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Evaluation of the Pancasila Student Profile Strengthening Project on the Voice of Democracy Theme at the Junior High School Level in Majene Regency

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Abstract

This study aims to evaluate on, i) Learners' reactions to the learning design in P5, ii) The improvement of learning activities shown by learners during P5 activities. The research design used was *mixed method research of the convergent parallel design* type using *Kirkpatrick's Model* evaluation. The researcher collected qualitative data and quantitative data simultaneously from ninth grade students of public junior high schools in Majene Regency through interviews, tests, questionnaires, and documentation. Furthermore, researchers analyzed the qualitative data themselves, while quantitative data were processed using categorization at each stage of the evaluation. The research results obtained information that P5 positively influenced learners' *reaction* to the facilitator's ability, interactive learning media such as videos and simulations received high appreciation, the material was considered quite relevant to the theme, and the learning strategy was considered effective in increasing learning motivation. Evaluation of learners' *learning* on the results of knowledge tests shows that learners' understanding of the concept of democracy and Pancasila values is quite good, learners' attitudes show good acceptance of diversity and democracy although cooperation and mutual cooperation still need to be improved and from the skills aspect, learners have developed good communication skills, but need improvement in communication politeness and adjusting speaking styles to certain situations.

Keywords

Program evaluation, P5, The voice of democracy, Kirkpatrick's model, Reaction, Learning

INTRODUCTION

The problem of moral degradation is one of the problem phenomena that has recently emerged in the educational environment and has made character education development programs a must. Examples of intolerance are brawls between students, *cybercrime*, pornography, bullying, prostitution, and promiscuity. The data on juvenile delinquency cases was released by the Indonesian Child Protection Commission (KPAI) in 2025 that throughout 2024 there were 265 cases of sexual crimes, 240 cases of physical/psychic *violence/bullying* and 40 cases of child victims of pornography and *cybercrime* (*Data on Child Protection Cases from Complaints to KPAI in 2023* , nd) . Therefore, based on the data above, it indicates that there are still many levels of violence that occur in the world of education . A system of teaching character values to school personnel is character education which consists of three parts, namely knowledge, awareness or willingness, and action to practice these principles. God Almighty, self, others, the environment, and one's nationality so that we become good human beings (Wiyani, 2012) . In the implementation of character education in schools, all school components must be involved, because character education in schools has a very strategic role in the context of shaping the character of students.

Several studies agree that the curriculum is in an important position in building civilization and the development of the nation's generation (Dewi et al., 2022) . The independent curriculum is currently a hot topic that is being discussed by many circles. The independent curriculum provides opportunities for learners to learn more actively and challenges by elaborating various technological media and skills in the 21st century (Hasim, 2020) . The Independent Curriculum aims to foster a character that is aligned with the values of Pancasila, especially through the implementation of P5 which focuses on the theme of democratic voices. This theme includes principles that highlight democratic values essential to education. The government hopes that the implementation of P5 will encourage learners to actively engage with their environment, fostering qualities such as long-term commitment, competence, intelligence, and effective communication that are in line with the principles of P5 (Wulandari et al., 2022) . Therefore, the P5 program is considered essential. One important aspect of the learning theme that embodies Pancasila is Democracy. The democratic voice in P5 is a new approach that combines democratic values with activities that are engaging for learners (Nafi'ah, 2023) . In the field of education, the democratic voice of P5 serves as a powerful tool to increase learners' active involvement in school affairs.

Based on the P5 themes (Satria et al., 2022) that can be implemented at the public junior high school level, the democratic voice theme has been implemented in three schools, namely Public Junior High School 1, 2, and 3. The topic implemented in the theme activity is about the election of student council chairman and vice chairman. Democratic education in schools refers to organized initiatives undertaken by educational institutions to assist students and school members in understanding, introducing, and applying democratic concepts, principles, and values, in line with their responsibilities in the national and state contexts (Rukmini, 2021) . For implementation at the State Junior High School level in Majene Regency, it is carried out through the use of interesting teaching materials, the use of speaking practice techniques, encouraging students to speak in public, and introducing students to group discussions (Simarmata & Agustina, 2017) . A project is defined as a series of activities carried out to achieve a specific goal by researching a difficult topic (Maulida, 2023) . The project is designed in a way that learners can research, find solutions, and make decisions.

