

Evaluation of the Project Program for Strengthening the Pancasila Student Profile in Madrasah Ibtidaiyah

Muhammad Amin^{1,a,*}

¹Al-Kifayah Islamic College, Pekanbaru, Riau, Indonesia
Email: muhammadaminfst@gmail.com^a

Abstract:

The purpose of this study is to evaluate the Pancasila student profile strengthening project at Madrasah Ibtidaiyah. This research employs a mixed-method approach with the CIPP (Context, Input, Process, Product) evaluation model. Data collection techniques used in this study include interviews, observations, documentation, and questionnaires. The research subjects consist of madrasah heads, class teachers, and students. The objects of this study are Madrasah Ibtidaiyah Al-Bukhori Pekanbaru, Madrasah Ibtidaiyah Al-Birra Pekanbaru, and Madrasah Ibtidaiyah Tahfidz Cendekia Pekanbaru. The data analysis techniques used in this study are data reduction, data presentation, and verification/conclusion. The results of the study indicate that the implementation of the Pancasila Student Profile Strengthening Project (P5) learning using the CIPP model at the Pekanbaru City Elementary Madrasah is still in the less-than-good category and requires various improvements. These improvements are mainly needed at three main stages, namely input, process, and product. At the input stage, aspects that require attention include P5 learning resources, the availability of human resources that support P5 learning, and the P5 learning planning flow. At the process stage, improvements are needed in implementing P5 learning. Meanwhile, at the product stage, the learning outcomes of P5 learning also require improvement.

Keywords: *Evaluation, CIPP Model, Pancasila Student Profile*

How to cite this article:

Amin, M. (2025). Evaluation of the project program for strengthening the Pancasila student profile in Madrasah Ibtidaiyah. *Mitra PGMI: Jurnal Kependidikan MI*, 11(1), 11-26. <https://doi.org/10.46963/mpgmi.v11i1.2330>.

Article Information

*Corresponding author:

muhammadaminfst@gmail.com

DOI:

<https://doi.org/10.46963/mpgmi.v11i1.2330>

Article History:

Received : 11/11/2024

Revised : 28/12/2024

Published : 31/01/2025

INTRODUCTION

Education has become increasingly important in social and national life as it is a crucial part of nation-building. This is established in the 1945 Constitution, which sets educational standards aimed at supporting the implementation of the



Merdeka Curriculum, known as the process of teaching and learning for children (G. E. Fauziah & Rohmawati, 2023). Through education, individuals gain an understanding of personal development and growth to become valuable assets to the nation and state. The program will conclude with an educational activity carried out in schools. To plan education effectively, it should be evaluated and updated innovatively, periodically, and dynamically. Changes occur over time, and the development of science and technology (S&T) along with the necessary skills are needed by society from graduates (Aida et al., 2023).

One of the main aspects of education is the curriculum. The curriculum serves as a strategic tool aimed at improving human resources through the learning process. It provides guidance for students to learn and develop throughout their education, which is one of its primary goals (Bachtiar, 2020). The curriculum is designed to ensure that each educational level has a focused direction, covering both academic knowledge and social and personal skills. This curriculum assists educators in designing effective and structured learning processes by providing a systematic framework and guidelines. Through the implementation of a well-suited curriculum in schools, students will be optimally prepared to face future challenges with better quality (Anita et al., 2023).

Improving the quality of education begins with enhancing teachers' skills, as teachers play a crucial role as facilitators of learning (Anwar et al., 2023). The role of teachers as learning agents aims to improve the quality of education through efforts to enhance the quality of the learning process. This role includes functions as moderators, motivators, facilitators, designers of the learning process, and sources of pedagogical inspiration for students (Ummah, 2019).. Teachers act as motivators and facilitators who take full responsibility, treating students as partners in exploring and processing information to achieve the set learning objectives. In the context of education, teachers hold a vital role as professionals who implement the national education system and strive to achieve broader educational goals. As key factors in students' success, teachers are expected to make significant contributions through academic achievements, demonstrating a spirit of heroism, working with full dedication, and performing their duties sincerely and wholeheartedly (Arif Muadzin, 2021).

Currently, the primary focus in education is the strengthening of character education, especially to shape a generation of youth that is excellent and possesses strong character. This system allows teachers to select various teaching methods to ensure the success of the learning process. The government has set the theme for the Pancasila Student Profile Project, "Strengthening the Pancasila Student Profile." One way to encourage students to adopt a positive attitude is by boosting their self-confidence (Veronika et al., 2023).

For both short-term and long-term goals, this program serves as a strategic tool to enhance human resource quality. Therefore, the main objective of this program is to observe changes and adapt to the ever-changing needs of society (Wijaya, 2023). This program is expected to make a significant contribution in determining the future of Indonesia's youth. As part of the Merdeka Curriculum, the P5 Program aims to build students' character based on the values of Pancasila (I. Fauziah et al., 2024).

