Evaluating the Impact of the Inspiring School Program in High Schools: Reviewing Implementation and Educational Quality Enhancement

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ABSTRACT

This research aims to evaluate the Inspirational School Program using the CIPP (Context, Input, Process, Product) model, focusing on providing insights and recommendations for enhancing its effectiveness and sustainability. Data collection methods in qualitative descriptive research include interviews, observation, and documentation. The study's sample population comprises individuals associated with SMA Negeri 5 in Banjarmasin, including educators, school leaders, and grade XI students. In-person interviews were conducted with the school principal, homeroom teacher, counselling teacher, and students. Data analysis techniques encompass data collection, reduction, presentation, and verification/conclusion. The results indicate that the school's needs align with the Ministry of Education and Culture guidelines. Despite limited local government support, the program planning and evaluation processes have been implemented effectively despite obstacles. The Product Evaluation Stage reflects positive outcomes, including literacy, numeracy, character development, and school safety climate improvements. Educator and staff competence have also seen enhancements. It is recommended to align implementation with the Independent Curriculum, bolster human resources through educator and staff training, enhance infrastructure support, and seek increased government assistance to sustain and improve the program. These measures aim to enhance productivity further and ensure the continued success of the Inspirational School Program.

INTRODUCTION

The independent learning curriculum (Prototype), which is intensively campaigned, requires educators always to access educational information so that they are expected to become learning agents and change the learning paradigm by current government policies. Complex challenges in facing the future of the government made a giant leap with the Merdeka Belajar policy in terms of education quality to produce strong student graduates. The existence of independent learning is very relevant according

to the demands of 21st-century education in line with the needs of students because the essence of independent learning is to carry out education that is liberating and autonomous for both educators and schools to interpret essential competencies in the curriculum into educator assessments (Millati, 2021; Widiyono A. et al., 2021). Since issuing Circular Letter 1 of 2020 concerning the policy of freedom of learning in determining students' graduation, Nadiem Makarim, the new Minister of Education and Culture of Indonesia, has raised pros and cons from various circles regarding "Freedom of Learning" or "Freedom of Learning". "Freedom of Learning" liberates educational institutions, encourages students to innovate, and promotes creative thinking. This concept was then accepted considering the vision and mission of Indonesian Education in the future to create qualified humans who can compete in various fields of life (Herman & Madhakomala, 2024).

The Inspiring School program's (PSP) core curriculum idea relates to the Pancasila student profile to reinforce students' competence and character as one of the primary components in the execution of learning. The Pancasila Student Profile embodies Indonesian students as lifelong learners with the necessary skills, abilities, and moral qualities in line with Pancasila's six core values: faith, awe of God Almighty, noble character, global diversity, mutual aid, independence, and reasoning. Analytical and imaginative. The fundamental structure of the curriculum also delineates the ideas that educators must utilize as a guide when formulating instruction and evaluation plans. Curriculum Structure, Learning Outcomes, Learning Principles, and Assessment comprise the curriculum's core structure (Rohman et al., 2023). Inspiring School represents an enhanced version of the prior school reform initiative. The initiative speeds up the reform process in public and private schools in Indonesia by 1-2 steps. Until all Indonesian schools are a part of the program, the mechanism is implemented gradually and integrated with the environment. The Inspiring School Programme is primarily concerned with the professional development of school personnel, including administrators, teachers, and students. A student's quality is determined by how well they do academically above expectations in a welcoming, pleasant, safe, and enjoyable learning environment. The program includes all types of schools, including private and public ones (Murni, 2023).

The Inspiring School Program (PSP) is outlined in the Minister of Education and Culture Decree, 1177/M/2020 of 2020. PSP, as a model of quality education units, is a program of the Ministry of Education, Culture, Research and Technology updated and adjusted to the needs of learning renewal based on the Ministerial Decree (SK) number 162 / M / 2021 which is a replacement for the Kepmendikbud number 1177 / M / 2020. PSP is a Kemendikbudristek program that aims to create inspiring schools. These schools can focus on developing student learning outcomes holistically to realize the Pancasila Student Profile, which includes increasing competence and character, starting with increasing superior human resources (HR) from principals and teachers (Suryana & Iskandar, 2022).