However, based on the existing facts, there are still some problems that arise after the implementation of P5 related to the theme of democratic voice. In particular, there are still cases of bullying among learners due to differences in opinion and the absence of mutual respect with others, which is clearly contrary to the expected behavior as outlined in the Pancasila learner profile. Furthermore, learners have not fully demonstrated democratic attitudes during the learning process, as evidenced by their inability to articulate opinions and their lack of respect for peers who speak. Furthermore, some schools reported constraints related to Human Resources (HR) and infrastructure, specifically the lack of essential devices such as laptops, Chromebooks, mobile phones and internet connectivity. These resources are considered important and impactful in facilitating activities related to the P5 program.

Seeing the gap between reality and the objectives to be achieved , an evaluation using *Kirkpatrick's Model* was conducted to measure the reaction and improvement of students' learning activities in the implementation of P5 on the theme of democratic voice . The evaluation model developed by Kirkpatrick (Donald L. Kirkpatrick & Kirkpatrick, 2006) is a conceptual framework to help determine what data should be captured in an evaluation where it is sufficient to explain the benefits of its stages, so that from this modification it can be known more clearly about what mistakes are caused by programs that are not running properly.

MATERIALS AND METHODS

This research design is an evaluation research using the *Kirkpatrick Model (Reaction, Learning)* with a *mixed method* approach that presents data by "combining" quantitative and qualitative methods as a series in this research (SB Merriam & Tisdell, 2016) . The analysis of program success was conducted by examining each level according to the *Kirkpatrick* model framework . According to (Lin et al., 2011) the Kirkpatrick evaluation model includes stages, (i) Level *reaction* , which is to see how students react to the learning design in P5 related to the media used, the material provided by the strategy applied, and the ability of the facilitator in learning , (ii) Level *learning* analyzes the improvement of students'

competencies related to their knowledge, attitudes and skills while participating in P5 activities. This research was conducted on 86 students of class IX of State Junior High School in Majene Regency, West Sulawesi and to Stake holders in the implementation of P5 to deepen information at the *reaction* level. Data collection used questionnaire instruments, tests and interviews. Experts conduct validation tests, two validators are experts in the field of evaluation. The questionnaire instrument uses a Likert scale of 1 to 5 to measure students' reactions to the learning design in P5. The test instrument measures the level of knowledge, attitudes and skills of learners during P5 activities. The interview instrument was used to assess the perspective of learners and P5 stakeholders on the learning design in P5.

For quantitative data analysis used at the *reaction* level and *learning* level using the category formula, which is as follows:

Table 1 Categorization of Learners ' *Reaction* and *Learning* (Azwar Saifuddin, 2021)

Sn	Score Value	Category
1	$X > (Mi + Sdi)$	High
2	$(Mi - Sdi) < X < (Mi + Sdi)$	Medium
3	$X < (Mi - Sdi)$	Low

Description: X : Score , Mi : Mean , Sdi : Standard Deviation . Arithmetic measurements and data distribution are taken from the total score of statement items on the *reaction* level questionnaire and the *learning* level on the attitude indicator and skill level then processed on the SPSS *software* program . Interpretation of validity is done by looking at the results of the X value. Meanwhile, data analysis to measure the level of knowledge at the *learning* level uses the assessment formula (Suharsimi Arikunto, 2021):

$$P = \frac{f}{n} \times 100\%$$

Description: P : percentage score, f : number of scores, n : maximum score. Then a *One-Sample t-Test* was conducted with the formula: (Montgomery & GC Runger, 2018)

$$t = \frac{\bar{x} - \mu}{\frac{s}{\sqrt{n}}}$$

Description: \bar{x} : average *post-test* score of learners, μ : competency standard score , s : standard deviation of *post-test* score, n : Number of learners. In addition, qualitative data analysis is carried out before research, during research, and after completion of research in an interrelated sense or called *iterative* (repetitive) (saat & Mania, 2020) with stages starting from *data collection* , *data reduction* and *data display*.

RESULTS

The results of the P5 evaluation carried out at the SMP Negeri level in Majene Regency used the *Kirkpatrick evaluation model*, namely the *reaction* level and the *learning* level. At the *reaction* level, namely knowing the level of student satisfaction with the learning media used, the learning materials provided, the learning strategies applied and the facilitator's ability in learning. The *learning* level is to measure the level of knowledge of competencies which include knowledge, attitudes and improvement of student skills.

Student Reactions to Learning Design in P5

Learning Media Used

The percentage of student satisfaction with the learning media used shows that the majority of students feel quite satisfied with the media used in the learning process in P5. In general, this figure can be interpreted as a good level of satisfaction, although there is still room for improvement. The results obtained as a whole can be seen in the following table.

