

# Evaluation of Indonesian P5 “Merdeka Curriculum” for Education Improvement Using CIPP Model

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## ABSTRACT

Along with the development of science and technology, the world of education is experiencing changing demands on graduate competencies. Therefore, graduates are needed who are able to answer the needs and challenges of the times. The aim of this research is to analyse P5 (Projek Penguatan Profil Pelajar Pancasila or Pancasila Student Profile Strengthening Project) in an effort to improve the quality of education. This research is a qualitative descriptive study and uses the CIPP evaluation model developed by Stufflebean. Data was collected through document study, observation, interviews and FGD. Validated by triangulation of sources and techniques, and analysed using the Miles and Huberman model. The research results show that: 1) Context evaluation: P5 is motivated by government policy with the aim of forming the character of the Pancasila Student Profile. Using guidance from the government and collaboration with various parties. 2) Evaluation input: The school has adequate facilities, uses modules developed according to needs, and has teachers with good competence. 3) Evaluation process: P5 runs according to guidelines, the school provides funds, carries out monitoring, and analyses inhibiting and encouraging factors. 4) Product evaluation: students experience character development, especially mutual cooperation, creativity, critical thinking and entrepreneurial awareness.

**Keywords:** P5, Pancasila Student Profile, Merdeka Curriculum, Education Quality, CIPP Model

## INTRODUCTION

The shift in the paradigm of education, from traditional education to modern education, began in the 20th century. The traditional paradigm in education emphasizes more on teacher-centered, where in learning it is difficult to have the collaboration, creativity, critical thinking, and communicative (4C competence) that should have students in this 21st century. In traditional teacher-centred education, the teacher is the center of information, the forming of learning goals, and acts as the designer that shapes student. Therefore, the student cannot bring out the original idea, but only the idea of the teacher that runs in the learning.

According to Ye & Shih (2021) educational must be child-centered, and child-centered educational content must be developed. John Dewey, an American educator, changed the paradigm, so that education could run in a student-centered paradigm. Student-centered is a learning that challenges students to engage in digging knowledge from a variety of sources and students participate actively. This is in line with the statement by Siswono & Karsen (2008) that by applying student-centred

learning, students are expected to be able to participate actively, always challenged to be critical, able to analyze and able to solve their own problems. Obviously, this is very different from the traditional educational paradigm, the teacher-centered learning style.

The impact of a teacher-centered learning style that lasted long enough, has given rise to educational products that have not reached the 4C competence. Therefore, in a certain time Indonesia has a society that is less prepared to face change. One example of the impact is a generation that lacks character in accordance with the values that should be developed in society. While society needs sufficient supplies in the face of the 4.0 industrial revolution in the era of society 5.0. The low 4C competence is also evident from the large number of Indonesians who are beginning to adopt a foreign culture of technological development, and promote a culture of nobleness that is thick with *royong gotong*, discourse and politeness. This is in line with the view Saputra et al. (2022) marks an attitude of indifference to the manner of conduct, behavior and ethics of association. It shows that this nation has faced the strange low morals, morals and character.

In addition to character problems, other problems were found, namely the lack of roles and parents in education. Education is a shared responsibility between governments, parents, and society. Without the support of the public, education will not work as well as possible (Nurlina, 2018). It is important for parents and the community to be aware of the importance of their involvement in education, and to synergize in improving the quality of education. According to Indonesian National Education Ministry rule (Permendiknas) No. 63 of 2009, the quality of education is the level of intelligence of a nation's life that can be achieved from the implementation of the National Education System. Mulyasana (2012) explains that quality education is education that is capable of performing the process of maturation of student quality,

both cognitive, affective and psychomotor. Therefore, improving the quality of education needs to be done in various ways. One of them is building cooperation with various parties. It is in line with the School Based Management (MBS) paradigm, which provides an extensive opportunity to educational units to develop and involve various parties in improving the quality of education. According to Normina (2016), the will and capacity of the people in the development of education in Indonesia needs to be cultivated. Governments and schools must give space to the public to participate as widely as possible in promoting creative and imaginative ideas in the development of education.

The future of Indonesian education is expected to be better with the Independent Curriculum (Kurikulum Merdeka) implemented through the implementation of P5 (Projek Penguatan Profil Pelajar Pancasila or Pancasila Student Profile Strengthening Project). The right paradigm in education is to be owned by every educator, so that it can have an impact in teaching and enjoy by the students.

