Evaluation of Pancasila Student Profile Strengthening in Junior High Schools Using the CIPP Model

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ABSTRACT

The Pancasila Student Profile Strengthening Project (PSPSP) is a core component of Indonesia's Independent Curriculum, aimed at cultivating student character and competencies grounded in Pancasila values. Despite two years of curriculum implementation, many schools have yet to fully adopt PSPSP. This study evaluated the implementation of PSPSP in one of the top-performing junior high schools in Palembang City, which adopted the program from the outset. The CIPP (Context, Input, Process, Product) evaluation model by Stufflebeam was employed. Data were collected through diagnostic analysis, interviews with school leaders and teachers, questionnaires completed by 243 students, and classroom observations. The findings indicate that PSPSP has positively contributed to students' academic growth, character development, social skills, and reflective thinking. Success was largely supported by strong stakeholder readiness and collaboration among teachers, leaders, and students. Active student engagement during PSPSP activities led to more meaningful learning experiences. To enhance program outcomes, the study recommends ongoing professional development for teachers and coordinators, as well as regular program evaluations. Sustained collaboration with parents and the broader community is crucial for long-term success. Broader national implementation strategies should consider local contexts and leverage digital tools to maximize impact. Finally, policy reinforcement is needed to institutionalize PSPSP across schools, promote school-based management, and uphold Pancasila values as the foundation of Indonesia's educational and national development goals.

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1.   INTRODUCTION

Education is a means of transmitting and transforming values and knowledge in character formation. Education is regarded as the cornerstone of cultivating exemplary human character. Education is viewed as the cornerstone of cultivating exemplary human character. (Rokhman et al., 2014). The progress of a nation is inseparable from the world's role in education. Education has a close relationship with the curriculum because it is prepared to realize the goals of national education by paying attention to the stage of development of students and their suitability with the environment, the needs of national development, the development of science and technology and the arts, in accordance with the type and level of each educational unit. In addition to advancing national development, education is essential in shaping the thoughts and attitudes of each individual. Because of the importance of education, it is expected that the quality of education in all countries will continue to improve (Nastiti & Ni'mal' Abdu, 2020).

Many areas of education are needed, including character education. Teachers' character education competencies are essential in achieving educational goals besides field, general, and pedagogical knowledge. The Indonesian government has revitalized the integration of character education with traditional wisdom, especially in early childhood education, which is important for character development and the formation of fundamental values. (Sakti et al., 2024). Character education aims to cultivate individuals who have integrity, empathy, a sense of responsibility for themselves and society, and a commitment to uphold truth and justice. This forms a society that embodies harmony, culture, and a strong moral compass. Character education can manifest in various ways, such as hands-on teaching, role model emulation, and experiential learning through daily activities. (Singh, 2019).

In Indonesia, character education is the foundation for realizing the vision of national development, namely realizing a society with noble character, morals, ethics, culture, and civilization based on the philosophy of Pancasila. This is an effort to support the realization of the ideals mandated by Pancasila and the Preamble to the 1945 Constitution. The nation's myriad challenges further galvanize the government's commitment to promote character education as the foundation for educational progress. The spirit and efforts of the Indonesian government in building education by prioritizing character education as the basis for education development are affirmed in the National Long-Term Development Plan (RPJPN) for 2005-2025. The government has made character development one of the priority programs for national development. Another education policy strategy is to integrate the character education of the Independent Curriculum with a specific name, namely the Pancasila Student Profile (PSP). Countries with centralized national education systems are particularly sensitive to these global changes and trends and have been working to improve their educational competitiveness through national curriculum reform (Kim, 2024).

PSP is an essential component of character education in Indonesia. This aims to instill Pancasila values in students. In the face of rapid technological advancements, this profile seeks to balance technological developments and individual growth as technology users. The success of implementing the Pancasila student profile is expected to grow Indonesian students who are superior and globally competitive. PSP is the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila, with six main characteristics: (1) faith, fear of God Almighty, and noble morals, (2) global diversity, (3) cooperation, (4) independence, (5) critical reasoning, and (6) creativity (Rulyansah & Widiana Rahayu, 2023). The application of PSP leads to technical understanding and integration in classroom learning. However, PSP is not a separate theme from the material or only the content of Pancasila and Civic Education material but can be included in each material.

To make PSP more concrete, it was carried out through an activity called the Pancasila Student Profile Strengthening Project (PSPSP). This project aims to help students develop their potential and skills in various fields. In other words, PSPSP is one of the genuine efforts made in the independent curriculum

to ensure that every student not only understands the theory of Pancasila values but also applies it in real life through activities and projects designed to strengthen these six dimensions.

