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Evaluation of the P5 Program (Project for the Strengthening of Pancasila Student Profile) at SMP Model Ar Riyadh Insan Cendekia Scholar

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Abstrak

Kata Kunci:

Evaluasi program;
Projek Penguatan
Profil Pelajar
Pancasila;
Kurikulum Merdeka;

Kurikulum merdeka memberikan perubahan dalam pendidikan di Indonesia, para guru dituntut untuk lebih banyak memberikan kebebasan kepada anak dalam mengeksplor apa yang mereka inginkan. Guru juga dituntut untuk meningkatkan kompetensinya guna menunjang proses belajar anak. salah satu yang menonjol dalam kurikulum merdeka adalah program P5 yaitu Projek penguatan profil pelajar pancasila. Dengan dilaksanakannya Proyek Penguatan Profil Pelajar Pancasila di sekolah tingkat menengah pertama masalah banyak bermunculan, kenakalan-kenakalan remaja yang seiring dengan perkembangan zaman kenakalan tersebut semakin bervariasi, mulai dari penggunaan HP sampai pada pergaulan, baik pergaulan di sekolah, di rumah maupun pergaulan di tempat bermain. Ini adalah problem yang cukup menghawatirkan, maka dengan kehadiran Program P5 di dalam kurikulum merdeka diharapkan dapat memperbaiki prilakunya, mentalnya, dan bisa membawa dirinya menjadi lebih baik, lebih bijak dalam bertindak. Salah satu sekolah menengah pertama yang sudah mengaplikasikan program P5 adalah SMP Model Ar Riyadh Insan Cendekia. Penelitian Evaluasi Program P5 bertujuan untuk mengetahui apakah penerapan P5 sudah maksimal diterapkan oleh sekolah atau belum. Metode Penelitian ini menggunakan Studi pustaka. Penelitian ini membahas tentang teori-teori yang dikaji secara ulang berdasarkan data yang dikumpulkan terkait dengan evaluasi program dan Program P5. Objek penelitian ini adalah mengkaji tentang berbagai tulisan terkait Evaluasi Program P5. Pengumpulan data dilakukan dengan menggunakan telaah dokumen sebagai strategi untuk mengumpulkan informasi. Kesimpulan dari penelitian ini adalah SMP Ar Riyadh Insan Cendekia sudah menjalankan Program Projek Penguatan Profil Pelajar Pancasila dengan sangat optimal ini di buktikan dengan para siswa yang sangat antusias dalam menjalankan program ini, dan berhasil menguatkan karakter siswa.

Abstract

Keywords:

Program evaluation;
Project for
Strengthening

The independent curriculum provides changes in education in Indonesia, teachers are required to give children more freedom to explore what they want. Teachers are also required to improve their competence to support children's learning process. One thing that stands out in the

Pancasila Student Profiles; Independent Curriculum;

independent curriculum is the P5 program, namely Project for the Strengthening of Pancasila Student Profile. With the implementation of the Project for the Strengthening of Pancasila Student Profile in junior high schools, many problems arise, juvenile delinquencies are becoming increasingly varied, starting from the use of cell phones to social interactions, both at school, at home and at the playground. This is a problem that is quite worrying, so with the presence of the P5 Program in the independent curriculum it is hoped that it can improve his behavior and mentality and can lead him to become better, wiser in his actions. One of the first high schools that has implemented the P5 program is Ar Riyadh Insan Cendekia Model Middle School. The P5 Program Evaluation Research aims to find out whether the implementation of P5 has been maximally implemented by schools or not. This research method uses literature study. This research discusses theories that are reviewed based on data collected related to program evaluation and the P5 Program. The object of this research is to examine various writings related to P5 Program Evaluation. Data collection was carried out using document review as a strategy for gathering information. The conclusion of this research is that Ar Riyadh Insan Cendekia Scholar Middle School has implemented the Pancasila Student Profile Strengthening Project Program very optimally, as proven by the students who are very enthusiastic in carrying out this program, and have succeeded in strengthening the students' character.

