Evaluation of the Entrepreneurship Themed Pancasila Student Profile Program: Evaluasi Program Profil Siswa Pancasila Bertema Kewirausahaan

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General Background: Education in Indonesia is undergoing transformation through the Merdeka Curriculum, which emphasizes strengthening the Pancasila Student Profile (P5) as a foundation for character and competence development. Specific Background: Within this framework, entrepreneurship has been chosen as a theme at SMA Negeri 1 Kapur IX to foster creativity, independence, and collaboration, while preparing students for real-world challenges. Knowledge Gap: Previous studies have generally assessed P5 broadly or with other themes, leaving limited in-depth evaluation of entrepreneurship-focused P5 programs in specific school contexts. Aims: This study aimed to evaluate the implementation of the P5 entrepreneurship program using the CIPP model (Context, Input, Process, Product) to identify strengths, weaknesses, and areas for improvement. Results: Findings indicate that the program aligns with school goals and national policy, supported by adequate resources, effective teaching modules, and student engagement, though challenges persist in teacher readiness, socialization, and sustaining character formation. Novelty: This study provides explicit, context-specific insights into P5 entrepreneurship, offering practical evidence distinct from broader analyses. Implications: The results inform schools and policymakers to refine P5 implementation, strengthen teacher training, and enhance collaboration with entrepreneurial practitioners to cultivate resilient, innovative learners.

Highlight :

- P5 program evaluated using CIPP model covering context, input, process, product.

- Implementation supports student readiness, facilities, and entrepreneurship modules.

- Results show improved creativity, independence, and cooperation among students.

Keywords : P5, Entrepreneurship, CIPP Evaluation, Student Profile, Character Building

Introduction

Education is the main foundation in building a nation's civilization, playing a crucial role in shaping the character and competence of the next generation. In Indonesia, educational transformation continues to be sought to answer the challenges of an increasingly complex and dynamic era. The Merdeka Curriculum is presented as a strategic innovation that aims to strengthen student profiles that are relevant to Pancasila values. One of the key elements in the Independent Curriculum is the

Pancasila Student Profile Strengthening Project (P5), an initiative designed to integrate cross-disciplinary learning. P5 focused on development Soft Skills, character, and noble values of Pancasila through contextual project-based activities. The implementation of P5 is important because it provides space for students to learn authentically and applicatively. The program emphasizes not only the cognitive aspect, but also the affective and psychomotor aspects of students. Therefore, the success of P5 greatly determines the quality of education graduates in Indonesia (Ministry of Education and Culture, 2022).

A number of studies have examined the implementation of P5, such as general evaluations of its effectiveness in shaping the dimensions of the Pancasila Student Profile or analyses of implementation challenges at various school levels, some even reviewing P5 with non-entrepreneurship themes. However, the novelty and scientific contribution of this study lies in its explicit and in-depth evaluation focus on the implementation of P5 with the theme of entrepreneurship, specifically in the context of SMA Negeri 1 Kec. Kapur IX. This distinguishes it from previous studies that tend to be more general or address other themes, because this study specifically seeks to fill the literature gap by identifying best practices, uncovering unique challenges at the research site, and providing concrete recommendations for improving P5 entrepreneurship, which will ultimately enrich our understanding of the development of an entrepreneurial spirit among students.

The theme of entrepreneurship in P5 has become particularly relevant in the current context, given the rapid economic development and the demand to create new jobs. Entrepreneurship is not just about setting up a business, but it also includes an innovative, creative, unyielding, and adaptive mindset to change. Through the P5 entrepreneurship theme, students are invited to develop new ideas, manage resources, and solve problems independently. They learn how to plan a venture, identify market opportunities, and market products or services. This learning equips students with practical skills that are urgently needed in the era of globalization. In addition, the spirit of entrepreneurship can foster a spirit of leadership and social responsibility. Thus, the P5 theme of entrepreneurship contributes significantly to shaping the young generation who are ready to face future challenges (Suryana, 2020).

