues and the needs of the students, and the project was also supported by the parents; Program planning, both schools had goals to be achieved in P5 so that the project ran with a clear direction and purpose; Program implementation, teachers have good strategies in carrying out P5 but improvements were needed in the socialization of the P5 program; Program improvement, there needs to be enhancements in the documentation of monitoring and supervision results; Certification program, the goals of the P5 program were achieved and all parties were satisfied with the existence of the P5 program, which had a positive impact on the students. The P5 program was running well, and all stakeholders were satisfied. However, there was a need for improvement in documentation and communication with students' parents. In addition, it is necessary to broaden project options, support teachers, and encourage them to prioritize character development over tangible results.

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Introduction

Education was considered the core foundation of shaping extraordinary human character. This belief encourages every individual to prepare for global challenges and also serves as a foundation for the world to declare that Indonesia will become a very strong country in all fields by 2045, or 100 years after its Independence Day (Rokhman et al., 2014). Education is not only related to the capacity to learn but also to the character formation of students (Juliani & Bastian, 2021). The purpose of education is also to help individuals survive in society, develop positive habits, and create competent citizens seeking livelihood (Birhan et al., 2021). In this era of technological advancement and globalization, the role of value and character education has become increasingly urgent to balance technological growth and human development (Widarini & Suterji, 2023). Education is seen as the most



ideal place to prepare the nation's changemakers who will bring prosperity to others. Nowadays, educational institutions are not only focused on the transfer of knowledge but also on shaping the attitudes, behaviors, character, and leadership of young people. Therefore, it is appropriate to describe some fundamental values and the uniqueness of Indonesia and to convey them to the entire younger generation through national character education (Rokhman et al., 2014). Through education, instilling good habits in students is one of the steps in personal development that contributes to the formation of a good society. Children grow and develop their character from what they see, what they hear, and what they do repeatedly. This cultivation must also serve a dual purpose, which is to shape learners who can understand themselves and their environment (Irawati et al., 2022). Every individual needs to have good character. A knowledgeable person whose character is not good, or even tends to be bad, is truly very sad. Character is the basic personal disposition of a human being that is shaped by various interactions with other people, living beings, and the surrounding environment. The character that is formed will shape the perspective, behavior, and way of thinking of that person.

Character education for young children in Indonesia faces significant challenges, particularly in integrating local wisdom values such as cooperation, simplicity, unity, and respect for the environment into character development (Sakti et al., 2024). The best character education begins when children are toddlers; the role model of parents is crucial in shaping a child's character. Children are imitators; they learn from what they see, hear, and do continuously. The foundation of character education is rooted in culture, habits, or customs (Indriani et al., 2023). If the character of the parents is good, then the child will follow. Optimistic parents influence the character development of teenagers. The maturation of adolescents is greatly influenced by the way parents educate them (Sugiarti et al., 2022). This is also true when children start school; school is their second home, and teachers are their second parents. A teacher with good character will also create students with good character. Character education aims to shape individuals with integrity, empathy, responsibility towards themselves and society, as well as a commitment to truth and justice (Sakti et al., 2024). Character education emphasizes virtues, a sense of national identity, honesty, integrity, and cooperation, while building strong morals and ethics, developing social and professional skills, avoiding negative behaviors, and aiming to foster critical thinking and improve the quality of social relationships (Purna et al., 2023; N. S. E. Putri et al., 2023). Character education is not only organized and the responsibility of schools or parents only, but it is a project and responsibility of all parties. When parents value better education and have higher educational expectations for their children, their children will be more motivated to learn. Parental involvement in their child's education will motivate them and can directly help the child achieve better grades if the parents have knowledge about the learning topics and effective learning methods (Barsegyan & Maas, 2024).

Character education is a long-term program, as a character is not formed in a day. The formation of personality begins in childhood and continues throughout life. Forming character is crucial because it is connected to psychosocial development, which will serve as a solid foundation for their personality (Sugiarti et al., 2022). Building character must be an ongoing process and further developed to produce the desired current generation, which is the profile of Pancasila students.

