

BRIDGING POLICY AND PRACTICE: EVALUATING THE CURRICULUM EFFECTIVENESS IN FOSTERING RELIGIOUS MODERATION AND 21ST-CENTURY COMPETENCIES

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ABSTRACT

Global educational reforms emphasize holistic development, including character, creativity, and 21st-century skills. In Indonesia, the Merdeka Curriculum drives this shift, particularly through the Project to Strengthen the Profile of Pancasila Students and *Rahmatan Lil Alamin* (P5-PPRA) initiative designed for madrasah. P5-PPRA aims to foster interdisciplinary learning and embed the values of religious moderation. This study aimed to evaluate the implementation and effectiveness of the P5-PPRA program within madrasahs across South Sulawesi. The study employed the CIPP (Context, Input, Process, Product) evaluation model using a mixed-methods approach. Data were collected from 37 respondents, including teachers, students, and administrators. Quantitative data analysis revealed varied levels of success across the CIPP dimensions: the Context aspect achieved an excellent rating (80.67%). However, the Input (72.3%), Process (68.3%), and Product (74.6%) dimensions were all rated as good. These results indicate conceptual clarity but challenges in operational execution. The P5-PPRA program shows strong contextual fit but requires significant enhancement in its implementation mechanics. The study concludes that achieving excellent outcomes necessitates targeted improvements. It is recommended to strengthen teacher competencies, upgrade essential facilities and infrastructure, and refine evaluation and planning mechanisms. The implications underscore the critical need for continuous, systemic support to boost the sustainability and overall effectiveness of P5-PPRA in fostering holistic education and promoting religious moderation among students.

Keywords: CIPP, Merdeka Curriculum, Program Evaluation

INTRODUCTION

Educational systems globally are prioritizing pedagogical strategies that foster student competencies beyond traditional academic measures (Asadullah et al., 2025). Key among these strategies are Differentiated Instruction (DI) and Project-Based Learning (PBL). Recent scholarship confirms the efficacy of DI in improving student well-being, social inclusion, and academic self-concept (Pozas et al., 2021), and its proven ability to address diverse learner needs in various contexts (Daşcıoğlu & Bümen, 2025; Lee & Hung, 2025; Tajik, Noor, & Golzar, 2024). Similarly, experiential methods like hackathons and structured projects are powerful educational strategies for cultivating essential soft skills, creativity, and innovation (Araújo et al., 2025; Sevimli-Celik & Güvelioglu, 2026). Collectively, these studies underscore that the success

of modern, competency-driven education hinges on institutional support, resources, and teacher capacity to execute these complex, tailored instructional models (McLaughlin, 2025).

In Indonesia, this shift is embodied by the Merdeka Curriculum, introduced in 2021 to promote flexible, learner-centered education (Mukhibat, 2023; Rachmawati, 2022). A cornerstone of this reform is the Project to Strengthen the Profile of Pancasila Students (P5), which fosters soft skills, literacy, and numeracy through experiential, project-based learning. Critically, in Indonesian *madrasah* (Islamic schools), the P5 is uniquely extended by integrating the *Rahmatan lil Alamin* value. This mandate explicitly nurtures religious moderation, harmony, and humanitarian principles, thereby creating the P5-PPRA model. The implementation of P5-PPRA is structurally supported by differentiated learning, which enables teachers to tailor instruction based on students' readiness and interests (Marlina, 2019; Sutaga, 2022). However, this complex, value-driven, and resource-intensive program necessitates intensive guidance, and its effective adoption faces significant practical challenges, including resource limitations, inconsistent teacher readiness, and underdeveloped evaluation mechanisms across diverse local contexts (Amalia et al., 2025).

Previous studies on the implementation of the P5 and its extension, P5-PPRA, have largely focused on teacher readiness, curriculum design, and small-scale program evaluations across various Indonesian regions (Astuti & Muliadi, 2022; Yuliana, 2023). Research frequently used the CIPP evaluation model but remained limited in both scope and depth, often highlighting strengths in conceptual fit (Context) yet contrasting these with persistent challenges in resource mobilization (Input), procedural execution (Process), and learning outcomes (Product) (Sukrillah et al., 2023; Wulandari & Suryani, 2023; Rahman & Aziz, 2024). These findings, while valuable, remain fragmented and geographically constrained, underscoring the need for more systematic and scalable evaluative research.