The P5 project, which is an implementation of the Independent Curriculum is important for evaluation. It is based on the many efforts and policies that have been undertaken by the central and regional governments to encourage each educational unit to improve the quality of its education. The purpose of this research is to evaluate the context, input, process and product of P5, using Kalam Kudus Junior Highschool in Selatpanjang (Kepulauan Riau, Indonesia) as a model. It is expected to be able to provide input for stakeholders to make decisions, regarding the continuation of P5 project and the improvement it required. This evaluation research is conducted to improve the quality of education.

## **MATERIALS & METHODS**

This research uses evaluative research design with qualitative descriptive methodology. According to Kantun (2017),

evaluative research is a type of research aimed at evaluating an activity or program with the aim of measuring progress and determining whether it is effective or not to meet its requirements. The location of this research was carried out in the SMPS Kalam Kudus (Kalam Kudus Junior Highschool) in Selatpanjang, Kepulauan Riau, Indonesia). The study was conducted on students and parents of Phase D Grade 7 who consisted of three parallel classes. This evaluation research was carried out on the implementation of P5 with the theme of Entrepreneurship.

The source of data in this research came from interviews, observations, document studies, and Focus Group Discussion. The steps are: (1) The interview was conducted to gather comprehensive, up-to-date, and reliable information directly from the source on the object of research. (2) The observation was conducted by observing directly at the site of the research. (3) Study the document by knowing the various documents, to equip the required data. 4) FGD was done to supplement, confirm and verify the data obtained in achieving the objectives of the study. Instructure was tasked with providing material exposure, answering questions in discussions, giving suggestions, input and verification.

Triangulation is a method of verifying the accuracy of data by comparing or verifying two datasets using an external source (Moleong, 2017). The steps were: (1) Resource triangulation involves comparing information from various sources. Information is collected from a number of sources, including level D parents, teachers, students, head of school, and curriculum departments. (2) Triangulation method was carried out with data collection through various approaches, including observation, documentation studies, FGD, interviews, and questionnaire sharing. This was to obtain reliable data then the data collected is compared and concluded. Data collected in this study through interviews, field observations, document studies, and FGD, will then be analyzed. Data analysis was

conducted by using the Miles and Huberman (2007) analysis model, i.e. data reduction, data display, subsequent conclusion or verification. At the data collection stage, the author will collect all the data from both interview results and direct observations, physical data from the study of the document, the results of the FGD. Then the data will be reduced and selected according to each category according to the CIPP component. In the final phase, based on the data and information that has been obtained and analyzed, conclusions or verification will be drawn.

Here are some criteria that will help the researchers in carrying out the evaluation. Those are: (1) The criteria of suitability, relating to how or what is done is capable of satisfying, meeting, supporting the conditions that are required. (2) The criteria of suitability, referring to the way or what has been done accordingly, are relevant to the existing situation, so that the problem can be solved. (3) The criteria of due diligence, refers to how and what was done is simple, clear and logical or reasonable.

## RESULT

The results of the evaluation were presented in a descriptive manner. This research involves sharing parties such as, the head of school, curriculum, teachers, students, parents and instructors from the facilitator of the teacher model from Indonesian Ministry of Education, to distribute material and carry out validation in the FGD. The results of the evaluation of P5 Independent Curriculum are obtained through interviews, observations, study of documents, and FGD. The interviews are conducted with the participants of the curricula, the teacher, the parents and students. The observations are carried out directly by the researchers at the research site of the school, ranging from the planned activities of P5, the process of activities P5 to the peak of activities and the stage of evaluation. The FGD was conducted by inviting experts as sources to provide material, then continued with

discussions about the P5 to be conducted at the school. From the data collected through interviews, observations, document studies, and FGD, the researchers used the CIPP evaluation model described below.

The context component of the P5 evaluation of the Independent Curriculum, covers the background of P5 implementation, the objectives of P5, the guidelines used in P5 execution, the cooperation of schools, foundations and local governments. As a result of the validity of the data through interviews from several sources, it can be concluded that the implementation of the P5 which is the application of the Independent Curriculum is undermined by the existence of government policy. The government has been upgrading the curriculum, from the previous 2013 Curriculum. This reform also coincides with a pandemic, which requires schools to refine the system with a new educational paradigm. Besides, there is strong support from the Kalam Kudus Foundation in the implementation of this P5 of Independent Curriculum. This was passed on to every educational unit under the management of the Foundation institution to implement government policy. The foundation has used the implementation guidelines of the P5 Independent Curriculum. These guidelines are important because they serve as a foundation and direct the steps and objectives to be achieved. In the implementation of the P5 of Independent Curriculum, the school cooperates with the local education service in the Meranti Islands, in cooperation with the parents of students and the surrounding community, as a source that shares experiences in its work and endeavours.

