

Evaluation of the Pancasila Student Profile Strengthening Project (PSPSP) with the Employment Theme at the Palembang National Cadre Health Vocational School Based on the CIPP Model

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ABSTRACT

This study aims to evaluate the implementation of the Pancasila Student Profile Strengthening Project (PSPSP) on the theme Employment at the Kader Bangsa Health Vocational School in Palembang, the CIPP evaluation model is used. (*Context, Input, Process, Product*). The evaluation was conducted on three groups of respondents, namely principals, teachers, and students, using a Likert scale instrument. The evaluation results showed that the *Context* aspect obtained high scores from all respondents, indicating the suitability of the work theme with the school's vision and students' needs. The *Input received* very good ratings, especially from students, which indicates the availability of adequate resources and supporting facilities. The *Process* aspect, how that the program implementation is running effectively but requires improvement in technical and managerial aspects. Meanwhile, the *Product aspect* achieved the highest score, reflecting the program's success in shaping students' character and work skills. The overall average score indicated a high level of success, with principals (88.46%), teachers (89.74%), and students (90.54%). Thus, the P5 Employability project was deemed successful in strengthening the values of the Pancasila Student Profile and relevant in the context of vocational education in vocational schools.

Keywords: Profile Strengthening Project, CIPP Model, Employment Theme

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INTRODUCTION

The transformation of education in Indonesia has entered a new phase with the implementation of the Independent Curriculum. The Independent Curriculum is a learning system that provides students with the opportunity to demonstrate their innate abilities while learning in a calm, relaxed, and enjoyable environment free from pressure and stress. Teachers are allowed to choose from a variety of teaching resources throughout the learning process, allowing them to tailor their lessons to their interests and learning needs. According to the Minister of Education, Culture, Research, and Technology Regulation No. 56/2022, one of the unique and superior features of this independent curriculum is the Pancasila Student Profile Strengthening Project (PSPSP) (Hadian et al., 2022).

PSPSP is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and character by the Pancasila student profile, which is compiled based on Graduate Competency Standards. The implementation of PSPSP is carried out flexibly, in terms of content, activities, and implementation time. Decree of the Minister of Education, Culture, Research, and Technology No. 56/M/2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery includes the following information about PSPSP and classroom teaching forming the curriculum structure at the PAUD, SD, and secondary levels (Minister of Education, Culture, Research and Technology Decree, 2022). The

decree provides more space for educational units to develop contextual and student-centered learning. One of these curriculum innovations is the implementation of the Pancasila Student Profile Strengthening Project (PSPSP). PSPSP serves as an integrative means to instill the noble values of Pancasila in the younger generation in a more contextual, collaborative, and reflective manner. PSPSP is not just an ordinary thematic project, but rather an experiential learning medium designed to develop six main character dimensions: faith and devotion to God Almighty, global diversity, cooperation, independence, critical thinking, and creativity (Ulandari & Rapita, 2023). In Vocational High Schools (SMK), the implementation of PSPSP is very strategic, primarily through themes relevant to the world of work, such as Employability, which is a mandatory theme at the vocational high school level. This theme is not only aimed at raising awareness of the importance of work ethic, but also at preparing students to face the challenges and dynamics of the business and industrial world. Evaluation of the implementation of PSPSP with the theme employment shows a positive impact on improving students' vocational skills and work readiness. Yasmin et al. (2023) revealed that the PSPSP work exhibition was a strategic tool for facilitating students to showcase their work based on real-life projects related to the world of work. This activity was deemed effective in increasing self-confidence, communication skills, and cross-departmental collaboration.

Meanwhile, the evaluation results from Kasmudi and Al Kattani (2025). This demonstrates that the implementation of PSPSP Employability requires careful planning and the active involvement of industry partners. The success of PSPSP Employability is also greatly influenced by the integration of the independent curriculum with local school characteristics, as well as the authentic assessment of Pancasila student achievement profiles based on work skills.

Kader Bangsa Health Vocational School in Palembang, a vocational education institution specializing in developing human resources in the health sector, has also implemented the PSPSP into its learning structure. However, to date, there have been few evaluative studies specifically highlighting the implementation of the Employability theme at this school. Therefore, a comprehensive evaluation is crucial to assess how PSPSP has been incorporated, whether it is by the plan, the extent of student and teacher involvement, and its impact on developing students' work ethic. Nurwidya et al. (2023) have shown that the implementation of PSPSP on the theme of Employability has great potential in fostering a positive work culture among vocational high school students. However, to achieve this goal optimally, a well-thought-out project design, active involvement from teachers and students, and strong school managerial support are required.

