

Evaluation of Student Character Development in the Pancasila Student's Profile Project Using the CIPP Model

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Article History: Received on 18 August 2024, Revised on 19 October 2024,
Published on 8 November 2024

Abstract: This research aims to evaluate the implementation of the Pancasila Student's Profile Strengthening Project using the CIPP evaluation model (Context, Input, Process, Product). The study was conducted at SMP Negeri 3 Penukal Utara and involved 98 students and 13 teachers. Data collection methods included observation, questionnaires, interviews, and documentation. The evaluation results indicate that the implementation of the Pancasila Student's Profile Strengthening Project was overall successful. In terms of context, there was a strong readiness and support from the school and community. Regarding input, it was found that the curriculum, teacher training, and resource allocation were adequate. However, in the implementation process, there is room for improvement, particularly in the quality of classroom interactions and teaching methods. Product evaluation shows the achievement of character education goals and positive impacts on student behavior. The research conclusion emphasizes the program's success in implementing Pancasila values and shaping student character, although it still requires attention and improvement.

Keywords: CIPP Model, Pancasila Student's Profile Strengthening Project, Student Character Development

A. Introduction

Education plays a crucial role in the character formation of students. This role is not limited to the transfer of knowledge but also aims to instill noble human values. In this regard, character education becomes an integral part of a comprehensive educational process. Various studies show that character education has a significant impact on shaping the moral, ethical, and social attitudes of students from an early age (Yuniarni, 2012). Education not only serves as a medium for the transfer of knowledge but also as a platform for character development. Schools become an environment that supports the instillation of important moral and social values for the personal development of students. The integration of character education into both formal and non-formal

learning helps students understand good values, such as responsibility, honesty, and empathy, and encourages them to practice these values in their daily lives. (Annisa Ledi Astuti et al., 2023).

In character formation, teachers play a crucial role as role models who provide real examples of the application of moral values in everyday life. Character education can be effective when teachers are actively involved in the learning process, emphasizing the importance of moral and ethical values. (Sari, 2021) Furthermore, education plays an important role in the character formation of students, which is evident from the integration of moral and ethical values into the educational curriculum. Character education aims to instill values that help students develop morally, socially, and intellectually. Values such as responsibility, honesty, cooperation, and independence are some of the essential elements that should be developed within students through education.

Based on data from the Pancasila Student's Profile Strengthening Project (P5) implemented in the Merdeka Curriculum, character education encompasses six main dimensions: belief and devotion to God Almighty, independence, cooperation, global diversity, critical thinking, and creativity (Christiananda et al., 2023). These dimensions reflect values that are relevant to global challenges while emphasizing the importance of character formation in line with Pancasila values.

The implementation of character education must involve various components, such as the school environment, family, and community. Schools have a significant responsibility in applying character education through thematic learning, extracurricular activities, and project-based initiatives that encourage students to apply these values in their daily lives. For example, themes such as sustainable living, local wisdom, and global diversity promoted by P5 serve as a means to build students' awareness of the importance of collaboration, tolerance, and love for the environment (Christiananda et al., 2023).

The importance of character education in the curriculum is also evident in the role of teachers as role models who not only teach academic material but also demonstrate attitudes and behaviors that reflect moral values. Teachers play a central role in shaping students' character through their daily behavior in the classroom. One study indicates that teachers who exhibit ethical behavior, such as demonstrating discipline, responsibility, and tolerance, have a positive influence on students' character through consistent habituation (Winanjar Rahayu et al., 2023). These attitudes and behaviors of teachers serve as models that students adopt in their daily lives.

Through active and contextual learning methods, students can better understand and internalize the values being taught. An effective moral education model teaches ethical values such as honesty, justice, and responsibility directly through real experiences in the classroom. Research shows that an ethically applied education model can enhance students' ability to make sound moral decisions (Narvaez & Lapsley, 2008).

The values taught through the curriculum and learning methods must also be emphasized to encourage students to act in accordance with good ethical and moral principles. Ethics education not only teaches moral norms but also fosters empathy and a strong sense of social responsibility among students (Hafizi & Wiyono, 2021). Research also shows that moral education applied in schools provides a strong foundation for students' moral development, which.

