

The Evaluation of Pancasila Student Profile Strengthening Project Using the Kirkpatrick Model at SMAN 2 Tanggul

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ABSTRACT

This study aims to evaluate the implementation of Pancasila student profile strengthening project at SMAN Tanggul in academic year 2022/2023. The research method used is a qualitative approach with the Kirkpatrick evaluation model which includes reaction, learning, behavior, and result. Data were obtained through interviews and observations with data sources of 10 student, school principal, and 12 teachers. Data analysis techniques used include data collection, data reduction, data display, and conclusion drawing/verification. The data validity techniques used are extension of participation, persistence of observation, and triangulation. The results of this study indicate that the project activities of pancasila student profile strengthening project at SMAN 2 Tanggul have a very positive impact on character development, skills, and creativity in students. However, in the future the school must make improvements and developments in terms of human resources, the stability of the project design, facilities, and a clear budget so that the implementation of the project can be maximized

INTRODUCTION

The Covid-19 pandemic that has hit various countries in the world including Indonesia has had a considerable impact on various fields including the education sector. The government has imposed a Large-Scale Social Restrictions (PSBB) policy to reduce the spread of the coronavirus, making all activities carried out outside the home must be stopped until the Covid-19 pandemic subsides. As a result, the process of teaching and learning activities must be carried out online (online) from their respective homes in order to minimize the spread of the Covid-19 virus. (Nafrin & Hudaidah, 2021).

During the Covid-19 pandemic in Indonesia, teaching and learning activities were carried out online or face-to-face. The online learning provides a very significant change in the learning process for teachers and students resulting in a learning crisis, to improve the learning crisis, the government is making efforts by implementing a new curriculum, namely the independent curriculum. (Saraswati et al., 2022). The independent curriculum or what was previously known as the prototype curriculum has been formalized by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) starting in the 2022/2023 school year (Kemendikbud, 2022).

The independent curriculum is the latest curriculum that has begun to be implemented by several schools in Indonesia. The implementation of the independent curriculum aims as a learning loss recovery due to the covid 19 pandemic (Septiani et al., 2022). This is in line with the statement (Hattarina et al., 2022) which states that online learning during the pandemic is feared to reduce the quality of cognition knowledge, vocational skills, and social skills possessed by students. These concerns arise because in online learning, the delivery of material by teachers is not optimal, students find it difficult to ask questions or consult with teachers, signal interference, or other causes such as not finding the right online learning system.

The way the Merdeka Curriculum can run well is first from equalizing perceptions to create one vision. Then the curriculum is implemented slowly, after which it is evaluated if a problem occurs. So that the new progress will have an impact on teachers, related agencies, and students (Subandrio & Kartiko, 2021). In implementing this independent curriculum, a teacher has a strategic role in realizing the goals of national education in terms of teaching and educating, so it is necessary to focus on developing the potential of teachers as a profession that is moral, obeys the rules, upholds professionalism and is competent (Raibowo et al., 2019).

There are several characteristics of the independent curriculum, namely 1). project-based learning for the development of soft skills and characteristics of the Pancasila learner profile, 2). focus on essential material so that there is sufficient time for in-depth learning, especially basic competencies such as

literacy and numeracy, 3). flexibility for teachers to conduct learning that suits the abilities of students, as well as making adjustments to the context and local content (Khoirurrijal et al., 2022). One of the characteristics of the implementation of the independent curriculum is the project to strengthen the profile of Pancasila students. The implementation of this project focuses on efforts to build the nation's character in the form of a Pancasila learner profile for each student in the education unit (Sari et al., 2022).

The Pancasila Student Profile is an innovation in the world of national education through an independent curriculum in order to improve the quality of education by prioritizing character education in it. The Pancasila Student Profile is one of the efforts to improve the quality of education in Indonesia which prioritizes character building. In the current era of technological advances in globalization, the role of value and character education is needed to provide a balance between technological development and human development (Faiz & Kurniawaty, 2022).

But that's not all, the Pancasila students profile is also the government's step to prepare the quality of Indonesian human resources who also have the skills to face global competition in the 21st century. Therefore, in the implementation of the independent curriculum there is a Pancasila Learner Profile Strengthening Project that allows students to apply their learning understanding to the surrounding environment. In the Pancasila Learner Profile Strengthening Project, students use their cross-disciplinary learning understanding in observing, studying and solving themes or issues, or problems in the surrounding environment in the form of real action according to the stages and learning needs of students (Juraidah & Hartoyo, 2022).