Existing P5 evaluations, being fragmented and geographically limited, have yet to provide a comprehensive, systematic CIPP assessment across a wider educational setting, particularly in madrasahs implementing the P5-PPRA extension. Therefore, the central aim of this study is to address this gap by providing a comprehensive, systematic CIPP evaluation of the P5-PPRA program's implementation across broader madrasah settings in South Sulawesi, assessing the Context, Input, Process, and Product dimensions. This approach offers a more integrated and scalable understanding of the program's real-world enactment and effectiveness in simultaneously fostering academic skills and religious moderation.

METHOD

This evaluative study employs the CIPP model to assess the implementation of the P5-PPRA program across three madrasah aliyah negeri (MAN) in South Sulawesi: MAN IC Gowa, MAN 1 Soppeng, and MAN 1 Bone. Guided by the Ministerial Decree No. 347 of 2022 on the Independent Curriculum in Madrasah, the evaluation examines the extent to which differentiated learning standards are met in these institutions. A mixed-methods design is utilized, combining quantitative measures of program effectiveness with qualitative insights into stakeholder experiences, challenges, and behavioral responses. Data collection involved questionnaires, interviews, and documentation, enabling a multifaceted understanding of how the program operates in practice. The study adopts the CIPP framework (Stufflebeam, 2007), evaluating four interconnected components: Context, which considers the relevance of program goals to community needs; Input, which examines resources such as educator readiness, learning facilities, and program materials; Process, which evaluates learning implementation, assessment procedures, and fidelity to the curriculum; and Product, which measures competency gains and character outcomes (Stufflebeam & Shinkfield, 2012). Quantitative data are analyzed

descriptively, while qualitative data are interpreted using the interactive model of Miles, Huberman, and Saldana (2014), with source triangulation employed to ensure credibility.

The research was conducted from April to June 2024 and involved key stakeholders of the P5-PPRA program, including headmasters, vice principals for curriculum, program coordinators, and students. A total of 37 respondents participated through structured interviews and questionnaires aligned with the program's success indicators. Quantitative data derived from questionnaire responses were processed using the R-Statistics application, with results categorized based on established interval scales to identify levels of understanding and implementation. Meanwhile, qualitative interview data were analyzed through iterative processes of reduction, display, and conclusion verification (Miles, Huberman, & Saldana, 2014), ensuring that emerging themes accurately represented participants' experiences. The integration of quantitative and qualitative approaches is consistent with the principles of Mixed Methods Research (Creswell & Plano Clark, 2018), enabling the study to present comprehensive, evidence-based conclusions and recommendations to enhance the sustainability and effectiveness of the P5-PPRA program within madrasah education.

RESULTS AND DISCUSSION

Context Evaluation of P5-PPRA Program

The establishment of program objectives and strategies is fundamentally shaped by organizational policies, institutional goals within a specific timeframe, and the operational challenges encountered by the educational body. Through context evaluation, factors such as needs, existing problems, institutional assets, and external opportunities are assessed to inform decision-makers in setting appropriate goals and priorities. The core purpose of context evaluation is to confirm whether the defined objectives and priorities effectively meet the needs of the organization's targeted beneficiaries. In this study, the context evaluation specifically assesses the degree of alignment between the implementation of the P5-PPRA program and the prevailing needs of the madrasah community in South Sulawesi.