In improving the quality of education, a variety of supportive factors are needed. This input component is expected to respond to needs, help operations efficiently and optimize resources. The input components include: input resources, project modules, curricula and human resources.

Based on the validity of data through interviews from several sources, the results

of document studies and observations carried out by the researchers, showed that the school has supporting resources to supply P5 activities. If it does require a larger means, for example, a building or a public field, then it can be communicated to the part of the means of public service to be forwarded and known to other units. The school has compiled and used P5 modules. The modules are discussed jointly and then compiled by the P5 coordinator. Subsequently, the module is distributed to all teachers who collaborate in P5 to be understood and followed together. The P5 Module is expected to be able to help and guide each teacher, so that P5 can run well and the goal is achieved. This school has used the Independent Curriculum. Therefore, this was a supportive factor for the school to implement P5 activities to the maximum. The school has educational resources that are constantly support for leaning. School leaders and teachers, as well as students are facilitated to improve themselves. It only takes a consciousness of its human resources to welcome and take advantage of the opportunity to continue to equip itself.

The process of activities will run with maximum, when prepared with maturity starting from planning, implementation and evaluation. The process components in the P5 evaluation curriculum are independent, including: planning, implementation, financing, monitoring, inhibitory and drivers. Based on the validity of data from several sources, it can be concluded that the school has done planning before the P5 activities are carried out. The school have equipped teachers to understand about P5, through in-house training. Next, the teacher has discussed the themes and the steps to be taken. The stages start from introduction, contextualization, real action and reflection done well. Students are introduced to the world of entrepreneurship, in order to be able to recognize and build entrepreneurial awareness. Then the student performs his duties well as planned. Starting from designing food and beverage products from



the selected material, determining the sales price based on the purchase of the material, the equipment to process, the expected profit, etc. Students also promote by creating brochures and marketing through time media. Until the student finally sells and meets the consumer. In the final phase after the summit, a joint reflection and evaluation was carried out.

The process of activities will run with maximum, when prepared with maturity starting from planning, implementation and evaluation. The process components in the P5 evaluation curriculum are independent, including: planning, implementation, financing, monitoring, obstacles and supporters. Based on the validity of data from several sources, it can be concluded that the school has done planning before the P5 activities are carried out. This school have equipped teachers to understand about P5, Next, the teacher has discussed the themes and the steps to be taken. The stages start from introduction, contextualization, real action and reflection. Students were introduced to entrepreneurship, in order to be able to recognize and build entrepreneurial awareness. Then the student performs his duties well as planned. Starting from designing food and beverage products from the selected material, determining the sales price based on the purchase of the material, the equipment to process, the expected profit, etc. Students also promote by creating brochures and marketing through time media, to finally sells and meet the customers. In the final phase after the summit, a joint reflection and evaluation was carried out.

Teachers conduct guidance and monitoring of student activities. Monitoring is also carried out by the school, in this case the head of the school. The head of the school is monitoring the P5 coordinator and the parents of the teachers who are collaborating in P5 phase D themes of entrepreneurship. This monitoring is important, to make sure that the activities go as planned. The school provides funding for P5 activities. The school has already

estimated and included P5 funding in its one-year school expenditure plan. The funds are managed by the P5 coordinator and then handed over directly to each student group for processing. Schools also evaluate inhibitory and incentive factors, such as support from schools in financing activities, training to provide teachers, and other supporting facilities, while inhibitors include the lack of participation of parents due to lack of understanding of the importance of parents' involvement in their children's education.

The product of P5 activities was student character development. Character development measured from this student profile indicates the success of the P5 activities. The evaluation of this product was not just focused on the final outcome, but more on the evaluation during the P5 process. The understanding of the assessment based on this process, has also been confirmed by the source when the FGD takes place. The results of validation of the data collection techniques through the interview of several sources and observations, it is also concluded that through the P5 activities the student's character is developing, especially the dimensions of helping each other and being creative according to the Student Profile. Based on the results of the FGD and the P5 report that will be subsequently presented to the students, there is clearly written the stages of character development to be achieved. For example: gotong royong (helping each other) dimensions, student values can be at BB (Not Growing), MB (Starting Growth), BSH (Growing as Expected) or SB (really developed). Therefore, it was clear that the student's character development is the main goal to be achieved through P5 activities, although there are other products such as student work, food and beverage processing, and other work.