Table 2 Categories of Student Responses to the Media Used

Category	Frequency	Percent
Low	2	2.3
Currently	66	76.7
Tall	18	20.9

The results of the data analysis show that the majority of students, namely 76.7% or 66 people, gave responses in the moderate/quite satisfied category towards the learning media used in the Pancasila student profile strengthening project (P5). This shows that the learning media applied is quite effective in supporting the learning process, but there is still room for improvement.

Meanwhile, there were 18 students or 20.9% who gave a high response. This indicates that a small number of students felt very helped by the media used, both in terms of understanding the material, interactivity, and involvement in

the learning process. However, the presence of 2 students or 2.3% who gave a low response indicates that there are still challenges in the use of learning media that may be related to factors such as the suitability of the media to the learning style of students, the availability of devices, or varying levels of digital skills.

The results of the study above show that the use of learning media in P5 has an effect on student satisfaction and involvement. Based on the results of the questionnaire distributed to 86 students, it was found that the majority of respondents, namely 76.7%, categorized the learning media used as "moderate" or quite satisfactory. As many as 20.9% stated "high" or very satisfied, while 2.3% expressed dissatisfaction with the media used. This finding reflects that although the majority of students accept and feel the benefits of the media used, the level of effectiveness has not reached optimality as a whole. This indicates that the use of media in P5 still faces a number of obstacles in reaching the variety of learning needs of students.

Likewise, the interview results confirmed the findings that the learning media used were quite helpful for students in learning, but students suggested that more interactive activities be added so that the learning atmosphere is not monotonous. This opinion shows that students expect learning that not only conveys information, but also involves them actively. This desire reflects the need for media that not only conveys content, but also builds emotional involvement and active participation.

Learning Materials Provided

The percentage of student reactions to the learning materials provided shows that in general the learning materials have been received quite well by students. Most students feel that the materials presented are quite clear and in accordance with their needs in the P5 learning process. However, the results of this study indicate that there is still room for improvement, considering that satisfaction has not reached a very high level. The results obtained as a whole can be seen in the following table.

Table 3 Categories of Student Reactions to Learning Materials

Category	Frequency	Percent
Low	15	17.4
Currently	49	57.0
Tall	22	25.6

The results of the questionnaire based on the data above show that the majority of students, namely 57% or 49 people, gave reactions in the category of "Moderate" or "Quite Satisfied" to the learning materials used in the Pancasila student profile strengthening project (P5). This indicates that the materials presented are quite relevant and acceptable to most students. However, the level of satisfaction in the moderate category also indicates that there are several aspects that need to be improved, such as the relevance of the material to everyday experiences, a more interactive delivery method, or the use of more varied methods.

In addition, there were 22 students or 25.6 % who gave a high reaction. This shows that some students are very satisfied with the learning materials provided, which are most likely supported by materials that suit their needs and effective and interesting teaching methods. However, the results also show that 15 students or 17.4 % are still in the low category. This indicates a gap in understanding or interest in the material presented. Factors that may influence this include the level of difficulty of the material, lack of student involvement, or lack of personal learning support.

Based on the results of the study above, it reveals that the quality and relevance of learning materials in P5 have a significant impact on students' initial reactions. Based on the results of the questionnaire, most students assessed the learning materials as being in the "moderate" or "quite satisfactory" category. Quantitatively, this shows that the majority of students feel that the material presented is relevant and acceptable, but has not been fully able to meet expectations in terms of depth, variety, and attractiveness of presentation.

Based on the findings in the interview, the facilitator stated that the materials used had been arranged according to the project theme and the needs of the students, covering various formats such as modules, e-books, videos, and power points. However, in practice, they admitted that there were still limitations in ensuring that all students truly understood the material evenly. A facilitator from SMP Negeri 3 Majene said that the obstacles faced included the delivery of materials that were not yet in-depth enough and the need for additional learning resources. This explains why there is a gap in perception between the material designers and the end users (students), which results in the perception of "quite satisfied" dominating.

Learning Strategies Applied

Based on the results of student reactions to the learning strategies applied in P5 in the moderate or quite satisfied category. This shows that most students feel that the learning strategies used are quite effective in supporting the learning process in the project, although there are still some aspects that can be improved to increase their satisfaction. The results obtained as a whole can be seen in the following table.