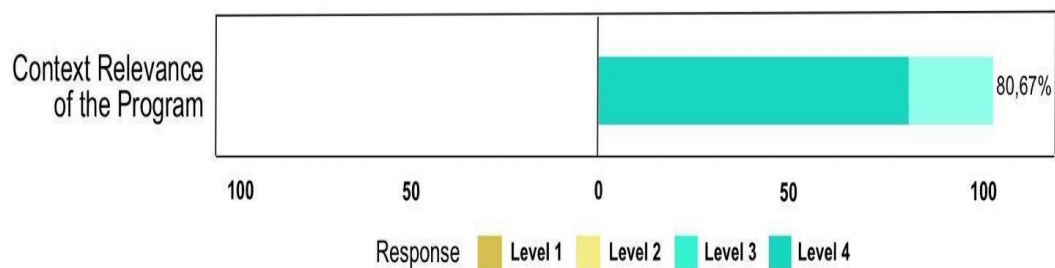


Figure 1. Context Evaluation Result

The quantitative findings, as illustrated in Figure 1, demonstrate that the context dimension of the P5-PPRA program implementation in Madrasah Aliyah in South Sulawesi falls into the “excellent” category, achieving a high average score of 80.67%. This statistical result strongly indicates that the P5-PPRA program, in its capacity as a key curricular initiative within madrasah, is highly perceived as being relevant and aligned with the overarching educational, character development, and religious moderation needs of the madrasah community and its stakeholders.

The findings regarding low teacher competence were corroborated by interviews with P5-PPRA program coordinators in South Sulawesi. Coordinators generally agreed that teacher competence in executing the program remained relatively low, explaining that only a limited

number of educators had received direct, comprehensive training related to P5-PPRA. One coordinator explained that while all teachers had received training on implementing the independent curriculum, specifically P5-PPRA, the training had predominantly been conducted online, lacked practical application, and involved a very limited number of participants (Nasriyanti Natsir, personal communication, April 2024). Another coordinator confirmed this limited reach, clarifying that only a few individuals had participated in full training, while the majority had only attended socialization sessions, online seminars, or engaged in learning and discussions with coordinators and peers (Fachruddin, personal communication, July 2024).

In contrast, deputy heads of madrasah responsible for the curriculum expressed confidence, asserting that they had been delegated to participate in various activities, including socialization, training, consolidation, and monitoring. They further stated that they had involved teachers deemed competent and prepared to serve as program coordinators, leaving them with no doubts about these individuals' abilities (Andi Sudirman Abu Hayer, personal communication, August 2024).

Despite the confidence in human resource delegation, components of facilities and infrastructure were consistently cited as significant barriers to effective implementation. One deputy head observed that while the school's general facilities were good, providing students with additional skills required supporting facilities that were sometimes unavailable, necessitating comprehensive planning (H. Abbas, personal communication, August 2024). This difficulty was reiterated by a coordinator who admitted facing difficulties with facilities and infrastructure for certain themes, feeling they were quite limited for fostering creativity (Fachruddin, personal communication, July 2024).

Input Evaluation of P5-PPRA Program

Evaluation of the input aspect is a crucial step in ensuring that a program possesses the necessary resources and readiness to achieve its objectives, with particular emphasis on the quality of materials and educators' competence. Input evaluation identifies the potential of available assets, explores alternative strategies, and establishes robust procedures to facilitate desired outcomes. In the context of the P5-PPRA program, input evaluation specifically involved assessing the readiness of the madrasah, the condition of facilities and infrastructure, stakeholder involvement, teachers' competence, and students' initial responses to the learning process embedded in the program.

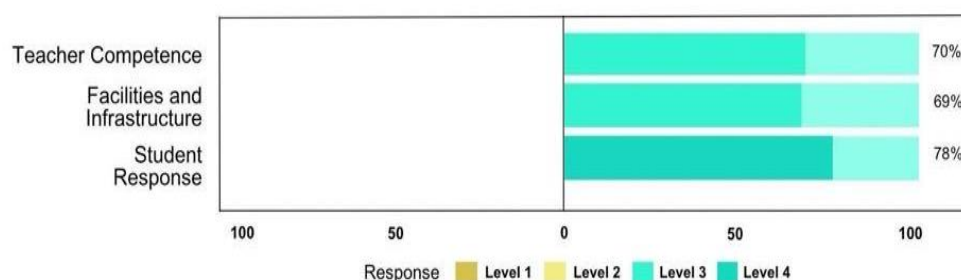


Figure 2. Input Evaluation Result

Based on the quantitative data presented in Figure 2, the implementation of the P5-PPRA program in South Sulawesi yielded results in the input evaluation aspect that fall into the successful category, with an average score of 72.3%. This overall success is notably driven by the student response indicator, which achieved an Excellent rating at 78%. The indicators for teacher competency and infrastructure also contributed positively, scoring 70% and 69%, respectively, both falling within the Good category. Consequently, the input aspect of the