## **DISCUSSION**

The discussion of this research result was an attempt to explain the results of the analysis

and answer the formula of the problems raised regarding how evaluation of the context, input, process and product of the activities of P5 in Independent Curriculum in the Kalam Kudus Junior Highschool. This research was also based on the criteria for the success of an activity already established in this study, namely, criteria of eligibility, suitability and validity.

Based on the research results, the implementation of the P5 Independent Curriculum in the school was based on government policy. The government is constantly updating the curriculum in order to restore learning, as a result of the learning loss caused by the pandemic. A new system and paradigm were needed in Indonesian education, because the requirements for the competence of graduates are different. The following is the background of the implementation of the P5 Independent Curriculum, due to the presence of encouragement from the Kalam Kudus Foundation. The Foundation was encouraging and supporting that every school under their management to implement the policy of the government. The P5 meets the eligibility criteria because it is capable of responding to the needs of the current conditions. Where education is needed that can enhance character according to Pancasila's values. It also meets the criteria of suitability as the implementation of the P5 is relevant to the current situation as a result of the influence of pandemics, global life and technological developments. This background description is understandable, clear and logical to be a reason for considering the implementation of P5 in the Kalam Kudus schools.

The purpose of the implementation of the P5 Independent Curriculum is to improve the quality of education. The graduates of each educational unit are expected not only to master the material cognitively, but have skills that can meet the needs of the times and have character of the values of Pancasila. As explained by that quality education is education capable of performing the process of quality

maturity, both cognitive, affective and psychomotor. It is also in line with the Indonesian Ministry of Education decree No. 22 of 2020 which explained that the objective of the implementation of the P5 Independent Curriculum was to state Indonesian students as lifelong learners who have global competence in accordance with Pancasila values. The values of Pancasila are focused in the Student Profile of Pancasila, which consists of six (6) dimensions, namely: Believing and fearing the One God, Being globally independent, Gotong Royong (Helping each other), Self-reliant, Critical Speaking, and creative. The purpose of P5 implementation is to meet the criteria of eligibility, because it is capable of meeting the requirements of the conditions in the school. The need to prepare graduates who have competence according to the Pancasila Student Profile. This objective is relevant to the situation in the school, a situation where students live and grow up in very rapid technological developments. Therefore, this is also in line with the criteria of eligibility, because P5 has a clear objective of character formation according to the Student Profile of Pancasila.

Kalam Kudus Junior Highschool in this study is implementing P5 Independent Curriculum based on the guidelines given by the educational service. The guidelines come from Education Ministry regarding the implementation of the P5 guideline, such as: the development guide of the Pancasila Student Profile Enhancement Project. Other guidance comes from the Independent Teaching Platform (PMM) which can be accessed by all teachers who have a teaching ID from the educational service. The guidelines are guiding the understanding, the measures and the objectives to be achieved from the implementation of the P5 Independent Curriculum.

The school in implementing P5 Independent Curriculum is based on the guidelines given by the educational service. The guidelines come from Indonesian Education Ministry regarding the implementation of the P5

guide, such as the Pancasila Student Profile Enhancement Project Development Guide. Other guidelines come from the Independent Teaching Platform (PMM) which is accessible to all teachers who have a teaching ID from the education service. The guidelines provide a foundation for understanding, measures and objectives to be achieved from the implementation of the P5 Independent Curriculum. The guidelines used by the school are in accordance with the criteria of suitability, because they can support the implementation of P5. It is also in conformity with the suitability criteria because the guideline used is relevant according to the guides of the government. In the implementation of the P5 independent curriculum, the school cooperates with various stakeholders. The cooperation was carried out with the local education services in the Meranti Islands, other schools that implemented the P5 Independent Curriculum, the foundation, the parents, and the surrounding community. This is in line with the statement by Nurlina (2018) that education is a shared responsibility between government, parents and society. Schools should be guided by government policies, and build collaboration by raising awareness and participation among parents and the public about the importance of education. This is in line with the opinion of Santoso et al. (2023) in his research that explains that the teachers and parents play an important role in the implementation of the Pancasila student profile dimension. Therefore, cooperation and participation of the various parties, especially the parents, is very important in the implementation of P5. The findings of suitability are seen from the existence of cooperation from various parties that strongly support the implementation of P5. The cooperation carried out by various parties according to the criteria of suitable, because involving the parties concerned in accordance with the situation in the school. Some collaborations are simple but clearly aimed at. Good cooperation with parents, the community as

a source, schools, foundations, as well as local governments.