The Pancasila student profile is a figure of a student who is expected to demonstrate the capabilities and character of an Indonesian person that reflects the noble values of Pancasila in their daily life, namely being faithful, devoted to God Almighty, and having



noble morals, embracing global diversity, cooperating, being independent, thinking critically, and being creative (Aditomo et al., 2022). The six key dimensions in the Pancasila student profile serve as a concept that can be maximally applied through students' confident responses regarding their abilities, as well as their actions and choices in learning styles to manage their capabilities to achieve educational goals based on the values of Pancasila (Nisah et al., 2022). The Pancasila student profile not only focuses on cognitive skills but also on attitudes and behaviors that align with their identity as Indonesian and global citizens (Fitriya & Latif, 2022). It is important for the Indonesian nation, especially the younger generation, to understand Pancasila as the foundation of their worldview. However, the current methods of learning Pancasila are too theoretical and less engaging for the youth. Therefore, creating games that are popular among teenagers today can be used to understand the values of Pancasila (Andrew et al., 2019). This goal is realized through the Merdeka Curriculum with the project to strengthen the Pancasila student profile. (P5). The success of the Merdeka Curriculum comes from good management. The management of the Merdeka Curriculum includes activities such as planning, organizing, implementing, and evaluating activities to be completed by others, utilizing existing resources through others to achieve predetermined goals (Napitupulu et al., 2023). Through the Pancasila Student Profile Strengthening Project (P5), students are encouraged to learn how to find solutions to various problems they encounter while observing their surroundings. The Pancasila Student Profile Strengthening Project provides students with the opportunity to learn in informal and relaxed situations, with a flexible learning structure, interactive learning activities, and direct involvement with their environment (Mery et al., 2022).

Because SD Pangudi Luhur Ambarawa and SDN Tlompakan 1 Tuntang have been implementing the Pancasila Student Profile project for a year and have produced outcomes, but have never conducted a specific evaluation of the Pancasila Student Profile strengthening project by any party, the researcher is interested in conducting an evaluation study on the effectiveness of the Pancasila Student Profile strengthening project for students at the private elementary school Pangudi Luhur Ambarawa and the public elementary school Tlompakan 1 Tuntang. The evaluation research based on the CSE-UCLA model will assess components such as program assessment, program planning, program implementation, program improvement, and program certification. This research aims to describe the evaluation of the program assessment, evaluation of the program planning, evaluation of the program implementation, evaluation of the program improvement, and evaluation of the program certification for the strengthening project of the Pancasila student profile in public and private elementary schools. The results of this evaluation research are expected to help schools better understand the shortcomings identified in the Pancasila student profile strengthening project that has been carried out and to improve them for future programs. In previous research, several activities were identified as necessary to enhance teachers' competencies for the implementation of the P5 project, namely understanding, designing, documenting, reporting, evaluating, and following up on the project (Chamisijatin et al., 2023). In this research, several activities were not carried out optimally, so improvements are necessary.

Research Method

This research method was an evaluation study with a qualitative approach. Evaluation research is the process of determining how well the planning can be implemented and to what extent the program's objectives are achieved (Sugiyono, 2020; Satyawati et al., 2022). The subjects of the research were teachers and students, with a research sample consisting of 4



students from grades 1-2, 2 teachers from grades 1-2, 1 principal, and 4 parents of the students. The research location was conducted at one of the Pangudi Luhur Ambarawa private elementary schools and the Tlompakan 1 Tuntang public elementary school in Semarang Regency, Indonesia.

The data collection techniques used interviews, document studies, and observations. The research used the CSE-UCLA evaluation model, which consists of five evaluation stages: 1) Evaluation of the assessment program with indicators evaluated being the vision, mission, program objectives, human resource needs, and the presence or absence of support from the student's parents; 2) Evaluation of the program planning with indicators evaluated being the objectives of P5, the planning of the P5 program, and the readiness and capability of the educators; 3) Evaluation of the program implementation with indicators evaluated being the process of implementing the P5 program, the socialization of the P5 program, and the socialization of facilities/infrastructure and educational budget for P5; 4) Evaluation of the program improvement with indicators evaluated being monitoring and supervision; 5) Evaluation of the certification program with indicators evaluated being the achievement of program objectives, satisfaction of students and their parents, and the impact of the P5 program on students.