PSPSP is an integral part of the Independent Curriculum, which aims to develop student's character and competencies based on Pancasila values. PSPSP is expected to be able to answer the needs of education in the global era by emphasizing the importance of strengthening national identity and 21st-century skills. Although the Independent Curriculum has been implemented for two years, it is still a question whether all schools, especially at the junior high level, have implemented PSPSP following the established guidelines. Evaluation of this implementation is critical to ensure its effectiveness in the field.

SMP Negeri 20 Palembang is one of eight junior high schools in the city of Palembang that have implemented PSPSP since the beginning of the implementation of the Independent Curriculum. Of the eight junior high schools in the city of Palembang that have implemented the Merdeka curriculum since the beginning, SMPN 20 Palembang is the most enthusiastic in implementing PSPSP activities. However, for two years of PSPSP implementation, there has never been a comprehensive evaluation of whether it has been carried out as planned, so evaluation is needed to ensure that this implementation runs by the expected standards.

Several previous studies have discussed Priyanto (2023) in Bandung identified that implementing PSPSP at the junior high school level is still uneven in various schools, especially regarding teachers' ability to integrate technology into Pancasila-based learning. This research also emphasizes the importance of continuous training for teachers to improve their competence in using technology-based learning media. Research relevant to this research includes "Implementation of Pancasila Student Profile Through the Projects Loaded with Local Wisdom at SD Negeri Trayu" (Febrilia & Sulistiawati, 2023). This research explains the implementation of the project to strengthen the profile of Pancasila students in elementary schools with the theme of local wisdom. Another study was conducted by (Sulistiyati et al. 2021, which stated that the implementation of PSP focuses on understanding and integrating technology into classroom teaching. PSP is not a reflection in a curriculum or a subject separate within and of itself; it can be included in any subject. By implementing Pancasila values, this project strengthens student character education from an early age. In PSPSP in PAUD, six character dimensions can be developed and instilled in children early on. Among them are the basic dimensions of character that help them become responsible individuals with strong moral values.

Furthermore, research conducted by (Smith et al., 2023) concluded that PSPSP is a crucial initiative to encourage student character development in Indonesia. Pancasila is Indonesia's national ideology that aims to cultivate students who show faith, fear of God Almighty, noble character, critical thinking, global diversity, cooperation, independence, and creativity. The implementation of PSP is seen as an essential strategy to build the character of Indonesian students to compete globally (Susanti, 2023). By applying and implementing Pancasila values, students can have a PSP character. Students can develop PSP character by continuing to learn to acquire knowledge and practice Pancasila values competently and in terms of behavior (Irawati, 2022). To form an optimistic character for the younger generation, it is necessary to carry out character education.

This article explores the practical implementation of the Pancasila Student Profile Strengthening Project (PSPSP) in the context of junior high schools, offering a unique focus on character development through Pancasila values. So far, no study on PSPSP in South Sumatra has been conducted using the CIPP evaluation model. This is important because it connects national values with modern educational frameworks such as the independent curriculum. In addition, from several studies that have been conducted, no one has evaluated using the CIPP evaluation model. Using the CIPP (Context, Input, Process, Product) evaluation model evaluation model developed by Stufflebeam adds to the methodological contribution. Although CIPP is an established evaluation tool, applying it specifically to PSPSP in local school environments adds a new dimension, highlighting how CIPP can be adapted for educational programs focused on national character building. The evaluation was based on a specific Indonesian context, SMP Negeri 20 Palembang, making it one of the few studies focusing on the practical

challenges and success of PSPSP implementation in local schools. It offers local insights and adds practical value to schools in similar contexts that want to implement PSPSP. So that the good practices carried out by this school can be socialized to other schools and even involve the Palembang City Education and Culture Office to expand its impact

2. METHODS

This research used a mixed-methods approach, combining quantitative and qualitative methods for a comprehensive understanding. Quantitative data was supplemented with qualitative insights through interviews and observations to enhance depth. Qualitative data was gathered through interviews with a headmaster, school administrator, PSPSP coordinator, four facilitator teachers, 243 students, and photo and video documentation of PSPSP activities. In addition to the principal and the PSPSP coordinator, each represented by one person, four facilitator teachers were selected using the purposive sampling technique: two representing 7th-grade facilitator teachers and two representing 8th-grade facilitator teachers. Meanwhile, students were selected using Isaac and Michael's method with a 5% error margin (Isaac, S., & Michael, W. B. (1981). Of 770 7th- and 8th-grade students, 243 were selected through disproportionate random sampling. A questionnaire was administered to 243 students, and responses were analyzed using quantitative descriptive methods to gauge their views on PSPSP activities. The research instruments used have been validated; the questionnaire instruments are tested for validity and reliability using the SPSS version 26, while expert validators validate the interview instruments.