In Madrasah Ibtidaiyah Pekanbaru, the implementation of the P5 program faces various challenges and obstacles that need attention. Some common challenges include the limited supporting resources, such as inadequate learning facilities and limited time to delve into P5 activities amid a packed academic schedule. Additionally, some teachers and staff at Madrasah Ibtidaiyah still require specialized training to better understand effective methods and approaches for applying Pancasila values through interactive and relevant activities for students (Putri, 2023).

However, on the other hand, there have been successes achieved in the implementation of P5. Several Madrasah Ibtidaiyah in Pekanbaru have successfully integrated Pancasila values into teaching activities creatively, such as through collaborative projects involving students in gotong royong activities within the madrasah or social projects that strengthen empathy. These successes show that despite the challenges, the P5 program has a positive impact on shaping the character of students at Madrasah Ibtidaiyah (Putri, 2023).

Based on previous relevant research (literature review) conducted by Lutfiah Mualifa et al. on the evaluation of the Pancasila Student Profile Strengthening Project (P5) titled "Environmental Detective Action" in Grade 4 at SDN Cilacap, it was found that the program's implementation was overall well-executed and reached an optimal level. The aspects of context, input, process, and program outcomes were rated as excellent (Mualifa et al., 2024). Similar research was conducted by Rizki Novayanto and Mawardi on the evaluation of the P5 program in Grade 5 at SD Negeri Sidorejo Lor 03 Salatiga using the Discrepancy Evaluation Model. Their study concluded that the P5 program at SD Negeri Sidorejo Lor 03 Salatiga was successfully implemented. This was demonstrated by the percentage of discrepancies in various aspects: 16.6% for design, 8.3% for installation, 3.2% for process, 12.5% for product, and 12.5% for cost-benefit (Novayanto & Mawardi, 2024). Furthermore, Erina Khomsariyani et al., in their study titled "Evaluation of the Pancasila Student Profile Strengthening Project (P5) Learning Using the CIPP Model at SD IT Bina Bangsa," stated that the evaluation using the CIPP model yielded the following results: the context component was categorized as excellent, the input component as excellent, the process component as excellent, and the

product component as excellent. These findings indicate that the implementation of P5 learning using the CIPP model at SD IT Bina Bangsa has been categorized as good (Khomsariyani et al., 2024). Similarly, research conducted by Kusumanung Utami and Amirul Mustofa on the evaluation of the Pancasila Student Profile Strengthening Project implementation at SMA Negeri Kabuh, Jombang Regency, revealed that based on the evaluation results, a follow-up plan needs to be developed to improve the project, including strengthening the Pancasila Student Profile at SMA Negeri Kabuh, Jombang Regency (Utami & Mustofa, 2024).

Based on the previous studies mentioned, the research gap in this study lies in the limited research conducted at the Madrasah Ibtidaiyah level. Most evaluations of the P5 program have predominantly focused on general schools, particularly at the elementary, junior high, and senior high school levels, leaving specific studies on its implementation in madrasahs, especially in the Pekanbaru area, largely unexplored. Madrasah Ibtidaiyah has distinct characteristics in terms of curriculum, teaching methods, and student backgrounds, which can influence the implementation of the P5 program.

The novelty of this study focuses on evaluating the implementation of the P5 program at Madrasah Ibtidaiyah in Pekanbaru. This research offers originality by specifically evaluating the implementation of the P5 program in three Madrasah Ibtidaiyah institutions in Pekanbaru: Madrasah Ibtidaiyah Al-Bukhori Pekanbaru, Madrasah Ibtidaiyah Al-Birra Pekanbaru, and Madrasah Ibtidaiyah Tahfidz Cendekia Pekanbaru, which have been minimally studied.

Based on this factual background, this research is expected to provide a deeper understanding of the actual conditions of the P5 program implementation at Madrasah Ibtidaiyah in Pekanbaru. The findings from this study will be highly beneficial as input for improving and optimizing the implementation of the P5 program in Madrasah Ibtidaiyah. Consequently, it is hoped that a more effective and impactful educational process will be established, fostering the development of students' character based on Pancasila values.

METHOD

This research was conducted using a qualitative descriptive method, which aims to provide a clearer depiction of the reinforcement of student character imbued with Minangkabau cultural values. This approach enables the research to describe what occurs without intending to test any hypothesis. The field research, of a qualitative descriptive nature, seeks to depict the situation as it is. The research was carried out during the odd semester of the 2023/2024 academic year. The data sources for this study include: 1. Students, both from West Sumatra and outside West Sumatra, 2. Lecturers of various courses such as Islam and Minangkabau Culture, Pancasila, Basic Social Studies for MI/SD, Islamic Materials for MI/SD,

and Artistic Skills for MI/SD, 3. The Study Program, represented by the program chair or secretary.

Data collection techniques and research instruments used include interviews, observations, and documentation (Fatoni, 2011). Meanwhile, the data analysis technique applies the Interactive Data Analysis technique (Mathew B. Miles and A. Michael Huberman, 1994), which consists of data collection, data display, data reduction, and conclusion drawing.