madrasah is generally considered highly successful in supporting the initial conditions for the P5-PPRA program implementation, a conclusion supported strongly by the positive development and feedback demonstrated in the student response indicator.

The findings concerning teacher competence were substantiated by interviews with P5-PPRA program coordinators in South Sulawesi. Generally, the coordinators indicated that teacher competence in executing the program remained relatively low because only a limited number of educators had received direct training related to P5-PPRA. One coordinator explained that while all teachers had technically received training on the independent curriculum, including P5-PPRA, the training was predominantly conducted online, lacked practical application, and involved a very limited number of participants (Nasriyanti Natsir, personal communication, June 2024). Another coordinator clarified that only a few individuals had participated in the actual training, while the majority had merely attended socialization sessions, online seminars, or engaged in discussions with peers and coordinators (Fachruddin, personal communication, July 2024).

Conversely, deputy heads of madrasahs in charge of the curriculum assured that they had ensured adequate training in curriculum-related areas and had appointed competent, well-trained coordinators. One administrator affirmed that they had been delegated to participate in various activities, including socialization, training, consolidation, and monitoring, and had involved teachers deemed competent to serve as program coordinators, expressing no doubts about their abilities (Andi Sudirman Abu Hayer, personal communication, August 2024). On the other hand, some respondents identified the components of facilities and infrastructure as key challenges to implementation. One deputy head observed that although the school's general facilities were good, providing students with additional skills required supporting facilities that were often unavailable, thus necessitating extensive planning (H. Abbas, personal communication, August 2024). This challenge was echoed by a coordinator who stated that difficulties with facilities and infrastructure were encountered for certain themes, feeling the resources were quite limited for fostering creativity (Fachruddin, personal communication, July 2024).

Process Evaluation of P5-PPRA Program

The purpose of process evaluation is fundamentally to assess whether the curriculum, as implemented, aligns accurately with the planned strategy. Process evaluation is a crucial aspect for understanding how a program is carried out and whether its execution conforms to the expected design, enabling necessary adjustments to enhance overall effectiveness. In the context of curriculum implementation, this process evaluation specifically refers to the learning activities conducted, the individuals assigned responsibility for execution, and the established timeline for the curriculum's completion. For this study, the process evaluation was derived from the analysis of three key areas: project planning, implementation activities, and project assessment.

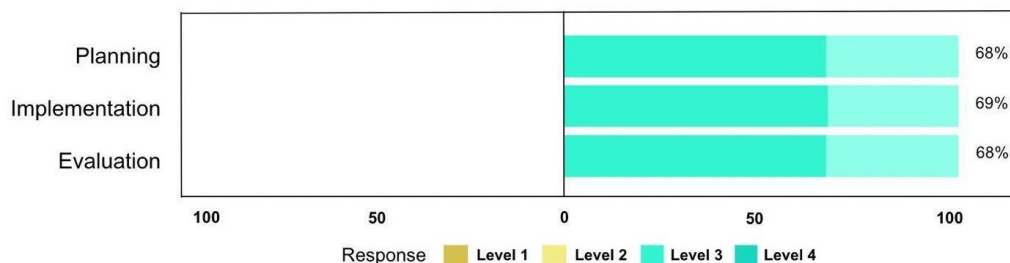


Figure 3. Process Evaluation Result

Based on the quantitative data presented in Figure 3, the implementation of the P5-PPRA program's process evaluation component falls into the moderately successful category, yielding an average score of 68.3%. This moderate success is reflected across all measured indicators: the planning indicator scored 68% (Good), the process indicator scored 69% (Good), and the evaluation and follow-up indicator scored 65% (Good). Overall, the results suggest that the operational procedures in the madrasah are adequately supporting the implementation of the learning process stipulated by the Merdeka Curriculum, though with room for significant enhancement.

