

EVALUATION OF THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT USING THE DISCREPANCY EVALUATION MODEL

Ilham Soleh Khudin¹⁾, Sumedi²⁾, Nauriatul Muharramah³⁾, Ahmad Mukhlis Siregar⁴⁾

^{1,2}Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia

³Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari, Banjarmasin, Indonesia

⁴King Saud University, Saudi Arabia

Email correspondence: ilhamsoleh006@gmail.com

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Abstract

This study aims to evaluate the activities of the Pancasila student profile strengthening project (P5) at SMP Muhammadiyah 2 Kalasan on the theme of local wisdom with the title of traditional games by using discrepancy evaluation model. This study used a descriptive qualitative approach with the data analysis techniques that included data summary, data presentation, conclusion drawing, and verification. The results of this study concluded that the design component focuses on the availability of documents, the implementers, and the input from students which later are compared with real implementation. Local wisdom was used for the P5 program theme with the aim to introduce the history of traditional games in Indonesia, foster the spirit of togetherness, promote traditional game culture, and increase students' teamwork. In the installation component, it was concluded that the requirements and completeness of the project implementation were done by the P5 team with input from all 7th grade students. In the process component, it was concluded that the entire activities ran smoothly, but there was a gap as the post-test was not implemented. In the result component, it was concluded that the implementation of the P5 program on the theme of local wisdom focused on traditional games run as planned. The program is categorized as good and can be re-implemented, while still considering the evaluation of the program output.

Keywords: Education, Education Evaluation, Discrepancy, Accreditation

INTRODUCTION

The previous Minister of Education and Culture has released the latest curriculum known as the Merdeka curriculum to be implemented in various educational institutions. Curriculum has a very important role so that its development must be adapted to the needs of the times (Saniah, Fahrudin, & Nugraha, 2024). A curriculum is also not directly implemented in educational institutions, but it is introduced gradually. This means that curriculum is not directly mandated nationally. Furthermore, a curriculum is based on competencies and not limited to content (Kurniawaty, Faiz, & Purwati, 2022). Merdeka curriculum is designed to increase and instill the spirit of Pancasila in the students (Wahyuni, 2022). This curriculum prioritizes the strengthening of Pancasila student profile. The Pancasila student profile strengthening project is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and character in accordance with the Pancasila student profile that is compiled based on graduate competency standards.

Pancasila student profile is an important goal set in the Ministry of Education Decree No. 20/2020 of the 2020-2024 Education and Culture Concept. The Pancasila student profile includes; first, faith, dedication, and noble character; second, independence; third, critical

thinking; fourth, creativity; fifth, mutual collaboration with qualities of Pancasila student profile; and sixth, global diversity (Rusnaini, Raharjo, Suryaningsih, & Noventari, 2021). This curriculum implements project-based learning which tries to develop soft skills and construct a Pancasila student profile in students and the key component of adopting an autonomous curriculum. Project-based learning emphasizes projects or activities as the main components of learning where students can examine, assess, analyze, and synthesize during the learning process. Although project-based learning models have many significant and advantageous benefits for students, teachers rarely use it since it is time-consuming and requires extensive planning (Dewi, 2022).

In every program implementation, there must be advantages and disadvantages so that evaluation is needed to do improvement and revision. Program evaluation is an activity to collect information about the implementation of a program, which then the information is used to determine the appropriate alternatives or choices in decision making (Saputra, 2019). Evaluation is essential to find the conformity between program implementation and its design, as well as the achievement of the objective has been set (Suchyadi & Karmila, 2019). If a program is not evaluated, it is hard to assess if the planned objectives has been carried out in accordance with the targets to be achieved (Yurika, Warlizasusi, & Sumarto, 2022). Program evaluation is a structured and systematic activity to determine the effectiveness of a program so that decision making about a program in the form of continuing, stopping or improving can be done appropriately.