RESULT AND DISCUSSION

The findings of this study are presented based on the CIPP model (Context, Input, Process, and Product) as follows:

Context Evaluation

As previously explained, the CIPP model uses context evaluation to ensure that the program's goals and priorities align with the needs of the stakeholders served by an organization (Artanto et al., 2023). Based on the research findings, it was revealed that the P5 learning program was only implemented at the beginning of the 2023/2024 academic year. This aligns with the policy circular issued by the Ministry of Religious Affairs of the Republic of Indonesia, specifically in Pekanbaru City, at the start of the odd semester of the 2023/2024 academic year (Riki, 2023).. The first implementation of the Independent Curriculum in the new 2023 academic year took place in Grade I and Grade IV, initially referred to as the prototype curriculum.

Regarding the need for P5 learning, data obtained from interviews with the heads of madrasahs, Grade I teachers, and Grade IV teachers at Madrasah Ibtidaiyah Al-Bukhori Pekanbaru, Madrasah Ibtidaiyah Al-Birra Pekanbaru, and Madrasah Ibtidaiyah Tahfidz Cendekia Pekanbaru revealed that the implementation of P5 learning was driven by recommendations from the Central and Regional Ministry of Religious Affairs of the Republic of Indonesia to adopt the Independent Curriculum. Consequently, madrasahs are indirectly required to implement P5 learning, as it is an integral part of the Independent Curriculum. The Project-Based Strengthening of Pancasila Student Profiles (P5) is a cross-disciplinary activity designed based on community needs and aimed at addressing various issues arising within the madrasah environment. P5 learning can be implemented through the reinforcement of madrasah culture, co-curricular and extracurricular activities, as well as intramural activities. This learning process focuses on developing character and competencies that are gradually built through daily activities, with a unique approach tailored to each individual (Khomsariyani et al., 2024).

The Project-Based Strengthening of Pancasila Student Profiles (P5) is a distinctive element of the Independent Curriculum, setting it apart from previous

curricula. The primary focus of P5 learning is character education, integrated into the dimensions of the Pancasila Student Profile. According to the Minister of Education Decree No. 56/M/2022, this project is categorized as a co-curricular activity with the primary goal of developing character and competencies aligned with the Pancasila Student Profile, as outlined in Indonesia's Graduate Competency Standards (Hamzah et al., 2022). The dimensions of the Pancasila Student Profile aimed at character development include faith and devotion to God Almighty, noble character, global diversity awareness, a spirit of collaboration, independence, critical thinking skills, and creativity (Santika & Dafit, 2023).

From these dimensions, schools can select specific ones based on the themes chosen and the urgency of character education for students in madrasahs, as well as the specific conditions of each madrasah. Attention should be given to meeting the needs of madrasahs and teachers. This includes ensuring teachers are adequately prepared to implement P5 learning, encompassing their understanding and knowledge of P5, as well as the availability of teaching materials as references for P5 instruction. Moreover, it is essential to establish teams that will play key roles in the implementation of P5 learning, namely project facilitator teams and project coordinator teams.

Regarding the readiness for P5 learning and related aspects, Madrasah Ibtidaiyah Al-Bukhori Pekanbaru, Madrasah Ibtidaiyah Al-Birra Pekanbaru, and Madrasah Ibtidaiyah Tahfidz Cendekia Pekanbaru hold meetings before the start of the Teaching and Learning Activities at the beginning of each semester. These meetings discuss the preparation for teaching activities to be conducted over the upcoming semester. During these meetings, the necessary requirements are identified and addressed.

The needs of the madrasahs related to P5 learning are adjusted based on the chosen themes. Each theme provided by the Ministry of Education and Culture (Kemendikbud) has distinct requirements for implementation. Madrasah Ibtidaiyah implements seven main themes in the Strengthening of Pancasila Student Profiles (P5) Program: 1. Sustainable Lifestyle, 2. Local Wisdom, 3. Unity in Diversity (Bhinneka Tunggal Ika), 4. Develop Mind and Body (Bangunlah Jiwa dan Raganya), 5. Voice of Democracy, 6. Engineering and Technology, 7. Entrepreneurship. These seven themes serve as guidelines for the implementation of the program at the Madrasah Ibtidaiyah educational level (Hilmin et al., 2023).

Table 1. Selection of Themes for the Pancasila Student Profile Strengthening Project Program

No.	Madrasah Ibtidaiyah	Themes	Themes
		TA: 2023/2024	TA: 2024/2025
1.	Al-Bukhori	Bangunlah Jiwa dan Raganya	Kearifan Lokal
2.	Al-Birra	Kearifan Lokal	Gaya Hidup Berkelanjutan
3.	Tahfidz Cendekia	Gaya Hidup Berkelanjutan	Kearifan Lokal

According to the explanation in the interview with the head of the madrasa, the selection of this theme by the madrasa was based on several considerations, one of which is the availability of facilities and infrastructure, as well as the costs required for the implementation of learning in the P5 program (Strengthening the Pancasila Student Profile Project). The Madrasah chose a theme that requires minimal costs and equipment that is easily accessible to support the smooth execution of the P5 program. Thus, the madrasa must also be prepared to follow the flow of P5 learning implementation and ensure that the necessary supporting facilities are available, as this will influence student learning outcomes. Regarding the needs of teachers, as mentioned by the class teacher in charge of the P5 program, the primary requirement is knowledge about the P5 learning itself. This includes the need for learning materials, learning objectives, learning resources, and others. Additionally, teachers need to deepen their understanding of P5 learning to prevent any gap between the material delivered by the teacher and the material understood by the students.