INTRODUCTION

Man as a creature created by Allah SWT has the responsibility as a caliph in the world. As a caliph, humans must have sufficient competence to provide benefits on earth, or vice versa, if humans do not have enough competence, the impact is to damage the earth. As Allah Almighty says:

وَإِذْ قَالَ رَبُّكَ لِلْمَلَائِكَةِ إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً قَالُوا أَتَجْعَلُ فِيهَا مَنْ يُفْسِدُ فِيهَا وَيَسْفِكُ الدِّمَاءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ قَالَ إِنِّي أَعْلَمُ مَا لَا تَعْلَمُونَ ﴿٣٠﴾

Remember when your Lord said to the angels: "Behold, I will make a caliph on earth." They said: "Why do you want to make (the caliph) on earth one who will make mischief to him and shed blood, when we are always praying by praising you and purifying you?" The Lord said:

"Verily I know what ye know not know". (Q.S. Al-Baqarah: 30)

A good caliph will be able to carry trust and bring security while a bad caliph will actually damage what Allah has created on earth and will even shed the blood of fellow humans. As a caliph, man must prepare himself to be able to carry out the mandate and be able to develop something that he leads. A person does not necessarily become a caliph just like that, surely he must carry out education to prepare everything needed to be able to become a caliph well. As Allah Almighty taught Prophet Adam (AS) about everything, only after Allah sent Prophet Adam (AS) down to the earth to become caliph. The process of Allah Almighty taught Prophet Adam about everything or mentioned in the Qur'an with the term *Asmaa*.

From the description above, we can understand that a person must prepare

himself by studying or learning something in order to be able to have a good impact on his surroundings. Along with the times, the learning process is known as education. Education is one way a person prepares for his future, both in terms of knowledge and morals, whether education is formal such as elementary school, junior high school, vocational school or non-formal such as TPQ, Islamic boarding schools and so on. In it a person processes to improve himself, learn knowledge, practice knowledge and teach his knowledge, then we know the term KBM (Teaching and Learning Activities). In its development, education has changed the curriculum several times, including KTSP, Curriculum 13, Curriculum 13 Revision and Curriculum Merdeka.

The independent curriculum provides changes in education in Indonesia, teachers are required to give more freedom to children in exploring what they want. Teachers are also required to improve their competence to support the child's learning process. One that stands out in the independent curriculum is the P5 program, namely the Application of the Pancasila Student Profile Strengthening Project. With the implementation of the Pancasila Student Profile Improvement Project, educators can support the learning process of students so that they can develop their abilities and build noble morals, as described in the Pancasila Student Profile, namely 1) faith, fear of God Almighty, and have noble character, 2) independent, 3) work together, 4) global diversity, 5) critical reasoning, and 6) creative. With these themes children will be guided by teachers to create an activity project, so that children really practice the

theme. Schools that have used the independent curriculum have begun to practice this program,

In junior high school, many problems arise, juvenile delinquency which along with the development of the delinquency zama is increasingly varied, ranging from the use of cellphones to associations, both socializing at school, at home and socializing on the playground. There are children who do not memorize the song Indonesia raya, there are children who do not memorize pancasila or more specifically they do not have enough mentality for their future and because the use of cellphones has a bad impact, in recent years there have been many children of junior high school age who make content that actually endangers them and some even die.

This is quite a worrying problem, so the presence of the P5 Program in the independent curriculum is expected to improve his behavior, mentality, and can bring himself to be better, wiser in action.

One of the first high schools that has applied the P5 program is SMP Model Ar Riyadh Insan Cendekia. The P5 Program Evaluation Research aims to determine whether the application of P5 has been maximally implemented by the school or not, as well as being taken into consideration by the school to be able to develop the application of the P5 program in order to have a maximum positive impact on students.