There are several obstacles at SMAN 2 Tanggul during the implementation of the project to strengthen the student profile of Pancasila, including the problem of limited human resources and funding, the implementation time is too short, the understanding of teachers and students about the essence of project learning is still lacking, still too focused on the product without integrating character cultivation, making project modules is still not optimal due to the absence of clear instructions from the government, lack of student motivation during the implementation of the project due to the heavy workload at school. Research (Santoso et al., 2023) the obstacles that arise in implementing the Pancasila Student Profile Strengthening Project are the lack of focus of students in the implementation of project activities, the lack of understanding of students at the beginning of what the project of strengthening the profile of Pancasila students is, and the lack of confidence in students when carrying out project celebrations.

The Pancasila Student Profile Strengthening Project at SMAN 2 Tanggul has been carried out in the odd semester of the 2022/2023 school year. During the implementation, there are still many obstacles and shortcomings because it is still a new project for the school so that a holistic evaluation of the implementation of the project is still needed so that in the future it can be actualized properly and optimally. In this case, the researcher considers that evaluation is very important to find out which aspects need to be improved and developed so that in this study the researcher aims to evaluate the Pancasila Student Profile Strengthening Project comprehensively using the Kirkpatrick model which will focus on aspects of reaction, learning, behavior, and results.

LITERATURE REVIEW

Kirkpatrick Evaluation Model

The model developed by Kirkpatrick is called the "four levels" evaluation. (Kirkpatrick, 2006). Evaluation of learning systems includes four levels of evaluation: reaction, learning, behavior, and outcome evaluation.

Level 1 evaluation (reaction) This evaluation aims to measure participants' satisfaction with the various activities they participate in (Nurhayati, 2018). In this context, students' reactions can determine the level of achievement of learning or program objectives. The program will be successful if students are satisfied with all elements involved in the implementation process. The success of the learning activity process is inseparable from the interest, attention, and motivation of students in participating in the program.

Evaluation level 2 (learning) The learning level measures the learning process, i.e the transfer of learning. The learning level is related to learning. At this stage, learning refers to the extent to which participants experience changes in attitude, increased knowledge or improved skills during the activity (Effendi et al., 2022). Based on this opinion, there are three things that can be taught by instructors in training programs, namely knowledge, attitudes and skills. Trainees are said to have learned if they experience a change in attitude, an increase in knowledge, or an increase in skills.

Evaluation at level 3, namely behavioral evaluation, is different from attitude evaluation at level 2. Attitude assessment at level 2 evaluation is focused on changes in attitudes that occur when training activities are carried out so that it is more internal. In contrast, behavioral assessment focuses on changes in behavior after the program is implemented (Thobroni, 2020). The success criteria for level 3 evaluation are changes in attitudes that occur after participating in the program will be implemented after students take lectures and teaching practices in the field so that this behavioral assessment is external.

Outcome evaluation at level 4 is focused on the final results that occur because participants have followed a program (Iskandar, 2019). In learning

activities, this evaluation model leads to the final results obtained by students. So that researchers will later analyze the impact received and obtained by students after participating in activities as a final result.

Pancasila Student Profile Strengthening Project

The pancasila student profile strengthening project is cross-disciplinary learning in observing and thinking about solutions to problems in the surrounding environment to strengthen the various competencies in the Pancasila Learner Profile. Based on Kemendikbudristek No.56/M/2022, the pancasila student profile strengthening project is a project-based co-curricular activity designed to strengthen efforts to achieve competence and character in accordance with the Pancasila learner profile which is compiled based on the Graduate Competency Standards (Satria et al., 2022).

The implementation of the pancasila student profile strengthening project is carried out flexibly in terms of content, activities, and implementation time. The Pancasila learner profile strengthening project is designed separately from intracurricular. Project learning objectives, content, and activities do not have to be associated with intracurricular objectives and subject matter. Education units can involve the community and/or the world of work to design and organize projects to strengthen the profile of Pancasila students.

The Pancasila student profile is the character and ability that is built in daily life and lived in each individual learner through the culture of the education unit, intracurricular learning, pancasila student profile strengthening project, and extracurricular activities. Cross-disciplinary projects that are contextual and based on community needs or problems in the education unit environment. (In equivalency education in the form of empowerment projects and skills based on the Pancasila Student profile).