Table 4 Categories of Student Reactions to Learning Strategies

Category	Frequency	Percent
Low	8	9.3
Currently	61	70.9
Tall	17	19.8

The results of the questionnaire showed that the majority of students, namely 70.9% or 61 people, were in the "Medium" or "Quite Satisfied" category with the learning strategies applied in the Pancasila student profile strengthening project (P5). This shows that the learning strategies used are quite effective in supporting the learning process, but still have several areas that need to be improved to achieve a higher level of satisfaction.

Meanwhile, as many as 17 students or 19.8% gave a high reaction, indicating that the learning strategies applied were able to meet their learning needs well. This could be due to the varied, interactive methods, and relevance to the experiences and interests of students. However, there were 8 students or 9.3% who were still in the low category. This indicates that there are challenges faced by a small number of students in understanding the learning strategies applied.

Based on the results above, it shows that although the learning strategy has given a positive impact to most students, there are still weaknesses in its implementation that cause satisfaction to not reach the optimal category. The high reaction of "quite satisfied" can be explained through several main factors. Other contributing factors include lack of active involvement, differences in learning styles, or limitations in the use of methods that suit the individual needs of students.

Another finding based on interviews regarding the important reasons for the "quite satisfied" results is the students' perception of P5 as additional or complementary learning, not the core of the main learning process. The P5 Coordinator of SMP Negeri 1 Majene revealed that some students considered P5 as an activity that was less important, so that their motivation to follow the applied strategy was low. This condition indicates that the learning strategy is not strong enough in building connections between the project and the interests or realities of students' lives. As a result, their emotional and cognitive involvement is also not optimal.

Facilitator Skills in Learning

The students' reactions regarding their satisfaction with the facilitator's ability in P5 learning are in the quite satisfactory criteria. This result shows that students generally assess the facilitator's ability in guiding P5 learning as quite good. The facilitator has a quite effective role in supporting the learning process, although there are still some things that need to be improved. The overall results obtained can be seen in the following table.

Table 5 Categories of Student Reactions to Facilitator Skills

Category	Frequency	Percent
Low	9	10.5
Currently	67	77.9
Tall	10	11.8

The results of the questionnaire showed that the majority of students, namely 77.9% or 67 people, were in the "Medium" or "Quite Satisfied" category regarding the facilitator's ability in learning the Pancasila student profile strengthening project (P5). This shows that the facilitator's ability to deliver material, guide discussions, and provide direction is quite effective in supporting the learning process. However, these results also reflect the potential to improve the quality of facilitation in order to achieve a higher level of satisfaction.

A total of 10 students or 11.6% gave reactions in the high category, indicating that a small number of students felt very helped by the facilitator's abilities, both in terms of mastery of the material, use of interesting learning methods, and the ability to build positive interactions in class. However, there were 9 students or 10.5% who were in the low category. This indicates that there are some students who may feel less helped by the facilitator in understanding the material or do not get guidance that suits their needs. Factors that can influence this include the facilitator's communication style, lack of use of appropriate learning media, or lack of attention to the individual needs of students.

Thus, these results indicate that although the facilitator's ability has been well received by most learners, improvements in terms of more interactive teaching methods, more personal approaches, and strengthening communication skills can help improve the effectiveness of facilitators in supporting P5 learning as a whole. Based on the results of the questionnaire obtained, as many as 77.9% of respondents assessed the facilitator's ability to be in the "quite satisfied" or moderate category. Although this figure is the highest compared to other indicators, the results still indicate that the facilitator's ability is not yet fully optimal in creating participatory, contextual, and adaptive learning to the needs of learners.

Based on the interview results, students from SMP Negeri 2 Majene said that even though the facilitator gave clear directions, there were still some of their friends who had difficulty understanding the material. This leads to the conclusion that individual guidance or differentiation approaches are still lacking. The need for a more personal approach arises because students have different backgrounds, initial abilities, and learning styles. When the facilitator fails to identify these needs, learning success will tend to be uneven, and some students will not get maximum benefits .