Depending on what has to be improved or refined, many types of assessment models are employed to improve educational programs (Mustafa, 2021). The CSA UCLA model, the Countenance model, the Discrepancy Evaluation model, the Kirkpatrick model, the Goal Oriented Evaluation Model, and the CIPP model are the six well-known evaluation models in education (Haryati, Padilah, & Patras, 2023). In program evaluation, the most important thing to consider is the gap between what has been planned and what happened in the field. On this basis, the evaluation that is most suitable for Pancasila Student Profile Strengthening Project activities is the Discrepancy Evaluation Model (DEM). Discrepancy is a situation between what is expected in the plan and what is done in the implementation of the program (Fauzobihi & Supriyati, 2021). By comparing what should and is expected to happen (standards) with what actually occurs (performance), the Discrepancy Evaluation Model aims to assess the viability of a program and identify any gaps (discrepancies) between the performance and the standards.

The Pancasila Student Profile Strengthening Project known as P5 is a mandatory agenda implemented in every school under the Ministry of Education and Culture as well as Ministry of Religion. One of the schools that implemented P5 is SMP Muhammadiyah 2 Kalasan. SMP Muhammadiyah 2 Kalasan was chosen as a research site because of its P5 program, with the theme of local wisdom with the focus on traditional games. It was a new thing and its implementation became a challenge. Thus, in-depth evaluation of the program is important for the program's sustainability in the future. The theme was chosen because teachers and students need to learn the meaning of culture so that it can be preserved for the next generation (Syarif & Abuamar Ratuloly, 2020). Among complexity of the P5 program, it is essential to evaluate it by using the discrepancy evaluation model to see if there are gaps between the plan and its implementation in the field.

This study specifically tried to evaluate P5 activities on the theme of local wisdom with the title of traditional games at SMP Muhammadiyah 2 Kalasan by using the discrepancy evaluation model. The procedures in the discrepancy evaluation model are: 1) design; 2) installation; 3) process; 4) product; and 5) comparison (Fadhilah, 2023). Then, the finding about the gap in the program is used for further decision making with the alternatives: 1) maintain the program, (2) improve the program, or (3) stop the program (Mustafa, 2021).

Determining the degree of compliance between the program's actual performance and the established standards is the goal of the evaluation (Turmuzi, 2022). Thus, this research tried to follow up previous research on evaluating educational programs by using the discrepancy evaluation model for government programs. There have been several previous studies which examined the discrepancy evaluation model, but this research emphasized on different activity settings, namely P5 program in an educational institution.

RESEARCH METHODS

This study used a qualitative method with the approach of descriptive analysis. This study intended to evaluate the P5 program on the theme of local wisdom with the discrepancy evaluation model. This study took place at SMP Muhammadiyah 2 Kalasan. In this study, the primary data sources were obtained by researchers directly from the informants, who were the people in charge of the P5 program on the theme of local wisdom. In addition, the researchers also used additional data such as journals on the internet media as the secondary data to support primary data.

The data were collected by using three techniques. The first technique was observation that was carried out to find out closely and directly the documents of the program and its overview, which was then followed by observation. The second was structured interviews. The interviewees were the principal and chief executive of the P5 program with the theme of local wisdom. The interview questions included various efforts done by the organizers to carry out the P5 program as planned. The interviewee was the person in charge of the P5 project. The third technique was documentation studies. In this section, journals and books related to the concept and stages of the discrepancy evaluation model were studied.

The data analysis method applied in this research is taken from the framework proposed by Miles, Huberman, and Saldana. This approach involves three main steps, namely summarizing data, presenting data, and making conclusions or verification (Miles, Huberman, 2014). The data obtained from observations, interviews, and documentation were summarized and then presented in the form of field data and literature. Then verification of the findings was carried out to find the conclusion. It is expected that future researchers will get an in-depth conclusion about the problem.