Explained in the Pancasila Learner Profile Strengthening Project Development Guidebook, published by the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, there are also dimensions of the Pancasila student profile which include; 1). faith, devotion to God Almighty, and noble character, 2). global diversity, 3). mutual cooperation, 4). independence, 5). creativity, and 6). critical reasoning.

According to Kemdikbud (2022), the principles of the Pancasila Student Profile Strengthening Project are:

1. Holistic

Holistic means looking at something as a whole and as a whole, not partially or separately. In the context of designing the Pancasila Student Profile Strengthening Project, the holistic framework encourages us to examine a theme as a whole and see the connection of various things to understand an issue in

depth. Therefore, each profile project theme that is carried out is not a thematic container that brings together various subjects, but rather a place to meld various perspectives and knowledge content in an integrated manner. In addition, a holistic perspective also encourages us to be able to see meaningful connections between components in the implementation of profile projects, such as students, educators, education units, communities, and the reality of everyday life.

2.Contextual

The contextual principle relates to efforts to base learning activities on real experiences encountered in everyday life. This principle encourages educators and learners to be able to make the surrounding environment and the reality of everyday life the main material for learning. Therefore, the education unit as the organizer of profile project activities must open space and opportunities for students to be able to explore various things. The profile project themes presented as much as possible can touch and answer local problems that occur in their respective regions. By basing profile projects on experiences and solving real problems faced in everyday life as part of the solution, it is expected that students can experience meaningful learning to actively improve their understanding and abilities.

3.Learner-Centered

The learner-centered principle relates to learning schemes that encourage learners to become learning subjects who actively manage their learning process independently, including having the opportunity to choose and propose profile project topics according to their interests. Educators are expected to reduce their role as the main actor of teaching and learning activities who explain a lot of material and give a lot of instructions. Instead, educators should become learning facilitators who provide many opportunities for students to explore various things at their own pace according to their conditions and abilities. The hope is that every learning activity can hone the learners' ability to bring up initiatives and increase the power to make choices and solve the problems they face.

4.Exploratory

The explorative principle relates to the spirit of opening a wide space for the process of self-development and inquiry, both structured and free. The Pancasila learner profile strengthening project is not within the intracurricular structure associated with various formal schemes of educational participants' eye arrangements. Therefore, this profile project has a wide area of exploration in terms of the range of material for students, time allocation, and adjustment to learning objectives. The explorative principle is also expected to encourage the role of the Pancasila learner profile strengthening project to complete and strengthen the Pancasila learner profile.

METHODOLOGY

This study uses the Kirkpatrick evaluation model with a qualitative approach. This study evaluates of pancasila student profile strengthening project using the Kirkpatrick Model at SMAN 2 Tanggul Jember Regency that is focusing on reactions, learning, behaviour, and results (Kirkpatrick, 2006). The data used are primary and secondary data. Therefore, data collection from informants was carried out by observation and in-depth interviews.

Observations are used to systematically identify various symptoms and interviews are used to obtain comprehensive information about field conditions and complete scientific investigations. Informants in this study consisted of ten students from 10th grade, vice principal for curriculum, and four project coordinators and six project facilitators. This study uses qualitative data analysis using four stages: Data Collection, Data Reduction, Data Display, and Conclusion Drawing/Verifying (Miles et al., 2014). Data validation techniques were include prolonged engagement, persistent observation, and triangulation.

RESEARCH RESULTS

SMAN 2 Tanggul is one of the senior high schools in Jember Regency that was selected as a driving school. The designation of this school as a driving school has just been established in 2021. The process of implementing the Driving School program is inseparable from several stages, starting from the registration stage, selection until being selected as a Driving School. After being selected as a driving school, SMAN 2 Tanggul responded positively by preparing a comprehensive and mature implementation of the independent curriculum. In line with this, the head of the Development Team said that the school was very enthusiastic and happy with the determination of SMAN 2 Tanggul as a driving school because this made a new challenge, new knowledge, and a new mandate that must be used as a momentum to make internal strengthening for all academicians and actualize concrete programs that could equip students with character and integrity.

The implementation of the independent curriculum at SMAN 2 Tanggul has just started in the odd semester of the 2022/2023 school year for class X only. The implementation of the independent curriculum is carried out by prioritizing the focus of intraculicular learning and the project of strengthening the Pancasila student profile. This was responded positively by the principal, vice principals, and teachers who were very enthusiastic in implementing the new curriculum. As stated by the principal that SMAN 2 Tanggul in the implementation of the independent curriculum prepared everything well starting from conducting in house training and conducting several workshop activities at school and outside of school to strengthen the quality and quality of the teachers.

