Development of Character Learning Program Evaluation Based on Pancasila Student Profile at SMP Negeri 20 Tangerang

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Abstract---This research aims to improve quality through curriculum modification. Through the development of student character and has the characteristics of Pancasila by applying character values, namely: Faith and piety, noble character, global development, cooperation, critical thinking, independence, and creativity. This qualitative study methodology was used at SMP Negeri 20 Tangerang to evaluate the implementation of a program for character education by enhancing the Pancasila student profile. The research focuses on teacher readiness, infrastructure and facilities, curriculum development, and students' readiness for school. Additionally, it assesses the effectiveness of the character education implementation program by raising the prominence of Pancasila students in instructional activities and habit-forming programs. Research at SMP Negeri 20 Tangerang revealed that while infrastructure and facilities were in good shape, there were several challenges to managing and utilizing them. The development of the Pancasila student profile in character education has been incorporated into the curriculum structure created by SMP Negeri 20 Kota Tangerang. It can be argued that human resources, specifically teachers, have taken part in numerous socializations and pieces of training so that they are prepared to implement character education by enhancing the profile of Pancasila pupils in the autonomous curriculum. The next phase of implementation will focus on character education by raising the profile of Pancasila students at SMP Negeri 20 Tangerang. These qualities are found in several areas, although subject matter that is less predominant in its character values might apply teaching strategies that represent enhancing the Pancasila students' profile.
Keywords---character learning, improve quality, Pancasila student, program evaluation

Introduction

Learning is a process that involves modifying behavior following the potential that exists in students and teachers and takes place through interactions between the two throughout learning activities. According to Vienna, learning is a process of environmental management that aims to modify pupils' behavior for the better following their potential and individual variations. Therefore, if there is an improvement, learning is said to be of high quality and successful. Increased student involvement in learning activities and increased levels of physical, mental, social, and intellectual activity after participating in learning activities are examples of how the quality and success of the implementation of

learning activities are demonstrated by changes in student behavior. According to Nugroho Wibowo's writing in the journal ELINVO, participation in learning activities by students has a significant impact on how they think, feel, and interact with others.
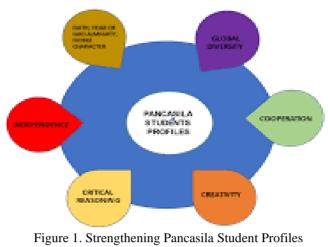
The success of implementing character-based learning in line with the goals of national education as stated in National Education System Law No. 20 of 2003 Article 3, which explains the discussion of national education functions to develop abilities and form a dignified national disposition and civilization to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and piety in God Almighty, havIn order to realize these noble ideals, various efforts have been made by the government through the development and improvement of educational curricula, learning materials, improvement of evaluation systems, procurement of learning resources, improvement of facilities and infrastructure, improvement of teacher competencies and various other ways (Ministry of National Education, 2001).

The intricacy of the factors influencing educational attainment is the basis for the government's pursuit of these endeavors. According to Pane & Patriana (2016), the environment (parents, community, schools) and the quality of learning as well as the curriculum have an impact on the quality of education. School administrators (principals, staff, and school boards/committees) also have an impact. The quality of schooling will increase as these contributing elements improve. The idea that attempts to improve the quality of education can be successful through improving the quality of learning and the quality of the evaluation system was also expressed by Mardapi (2003). The quality of education will be able to be improved by raising the standards of learning at all levels of education. When education managers are competent and motivated to make ongoing adjustments in the direction of better outcomes, efforts to improve the quality of education will be successful. Therefore, it is imperative to implement the requirement for ongoing educational innovation in all educational programs, including learning programs.

The government recently developed a new curriculum to be used in educational institutions to raise quality through curricular revisions. In particular, the independent learning curriculum is defined by the MINISTRY OF EDUCATION AND CULTURE as a curriculum that offers freedom and autonomy to educational institutions and is free from bureaucracy, lecturers are given freedom from complicated bureaucracy, and students are given the freedom to choose the field of study that interests them (Tinggi, 2020). In addition, Daga (2021), describes autonomous learning as the freedom to think, develop, study on one's own and creatively, and pursue happiness. This is consistent with Ki Hadjar Dewantara's slogan, Ing ngarsa sang tuladha, Ing madya mangun karsa, and tutu wuri handayani, which is the idea of independent learning itself.