Through education, students are expected to develop their ethical awareness, enabling them to make ethical and moral decisions in their daily lives. Thus, the process of character formation in education should be oriented toward developing students' potential into well-rounded individuals with good character, reflecting high ethical, moral, and social values. Teachers, as moral models, not only set examples through their daily behavior but also play a role in guiding students to grow and develop as individuals who contribute positively to society (Sanderse, 2013).

One form of government support for character formation is the issuance of Permendikbudristek No. 56/M/2022 concerning the Pancasila Student's profile Strengthening Program (P5). The P5 program is an extracurricular activity in the form of a project aimed at strengthening students' competencies and character in accordance with the Pancasila Student's profile, which has been established based on the Graduate Competency Standards (SKL). The implementation of this program is conducted flexibly in terms of content, activities, and timing.

This program is intentionally separated from the intra curricula, so the goals, content, and learning activities in this program do not always have to be related to the objectives and material in the intra curricula. Educational institutions are given the flexibility to involve community elements and/or the industrial world in designing and implementing this program. With the support of the Ministerial Regulation, it is hoped that bullying behavior towards students can be reduced.

"Bullying comes from the word 'bully,' which means behavior that disturbs or intimidates more vulnerable individuals. In the context of the Indonesian language, several terms commonly used to describe the phenomenon of bullying include oppression, intimidation, mistreatment, humiliation, coercion, exclusion, and

harassment. Bullying is a form of adolescent delinquency caused by repeated aggressive behavior, either by individuals or groups, which can take the form of physical, psychological, or verbal aggression within a community, resulting in discomfort for the victims (Leach & Rickwood, 2009).

The impact of bullying in the school environment is very significant on various aspects. First, for the victims, bullying can lead to emotional and physical discomfort. Research shows that victims of bullying often experience anxiety, depression, and in some cases, physical or psychological trauma due to the aggression they endure. Additionally, some victims also tend to withdraw from social interactions because of the discomfort they feel in the school environment (Houbre et al., 2006).

Secondly, disruption in the educational process is a serious consequence of bullying. Some victims may choose not to attend school or avoid social life at school because they feel unsafe. This can lead to a decline in academic performance as well as negatively impact their psychological well-being. Bullying, both physical and cyberbullying, has been shown to reduce students' emotional well-being and result in decreased learning ability and social participation in the school environment (Teresa & Medeiros, 2024).

Thirdly, bullying also has serious psychological impacts, such as depression and suicidal thoughts. Several studies indicate that students who are victims of bullying are more vulnerable to mental health issues such as anxiety, depression, and self-harming thoughts (Romano et al., 2020).

Fourthly, the environment surrounding the victim, including friends, family, and even educators, can influence the occurrence of bullying. Social support from peers and teachers plays a crucial role in mitigating the negative effects of bullying and enhancing the well-being of students involved, both as victims and perpetrators. Research shows that support from peers and teachers can reduce the risk of psychological problems experienced by bullying victims (Paul et.al., 2009).

Fifthly, bullying is considered inconsistent with educational goals, which should create a comfortable and supportive learning environment for students. The phenomenon of bullying clearly contradicts the educational values that encourage the optimal development of students' potential in a safe and respectful atmosphere.

To address this issue, preventive measures such as fostering positive values, mutual respect, and tolerance need to be implemented. According to data from the Indonesian Child Protection Commission (KPAI) in (Aflanie et al., 2023), there were over 226 incidents of physical and psychological violence, including bullying, recorded

throughout 2022. Additionally, research data released by the Programme for International Students Assessment (PISA) in 2018 revealed that approximately 41.1 percent of students in Indonesia admitted to having been victims of bullying. During the same period, Indonesia ranked fifth highest among 78 countries in terms of reported bullying cases in schools.