Improving Student Learning Activities during P5 Activities

Level of Knowledge

The results of the analysis show that the average score obtained from the written test for 86 informants/students reached 81.63 higher than the 75 standard competency reference values indicating that most participants have a good understanding. The minimum score is 40 and the maximum score is 100. The details can be seen in the table below:

Table 6 Frequency Distribution of Students' Knowledge

Score Range	Frequency	Percentage
0 – 50	6	6.98%
50 – 60	0	0.00%
60 – 70	14	16.28%
70 – 80	0	0.00%
80 – 90	33	38.37%
90 – 100	33	38.37%

Based on the data above, it shows that the level of students' knowledge of the Pancasila Student Profile Strengthening Project (P5) material with the theme "Voice of Democracy" is generally in the good category. The average cognitive test score obtained by 86 students was 81.63, which was significantly higher than the standard competency reference value of 75. This is reinforced by the results of the one *-sample t-test* which produced a T-statistic value of 3.38 and a *P-value* of 0.0011 (<0.05). Thus, it can be statistically concluded that the difference between the average score of students and the competency standard is significant. This higher average score indicates that the learning carried out has succeeded in increasing students' understanding of the basic concepts of democracy in the context of school life.

Student Attitude

Evaluation of the attitude aspects of three aspects in the focus theme of the voice of democracy which relate to attitudes of global diversity, faith, devotion to God Almighty, and noble morals, as well as an attitude of mutual cooperation.

Global diversity attitude is one of the six dimensions in P5. In the theme of democratic voice, this attitude refers to understanding the role of individuals in democracy, understanding the concept of rights and obligations and their implications for their expression and behavior, and starting to actively take attitudes and steps to protect the rights of other people/groups. From the results of the study, several important findings were obtained regarding students' attitudes in respecting diversity. From the data listed, respecting other people's opinions has a percentage of 80%. This shows that the majority of students in the three schools have a good awareness of accepting and respecting other people's opinions, which is an important aspect in building an inclusive learning environment. Understanding different points of view scored 86%, indicating that students in the three schools already have a very good understanding of different perspectives in their social interactions. Rejecting discrimination scored 82%, which is good but requires further attention. Differences in social and cultural conditions in each school can be factors that influence this score. Therefore, a more effective learning approach is needed to instill the values of equality and social justice among students. Finally, appreciating cultural diversity obtained the highest score of 84%, which shows that students at SMP Negeri 1, 2, and 3 Majene have a very good attitude in accepting and appreciating cultural differences in their environment.

The attitude of faith, devotion to God Almighty, and noble character is the main foundation in P5. This attitude reflects the belief and devotion of students towards God Almighty, as well as the application of noble moral values in everyday life. Students who have this attitude not only understand religious teachings theoretically, but also practice them in social interactions, the environment, and personal life. The data results show that the majority of students, namely 76.7% or 66 people, are in the "Moderate" category regarding the attitude of faith, devotion to God Almighty, and noble character after participating in the Pancasila student profile strengthening project (P5) with the theme "Voice of Democracy." This shows that most students have understood moral and ethical values, such as honesty, respect, politeness, and responsibility in decision making, although the application is not yet fully consistent. A total of 12 students or 14% are in the "High" category, indicating that this group has been able to demonstrate a strong positive attitude in respecting religious values, honesty, and moral responsibility. This could be the result of effective guidance, a supportive environment, and active involvement in deliberation activities that instill values of integrity and ethics. However, there are 8 students or 9.3% who are still in the "Low" category. This indicates that there is a small number of students who may still have difficulty in applying moral values, such as honesty, responsibility, and respect. Factors that can influence this include a lack of understanding of ethical values, minimal positive environmental support, or a lack of role models from educators and peers.

The attitude of mutual cooperation is also part of the 6 (six) dimensions in P5. This attitude reflects the ability of students to work together, help each other, and collaborate in achieving common goals. The data results show that the majority of students, namely 67.4% or 58 people, are in the "Medium" category regarding the attitude of mutual cooperation after participating in the Pancasila student profile strengthening project (P5) with the theme "Voice of Democracy." This shows that most students have the ability to actively participate in completing group assignments, helping friends who are having difficulties, prioritizing common interests, and being cooperative and willing to compromise to reach agreements in group discussions. However, these results also reflect that there is still room for

improvement in terms of more intensive and sustainable collaboration. As many as 16 students or 18.6 % are in the "High" category, which shows that this group has been able to apply the values of mutual cooperation very well. They showed a proactive attitude in helping friends, actively contributing to group discussions, and were able to put aside personal interests in order to achieve common goals. This success was likely influenced by a learning environment that supported teamwork, guidance from facilitators, and direct experience gained during P5 activities. However, there were still 12 students or 14% who were in the "Low" category. This indicates that a small number of students had difficulty in building effective cooperation, perhaps due to a lack of self-confidence, minimal experience in working in a team, or a lack of support from the social environment.