SMA Negeri 1 Kapur IX District is one of the educational institutions that seeks to implement the Independent Curriculum, including the P5 Program, optimally. As a school located in an area with diverse local potential, the development of entrepreneurship among students is crucial. Schools have a strategic role in fostering students' interest and talent in entrepreneurship from an early age. Through the P5 theme of entrepreneurship, SMA Negeri 1 Kapur IX District hopes to produce graduates who are not only academically intelligent, but also have a strong entrepreneurial mentality. Support from various parties, including the school committee and the community, is needed to make this program a success. The school also needs to ensure that the entire academic community understands the purpose and benefits of P5 entrepreneurship. This will strengthen a learning ecosystem that is conducive to the development of students' entrepreneurial spirit (Internal Document of SMA Negeri 1 Kapur IX District, 2024).

However, the implementation of a new program, including P5, does not always go smoothly and smoothly. Various challenges may arise, ranging from the availability of resources, the readiness of educators, to student acceptance of project-based learning methods that may not be familiar. Therefore, program evaluation is an essential step to identify strengths and weaknesses in the implementation of the P5 entrepreneurship theme. Without systematic evaluation, it is difficult to know the extent to which the program has achieved its goals. Evaluations provide valuable feedback for schools to make continuous improvements. This process ensures that the resources that have been allocated actually make a positive impact. Thus, evaluation is not just a report, but a tool to significantly improve the quality of the program (Sudjana, 2019).

In the context of program evaluation, the CIPP (Context, Input, Process, Product) model offers a comprehensive and systematic framework. This model was developed by Stufflebeam and

colleagues, which allows evaluations to be carried out from different dimensions of the program. The context aspect focuses on the analysis of the needs and relevance of the program to the broader environment and objectives. The input aspect reviews the resources used, such as curriculum, facilities, and teacher competencies. Aspects of the process examine the implementation of programs in the field, including interaction between teachers and students. Finally, the product aspect assesses the results and impact achieved by the program on students and the environment. The use of the CIPP model allows for the holistic identification of problems and provides recommendations for targeted improvements (Stufflebeam & Shinkfield, 2007).

The application of the CIPP model in evaluating the implementation of the P5 entrepreneurship theme at SMA Negeri 1 Kapur IX District will provide an in-depth picture. This evaluation is expected to reveal the extent of the alignment of the program with the needs of students and the local potential of the school. Assessment of input aspects will identify the availability and effectiveness of supporting resources. The process analysis will highlight the effectiveness of learning methods, teacher mentoring, and students' active participation in entrepreneurial projects. Meanwhile, product evaluation will measure students' achievements in developing entrepreneurial competencies, such as creativity, independence, and collaboration skills. The results of this evaluation will be a solid basis for formulating a corrective strategy. Thus, the quality of the P5 entrepreneurship theme can be improved to achieve the goals of the Pancasila Student Profile optimally (Patton, 2015).

Based on the description above, this research is important and relevant to be carried out. The results of this study are expected to make a real contribution to SMA Negeri 1 Kapur IX District in improving the quality of the implementation of the P5 entrepreneurship theme. The resulting recommendations can be a guideline for schools to optimize the planning, implementation, and evaluation of programs in the future. In addition, this research can also be a reference for other schools that are or will implement P5 with a similar theme. A deep understanding of the successes and challenges of entrepreneurship P5 will enrich the scientific treasures in the field of education. Thus, this research is expected to support the realization of a strong, innovative, and entrepreneurial Pancasila Student Profile throughout Indonesia (Moleong, 2018).

Methods

This type of research is field research with a qualitative approach. This research was conducted directly at SMA Negeri 1 Kec.Kapur IX to obtain descriptive data in the form of words that describe behavior, motivation, and actions holistically. This qualitative approach aims to understand conditions through direct observation and interviews. According to Creswell in Raco (2010), this approach is used to explore and understand central symptoms. The information obtained from the informant is collected, analyzed, and presented descriptively. Bogdan and Biklen (in Emzir, 2010:60) state that qualitative data comes from observations, interviews, and documents that are then reduced and categorized to describe the problem narratively.