RESEARCH METHODS

The method used is the literature research method. Literature research from scientific papers that discuss previous

research, as a reference. Literature study is important for theoretical foundations relevant to the research theme (Dwi Latifatul Fajri 2022). This study discusses theories that are reviewed based on data collected related to program evaluation and the P5 Program. The object of this research is to examine various writings related to P5 Program Evaluation. Data collection is done using document review as a strategy to collect information (Saripudin 2019). The source of information researchers do through the study of literature literature. Technical data analysis is carried out through data reduction, data presentation, and conclusions. This data analysis process is carried out based on information that has been obtained through literature studies.

RESULTS AND DISCUSSION

A. Evaluation

Evaluation in a broad sense is a process of planning, collecting and providing information needed to take various alternative decisions (Akhmad Riadi 2017). Evaluation is an action taken to collect information as a basis for taking laterative related decisions according to what we evaluate, before evaluation is carried out someone must first plan his evaluation activities so that they run smoothly, the process of implementing evaluation includes planning, collecting data and finally is the collection of information.

In another sense, evaluation is an activity or process that is systematic, continuous and comprehensive in order to monitor, ensure and determine the quality (value and meaningfulness) of other

learning components based on certain considerations and criteria. (Suhendra, Asworowati, and Ismawati 2020). Based on the above understanding, one of the functions of evaluation is to monitor something, with the evaluation process, the object being evaluated will try to do the job optimally in order to get satisfactory results.

Evaluation not only gives value to something, but evaluation also brings other benefits, namely control and assurance. When someone goes to work and knows in advance that his work will be evaluated later, then the person who does the work will mean it, of course he does not want to get bad results.

B. Program Evaluation

Program evaluation is a process of searching for information, finding information, and identifying information presented systematically regarding the planning, values, objectives, benefits, effectiveness, and conformity of several programs with predetermined criteria and objectives (Maulana and Salim 2021). From this understanding, it can be understood that program evaluation is an activity carried out to find information about the suitability of planning, implementation and results achieved with the objectives that have been set at the beginning. If the results of the program evaluation are not optimal, problems or obstacles will be identified. So the program that has been running must be evaluated so that the program can run optimally, evaluation is an action carried out systematically to collect data, an evacutor will take action to find information after that the information obtained will be processed systematically

to find out how optimal the program is running, or assess the program to give consideration to the authorities to take the decision whether the program will continue to run or not.

In another sense, program evaluation is a series of activities that are deliberately carried out to determine the success of a program (Syukri and Amiruddin 2019). Program evaluation is carried out with the hope that it can produce results or benefits. Program evaluation can be carried out on part or all of the elements of program implementation. This aims to determine the extent of the success of the program in achieving the program implementation objectives that have been set. Without evaluation, a running program cannot be known how well it has achieved its goals.

C. P5 Program (Project for the Strengthening of Pancasila Student Profile)

Nowadays character education is very important in order to form a good future generation and ready to compete with increasingly rapid technological advances, they are required to be able to use technology wisely and well. Not a few students feel an identity crisis (Ardianto 2019), they love and follow foreign trends rather than being proud of their country and products in Indonesia.

With such rapid development, the government is trying to quickly find the best solution for the nation's future generations. It is expected that they will be able to equip them with strong characters that are also able to compete with global competition. So one of the ways the government provides a solution is by issuing a new curriculum which one of the

main focuses is the formation of good karakter, this is known as the character of Pancasila students as stated in the P5 Program (Project for Strengthening the Profile of Pancasila Students) (Maruti et al. 2023).

In its implementation, P5 has several core themes, including sustainable lifestyle, democratic voice, engineering and technology to build the Republic of Indonesia, build body and soul, unity in diversity, local wisdom, and entrepreneurship. Each level from elementary to vocational / high school chooses 1 theme in each semester to be applied in P5 activities.

D. Evaluation of the P5 Program (Project for the Strengthening of Pancasila Student Profile) at SMP Model Ar Riyadh Insan Cendekia Scholar

There are 4 evaluation processes carried out, namely CIPP, Context, Input, Process and Product. Here's the description:

a. Context Evaluation

Context evaluation (Turmuzi et al. 2022) Conducted to describe, detail the environment, the needs met, the population and samples served and the objectives of the Project Implementation Program for Strengthening the Profile of Pancasila Students (P5) in the form of harvesting works at Ar-Riyadh Insan Cendekia Scholar Junior High School. In the evaluation context includes planning and goals to be achieved in the program.