One implementation of the dimensions of faith, devotion to God Almighty, and noble character in schools in the Penukal Utara District, Penukal Abab Lematang Ilir Regency, is the development of religious-based extracurricular activities. Several schools provide religious-based extracurricular activities, such as spiritual groups and community social activities that teach religious and moral values.

To assess the achievement of a program, program evaluation is necessary. Evaluation is an objective effort to measure and assess the achievement of planned results while ensuring that goals can be achieved efficiently and effectively. The evaluation process not only helps to understand the impact of an activity but also plays an important role in decision-making for the improvement of future planning programs. Evaluation also aims to validate important aspects such as reliability, effectiveness, cost efficiency, safety, ease of use, and honesty.

Evaluation plays a crucial role in providing assurance to the community and individual clients regarding the value, progress, accreditation, and accountability of the products or services they receive. This evaluation also serves as a credible basis for discontinuing ineffective programs or expanding programs that have proven successful. One widely used method in the field of education is the CIPP. This model is effectively used to evaluate various educational programs, including character education. For example, evaluations of character education using the CIPP model in several schools have shown that the program is effective in shaping students' moral attitudes and character (Aryati et al., 2023).

The CIPP model (Context, Input, Process, and Product) is a comprehensive evaluation tool that guides the assessment of programs, projects, and educational systems, including student character development. Developed by (Stufflebeam et al., 2000). this model ensures that program objectives are met through the analysis of four key components: context, input, process, and product. When applied to the evaluation of student character development programs, this model allows for a holistic approach, encompassing all critical stages in the planning, implementation, and final outcomes of the program.

At the context stage, the evaluation focuses on the background and needs that the character education program seeks to address. By understanding the initial situation and the challenges faced by students, this evaluation ensures that the program's objectives align with the actual needs for character development, such as discipline, responsibility, and integrity.

Next, through the input component, the evaluation assesses the resources, methods, and strategies used in the program, ensuring their relevance and effectiveness. This step helps guarantee that the program has a strong foundation, whether in terms of human resources, materials, or teaching methods, to achieve its goals of imparting moral and ethical values.

The process stage reviews the actual implementation of the program. This evaluation identifies whether the program is being carried out as planned and whether there are any obstacles or deviations that need to be addressed. The focus here is on ensuring that teaching methods and character-building activities are applied correctly, offering opportunities for mid-course adjustments if necessary.

Finally, in the product component, the evaluation measures the final outcomes of the character development program. This includes assessing changes in student behavior, the achievement of character education goals, and the long-term impact of the program. The product evaluation provides a clear picture of how successfully the program has shaped students' character in line with its expectations. With this comprehensive approach, the CIPP model facilitates an evaluation process that not only focuses on the final outcomes but also assesses the entire planning and implementation process. This ensures that character education programs can be continuously improved and adjusted to achieve their desired objectives optimally.

This research aims to evaluate student character development in the P5 using the CIPP model. The evaluation encompasses aspects such as program readiness (input), implementation of character activities (process), and the results and impacts of the program on students (product). Other studies have also shown that the CIPP model has been widely used in various schools to assess the success of character education programs through thematic learning. The results indicate that the program has a positive impact on students' character development (Suwarti et al., 2023).

B. Methods

This research is categorized as an evaluation type using the CIPP model. The CIPP model is used to measure the achievement of student character development in the P5

at SMP Negeri 3 Penukal Utara, reviewed from context, input, process, and product. The population in this study consists of 98 students and 13 teachers. The sample in this study is 30 students, comprising 10 students from grade VII, 10 students from grade VIII, and 10 students from grade IX. Quota sampling and purposive sampling were used to determine the sample.

Data collection techniques consist of observation, questionnaires, interviews, and documentation. The instrument used in this study is a closed questionnaire. The scoring scale ranges from 1 (lowest) to 5 (highest). The scoring criteria are calculated based on Table 1. The tool used by the researcher to collect data is a psychological scale measuring instrument. A psychological scale is a form of tool that measures non-cognitive attributes, specifically presented in written format. The type of psychological scale used in this study is the Likert Scale. The Likert Scale is used to measure attitudes, opinions, and perceptions of an individual or a group of people regarding a social phenomenon.