A qualitative approach was chosen as the most appropriate method for this evaluation study because the goal is to understand in-depth and comprehensively how the P5 entrepreneurship theme is actually implemented, as well as to explore the perceptions, experiences, and challenges faced by various stakeholders at SMA Negeri 1 Kec. Kapur IX. This method allows researchers to capture nuances and contexts that cannot be measured quantitatively, such as the interaction process, motivation, and interpretation of students and teachers towards the program. To ensure the validity and trustworthiness of the findings, this study will apply the principle of data triangulation. Triangulation will be carried out by comparing information obtained from various sources, such as interviews with teachers and students, direct observations of P5 activities, and analysis of documents related to the program. This 6approach will strengthen the internal validity of the study, ensuring that data interpretation is based on consistent and mutually supporting evidence from various perspectives.

The purpose of using this approach is to describe and explain the implementation of the Pancasila Student Profile Strengthening Project Program (P5) Entrepreneurship Theme at SMA Negeri 1 Kec.Kapur IX. With a qualitative approach, this study hopes to obtain accurate and relevant data as the basis for evaluating the program. This study uses the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam. This model is widely used in the world of education because it includes a complete aspect to evaluate the implementation of the program. The CIPP model consists of:

1. Context Evaluation: Provides an overview of the program's objectives, planning, objectives, and needs analysis. This evaluation assesses the readiness of SMA Negeri 1 Kec.Kapur IX in implementing the P5 theme of Entrepreneurship.

2. Input Evaluation: Assessing the infrastructure, student readiness, and P5 module as the basis for decision-making.

3. Process Evaluation: Describe implementation, external presenter engagement, and barriers that arise during program implementation.

4. Product Evaluation: Assess the achievement of program goals and effectiveness, as well as their impact on students.

This research was carried out at SMA Negeri 1 Kec.Kapur IX with the main instrument of conducting interviews, observations, and documentation to obtain objective and in-depth data. The data source consists of primary data through interviews and observations of the curriculum supervisors, coordinators, facilitators, and students of class X and secondary data in the form of supporting documents such as P5 modules, activity journals, school vision and mission, and students' work. Data collection techniques include in-depth interviews, direct observations, and documentation studies. Data analysis refers to the miles and Huberman models which include: data collection, data reduction through simplification and encoding of information according to the focus of the research, presentation of data in a narrative and structured manner, and gradual drawing of conclusions so that final results are obtained that answer the focus of the research.

The CIPP Model Evaluation Instruments are as follows:

Phase	Indicators	Method	Data Source
Background	The context components in the P5 Entrepreneurship Theme activities include:Program ObjectivesPreparation and planningNecessity Goal	Interviews and Documentation	Waka CurriculumCoordinator P5Student
Input	Input components in P5 activities include:Module P5 Entrepreneurship ThemeFacilities and InfrastructureStudent readiness	Interviews, Observations and Documentation	CoordinatorFacilitator P5 Entrepreneurship ThemeStudent
Process	The implementation of P5 Entrepreneurship Theme activities includes:External Speakers (Speakers)Implementation of P5 Entrepreneurship themeObstacles in implementation	Interviews, Observations and Documentation	Coordinator Facilitator P5 Entrepreneurship ThemeStudent
Product	The product components in the P5 Entrepreneurship Theme activities include:Achievement of the	Interviews and Documentation	Waka CurriculumCoordinator of P5 Entrepreneurship Theme

	goals of the P5 Entrepreneurship Theme programFinal Program Evaluation		

Table 1. *Model CIPP*

Result and Discussion

A. Result

1.Background

The results of the study show that the evaluation of the context of the project carries out activities in real terms. In addition, students also show good readiness, as seen from their ability to form teams, divide tasks, and be actively involved in every stage of activities.

2.Input

The results of this study show that the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of entrepreneurship at SMAN 1 Kec.Kapur IX has been running well and structured. The learning modules that are used systematically, contain all important components and have been updated to suit the needs and development of students. Although there are obstacles in its implementation due to time constraints, the increase in the number of activities shows the school's efforts to provide a more meaningful learning experience.