The P5 learning implemented at Madrasah Ibtidaiyah Al-Bukhori Pekanbaru, Madrasah Ibtidaiyah Al-Birra Pekanbaru, and Madrasah Ibtidaiyah Tahfidz Cendekia Pekanbaru aligns with the objectives stated by the Ministry of Education and Culture. According to the Ministry, the purpose of the P5 program in the Merdeka Curriculum is to explore, understand, and apply the values of Pancasila in students' daily lives. Additionally, the goal of P5 is to strengthen students' character and develop competencies through P5 learning that align with the six dimensions of the Pancasila Student Profile (Mahmudah et al., 2024)

Input Evaluation

The input stage is the second phase in the CIPP evaluation model. At this stage, the focus shifts to the initial part of the P5 program learning process. Input evaluation includes several indicators, such as P5 learning resources, facilities and infrastructure for P5 learning, Human Resources (HR) to support P5 learning, P5 learning materials, and the planning flow for P5.

As explained in the interview with the head of the madrasah, the institution has provided teaching materials such as the Learning Objectives Flow (ATP) and Teaching Modules to serve as guidelines for teachers in delivering the learning

content. The Vice Principal for Curriculum and the class teacher also explained that P5 learning resources still need to be supplemented. The researcher also conducted observations on learning resources for grade I and grade IV as follows:

Table 2. Results of Observation on Learning Resources for Grades 1 and 4

No.	Nama Madrasah	Kelas I	Kelas 4
1.	MI Al-Bukhori Pekanbaru	62.50%	62.50 %
2.	MI Al-Birra Pekanbaru	56.25%	56.25%
3.	MI Tahfidz Cendekia Pekanbaru	50%	50%
Average per Class		56.25%	56.25%
Overall Average		56.25%	

In Table 2, it can be seen that MI Al-Bukhori Pekanbaru's observation results for learning resources in grades I and IV have final scores of 62.50% and 62.50%, respectively. These scores fall within the "good" criteria. Therefore, the learning resources for grades I and IV are considered good. Meanwhile, MI Al-Birra Pekanbaru has final scores of 56.25% and 56.25%. These scores fall within the "fair" criteria. Thus, the learning resources for grades I and IV are still considered inadequate. Similarly, MI Tahfidz Cendekia Pekanbaru has final scores of 50% and 50%, which also fall within the "fair" criteria. Therefore, the learning resources for grades I and IV are still considered inadequate.

The results show that the Islamic Elementary Schools (Madrasah Ibtidaiyah) in Pekanbaru still have learning resources for the P5 program that are considered inadequate. This is because the schools rarely conduct training with resource persons who could enrich the implementation of the Pancasila Student Profile Strengthening Project (P5) program, and there are no complete and up-to-date learning resources available for P5, such as books, newspapers, magazines, guidebooks, and other printed materials, as well as images, posters, learning videos, and so on. Despite having learning resources that are still considered inadequate, the Ministry of Religious Affairs in Pekanbaru City continues to encourage the schools to implement the P5 program in accordance with the guidance from the central government and to provide other teaching materials such as the Learning Objective Flow and Teaching Modules at the beginning of the semester. This ensures that the schools can still deliver lessons with the content designed by the P5 team in each respective school.

The Human Resources to support the P5 learning at Al-Bukhori Islamic Elementary School, Al-Birra Islamic Elementary School, and Tahfidz Cendekia Islamic Elementary School in Pekanbaru are in accordance with the guidelines outlined in the P5 development manual, which states that all schoolteachers are required to deliver and implement P5 learning. Since the initial implementation of P5 was carried out only in grade 1 and grade 4, the teachers of these grades must be

capable of delivering P5 lessons. Therefore, there are no specific criteria for teachers who will teach P5. To develop the teachers' competencies in understanding P5 learning, workshops or seminars are held by the Ministry of Religious Affairs in Pekanbaru. However, each school only sends a representative. Usually, the P5 project coordinators from each school are selected to attend these events. These coordinators then relay the information to the other teachers. This is consistent with what the class teacher mentioned, as they were appointed by the school principal as both the project coordinator and facilitator for the school's P5 program.

However, as mentioned by the head of the school, they stated that the knowledge possessed by the coordinator team alone is not sufficient to deepen the understanding of the P5 program. Therefore, the school needs to enhance its knowledge by inviting resource persons who have expertise in the P5 program. However, to date, no resource persons have been found who truly understand the P5 program in depth. This is due to the fact that the P5 program has only been running for one year at the Ministry of Religious Affairs, particularly in Pekanbaru. Additionally, the team from the Ministry of Religious Affairs in Pekanbaru has not yet developed expertise fully aligned with the standards set by the government.