Table 1. Assessment Score Criteria

Formula	Interval score	Category
$X \leq \mu - 1,5\alpha$	$\leq 2,1$	Very low
$\mu - 1,5\alpha < X \leq \mu - 0,5\alpha$	> 2,1 hingga 2,7	Low
$\mu - 0,5\alpha < X \leq \mu + 0,5\alpha$	> 2,7 hingga 3,3	Average
$\mu + 0,5\alpha < X \leq \mu + 1,5\alpha$	> 3,3 hingga 3,9	High
$\mu + 1,5\alpha \leq X$	> 3,9	Very high

The obtained values are organized logically and systematically to facilitate understanding and assist researchers in assembling or combining the interrelationships between data. The average results of the questionnaire data will be supported with interview and documentation data to strengthen the questionnaire data as the primary data. The evaluation results of the Student Character Development Achievement in the P5 are presented by elaborating the indicators of each component and making generalizations from all four evaluation components.

C. Results and Discussion

The results of the evaluation context are presented in Table 2. The context of the implementation of Student Character Development in the P5 is classified as high,

meaning that the Student Character Development in the P5 can be implemented. Based on observation results, it was found that schools have generally been able to implement this program. The evaluation context is presented in Table 2. The context of its implementation is classified as high, meaning it can be implemented. Based on observation results, it was found that SMPN 3 Penukul Utara is generally ready to implement this program.

Table 2. Description of Context Evaluation Data

No	Aspect	Average Aspect	Average Component	Category
1	School Character Education Policy	3.82		
2	Community and School Environment Support	3.20	3.64	High
3	Availability of Resources for Character Education	3.92		

Based on the presented evaluation data, there are several aspects to be considered in the Character Education program at schools. This program has several strengths and weaknesses that can be identified. A major strength of this program is the improvement in students' knowledge and skills, as reflected in the average of the "School Character Education Policy" aspect, which is 3.82. This indicates that the program has been successful in strengthening the aspect of character education in schools. Students have experienced an improvement in this regard, which is very positive. Additionally, the program has other strengths in terms of controlling student activities after the implementation of Student Character Development in the P5. This is because students spend more time at school, as reflected in the average component of "Community and School Environment Support." Based on the data, there are some weaknesses that need to be improved. One of them is the lack of optimization of facilities and infrastructure in schools, which can be seen from the average aspect of "Availability of Resources for Character Education" at 3.92. Therefore, it is important for schools to fully support facilities and infrastructure to enhance the success of the Student Character Development Project in the P5. By improving this aspect, the program can become more effective and sustainable. The input evaluation consists of several aspects presented in Table 3.

Table 3. Description of Input Evaluation Data

No	Aspect	Average per Aspect	Average Component	Category
1	Curriculum and Character Education Materials	3.44		
2	Training and Development of Teachers	3.60	3.52	High
3	Resource Allocation and Budget	3.52		

In Table 3, we can see that the input evaluation data has three main aspects: Curriculum and Character Education Materials, Training and Development of Teachers, and Resource Allocation and Budget. The average scores for each aspect are 3.44, 3.60, and 3.52, respectively. Meanwhile, the overall average component score is 3.52. Based on these values, the overall category for the implementation of Student Character Development in the P5 in the input evaluation component can be classified as high. The process evaluation consists of several aspects presented in Table 4.

Table 4. Description of Process Evaluation Data

No	Aspect	Average per Aspect	Average Component	Category
1	Implementation of Curriculum in Class	3.18		
2	Student Engagement in Activities	3.21		
3	Teacher-Student Interaction in Learning	3.39	3.11	Average
4	Application of Innovative Learning Methods	3.35		
5	Monitoring and Evaluation of the Program	2.44		

Based on the data displayed in Table 4, the process evaluation of student character development in the Pancasila Student's profile Project consists of five main aspects. These aspects include Implementation of Curriculum in Class, Student Engagement in Activities, Teacher-Student Interaction in Learning, Application of Innovative Learning Methods, and Monitoring and Evaluation of the Program. The average scores per aspect range from 2.44 to 3.39, with the overall average component score being 3.11, indicating that the process as a whole is in the average category.