The Ministry of Education and Culture hopes that by implementing this independent learning policy, the educational process will be easier and more enjoyable. When combined with teachers' efforts to develop innovative thinking, this can encourage students to approach their studies with a positive attitude. To achieve freedom of thought and innovation in education, one must first have the freedom to learn. The goal of independent learning is to examine how teachers and students can best innovate and enhance the quality of learning on their own, without simply following the bureaucratic procedures in place in the educational system. Instead, independent learning aims to produce globally competitive human resources (Masino & Niño-Zarazúa, 2016; Kingdon & Teal, 2007; Suhifatullah et al., 2021).

The existence of an autonomous curriculum, which carries a character consistent with the Pancasila ideals and is referred to as the profile of Pancasila students, is an endeavor to improve the quality of education following the requirements of the times. This Pancasila student profile aims to strengthen character education and contains eighteen Pancasila values in character education, including religious values, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love of the homeland, respect for achievements, communicative, peace-loving, fond of reading, environmental care, social care, and responsibility. It is then bundled into 6 (six) profiles of Pancasila students, namely: Faith, piety in God, and noble character globally diverse. Combine your efforts Self-sufficient. Critical and Innovative Reasoning (Permendikbud No. 22 of 2020). The following illustrates how the Pancasila learning profile has crystallized the values of character education:

Figure 1. Strengthening Pancasila Student Profiles
(Source: ijhess.com)

In its operationalization at SMP Negeri 20 Tangerang City, the Pancasila student profile is carried out integrally in extracurricular activities, namely developing character values by strengthening learning materials, and learning techniques in line with curriculum content. To maximize the development of students' potential, talents, interests, abilities, personalities, cooperation, and independence, co-curricular activities, specifically building character values, are carried out for depth and/or enrichment. It is possible to carry out initiatives to improve Pancasila students' profiles both within and outside of the classroom. In addition to academic pursuits, extracurricular activities can take the form of religious pursuits, krida pursuits, scientific endeavors, exercises in developing talents and interests, and pursuits that encourage a life of faith in the Almighty. This is consistent with the directive in Permendikbud No. 22 of 2020, which states that at all educational levels, character education is strengthened by direct teacher-student interaction through intra-curricular, co-curricular, and extracurricular activities (Suhartono, 2021; Darmayanti & Wibowo, 2014; Meinarno & Rahardjo, 2012).

A strategic program designed to address a range of moral issues is character education, which is based on the Pancasila student profile and is integrated into the curriculum in schools. Unfortunately, information or reports regarding the program's overall success rate are scarce. It is supposedly because this program has not been evaluated that the success of the character education program in schools can't be determined. To determine whether the program is operating following the plan and determine the degree to which the desired goals have been attained, evaluation is crucial. Appropriate tools must be used to obtain reliable results when assessing the success rate of character development based on the profile of Pancasila learners that includes Pancasila values. This is carried out since pretty much every activity program needs to be assessed. The purpose of program evaluation is to determine whether or not a program achieves the desired goals and operates as planned.

A program's ability to meet the set criteria might be judged based on the evaluation's findings of what has been accomplished. After that, a choice is made regarding whether to keep the program going, make changes to it, end it, or reformulate it to find new goals, objectives, and options that are entirely different from the prior structure. The evaluation of the prior program's performance can be utilized as the primary source of information for creating a better program. The data gathered from the evaluation activities is highly helpful for program decision-making and follow-up policies because the decision-makers will decide how to proceed with the program once it has been implemented or is currently being followed up on based on the outcomes of the evaluation. With the data record used as the basis for these considerations being the right data, both in terms of content, scope, format, and right in terms of delivery time, valid and reliable data will be obtained through specific methods carefully and systematically so that the determination of the next policy will be appropriate (Widoyoko, 2008). A program evaluator must be capable of conducting evaluations that are backed by theory and practical competence, careful, objective, patient, and diligent, in addition to being careful and responsible.