The responsibility or duties of the facilitator team are to assist the head of the school in supporting and providing facilities for the learning process, facilitate discussions or projects intended to optimize students' understanding of the values of Pancasila, and assess the learning process to evaluate the success of the teaching in achieving its objectives. Unlike the project facilitator team, the project coordinator team is responsible for the overall planning of the project, including the objectives, timeline, and required resources.

The identification of the readiness level of the educational units at Madrasah Ibtidaiyah Al-Bukhori Pekanbaru, Madrasah Ibtidaiyah Al-Birra Pekanbaru, and Madrasah Ibtidaiyah Tahfidz Cendekia Pekanbaru is in accordance with what is outlined in the P5 development guidebook. According to the P5 Development Guidebook, the identification of the readiness level is carried out by the head of the educational unit together with the facilitator team. They engage in joint reflection to determine the level of readiness of the educational unit. The readiness level of Madrasah Ibtidaiyah Al-Bukhori Pekanbaru, Madrasah Ibtidaiyah Al-Birra Pekanbaru, and Madrasah Ibtidaiyah Tahfidz Cendekia Pekanbaru in implementing P5 falls under the "developing" stage. Educational units in the developing stage are institutions that have strategies in place for managing project-based learning. Most of the teachers in these institutions are already familiar with project-based learning approaches, and the institution has begun involving external parties to support and assist with the implementation of the planned project activities (Rachmawati et al., 2022). In practice, however, Madrasah Ibtidaiyah Al-Bukhori Pekanbaru, Madrasah

Ibtidaiyah Al-Birra Pekanbaru, and Madrasah Ibtidaiyah Tahfidz Cendekia Pekanbaru have not involved external parties to assist with P5 learning activities. The P5 learning activities are still delivered by the classroom teachers.

Regarding the design of dimensions, themes, and time allocation for P5 learning, it is not yet optimal with several notes. One issue is the discrepancy with the P5 development guidebook in determining the themes. According to the guidebook, in one academic year, students at the SD/MI/SDLB/Paket A level should participate in the Pancasila Student Profile Strengthening Project (P5) with a requirement of 2 to 3 different themes for the projects (Direktorat KSKK, 2022). Currently, Madrasah Ibtidaiyah Al-Bukhori Pekanbaru, Madrasah Ibtidaiyah Al-Birra Pekanbaru, and Madrasah Ibtidaiyah Tahfidz Cendekia Pekanbaru are choosing only one theme for the Pancasila Student Profile Strengthening Project (P5) in one academic year, as stated in Table 1 above.

In preparing the project modules, the madrasah has not fully met the established standards. One of the main reasons for this is the ongoing confusion in understanding and applying the necessary steps to create a module that complies with the requirements. The process of developing project modules not only requires an understanding of the applicable standards but also skills in organizing content, designing learning objectives, and determining appropriate evaluation methods. The lack of clear guidelines and adequate training is also a factor that affects the final outcome of the developed modules. The madrasah requires more intensive guidance, both in terms of content development and other technical aspects, in order to produce modules that truly meet the expected criteria. Without sufficient guidance and support, the module preparation process may continue to face challenges in achieving the desired quality.

In designing the project reporting strategy, students are directed to present the results of their projects. This project reporting strategy can be considered effective as it is implemented by the teachers of grades I and IV. The teachers of grade I and grade IV carry out project reporting through presentations. The difference lies in the method of implementation: in grade I, the presentation is done simply in front of the class with the help of questions from the teacher, whereas in grade IV, the presentation is done more comprehensively and in greater depth to convey the results of the completed project. Through these presentations, teachers can also assess students' understanding and evaluate the achievement of the dimensions of the Pancasila Student Profile for each student.

Process Evaluation

The purpose of process evaluation is to assess the implementation of plans in supporting program staff to understand the benefits that can be gained. This evaluation reviews the organization's plans and previous evaluation results to

identify key aspects within the organization that need to be monitored. The primary function of process evaluation is to provide information that can assist organizational personnel in carrying out the program as planned or adjusting the plan if any discrepancies are found (Hia & Susanto, 2022). The details of the P5 learning implementation are as follows.

The teaching method can be categorized as good because the teachers at Madrasah Ibtidaiyah Al-Bukhori Pekanbaru, Madrasah Ibtidaiyah Al-Birra Pekanbaru, and Madrasah Ibtidaiyah Tahfidz Cendekia Pekanbaru implement the methods effectively and are able to foster the attitudes/behaviors expected by the madrasah.

The challenges faced by the madrasahs during the implementation of the P5 learning program lie in time and costs. The implementation of the P5 program at each madrasah has varying time allocations. Madrasah Ibtidaiyah Al-Bukhori Pekanbaru carries out the P5 program every Friday, while Madrasah Ibtidaiyah Al-Birra Pekanbaru implements it on Thursdays. Meanwhile, Madrasah Ibtidaiyah Tahfidz Cendekia Pekanbaru does not set a specific day for the P5 program; instead, the dimensions of the P5 program are integrated into every learning process. The students feel that the time allocated is insufficient, leading them to stop their project work midway and only be able to continue it the following week. Furthermore, each madrasah seems to focus more on implementing their own flagship programs rather than the P5 program. On the other hand, the cost challenge also hinders the implementation of the P5 program. The head of the madrasah stated that the implementation of P5 learning requires significant costs, particularly in designing each project to be carried out.