While the quantitative results suggested moderate success in the process aspect, interview data revealed specific challenges that limited optimal execution. It was concluded that while the process indicators had been met and were fairly good, they still required improvement, particularly concerning theme design and appropriate time allocation. A program coordinator highlighted the difficulty in scheduling and coordination, stating that managing time was difficult because not all teachers had the same opportunities simultaneously, making it hard to coordinate time between students and their facilitators (Fachruddin, personal communication, July 2024). Budget and student engagement were also noted as potential weaknesses. Another coordinator explained that the budget was still secure, but they had not yet been able to meet the funding requirements for project continuity, which sometimes led to students becoming bored with ongoing projects (Nasriyanti Natsir, personal communication, June 2024).

Regarding the assessment and reflection indicators, implementation was noted as well carried out, but neither comprehensive nor sustainable, which was believed to be the reason for the less-than-optimal results. This finding was supported by observations regarding reporting procedures at the Ministry of Religious Affairs (Kemenag), where the P5-PPRA program implementation had not yet been reported through an integrated system on a website or application with the level of detail comparable to that of the Emis Kemenag data. A curriculum deputy head confirmed the localized nature of assessment, stating that during implementation, they formed facilitators for each class who reported to the coordinator. The final results were recorded only in the student report card, and the final outcome of the program was categorized alphabetically (Adriani Arkam, personal communication, August 2024).

Product Evaluation of P5-PPRA Program

The product evaluation is derived from an analysis of the final outcomes of the P5-PPRA program implementation, reflecting the degree to which the objectives of the Merdeka Curriculum have been achieved, as illustrated in the following figure:

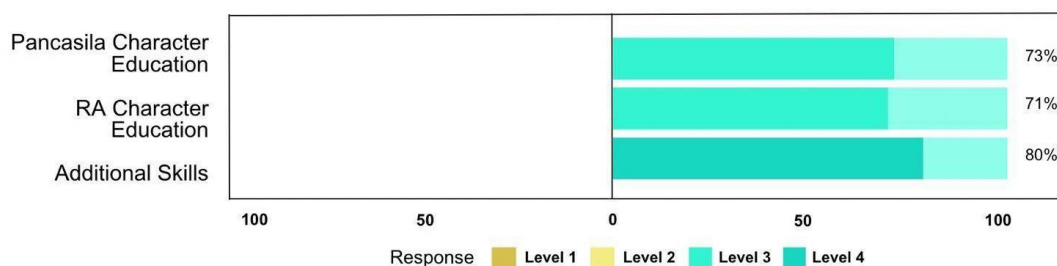


Figure 4. Product Evaluation Result

Based on the quantitative data presented in Figure 4, the implementation of the P5-PPRA program in South Sulawesi, in terms of the product aspect, falls into the successful category, achieving an average score of 74.6%. This success is reflected in the achievement of key indicators: Pancasila character development scored 73% (Good), Rahmatan Lil Alamin character development scored 71% (Good), and additional skills scored 80% (Excellent). While

the overall product aspect indicators fall within the “Good” range, the data clearly show areas for potential.

This is evident in the indicators of Pancasila and Rahmatan Lil Alamin character development, which have not yet reached their full potential due to assessments that have neither been comprehensive nor continuous. Thus, teachers need to reflect on their teaching and diagnose the level of students’ competency mastery to improve the learning process and provide appropriate learning treatments based on students’ needs. Additionally, the additional skills indicator has not reached its maximum potential, possibly because teachers have not differentiated their lessons in the classroom, which may result in a lack of understanding of students’ learning needs and learning gaps.