RESULTS AND DISCUSSION

Design

At the design stage, the author reviewed important documents related to the activity. The document became a basic reference for measuring the gap level of the program. Based on the results of the documentation study and field observations, the following data were obtained:

Table 1. Observation Results of Design Stage

No.	Document Observation	Availability		Description
		Available	Not Available	
1	P5 Project Development Guide	V		Good
2	Letter of Decree for P5 Facilitator and Coordinator	V		Good
3	Planned Objectives	V		Good
4	P5 Activity Module	V		Good
5	Formation of P5 Facilitator and Coordinator Team	V		Good
6	Grade 7 Students	V		Good

In the interview, the principal of SMP Muhammadiyah 2 Kalasan said that "*The main purpose of holding P5 program with the theme of local wisdom is to introduce the history of*

the development of traditional games in Indonesia; foster a spirit of togetherness; raises one of the cultural elements, namely traditional games that were born from Indonesian culture; also foster an attitude of mutual collaboration between students".

The dimensions, elements and target that were achieved in the P5 program are as follows:

Table 2. The Result of Dimensions, Elements and Targets of P5 Activity

No	Dimensions	Elements	Sub-elements
1	Global Diversity	Recognize and appreciate culture	Deepening culture and cultural identity
2	Teamwork	Collaboration	Cooperation
3	Creative	Produce original works and actions	Explore and express their thoughts and feelings in the form of words and actions; evaluate them and consider their impact on others.

After examining the aforementioned papers, the P5 program's design stage which focused on the topic of local wisdom in traditional gaming content is categorized as good, as it went smoothly as planned.

The evaluation of the design stage focused on the availability of documents and planning to be compared with the implementation in the field. The purpose of P5 project with the theme of local wisdom at SMP Muhammadiyah 2 Kalasan was to introduce the history of the development of traditional games in Indonesia, foster a spirit of togetherness, raise one of the cultural elements that is Indonesian culture traditional games, as well as foster an attitude of mutual collaboration between students. The P5 program on the topic of local wisdom at SMP Muhammadiyah 2 Kalasan strived to develop curiosity and inquiry skills through the assessment of the local knowledge of each local school in the region as well as the local culture. This aligns with the goals of the P5 program at school (Alexander Alim et al., 2024). However, based on the findings in the field, there were still problems that must be resolved. The problem was the objectives of the program, in the aspect of planning to implementation, that was lack of details. Meanwhile, the strategies and technical guidelines for program implementation are considered sufficient and fall under the good category. The implementation of the P5 program was done from 7 April to 17 May 2024. It started with introduction, contextualization, action and ended with reflection that went well. The implementation of a program must be planned systematically so that it can be evaluated correctly, accurately and completely to achieve the goals productively, effectively and efficiently (Budiono, 2019). The coordinator of the P5 program said that *"program implementation has gone well in accordance with the plan"*. Even though the implementation has gone well, the program still has problems such as a lack of details, but this does not have a big effect on program implementation in the field.

According to Provus' assessment, the defining stage of DEM theory establishes a connection between the stages and the category's content to make it easier to compare program accomplishments to standards and to set criteria for further comparison. In accordance with DEM theory, the definition stage establishes connections between the category's actions and content to make it easier to compare program accomplishments to standards, while also defining criteria for further comparison. Based on the analysis of the study, the design stage has achieved more than 90% of the standards set. Also, the design stage taken from Provus' theory has been fulfilled, namely formulation of program objectives, completeness of audience and personnel, determining other completeness and setting standard criteria. Thus, the project ran well.

A thorough assessment of this stage was made based on the examination and analysis of the data above mentioned. The design stage, which covers the planning and foundation set with several elements and multiple indications, showed a good result in executing the P5 program. Even though the design was good, it still has to be enhanced through a variety of program optimization initiatives.