The data validation technique was both source triangulation and technique triangulation. The data analysis technique used qualitative descriptive data analysis which includes data reduction, data presentation, and data conclusions (Miles & Huberman, 2014) in Sirajuddin Saleh (2017). From the conclusion of the data, information was obtained that describes the condition of the evaluated P5 program, and based on this information, it is used to provide recommendations to the education unit as input for the improvement of the P5 program in the future.

Results and Discussion

The evaluation criteria of the P5 program can be said to be successful if the following points are met, namely if: System Assessment, the school has a vision, mission, and goals of the P5 program, there are has human resource needs, and has support from parents of students; Program Planning, the school has goals to be achieved for the Pancasila learner profile when determining the theme and type of project, has a clear P5 program planning flow, and teachers have the readiness and ability to educate; Program Implementation, teachers have a strategy to create a project atmosphere that is fun, comfortable and makes learners understand and understand the P5 project, schools socialize the P5 program to parents of students or school committees, and schools socialize infrastructure and education budgets for P5; Program Improvement, there is special monitoring and supervision of the P5 program either by the principal and or school supervisor; Program Certification, program objectives are achieved from each project that has been implemented, students and parents of students are satisfied with the P5 program, and P5 has a positive impact on the character development of students. The evaluation results of the Pancasila Student Profile Strengthening Project Program (P5) using the CSE-UCLA model, based on the stages of program evaluation are described as follows:

Table 1. Research Findings

		SD Pangudi Luhur Ambarawa	SDN Tlompakan 1 Tuntang
System Assessment	Vision, mission and goals	The vision, mission, and goals of the school's P5	The vision, mission, and goals of the school's P5



		SD Pangudi Luhur Ambarawa	SDN Tlompakan 1 Tuntang
		program align with the government.	program align with the government.
		Some parents are aware of the vision, mission, and goals of the P5 program, but some are not.	Parents are less aware of the vision, mission and goals of the P5 program, but still fully support all programs that the school makes.
	Human resource needs and learner parent support	The P5 project was chosen based on the needs and issues present in the surrounding environment, and the project received support from the parents of the students.	The P5 project was chosen based on the needs and issues present in the surrounding environment, and the projects have support from parents.
Planning Program	The purpose of the P5 program.	The goal of P5 aligns with the government's aspiration to shape the Pancasila student profile.	The goal of P5 aligns with the government's aspiration to shape the Pancasila student profile.
	Planning for the P5 Program	The planning of the P5 program was structured in accordance with the guidelines for developing the Pancasila Student Profile project from the Ministry of Education, Culture, Research, and Technology.	P5 program planning adapts KOSP Merdeka Curriculum.
		The planning flow of the P5 program is in accordance with the Profile project development guidelines, except that there is no reporting or program documentation stage.	The planning flow of the P5 program is also in accordance with the profile project development guidelines, but there is no reporting or documentation stage of the program.
	The readiness and capability of educators.	Teachers have the readiness and ability to educate	Teachers have the readiness and ability to educate
Implementati on Program	P5 program implementation process	The implementation has been ongoing for 1 year for all classes and the P5 projects are interesting.	The implementation has been ongoing for a year and the P5 project is interesting, but only grades 1, 2, 4, and 5, while grades 3 and 6 are still using the 2013 curriculum.
	Socialization of P5 program, facilities/infrastructure and P5 budget	The socialization of the P5 program is carried out every new academic year through committee meetings and parent meetings.	P5 program, sarpras program/P5 budget is not socialized to parents.