It is in accordance with the statement of Nurul Park, quoted Rabiah (2019), the quality of education can be seen from the service of the educational organizer, the availability of facilities and facilities, the quantity and quality of educational personnel, the achievement of the academy of students, satisfaction and confidence of parents in the education system and the ability of the graduates competence. These findings indicate that the facilities of school meets the criteria of eligibility. Sarana and Prasana are able to meet and support the implementation of P5. According to the criteria of suitability as relevant to the school situation. The formula and facilities seemed simple but clear and logical according to the needs of the student.

The curriculum used in the learning process in the school is the Independent Curriculum. In the world of education, the curriculum plays a very important role. As stated in the Education Act No. 20 of 2023 of Indonesian Education Ministry, the curriculum is a set of plans and arrangements concerning the objectives, content and learning materials, as well as the methods used as guidelines for the conduct of learning activities to national educational goals. Therefore, the more understanding about the curriculum, the clearer the direction to be achieved in learning. The same is true of the school, although the Independent Curriculum is a new curriculum, but the school endeavours to study and implement the Curriculum that was launched by the Minister of Education, Nadiem Makarim. The curriculum used is in accordance with the criteria of eligibility, as it can support the implementation of P5. Implementation of the P5 Curriculum is relevant to be done because it is in line with government policy. It's also clear and logical to do because it's a national norm.

The school has a project module that is used as a benchmark in the implementation of P5 activities. The module is the result of joint discussions that are then developed based on the situation, conditions and needs of the

school. This is in line with the guidelines of the government from the Pancasila Student Profile Enhancement Project Development Guide 2021. This module becomes something very important because it helps systematize the implementation to the goal to be achieved. This module needs to be understood by all teachers, because P5 is collaborative in nature, that is, involves several teachers from different fields of study. The P5 module with the theme of entrepreneurship is very helpful to the school teachers who collaborate in P5. So even though this is a large project involving many teachers the activities are going well because the module is a benchmark to make sure that the steps and objectives are aligned. With the module, it meets the eligibility criteria because the project module supports P5 activities that are still new to the school. The modules used are also relevant to the needs and problems of the school. It is clear and logical, that the use of modules in P5 implementation makes sense to do.

Human resources are like the motor within an organization. This is in accordance with the statement of Nurul Park, quoted Rabiah (2019), the quality of education can be seen from the service of the educational organizers, the availability of facilities and facilities, the quantity and quality of educational resources, the achievement of the academic students, the satisfaction and confidence of parents in the education system and the competence capacity of graduates. The school has an educational force that is constantly supported for learning and developing. The foundation and the school leadership facilitate the teachers, to have good competence in teaching. It's just that it's not entirely welcomed by all teachers. There are a small number of teachers, because of the influence of age so reluctant to learn something new, reluctance to change and reluctance to learn IT. Therefore, it takes the awareness and hard work of other teachers to be able to move and bring about change in the learning process. The quality and quantity of the

educators meets the criteria of eligibility, as they are able to meet and support the needs of the school in the implementation of P5.

Planning an activity is an early stage that needs to be properly planned. It is expected that the activities can run systematically and the objectives are expected to be achieved. The school has done this stage of planning well in accordance with the P5 guidelines of the Pancasila Student Profile Enhancement Project Development Guide. That are: (1) understand P5, (2) prepare the school ecosystem, (3) design P5, (4) document and report P5, and (5) evaluation and follow-up P5. Schools start planning from holding in-house training to sharpen teachers' understanding of P5. Then the school prepares and starts designing P5 activities according to the needs of the school. Planning and organizing documentation of activities, reporting and evaluation plans as well as non-continuing P5. Those matters have been planned and discussed from the outset before P5 activities are carried out. Therefore, the teacher has a clear and systematic picture of what to do.

At the implementation stage, the school involves various parties to support the activities. It is in accordance with Act No. 20 of 2003 on the National Education System, article 8 states that the public has the right to play a role in the planning, implementation, monitoring and evaluation of educational programmes. The school involves parents and the community to support student activities. Such support is given to parents and society both morally and materially. Some parties become sources and share experience in their business, about how to process goods so that they have a higher selling value. Parents and the community are also monitoring and evaluating the overall activities carried out by giving criticism and advice on the P5 activities, which are carried on in conjunction with the celebrations of the language month.