Skill Level

The theme of Voice of Democracy in P5 aims to develop students' understanding and skills related to the principles of democracy, active participation in decision-making, and respect for the rights and obligations of citizens. The indicators measured to assess the level of students' skills are related to communication skills, collaboration skills and skills to appreciate differences.

Communication skills, namely students are able to express opinions clearly and persuasively both verbally and in writing, and students can actively participate in discussions or debates on democratic issues. The data results show that the majority of students, namely 70.9% or 61 people, are in the "Medium" category related to communication skills after participating in the Pancasila student profile strengthening project (P5) with the theme "Voice of Democracy." This shows that most students have been able to express opinions clearly and logically in discussions, listen to other people's opinions attentively, show politeness, and adjust the way they speak to their interlocutors. However, there is still an opportunity to improve more effective and in-depth communication skills. As many as 16 students or 18.6 % are in the "High" category, which shows that this group already has very good communication skills. They are able to argue logically, respect the views of others, and communicate with good ethics in the process of electing the Chairperson and Vice Chairperson of OSIS. This may be influenced by direct experience in democratic discussion forums, guidance from teachers, and environmental support that encourages active participation. However, there are still 9 students or 10.5 % who are in the "Low" category. This indicates that there is a small number of students who may still have difficulty in expressing opinions confidently, listening well, or adjusting their speaking style according to the discussion situation. Factors that influence this may include a lack of self-confidence, minimal experience of public speaking, or lack of practice in group discussions.

Collaboration skills, namely students are expected not only to be able to work together in groups to complete tasks or projects, but also to be able to respect differences of opinion, build effective communication, and develop an attitude of mutual respect in achieving common goals. Based on the data in the table above, it shows that the majority of students, namely 65.1% or 56 people, are in the "Medium" category regarding collaboration skills after participating in the Pancasila student profile strengthening project (P5) with the theme "Voice of Democracy." This indicates that most students have been able to play an active role in deliberations, be fair in groups, respect the opinions of friends, and resolve conflicts democratically. However, there is still room for improvement so that collaboration becomes more effective and harmonious. As many as 23 students or 26.7 % are in the "High" category, which shows that this group has succeeded in demonstrating excellent collaboration skills. They are able to actively contribute to discussions, show mutual respect, and resolve differences of opinion in a democratic manner. This success is supported by direct experience in the deliberation process which trains cooperation and tolerance skills. However, there are still 7 students or 8.1 % who are in the "Low" category. This shows that there is a small number of students who still have difficulty in working together, caused by lack of communication skills, low self-confidence, or lack of experience in handling conflict healthily.

The skill of appreciating differences that are related to the dimensions of faith, devotion to God Almighty and noble character. This skill not only forms students who are able to interact harmoniously in a diverse environment, but also instills an attitude of tolerance, mutual respect, and upholds social justice. , the results of the study conducted at SMP Negeri 1, 2, and 3 Majene showed that the majority of students, namely 67.4% or 58 people, were in the "Medium" category regarding the skills of appreciating differences in various aspects of democratic life after participating in the Pancasila student profile strengthening project (P5) with the theme "Voice of Democracy." This indicates that students have been able to appreciate opinions in discussions, be non-discriminatory in groups, support deliberation decisions, and be responsible for decision making. As many as 15 students or 17.4% are in the "High" category, which indicates that this group has succeeded in demonstrating a high level of tolerance, appreciating differences of opinion, and being able to contribute positively to a democratic deliberation atmosphere. Students in this category have had broader experience in interacting with various social and cultural backgrounds, and have received good guidance from the facilitator. However, there are still 13 students or 15.1 % who are in the "Low" category. This shows that a small number of students still have difficulty accepting differences of opinion, are potentially discriminatory, or are less involved in group decision-making. Factors that influence this can include a lack of self-confidence, minimal experience in group discussions, or a lack of inclusive environmental support.

In terms of skills, the results of the study showed that students have quite good communication skills, especially in listening to other people's opinions. However, the aspects of politeness in communication and the ability to adjust the way of speaking to the situation still need to be improved. This supports *Kolb's Experiential Learning theory* (Kolb,

1984) , which states that experiential learning is more effective in developing students' skills than conventional learning methods. In this project, students learn to communicate and work together in a real context through a simulation of the OSIS election, which allows them to practice communication skills directly in relevant situations.