The same thing was also conveyed by the vice principal for curriculum that the selection of SMAN 2 Tanggul as a driving school provides opportunities and opportunities for the entire academic community of SMAN 2 Tanggul to strengthen the synergy between teachers and students by making breakthroughs in the form of programs that can provide good and appropriate output for students. With the project of strengthening the profile of Pancasila students, it also provides a challenge for teachers to be able to design projects in an interesting way so that students' creativity is more easily honed and more able to explore their talents and interests.

Preparation for the implementation of project activities at SMAN 2 Tanggul initially had various obstacles because it was indeed a new thing for teachers and students. Before the start of the project activities, the teachers were organized to participate in the in-house training activities as an introduction to the design, concept, and mechanism of the project implementation. In this activity the teachers are expected to be able to explore and analyze how the project can be designed interestingly and is suitable for exhibition. In the process of the activity the teachers are divided according to each theme that has been determined to be a facilitator. The facilitator here is a companion who will accompany students during the project theme.

After the division of groups according to their respective themes, each facilitator is expected to gather with his team to discuss to design projects by making project modules according to the theme. In this case, what often makes an obstacle in the implementation of in-house training is that there are still many teachers who understand the initial concept of project implementation. It is also felt by senior teachers that this activity is very complicated because of the age factor that is difficult to innovate. But in practice, most project facilitators are young teachers who are rich in creativity and innovation and senior teachers are enough to provide guidance and direct as project coordinators.

At the preparation stage among teachers there were also some polemics regarding the funding that would be used during the implementation of this project, because with so many project designs it would certainly provide obstacles for students. The principal also could not provide many options because of the limited budget owned by the school so he decided to provide a budget for exhibition or celebration activities, but in the process it was recommended that each group in the class could work together to make donations between students according to the needs of the designed project.

Problems arose when the initial preparation of the project implementation was the problem of facilities, equipment, and location also became quite a dialectic, because SMAN 2 Tanggul had limited facilities from the project concept that had been made by several students. Responding to this, the vice principal

for curriculum also responded that the school as much as possible to set aside a budget to provide proper facilities and equipment so that the implementation of the pancasila student profile strengthening project in taking place smoothly and successfully.

At the beginning of the introduction of the pancasila student profile strengthening project, students were very enthusiastic and interested because project learning was considered to provide an interesting and not boring learning like intracurricular learning in the classroom. Some also responded positively to the implementation of project activities because they could hone their ability to collaborate, create, and innovate so that their projects were good. However, early students during the implementation of project activities also complained about the considerable funding of the projects they made, because each of the students had different economic conditions so there were some students who objected if they had to make contributions with each group.

In the implementation of pancasila student profile strengthening project in the odd semester of the 2022/2023 school year at SMAN 2 Tanggul, the themes of sustainable lifestyle, entrepreneurship, and bhineka tunggal ika were determined. The theme is the beginning of an experiment to start project-based independent curriculum activities. Project activities are only for class X only, then the division of classes A, B, C, D with the theme of sustainable lifestyle, the theme of entrepreneurship for classes E, F, G, and classes H, I, and J carry out projects with the theme of bhineka tunggal ika.

Table 1. Project Result

CLASS	THEME	PROJECT RESULT
X-A X-B X-C X-D	Sustainable Lifestyle	Floor Cleaner from Waste Paper Soap from Orange Peel Bar Soap from Waste Aromtherapy Moringa Leaf Mask Fertilizer from Catfish Waste
X- E	Entrepreneurship	Banana Chips Stick Talas Teydey Coffee Singkong Kriwil Desert Sweet Pudding
X-F		Kerupuk Laknat Makaroni Damale Zianida Coffee Sweet Cow Kaprica (Keripik Kaca)
X-G		Pasreng (Pangsit Goreng) Keripik Ubi Ungu Lemon Say Babatos Chips Gedang Good Chips Crespus Setan

X-H	Unity in Diversity	Miniature Traditional House
X-I		3D Mading with a Cultural Theme
X-J		Cultural Diversity Pop-Up Book

Source: Pancasila Student Profile Strengthening Project by SMAN 2 Tanggul

First, the class that received the sustainable lifestyle theme was first instructed to observe the surrounding environment to see what potential could be utilized. This sustainable lifestyle is taken to teach students to be able to see opportunities and still protect the environment. One of them is land utilization. On this occasion, the facilitator emphasized more on the utilization of waste that can be recycled to become more useful materials for daily needs. In this sustainable lifestyle theme project, the facilitator accompanies intensely during the implementation of the project because it requires special assistance for ecopedagogy-based where teachers get the central role to guide and direct students.