Students' responses during the P5 learning conducted by the madrasahs are varied; some students are enthusiastic about participating, while others occasionally feel bored. This can be seen from the results of the student response survey on P5 learning, categorized as follows. Below are the survey response percentages:

Table 3. Results of the Student Survey Response Percentage for Grades 1 and 4

No.	Nama Madrasah	Kelas I	Kelas 4
1.	MI Al-Bukhori Pekanbaru	93.86%	93.60%
2.	MI Al-Birra Pekanbaru	93.76%	94.13%
3.	MI Tahfidz Cendekia Pekanbaru	93.06%	92.91%
	Average per Class	93.56%	93.55%
	Overall Average	93.55%	

The majority of students expressed strong agreement regarding the implementation of P5 learning, as indicated by an average percentage of 93.55% of students who strongly agreed.

The assessment process related to the dimensions established in the Pancasila Student Profile Strengthening Project (P5) learning includes two types of assessments: formative and summative assessments. These assessments are outlined in the Teaching Module prepared by the teacher. Each learning activity is accompanied by assessment rubric, which is also available in the Teaching Module for each activity.

Product Evaluation

This evaluation aims to identify and assess the various expected outcomes and benefits, as well as those that may be unforeseen, both in the short and long term. Specifically, this product evaluation is designed to measure the extent to which the program has successfully achieved the objectives and needs established during its implementation (Kurniawati, 2021). The details of the P5 program implementation during the product evaluation phase are as follows:

To celebrate the achievement of the workshop implementation, in the 2023/2024 academic year, Madrasah Ibtidaiyah Al-Bukhori Pekanbaru and Madrasah Ibtidaiyah Al-Birra Pekanbaru organized a collaborative activity involving teachers, students, and parents in the madrasah grounds, with a simple celebration themed "Build the Soul and Body" and "Local Wisdom." Meanwhile, Madrasah Ibtidaiyah Tahfidz Cendekia Pekanbaru held a similar event, but limited to collaboration between teachers and students within the classroom, with the chosen theme "Sustainable Lifestyle." This can be verified in Table 1, which outlines the Theme Selection for the Pancasila Student Profile Strengthening Project. The background of this difference lies in the fact that each madrasah is still striving to gain a deeper understanding of the implementation of the Merdeka Curriculum, particularly in the aspect of Pancasila Student Profile (P5) learning. The head of the madrasah has confirmed that the celebration of this learning is not mandatory. This is due to the varying P5 learning themes applied at each madrasah. Regarding the workshop implementation, whether at the madrasah or Pekanbaru City level, there are no specific guidelines regarding its execution.

The event can be organized simply by arranging the layout within the classroom, or it can also be held more festively by setting up a designated area, depending on the resources and facilities available at the educational institution. As for the learning report or report card for the P5 program, the assessment is not based on numerical grades, but rather on a brief description of the student's achievements in the dimensions set throughout the semester. The report also includes positive changes made by the students, both during the project implementation and in daily

learning activities. This assessment is based on a rubric created by the teacher, which is included in the Teaching Module for each learning activity. The learning report for students in grades 1 and 4 in the P5 program at Madrasah Ibtidaiyah in Pekanbaru City falls under the category of "Developing".

The P5 program at Madrasah Ibtidaiyah in Pekanbaru City still faces several challenges that need to be addressed and revised in order to run optimally. One of the main issues is the limited understanding of the madrasah regarding the implementation of this program, which has resulted in insufficient preparedness for its execution. Additionally, financial constraints pose a significant barrier in supporting the planned activities, while the existing infrastructure is also inadequate to ensure the smooth operation of the program. Therefore, greater support and attention from the government is needed, particularly in providing sufficient funding and facilities, especially for private madrasahs, most of which continue to face difficulties in accessing the resources necessary to effectively implement the P5 program.

The implementation of the Pancasila Student Profile Strengthening Project (P5) program at Madrasah Ibtidaiyah in Pekanbaru City has had a significant impact on the development of students' character and competencies. This program focuses on instilling the values of Pancasila, which are reflected in the six elements of the P5 program: faith, piety, noble character, mutual cooperation, independence, critical thinking, and creativity. Through various projects, students are engaged in integrating these values into their daily lives, both within the madrasah, their families, and their communities. In this process, students not only gain academic knowledge but also develop social skills and a more mature personality, which serve as essential tools in building the nation's character. Moreover, P5 also influences how students solve problems collaboratively and innovatively, encouraging them to think critically, creatively, and work together in groups. This enables students to sharpen their communication, problem-solving, and leadership skills. Another positive outcome is the increase in learning motivation, as the relevance of the lessons to real-life situations becomes more evident.