Financing is the part that needs to be planned in detail. Financing needs to be discussed and structured well, in terms of



funding sources, allocation and reporting. In the implementation of P5 Phase D, the school provided the funds needed. The school has already estimated and included P5 activity funding in its one-year school expenditure scheme. Obviously, this is in line with the eligibility criteria, because the school meets and meets the needs of learning. It is in accordance with the suitability criteria that through funding support, can minimize the problems and needs of students. This funding is also clear, that what the school does is clearly very helpful and supportive of student activities. Obstacles and motors of a school need to be well analyzed. This is meant to maximize those drivers in support of learning activities. This school has many supportive factors such as support for the financing of activities, support with a variety of training for teachers, adequate facilities, and a comfortable learning environment. Analysis of inhibitory factors is intended to minimize problems and try to find better solutions or alternatives. Some of the impediments are the lack of participation of parents in student activities, which is due to a lack of understanding of the importance of parents' involvement in students' activities. Analysis of inhibitory and propellant factors is in accordance with the criteria of eligibility, as the results of this analysis support P5 activities according to the required conditions. It's also relevant and relevant to the situation, so it can help solve the problem. The results of this analysis are clear and logical to be done before an activity is undertaken, so that the planned activity can run as well as possible.

The P5 Free Phase D curriculum, which was conducted some time ago, took on the theme of entrepreneurship. The purpose of the implementation of the P5 theme of heroism in accordance with the modules that have been created is to cultivate honest entrepreneurial interests, cooperation and enhance the creativity of students. This is in line with the statement by Mulyasana (2012) that quality education is an education capable of performing the process of

maturation of students' qualities, both cognitive, affective and psychomotor. Through P5, students of Phase D have a broader understanding of the importance of entrepreneurship to meet future needs. From the psychomotor side, students learn to make a variety of crafts and processing materials into something that has sales value. The most important and main product of this P5 is character formation according to the Student Profile of Pancasila. According to Hamzah et al. (2022) that character education is very important and should be implemented in the world of education because forming the character of a moral nation is one of the objectives of the national education system. The students learn to build cooperation with others, to be honest entrepreneurs and not to do cheating on products, learn to be critical and wise in decision-making, creative by doing various innovations so as to produce original work.

The P5 product meets the eligibility criteria because it is adequate and meets current needs. Character formation is also relevant to the current situation. Amidst the technological developments and demands of the times, there is a need for students who have the right 4C competence and character. Character formation as a P5 product is impressively simple, but the purpose is very clear and logical to do.

## CONCLUSION

The results of the evaluation analysis of the P5 Independent Curriculum to improve the quality of education with the CIPP model on the Kalam Kudus Junior Highschool in Selatpanjang, Riau Island, Indonesia, can be concluded as follows:

1. Based on the context evaluation obtained results that the background and the objectives of implementation of P5 have been in accordance with the criteria of suitability, suitability and validity. It is because the P5 is based on the situation and conditions of the school in the school. It is also based on the needs of students, where phase D students are a growing generation

in rapid technological development, so need to be equipped with the right character. The guidelines used in accordance with the instructions of the government and the cooperation carried out by the school with various parties strongly support P5.

2. Based on the evaluation of the input obtained the result that the facilities, modules and curricula have met the criteria of suitability, suitability and obligation. The school facilities is able to meet and support P5. The modules have been structured according to the needs and curricula that are used correctly and clearly according to government directions. Most teachers have competences that support P5, but found some teachers who need to raise awareness to learn new things according to the development of IT.

3. Based on the evaluation of the process obtained results that the implementation, financing and monitoring components in accordance with the criteria of suitability, suitability and obligation. Schools have adequate funding for P5 activities and monitoring is also carried out from leader to P5 coordinator, coordinator P5 to teacher, teacher to student. Analysis of the supporting factor has been maximized to support P5, while the analysis of the inhibitor has been utilized to minimize problems and find solutions.

4. Based on the evaluation of the product obtained results that the student's work and character formation resulted from P5 in accordance with the criteria of suitability, suitability and compulsory. Student character according Pancasila Student Profile begins to form and develop in students, especially mutual cooperation, creativity, critical thinking and entrepreneurial awareness.

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