Context evaluation, which provides an overview and explanation of relevant environmental conditions, also describes the existing conditions in the environment and identifies unmet needs and untapped

opportunities. The results of the research analysis on context evaluation related to the objectives of the Pancasila (P5) Student Profile Strengthening Project in the form of harvesting works at Ar-Riyadh Insan Cendekia Junior High School have been fulfilled very well.

The school has prepared a plan for the implementation of the P5 Program at the beginning of each school year, starting from planning to the budget for implementing the program. Regarding the evaluation of the context of the P5 program at Ar-Riyadh Insan Cendekia Junior High School, it is known that before this program was applied to students, the school had gradually provided training and understanding to teachers regarding the implementation of the P5 Program to students. In determining the form of application of the harvest of works, it has also been properly prepared so that students in carrying out this program run comfortably.

As for the relation to the target focus in the implementation of this program, all students, starting from grade 7 to grade 9, the implementation is in the form of harvesting works, that the target in implementing P5 in Ar-Riyadh Insan Cendekia Junior High School is all students with the same choice of theme, so the teachers and program implementers provide direction to all students with the same theme, namely unity in diversity.

Based on the analysis of context evaluation, it can be concluded that the context evaluation component at SMP Ar Riyadh Insan Cendekia is in accordance with the basic concept, namely determining the priority scale, choosing goals. The implementation of the Pancasila Profile Strengthening Project (P5) in the form of harvesting works can be

formulated and planned well by taking the theme of Bhineka Tunggal Ika, the goal to be achieved is that students are able to adapt to various kinds of diversity, able to know and increasingly love the deep culture and customs in Indonesia.

b. Input Evaluation

Input Evaluation (Rama et al. 2023) / input is an important part of the CIPP model, because related to good or bad input in a program will have an impact on the quality of results rather than program implementation. In this case, the input / input is related to the implementation of the P5 Program in Ar-Riyadh Insan Cendekia Junior High School. In the implementation of the P5 Program, the school gave assignments to students in the form of themes related to unity in diversity, such as traditional clothes, so during the implementation of the P5 Program, students used traditional clothes, and found out things related to the traditional clothes they used, after that a sakaligur fashion show was conducted, the students presented about the traditional clothes they used.

Inputs are an important part of program success because good or bad inputs will determine the quality of program implementation. From the results of research analysis conducted on input evaluation, the preparation carried out by SMP Ar Riyadh Insan Cendekia in the implementation of the program starting from preparation, implementation and evaluation has been done well and effectively, it can be seen that the teachers really understand the goals and methods used by the school to achieve it as well as the students who are very enthusiastic in implementing this program.

c. Process Evaluation

Process evaluation (Fauzan and Dirgantoro 2023) held in order to find out the extent of this P5 Program activity with planning that has been prepared from the beginning. In this case, the process of implementing the P5 Program at Ar-Riyadh Insan Cendekia Junior High School.

1) Develop an activity plan

The process starts from the preparation of the activity plan within 1 year, basically, the process runs since the preparation of this program plan within the next 1 year, because since planning everything related to the implementation of this program, trying to adjust the existing material to the desired program goals, there are indeed some teachers who are a bit difficult, but the people in charge of solving these problems.

2) Implementation of activities

The implementation of the activity in question is the implementation of the P5 program in Ar-Riyadh Junior High School Insan Cendekia The implementation of this program is indeed rather difficult, because indeed children today are more familiar with foreign cultures, such as Korean boy bands, Korean films, they are actually not aware that they are not directly systematically being made to set the country's culture. Now actually this is a bit dangerous, so we are very grateful for the existence of this program, we as educators who have a great responsibility feel helped.

In this case, we can understand that Ar Riyadh Insan Cendekia Scholar Junior High School, strives to introduce cultural diversity which they must know with the emphasis that even though they are different but the goal remains the same, we

can know the differences and can respect the differences that exist.