CONCLUSION

Based on the findings and data analysis in this study, the P5 learning program has generally been implemented well at the Madrasah Ibtidaiyah level in Pekanbaru City, though it has not yet reached optimal levels. According to the evaluation using the CIPP model, the context evaluation was rated as good, as the needs and learning objectives of the P5 program align with the standards set by policymakers. The input component is still lacking, as many aspects need improvement, including learning resources, human resources, teaching materials, and the planning of the P5 program's learning flow. The process component was also rated as less than

satisfactory, as there are various obstacles in the implementation of the P5 program, such as limited time and budget allocation, even though students strongly support the program. The product component is also inadequate, given that many aspects still need to be improved, particularly in the P5 program's product workshops, which have not yet been optimized, and in the students' learning outcomes, which are still at a developing stage.

From this data, it can be concluded that the implementation of the P5 learning program using the CIPP model at Madrasah Ibtidaiyah in Pekanbaru City is still in the "less than good" category and requires various improvements. These improvements are especially needed in the three main stages: input, process, and product. At the input stage, areas that need attention include the P5 learning resources, the availability of human resources supporting P5 learning, and the planning flow for the P5 program. At the process stage, improvements are needed in the implementation of the P5 program. Meanwhile, at the product stage, the learning outcomes from the P5 program also need to be enhanced. The recommendations for the government, madrasah, and other stakeholders are as follows: **Input Stage:** Strengthening the Foundation of P5 Program Implementation, **Process Stage:** Improving the Quality of Implementation, **Product Stage:** Improving Learning Outcomes. With comprehensive improvements in these three stages, it is hoped that the implementation of the P5 program at Madrasah Ibtidaiyah in Pekanbaru City will improve. Collaboration between the government, madrasah, and other stakeholders is key to achieving high-quality and competitive education.

REFERENCES

- Aida, P. S. E., Fauzi, A., & Wahyono. (2023). Implementasi Pengelolaan Kurikulum Pembelajaran Mandiri di SDIT Sabilul Huda Kota Cirebon Implementation of The Independent Learning Curriculum Management at SDIT Sabilul Huda Cirebon City. *Jiem*, 7(1), 13. <https://doi.org/http://dx.doi.org/10.24235/jiem.v7i1.13286>
- Anita, Y., Kiswanto Kenedi, A., Azizah, Z., Safitri, S., & Khairani, R. (2023). Pelatihan Pengembangan Proyek Penguatan Profil Pelajar Pancasila Berbasis Teknologi Untuk Guru Sekolah Dasar. *Jurnal Pengabdian Masyarakat*, 6(2), 367–380.
- Anwar, N., Romadhon, T. N., Sandro, A., & Khikmawanto, K. (2023). Peran Guru sebagai Fasilitator Pembelajaran dalam Mendorong Kreativitas Siswa. *Jurnal Syntax Imperatif: Jurnal Ilmu Sosial Dan Pendidikan*, 4(3), 208–214. <https://doi.org/10.36418/syntax-imperatif.v4i3.240>
- Arif Muadzin, A. M. (2021). Konsepsi Peran Guru Sebagai Fasilitator dan Motivator Dalam Proses Pembelajaran Pendidikan Agama Islam. *Jurnal Pendidikan Islam*, 7(2), 171–186. <https://doi.org/10.37286/ojs.v7i2.102>