Nevertheless, various studies indicate that the implementation of PSPSP still faces challenges in various aspects. Maudyna and Roesminingsih (2023) revealed that most educators are still not fully prepared to design and implement projects oriented toward character building. Lack of training, limited resources, and a limited understanding of the essence of PSPSP are major obstacles. Irsyad and Fitri (2023), in their research at SMKN 1 Batusangkar, highlighted that administrative constraints, time constraints, and low student engagement were inhibiting factors in project implementation. Given this complexity, a comprehensive and systematic evaluation approach is needed to measure the success of PSPSP implementation. One evaluation model frequently used in education is the *Context, Input, Process, Product* (CIPP) model.

The CIPP evaluation model is widely used to evaluate the effectiveness of educational programs comprehensively. According to Aditya & Kencanawaty (2024), the application of the CIPP model in evaluating the policies of the Center of Excellence Vocational Schools (CEVS) can provide a complete picture starting from the relevance of the policy (*context*), resource readiness (*input*), program implementation (*process*), to the results of the program's achievements (*product*). The evaluation results suggest that the SMK PK program needs enhancements in its processes, especially in fostering stronger collaboration between schools and industry.. Similarly, Kurniawati (2020) emphasizes that the CIPP model is effective in revealing the strengths and weaknesses of an educational program because it can systematically assess both internal and external dimensions. CIPP evaluation serves not only to assess success but also as a basis for making decisions for continuous improvement. This suggests that CIPP evaluation can

serve as a strategic diagnostic tool in enhancing the quality of educational programs. Therefore, the CIPP Model allows researchers to assess not only the final results (*product*), but also the implementation context, the resources used, as well as the ongoing process (Kurniawati, 2020; Sabbardi et al., 2024). With this approach, evaluation is not only summative but also formative, meaning it can be used as a basis for continuous program improvement.

Several previous studies have applied the CIPP model to evaluate the implementation of PSPSP in various educational institutions. For example, Supriyati et al. (2023) conducted an evaluation of PSPSP planning at the Center of Excellence Vocational School and found that the project's **success** was largely determined by the readiness of school management and synergy between the teacher teams. Another study by Sholihah et al. (2024) assessed the implementation of PSPSP at As-Syafiah Islamic High School. It emphasized that regular reflection and student feedback are crucial in improving the quality of implementation. These results underscore the importance of the CIPP approach in fully understanding the dynamics of PSPSP implementation.

Based on this background, this study aims to evaluate the PSPSP activities on the theme of Employability at SMK Kesehatan Kader Bangsa Palembang using the CIPP model. Through this evaluation, it is hoped that a comprehensive picture will be obtained that can serve as the basis for recommendations for better educational policies and practices in the implementation of PSPSP, particularly in developing the employability character of vocational school students.

METHOD

Type of Research

This study uses a qualitative descriptive approach to evaluate the activities of the Pancasila Student Profile Strengthening Project (PSPSP) with the Employment Theme at the Palembang Kader Bangsa Health Vocational School, based on the CIPP Model. CIPP evaluation is practical in providing a comprehensive evaluative framework to systematically assess the implementation of a program from various aspects, in addition to not only assessing success but also serving as a basis for making decisions on continuous improvement.

Research Procedure

The CIPP evaluation model research procedure consists of four stages as follows:

1) Context

Context evaluation refers to the assessment of the program environment or conditions in which it will be implemented (Azizah et al., 2024). To address this aspect it is essential to understand the urgency of implementing PSPSP, its suitability in relation to the school's vision and mission, and the needs of students at the Kader Bangsa Health Vocational School in Palembang.

2) Input

Input evaluation is to help determine the obstacles and resources available. Input evaluation activities aim to help organize decisions, determine the sources and alternatives to be taken, and work procedures in achieving the program's objectives (Azizah et al., 2024). In this aspect, to determine the readiness of educators, facilities, and infrastructure, time allocation and other supporting resources at the Kader Bangsa Health Vocational School in Palembang.

3) Process

Process evaluation is used to assess the success of implementing established plans. The goal is to provide feedback to managers regarding the suitability of previously established planning and implementation (Azizah et al., 2024). In this aspect, the aim is to determine the implementation strategy, student involvement, monitoring, and obstacles to project implementation at the Kader Bangsa Health Vocational School in Palembang.