This sustainable lifestyle project initially faced obstacles in terms of limited facilities and equipment. So in this case the equipment that is not owned by the school must borrow from other places. The facilitators in this project are dominantly filled by teachers from the science and technology subject who do have good competence in terms of ecopedagogy. Then some facilitators decided to determine the focus of the project on recycling waste, such as fruit peel waste, vegetable waste, or uneaten fruit parts, etc. then fermented using micro-bacteria. After fermentation, the fermented liquid is the product or what is called eco-enzyme. It is from this eco-enzyme liquid that students can later diversify the products they want to make. In this case, the facilitator emphasized more on making fertilizers, soaps, masks, and floor cleaners.

Some students who get sustainable lifestyle projects respond well to this activity that they get a lot of new knowledge, new experiences, and create an innovation that is very useful in utilizing the weight found in the surrounding environment. Students also look happy and comfortable during the project implementation process because most activities are carried out outside the classroom by visiting Padepokan Arum Sabil which is a place of agricultural production, livestock, and plant neutralization. In this outing class activity, students are expected to be able to see the slightest land opportunities to be utilized, not only for themselves but for other creatures of God.

After the implementation of the sustainable lifestyle project, facilitators can observe changes in attitudes possessed by students who have been integrated in the dimensions of pancasila student profile strengthening project, all dimensions of student character appear during the implementation of the project ranging from noble character, global insight, independence, critical reasoning, creativity, and mutual cooperation. The attitude of noble character is reflected in

activities when students realize and appreciate that nature is important for daily life and needs to be cared for because it is a gift from God. The attitude of global insight is reflected when students see the potential of nature and the environment around them that Indonesia's natural potential can be used as an attraction and can be exhibited throughout the world. An independent attitude is also evident in the attitude of the students when given instructions by the facilitator, the students can solve the problem independently and well. The attitude of critical reasoning was also seen during the implementation that students were very critical and careful when observing what garbage could be used as material for recycling. Creative attitude is also evident when students can determine the results of eco-enzyme liquid to become useful items and can be used in everyday life. Then the attitude of mutual cooperation clearly emerged when implementing this sustainable lifestyle project, it was seen when each group tried to help each other and collaborate to create project results together.

Second, the class that received the entrepreneurship theme was instructed by the facilitator to design a business idea, make a business proposal, make a trade product that is processed from raw materials into finished goods or semi-finished goods into finished goods, then the students were also instructed by the facilitator to create a brand for each group so that buyers can more easily recognize the products owned by the group. In addition, students are also directed to find effective online or offline marketing strategies in order to increase stable sales.

The problems that arise in classes that get the theme of entrepreneurship projects are related to product design and product determination. At the beginning, many groups were still confused and it took a long time to determine what products were worth selling and could be enjoyed by the community. As has been said by several facilitators that during the implementation of the project the students really enjoyed and could be more interactive to express their respective ideas, then the mutual cooperation aspect owned by the students was also very good.

This is also supported by the coordinator of the entrepreneurship theme project that during the implementation of the project students look excited and enjoy the process so that they can reason critically and independently. It can be seen when doing product design, designing marketing strategies, and determining branding that students are able to create and innovate according to the demands of the times and the needs and interests of the community.

Entrepreneurship project activities at SMAN 2 Tanggul are held in the classroom or outside the classroom, but there are two outing class activities carried out by observing several MSME shops, supermarkets, cafes, or cooperatives located in the Tanggul sub-district. This was done so that students

could directly see the products and observe the product design, as well as the marketing strategies owned by entrepreneurs so that they could gain insight and have the motivation to become business people in the future.

After the implementation of the entrepreneurship theme project took place, the facilitator observed and observed in detail that there were many changes received by students in accordance with the project dimensions of strengthening the student profile Pancasila, namely students look independent, critical, creative, mutual cooperation, global insight, and noble character. These attitudes appear during the project process, an independent attitude can be observed when students can create products by themselves and they can independently make the products they make. Critical attitude is seen when students analyze their target market and can analyze the advantages and disadvantages of their products. Creative attitude is seen in how students can design products with contemporary food and beverage packaging framed with creative words and unique and attractive brand names. The attitude of mutual cooperation is also evident during the implementation of the project that each student works together to collaborate with each other according to their respective tasks. The attitude of global insight can be observed from the way they imitate the products of international outlets to be used as references in product design and imitate the marketing methods of international outlets when carrying out exhibitions or product celebrations. Then the attitude of noble character is seen in students when they are very respectful among fellow groups, teachers, and surroundings, then also when students promote their sales during exhibition activities that provide friendly and polite service to buyers.