Pancasila Student Profile Development is the term used to describe initiatives aimed at moulding Indonesian students' identities as morally upright individuals possessing competencies and attributes consistent with Pancasila values. Through the development of Pancasila Students, the Inspiring School Program (PSP) aims to fulfil the objective of Indonesian education by bringing about an advanced, autonomous, and personal Indonesia. Starting with outstanding human resources (principals and teachers), the Inspiring School model focuses on achieving comprehensive student learning outcomes, including competencies (literacy and numeracy) and character. A better version of the previous school transformation program is the Inspiring School Program (PSP). Public and private schools will advance one or two grades faster under the Inspiring School Program (PSP) in all school situations. The program will be implemented progressively and incorporated into the ecosystem until the Inspiring School Program is implemented in every school in Indonesia (Kemendikbudristek RI, 2021). Inspiring Schools is a program launched by the government to improve the quality of education in Indonesia. This program aims to encourage schools at primary and secondary levels to become excellent educational institutions and positively impact students. The program's primary focus is to improve teacher competence principal leadership, and strengthen school management. The benefits of Inspiring Schools for schools are improving the quality of education within three school years, increasing the competence of principals and teachers, accelerating school digitalization, accelerating the achievement of Pancasila student profiles, getting intensive assistance for school transformation, opportunities to be Inspiring for change for other schools (Gunawan & Sumarsono, 2019).

To realize the vision of the Pancasila Student Profile Strengthening Program, the government has implemented it at various school levels, including high schools. Decree of the Minister of Education and Culture Number 162/M/2021 explains that the Inspiring School Program (PSP) has the main objective of improving the overall competence of students, with a focus on encouraging the development of the Pancasila Student Profile, which includes competence and character (BSKAP, 2022; Kemendikbudristek RI, 2022).

However, even though this program has been running for some time, there has been no in-depth study that comprehensively evaluates the implementation of this program at the high school level. According to (Arikunto, 2014), Evaluation, in general, is carried out to collect information about a program, activity or project. This information is usually helpful for decision-making. It further states that a program must be evaluated, from which it will be known about the sustainability and constraints of a program, and it is expected to obtain a recommendation from the program whether it can continue or not (Munthe, 2015; Muryadi, 2017; Widyawati, 2017). Evaluation is a systematic process of collecting, analyzing and interpreting information.

Therefore, this study aims to evaluate the implementation of Inspiring Schools in high schools, to assess the success of the implementation of this program and its impact on improving the quality of education at the senior high school level, identifying supporting and inhibiting factors in the implementation of the Inspiring school program in high schools, providing recommendations and suggestions that can improve the effectiveness of the Inspiring school program in high schools. With this research, it is hoped that various essential aspects related to implementing the Inspiring School Program (PSP) at the high school level will be revealed (Kemendikbudristek RI, 2022; Rahayu et al., 2022).

Four primary dimensions comprise the evaluation framework known as the CIPP (Context, Input, Process, and Product) Evaluation Model. 1) Context: Evaluate the program's starting state and condition before it is put into action. It entails knowing the program's history, goals, and supporting policies. 2) Input: Evaluate the program's resources, such as the planning, curriculum, and instructional techniques. 3) Process: Assessing the program's execution, limitations and potential modifications, and how it is implemented. 4) Product: Evaluating the program's outcomes and effects on students, instructors, and the educational setting overall (Aziz et al., 2018).