4) Product

Product evaluation is the final stage of evaluation where students are successful or not in achieving the goals that have been set (Saesaputri et al., 2024). Product evaluation **measures** the results achieved in a program (Muryadi, 2017). Product evaluation functions to identify the results of achieving a targeted program, which has the objective of determining

whether a program can be continued or not (Azizah et al., 2024). In this aspect, to assess the achievement of learning outcomes, the formation of work character, as well as reflection and feedback from students at the Kader Bangsa Health Vocational School in Palembang.

Research Subject

The subjects in this study consisted of the principal, the PSPSP coordinating teacher, and grade 10 and 11 students who were directly involved in implementation of the PSPSP on the theme of Employment. Subject selection was carried out using random *purposive sampling*, namely by considering the direct involvement of respondents in the planning, implementation, and evaluation of the PSPSP at the Kader Bangsa Health Vocational School in Palembang.

Data Collection Techniques and Instrument

The data collection strategy in the evaluation review of the implementation of the Pancasila Student Profile Strengthening Project (PSPSP) on the theme of employment at the Kader Bangsa Health Vocational School in Palembang was carried out in several ways, including distributing questionnaires and documenting PSPSP activities on the theme of employment in the even semester of 2024/2025. The instrument used in this study was a Google Form questionnaire.

Data Analysis

Data analysis techniques are the stages of systematically searching and compiling data that has been collected, such as Google Form questionnaire data. The data analysis procedure was carried out by changing the results of the evaluation questionnaire assessment from the principal, PSPSP coordinating teacher and students in the form of qualitative data into quantitative data based on a Likert scale with answer choices of Very Good, Good, Sufficient, Less, Very Less which each have a score of 5, 4, 3, 2, and 1. In addition, the overall assessment aspect was calculated from the scores obtained and the average score of each element, describing in specific units, synthesizing, arranging, and sorting data that is important to study, as well as drawing conclusions that are easy for readers to understand. The stages of analysis can be described in three stages: data reduction (sorting relevant data), data presentation (presenting the results), and drawing conclusions (Sholihah et al., 2024). The descriptive percentage data will be entered into answer categories to draw conclusions regarding each analyzed aspect. The answer level categories are shown in following **Table 1**.

Table 1. Answer Level Categories

No	Answer Level (%)	Category
1	81-100	Very good
2	61-80	Good
3	40-60	Enough
4	21-40	Not enough
5	0-20	Very less

Source: modified from Anggraeni & Wicaksono (2019)

RESULT AND DISCUSSION

Results of implementation evaluation PSPSP at the Kader Bangsa Health Vocational School in Palembang with the CIPP evaluation model consists of four aspects, namely: *context* (background to the implementation of the PSPSP objectives of the implementation of the PSPSP, institutional support, environmental conditions), *input* (plan to achieve goals, infrastructure, program work procedures), *process* (program implementation planning, program implementation, obstacles to program implementation), *product* (results of program implementation, follow-up, effectiveness of program implementation, benefits of program implementation, student expectations). Based on the results of the Likert scale evaluation using the CIPP model on the Implementation of PSPSP on the theme of Employment at the Kader Bangsa Health Vocational School in Palembang, it was found that the three respondent

categories; principals, teachers, and students, showed high appreciation for this program, as can be seen in **Figure 1**.