Context: this stage involves understanding the context in which the program operates. This includes identifying the needs, problems, and goals of the PSPSP program and the stakeholders involved. Context analysis helps researchers understand the program's background, objectives, and constraints better. Input: At this stage, the focus is on the resources, materials, and strategies used in implementing the PSPSP, including determining whether their PSPSP team is adequately achieving program objectives, planning, and other relevant inputs. Process: review the implementation of the planned program and evaluate the activities and procedures carried out during the implementation of the program. Product: the product stage focuses on the results and impact of the program. The evaluator assesses the program's outcomes on the goals and objectives set during the context stage. This includes examining short-term and long-term results, unintended consequences, and the program's effectiveness.

Data was collected through interviews, observation, documentation, and questionnaires to gain comprehensive insights into the research theme. The researcher observed PSPSP activities firsthand and interviewed selected participants, including one principal, one vice principal, one coordinator teacher, and four facilitator teachers, chosen through purposive sampling for relevant insights (Yin, 2014; Miles & Huberman). Questionnaires were distributed to students to evaluate their understanding of Pancasila values after PSPSP implementation. Based on a Likert scale, responses were analyzed using simple statistical methods, primarily percentages.

3. FINDINGS AND DISCUSSION

3.1 Finding

PSPSP, as one of the methods for attaining the Pancasila student profile, offers students the opportunity to acquire knowledge to enhance their character and learn from the environment. (Resa et al., 2023). PSPSP is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and character through the Pancasila student profile, compiled based on the Graduate Competency Standards. The implementation of PSPSP is carried out flexibly in terms of content,

activities, and implementation time. PSPSP is designed separately from extracurriculars with the objectives, contents, and learning activities of the project not necessarily associated with the objectives and subject matter of the extracurricular. Education units can involve the community and/or the world of work to design and implement PSPSP. The implementation principle of PSPSP is carried out in a holistic, contextual, and PSPSP-centered manner, which is a new learning intended to strengthen efforts to achieve competencies and character according to the Pancasila Student Profile (Widarini et al., 2023).

3.1.1 Context Evaluation

Context is the first component of the CIPP evaluation. The findings presented are an accumulation of data from interviews with school principals, deputy principals, teacher coordinators, and facilitator teachers. In terms of context, PSPSP activities are related to the school's vision and mission, all related to character. In its implementation, PSPSP activities, starting from the selection of coordinators, PSPSP facilitators, and others, have been carried out to support the achievement of the school's vision and mission, in line with the need for facilitators to be involved in the PSPSP project. A facilitator is a teacher authorized by the PSPSP coordinator and responsible for coordinating the facilitator.

In contrast, teacher coordinators with individual and group competencies are the driving force in PSPSP. After the coordinator prepares the facilitator team, coordinators are selected based on the next steps. Facilitators will be trained through internal programs and competency training as part of the PSPSP project. From the beginning, the selection of who will be the coordinator or facilitator of the PSPSP has been carried out considering having a strong character and who is responsible and disciplined. A leader's Character of responsibility and discipline is essential in creating a productive and harmonious work environment. Leaders with this character can direct their team and be role models for team members in carrying out their duties and responsibilities. Responsibility in leadership includes the ability to make the right decisions and consider the results, while discipline is related to consistency in implementing existing rules and procedures (Aryadiningrat et al., 2023).

The study results show that the selection of PSPSP themes is carried out by deliberation between the principal, deputy principal, PSPSP coordinator, facilitator, and students. The selection of themes in PSPSP activities is based on the results of deliberation and input, as well as all parties. Students can choose a theme by providing a Google form containing what theme interests them. Parents were given socialization about the PSPSP activities that will be carried out. Through various considerations, the new school finally determines the theme to be implemented and what dimensions will be achieved in the Pancasila profile**.** Overall, the formation of the PSPSP facilitator team in SMP 20 is carried out with an inclusive and structured approach, although there is a need for further training to improve the competence of the facilitators

3.1.2 Input Evaluation

The input aspect is related to resources that can be used to achieve program goals and achievement strategies. Process evaluation serves to provide feedback to individuals to account for program activities. Regarding resources, the school identifies educational units' readiness levels in implementing PSPSP. The first is the readiness of school residents to be highly aware of commitment and collaboration to implement PSPSP. The second is the need for adequate infrastructure readiness; the third is the readiness of the facilitator team, who must know the clear division of tasks to be well organized. Fourth is students' readiness, meaning that this PSPSP activity focuses on students' needs and abilities. Hence, the purpose of PSPSP is to provide space for students to optimize the potential of each group, which can be carried out correctly and according to the target. The support of parents and activity partners is no less important in getting opportunities for good cooperation in implementing PSPSP.