This study attempts to give a thorough and detailed image of the implementation of the Inspirational Schools Program in secondary schools, along with the elements that facilitate and hinder it, using the CIPP model. To raise the program's overall efficacy, the model can assist in identifying areas that need to be increased or improved. These ideas and models are a part of the Indonesian government's initiatives to raise the standard of education, such as the Inspirational Schools Program and the Freedom to Learn program. It is essential to conduct this research using the CIPP (Context, Input, Process, Product) evaluation model, which is considered more appropriate, where the core of the CIPP evaluation model is to see the programme as a system. In other words, in applying this model, it is necessary to analyze the programme based on its components. The function of the CIPP model is to provide an in-depth and comprehensive picture of the programme's success. This model was chosen because of its effectiveness and broader scope, from the policy to the final results. Prior research has mainly concentrated on other factors, such as student involvement, modifications to instructional strategies, or other components, without addressing the influence of high-quality education (Maryati et al., 2023). For this program to significantly contribute to raising the standard of education in Indonesia, it is intended that the study's findings may be used to strengthen and expand its efficacy.

METHODS

his study employs a qualitative research methodology. The data collection techniques utilized include (1) Observation, (2) Interview, and (3) Documentation analysis (Sugiyono, 2017). These methods encompass the examination of documents and policies pertinent to the Inspiring Schools Programme's (PSP) deployment in senior high schools, direct observations of the activities conducted by the Inspiring School at the senior high school level, and interviews with educators, school leaders, and students within inspiring schools. Specifically, interviews were conducted with the school principal, two subject teachers (i.e., the homeroom teacher and the counselling teacher), and students from grade XI (Mayanti, 2023). This investigation aims to assess the execution of the Inspiring Schools Programme at SMA Negeri 5 in Banjarmasin. SMA Negeri 5 Banjarmasin was selected as the site for this study due

to its active engagement and comprehensive participation in the Inspirational Schools Program. It offers a detailed perspective on the institution's adaptation to the program, its strategies for overcoming challenges, and its practical implementation. The collected data will encompass various aspects, including teacher competencies, instructional methodologies modifications, school management quality enhancements, parental involvement, and student academic performance. This comprehensive data collection aims to provide a holistic understanding of the program's impact on the educational ecosystem within SMA Negeri 5 Banjarmasin.

This research was conducted within a certain period of 1 (one) year, with the CIPP (Context, Input, Process, Product) evaluation model developed by Daniel L. Stufflebeam. Compared to others, the advantage of the CIPP evaluation model is that it is more comprehensive and systematic. The CIPP model recognizes programs as complex systems. The model provides a more comprehensive view of the entire program lifecycle by examining various components of context, inputs, processes, and products. The following is a more detailed explanation of CIPP: (1) Understanding of context assessment related to decision planning, needs recognition, and formulation of program objectives requires an evaluator to be thorough and astute. (2) Evaluation of inputs requires that everything that affects how the Evaluation is carried out must be planned appropriately. This evaluation feedback will help organize decisions and identify the necessary resources. Looking for different options to do. Decide on the right strategy, develop an implementation plan, and focus on work procedures to achieve it. (3) The implementation of a program is called process evaluation. This method is being assessed. What activities will they be involved in, who is authorized to carry them out, and what is the end date of the activity? Process evaluation is intended for a wide range of actions. The program has been completed as scheduled since its implementation. (4) Product evaluation, carried out after a series of program evaluations. Evaluation to determine the program's results (Stufflebeam et al., 2000; Nurhasanah et al., 2022).

This research is expected to understand better the implementation of the Inspiring School Program (PSP) at the senior high school level. The results of this research can be used as a reference for the government, schools, and relevant stakeholders in improving this program's effectiveness. In addition, this research can also contribute to academic understanding of the implementation of educational programs in Indonesia.