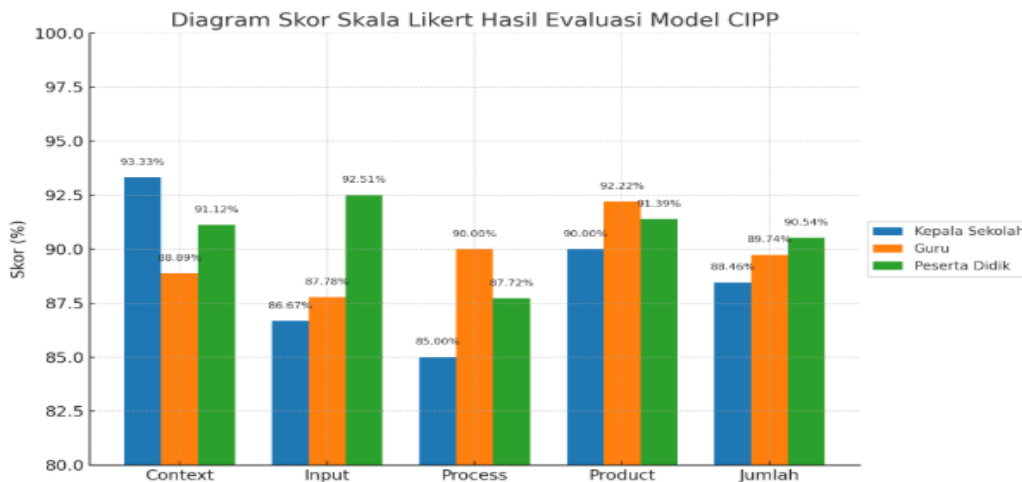


Figure 1. CIPP Evaluation Results Score Diagram

Aspect *context* obtained a high average score, with principals at 93.33%, teachers at 88.89%, and students at 91.12%, indicating that the theme of employment is highly relevant to the needs of vocational education. In this aspect, *Input*, students gave the highest score of 92.51% compared to the principal's 86.67% and teachers' 87.78%, indicating that students directly experienced the availability of learning resources and facilities. *Process*, the results were assessed as quite good, with the principal receiving 85.00%, teachers receiving 90.00%, and students receiving 87.72%, indicating that the program has been implemented effectively. However, there is still room for technical improvement. Meanwhile, the aspects of the *product* received very high scores from all respondents, especially teachers (92.22%) and students (91.39%), indicating that the program has a positive impact on character building and student work readiness. Overall, the average scores for principals, teachers, and students were 88.46%, 89.74%, and 90.54%, indicating that the PSPSP Employability theme was considered successful, relevant, and provided tangible results in strengthening the values of the Pancasila Student Profile in the vocational high school environment.

1. Evaluation Context

Context evaluation is a type of evaluation that focuses on the environmental conditions or situations in which the program will be implemented. The information obtained from this evaluation plays a crucial role in helping policymakers design and plan the program to be implemented (Muryadi, 2017). The evaluation results show that the aspects *context* obtained high scores from all respondents, indicating the suitability of the work theme with the school's vision and students' needs, as shown in **Figure 2**.

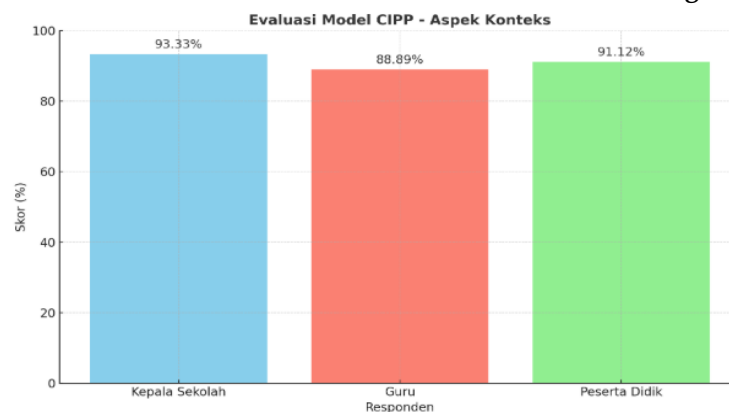


Figure 2. CIPP Evaluation Result Score Diagram - Aspect Context

The context aspect aims to evaluate the background, needs, and relevance of implementing the PSPSP on the theme of Employability. Based on the assessment results, the principal received a score of 93.33%, the teachers received 88.89%, and the students received 91.12%. These scores indicate that all parties view the project as highly relevant to the needs of vocational high school students who are directed to be ready to face the world of work. These results indicate that the program aligns with the vision and mission of the educational unit and responds to the real challenges faced by vocational high school graduates in the era of globalization. According to Muryadi (2017), the contextual aspects in the CIPP model include clarity of objectives, target needs, and environmental support that support program success. Research by Azizah et al. (2024) also emphasized the importance of adapting the context of the PSPSP to the profile and needs of schools, so that its implementation can address the real challenges faced by students. This importance is reinforced by Nur'Inayah (2021), who states that integrating the Pancasila Student Profile dimensions into learning is an adaptive strategy for facing the transformation of 21st-century education and the Industrial Revolution 4.0 era. Thus, the contextual aspect in the implementation of PSPSP on the theme of Employability at the Palembang Kader Bangsa Health Vocational School has provided a strong and relevant foundation for program implementation.