The strategy is to achieve the goal of problem-solving, planning, and program design. There are two PSPSP implementation systems: the block system and the regular one. This school chooses a

strategy with a regular system, which is carried out on Wednesdays and Thursdays because there is a limited time when practicing activities with the block system. In addition to being related to the readiness and ability of students, the facilitator team, facilities, and infrastructure are the costs for PSPSP activities; if the activity is to make products that require costs, then the cost comes from the individual of each student, while if it is related to activities outside the school for example visits to a place, it is carried out by the theme that is being carried out with formal procedures for correspondence to areas that will be visited, then using school fees. This has been an agreement from the school and parents.

3.1.3 Process Evaluation

Process evaluations are conducted to monitor potential failures, prepare preliminary information for planning decisions, and explain the actual process that occurred. The PSPSP implementation process begins with designing the dimensions, themes, and time allocation of PSPSP. In addition to determining the theme, the evaluation process is also related to the process of preparing the module carried out by the coordinating team, and every year, there are innovations related to PSPSP activities that are contained in the module and, of course, by the dimensions that will be achieved in the theme. At the stage of preparing the project module, the answer from the informant was that the coordinator team collaborated to prepare a joint project module before the PSPSP activities were carried out at the beginning of the semester and then offered in IHT (*In House Training*), then discussed and included in the action plan. The preparation of activities in the project module is adjusted to the dimensions to be achieved, such as in the theme "Build the Soul and Body" with a visiting project to the zinc to be given physical and mental reinforcement to build the soul and body of students. Through the coordinator, the school coordinates with the facilitator team regarding the objectives, steps, and learning media of PSPSP. In each implementation of PSPSP activities, the coordinator conducts a briefing to unite perceptions so that the implementation of PSPSP can be carried out correctly.

3.1.4 Product Evaluation

Product evaluation is carried out to measure and interpret the achievement of goals. Product evaluation also comes in: the measurement of the impact of the expected and unexpected. Evaluation is carried out during and after the PSPSP program. At this stage is the project results report; this report is needed for archives, and the school needs to be able to reflect and assess students' results and documentation of PSPSP activities. The project assessment is in a special PSPSP report card with a qualitative assessment scale. After implementing three themes in one school year, a title will be held for the product work the students have done. The form of report that has been socialized with school residents is the PSPSP report card; all students will get the final result in the form of an assessment of the process of implementing the PSPSP activities they carry out. In addition to providing information to students, the evaluation results must also be input for all coordinators, facilitators, and principals to become input material for which parts need to be improved.

This product evaluation was carried out to evaluate the implementation of PSPSP at SMPN 20 Palembang City. This is to Ratnaya's (2022) opinion that the CIPP Model is used as a tool to determine whether there are obstacles in the implementation of a program starting from context, inputs, processes, and products to be able to provide practical solutions on how a program should be maintained, improved or for example stopped. Furthermore, Chen (2024) and Pratiwi, M., Ridwan, R., and Waskito, W. (2019) that this approach allows for a more comprehensive reflection of the actual situation of each aspect and stage evaluated.