The context evaluation yielded the highest score (80.67%), strongly signifying that the foundational principles of the P5-PPRA program, fostering the Profile of Pancasila Students and integrating religious moderation (*Rahmatan Lil Alamin*), resonate profoundly with the core values and educational goals of Islamic institutions in South Sulawesi. This robust conceptual fit is critical, as successful curriculum reform, according to Fullan (2007), relies heavily on establishing initial clarity and buy-in to mitigate resistance in subsequent implementation phases. Previous evaluations of the P5/P5-PPRA have similarly noted strengths in this philosophical alignment, underscoring that the policy objectives are generally well-received (Sukrillah et al., 2023; Wulandari & Suryani, 2023). This finding aligns with the assertion that educational programs must demonstrate both need and value to achieve legitimacy and sustainability (Rizka et al., 2025; Alquraan et al., 2025).

The Context Evaluation yielded the highest average score (80.67%), providing strong evidence that the foundational principles of the P5-PPRA program, fostering the Profile of Pancasila Students and integrating religious moderation (*Rahmatan Lil Alamin*), resonate profoundly with the core values and educational goals of Islamic institutions in South Sulawesi. This robust conceptual fit is vital for successful reform, as Fullan (2007) argues that initial clarity and buy-in are critical for mitigating resistance during subsequent implementation phases. Prior P5/P5-PPRA evaluations have similarly noted this strength in philosophical alignment, indicating the policy objectives are generally well-received (Sukrillah et al., 2023; Wulandari & Suryani, 2023). This finding aligns with the scholarly assertion that educational programs must demonstrate both need and value to achieve legitimacy and long-term sustainability (Rizka et al., 2025; Alquraan, M. F., Alazzam, S., & Farhat, D., 2025).

The high alignment of P5-PPRA objectives with community needs is structurally reinforced by the Merdeka Curriculum’s emphasis on contextual analysis as a design foundation (Alid et al., 2022). The program’s integration of local cultural and religious values, particularly *Rahmatan lil Alamin*, effectively grounds the curriculum in local realities, which Esti (2021) argued is essential for fostering deeper student engagement and achievement. However, qualitative data revealed a persistent challenge: differing interpretations of the program goals among stakeholders. Some teachers viewed P5-PPRA primarily as character education, while others emphasized its role in fostering project-based learning. This misalignment of perceptions among educators can dilute curriculum effectiveness (Kurniawati, 2021), indicating that clarifying the program’s shared, dual vision remains an essential and ongoing task. Furthermore, the overall success of the curriculum requires continuous evaluation to ensure its efficacy (Idrus, A. et al., 2025).

The Input Evaluation revealed a major strength in student response, which was rated “Excellent” (78%). This high score suggests strong initial enthusiasm and receptivity among learners for the project-based learning activities embedded in P5-PPRA. Student eagerness serves as a significant motivational asset for the program’s long-term success. This result echoes the evidence that learner feedback and positive engagement are critical drivers of effective

learning outcomes (Hattie, 2009), demonstrating that the program successfully taps into intrinsic motivational factors through its hands-on approach. Teachers should strategically apply various techniques to sustain this high level of student motivation (Beltman & Poulton, 2025).

Despite high student motivation, teacher competence (70%, “Good”) scored lower, emerging as a critical bottleneck for improvement. Qualitative data highlighted that while many educators attended training, these sessions were often limited in depth, predominantly online, and lacked practical classroom application. This inconsistency in readiness poses a significant barrier to effective reform. Sustained, high-quality professional development is non-negotiable for meaningful educational reform (Asadullah et al., 2025; Darling-Hammond et al., 2017). The combined quantitative and qualitative findings confirm that without ongoing, practical support, teacher readiness to deliver the complex P5-PPRA program consistently remains uneven. This finding corroborates the results of Astuti and Muliadi (2022), who also identified gaps in teacher training and structural support in Palangka Raya. Ultimately, schools can achieve substantive educational reform only when structural support and robust teacher training are consistently provided (Amalia et al., 2025; Htun & Lim, 2025).