2. Evaluation Input

This aspect encompasses the completeness of resources, teacher readiness, supporting facilities, and available teaching materials necessary for project implementation. The highest scores from students indicate that they directly experienced the availability and utilization of infrastructure that supports project-based learning activities, as can be seen in **Figure 3**.

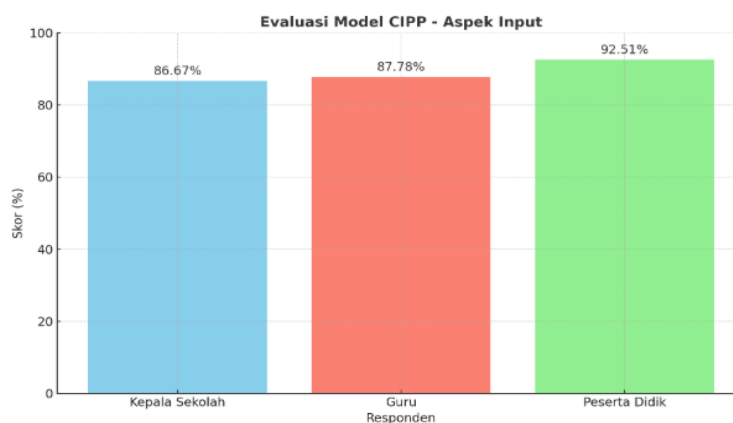


Figure 3. CIPP Evaluation Result Score Diagram - Aspect Input

The assessment of the input aspect yielded scores of 86.67% from the principal, 87.78% from the teachers, and 92.51% from the students. The highest scores from students indicate that they directly experienced the availability and utilization of infrastructure that supports project-based learning activities. Muryadi (2017) notes that the input component is crucial because it encompasses elements such as teaching staff, funds, teaching materials, and the methods employed. Research by Supriyantoko et al. (2020) demonstrate that strong and planned input plays a crucial role in supporting project-based learning policies, such as teaching factories and PSPSP. According to Anggraeni and Wicaksono (2019), the evaluation of the 2013 Curriculum's implementation also found that the strength of input directly correlates with the quality of learning. At the Kader Bangsa Health Vocational School in Palembang, the readiness of facilities, teacher training, and the availability of thematic teaching materials were crucial pillars driving the program's successful implementation. This evaluation underscores the importance of continued attention to strengthening input, particularly in the provision of training, mentoring, and innovative digital learning resources.

3. Evaluation Process

The implementation process is a crucial aspect of the evaluation because it reflects how the P5 is implemented in the field. The process aspect of the CIPP model encompasses activity implementation, learning methods, student engagement, and project management effectiveness. This process evaluation helps identify obstacles, successes, and potential for future program development. Principals, teachers and students provided assessments to obtain a comprehensive picture from the perspectives of both program implementers and recipients. Before discussing the analysis results further, the following diagram presents the percentage of process aspect evaluations from each respondent, which can be seen in **Figure 4**.