3.1.5 Recapitulation of The Percentage of Student Questionnaire Data Context Aspect

This data was obtained through the distribution of a questionnaire in the form of a Likert scale with four selected items: Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA). Students' readiness is a clear indicator of the Context aspect. There are eight descriptors of information on the specific requirements for following PSPSP of student readiness indicators, the concept of Pancasila Student Profile, involving parents in PSPSP activities, prepared a particular fee for PSPSP activities, socialization of PSPSP activities from the school, an active role in the planning of PSPSP, get the PSPSP implementation schedule on time, a PSPSP implementation guidebook. The results can be seen in Figures 1, 2, 3, and 4 below.
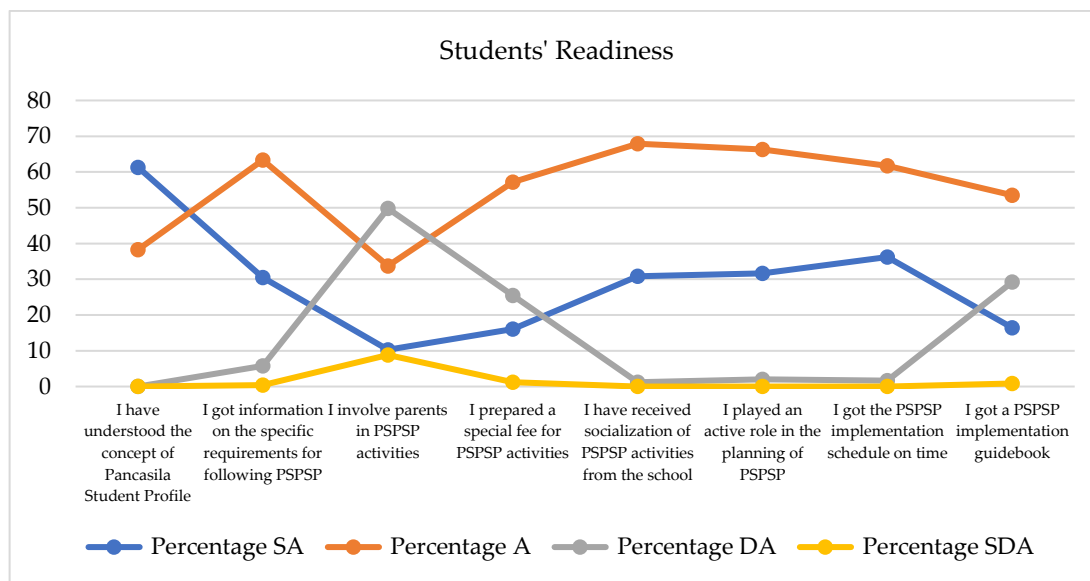

Figure 1. Students Perception in The Context Aspect

3.1.6 Recapitulation of The Percentage of Student Questionnaire Data Input Aspect
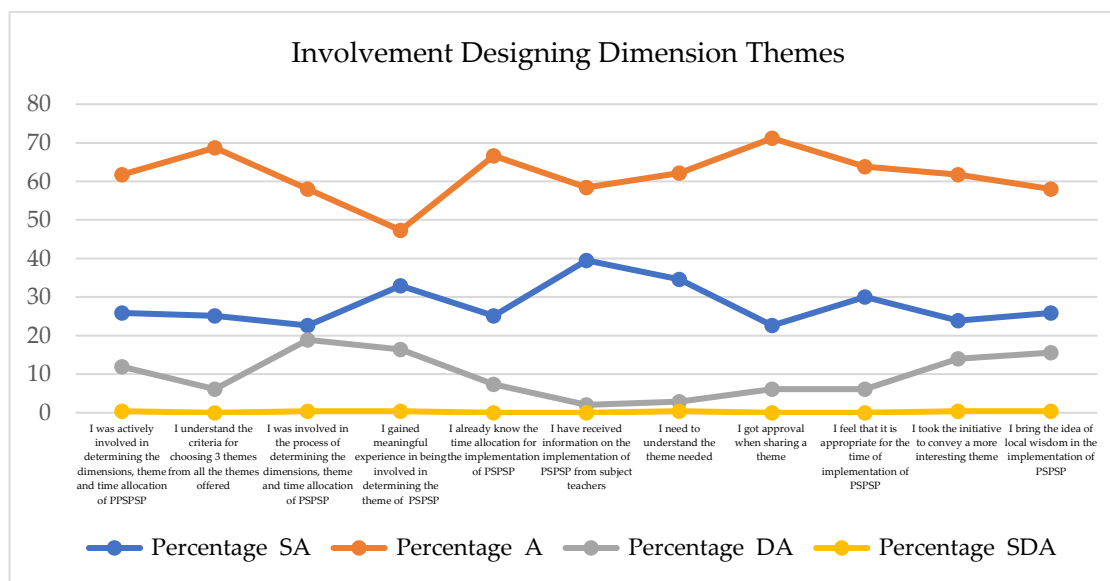