The information about the learning outcomes is also contrasted with the predetermined learning outcomes. Learning is said to be effective if the actual outcomes match the predicted outcomes. Contrarily, it is believed that learning is less successful if the actual results do not match the predetermined learning outcomes. The features of the competencies that students must attain are taken into account when educators choose which evaluation instruments to use. This study will pay close attention to how the school works to provide a representative curriculum for enhancing

character education based on the demographics of Pancasila students. As a result, the three main areas of this study's concentration are 1) extracurricular activities, 2) cocurricular activities, and 3) extracurricular activities.

Research Methods

Types of research

The formative evaluation research technique created by Scriven is used in this study, which takes a qualitative approach. This sort of evaluation is conducted while the program is in progress to enhance its efficacy. To evaluate character education programs and measure their efficacy, specific criteria were established in this study. Based on PRESIDENTIAL REGULATION Number 87 of 2017, these standards were created.

Time and Place of Research

The research was conducted on January 15th, 2022 at SMP Negeri 20 in Tangerang. To gradually improve the quality of character education services through the creation of an effective curriculum, the research was carried out at SMP Negeri 20 Tangerang. Its goals included determining the achievement of character education based on strengthening the profile of Pancasila students within the institution.

Data Collection Methods

The methods for gathering data in this study were observation, interviews, and documentation. School preparation and the process of integrating character education through enhancing the Pancasila learning profile were observed. Semi-structured interviews were held with members of the curriculum development team, several instructors who implemented the program, and teachers and students who served as the curriculum's intended audience. The documenting of curriculum development, educational resources, and other literature pertinent to the requirements of research data comes next.

Data Analysis Techniques

The interactive analysis approach of Miles & Huberman (1992), was utilized to analyze the data for this investigation. Data reduction, data presentation, and conclusion drafting and verification are the three stages of data analysis. To uncover themes and patterns, data reduction must first be done, which includes activities like summarizing, selecting the most significant details, and concentrating on them. Second, the data presentation is done in the form of descriptive narratives organized by category to provide a complete and accurate image. The third step is drawing conclusions or verification, which is done by evaluating the applicability, accuracy, and reliability of each piece of data that has been chosen using a validity test. As a result, the conclusion reached is a sound one.

Data Validity

The following criteria are used to determine whether data is valid: (1) credibility or internal validation; (2) transferability or external validity; (3) dependability or reliability; and (4) confirmability or objectivity (Guba & Lincoln in Madaus & Stufflebeam, 2002)

Results of Research and Discussion

School Readiness

Let's start with curriculum preparedness. At SMP Negeri 20 Tangerang, the autonomous curriculum is currently being implemented, and it demonstrates the development of strong character values through the fusion of educational activities with a bolstered Pancasila learning profile. Character education's integration with the development of the school's vision, mission, and objectives—which affects the content of the development of learning tools that contain strengthening the profile of Pancasila students—confirms this. This process aims to improve the profile of Pancasila students. Based on the findings of the examination of the content of instructional

materials, particularly those about fiber ethics by enhancing the profile of Pancasila pupils, comes the following step.

A strong Pancasila student profile provides a solid foundation for the implementation of character education in schools. In this regard, SMP Negeri 20 Tangerang is fairly appropriate. The institution creates a map of the grades that have been chosen from the first to the last year in phase D (grades 7-8-9) and then incorporates it into the progression of learning objectives and teaching modules. As a result, the document outlining the learning objectives will have particular character values, replete with indicators, as will the training modules.

The second is infrastructure and facility preparation to facilitate character education by raising the prominence of Pancasila students. The following facilities are examples of those that can be used to enhance character education in schools: prayer rooms, locations where lost items can be found, honesty canteens, school regulations, attendance logs, aphorism displays, communication and information media, libraries, and restrooms. Only a small portion of these facilities, including the honesty canteen and a modest display of aphorisms, are not present at the school, according to the findings of observations made of this infrastructure and facilities. There are issues with managing infrastructure and facilities, specifically insufficient upkeep and subpar utilization. Schools need to be careful to maintain the infrastructure and facilities of their buildings in addition to practicing good administration. All members of the school community, but particularly students, must be involved in this situation. Students who are actively involved in the use, maintenance, and upkeep of the school's facilities will develop a sense of responsibility for and belonging to their community and take a greater interest in their school (Andrew et al., 2019; Reyes et al., 2019; Owston et al., 2008).