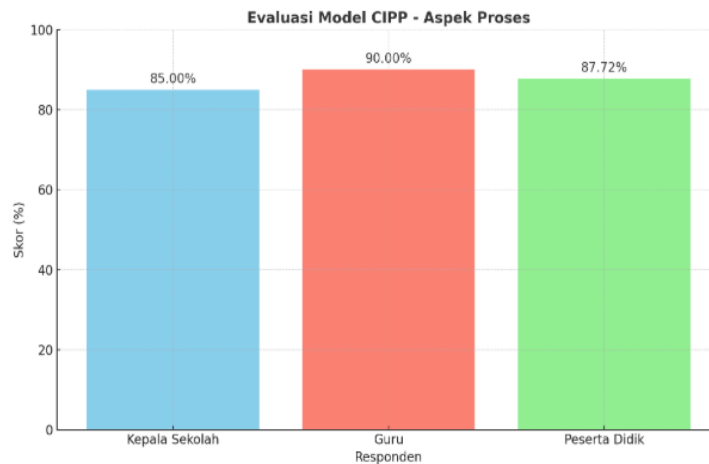


Figure 4. CIPP Evaluation Result Score Diagram – Aspect Process

The process aspect received scores of 85.00% from the principal, 90.00% from teachers, and 87.72% from students. The scores indicate that project implementation has gone quite well, although some technical and field coordination challenges remain. The relatively high scores from teachers reflect the active involvement of educators in the planning, implementing, and reflecting on PSPSP activities, including providing guidance to students. According to Azizah et al. (2024), a good process reflects collaboration between parties, practical implementation, and the achievement of activity indicators in accordance with the plan. Muryadi (2017) emphasized that the implementation process must be assessed based on adherence to program design, clarity of mechanisms, and consistency of implementation in the field. Evaluation by Cantika and Pradana (2025) also highlighted the importance of continued mentoring throughout the project, allowing students to develop their abilities optimally. Saesaputri (2024) noted that periodic and systematic monitoring was highly beneficial in detecting and resolving technical issues during implementation. At the Kader Bangsa Health Vocational School in Palembang, project implementation has been quite optimal. However, improvements are needed in terms of cross-teacher collaboration, activity documentation, and integration with cross-subject learning.

4. Evaluation Product

The final aspect of the CIPP model is product, which evaluates the results or outputs of **implementing** the P5 on the theme of Employability. The intended product includes the achievement of learning objectives, the improvement of student character and competency, and the long-term impact of the program. Assessment of this aspect is crucial to determine whether the PSPSP provides concrete and significant benefits for students. Principals, teachers, and students provide evaluations of various measured success indicators. To visually illustrate the results of the quantitative assessment, the following diagram presents the percentage scores from each respondent on the product aspect, which can be seen in **Figure 5**.

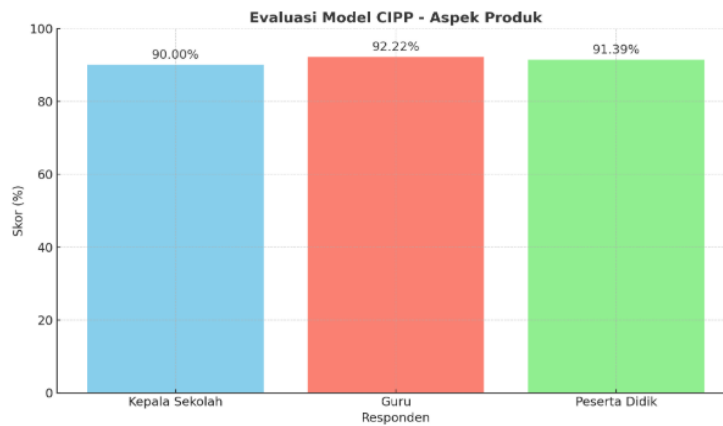


Figure 5. CIPP Evaluation Result Score Diagram - Aspect Process

In the product aspect, the assessment showed high scores from the principal (90.00%), teachers (92.22%), and students (91.39%). These scores reflect that the implementation of the P5 on the theme of Employability has successfully had a positive impact on strengthening character, 21st-century skills, and student work readiness. The product aspect in the CIPP evaluation model, according to Muryadi (2017), includes the final results produced by the program, both in terms of knowledge, skills, attitudes, and real contributions to the learning environment. Agustin et al. (2025) demonstrate that the P5 is capable of enhancing the values of mutual cooperation, independence, and creativity in students through real-world activities. Ratnasari et al. (2023) also found that the PSPSP is a compelling character education in vocational high schools, particularly in preparing graduates for the workforce. The emphasis on non-academic skills such as collaboration, problem-solving, and digital literacy is a key achievement of this product aspect. Ridwan et al. (2025) added that product evaluation should focus on the extent of change or transformation experienced by students after participating in the program. Therefore, the product aspect assessment results at the Kader Bangsa Health Vocational School in Palembang reinforce the program's success in shaping superior, competitive Pancasila students.

Based on the four CIPP aspects above, the overall average score of the three groups of principal respondents was 88.46%, teachers 89.74%, and students 90.54%, indicating that the implementation of the PSPSP on the theme of Employment based on the CIPP evaluation model at SMK Kesehatan Kader Bangsa Palembang was considered successful and had a positive impact on students. This success cannot be separated from the relevance of the theme, resource readiness, participatory implementation, and the final results that reflect the expected profile of Pancasila students.