Infrastructure (69%, “Good”) was similarly identified as a persistent barrier to implementation. In several schools, the lack of specialized learning resources and facilities was reported to restrict the creativity of both teachers and students, particularly for projects requiring specific skill development (Partey et al., 2024). Turmuzi et al. (2022) stated that identifying resource limitations is a core function of input evaluation. Although the madrasah possesses adequate general resources, the need for enhanced, specialized infrastructure is essential for achieving long-term program success and developing the 21st-century skills emphasized in the curriculum, aligning with concerns raised in case studies like Yuliana (2023).

The Process Evaluation demonstrated moderate success (68.3%), with planning, implementation, and assessment indicators all rated “Good.” This rating suggests that madrasah are following the basic procedural steps of P5-PPRA implementation but are doing so without achieving exceptional clarity or efficiency. The average score of 68.3% suggests strategy adherence, but it is notably lower than those for Context and Student Response, reinforcing the systemic challenge of translating strong conceptual alignment into flawless operational execution, which frequently faces structural hurdles. A successful educational system requires continuous evaluation processes to ensure quality (Rokhimawan et al., 2025), and process evaluation plays a significant role in educational reform (Xiao et al., 2025).

Two significant operational challenges emerged from the interviews. The first concern was time allocation, where teachers reported that P5-PPRA activities often conflicted with other academic requirements, reducing the potential depth of student engagement. Effective scheduling is a decisive factor in curriculum implementation (Schmidt, 2021). The second major weakness was the design of themes and projects. While the program aims for interdisciplinary learning, some projects reportedly lacked coherence and clear connections to explicit student competencies. This finding reflects the assertion that curriculum reforms may falter when project themes are not sufficiently integrated into broader learning goals (Duncan, 2021). Improved coordination in theme design is thus necessary to ensure curriculum relevance (Irene, 2023).

Assessment practices emerged as an ongoing challenge, scoring the lowest (65%). Teachers frequently struggled to develop reliable rubrics and consistent evaluation methods for the project-based outcomes, leading to discrepancies in student grading. William (2021) emphasized that without robust, authentic assessment systems, opportunities for meaningful feedback and student growth are severely compromised. Furthermore, the qualitative data confirmed that the assessment and reflection process lacked sustainability, with final results

often recorded only alphabetically on report cards rather than integrated into a comprehensive, detailed monitoring system, severely limiting effective reflective practice.

The process evaluation findings, indicating functioning yet suboptimal procedures, align with the general pattern observed in previous P5 studies, in which execution challenges were often more pronounced than conceptual acceptance (Sukrillah et al., 2023; Wulandari & Suryani, 2023). Stufflebeam (2007) stated that process evaluation is essential for identifying misalignments between the planned and actual implementation, allowing for necessary course correction. The results suggest that while the interactive and participatory methods reflect positive trends in project-based learning (Thomas, 2020), targeted interventions are required to elevate the process quality from “Good” to the level required for maximizing product outcomes.

The Product Evaluation demonstrated encouraging, though incomplete, outcomes, achieving an overall “successful” rating (74.6%). A major strength was the additional skills indicator, which reached an “Excellent” rating (80%). This finding confirms that the P5-PPRA’s project-based learning model is highly effective in imparting practical skills such as communication, teamwork, and problem-solving, and that these skills translate into observable student output. This skill development is consistent with the findings of Rahman and Aziz (2024) regarding the positive impact of P5 on student competencies and aligns with the global emphasis on competencies and the proven value of project-based learning (Araújo et al., 2025).

Despite high success in imparting practical skills, the evaluation revealed a significant lag in cultivating outcomes grounded in core values. Student mastery of Pancasila values (73%) and Rahmatan Lil Alamin principles (71%) fell below expectations compared to the skills output. This highlights the foundational challenge for Islamic schools to effectively balance intellectual competence with moral and spiritual integrity (Sukardi, 2020). The findings suggest that while cognitive and skill-based competencies are developing well, more intentional and sustained pedagogical strategies are critically needed to nurture these fundamental religious and character values.