		SD Pangudi Luhur Ambarawa	SDN Tlompakan 1 Tuntang
Improvement Program	Monitoring and supervision	The principal conducts monitoring and supervision, but it is not documented.	The principal is new and has not conducted monitoring and supervision. The previous principal conducted monitoring and supervision, but it was not documented.
Certification Program	Achievement of program objectives	The goal of each project is achieved	The profile project objectives of each theme were achieved.
	The satisfaction of the students and parents	All parties are satisfied with the P5 program	All parties are satisfied with the P5 program
	Impacts	P5 has a positive impact on students	P5 has a positive impact on students

Discussions

The evaluation of the program assessment, with the indicators studied, namely the vision, mission, and goals of the school, HR needs, and support from parents of students, found that both Pangudi Luhur Ambarawa Private Elementary School and Tlompakan 1 Tuntang public elementary school have the same vision, mission and goals and are in line with the government's ideals for the Pancasila student profile, namely realizing students with Pancasila achievements and character. The success of education depends on two important things, namely insight and technical competence (hard skills) and character skills (soft skills) (Susilawati et al., 2021). Facing changes in modern times today, Human Resources are required to be more capable, and more able to adapt to advances in information technology and automation and the demands of a new environment, so soft skills are increasingly needed in the current era of the industrial revolution 4.0 (Irawan et al., 2023). The ability to adapt to the new environment is a must to easily enter and secure in the flow and waves of technological progress. For indicators of human resource needs, the determination of themes and types of projects implemented takes into account the problems in the surrounding environment and the needs of students. This is in accordance with the dimensions, elements, and sub-elements of the Pancasila learner profile in Merdeka Curriculum No. 009/H/KR/2022.

The ability of schools and students/parents of students is also a consideration in determining the type of project implemented, this is in accordance with the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia concerning curriculum in early childhood, primary education and secondary education No. 12 of 2024 chapter 2 article 16 paragraph 6 which reads “projects to strengthen the profile of Pancasila students are carried out by taking into account the availability of education unit resources and students”. Although not all parents know what P5 is, they still support all school programs including the implementation of the profile project. Children's character education is considered a very important aspect of comprehensive character education that occurs in the relationship between parents and children. Character education can strengthen the relationship between parents and children and have an important impact on children's character development (Mei-Ju et al., 2014).



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Evaluation of program implementation, with indicators studied, namely the process of implementing the P5 program, socialization of the P5 program, socialization of the P5 program facilities/infrastructure, and budget. Implementation at Pangudi Luhur Ambarawa Private Elementary School has been running for 1 year for all classes from grades 1 - 6; at Tlompakan 1 Tuntang public elementary school has been running for 1 year (while only grades 1, 2, 4, and 5) while for grades 3 and 6 are still using the 2013 curriculum. The socialization of the P5 program at Pangudi Luhur Ambarawa Private Primary School is done every school year, through committee meetings, and parent meetings; whereas at Tlompakan 1 Tuntang public primary school the P5 program is not socialized to parents (parents looked confused when interviewed, and did not know what P5 was). Project activities from both schools have been carried out well and interestingly, as evidenced by the comments of the parents of students and the observations of researchers when the project was underway the children were very enthusiastic and happy to follow the project that was carried out, and made an impression on the students as evidenced when they returned home, the children enthusiastically told their parents about the P5 activities they had participated in and were very eager to re-practice at home. P5 is a school co-curricular activity that is based on a project (Maula & Rifqi, 2023). The advantages of project-based learning are increasing students' learning motivation, improving problem-solving skills, increasing activeness, improving collaborative climate, improving communication skills, improving resource



management skills, providing learning experience and practice in organizing projects, providing complex learning experiences and designed to adapt the real world, involving students to learn to retrieve information and demonstrate the knowledge they have, then applied in the real world, and making the learning atmosphere fun (Hadian et al., 2022). Schools that provide character development education and enhance academic learning become a valuable source of knowledge and experience for learners (Prasetyowati et al., 2024). In addition, the readiness and ability of teachers to teach and bring a pleasant learning atmosphere are also very necessary, learning strategies that can attract the attention of students are 1) By implementing differentiated learning, the teacher must be able to creatively design learning, can be by providing ice-breaking when children look bored, 2) with social and emotional learning strategies, implementing five points, namely self-recognition, social awareness, self-management, relationship skills, responsible decision making, 3) another important and main strategy for teachers is to be a role model (Kurniawaty et al., 2022). Teachers are powerful examples in influencing students' character, and students like the visual things they see. Character education in schools depends on the extent to which teachers can be role models for their students (Sutisna D. et al., 2019). For the socialization of the P5 program, facilities/infrastructure, and funding for the implementation of the P5 program at Pangudi Luhur Ambarawa Private Elementary School, all are socialized to the committee and parents through committee meetings and parent meetings at the beginning of the new school year. Socialization is carried out from the committee to educators because educators will be the implementers, socialization is carried out to students because they are the ones who receive the program, and socialization to the community. After all, students are humans who will live in the community later, so the program that runs is also supported by the community (Sofiah, 2023). In Tlompakan 1 Tuntang public elementary school, the P5 program is not socialized to the parents of students, everything just goes on, like ordinary learning, carried out every Wednesday with the provision of P5 Project theory and Saturday is used for the implementation of the P5 project.