DISCUSSION

The main findings of this study revealed that the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of Employability at the Palembang Kader Bangsa Health Vocational School was categorized as very successful overall through a comprehensive evaluation of the CIPP model. In this aspect, *Context* The high relevance of the program, with an average score of >88%, confirms that the theme of employment is a fundamental need that aligns with the vision of vocational health education in facing the challenges of the global workplace. This success is supported by the following aspects: *Input* which is very solid, where students gave the highest appreciation of 92.51% for the availability of adequate infrastructure and teaching modules to support *project-based learning*. This is reinforced by Athena et al. (2025) which shows that the variable *input* has a significant influence on the success of the final product of the project in SMK. However, in this aspect *Process*, a managerial gap was found with the lowest score from the principal's perspective at 85.00%, indicating the need to optimize cross-subject coordination and strengthen the activity documentation system. This contrasting assessment is also in line with the evaluation Suhardi et

al. (2024) who found that monitoring of process aspects in vocational schools often faces schedule synchronization problems. However, in substance, this aspect *Product* demonstrated significant success in internalizing Pancasila character values and improving students' work readiness, as reflected in the positive responses of 92.22% of teachers and 91.39% of students. Integratively, these results demonstrate that the effectiveness of P5 in Health Vocational Schools depends not only on the availability of resources, but is also largely determined by the appropriate context of the themes raised and the consistency of mentoring throughout the implementation process. This is supported by the findings Setyaningrum et al. (2025) which emphasizes that the effectiveness of P5 is greatly influenced by the alignment of the theme with the characteristics of the school.

Analysis of Key Findings based on the evaluation results using the CIPP model shows that the implementation of the P5 theme of Employment at the Kader Bangsa Health Vocational School in Palembang achieved a very successful category with a consistent score above 88%. Novelty (*novelty*) This research is located in a specific research locus within vocational health education institutions. While most previous studies evaluated P5 in vocational high schools in engineering or business fields, this study discusses how the dimensions of the Pancasila Student Profile are integrated with the professional ethics of health workers. This provides a new theoretical contribution regarding the flexibility of the Merdeka curriculum in responding to the specific needs of the health industry, which demands a balance between technical competence and humanistic character. This contribution complements the thinking Musa et al. (2024) regarding the importance of differentiated learning as a specific project teaching module at the vocational school level.

Aspect Correlation *Context And Input* towards School Readiness can be seen from the high score in the aspect *Context* namely 91.12% and aspects *Input* An average of 89% demonstrates that the program's foundation aligns with the school's strategic vision. This finding aligns with the results of the study. Wulandari & Ningrum (2024) which states that the effectiveness of curriculum implementation is highly dependent on the planning phase and school management's understanding of the latest regulations. This is reinforced by Ramadhan & Setiawan (2023), where synchronization between program planning and student needs (Employment projects) has been shown to improve the institution's image. At Kader Bangsa Health Vocational School, this success was driven by the availability of adequate laboratory facilities, which allowed students to conduct real-life work simulations. This differs slightly from the findings of Adellia (2025) which notes the challenges of integrating P5 into the science subject; in the context of this research, integration is actually easier to do because of the availability *input* very specific means with the theme raised. This readiness was also validated by Supriyati et al. (2023) And The End (2023) which highlights the importance of curriculum planning management in the Center of Excellence Vocational School. Sitinjak et al. (2023) And Yuniastanti et al. (2025) confirm that students' perceptions of environmental readiness and *input* Schools are the main pillar of the smooth running of the project.

Managerial and Collaborative Challenges in the Dynamics of Aspects *process*, despite receiving a good assessment, the emergence of a score from the Principal's perspective of 85.00% indicates challenges in cross-sectoral coordination. This phenomenon is relevant to the findings Januarta et al. (2025) which underscores that the main obstacle in implementing P5 often lies in the technical aspects of organizing the facilitator team in the field. These similar findings indicate that the transition from conventional to project-based learning (PjBL) does require complex time and resource management adaptations. This is also reflected in the study. Prayogi & Nahuda (2025) And Febriani et al. (2024) regarding the need for rigid evaluation of the learning process in vocational schools. However, teacher involvement in mentoring remains maintained, as reflected in the study. Diana et al. (2024) And Chintia (2025) However, managerial coordination still requires strengthening of a systematic documentation system as suggested by Nawanti et al. (2025) related to the analysis of principal leadership and studies Rahma & Mulyono (2024) regarding the evaluation of implementation in vocational classes. This is also supported by observations Hidayatunnisa et al. (2024) regarding the need for synergy between all school elements in implementing P5 in vocational schools.