Educator readiness is the third consideration. Strengthening the Pancasila student profile is a key component of integrating character education into learning, and the ability to do so depends heavily on the teacher's knowledge of education. After all, it is the teacher who leads the noble endeavor that is the field of education. If the instructor learns enough about how the autonomous learning curriculum is implemented in schools, this can be accomplished. In this instance, the teachers at SMP Negeri 20 Kota Tangerang have taken part in socialization activities and various pieces of training on how to implement independent curricula from several organizers, including pieces of training that were conducted by the education office, training at the school, and other pieces of training from organizations other than the education office and the school. It can be noted that the teachers at SMP Negeri 20 Kota Tangerang are extremely skilled in implementing character measurement by enhancing the profiles of Pancasila pupils since they have a very high level of excitement for continuing to be excited about learning (Irawati et al., 2022; Basri, 2017; Abdul Razzak, 2020; Oka, 2021).

Teachers are excited to engage in the training sessions sponsored by education agencies and institutions because they are aware that improving teacher competency is not just their duty. Additionally, a teacher ought to value both individual and group learning. Teachers should take the initiative to find the information sources they need for their professional development projects, particularly those that are connected to the educational services they offer to all of their pupils. The effectiveness of education will also increase if teachers can serve as role models for their students. According to Lickona (2004), one way that teachers might affect the character of their students or pupils is by serving as an example for them. Thus, both within and outside of the classroom, the teacher must always set an example. Additionally, they should be morally responsible, morally sound, and consistent in their behavior both in and outside of the classroom.

The Process of Character Education Implementation through the Strengthening of Pancasila Students' Profiles

The forfeited activities that most closely match the prior planning are ideal. The implementation of learning in line with the flow that has been made in the teaching module at SMP Negeri 20 Tangerang by teachers shows that they are doing so in the proper category corridor. It is still present, nevertheless, in a tiny number of teachers who arrange to learn differently from how it has previously been done. The instruction material is the next topic. The construction of Pancasila by students' profiles about global development, collaboration, independence, and creativity is largely influenced by teaching materials in the social science cluster of disciplines. Following that, the instructional content in the same subject family, namely creative and critical thinking, is prevalent in the Pancasila student profile. The profile of Pancasila students is characterized by faith and piety in God, a noble character, a commitment to diversity around the world, cooperation, and independence. These topics also have a strong local focus. As a result, it is plausible to assume that the materials for the subject groups of ethics and citizenship are more geared toward developing the profile of Pancasila students (Song et al., 2004; van der Kleij, 2019; Vescio et al., 2008).

It may be observed in some courses, such as Religious Education, Civics, Social Studies, and Javanese since these values are part of the material that must be supplied, that the cultivation of character values is in terms of

material in the dominating subject. Teachers focus on teaching strategies that reflect particular values while promoting character education in precise topics like math and science to improve Pancasila students' profiles. This means that teachers can incorporate character education by enhancing the Pancasila student profile if it is not already evident in the learning content by choosing to adopt teaching strategies that are consistent with the Pancasila student profile.

The employment of learning techniques, in addition to the use of learning resources, is crucial in enhancing the reputation of Pancasila students. Ten disciplines are offered at SMP Negeri 20 Kota Tangerang: English, Mathematics, Natural Sciences, Social Sciences, Physical Education, Sports and Health, Pancasila Education, Religious and Ethical Education, and Arts and Crafts. The qualities of the Pancasila student profile, including critical and creative thinking, can be found when the characteristics of the method—lecture-based learning methods, questions and answers, and discussions—are grouped. The values of the Pancasila student profile, including teamwork, creativity, independence, and global friendliness, are contained in group activity-based teaching approaches. The values of the Pancasila student profile are also present in problem-based learning and projects, specifically independence, critical thinking, and creativity.

