



Students' Perspectives on the Implementation of the Pancasila Student Profile Strengthening Project in Elementary Schools: A Kirkpatrick Model Evaluation Study

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ABSTRAK

Proyek Penguatan Profil Pelajar Pancasila (P5) di Sekolah Dasar sudah diterapkan sejak tahun 2022, namun pelaksanaannya belum pernah dievaluasi. Penelitian ini bertujuan untuk mengevaluasi penerapan P5 dengan model evaluasi Kirkpatrick. Penelitian ini merupakan jenis penelitian evaluatif dengan pendekatan deskriptif kuantitatif. Sampel yang terlibat pada penelitian ini adalah 36 peserta didik Sekolah Dasar. Pemilihan sampel dilakukan dengan teknik sampling multi stage sampling. Sementara itu, teknik pengumpulan data dilakukan dengan kuesioner dan teknik analisis data yang digunakan adalah statistik deskriptif. Hasil penelitian menunjukkan Penerapan Proyek Penguatan Profil Pelajar Pancasila (P5) level reaksi dan level belajar kategori cukup baik, level perilaku dan level hasil kategori baik. Reaksi peserta terhadap P5 menyenangkan, pengetahuan, sikap dan keterampilan peserta didik juga berkembang. Peserta didik tertantang mengeksplorasi pengetahuannya, bersikap kreatif, mandiri dan bertanggung jawab, dan selalu mencoba untuk membuat inovasi. Pengetahuan peserta didik meningkat, peserta didik menjadi lebih kreatif, mandiri, bertanggung jawab serta mampu menciptakan produk baru. Dapat disimpulkan bahwa, evaluasi penerapan P5 dengan model evaluasi Kirkpatrick terlaksana dengan baik. Informasi terbaru pada penelitian ini dapat berimplikasi pada perbaikan dan peningkatan implementasi P5 di masa mendatang, sehingga dapat menciptakan peserta didik yang lebih unggul.

ABSTRACT

The Pancasila Student Profile Strengthening Project (P5) in Elementary Schools has been implemented since 2022, but its implementation has never been evaluated. This study aims to evaluate the implementation of P5 with the Kirkpatrick evaluation model. This study is a type of evaluative research with a quantitative descriptive approach. The sample involved in this study was 36 elementary school students. Sample selection was carried out using the multi-stage sampling technique. Meanwhile, the data collection technique was carried out using a questionnaire and the data analysis technique used was descriptive statistics. The results of the study showed that the Implementation of the Pancasila Student Profile Strengthening Project (P5) reaction level and learning level were in the fairly good category, the behavior level and outcome level were in the good category. Participants' reactions to P5 were pleasant, students' knowledge, attitudes and skills also developed. Students were challenged to explore their knowledge, be creative, independent and responsible, and always try to innovate. Students' knowledge increased, students became more creative, independent, responsible and able to create new products. It can be concluded that the evaluation of the implementation of P5 with the Kirkpatrick evaluation model was carried out well. The latest information in this study can have implications for improving and enhancing the implementation of P5 in the future, so that it can create superior students.

1. INTRODUCTION

The Pancasila Student Profile Strengthening Project (P5) as a form of developing students' soft skills and character is a co-curricular activity. The implementation of P5 is carried out flexibly, both the content and the implementation time according to the previously determined P5 theme (Budiono, 2023; Hamzah et al., 2022). In terms of time management, the implementation of P5 can be implemented by

adding up the allocation of P5 lesson hours from all subjects and the total amount of implementation time for each project does not have to be the same. The P5 allocated is around 20% (twenty percent) of the study load per year. The implementation of P5 is based on the needs and issues involving the environment around the students (Palayukan et al., 2024; Rendrapuri & Salsabilla, 2023). In the context of implementing P5, students have the opportunity to investigate significant themes or issues in their surrounding environment.

Strengthening the profile of Pancasila students is part of the government's efforts to shape Indonesian students to have basic competencies and behaviors that are in line with Pancasila values. Strengthening the profile of Pancasila students is expected to be an optimal means of encouraging students to become lifelong learners who are competent, have character, and behave in accordance with Pancasila values. Indonesian students are expected to become democratic citizens and capable of being superior productive human beings in the 21st century. In addition, Indonesian students are expected to participate in sustainable global development and be resilient to various challenges (Maruti et al., 2023; Sari et al., 2023). The implementation of P5 in elementary schools has several stages, starting from the design stage of time allocation and dimensions in the Pancasila student profile, forming a facilitator team, identifying school readiness, determining the general theme of P5, determining topics, and designing P5 project modules (Astuti et al., 2023; Nabila et al., 2023). The activities carried out in P5 in Elementary Schools are very diverse and are adjusted to the chosen theme and adjusted to learning. Implementation of P5 requires commitment, cooperation, and sincerity from all parties involved. The creative dimension in the implementation of P5 is able to form creative characters in accordance with the dimensions of the Pancasila student profile (Mavela & Satria, 2023; Mufti & Purnamasari, 2023). The implementation of the Pancasila Student Profile Strengthening Project (P5) has fulfilled the principles of implementing P5, namely holistic, contextual, student-oriented, exploratory, togetherness, diversity, independence, usefulness and religious (Ibad & Oktori, 2023; Idayanti, 2023).