- Artanto, D., Ibadin, H., & Suwadi. (2023). Penerapan Evaluasi CIPP (Context, Input, Process, Product) Dalam Program Rintisan Madrasah Unggul di MTsN 1 Yogyakarta. *Al-Fahim*, 5(1), 68–82. <https://doi.org/10.54396/alfahim.v5i1.543>
- Bachtiar, B. (2020). Pengembangan Kurikulum Berbasis Kebutuhan Peserta Didik dan Kehidupan Global dalam Konteks Indonesia. *Edumaspul: Jurnal Pendidikan*, 4(2), 449–460. <https://doi.org/10.33487/edumaspul.v4i2.2977>
- Direktorat KSKK, M. (2022). Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila dan profil Pelajar Rahmatan Lil Alamin. *Kementerian Pendidikan Dan Kebudayaan*, 1–108.
- Fauziah, G. E., & Rohmawati, A. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) dan Profil Pelajar Rahmatan Lil Alamin (P2RA) pada Siswa MI: Sebuah Upaya Membangun Karakter Disiplin dan Bertanggung Jawab Pada Siswa. *Ibtida'*, 4(2), 214–225. <https://doi.org/https://doi.org/10.37850/ibtida'.v4i02.582>
- Fauziah, I., Ijudin, Holis, A., & Masripah. (2024). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) Dalam Membentuk Karakter Mandiri Peserta Didik. *Jurnal Intelek Insan Cendikia*, 1(8), 1–10.
- Hamzah, M. R., Mujiwati, Y., Khamdi, I. M., Usman, M. I., & Abidin, M. Z. (2022). Proyek Profil Pelajar Pancasila sebagai Penguatan Pendidikan Karakter pada Peserta Didik. *Jurnal Jendela Pendidikan*, 2(04), 553–559. <https://doi.org/https://doi.org/10.57008/jjp.v2i04.309>
- Hia, A., & Susanto, Y. N. (2022). Model Evaluasi Program Context, Input, Process, Product Pada Pendidikan Agama Kristen Sekolah. *Metanoia*, 4(1), 45–57. <https://doi.org/https://doi.org/10.55962/metanoia.v4i1.61>
- Hilmin, Dwi Noviani, & Eka Yanuarti. (2023). Internalisasi Nilai-Nilai Moderasi Beragama Dalam Kurikulum Merdeka Belajar Pendidikan Agama Islam. *Symfonia: Jurnal Pendidikan Agama Islam*, 3(1), 57–68. <https://doi.org/10.53649/symfonia.v3i1.34>
- Khomsariyani, E., Alfariisa, F., & Robiansyah, F. (2024). Evaluasi Pembelajaran Proyek Penguatan Profil Pelajar Pancasila (P5) Dengan Model Cipp Pada Sekolah Dasar di SDIT Bina Bangsa. *Elementary School*, 11(2), 315–332. <https://doi.org/https://doi.org/10.31316/esjurnal.v11i2.4288>
- Kurniawati, E. W. (2021). jurnal Evaluasi Program Pendidikan Perspektif Model Cipp (Context, Input, Proce, Product). *Jurnal Ghaitsa*, 2(1), 19–25. <https://doi.org/https://doi.org/10.62159/ghaitsa.v5i3.168>
- Mahmudah, S., Rondli, W. S., Ermawati, D., & Kudus, U. M. (2024). Analisis Profil Pelajar Pancasila dalam Kurikulum Merdeka Materi Hak dan Kewajiban di Kelas III. *Innovative: Journal Of Social Science Research Volume*, 4(5), 122–136. <https://doi.org/https://doi.org/10.31004/innovative.v4i5.14783>

- Mualifa, L., Wardatussa'idah, I., & Wardhani, P. A. (2024). Evaluasi Program Projek Penguatan Profil Pelajar Pancasila (P5) Aksi Detektif Lingkungan Di Kelas 4 SDN Cilangkap. *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 10, 653–663.
- Novayanto, R., & Mawardi. (2024). Evaluasi Program P5 (Proyek Penguatan Profil Pelajar Pancasila) Kelas V SD Negeri Sidorejo Lor 03 Salatiga Menggunakan. *Pendas*, 09(03), 321–335. <https://doi.org/https://doi.org/10.23969/jp.v9i3.17979>
- Putri, E. D. (2023). *Wawancara Pengawas Tingkat Madrasah Ibtidiyah Kota Pekanbaru*.
- Rachmawati, N., Marini, A., Nafiah, M., & Nurasih, I. (2022). Projek Penguatan Profil Pelajar Pancasila dalam Implementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3613–3625. <https://doi.org/https://doi.org/10.31004/basicedu.v6i3.2714>
- Riki, M. (2023). *Pelatihan Implementasi Kurikulum Merdeka Berbasis Komunitas (Angkatan 1) Wilayah Kerja Kantor Kementerian Agama Kota Pekanbaru*. Kementerian Agama Kota Pekanbaru. https://pekanbaru.kemenag.go.id/newsite/home/single_blog/3587
- Rismawanda, H., & Mustika, D. (2024). Kemampuan Guru dalam Menyusun Modul Ajar pada Kurikulum Merdeka di Sekolah Dasar. *Aulad: Journal on Early Childhood*, 7(1), 32–42. <https://doi.org/10.31004/aulad.v7i1.575>
- Santika, R., & Dafit, F. (2023). Implementasi Profil Pelajar Pancasila sebagai Pendidikan Karakter di Sekolah Dasar. *Jurnal Obsesi*, 7(6), 6641–6653. <https://doi.org/10.31004/obsesi.v7i6.5611>
- Ummah, M. S. (2019). Penerapan Peran Dan Fungsi Guru Dalam Kegiatan Pembelajaran. *Pionir: Jurnal Pendidikan*, 11(1), 1–14. <https://doi.org/http://dx.doi.org/10.22373/pjp.v9i2.9087>
- Utami, K., & Mustofa, A. (2024). Evaluasi Pelaksanaan Projek Penguatan Profil Pelajar Pancasila di SMA Negeri Kabupaten Jombang. *Jurnal Mahasiswa*, 2(1), 69–78.
- Veronika, F., Khosiyono, B. H. C., Cahyani, B. H. C., & Nisa, A. F. (2023). Evaluasi Efektivitas Penanaman Karakter Melalui Proyek P5 Di SD. *Jurnal Ilmiah Pendidikan Dasar*, 08 Nomor 0, 4106. <https://journal.unpas.ac.id/index.php/pendas/article/view/10879/4806>
- Wijaya, S. (2023). Pentingnya Pelatihan Dan Pengembangan Dalam Menciptakan Kinerja Karyawan di Era Digital. *Analisis*, 13(1), 106–118. <https://doi.org/10.37478/als.v13i1.2523>