In terms of facilities and infrastructure, the school has provided adequate facilities such as practice places, cooking utensils, and financial support for entrepreneurial activities. This makes it easier for students to carry out activities in real life. In addition, students also show good readiness as seen from their ability to form teams, divide tasks, and be actively involved in every stage of activities.

3.Process

The results of the research on the implementation of the Pancasila student profile strengthening project (P5) with the Entrepreneurship Theme at SMAN 1 Kec.Kapur IX show that this program has experienced a significant increase, especially in terms of implementation strategies and external party involvement. In the third year of implementation, the school began to implement a block system for 2-3 weeks which was considered more effective than the previous implementation which was carried out every week. The implementation of P5 is divided into four main stages, namely recognition, contextualization, action, and reflection and follow-up. Students are encouraged to work collaboratively in groups to design and implement ideas directly, with intensive assistance from teachers and facilitators, as well as speakers from business actors.

This program not only strengthens entrepreneurial competence, but also the character of students in accordance with the Pancasila student profile. However, P5 also faces several obstacles such as lack of active preparation of some students, limited raw materials available at school, lack of socialization to subject teachers and challenges in financing and time management.

4.Product

The results of research on product evaluation in the Pancasila Student Profile (P5) project on the theme of entrepreneurship at SMAN 1 Kec.Kapur IX show that the program objectives in general have been achieved, especially in terms of involvement across teachers of relevant subjects.

Teachers from various fields have actively participated in supporting the implementation of programs that reflect the synergy between disciplines in guiding students. However, there are challenges in understanding the P5 concept, both by teachers and students, where the focus of implementation tends to still be oriented towards the final result in the form of products, not on the process of character formation as mandated by the Independent Curriculum. Although student products show technical success, character values such as independence, responsibility, and social care have not been fully formed in a sustainable manner. The final evaluation of the program is carried out through two types of assessments, namely formative and summative. Formative assessments are carried out during the activity as a tool for monitoring and improving the process, while summative assessments are carried out at the end of the semester and are outlined in a student report card with a development category that describes the extent to which the Pancasila student profile has been formed.

B. Discussion

The results of this evaluation indicate that the P5 Program on the theme of entrepreneurship at SMA Negeri 1 Kec. Kapur IX has generally run well, although there are several aspects that require improvement, "consistency of teacher guidance" or "availability of additional resources"]. This finding is partly in line with previous studies by [Name Author/Supporting Study, e.g., Budi's (2022) study which also found a positive impact of P5], however, our results may contradict or show nuanced differences with the literature highlighting [Name Author/Contradicting Study, e.g., "the difficulty of implementing P5 in general due to limited teacher training, as revealed by Chandra's (2023) study"). This difference is likely due to [Explain the reason for the difference, e.g., "better adaptation of local curriculum or independent school initiatives in overcoming limitations." Reflection on these findings indicates that the success of P5 is highly dependent on school commitment, local innovation, and ongoing support from various parties. Therefore, the implications for education policy are the importance of designing flexible and contextual P5 policies, providing schools with more autonomy to innovate, and improving teacher training programs specific to the P5 theme. For educational practice, these findings encourage schools to continue developing partnership networks with entrepreneurial practitioners and utilizing local potential to enrich students' learning experiences in P5 entrepreneurship. Based on the research that has been conducted on the evaluation of the Pancasila Student Profile Strengthening Project (P5) program at SMAN 1 Kec.Kapur IX using the CIPP (Context, Input, Process, Product) model, the results of this study can be described as follows:

1.Background

Context evaluation in the implementation of the Pancasila Student Profile Management Project (P5) at SMAN 1 Kec.Kapur IX includes aspects of goals, planning, needs, and objectives. The purpose of this program, in accordance with the opinions of Eni Susilowati (2021:155) and Mohamad Rifqi (2022), is to instill character values that reflect the profile of Pancasila students through contextual and practice-based learning, so that students not only understand the concept of entrepreneurship in theory, but also be able to apply it in real life to develop character such as independence, creativity, and critical reasoning.

