

Evaluation of Cocurricular Implementation in the Project of Strengthening the Profile of Pancasila Students at Private Vocational School Yplp PGRI 1 Makassar

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Abstract

Curriculum is guidelines in activity nature of learning dynamic based on relevance. Objective from study This For know results and descriptions from cocurricular program implementation theme work. On research This done evaluation curricular that is Project Strengthening Profile Pancasila Students at School Intermediate Vocational Private YPLP PGRI Makassar City. In phase This school carry out activity with use Lifestyle theme sustainable, Wisdom local, and Employment. On research This held using the Context, Input, Process, and Product (CIPP) evaluation model which focuses on 3 aspects namely Input, Process, and Product. Approach study use Approach quantitative and qualitative. Population in research this is whole inhabitant school consists from teachers and students in class X and determination sample using probability sampling. Data collection techniques used is survey with distribute questionnaire instruments on input and product aspects, then interviews on the process aspect. Quantitative data analysis processed in a manner descriptive statistics, then interview with question open. Research results show that implementation cocurricular are in category ok. As for them is from facet input aspect ie competence cocurricular teachers in the category well, the process aspect of the activity beginning, process, and closing are in category well, and aspect product results experience learning on category ok. Recommended for Education unit for more increase teacher competence of facet planning, implementing, and evaluating in order to obtain more results Good again, intertwine partners outside school, then with exists evaluation this can made reflection and consideration for implementation cocurricular in even semester next.

Keywords: Evaluation, CIPP, Implementation, Cocurricular

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Introduction

Every country has made changes to the curriculum. In Indonesia, the government has implemented various educational curriculum models starting from Post-Independence until now. Based on Kompas news, Indonesia has made changes 11 times. Namely: 1947 Curriculum (1947 Lesson Plan), 1952 Curriculum (Decomposed Lesson Plan 1952), 1964 Curriculum (1964 Education Plan), 1968 Curriculum (Old Order-New Order), 1975 Curriculum (Instructional Development Procedures), 1984 Curriculum (How to Learn Active Students), 1994 Curriculum & 1999 Curriculum Supplements (Caturwulan), 2004 Competency-Based Curriculum (KBK), 2006 Education Unit Level Curriculum (KTSP), 2013 Curriculum (K-13), 2021 Curriculum (Independence Curriculum).

The independent learning curriculum is the ideas and principles of Ki Hajar Dewantara which focus on the principle of independence according to the interests, needs, and characteristics of students in applying flexible and essential material. The purpose of changing the curriculum is to improve the quality of education. This is due to the rapid development of technology and information. With this convenience, the concept of Freedom to learn focuses on freedom and creative thinking (Rahayu et al., 2022). Make it easy for children to access various information through gadgets and the internet. Therefore, according to the independent learning policy, it is hoped that it will be able to make the world of education carefree, namely the role of technology in influencing the resolution of problems in social life (Marisa, 2021).

The implementation of the independent curriculum in schools is currently still in the process of transitioning from the K13 curriculum to the independent learning curriculum. Therefore, schools still use 2 curriculum models. For example, class X vocational high school uses the independent learning curriculum and classes XI, XII still use the K13 curriculum.

At schools the independent learning curriculum is known as the Education Unit Operational Curriculum. There are 3 learning activities namely: Intracurricular, Cocurricular, and Extracurricular. Co-curricular is a new learning activity known as the Pancasila Student Profile Strengthening Project which has an allocation of 30% of lesson hours from Intracurricular.

Through the Pancasila Student Profile Strengthening Project, it provides an opportunity for students to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from the surrounding environment. At the implementation stage the teacher needs to pay attention to the design of the assessment in strengthening the learning project. There are things that must be considered, namely the assessment method must consider the conditions of students, the objectives of achieving the project must be considered in its manufacture and focus on the dimensions, elements and sub-elements of the Pancasila Student Profile (Setiyaningsih, 2022). In the preliminary interview study it was found that co-curricular implementation was still not optimal and was carried out in a hurry. Therefore, researchers are interested in conducting an Evaluation of the Implementation of the Pancasila Student Profile Project with a focus on teacher competence and co-curricular learning outcomes on the theme of work.