An active student learning approach is the best teaching strategy to use in character education learning activities. Dynamic engagement in the classroom is crucial for character development, claims Koesoema (2012). Because of this, teaching strategies should encourage candid communication and debate and be built on the sincere desire to teach and learn with others. Based on this knowledge, the teacher should refrain from using a monologue or dominating learning techniques. In addition, Koesoema (2012), states that infantilism syndrome is a propensity to watch out for. This tendency is defined as an attitude or view that views school-aged children as immature so that they are always objecting to adults. If the teacher adopts this viewpoint, a one-way learning environment is established, where the teacher continues to inform the students to satisfy them.

A comprehensive approach covering all aspects of self-processing, such as thought exercise, heart exercise, and exercise, following Lickona's (2004), components of good character, is required in addition to the intervention of character values in learning, which is not only sufficient to provide examples of good behavior. According to this theory, the instructor should make an effort to help pupils grasp the value being taught, why it is necessary to have the value, or whether the attitude they have right now is the right attitude or not. The moral principles that will later be expressed through its deeds are then reinforced in its emotional components. Habituation is the subsequent procedure. Self-habituation has to do with habit. Habituation in the context of character education refers to the creation of circumstances, environments, and reinforcers that allow students to develop a habit of acting following moral principles that have been internalized and personalized as a result of and through the intervention process.

Based on how it is described in instructional activities, the habituation program at SMP Negeri 20 Kota Tangerang for Pancasila students can be regarded as effective. What truly catches our attention, though, are the habits that children form outside of the classroom since they have a significant influence on how they mature as individuals. Also reviewed and with success criteria are these behaviors. Anecdotal notes, which are created by teachers when they notice behaviors associated with the grades being produced, are one straightforward way that schools could have written notes, at least in theory, for its erratic development to appear to proceed spontaneously and without being definite. for teachers to draw inferences or give thought to the attainment of value indicators during habituation activities. Such findings can be encapsulated in the qualitative expressions BT (not yet visible), MT (begins to be seen), MB (begins to develop), and MK (cultivate).

It is clear from this situation that character education, which aims to raise Pancasila students' profiles through habit formation, is very poorly assessed. The standards for judging the attitudes of students are not clearly defined by the institution. Teachers also hardly ever conduct written assessments of student attitudes. Despite not recording their observations, the majority of teachers nonetheless observed students' attitudes. Since the teacher promptly gives follow-up after a problem emerges so that the students can fix it, this form of verbal method does not appear to pose a challenge for the teacher.

Conclusions about student profiles should not be drawn from oral assessment, which is far too weak to serve as a foundation. First, since what can be precisely remembered from what has already been viewed is severely constrained by the nature of human memory. Second, the physical evidence is not conclusive, which diminishes the importance of objectivity and responsibility. In the paperwork, attitude assessment is crucial to create. The ongoing development of character is aided greatly by documentation. The school can uphold the principles that have been successfully instilled with documentation so that they grow and become the institution's trademark. To further improve the application of character education, it is possible to evaluate the areas that still need improvement.

Conclusion

Based on a curriculum that has been integrated with enhancing the profile of Pancasila pupils, SMP Negeri 20 Tangerang is thought to be ready to execute character education programs. By raising the visibility of Pancasila students and implementing character education programs in schools, the majority of instructors currently have a thorough grasp of these initiatives. The management of infrastructure and facilities that support character education by enhancing the profile of Pancasila pupils demonstrates a lack of school readiness, including inefficient use and maintenance. Most of the learning resources and teaching techniques used by teachers incorporate character education by improving the Pancasila learner profile. Additionally, character education via enhancing Pancasila students' profiles is also observed in the habituation process outside of the classroom in the school environment, however, the program has flaws in its sgi assessment. Regarding the development of character education habits through enhancing the profile of Pancasila students, the school lacks sufficient assessment data.

Suggestion

The accomplishment of character value indicators at each grade level must be the focus of a school's explicit School Action Plan (RAS), which must start with planning. To get those grades, the school can plan all of its academic endeavors. Schools create connections between in-school instruction and home-based instruction. Building strong relationships with students' parents and the local community is therefore necessary. The educational services offered will be more successful and lasting in reaching the desired goals of character education if you also communicate the school's character education aims. The administration of the infrastructure and resources supporting character education in schools needs to be improved, including ensuring that they are used to their full potential and that all students participate in their upkeep. Infrastructure and facilities supporting character education will therefore perform their functions more effectively.

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