Installation

A team was formed and legally assigned through a decree signed by the principal to carry out the P5 program. The principal stated that “*the formation of the P5 program team aims to facilitate coordination of program implementation, because there are several school activities that are running at the same time*”. The P5 program team consisted of the person in charge, team leader, team of P5 teaching module, P5 coordinator and facilitator or accompanying teacher. The main task of each division in the P5 team has been explained in the attached document in the decree. The input for traditional game project activities in P5 were collected from all grade 7 students in SMP Muhammadiyah 2 Kalasan. From the readiness of the supporting elements of the activity, it can be concluded that the installation stage of the P5 program on the theme of local wisdom went well.

The installation stage of the Pancasila student profile strengthening project at SMP Muhammadiyah 2 Kalasan was the stage that needed more attention in addition to the process stage. Theory of DEM by Provus stated that it is essential to look for the gaps between the requirement and the implementation in the field during the installation stage. Based on the analysis of the study, the installation stage in this study fulfilled more than 90% of the standard established in the planning. Thus, this becomes evidence to classify this program implementation as a well-functioning program.

Process

The steps of project activities to make traditional games in the P5 program on the theme of local wisdom are: 1) introduction, 2) contextualization, 3) action and ends with 4) reflection. The details of the program can be seen in the table below.

Table 3. Activity Overview

No.	Day/Date	Activity Name	Activities	Time	Tools & Materials	Evaluation Results
1	Tuesday, April 7, 2024	Diagnostic Test	Filling out the initial survey	1 JP	Questionnaire, stationery	Good
		Get to know traditional games	Presentation to students about the history, the rules, tools and meaning of traditional games. It was continued to session where the student asked about traditional games' detail that they wanted to know	2 JP	PPT, stationery	Good
		Get to know the traditional game of Stilts / Egrang	Search for information related to <i>Egrang</i> traditional game	1 JP	PPT, stationery	Good
		Get to know the traditional game of	Information search related to <i>Bakiak Batok</i>	1 JP	PPT, stationery	Good

		<i>Bakiak Batok</i>	traditional game			
		Get to know the traditional game of Long Clogs	Search for information related to the traditional game of long clogs	1 JP	PPT, stationery	Good
		Group division	Divide students into groups, and determine the distribution of tools & materials for the game.	2 JP	PPT, stationery	Good
2	Wednesday, April 8, 2024	Preparing traditional games	Prepare tools and materials needed for traditional games	10 JP	Tools for traditional games	Good
3	Thursday, May 16, 2024	Preparing traditional games	Preparing traditional games	9 JP	Tools for traditional games	Good
4	Friday, May 17, 2024	Celebration	Traditional game match activities	8 JP	Tools and Arenas for traditional games	Good
		Reflection and post-test	Filling out the Post Test	2 JP	Questionnaire, stationery	Not Implemented

The installation stage of the P5 program on the topic of local wisdom went well, according to the diagnostic test stage of implementation to assessment. However, the reflection activities in the form of post-tests were not completed.

Even though the P5 project at SMP Muhammadiyah 2 Kalasan was not fully completed, its implementation has successfully reflected learning curiosity. The project has been implemented in spite of some drawbacks that need future improvements. The school should create more interactive learning activities, because it offers some benefits. More students are given the opportunity to learn in formal conditions, learning structures are more flexible, and students are directly exposed to the environment to strengthen various skills. The project is a series of activities that have a specific purpose by exploring topics that are considered difficult for students. Project packaging needs to consider students' quality in order to enable them to do research, solve issues, and make judgments (Rachmawati, Marini, Nafiah, & Nurasiah, 2022).

The schedule of the P5 program runs according to the timeline planned by the P5 team. The head of the implementation team said *"The activity plan went smoothly because of the team's readiness to actively supervise the students, from the beginning to the end of the project"*. Based on the data analysis, the overall assessment stage was done properly, even though there were obstacles in the field. There was a key activity at the process stage that was not implemented, namely the post-test. The failure to conduct the post-test certainly became a problem because the effectiveness of the P5 program could not be assessed. The school also did not get a benchmark score for the evaluation of the P5 program. Nevertheless, the overall project met 80% of the requirements based on the analysis of the study. This indicates that every objective has been considered in a tangible way. This is enough to declare that the project has been well implemented.