3) Evaluation / assessment related to the achievement of excitement

The evaluation aims to find out the extent to which students understand the material or theme being studied, then at the end of each semester in addition to students getting a report card about their lesson grades they also get a report card related to the P5 Program.

The process evaluation component at SMP AR-RIYADH INSAN CENDEKIA is the evaluation of the Program The implementation of the Pancasila (P5) student profile strengthening project in the form of harvesting works is in accordance with the P5 concept of the independent curriculum. The process carried out included teachers giving directions to students regarding themes and helping to harvest their work. For example, this week we take the theme of unity in diversity with works in the form of traditional clothes and custom-based presentations that have been chosen. After it was felt that all students had understood what was meant, the students who were supervised by the teacher and the person in charge of the program, tried enthusiastically to follow and participate in this activity.

d. Product Evaluation

Product evaluation (Prasetyoaji et al. 2022) conducted to determine the compatibility between the themes raised, the application and the results achieved in the implementation of the P5 program at Ar Riyadh Insan Cendekia Junior High School can provide benefits and be useful in building the character of students who have a Pancasila student profile.

Evaluasi results are carried out by assessing the achievements of students in

each semester as evidenced by the report card of P5 activities. Teachers who are given the responsibility of making reports related to the implementation of the P5 program in the form of report cards, and the report cards will be distributed to parents, they not only get report cards on student learning outcomes but also report cards on the development of character building of student pancasila youth profiles

The component of product evaluation at SMP AR-RIYADH INSAN CENDEKIA school, namely the evaluation of the Program The implementation of the Pancasila (P5) student profile strengthening project in the form of harvesting works, is very in accordance with existing theory. The evaluation carried out is in the form of post-implementation evaluation of P5 to students. From the results of the evaluation in the form of achievement report cards for each student, it is hoped that parents at home can understand and monitor children's development related to the implementation program of the Pancasila Profile Project, especially with the theme Bhineka Tunggal Ika.

CONCLUSION

After conducting research on the evaluation of the program for the implementation of the Pancasila Student Profile Strengthening Project (P5) in the form of harvesting works at Ar-Riyadh Insan Cendekia Scholar Junior High School, the researcher can draw the following conclusions:

A. The context evaluation component at SMP Ar Riyadh Insan Cendekia is in accordance with the basic concept,

namely determining priority needs and choosing goals that can support the success of the program. Priorities were arranged during the program planning meeting held at the beginning of the school year involving all teachers, eating With the theme of unity in diversity, students are students with a model of harvesting works in the form of various customs so that they can understand each other and not be easily divided.

- B. The input evaluation component in the Ar-Riyadh Insan Cendekia Junior High School is in accordance with the theory that input or input is preparation for the implementation of the Pancasila (P5) Student Profile Strengthening Project Program in the form of harvesting works, which in its implementation is in accordance with the program evaluation steps, starting from preparation, implementation, and evaluation.
- C. The process evaluation component at SMP AR-RIYADH INSAN CENDEKIA is the evaluation of the Program The implementation of the Pancasila (P5) student profile strengthening project in the form of harvesting works is in accordance with the P5 concept of the independent curriculum.
- D. The component of product evaluation at SMP AR-RIYADH INSAN CENDEKIA school, namely the evaluation of the Program The implementation of the Pancasila (P5) student profile strengthening project in the form of harvesting works, is very in accordance with existing theory.

So based on the conclusions stated above, the suggestions proposed by the author are:

1. SMP Ar Riyadh Insan Cendekia To continue to strive to improve the quality of the implementation of the Implementation Program for the Pancasila Student Profile Strengthening Project (P5).
2. The supervisor of the implementation of the Pancasila Student Profile Strengthening Project (P5) works well and can provide optimal results.
3. Program Participants Implementation of the Pancasila Student Profile Strengthening Project (P5). To always try more actively to develop the knowledge and skills that have been learned as expected and useful for yourself, especially in improving job readiness.

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