The 2023/2024 Academic Year is the 2nd year of the implementation of the Independent Curriculum (IKM) in Denpasar City. In the Elementary School education unit in the first year of the 2022/2023 Academic Year, it was only applied to phase A students in grade 1, and phase B students in grade 4. The second year in the 2023/2024 Academic Year, phase A is fully IKM, namely grades 1 and 2, phase B is only grade 4, and phase C is only grade 5. With IKM, the Pancasila Student Profile Strengthening Project (P5) activities are automatically carried out in each of these phases. P5 is a new policy, so it seems that some schools are still not ready to implement it, but because this is a government policy, schools must still carry out P5 activities even though they are not optimal. In this transitional condition, of course, all schools must adapt to the new policy so that in order to achieve maximum results from P5, it takes time to adjust. The implementation of P5 in schools cannot be separated from the supporting and inhibiting factors. The supporting factors are; student activeness, support from schools and educators, student skills, and increasing environmental awareness. Meanwhile, the inhibiting factors are; insufficient funding, inadequate infrastructure, and lack of appreciation of the importance of Pancasila (Pramesti et al., 2024; Christiananda et al., 2023).

Previous research also revealed that, minimal understanding of the project, minimal teacher readiness or understanding, and limited space and time also inhibited the implementation of P5 (Maharani et al., 2023; Asiati & Hasanah, 2022). Teachers must understand and develop the P5 dimensions, because these dimensions are the targets for character formation of students so that they can practice the values of Pancasila in their lives (Palayukan et al., 2023; Raihan & Wirdati, 2023). Based on the above conditions, it is important for researchers to evaluate the implementation of the Pancasila Student Profile Strengthening Project (P5) in Elementary Schools in Denpasar City, Bali in order to obtain information regarding the implementation of P5 which has been running for 2 years. The P5 Implementation Evaluation was carried out in Elementary Schools (SD) in Denpasar City because in the last 2 years, precisely starting from the 2022/2023 Academic Year, the Merdeka Curriculum has been implemented simultaneously so that it automatically also implements P5.

2. METHOD

This type of research is evaluative research with a quantitative descriptive approach. The evaluation model used to evaluate the implementation of P5 is the Kirkpatrick Evaluation model because this model has the advantage of being simple and comprehensive, and can be applied to various learning process situations. Comprehensive means that this evaluation model is able to cover all aspects of the program being run. There are four levels that are evaluated in the Kirkpatrick evaluation model, namely 1) evaluation of reactions, 2) evaluation of learning, 3) evaluation of behavior, and 4) evaluation of results. This study aims to evaluate the implementation of P5 with the Kirkpatrick evaluation model. The latest information in this study is expected to be used as a reference or guideline and recommendations as a form

of follow-up for the improvement and implementation of better P5 and the government can determine policies for the implementation of P5 in the future. P5 follow-up focuses on strengthening character, one form of follow-up that can be done through the "Let's Act" program.

The population involved in this study were all elementary school students in Denpasar City. The research sample was elementary school students in grades 1, 2, 4, and 5 in Denpasar City who received the Pancasila Student Profile Strengthening Project (P5). The sampling technique used was multi-stage sampling, namely schools in Denpasar City were classified based on sub-districts, namely East Denpasar District, West Denpasar District, North Denpasar District, and South Denpasar District. In each sub-district, 3 schools were determined as research samples. The final results showed that the number of student samples in all sub-districts was 36 students. Data collection was carried out using a questionnaire with an instrument grid for measurement indicators that can be presented in [Table 1](#).

Table 1. The Instrument Grid

Level	Indicator
Reaction	<ol style="list-style-type: none"> 1. Policy 2. Objective 3. P5 Dimension 4. Facilitator 5. Theme 6. Time 7. Learning Atmosphere 8. Facilities and infrastructure
Study	<ol style="list-style-type: none"> 1. Cognitive 2. Affective 3. Psychomotor
Behavior	<ol style="list-style-type: none"> 1. Cognitive 2. Affective 3. Psychomotor
Results	<ol style="list-style-type: none"> 1. Cognitive 2. Affective 3. Psychomotor

The data that has been collected is then analyzed using descriptive statistical data analysis techniques, namely calculating the standard deviation, ideal mean, and ideal standard deviation and average (mean). The average value obtained is converted using the Criterion Ideal Theoretical Reference which can be presented in [Table 2](#).