The formulation of the problem that arises is how the input aspect is viewed from the competency of the coordinating team and teachers at SMK YPLP PGRI 1 Makassar, what are the aspects of the process of implementing work-themed co-curricular activities, and what are

the product aspects of co-curricular learning outcomes on the theme of work at SMK YPLP PGRI 1 Makassar. Based on the formulation of the problem, the purpose of this study was to determine the competence of the coordinator and teacher team at SMK YPLP PGRI 1 Makassar, find out the advantages and disadvantages of co-curricular implementation at SMK YPLP PGRI 1 Makassar, then find out the impact of co-curricular learning outcomes at SMK YPLP PGRI 1 Makassar.

Literature Review

The independent curriculum is a curriculum with a variety of intracurricular learning, where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Within this curriculum there are projects to strengthen the achievement of Pancasila student profiles which are developed based on certain themes set by the government. (Rachmawati et al., 2022).

The project to strengthen the profile of Pancasila students is a cross-disciplinary learning in observing and thinking of solutions to problems in the surrounding environment to strengthen various competencies in the Pancasila Student Profile. Implementation of the project to strengthen the Pancasila student profile is carried out flexibly in terms of content, activities, and time of implementation. The project to strengthen the profile of Pancasila students is designed separately from intracurricular activities. Objectives, content, and project learning activities do not have to be related to intracurricular objectives and subject matter. Education units can involve the community and/or the world of work to design and organize projects to strengthen the profile of Pancasila students.

The initial stage of the school principal forms a team of Facilitators as implementers of learning activities. The profile project facilitator team consists of a number of educators whose role is to plan, implement, and evaluate the profile project. The facilitating team is formed and managed by the head of the education unit and the profile project coordinator. The number of profile project facilitator teams can be adjusted to the conditions and needs of the educational unit, seen from:

The design of Project Learning activities is that the facilitating team determines 2-3 dimensions that will be used as indicators or assessments in each project theme. Based on these considerations, the profile of Pancasila students consists of six dimensions (Ministry of Education and Culture, n.d.), namely: 1) faith, fear of God Almighty, and have noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creative.

The Ministry of Education and Culture determines the theme for each profile project implemented in an education unit. Eight themes for SD-SMK and equivalent developed based on priority issues in the 2020-2035 National Education Roadmap, Sustainable Development Goals, and other relevant documents. The themes in question are: Sustainable Lifestyle, Local Wisdom, Unity in Diversity, Awaken the Body and Spirit, Voice of Democracy, Engineering Technology, Entrepreneurship (Not an Option for SMK), Employment (Compulsory for SMK).

CIPP Models

CIPP stands for Context, Input, Process and Product. This concept was offered by Stufflebeam with the view that the important purpose of evaluation is not to prove, but to improve. "The CIPP approach is based on the view that the most important purpose of evaluation is not to prove but to improve". iv (Madaus et al., 1983). The four aspects are as described below:

1. Context

This stage involves studying the program environment. The objective is to define the relevant environment, describing the desired and actual conditions associated with that environment.

2. Inputs

Input evaluation basically provides information regarding the use of resources. It focuses on the feasibility of the evaluator assessing the school's ability to carry out the evaluation. According to Mars there are five elements that influence curriculum implementation, namely: support from the principal, support from fellow teachers, support from students, support from parents, and support from within the teacher are the main elements (Rusman, 2012).

3. Process

This third stage discusses the implementation decisions that control and manage the program. It is used to determine the suitability between planned and actual activities. The strategy is to address the main features of the project design. For example, certain content selected new instructional strategies, or innovative student-teacher planning sessions. Process evaluation occurs during implementation. This is a pilot process carried out to debug (find and remove defective parts) the program prior to implementation across the district. This allows the evaluator to anticipate and overcome procedural difficulties.

4. Products

Product evaluation has evaluators collecting data to determine whether the final curriculum product currently in use achieves what they expect. To what extent is the goal achieved? Product evaluation provides information that enables the evaluator to decide whether to continue, discontinue, or modify the new curriculum.

In carrying out an evaluation an evaluator may only carry out one type or a combination of two or more types of evaluation (Stufflebeam, 1983). That is, an evaluator does not always have to use all four. It seems that the most accountable separation is the evaluation of the context independently, while the evaluation of inputs, processes and products must be carried out in one series (Hasan, 2009).