DISCUSSION

Student Reactions to Learning Design in P5

Learning Media Used

Researchers trace the phenomenon of why most students only feel quite satisfied with the media used, due to several basic factors. First, from a pedagogical perspective, learning media that is not varied enough and is not fully interactive will limiting learning stimuli, so that students tend to experience boredom and are less motivated to be actively involved in the learning process. Second, the incompatibility of media with individual learning styles also influences students' perceptions of media effectiveness. Students with visual or kinesthetic learning styles , for example, will be more helped by media such as videos, simulations, or hands-on activities, while those who are more verbal or reflective may feel quite helped by text modules. If the media used is uniform, then some students cannot optimize their learning process.

This is in line with the findings of (Srivastava, 2024) , which emphasizes that the effectiveness of learning media can be evaluated through the level of satisfaction and involvement of students in the learning process. Interactive media, such as videos and simulations, have been shown to improve the learning experience and information retention. In the context of this study, students responded more positively to the use of visual media compared to text-based materials alone. Several students stated that the use of videos and infographics made learning more interesting and easier to understand, while learning that only relied on text modules tended to feel monotonous. Therefore, optimizing the use of interactive media is an important aspect in increasing the effectiveness of project-based learning in P5.

Learning Materials Provided

The level of satisfaction that tends to be in the moderate category indicates that although the material is in accordance with the project theme, the approach and delivery method are not optimal enough to support in-depth understanding and active involvement of students. This can be explained through several main factors. One of them is that most of the material is still delivered in the form of conventional text or modules without adequate visual or interactive support. When the presentation of material is dominated by dense text and minimal illustrations, students will experience cognitive saturation more quickly, especially for those who have a visual and kinesthetic learning style. This is reflected in the response of one of the students from SMP Negeri 1 Majene who stated that learning materials should include more images, videos, or infographics to make them more interesting and not boring.

This explanation is supported by the principles of constructivist learning theory, where students must build knowledge through active and contextual learning experiences. When the material is not presented in an interesting, challenging, and relevant form, the potential for students' cognitive engagement will decrease . This finding is in line with research by (Srivastava, 2024) and (Khomokhoana & Wario, 2023) , which emphasizes that learning materials that are arranged in a quality manner and in line with real-world applications can increase enthusiasm and perceived value by students. In the context of this study, most students stated that the P5 material was good enough, but still needed enrichment in visual form, such as images and videos, to improve their understanding and engagement. In addition, the existence of material that is more applicable and relevant to everyday life can make students more motivated and feel that learning in P5 has real benefits. Therefore, it is important for facilitators to continue to develop materials that are not only in accordance with the project theme but are also able to connect learning concepts with their applications in the real world.

Learning Strategies Applied

Strategies in P5 have integrated methods such as discussions, video displays, and reflections, as claimed by P5 coordinators in several schools. However, the level of student satisfaction tends to be in the moderate category because the results of the study showed that not all facilitators were able to manage the process effectively. Some facilitators only rely on basic methods such as group assignments without systematic pedagogical reinforcement, so that learning objectives are not achieved optimally. In fact, in a project-based education approach, learning strategies must be able to combine cognitive, affective, and psychomotor elements harmoniously, which can only be done through holistic and contextual strategic planning.

In line with this, constructivist learning theory emphasizes that meaningful learning occurs when students actively construct their knowledge through direct involvement in relevant situations. When learning strategies are not varied enough or are only theoretical, students' potential to internalize the meaning of the material provided is limited. This finding is in line with research (Khomokhoana & Wario, 2023) , which emphasizes that diverse learning strategies, such as collaborative and experiential learning, can increase student motivation and satisfaction. In this study, several students stated that the strategies used still felt monotonous and more theoretical, so they wanted more discussions, simulations, and practice-based projects to increase engagement in learning.

Facilitator Skills in Learning

The high percentage in the “quite satisfied” category indicates that in general, facilitators have been able to deliver the material quite clearly, provide adequate direction, and carry out their roles structurally in accordance with the P5 learning design. However, these results also reflect substantial obstacles in terms of delivery methods, learning variations, and interactions with students.

In line with the findings (Rahmah & Syahputra, 2024) facilitator expertise, including good communication skills and adaptability, greatly influences student reactions. In this study, students revealed that some facilitators were able to deliver material well and make learning more interesting, while others were still limited in the use of interactive methods. In addition, there are still facilitators who are less skilled in utilizing digital learning media, causing learning to feel monotonous. Therefore, increasing the capacity of facilitators through training in communication, innovative teaching strategies, and the use of technology in learning is an important step to increase the effectiveness of P5 learning.