This evaluation reflects the importance of effective curriculum integration in the classroom to support student character development, as expected in the context of the P5. Active student engagement in activities is another important indicator, signifying that learning occurs not only in the classroom but also through extracurricular activities and social interaction. The interaction between teachers and students in learning shows the importance of two-way communication and pedagogical approaches that stimulate students' minds.

The application of innovative learning methods is key to creating engaging learning experiences and motivating students to actively participate in the learning process. Lastly, monitoring and evaluation of the program, recorded as the aspect with the lowest score, emphasizes the need for improvement in how the program is monitored and revised regularly to ensure its effectiveness in shaping student character.

A comprehensive evaluation of this process provides insights for improving student character development in line with the values upheld in the P5. Additionally, based on the values in the table, a critical view is provided on areas that require special attention, such as improving the quality of interaction in the classroom and using more diverse and engaging teaching methods, which will encourage students to fully engage in their learning and personal development processes. The product evaluation consists of two aspects presented in Table 5.

Table 5. Data Description of Product Component Evaluation

No	Aspect	Average per Aspect	Average Component	Category
1	Achievement of Character Education Objectives	3.68	3.45	high
2	Program Impact on Student Behavior	3.23		

Table 5 presents descriptive data from the product evaluation, which is one of the components in the evaluation of the implementation of the P5. The two assessed aspects are Achievement of Character Education Objectives, with an average score of 3.68, and Program Impact on Student Behavior, with an average score of 3.23. The overall average component of both aspects is 3.45, placing the product evaluation in the high category.

The higher score in the achievement of character education objectives indicates that the program is quite effective in meeting its goals in terms of student character development. This shows that the key aspects of character education expected to be

embedded in the P5 have been successfully implemented and internalized by the students.

The impact of the program on student behavior, although slightly lower, remains in a positive range, indicating that the program has a good influence on student behavior. This could include various factors, such as improvements in attitudes, discipline, cooperation, and social interactions among students following the program.

The high category for the overall product evaluation affirms that the P5 has made a significant contribution to the development of character and behavior in students, achieving the set character education objectives and creating the desired impact on student behavior. This indicates the success of the program in implementing Pancasila values as the foundation of character education in schools. The CIPP evaluation of student character development in the P5 at SMPN 3 Penukal Utara is presented in Table 6.

Table 6. Summary of CIPP Evaluation

No	Aspect	Average Component Evaluation	Category
1	Context Evaluation (context)	3.64	
2	Input Evaluation (input)	3.52	
3	Process Evaluation (process)	3.11	3.43
4	Product Evaluation (product)	3.45	

Table 6 shows that the evaluations of context, input, process, and product have obtained average scores of 3.64, 3.52, 3.11, and 3.45, respectively. Therefore, the goal of implementing student character development in the Pancasila Student's profile Project has been fully achieved.

The evaluation of the Student Character Development program in the Pancasila Student's profile Project at SMPN 3 Penukal Utara reveals significant insights into its implementation and effectiveness. Based on the CIPP (Context, Input, Process, and Product) evaluation model, the program shows a high level of readiness and effectiveness in terms of context and input. The context evaluation, with a score of 3.64, indicates that the school's policies and resources strongly support character education. Additionally, the availability of resources for character education is another strength, with an evaluation score of 3.92. These findings align with research indicating the importance of school culture and infrastructure in character education programs (Murcahyanto & Mohzana, 2023) Further support comes from studies that emphasize

the need for a strong school culture and resources for the successful implementation of character education programs (Rosadi et al., 2023).

The input evaluation also reveals that the curriculum and teacher training are adequate, with a score of 3.52. Research by (Fauzi Giwangsa et al., 2022) supports the notion that character education programs that focus on enhancing teacher competencies and student engagement lead to positive outcomes in both social and cognitive development. Furthermore, research by (Skaggs, & Bodenborn, 2006) demonstrates that schools with fully implemented character education programs report improved student behavior and lower suspension rates, highlighting the need for community and staff involvement in the program's success.