Method

This research is an evaluation research using the Context, Input, Process, and Product (CIPP) model, but researchers only focus on aspects of Input, Process, and Product. The researcher used a quantitative approach with the population in this study being all school members and determining the sample for students and teachers using non-probability sampling. Data collection techniques used are questionnaires, documentation studies and interviews. The validation used is expert judgment. Data analysis was carried out in a quantitative descriptive

manner on the input aspect, namely teacher competence and product, namely the impact of cocurricular learning outcomes or projects on strengthening the Pancasila student profile, then a descriptive interview analysis was carried out on the process aspect to the vice principal of the curriculum section and the Coordinating Team.

No	Presentase	Klasifikasi
1	80 – 100 %	Baik Sekali
2	66 – 79 %	Baik
3	56 – 65 %	Cukup
4	40 – 55 %	Kurang Baik
5	< 39 %	Tidak Baik

Results

Input Variables

Evaluation of teacher competency input regarding co-curricular in terms of 5 aspects, namely co-curricular understanding, objectives, content, process, evaluation. The results of the descriptive analysis of the five aspects can be seen in the table below.

Tabel 1. Variabel Input

Indikator	Mean	Median	Modus
Understanding	2,84	3	2
Goals	2,55	2	2
Contens	2,5	2	2
Process	2,68	3	4
Evaluation	2,64	2,5	4

The questionnaire was distributed to 11 teacher respondents for the co-curricular teacher's "Understanding" indicator obtained an average value of 2.84 from a maximum score of 4, and a median value of 3, then a mode value of 2. On the "Purpose" indicator, co-curriculars obtained an average value of 2, 55 out of a maximum score of 4, and a median value of 2, then a mode value of 2. In the co-curricular "Content" indicator, an average value of 2.5 is obtained from a maximum score of 4, and a median value of 2, then a mode value of 2. In the "Process" indicator cocurricular obtained an average score of 2.68 from a maximum score of 4, and a median value of 3, then a mode value of 4. In the cocurricular "Evaluation" indicator obtained an average value of 2.64 from a maximum score of 2.5, and a median value of 2, then the mode value is 2. The Process and Evaluation Indicators are in a good category because the average value and values that appear frequently are high with a maximum score

of 4, while in the Comprehension, Purpose, and Content aspects it is necessary to increase because the average value is still sufficient or standard , then the value that occurs frequently is 2.

Data analysis and input evaluation were carried out using MS. Excel 2019. The identification results are shown in the input aspect, namely teacher competence regarding understanding, objectives, content, process, and co-curricular evaluation can be seen in the following table.

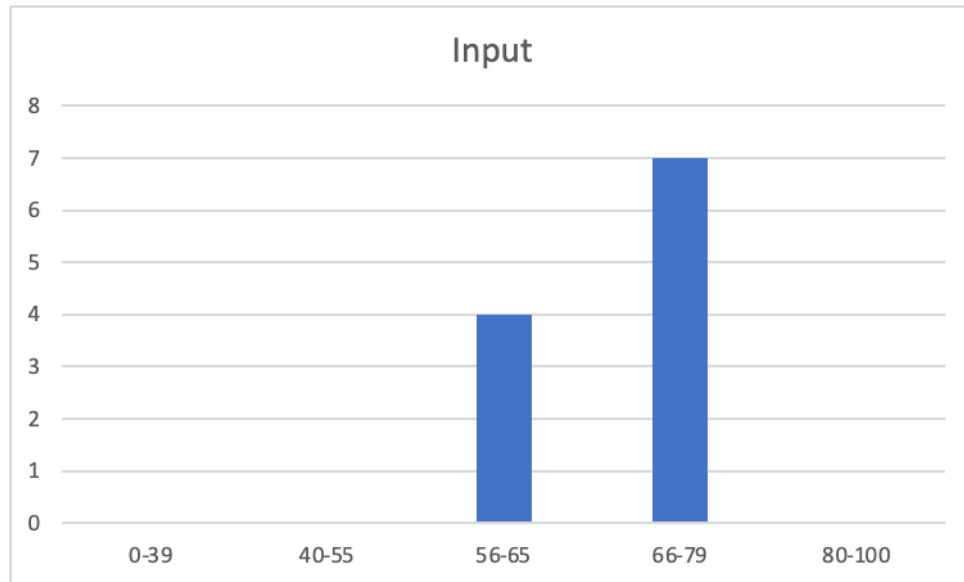


Figure 1. Input Aspect teacher cocurricular competencies

Results data study seen there are 4 teachers in the category “Enough” is in the range value 59 – 65 %, then there are 7 teachers who are in the "Good" category are in the range value 66 – 79 %.

