

## DEVELOPING A MONITORING AND EVALUATION MODEL FOR THE INDEPENDENT CURRICULUM TO STRENGTHEN THE PANCASILA STUDENT PROFILE AT INSAN KAMIL SENIOR HIGH SCHOOL BOGOR

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### ABSTRACT

*This study aims to develop and validate a monitoring and evaluation model for the implementation of the Independent Curriculum integrated with Pancasila Student Profile values in secondary education. The model was designed as a reflective and character-based assessment framework incorporating planning, implementation, and reflection dimensions in curriculum evaluation. Using a quantitative approach and descriptive-correlational design, data were collected from 38 teachers and school leaders at Insan Kamil Senior High School in Bogor who had implemented the Independent Curriculum for at least one academic year. A closed-ended questionnaire, based on validated indicators from prior studies, was used. Data were analyzed using Structural Equation Modeling with Partial Least Squares (SEM-PLS). Outer model analysis showed all indicators had loading factors >0.70 and AVE >0.50, confirming validity and reliability. Inner model analysis yielded R<sup>2</sup> values of 0.742 for monitoring and 0.691 for value integration. These results indicate the model's effectiveness in character-based curriculum evaluation. The study highlights the importance of developing participatory and context-relevant digital monitoring systems and recommends education policies that support the integration of character values into instructional evaluation practices.*

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## INTRODUCTION

Education in Indonesia has undergone significant transformation in response to the dynamics of globalization, technological advancement, and sociocultural challenges. One major reform is the implementation of the Independent Curriculum (Kurikulum Merdeka), which emphasizes differentiated instruction, project-based learning, and character development through the Pancasila Student Profile (Kemendikbudristek, 2022). The curriculum aims not only to improve academic achievement but also to develop students who are adaptable, critical thinkers, and uphold national identity (Rahmawati et al. 2024; Amelia & Saputra, 2022; Harahap & Yanti, 2020). However, the effectiveness of its implementation is largely determined by the monitoring and evaluation (M&E) system adopted by each educational institution (Fatimah et al., 2023).

At SMA Insan Kamil Bogor, the Independent Curriculum has been adopted since its early release. Nevertheless, its implementation presents several challenges, such as suboptimal monitoring of learning outcomes related to character development and the absence of specific evaluation instruments aligned with the Pancasila Student Profile (Rahmawati 2024; Putra et al., 2023; Sari & Yuliani, 2021). Many teachers report difficulties in managing character-based formative assessments and feel burdened by the administrative demands of the system (Rahmawati et al., 2023; Wibowo, 2022). These challenges highlight the urgent need for a contextually relevant M&E model that integrates academic performance and character-based learning outcomes.

Monitoring and evaluation should not be perceived merely as administrative routines but rather as critical tools to ensure the quality of curriculum implementation and reflect on the learning process (Riyanto & Sulastri, 2023). When conducted consistently and contextually, M&E can enhance teacher professionalism and foster a transformative learning culture (Rahmatullah, 2022; Siregar & Napitupulu, 2021). However, current models tend to be generic and are insufficiently tailored to the unique needs of individual schools (Hasanah & Pratama, 2021). Schools with distinctive educational values, such as SMA Insan Kamil, require flexible and community-based approaches to curriculum evaluation.

Field observations indicate that most teachers still struggle to understand comprehensive indicators of success under the Independent Curriculum. Moreover, many schools lack digital-based reporting systems or dashboards to monitor students' character development (Purnomo & Andriani, 2023; Yuliana & Hamidah, 2023). As a result, evaluation activities are often fragmented and inconsistent. Thus, there is a pressing need to develop an applicable and relevant M&E model that accommodates both the characteristics of the school and the diverse needs of students.

Beyond measuring student learning, M&E should serve as a collective reflection tool for teachers, principals, students, and parents to build shared awareness of character education goals (Nugroho & Kurniawan, 2020). Strengthening instructional leadership is essential in cultivating an evaluative culture that aligns with school vision and national character goals (Siregar & Napitupulu, 2021). Effective curriculum evaluation should include collaboration among stakeholders in designing instruments and strategies that center on the six core dimensions of the Pancasila Student Profile.

Previous research shows that successful curriculum implementation is highly dependent on continuous and evidence-based M&E systems (Damayanti & Astika, 2023). Schools with robust M&E frameworks are more likely to identify weaknesses in teaching and respond with appropriate improvement strategies (Fatimah et al., 2023). However, there is still limited

research on developing character-based M&E models grounded in Pancasila values, especially in private secondary schools (Amelia & Saputra, 2022).

This study aims to develop a monitoring and evaluation model for the implementation of the Independent Curriculum, specifically integrated with the values of the Pancasila Student Profile at SMA Insan Kamil Bogor. The model is expected to serve as a tool for schools to assess the success of curriculum implementation holistically—cognitively, affectively, and spiritually. Furthermore, the model will be designed to be flexible, participatory, and supported by digital technology (Yuliana & Hamidah, 2023; Rahmatullah, 2022).

The results of this study are anticipated to contribute not only theoretically to curriculum evaluation models but also practically by guiding schools, teachers, and policymakers in building a healthy, collaborative evaluative culture. Ultimately, it is expected to ensure that the values of the Pancasila Student Profile are effectively integrated into students' daily learning experiences (Fatimah et al., 2023; Nugroho & Kurniawan, 2020).