Table 2. The Ideal Theoretical Reference Criterium

Score Categorization	Information
$\bar{X} (Mi+1.5SDi)$	Very good
$(Mi+0.5SDi) < \bar{X} \leq (Mi+1.5SDi)$	Good
$(Mi-0.5SDi) < \bar{X} \leq (Mi+1.5SDi)$	Enough
$(Mi-1.5SDi) < \bar{X} \leq (Mi-0.5SDi)$	Not enough
$\bar{X} (Mi-1.5SDi)$	Very less

3. RESULT AND DISCUSSION

Result

The results of the study showed that the evaluation conducted on 36 students was related to four levels in the Kirkpatrick Evaluation Model. The first level is reaction. Students' reactions to the implementation of the Pancasila Student Profile Strengthening Project (P5) were measured based on indicators of policy, objectives, P5 dimensions, facilitators, themes, time, learning atmosphere and facilities and infrastructure. The second level is the learning process. The learning process experienced by students during the implementation of the Pancasila Student Profile Strengthening Project (P5) was measured based on indicators of knowledge, attitudes and skills.

The third level is behavior. The behavior shown by students after the implementation of the Pancasila Student Profile Strengthening Project (P5) is measured based on indicators of knowledge, attitude

and skills. The fourth level is results. The results of the implementation of the Pancasila Student Profile Strengthening Project (P5) are measured based on indicators of knowledge, attitude and skills. Based on the four levels and evaluation indicators, the results of descriptive statistical calculations are obtained which can be presented in [Table 3](#).

Table 3. The Descriptive Statistics Calculation Results

Level	ΣX	N	Max	Min	SD	Mi	Sdi
Reaction	1840	36	60	40	4,634	50	3.33
Study	927	36	30	20	2,822	25	1.66
Behavior	911	36	30	15	3,520	22.5	2.5
Results	988	36	30	22	2,261	26	1,333

Based on the data description in Table 3, the average value and categories at each level are obtained which can be presented in [Table 4](#).

Table 4. The Average Value of Each Level

Level	Mean	Category
Reaction	51.11	Enough
Study	25.75	Enough
Behavior	25.31	Good
Results	27.44	Good

Evaluation of the reaction level obtained an average value of 51.11 with a fairly good category. This shows that the reaction of students to the Implementation of the Pancasila Student Profile Strengthening Project (P5) from the perspective of policy, objectives, P5 dimensions, facilitators, themes, time, learning atmosphere and facilities and infrastructure that have been running quite well. With these fairly good results, students feel quite satisfied with the P5 activities that have been running so far.

Discussion

Some students stated that they felt that the P5 activity was exciting and fun because students could have fun in the P5 activity that was carried out. However, there were some students who felt that the project activity was considered difficult because it was difficult to find the tools and materials to be projected, because the tools and materials to be used were sought outside the home and school environment and the time was quite short to work on the project so that they could not finish on time at school and continue the project at home. Some students were busy with themselves and did not want to work together on the project with friends in their group. This is in line with previous research which stated that many students verbally bullied each other, considered that P5 was not in accordance with the surrounding issues, and did not provide opportunities for students to apply their knowledge to the project ([Ekawati, 2024](#); [Pramustika et al., 2024](#)). There needs to be an effort to improve the quality of PG implementation in the future so that students feel the benefits of P5 activities.

Evaluation of the learning process showed an average value of 25.75 with a fairly good category. This means that students feel quite satisfied with the implementation of the P5 activities that have been running. Student satisfaction in terms of knowledge, attitude and skills. The P5 activities that have been implemented have made students more aware of many things that they did not know before. For example, on the theme of the Bhineka Tunggal Ika project related to traditional dances, traditional foods and traditional clothing. Previously, students were less familiar with and did not know about Nusantara dances, food and clothing, but after being given P5 they became more familiar with Nusantara dances, food and traditional clothing.

Students are very enthusiastic about implementing P5, even though P5 is relatively new, it can be a new value for students so that it does not hinder the learning process ([Yuliastuti et al., 2022](#)). The character values according to the Pancasila student profile also increased. This is also in accordance with the results of previous research which stated that the implementation of P5 is able to shape the character of students according to the expected competency standards ([Lestari et al., 2023](#); [Muktamar et al., 2024](#)). On the other hand, the learning process for P5 activities needs to be improved so that P5 learning can be even better and P5 activities become meaningful. The inhibiting factors for P5 are the new curriculum, and differences in student characteristics, while the impact of P5 is strengthening Pancasila values and increasing student awareness ([Aprila et al., 2024](#); [Fahrudin & Patmisari, 2023](#)).