Improving Student Learning Activities during P5 Activities

Level of Knowledge

The theme of "Voice of Democracy" in the P5 project has been successfully delivered effectively, marked by the high average score and the distribution of values leading to the good category. This success also shows the consistency of implementation in three schools, namely SMP Negeri 1, 2, and 3 Majene, which means that the learning approaches and strategies used are relatively even and can be replicated. These results also reflect the importance of teaching methods based on direct experience and student involvement in real activities as an effective strategy in improving understanding of citizenship and democracy concepts. According to Bloom's Taxonomy (Anderson & Krathwohl, 2001) increasing knowledge includes understanding, application, and analysis of concepts. Project-based learning in P5 allows students to apply democratic principles in real situations, which supports the improvement of their conceptual understanding.

This finding is in line with research (Ola. A, 2024) which shows that pre- and post-training assessments are effective methods for measuring increased knowledge. In the context of P5 learning on the theme of Voice of Democracy, the results of cognitive tests prove that there is an increase in student understanding after participating in the project-based learning process. This confirms that the learning strategies applied, including discussions, OSIS election simulations, and reflections on democratic values, can significantly strengthen students' understanding of the concepts taught.

Student Attitude

Overall, this study shows that students at SMP Negeri 1, 2, and 3 Majene have quite good attitudes. Therefore, to improve the overall attitude of mutual cooperation, educators can strengthen collaboration-based learning strategies, such as structured group work, problem-based projects, and mentoring activities that encourage positive interactions between students. In addition, building a culture of mutual respect and empathy in the school environment can also strengthen the spirit of mutual cooperation among students. The results of this study indicate that there are variations in the application of the values of cooperation and social concern in the three schools studied. Although students already have good awareness in working together, the aspects of active participation in groups and prioritizing common interests still need to be improved.

This result is also in line with research (Ola. A, 2024), which found that participants' reactions to training sessions can reflect significant shifts in attitudes. The increase in enthusiasm and involvement seen in the OSIS election activities indicates that direct experience in democratic practices encourages students to be more active and understand the importance of involvement in decision-making. However, the low mutual cooperation score indicates that although students understand the concept of democracy, its application in teamwork still requires further attention. Therefore, collaboration-based learning strategies, such as group projects that emphasize teamwork more, can be applied to improve students' mutual cooperation attitudes.

Skill Level

In terms of skills, the results of the study showed that students have quite good communication skills, especially in listening to other people's opinions. However, the aspects of politeness in communication and the ability to adjust the way of speaking to the situation still need to be improved. This supports *Kolb's Experiential Learning theory* (Kolb, 1984), which states that experiential learning is more effective in developing students' skills than conventional learning methods. In this project, students learn to communicate and work together in a real context through a simulation of the OSIS election, which allows them to practice communication skills directly in relevant situations.

Research (Anuar, 2024) also supports this finding, where practical application of learned skills has been shown to improve participants' abilities. In the context of this study, student involvement in the OSIS election serves as experience-based training that encourages them to develop communication skills more realistically. In addition, the integration of innovative teaching techniques, such as *Backwarded Design*, has been shown to improve the acquisition and application of skills in various educational contexts. This approach can be applied in P5 to design more structured and outcome-oriented learning experiences, ensuring that students not only understand the concept of democracy but are also able to develop better social skills.

CONCLUSION

Based on an evaluation study that adapted *Kirkpatrick's Model*, in general the P5 program implemented at Public Junior High Schools in Majene Regency has been implemented well in the project with the theme "Voice of Democracy", although no significant changes were seen. The reaction is basically an evaluation of student satisfaction, so that information is obtained that students show a positive response to the P5 program, especially in terms of involvement and satisfaction with the facilitator's ability in learning. Interactive learning media such as videos and simulations received high appreciation, and project-based learning strategies were considered effective in increasing learning motivation. The increase in student learning activities was based on the results of knowledge tests which showed that students' understanding of the concept of democracy and Pancasila values was quite good, with an average score above the established competency standards. However, there are still some students who need further assistance. In terms of attitude, students show good acceptance of diversity and democracy, although cooperation and mutual cooperation still need to be improved. In terms of skill level, students have developed good communication skills, but need improvement in communication politeness and adjusting speaking style to certain situations.

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DECLARATION OF CONFLICT

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