Character transformation and product implications are seen in the success of the aspects *Product A*. A 91-92% success rate indicates a real impact of the program on transforming student behavior. This validates the theory. Sumbawati et al. (2025) that students' direct involvement in the Employment theme automatically increases their motivation and future orientation. Furthermore, this finding reinforces the results of previous studies. Sari (2024) which proves that P5 is able to significantly foster an independent attitude. In the context of Health Vocational Schools, these results have implications for the readiness of graduates who are not only academically superior, but also possess the mental toughness and independence needed in the medical workplace. The differences in research populations from Bangka Belitung to Semarang still produce a uniform conclusion, namely that the P5 theme of Employment is a primary catalyst in shaping *soft skills* vocational students in the era of industry 4.0. This is in line with the positive impact of the inspirational school program reviewed by Rot et al. (2024) and the effectiveness of service through the "Great Pancasila Students" program by Prabandari et al. (2025). The success of internalizing this character was also detected in the study Handayani & Mustofa (2025) in the Central Java region.

This research provides practical implications for schools to begin digitizing their monitoring and evaluation systems to minimize process constraints. Academically, the use of the CIPP model in this study demonstrates that comprehensive program evaluation can provide a roadmap for developing a more adaptive curriculum. The use of this model also aligns with evaluations conducted by Christanti & Kusuma (2025), Prasetyowati et al. (2024), And Ribisi et al. (2024) at various levels of schooling. A suggestion for further research is the need to explore the long-term impact after students graduate, to see the extent to which Pancasila values persist when they actually enter the healthcare profession. Furthermore, testing this evaluation model at various school scales (large vs. small) could provide broader insights into the influence of resource availability on graduate quality, as was done by Awal et al. (2023) And Parwata et al. (2024) in the context of authentic evaluation competencies.

This research makes a significant contribution to the literature on educational evaluation, particularly in the context of the implementation of the Independent Curriculum in health vocational schools. *Novelty* The main focus of this article lies in the in-depth use of the CIPP evaluation model to deepen the theme of Employability in a specific population of prospective healthcare workers. In contrast to employment studies in the engineering field which focus on *link and match* manufacturing industry, this study offers a new perspective on how the values of the Pancasila Student Profile are integrated with the ethics of the medical profession and humanitarian services. This fills *Gap Research* regarding the effectiveness of P5 in health education institutions which has so far been limited to simple descriptive methods without structured model evaluation.

The results of this study have several important implications. Academically, this study strengthens the position of the CIPP model as a relevant evaluation instrument for dynamic education policies such as P5, in line with research. Purnamasari et al. (2025), Chotimah et al. (2025), And Azizah et al. (2024) which validates this model at the secondary level. Practically, these findings provide guidance for the management of Health Vocational Schools to focus more on strengthening collaboration between educators through an evaluation of the Kirkpatrick model as proposed. Romdon & Arief (2024) to overcome technical obstacles. Policy-wise, this article provides empirical evidence that curriculum autonomy through P5 is highly effective in shaping students' independent character, as long as it is supported by the appropriate contextual relevance of the theme. Despite providing comprehensive results, this study has limitations in its coverage of a single population with a predominantly quantitative method. As a follow-up suggestion, future research is recommended to use a qualitative-phenomenological approach to explore narratives of obstacles in the field, as conducted by Meyindra & Al Kadri (2025), or evaluate similar programs in different areas such as studies Tapung et al. (2024). In addition, the development of a digital-based evaluation model is recommended to assist schools in monitoring *real-time*, so that the aspect *process* can run more optimally in the future.

CONCLUSION

Evaluation of the implementation of the PSPSP Employability theme at the Kader Bangsa Health Vocational School in Palembang, based on the CIPP model, shows that the program's implementation falls into the very good category in all aspects, namely context, input, process, and product. This finding is significant because it demonstrates that the implementation of the PSPSP is not only relevant to the needs of vocational education but also capable of shaping the students' character and work readiness holistically. Assessments from the principal, teachers, and students show consistent positive perceptions, with total scores of 88.46%, 89.74%, and 90.54%, respectively. These results align with previous studies that emphasize the importance of contextual and participatory learning in shaping 21st-century competencies. Thus, this finding contributes to the evidence that the CIPP-based evaluative approach is effective in assessing learning programs aimed at strengthening character and work skills. This study makes a significant contribution to the practice of vocational education evaluation and can serve as a reference for developing PSPSP in other schools with adjustments to local characteristics.

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