According to Provus' DEM theory, the goals in the process stage have been met. It was a part of the evaluation procedure. This stage also involved data collection from the implementation

of the program. The research sums up that though the overall P5 program has been done well, the assessment component still needs improvement. The assessment is essential to measure the level of students' understanding towards the learning process in the P5 program.

Products

As stated in the design stage, the P5 program has clear objectives. It can be concluded that this program has the main goal of increasing students' interest in local wisdom, especially in traditional games. The P5 program team has performed its tasks effectively, according to the observations of this study. Document analysis was done through a checklist of P5 project outcomes, which verifies that the points supporting the aforementioned information are accurate. Therefore, the P5 program can be categorized as good. Based on the evaluation that has been carried out, it can be concluded that the results stage of the P5 program implementation is basically going well.

In general, the Pancasila student profile strengthening project at SMP Muhammadiyah 2 Kalasan has been implemented. The focus of the Merdeka curriculum, which is based on the Pancasila student profile, is to enhance the learning process in the areas of knowledge, attitudes, and skills as well as character development for students (Haryati et al., 2023). There are six curriculum-related factors that must be applied, namely: faith, devotion, and noble character, independence, mutual collaboration, global diversity, critical thinking, and creativity are some of these attributes. Thus, whether we realize it or not, the formation of the nature of the Indonesian nation is strongly influenced by local cultural values and customs that apply in each region. The beliefs embedded in people's lives in the customs and beliefs of their ancestors can be a means to instill values in each individual in the society. It then becomes a very distinctive personality, character, behavior, habits and attitudes towards social life, rooted in the local wisdom that grows around them (Affandy, 2019).

This study is in line with Provus' DEM theory when data analysis is being done and the output level is being determined. At this point, the main question is if the implementation of the program is in line with the planning. This product stage is considered to meet 90% of the standard based on the study analysis. This indicates that all of the objectives have been successfully attained. Even though the Merdeka curriculum is still newly implemented, it has the potential to change the students' and instructors' perspectives, and also ensure that the projects they work on do not impede the learning process. However, no matter how excellent the curriculum is, it will not be effective without the assistance of several implementation specialists, as this P5 program's primary goal is to provide pupils with learning activity.

CONCLUSION AND SUGGESTIONS

In the design component, the focus is given to the availability of documents, implementation of activities, and input from students who will later be compared with implementation in the field. The purpose of the P5 program with the theme of local wisdom was to introduce the history of the development of traditional games in Indonesia, foster a spirit of togetherness, as well as raise one of the cultural elements, namely traditional games that were born from Indonesian culture. In addition, this program also aimed to foster an attitude of mutual collaboration among students. In the installation component, it can be concluded that the requirements and completeness of the project implementation consisted of the formation of the P5 project team and the input came from all grade 7 classes. As for the process component, although all activities run smoothly, there were gaps due to the non-implementation of post-test, even though this activity was planned in the document. Meanwhile, in the results component, the implementation of the P5 program with the theme of local wisdom focusing on traditional games at SMP Muhammadiyah 2 Kalasan can be concluded to run according to the plan and objectives that have been determined.

The P5 program on the theme of local wisdom is classified as good and can be implemented again while still paying attention to the evaluation of program outputs. In implementing the program, the organizers should pay more attention to the input, process and output of the program. The program should have clear and even measurable results that make it easier for other parties who have interest in the results of the program such as the government, stakeholders, other researchers and even the community at large.

This research has limitations on the scope of aspects that focus on the gap between the planning document and the implementation of the field. Therefore, this study recommends that future research can conduct in-depth study in seeking information supporting completeness at the design and installation stages. Thus, future research can provide more comprehensive and relevant insights for the development of similar projects.

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