In terms of planning, based on the theory of Dayanti Erni (2023), SMAN Negeri 1 Kec.Kapur IX prepared 12time allocations, the formation of a team of facilitators, and implementation strategies tailored to the characteristics of students and conducted an analysis of environmental potential to increase the relevance of learning. In terms of needs, referring to Sri Yuliastuti (2022) and Sukma Ulandari (2023), the school prepared an entrepreneurial theme and formed a team of responsible facilitators who assisted the implementation of the project according to the direction of the principal and deputy principal. Meanwhile, in terms of targets, based on Hastiani (2023) and the Pancasila Student Profile Strengthening Project Guidebook (2022), this program targets students and educators in class X, with an active role of students in activities, teachers as facilitators, and a conducive school environment to support learning.

Yes	Indicators	Results
1	Purpose	Designing innovative learning is expected to be able to produce students with superior characters that are in line with the five aspects of Pancasila student profile.
2	Preparation and Planning	Implementation time planning, Implementation and Evaluation
3	Necessity	Entrepreneurship Theme
4	Goal	Class X (Ten) Students

Table 2. *Context Evaluation*

2. Input

Evaluation of inputs in the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of Entrepreneurship at SMAN 01 Kec.Kapur IX includes learning modules, facilities and infrastructure, as well as student readiness. The P5 module used is the result of refinement of the previous year's module, where revisions were made to overcome shortcomings such as lack of variety of activities and inaccuracy of time allocation, so that the module now contains 36 activities that are more adaptive and in accordance with the character of students, although there are still obstacles such as monopoly activities that are not officially included so that they cannot be resolved due to time constraints during the implementation of the 2–3 week block system (Winkel, 2009).

In terms of facilities and infrastructure, based on field findings from Nurbaiti's theory (2015), supporting facilities such as practice rooms, cooking utensils, and operational funds provided by the school are adequate and optimally utilized by students to support entrepreneurial learning in applying cesare. Meanwhile, the readiness of students, which according to Bandura (1960), is strongly influenced by self-efficacy, also shows positive results; students are able to form teams independently, divide roles, and manage tasks well, and have prepared a risk mentality that supports discipline and strengthens confidence in facing challenges during the project, indicating adequate mental, social-team, and discipline readiness to succeed in the implementation of P5 at SMAN 1 Kec.Kapur IX.

Yes	Indicators	Results
1	Module P5 Entrepreneurship	The module has changed from 23 activities to 36 activities, but there are activities resulting from teachers' initiatives that are not carried out, namely monopoly games due to time constraints
2	Facilities and Infrastructure	Facilities and infrastructure have been well prepared by the school
3	Student Readiness	The team is formed independently, self-efficacy grows through experience and the support of teachers.

Table 3. *Evaluation of Inputs*

3. Process

The evaluation of the implementation process of the Pancasila Student Profile Strengthening Project (P5) with the theme of Entrepreneurship at SMAN 1 Kec.Kapur IX includes the role of resource persons, program implementation, and obstacles faced. According to Sugiyono (2017) and Arikunto (2010), credible and experienced resource persons and presenters are very important in

providing theoretical and practical knowledge, and at SMAN 1 Kec.Kapur IX, the school has collaborated with resource persons from MSME actors and online businesses to enrich students' insights.

The implementation of the P5 program, which initially used a weekly system, was transformed into a block system for 2–3 weeks, providing an intensive space for students to focus on undergoing the stages of the entrepreneurship project collaboratively with the guidance of teachers as facilitators, as well as presenting practitioner resource persons to support the learning process (P5 Handbook, 2022). Program assessment also focuses on the development of students' attitudes and character through qualitative indicators, not just the final product.

However, significant obstacles arise in implementation, such as a lack of understanding and socialization among teachers about the P5 concept which leads to miscommunication and overlapping intracurricular tasks (Octavia et al., 2024), limited facilities and raw materials that force students to buy their own at a higher cost (Cahyaningrum & Diana, 2023), and less effective time management so that some activities do not go as planned (Hadian et al., 2022). In addition, the varied characteristics of students, with some students less active and less able to collaborate, add to the complexity of implementation so that teachers must implement special strategies to ensure the involvement of all students, considering that lack of motivation is also a major obstacle in this program.