Figure 2. Students Perception in The Input Aspect

3.1.7 Recapitulation of The Percentage of Student Questionnaire Data Process Aspect
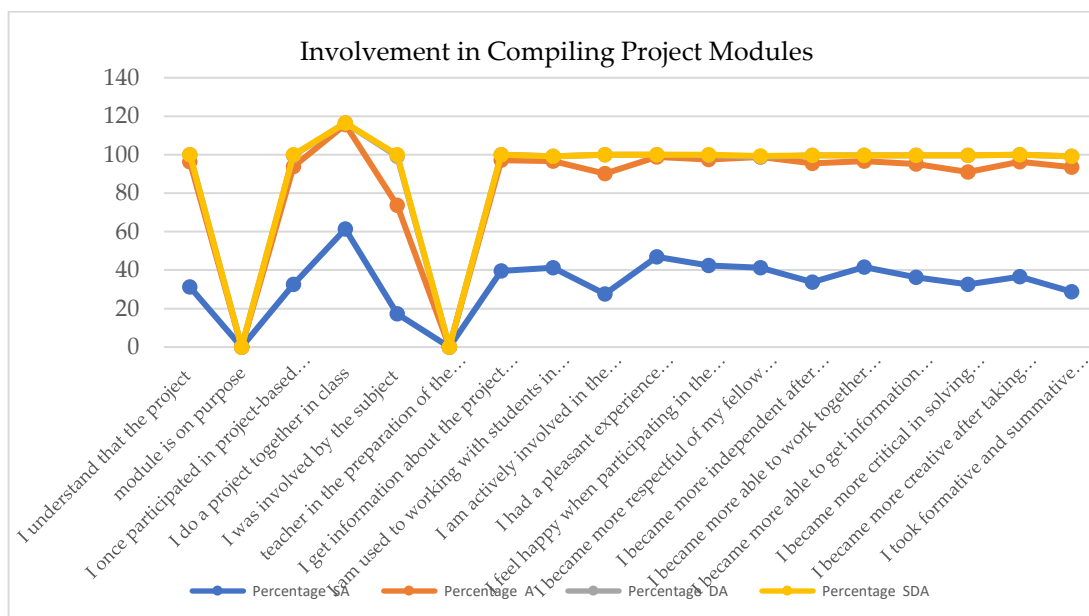

Figure 3. Students Perception of The Process Aspect

3.1.8 Recapitulation of The Percentage of Student Questionnaire Data Product Aspect
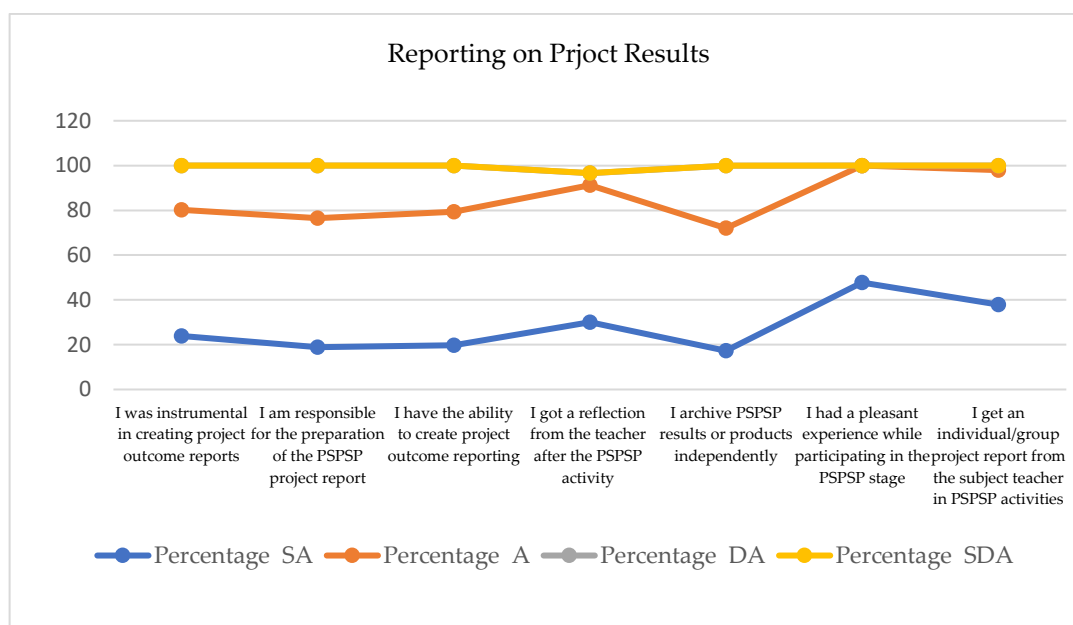

Figure 4. Students Perception of The Product Aspect

3.2 Discussion

The importance of consensus deliberation is a characteristic of the Indonesian nation in making decisions for the common good. As also stated (Anggita & Hatori, 2020), consensus deliberation is a type of native Indonesian culture of consensus-building that was accepted to become one of the core philosophical ideas of the Indonesian state (Pancasila) and the technique of decision-making system in the Indonesian government.