Evaluation of the behavioral level shows that the average value is 25.31 with a good category. This means that there is a positive change in behavior after the implementation of P5. Behavioral changes occur for aspects of knowledge, attitude, and skills. In the knowledge aspect, the visible changes are that students are motivated to know more about something that is being projected, for example, finding out from various sources such as the internet and YouTube. Behavioral changes in the attitude aspect are that students become more independent, more responsible, creative and more able to work together. This can be seen from their cooperation in working on projects, independence and responsibility in completing the tasks that are being projected.

Skills aspect, students after working on a project at school, they try to repeat the project at home that they have previously worked on at school. Students are able to change and modify a particular work so that they can produce new work (Mavela & Satria, 2023; Mufti & Purnamasari, 2023). The positive impact of the P5 project activities on the theme of entrepreneurship on students' learning independence is the development of independent skills (Fatah & Zumrotun, 2023; Rendrapuri & Salsabilla, 2023). Through entrepreneurship projects, students are encouraged to take initiative, manage their own time, and take responsibility for the projects they work on. This can help develop independent skills, such as planning, organization, and time management. Students learn to work independently and overcome challenges that arise in the process so that it also has an impact on the process of student learning independence, namely being responsible, progressive, persistent, creative, confident and self-control (Fatah & Zumrotun, 2023; Iyan et al., 2023).

Evaluation of the level of results shows that the average value is 27.44 with a good category. This means that students are satisfied with the results obtained from P5 activities, both in terms of knowledge, attitudes, and skills. Students increase their knowledge and insight from P5 activities, develop an independent, cooperative, creative and skilled attitude in creating something useful such as pencil cases, trash cans, and other handicrafts. With the freedom to explore the environment, students are able to create works of art. Project-based learning can develop students' potential both in terms of problem-solving competence, training their skills and creativity, and building character based on Pancasila values. Another impact of the P5 Program as an implementation of the Independent Curriculum is that students have the opportunity to explore and realize their learning interests.

The entrepreneurial spirit in students is formed through the instillation of the Pancasila student profile, the attitude of faith and devotion to God Almighty and noble character has been implemented through activities in the form of praying before carrying out project activities, independence has been implemented through activities in the form of students being able to do assignments given by teachers. Thus, the higher the score of the Pancasila Student Profile Strengthening Project (P5) indicates the higher the quality of character in students (Akhyar et al., 2024; Tarisa et al., 2024). The success of implementing P5 depends on several aspects of readiness, namely school readiness including facilities and infrastructure, teacher/facilitator training/supervision, evaluation and follow-up from school management; educator readiness, including contextual, holistic, exploratory principles, focused on students; student readiness, as learning subjects who must be active in the entire series of activities; and supervision, including external supervision carried out by school supervisors and internal supervision carried out by teachers and principals (Yuntawati & Suastra, 2023).

Through the implementation of P5, it is hoped that a young generation will be created who are aware of the importance of Pancasila values in social, national and state life, so that they are able to become agents of change who have integrity and a Pancasila personality in building a better Indonesia (Hidayati et al., 2024; Hijran & Fauzi, 2023). The implementation of P5 by integrating cultural content such as the integration of diversity and the richness of the nation's culture not only provides knowledge, but also fosters tolerance, mutual respect, and mutual appreciation (Rahmanda et al., 2024; Raihan, Maksum, & Marini, 2023). The principal plays an important role in implementing the P5 program (Maula & Rifqi, 2023; Suhermah & Yunitasar, 2023). Good cooperation between schools, families and communities is also a dominant factor in supporting P5 activities (Akhyar et al., 2024; Fatimah & Muhamad Chamdani, 2023). Thus, the implementation of the Independent Curriculum has a positive impact on the implementation of P5 for students in elementary schools (Pamungkas & Wantoro, 2024; Pratiwi et al., 2023). The latest information in this study has implications for the improvement and enhancement of P5 implementation in the future, so that it can create superior students. The limitation of this study is that it only evaluates the implementation of P5 at the elementary school level. Further research can determine other levels of education to provide further information regarding the evaluation of P5 implementation.

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5. CONCLUSION

Implementation of the Pancasila Student Profile Strengthening Project (P5) for the reaction level with indicators of policy, objectives, P5 dimensions, facilitators, themes, time, learning atmosphere, facilities and infrastructure in the fairly good category. Learning level, with indicators of knowledge, attitudes and skills in the fairly good category. Behavior level with indicators of knowledge, attitudes and skills in the good category. Result level with indicators of knowledge, attitudes and skills in the good category. Thus it can be concluded that, the reaction of students to the implementation of P5 in Denpasar City is quite good because according to students P5 is fun and exciting. The latest information in this study can have implications for the improvement and enhancement of P5 implementation in the future, so that it can create superior students.

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