Third, the class that received the theme of unity in diversity first provided material about the diversity of Indonesia that must be known, this was done as an effort to foster an attitude of nationalism in students so that they realize and are proud of the wealth that Indonesia has. *Bhineka Tunggal Ika* is the motto of the Indonesian nation that has been established since the early days of independence. The meaning of *Bhineka Tunggal Ika* as the basis for realizing the unity and integrity of the Indonesian nation is explained by the Ministry of Education and Culture as the motto of the Indonesian nation. *Bhineka Tunggal Ika* means different but still one. This meaning gives strength to the sense of tolerance and love for the differences in religion, race, ethnicity, nation, language, customs, and culture that exist in Indonesia. This motto is also a motto that illustrates that Indonesia consists of tens of thousands of islands with various cultural tribes. Indonesia's diverse cultures produce a variety of appetizing specialties that are famous to foreign countries. In order for the cultural diversity of cuisine in Indonesia to be better known by students, it needs to be implemented in the Pancasila student profile project.

One of the coordinators of the *bhineka tunggal ika* project said that the objectives of this project were 1) to foster a sense of responsibility to preserve batik as the nation's cultural heritage, 2) to strengthen a sense of love and pride in Indonesian products, 3) to make Indonesian cultural heritage a national identity. In the implementation of the Pancasila student profile strengthening project at SMAN 2 Tanggul, it is more focused on the diversity of cultures, tribes, and customs in Indonesia. In this case the teacher invites students to create physical works in the form of miniatures, three-dimensional wall magazines, and pop-up books about the diversity of Indonesian culture.

From the implementation of the project on the theme of *bhineka tunggal ika*, there are many benefits obtained by students, starting from knowing the diversity of Indonesia, the attitude of tolerance that must be cultivated as citizens, and the attitude of nationalism that must be cultivated as citizens. In addition, the six dimensions in the project of strengthening the Pancasila student profile are also that students look independent, critical, creative, mutual cooperation, global outlook, and noble character. An independent attitude can be seen from how each group tries to be creative independently without being accompanied by a facilitator, in this case without the help of a facilitator students can carry out their projects independently. Critical attitude can be seen from students' awareness that Indonesia's diversity is very much and must be developed as well as possible so that it can continue to be enjoyed by future generations. Creative attitude can be seen from the many creative works displayed during the exhibition in the form of minitaur, wall magazines, and pop-up books. The attitude of mutual cooperation appears when implementing projects where each student collaborates well and helps each other. The attitude of global insight is the creation of a proud attitude in students to want to show off the diversity that Indonesia has so that the whole world knows about the diversity of Indonesia. Then the attitude of noble character is reflected in the attitude of tolerance and respect between groups which reflects that whatever our religion, as good citizens we must uphold a sense of tolerance.

DISCUSSIONS

Pancasila student profile strengthening project is a cross-disciplinary learning experience in observing and thinking about solutions to problems in the surrounding environment in order to strengthen various competencies in the Pancasila student profile. This is in line with (Syafi'i, 2021) that the implementation of this project is expected to produce graduates who show the characteristics and abilities or skills needed and can be achieved, as well as strengthen the noble values of Pancasila in students and stakeholders. As a result, Pancasila students are expected to become students who are not only intelligent,

but also have global competitiveness, character, and uphold the values of Pancasila.

Character education in the independent curriculum differs from the 2013 curriculum in other ways. The Pancasila learner profile developed in an effort to build student character is more effective than the 2013 curriculum. This is evidenced by the policy of allocating lesson hours for the Pancasila learner profile project. Character development of the Pancasila learner profile will use an allocation of 20%-30% of lesson hours in the independent curriculum through project-based learning. Project learning is very useful because it allows students to gain direct experience and learn through experience, integrates basic skills and competencies that students learn from various disciplines, and creates a more independent and flexible learning structure. (Suryadien et al., 2022).