## **METHODS**

This study employed a quantitative approach with a descriptive-correlational research design to develop and validate a monitoring and evaluation model for the Independent Curriculum integrated with the values of the Pancasila Student Profile. The research involved 38 teachers and school leaders from Insan Kamil Senior High School in Bogor, all of whom had implemented the Independent Curriculum for at least one academic year. The sampling technique was purposive, considering the respondents' active engagement in curriculum implementation. Data were collected using a structured, closed-ended questionnaire developed based on indicators proposed by Purnomo and Andriani (2023) and Yuliana and Hamidah (2023), encompassing dimensions of planning, implementation, and reflection in monitoring activities, as well as the achievement of Pancasila Student Profile values.

Data analysis was conducted using Structural Equation Modeling with Partial Least Squares (SEM-PLS) through the SmartPLS 4.0 software, to examine construct validity, indicator reliability, and inter-variable relationships within the proposed model (Hair et al., 2020). This technique was chosen due to its suitability for exploratory studies aimed at developing conceptual models based on field data (Rahmatullah, 2022; Fatimah et al., 2023). The analytical procedures included outer model testing (to assess indicator validity and reliability), inner model testing (to examine the relationships among constructs), and the evaluation of the model's overall goodness-of-fit. The validity of the findings was further strengthened through source triangulation, including focused interviews with school principals and curriculum coordinators.

## **RESULTS**

This study analyzed the effectiveness of a monitoring and evaluation (monev) model for the Independent Curriculum based on the Pancasila Student Profile using Structural Equation Modeling with Partial Least Squares (SEM-PLS). The analysis was conducted in three main stages: outer model testing, construct validity using Average Variance Extracted (AVE) values, and inner model testing.

### 1. Outer Model Test Results

The outer model test aims to determine the validity of the indicators against the measured construct. The analysis results show that all indicators have a loading factor above 0.70, indicating their validity.

**Table 1.** Outer Loading of Each Indicator

Indicator	Loading Factor	Description
Learning Planning	0.812	Valid
Learning Implementation	0.861	Valid
Reflection and Evaluation	0.798	Valid
Faith and Piety	0.832	Valid
Independence	0.845	Valid
Critical Thinking	0.808	Valid
Creativity	0.821	Valid
Collaboration	0.870	Valid
Global Diversity	0.799	Valid

### 2. Average Variance Extracted (AVE)

AVE values are used to measure construct validity. A construct is considered valid if its AVE value is greater than 0.50. All constructs in this study met this criterion.

**Table 2.** AVE Values of Each Construct

Construct	AVE Value	Description
Planning	0.66	Valid
Implementation	0.71	Valid
Reflection	0.64	Valid
Faith	0.69	Valid
Independence	0.71	Valid
Critical Thinking	0.68	Valid
Creativity	0.70	Valid
Collaboration	0.75	Valid
Diversity	0.66	Valid

### 3. Inner Model Test Results

The inner model test aims to identify the relationships among constructs within the model. The R-square values indicate the degree to which the independent variables explain the dependent variables.

**Table 3.** R-Square Values

Construct	R-Square	Description
Monev Effectiveness	0.742	Strong
Integration of Pancasila Values	0.691	Strong

## DISCUSSION

The findings indicate that all indicators used in the research instrument are statistically valid. The loading factors exceeding 0.70 show that each indicator significantly explains its construct. This is consistent with SEM-PLS theory, which states that indicators with loading values above 0.70 exhibit good internal consistency (Hair et al., 2020).

Furthermore, the AVE values for all constructs, which are above 0.50, suggest that each construct has adequate convergent validity (Fornell and Larcker, 1981). This means that the indicators within each construct consistently measure the same dimension.

The inner model test results also show that money effectiveness is strongly explained by the planning, implementation, and reflection variables. This implies that the better the planning, implementation, and reflection in monitoring activities, the more effective the evaluation system becomes. Additionally, the R-square value of 0.691 for the integration of Pancasila values indicates that the Pancasila Student Profile indicators such as independence, collaboration, critical thinking, and global diversity significantly contribute to the successful implementation of character education in learning.

These findings support previous studies emphasizing the importance of character integration in curriculum monitoring and evaluation systems (Rahmawati et al. 2024; Fatimah et al., 2023; Yuliana and Hamidah, 2023). Moreover, the model developed in this study proposes a novel approach: the integration of digital systems and active community engagement in an evaluation process that is not merely administrative but also reflective and transformative.

Theoretically, these results contribute to the development of a value and character-based curriculum evaluation approach. Practically, schools can use this model to develop digital monitoring dashboards that focus not only on academic achievement but also on student character development. Consequently, the values embedded in the Pancasila Student Profile are not just rhetorical goals but are effectively implemented through monitored and measurable learning practices.

## CONCLUSION

This study concludes that the monitoring and evaluation model for the Independent Curriculum, integrated with the values of the Pancasila Student Profile, demonstrates empirical validity and effectiveness. All indicators within the model showed loading factors above 0.70 and AVE values above 0.50, confirming strong construct validity and internal consistency. Inner model analysis revealed that the dimensions of planning, implementation, and reflection significantly contributed to monitoring effectiveness, with an R-square value of 0.742. Moreover, the integration of Pancasila values into classroom instruction was supported by an R-square value of 0.691, indicating that character dimensions such as independence, collaboration, critical thinking, and global diversity were systematically embedded in the learning process.

Based on these findings, it is recommended that schools adopt participatory and contextually relevant digital monitoring systems that assess the implementation of the Independent Curriculum not only from the academic standpoint but also from the perspective of student character development. Future research may further investigate the model's effectiveness across different educational levels and institutional contexts, and explore its impact on shaping teachers' reflective and collaborative practices in instructional delivery.

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