The lag observed in character outcomes is strongly attributed to process weaknesses, specifically the insufficient comprehensiveness and continuity of the assessments identified earlier. Without robust assessment systems designed for non-cognitive domains, opportunities for providing meaningful feedback and promoting growth in character formation are severely compromised. Therefore, to effectively improve these crucial character outcomes, teachers must engage in frequent reflection on their teaching practices and accurately diagnose students’ competency mastery to ensure learning interventions are appropriately tailored and consistently implemented.

To address this product gap and optimize the already high potential of the additional skills indicator, a crucial shift is required toward differentiated instruction in classroom pedagogy. Although the skills output is strong, its consistency and breadth could be maximized if teachers consistently implemented differentiated strategies to address varied student learning needs and close identified learning gaps.

Research consistently shows that differentiated instruction enhances inclusivity and deepens learning, particularly for character formation (Pozas, Letzel, and Schneider, 2021; Tajik, Noor, and Golzar, 2024; McLaughlin, 2025). Consistent utilization of these tailored strategies is central to the P5-PPRA achieving its full potential by ensuring that both skills and values-based competencies are developed holistically and equitably among all learners. The challenge of integrating differentiated instruction, however, requires specific focus on teacher experiences and barriers in practice (Daşcıoğlu & Bümen, 2025; Lee & Hung, 2025).

Overall, the CIPP framework reveals a clear trajectory of implementation: strong conceptual alignment (Context) and student receptivity (Input) provide a solid foundation. However, systemic weaknesses in teacher competence and infrastructure (Input) and procedural

execution (Process) persistently limit the achievement of values-based outcomes (Product). The fundamental challenge lies in consistently translating policy intent into high-quality classroom practice. The structural hurdles identified, limited practical training, infrastructure constraints, time management issues, and inconsistent assessment, align precisely with the fragmentation and implementation gaps noted in previous, limited P5 studies.

The findings provide critical evidence for policymakers. To enhance the effectiveness and sustainability of the P5-PPRA program, key policy recommendations include: clarifying program goals to ensure a shared vision among all stakeholders; enhancing professional development with a focus on practical application; strengthening infrastructure to support specific skill development (Partey et al., 2024); and embedding differentiated instruction and authentic assessment into standard practice. Furthermore, assessing the structural relationships between the CIPP components is essential for informed decision-making (Alquraan et al., 2025).

For educators and administrators, the findings underscore the importance of aligning curriculum planning with real classroom conditions and fostering reflective practices to improve student learning outcomes. They must adopt project design approaches that maximize creativity and move students out of their comfort zones (Sevimli-Celik & Güvelioglu, 2026). Implementing robust formative assessment and utilizing differentiated instruction are critical practitioner-level steps to close the gap between skills and character development.

These integrated steps are essential for ensuring that the P5-PPRA successfully serves as a model for character-based curriculum reform. By addressing the systemic barriers across the Input and Process dimensions, the program can be optimized to achieve its ambitious goals of balancing academic excellence with moral and spiritual integrity. Future research should expand the scope of evaluation geographically to multiple regions, incorporate mixed-methods approaches with classroom observations to reduce self-reporting bias, and focus on assessing the long-term impacts to provide a more holistic understanding of the program's sustainability and effectiveness. This longitudinal approach is necessary for truly validating the long-term quality of educational reforms.

CONCLUSION

This study, employing the CIPP evaluation model, concludes that the P5-PPRA program in South Sulawesi madrasah demonstrates strong contextual fit and positive student engagement, thereby validating its core principles. However, the evaluation also systematically identified critical barriers to implementation, primarily related to teacher competence, inadequate infrastructure, and inconsistent execution of processes, which ultimately limit the full realization of Pancasila and Rahmatan lil Alamin values. While the scope is limited to one province and relies on self-reported data, the findings have significant implications: policymakers must strengthen professional development and infrastructure support, and practitioners must embed differentiated instruction and formative assessment. Future research should expand geographically and incorporate classroom observation to ensure a more generalizable and holistic understanding of the program's long-term sustainability.

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