The development of the Pancasila student profile requires its own time, which is deducted from class hours. The Pancasila student profile project requires this time allocation so that it aims to develop the character of students more effectively. Character education is implemented in schools by incorporating character values into various aspects of subjects, learning activities, local content, school culture, and extracurricular activities. In this regard, it is in line with (Hamzah et al., 2022) that each subject contains various character values that must be developed and applied in students' daily lives. In addition, the application of various character values is not limited to the cognitive level, but also to the internalization and direct experience of students in society.

The Pancasila student profile strengthening project based on the Ministry of Education and Culture No.56/M/2022 is a project-based co-curricular activity designed to strengthen efforts to achieve competence and character in accordance with the Pancasila learner profile, which is compiled based on Indonesian Graduate Standard Competencies. SMAN 2 Tanggul as an educational institution that has just implemented the Pancasila student profile strengthening project, of course, each has many obstacles and shortcomings so that it needs a comprehensive evaluation so that in the future this activity can take place better and optimally in the future. The evaluation uses the Kirkpatrick Model which includes reaction, learning, behavior, and result as follows:

Kirkpatrick's Level 1: Reaction

This level looks at how students react to the project activities to strengthen the profile of Pancasila students and see how students feel that Pancasila student profile strengthening project is useful and helps their development, as well as feeling comfortable with the instructor, topics provided, materials, presentations, and facilities during project implementation. Evaluation of student responses in the form of feelings, thoughts and desires about learning, mentoring and implementation of project learning. The response level is designed to measure

and assess student responses to the project learning plan. The reaction stage measures students' satisfaction with the program they have participated in (Effendi et al., 2022). Complex student reactions need to be known to be used as a reference in the future so that the Pancasila student profile strengthening project is as effective as possible and continues to develop, and detect whether there is material that is left behind and not conveyed. At this reaction level, there are at least two indicators that can be used, namely how much benefit students get from the program and the utility dimension, namely how much benefit students get from the program (Aryadoust, 2017).

Based on the results of the study, it is stated that students feel enthusiastic and respond positively to the sustainability of the Pancasila student profile strengthening project, which is a new thing in their learning process at school. In line with this, reform in the world of education has implications for changing something to eliminate imperfections such as through institutional policy changes. (Suwignyo, 2013). This is also supported by the statement of (Simatupang & Yuhertiana, 2021) Education reform has two basic characteristics, namely programmatic and systemic. Programmatic education reform refers to the curriculum or program of an educational institution. Included in this programmatic reform is innovation. Innovation is the introduction of new ideas, new methods or new means to improve some aspect of the educational process in order to make a change in contrast to the previous one by showing a real difference when compared.

In connection with this, there are many positive responses, but at the beginning it needs to be improved in terms of preparation and conceptualization because at the beginning of the implementation there were still many problems about funding, limited human resources, lack of understanding of teachers and students about the essence of the Pancasila student profile strengthening project. This should be used as a basic reference by SMAN 2 Tanggul to improve in terms of input so that in the future inputs such as budget, resources, and concepts can be used as material to be re-evaluated in order to get more optimal results. This is in line with (Badu, 2013) that evaluation not only provides an overview or information about the level of success or student mastery of the material taught, but also provides feedback on the educational program being implemented. The evaluation process in learning is carried out in order to make decisions about student mastery after participating in the teaching and learning process. In addition, to obtain an overview of the accuracy of the learning strategy or approach used.

Kirkpatrick's Level 2: Learning

Level 2 is to analyze what students have learned during the activities of Pancasila student profile strengthening project. The focus of this important

learning process is how far students learn, or capture new knowledge and insights. Keep in mind that learning outcomes can be analyzed in various ways, through changes in knowledge, skills, or student attitudes and behavior. The implementation of the pancasila student profile strengthening project must be able to improve the cognitive, affective, and psychomotor domains in the learning program. (Faridah et al., 2021). This level is also very important because whether or not students progress can also help their future teaching sessions.

Level 2 (learning) is called learning outcomes assessment (output). Therefore, in identifying and analyzing learning outcomes (learning measurement) researchers focus on changes in attitude, knowledge that has been learned, and skills that have been developed or improved. In accordance with (Rochmah, 2021) that student learning achievement must be able to provide a balance in cognitive, affective, and psychomotor aspects so that in the learning process the abilities that each student has will be well honed.

In the learning process of the pancasila student profile strengthening project, there are many outputs obtained by students, especially in terms of learning experience. This is in line with (Lase, 2015) that the learning experience of students after participating in a program is a priority in a program, the main target in program evaluation is to find out how far students have had all the desired learning experiences. In addition to this, student learning motivation during project activities is also very high, this is reflected when students are always enthusiastic when project activities take place.