Yes	Indicators	Results
1	Sources	Resource persons invited to the implementation of P5 have made a positive contribution by sharing practical experiences with students
2	Implementation of the P5 Program	The implementation of P5 has gone well and has had a significant impact on students.
3	Obstacles in Implementation	Some of the obstacles faced in the implementation of P5 include:There are students who are less active and less cooperative in groups.Inadequate facilities and infrastructureLack of teachers' understanding of the concept and implementation of P5.

Table 4. *Process Evaluation*

4.Product

The implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of entrepreneurship at SMAN 1 Kec.Kapur IX has shown significant achievements, especially in the involvement of teachers across subjects such as Indonesian, Mathematics, Economics, and Religion, reflecting collaborative efforts that support the program's goals. However, challenges arise related to the essential understanding of P5 among teachers and students, where excessive focus on the final product sometimes obscures the core of the Independent Curriculum which focuses on character formation such as independence, responsibility, tolerance, and social concern.

Although the products produced are of good quality, these character values have not been fully internalized in a sustainable manner, in accordance with the findings of Febrianti and Muhsinin (2024) who stated that character formation through P5 involves the planning, implementation, and evaluation stages. Evaluation of the implementation of P5 at SMAN 1 Kec.Kapur IX was carried out through formative and summative assessments; Formative assessments are carried out continuously by accompanying teachers to provide constructive feedback to students so that they can develop themselves during the project process, while summative assessments are carried out at

the end of the semester with the assessment categories Not Yet Developed (BB), Starting to Develop (MB), Developing According to Expectations (BSH), and Already Developing (SB) based on the results of the collected formative assessments (Guidebook P5, 2022).

In addition, the group work report and evaluation of teachers and facilitators on the effectiveness of methods, material relevance, and technical constraints are the basis for program improvement to be more in line with the spirit of the Independent Curriculum which emphasizes overall character and competency development. A holistic evaluation approach with the CIPP model (Context, Input, Process, Product) according to Stufflebeam is also used to comprehensively assess the effectiveness of the program, especially the evaluation of the process that assesses the application of the values of independence and mutual cooperation through observation, reflective notes, and group reports. Akhyar's research (2024) confirms that effective P5 evaluation increases students' creativity and independence, with the support of teachers, parents, and the community as important factors in creating a conducive learning environment and the use of innovative evaluation methods such as authentic assessments and information technology that play a role in measuring overall character development.

Yes	Indicators	Results
1	Achievement of the goals of the P5 Entrepreneurship Theme program	The P5 program with the theme of entrepreneurship has succeeded in improving students' understanding and skills in the field of entrepreneurship, as well as fostering independent and creative character.
2	Final Program Evaluation	A thorough evaluation shows that P5 activities have had a positive impact on the development of students' entrepreneurial spirit.

Table 5. *Product Evaluation*

Conclusion

Overall, this evaluation concludes that the implementation of the P5 Program on the theme of entrepreneurship at SMA Negeri 1 Kec. Kapur IX has been effective, proven to be able to foster most of the dimensions of the Pancasila Student Profile that are relevant to entrepreneurship, although there is room for improvement in aspects, such as cross-subject collaboration or ongoing mentoring from practitioners. Practical implications for other schools planning or implementing P5 are the importance of strengthening partnerships with MSMEs or local entrepreneurial practitioners, designing authentic entrepreneurship projects that have a real impact on the community, and providing freedom for students to explore their business ideas. For policy recommendations, the government and education office need to provide more flexible but structured guidelines on the implementation of P5 entrepreneurship, allocate adequate budgets for teacher training and provision of supporting facilities, and create a platform for exchanging good practices between schools so that successes such as those at SMA Negeri 1 Kec. Kapur IX can be replicated and adapted in various contexts.

Expression Of Gratitude

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