However, the process evaluation highlights areas needing improvement, particularly in the monitoring and evaluation aspects, which scored 2.44, indicating insufficient mechanisms for monitoring the program's effectiveness. This is consistent with findings from studies suggesting that effective monitoring and evaluation frameworks are essential for sustaining character education programs. According to (Nuraeni, 2003), successful implementation of character education also requires overcoming challenges related to infrastructure and time constraints, which can hinder the program's optimal functioning.

The product evaluation, with a score of 3.45, confirms that the program has achieved its objectives, particularly in influencing student behavior positively, which found that character education programs significantly improve student behavior and character development. In addition, (Chang & Muñoz, 2006) found that character education programs positively impact both teachers' professional growth and student outcomes when implemented effectively.

D. Conclusion

The evaluation of the P5 at SMP Negeri 3 Penukal Utara, conducted using the CIPP (Context, Input, Process, and Product) model, provides comprehensive insights into the program's effectiveness in fostering student character development. The overall findings suggest that the project has been successful in achieving its primary objectives, with each component—context, input, process, and product yielding mostly positive results, although there are areas requiring further improvement.

The context evaluation showed that the school environment is well-prepared and supportive of the P5. The strong policy backing, both from the school administration and the community, ensures a conducive atmosphere for character education. The

support provided by the community and school environment scored highly, indicating a strong collective commitment to the program's goals. However, further integration of community elements could enhance the long-term sustainability and success of character education initiatives.

In the input evaluation, the analysis of resources, curriculum, and teacher training indicates that the program's foundational components are adequately prepared. The curriculum for character education is relevant and aligned with the values of Pancasila, and teachers have been well-equipped to deliver the program. The training and professional development offered to teachers have contributed to the effective execution of the project. However, there remains a need for continuous teacher development and resource optimization, especially in terms of learning materials and infrastructure that support the program. The allocation of sufficient budget and resources also scored well but could be enhanced to ensure that the program's objectives are fully supported.

The process evaluation revealed some challenges in the implementation phase. While the program's design and goals were clear, the quality of interactions between teachers and students, the engagement of students in character-building activities, and the application of innovative teaching methods were identified as areas needing further refinement. The monitoring and evaluation process of the project were rated lower, which suggests that more robust mechanisms should be put in place to regularly assess the progress of the program and make timely adjustments. The evaluation emphasizes the need for more dynamic teaching methods to make character education more engaging and effective in fostering moral development.

Finally, the product evaluation demonstrated that the project has achieved a high level of success in terms of the overall goals of character education. Students have exhibited positive changes in behavior, particularly in their understanding and application of the values embedded in the P5. The achievement of character education objectives scored well, reflecting the effectiveness of the program in instilling moral values such as responsibility, cooperation, and respect. However, while the project's impact on student behavior is positive, further efforts can be made to enhance the long-term behavioral changes, particularly in areas such as student discipline and social interactions.

The evaluation results, summarized in Table 6, show that the project has reached high marks in context (3.64), input (3.52), and product (3.45), while the process scored slightly lower (3.11), indicating areas that need further attention. The overall success of the P5 is evident, particularly in terms of its ability to promote the values of Pancasila and shape the character of students in a positive direction.

In conclusion, the P5 at SMP Negeri 3 Penukal Utara has made a significant contribution to student character development. The project has successfully instilled core Pancasila values, improving students' moral and social behavior. However, the evaluation highlights the need for ongoing improvements, particularly in the process component, where teaching methods, student engagement, and program monitoring require enhancement. With these refinements, the program has the potential to make a lasting and more profound impact on students' character formation, ensuring that they develop into individuals who not only embody the values of Pancasila but also contribute positively to society. Continuous support from both the school and the community will be crucial to maintaining and expanding the program's successes in the future.

E. Acknowledgement

I would like to acknowledge all colleagues who have helped me in this meaningful project.

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