The implementation of the pancasila student profile strengthening project at SMAN 2 Tanggul can also increase awareness in students of the importance of skills and creativity that must be owned so that it will make provisions in the future. During project activities, students also always improvise independently on the projects they make in order to produce the best work. Based on this, it is clear that project learning to strengthen the profile of Pancasila students provides a good stimulus for students to provide new experiences about culture, waste utilization, and the business world in the real world so that later it will make provisions for students to be able to develop themselves when they graduate from school.

Kirkpatrick's Level 3: Behavior

At this level, what can be evaluated is how far students' attitudes and behaviors have developed after implementing the pancasila student profile strengthening project at SMAN 2 Tanggul . In this case, students are expected to be able to apply the six dimensions contained in the project activities. The six dimensions include noble character, global outlook, independence, critical reasoning, creativity, and mutual cooperation. The students at SMAN 2 Tanggul

have basically reflected these six dimensions, which is useful to face the challenges in the 21st century which are increasingly complex.

The attitudes or characters that emerge are noble akhlaq which can be seen from the attitude of mutual respect for each other, the character of global insight is reflected in the thinking paradigm of students who often take advantage of digitalization to respond to the times, the attitude of independence that can be seen from the empowerment of each group that is able to complete its project independently, The attitude of critical reasoning is reflected in the activities of students who always ask critical questions to the facilitator, the creative attitude is seen from the results of student work which is very creative and interesting, and the attitude of mutual cooperation is also reflected during the implementation of projects where students always collaborate with each other.

The six dimensions of the pancasila student profile strengthening project at SMAN 2 Tanggul should help students acquire and learn to develop skills, knowledge, and attitudes that will prepare them to become competent, responsible, thoughtful citizens who participate in their communities, engage politically, and demonstrate fair moral and civil policies (Supardan, 2015). This is also supported by (Rosyad & Zuchdi, 2018) that behavior change in the implementation of pancasila student profile strengthening project at SMAN 2 Tanggul must refer to the components of good character, namely: (1) moral knowing (moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, and self-knowledge): (2) moral feeling (conscience, self-esteem, empathy, loving the good, self-control, humanity); and (3) moral action (competence, willingness, and habit).

Kirkpatrick's Level 4: Result

At the last level, the final results of the pancasila student profile strengthening project at SMAN 2 Tanggul can be analyzed and identified. At this stage of evaluation, the overall impact of the implementation of the project has a concrete impact on students. In this case, the implementation of the pancasila student profile strengthening project at SMAN 2 Tanggul has a very positive impact on students because many changes have been received by students in terms of maturity of thinking, maturity in making decisions, increased student confidence, and better collaboration skills. The goal in the implementation of the project is the achievement of student personalities who have knowledge, skills and qualified characters when they graduate from school.

The above is in line with (Sani, 2013) that project-based learning is carried out to deepen the knowledge and skills acquired by creating works or projects related to teaching materials and competencies that students are expected to have. Meanwhile, according to (Warsono & Hariyanto, 2012) that project-based

learning is a teaching that tries to link technology with daily life problems familiar to students or with a school project.

CONCLUSIONS AND RECOMMENDATIONS

First, the reaction stage, responding positively and enthusiastically to the activities of pancasila student profile strengthening project, but there are obstacles such as limited resources, facilities, and funding that must be found alternative solutions so that in the future it can run more optimally. Second, at the learning stage, students can increase awareness of the importance of skills and creativity so that they gain valuable experience during the implementation of the project. Third, the behavioral stage, that there are many indicators of success that students receive in terms of behavior, ranging from aspects of noble character, global insight, independence, critical, creative, and mutual cooperation. Fourth, the results stage, at this stage it can be concluded that the implementation of the project has a positive impact on students, starting from maturity of thinking, maturity in making decisions, increasing student confidence, and better collaboration skills. So from the results of this evaluation, in the future SMAN 2 Tanggul must make improvements and development in terms of resources, stability of project design, facilities, and a clear budget so that the implementation of the project can be maximized.

Recommendations in this research on the evaluation of the pancasila student profile strengthening project at SMAN 2 Tanggul still examines only three project themes, namely sustainable lifestyles, entrepreneurship, and unity in diversity, so that the five project themes in the following year need to be reviewed in order to see the implementation of the project as a whole.

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