Evaluation of program improvement, with the indicators studied was monitoring and supervision of the P5 program. The principal at Pangudi Luhur Ambarawa Private Primary School conducted monitoring and supervision but it was not documented; the principal at Tlompakan 1 Tuntang public primary school was new, and he said he only entered in the second semester of the beginning of the 2023/2024 school year, so he had not conducted monitoring and supervision. The old principal did monitoring and supervision but it was not documented. The principal is a supervisor, supervising the work done by teachers. Being a supervisor must be manifested in the ability to compile, and implement educational supervision programs, and utilize the results (Yusali et al., 2023). The need for documentation is so that the course of the program has a trail of information that can be used as evidence or info to any party in need and also guides those who need it to be used as a consideration in determining future decisions. According to the Ministry of Education and Culture of the Republic of Indonesia, documentation/journals can record the learning process of the profile project sustainably, encourage educators to reflect critically, teachers can evaluate and understand things that need to be improved and developed to achieve optimal goals for future projects (Aditomo et al., 2022). Monitoring and supervision are needed as guidance to encourage the achievement of the objectives of efficient education, especially in this case to achieve the objectives of the Pancasila student profile strengthening project. Monitoring and supervision carried out by the principal help teachers analyze in more depth the program that is being or has been running, provide input, and jointly find solutions to



problems or difficulties that arise during the program. Besides that, it can also determine the level of achievement of the program plan set with the results obtained. This is important for future program improvement and enhancement. Character education is not a project in a short time but requires a long process and time, carried out continuously or sustainably to shape the character of students who reflect the profile of Pancasila students. For this reason, character education requires good management so that it can last indefinitely. Good education management pays attention to planning, organizing, implementing, and supervising character education (Masitoh et al., 2024).

Evaluation of program certification, with indicators studied, namely the achievement of program objectives, the satisfaction of students and parents of students with the P5 program, impact. The objectives of each project theme carried out from both schools were achieved, namely increasing academic and non-academic knowledge, especially in the skills and character of students. Co-curricular activities carried out in the form of projects to strengthen the Pancasila learner profile can improve concept understanding and academic achievement (Damayanti & Al Ghozali, 2023). P5 has a positive impact on learners. All parties (teachers, students, and parents of students) are satisfied with the P5 program. This is evidenced by the observations of researchers during the observation of activities in the classroom, that children are really able to work together with their friends or work together, care about their friends, children are independent in working on projects, are responsible for their tasks until completion and also children are seen working while maintaining the cleanliness of their workplace. The P5 activities/projects carried out have never been done before, this is a new experience for students, besides that, the character of children gradually develops from the habituation of projects carried out, such as more enthusiasm and enthusiasm for learning, being able to cooperate with friends, help each other, be patient, independent, creative, able to express opinions, able to solve problems, be responsible, and protect the surrounding environment. All these characteristics contribute to shaping learners' attitudes that are useful in determining the reactions to what they face and what they seek in life. Character education affects learners' social attitudes, namely honesty, cooperation, courage, caring for others, responsibility, tolerance, cooperation, courtesy, discipline, and self-confidence (Khatimah et al., 2022). The project program to strengthen the profile of Pancasila students in both schools is quite successful, both students and parents of students are satisfied with the P5 program, students learn many things and get used to being sensitive to the surrounding environment, students feel happy to participate in the P5 project that is carried out because it is interesting and has never been done before so that it becomes a new experience for children, students are happy and enthusiastic because every activity/project carried out by the teacher provides rewards/prizes and the work of students is displayed in the classroom or display place that can be seen by many people. Giving rewards/prizes/displaying student work is a form of appreciation and appreciation given by teachers to their students. Appreciation is a positive award and a form of support that someone gives to something to encourage and spur enthusiasm and foster children's character in a positive direction (A. H. Putri & Amaliyah, 2022).