In context evaluation regarding students' readiness, it can be concluded that most students strongly agree that they have understood the concept of the Pancasila student profile and agree to have received information about the requirements for participating in P5. The importance of students' understanding of the Pancasila student profile, which contains the values of Pancasila, is supported by research conducted by (Yatim et al., 2023). It is known that the context aspect of several stages in the implementation of PSPSP has been carried out well by PSPSP coordinators, facilitator teams, students, school residents, and partners involved, starting from the stage of forming a team of facilitators for the Pancasila student strengthening project, identifying the level of readiness of educational units, designing dimensions, themes and time allocations, compiling project modules and project results reports. This is supported by the opinion of Rahayuninsih (2022) that to achieve the vision and goals of education, it is easier for all parties involved to understand through PSPSP. In line with the research of Anindya et al. (2023), teachers have an essential role in helping students achieve a big goal: becoming fully formed human beings. Various professional leadership topics, such as learning design, implementation, and evaluation, can be determined by teacher performance. The main goal of a teacher is to carry out his duties as a qualified educator, regardless of whether the school requires it. This effort is carried out to create educational activities that meet students' needs. In addition, the PSPSP can develop students' character in schools (Winata et al., 2020).

At the evaluation context stage, it was obtained that although there were no specific guidelines for recruiting the head coordinator, the principal jointly discussed it with his representatives to develop standards to meet the criteria as a PSPSP coordinator, including that the person concerned has good character. Therefore, the Ministry of Education and Culture must hold special training activities for PSPSP coordinators nationally. This is related to the importance of the role of teachers in the implementation of PSPSP. The role of teachers includes 1) the role of teachers as demonstrators, 2) the role of teachers as classroom managers, 3) the role of teachers as motivators and facilitators, 4) the role of teachers as evaluators, 5) the role of teachers as administrators and 6) the role of teachers as psychological (Asariskiansyah & Ramadan, Z.H, 2024). The study's results also support the idea that teachers' role in the classroom learning process is vital, especially in strengthening critical character education, because teachers are the spearhead in implementing character education in schools (Yulianto & Indartono, 2020).

In input evaluation, it is known that overall, the readiness shown by schools in implementing PSPSP results from collaborative efforts between all stakeholders. Thus, implementing PSPSP is expected to significantly impact the quality of education in schools and the development of student's character, making them a generation ready to face future challenges. Thus, implementing PSPSP is expected to positively impact the quality of education and contribute to the formation of holistic student character. The school is committed to creating an environment that supports the holistic development of students, making them a future-ready, resilient, and competitive generation. In the long run, this readiness will create a better society where the younger generation can actively participate in nation-building. Overall, PSPSP is a program that involves collaboration between schools and active participation of students, with positive results in both learning experience and character building. This program is expected to continue to be developed to achieve more comprehensive educational goals. The vision of SMP Negeri 20 Palembang is "The Realization of School Residents Who Belief and Fear God Almighty, Intelligent, Skilled, and Environmentally Insightful," while the mission is 1) Instilling faith and holiness through the experience of religious teachings - Carrying out the learning and guidance process optimally, 2) Fostering students' independence via habituation, entrepreneurship, and self-development activities planned and sustainable." 3) Growing science and technology domains depend on students' interests and aptitudes. In particular, - Get accustomed to the caring behavior of junior high school students so that the PSPSP events complement the vision and goal of the school.

At this stage, PSPSP activities involve parents and partners during implementation. Fitria (2017) stated that character education will be achieved if there is good cooperation between the school and students' families at home. This concept also aligns with what was conveyed by Ki Hajar Dewantara, who argued that in internalizing good character in students, it is necessary to apply the principle of "knowing, gross, and doing," namely understanding, feeling, and doing. Based on this explanation, it can be concluded that character education is an orderly and sustainable effort so that individual character, which includes thoughts, feelings, and behavior, is by social norms (Kharisma et al., 2023); (MKM et al., 2024). It can be concluded that the school already has an excellent level of readiness in carrying out PSPSP activities because each process has been reflected from the experience of PSPSP in previous years, and the obstacles faced can be solved well. Before the implementation of PSPSP, it is ensured that this activity has been socialized to school residents, parents, and partners who will be involved.

From the evaluation aspect of the process, it is known that overall, PSPSP shows the potential to improve student skills and participation by developing relevant and integrated themes despite the challenges in updating activities and optimizing their implementation. In other words, PSPSP as a whole is not only an educational program but also a forum that supports the development of student's character and skills relevant to the needs of the times. With continuous improvement and updates, PSPSP can be an effective learning model in school education.

In addition, the process is also related to the readiness of subject teachers to carry out project-based learning. This project-based learning model is also relevant to PSPSP activities, which aim to increase Pancasila's appreciation and practice. Thus, teachers can also support the project to improve the profile of Pancasila students because, in project-based learning, students are directed to solve problems and discuss. Discussions can occur during or at the end of the lesson to clarify the material, answer questions, or determine the lesson's topic. Thus, the school has prepared teachers and students to understand the goals of project-based learning. Through activities in project-based learning, which is also applied in PSPSP, it means that PSPSP activities are in line with 21st-century learning, as stated by (Maor et al., 2023) that the incorporation of 21st-century skills, such as critical thinking, communication, collaboration, and metacognition, in educational practices is crucial for enhancing academic quality and equipping students to address contemporary challenges. Project-based learning (PBL) is a practical instructional approach for improving these skills in students. (Hartutik et al., 2023).