Process Variables

Process evaluation was carried out using the interview method which was reviewed from 5 aspects of the initial activities, implementation of learning, closing activities, partner involvement, and the advantages and disadvantages of P5 activities. The interview was conducted together with the deputy head of Vocational School YPLP PGRI 1 Makassar in the curriculum section as the person in charge and the coordinator chairman. In the early stages of P5 implementation, the coordinating team and teachers conducted discussion activities with all implementing committees for schedule planning and technical implementation. Furthermore, the coordinating team together with the vice principal of the school optimized coordination and collaboration with all members. Then the activity was closed by giving directions in carrying out the P5 closing activities properly, to be able to give good impressions, experiences, and positive things so that they could be developed for further P5 activities. Do not forget that the implementation of the evaluation is carried out using the rubik's scoring system.

This co-curricular learning is carried out independently so that it has not established partners or agencies outside the school. In practice, there are advantages and disadvantages. The advantages in implementing it are collaboration between teachers and students, gaining valuable experience in implementing cocurricular starters, mutual respect for opinions,

interactions that occur can establish good cooperation between students. While the drawbacks are that it still needs to develop understanding related to the implementation of cocurricular, it needs assistance from cocurricular experts or practitioners so that the implementation of cocurricular is of higher quality and not in a hurry, there are still some students who have not actively participated and contributed.

Product Variables

Product Evaluation of the impact of co-curricular learning on the theme of work in terms of the 3 dimensions of the Pancasila student profile project that have been determined, namely: the independent dimension, critical reasoning, and creative. The results of the three-dimensional descriptive analysis can be seen in the table below.

Tabel 2. Variabel Produk

Indikator	Nilai rata-rata	Median	Modus
Independent Dimension	2,57	2	2
Critical reasoning Dimension	2,6	2	2
Creative Dimension	2,67	3	3

This questionnaire was distributed to 75 student respondents based on the results of the descriptive analysis that the independent dimension obtained an average value of 3.04 from a maximum score of 4 with an achievement level of 75.92%, a percentage range greater than 50% included in the "good" category. In the critical reasoning indicator, an average value of 3.04 is obtained from a maximum score of 4 with an achievement level of 76%, the percentage range is greater than or equal to 76% included in the "very good" category. Then on the creative indicator, an average value of 2.77 is obtained from a maximum score of 4 with an achievement level of 69.67%, the percentage range is greater than 50% included in the "good" category.

Data analysis and input evaluation were carried out using MS. Excel 2019. The identification results are shown in the product aspect, namely the results of co-curricular learning experiences in terms of the independent dimension, the critical reasoning dimension, and the creative dimension can be seen in the following table.