Parents of learners were also satisfied because their children get new learning experiences, children are more enthusiastic about learning, and because the projects held are interesting, this makes children enthusiastic about practicing them at home (such as planting vegetable plants, making cakes, making bags from recycled waste, making eco print batik by utilizing materials from nature or surrounding plants, dyeing batik, and making accessories from beads). Parents of learners are also satisfied with the teacher's competence in providing



learning and examples. Teachers play an important role in achieving the profile project, teachers who can provide good examples from students with good character as well (Sutisna D. et al., 2019). From the results of research on the impact that can be seen directly during and after the profile project, namely, students are more enthusiastic about learning, able to manage themselves and the environment, more creative, have increased tolerance for others, care for others and the environment, more independent, patient, able to work together and willing to work together, and more responsible. Character education does not necessarily appear and is embedded in each child, character occurs from habituation that is carried out continuously without breaking, so this character education must always exist, be implemented, and be developed by educational institutions. The role and support of parents of students in providing good examples to children is also very necessary. Parents as the first party in contact with children are also the main key to achieving the success of positive character formation of students (A. H. Putri & Amaliyah, 2022). Parents who have a positive character will give birth to children with positive character as well. Cooperation, support, and the role of all parties are needed to achieve the goal of realizing the profile of Pancasila students.

Conclusion

The conclusions obtained from the results of this study are: (1) Program assessment: Both schools have started something good by having a vision, mission, and goals to form students with character and have implemented the P5 program to make the younger generation sensitive to environmental issues, love, and continue to preserve culture. (2) Program planning: the planning of the P5 program in both schools has its methods and policies according to the needs and capabilities of the education unit. The project also runs with clear direction and objectives. (3) Program implementation: Teachers in both schools have strategies to create a project atmosphere that is fun, and comfortable, and makes learners understand and grasp the P5 project. Schools also need to make improvements in the socialization of the P5 program because the understanding of the P5 program must also go to the parents of learners so that they take responsibility, support, and take their role in the character development of learners. (4) Improvement program: both schools still need improvement in the provision of documentation of results, so that the track record of information can be used for future program improvement and development, as well as monitoring the extent of the achievement and suitability of the program from the beginning of the plan to the results obtained. (5) Certification program: learners were happy with the P5 program, parents were satisfied with the program, and the objectives of each project theme were achieved.

Recommendation

In general, the P5 program in both schools is categorized as successful with improvements, so the researcher recommends the following for both schools: 1) Every activity program conducted by the school needs to be documented. The importance of documenting program activities is so that the program journey has a trail of information that can be used as evidence or information to any party in need and also guide the school and any party in need to be used as a consideration in determining decisions for program improvement or development in the future; 2) Monitoring and supervision of school principals also need to be documented in writing about the results; 3) The socialization of the P5 program is carried out to the parents of students as well, this is necessary so that the parents of students take responsibility,



support, and take their role in the character development of students, because the character education of students is the responsibility of all parties so that schools need to make improvements in the socialization of the P5 program; 4) The project program to strengthen the profile of Pancasila students is very good, so it is hoped that schools will further develop the variety of projects carried out according to the predetermined theme. For principals to motivate teachers to always be creative and innovate in the P5 program and emphasize teachers to always be guided by the rules of Project Based Learning with a deep focus on the character building of students and not just “doing projects and getting the physical results of the project” only; 5) and for the education office or policy makers are expected to conduct special monitoring and supervision for the project program to strengthen the profile of Pancasila students.

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