Although PSPSP has shown positive results in terms of student engagement and a pleasant learning experience, several aspects need to be improved. Student involvement in project preparation and more effective teacher communication are expected to optimize PSPSP as a practical learning model and further support student character and skills development.

From the aspect of product evaluation, it is known that overall, the product evaluation in PSPSP shows that this program successfully develops students' skills and character and creates an evaluation system that supports continuous improvement in the implementation of educational programs. Planned and integrated implementation will help create a better learning environment for students. In other words, the product evaluation in PSPSP confirms that the program effectively develops student competencies and succeeds in creating an evaluation framework that supports continuous improvement. By continuing to focus on innovation, collaboration, and good documentation, PSPSP can become a better educational model.

From the results of the student questionnaire related to the product evaluation aspect, it is known that overall, the questionnaire results show that students feel actively participating in the reporting process and project reflection in PSPSP activities. This is reflected in the high percentage of students who think they are essential in preparing project results reports and responsible for making PSPSP reports. The majority of students also admitted that they can make project reports well. In addition, most students received reflection or feedback from teachers after implementing PSPSP activities. This feedback allows students to reflect on their experiences, evaluate the results of their work, and

understand the aspects that need improvement. However, there is room for improvement in archiving PSPSP results or products independently because the percentage of students who archive results independently is relatively low. PSPSP has proven to be an effective program in developing student competencies and character formation following the Pancasila Student Profile. With continuous improvement, a focus on innovation, and increased student involvement, PSPSP is expected to become a superior educational model, creating a young generation ready to face challenges and play an active role in nation-building.

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4.   CONCLUSION

Based on the results of the evaluation of the implementation of the Pancasila Student Profile Strengthening Project (PSPSP) using the CIPP model at SMP Negeri 20 Palembang, it can be concluded that the Pancasila Student Profile Strengthening Project (PSPSP) has a significant impact on the academic development and character of students. The readiness and collaboration of all stakeholders in the school is an essential foundation for implementing this program, which is expected to give birth to a generation that actively contributes to community development. Students demonstrate active participation and experience positive experiences, which helps them develop social skills and reflective thinking abilities. However, some aspects need to be improved, such as student involvement in project preparation and more precise communication from teachers. The program also shows the potential for continuous improvement, with an evaluation system that supports the optimization of PSPSP implementation. PSPSP has proven effective in developing students' competencies and character following the Pancasila Student Profile and is expected to continue growing to create a resilient young generation ready to face future challenges. From the findings of this study, the development of national education programs can significantly contribute to national development by integrating programs more broadly into the curriculum, fostering stakeholder collaboration, implementing school-based management, and promoting Pancasila values. Data-based evaluation helps ensure the effectiveness and efficiency of these programs. Enhancing student engagement in project planning and teacher communication is crucial for developing more effective national teacher training programs.

The limitations of the results of this study include the use of limited subjects, so it does not represent all schools that implement PSPSP, and the number of student samples does not cover the entire population. In addition, research is conducted over a specific period, which can overlook long-term changes. Subjectivity in interviews can also affect the accuracy of the data, and although there is an evaluation system, its effectiveness in improving the program has yet to be thoroughly tested. Thus, this study has limitations, which means that although it has provided a helpful picture, it needs to be balanced with further research to obtain a more comprehensive understanding of PSPSP and its impact in a broader educational context. In other words, these findings point to the need for additional research and the development of better evaluation systems to ensure the program's success on a broader scale. The identified limitations also provide essential direction for researchers and policymakers to improve research design and program implementation in the future. In addition, PSPSP evaluations are carried out in various types of schools or in areas with different socio-economic conditions.

Conflicts of Interest: In this study, no conflicts of interest were identified that could affect the results or interpretation of the evaluation of the Pancasila Student Profile Strengthening Project (PSPSP), carried out at SMP Negeri 20 Palembang. This research was conducted independently and objectively to provide a clear picture of the effectiveness of the implementation of PSPSP in the context of the Independent Curriculum. However, the author realizes that the relationship between the researcher and the school involved in this study can give rise to the perception of potential bias. This study does not receive financial or material support from any party that may affect the evaluation results. All data and findings presented in this study are the results of honest analysis and are based on a standardized evaluation method, namely the CIPP model.

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