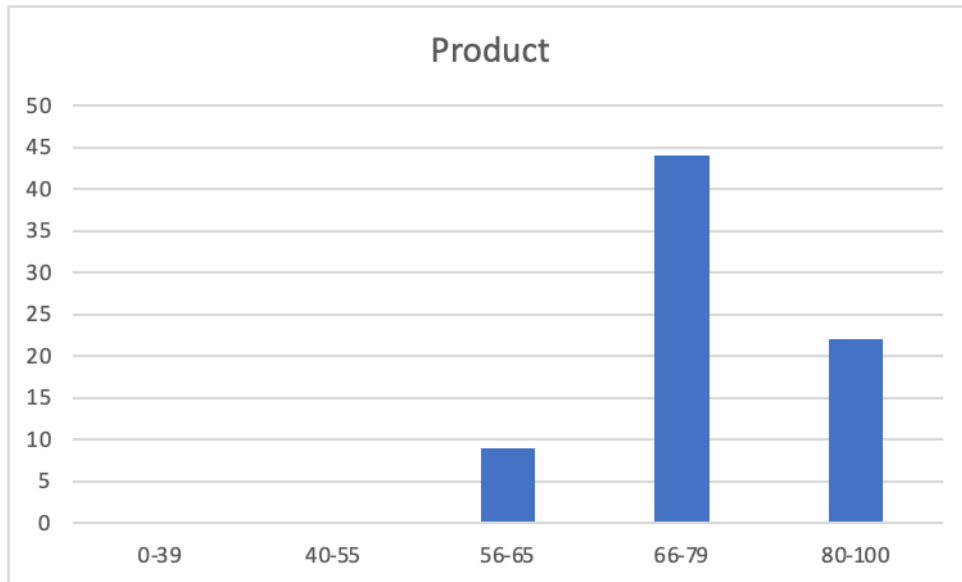


Figure 2. Product Aspect Students Outcomes learning experience

From the research data, it can be seen that there are 9 students whose learning experience results are in the "Enough" category, which is in the 59-65% range, and there are 44 students whose learning experience results are in the "Good" category, which is in the 66-79% range, then there were 22 students whose learning experience results were in the "Very Good" category in the range of 80-100%.

Discussion

Based on the Ministry of Education and Culture No.56/M/202. the project to strengthen the profile of Pancasila students is a project-based cocurricular activity designed to strengthen efforts to achieve competence and character in accordance with the profile of Pancasila students which is based on Graduate Competency Standards. Cocurricular is one of the learning activities in the independent learning curriculum which has a time allocation of 30% of intra-curricular activities. One example of the activity is visiting industry, field trips, and certain activities outside of intracurricular class hours. The input aspect that plays an important role in implementation is the teacher, therefore the teacher is required to master and understand cocurricular activities. This is useful so that teachers can design learning well. From the research data, there are several teachers who still have sufficient cocurricular competence. This is because the indicators of understanding, objectives, and content regarding cocurriculars are still relatively sufficient, while the process and evaluation indicators regarding cocurriculars are classified as good.

The cocurricular project planning flow begins with forming a team of project facilitators to strengthen Pancasila student profiles, identify the level of readiness of educational units, design dimensions, themes, and time allocation for projects to strengthen Pancasila student profiles, compile modules, and design reporting on project results (Rachmawati, 2022). The facilitating team consists of teachers and homeroom teachers as well as deputy principals who are tasked with planning, implementing and evaluating activities.

The results of a joint interview with the deputy head of school indicated that the process of implementing co-curricular activities was still in a hurry because this was the school's first experience implementing it. This is because the school chose an independent path to develop

co-curricular project activities. Initiating co-curricular project activities is carried out by inviting students to see real situations in everyday life both in class and outside the classroom. One example of a strategy is to ask a trigger question or start from an authentic problem. Then in optimizing the implementation of key projects is the involvement of students in the learning process, providing space and opportunities to develop, cultivating a culture of positive work values, the effectiveness of continuous activities, and periodic adaptation according to the learning context. Closing co-curricular project activities can be done by planning learning celebrations and reflecting on activities.

Optimization of partner involvement has not been carried out optimally, because the school organizes projects independently. The Pancasila student profile project activity aims to provide opportunities for students to experience knowledge while at the same time strengthening the Pancasila character from their environment. Optimizing partners can be done by involving the surrounding community outside the school environment, industry, parents of students, and the government.

Cocurricular learning outcomes are learning experiences possessed by students consisting of three-dimensional Pancasila student profile projects that have been determined by the school. From the results of the study, it was obtained that the average student experience was in good condition. This is based on good input and process factors as well.

Conclusion

The results of the study show that co-curricular implementation is in the good category. The input variable is in a good category for the co-curricular competence of the Pancasila teacher student profile project. It needs a little addition in terms of aspects of understanding, objectives, and co-curricular content of the Pancasila student profile project. The process variable is in a good category even though the implementation of activities is still in a hurry and has not yet established partners with the community outside the school. Even though this is just the beginning of implementation, the team of facilitators and deputy principals have had the courage to implement it by choosing the independent route. Then the experience of student learning outcomes is in the good category, because the input and process variables have been implemented properly.

Recommendations

For the education unit to improve teacher competence in terms of planning, implementation, and assessment so that the dimensions of the Pancasila student profile project of students can be even better and more perfect. It is also hoped that education units will establish partners with institutions outside the school, to provide broader knowledge for students. Then with this evaluation it can be used as a consideration for co-curricular implementation in the next even semester.

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