RESULTS AND DISCUSSION

Inspiring schools prioritize the holistic development of student learning outcomes through the implementation of the Pancasila Student Profile, which encompasses both noncognitive (character) and cognitive (literacy and numeracy) abilities. This process begins with providing excellent human resources, such as teachers and principals. Teachers and principals from Inspiring Schools look over other educational establishments (Kemendikbudristek RI, 2021). Being one of the growing nations, Indonesia is very concerned with the field of education and the products that come from it. The Inspiring School curriculum is one of the curricula developed in Indonesia to produce graduates of high calibre. A primary objective of this Inspiring school curriculum is to enhance students' competency and character in alignment with the Pancasila student profile. Using the CIPP evaluation approach, an assessment of the Inspiring School's implementation in one of Banjarmasin City's high schools was conducted to determine the scope and evolution of the curriculum's effect (Context, Input, Process, Product) (Rurisman et al., 2023).

As a result of his attempts to assess ESEA (the Elementary and Secondary Education Act), Stufflebeam is credited as the primary creator or pioneer of the CIPP model assessment theory in 1965. A viewpoint contends, "The CIPP model is based on the view that the most important purpose of evaluation is not to prove, but to improve" (Stufflebeam et al., 2000; Werdhiastutie et al., 2020). The idea behind CIPP evaluation is that improvement, not proof, is the real goal of the assessment. Decision makers can find answers to four basic questions by using the four aspects of the CIPP Evaluation Model: (1) what to do, which includes gathering and analyzing data from needs assessments to determine goals, priorities, and objectives; (2) how do we do it, which includes identifying external programs and materials to gather information and allocating resources; and (3) is it done as planned, which gives information about how well the program is being implemented. Through ongoing program monitoring, decision-makers gain insight into the program's implementation, staff support and morale, conflicts that arise, material strengths and weaknesses, and budgetary issues. (4) If the program is effective, decision-

makers can more easily determine whether to continue, modify, or end it entirely by measuring outcomes and comparing them to expected results (Stufflebeam & Coryn., 2014; Liu et al., 2020).

Context Evaluation is the most fundamental type of assessment in the assessment of the School Inspiring Programme (PSP) Implementation Context, which aims to provide the basis and rationale for the programme. The government strategy offers a strategic basis for creating the Promoting Schools Programme (PSP). The Inspiring School program is being carried out at SMAN 5 Banjarmasin in compliance with the directives issued by the Ministry of Education and Culture. The principal is still planning the program using fundamental necessities as the basis for this chosen PSP project. The school needs analysis to be taken into account in doing this. During the study's context evaluation phase, the principal and a representative class teacher were the two informants with whom the researcher spoke in interviews. Teachers carry out learning activities by holistically improving student learning outcomes by integrating literacy, numeracy, and character skills. This information was gathered based on the findings of interviews performed. It must choose the appropriate learning method and be able to ask students to participate in learning activities to refine the development of the Pancasila learner profile. Because learning is accomplished by integrating students according to their interests, it is easy for instructors to use in the classroom, and student enthusiasm for learning grows. It may also be stated that the principal and instructors reasonably comprehend the PSP curriculum (Wiryatmo et al., 2023).

The Head of SMAN 5 Banjarmasin has a point of view on changing the way of learning going on so far. One of the efforts is to participate in selecting inspiring school principals, which was launched by the Ministry of Education and Culture (Kemendikbud). This effort aligns with the Inspiring School Program (PSP) described in the Decree of the Minister of Education and Culture Number 1177/M/2020 concerning the Inspiring School Program (PSP). The crucial factor to success in running the program is the support of qualified human resources (HR) competent in following the responsibilities and tasks. Regarding implementing the Inspiring School Program (PSP), reliable and skilled human resources are needed to ensure its smooth running, in line with one of the five central interventions the Inspiring School Program carries out. The five interventions are consultative and asymmetric assistance, strengthening school human resources, learning new paradigms, data-based planning, and school digitalization.

Input evaluation is related to materials, equipment, and facilities, which are prepared and supported and become a completeness of the curriculum developed (MKDP, 2011; Narvekar et al., 2020). The Inspiring School Program (PSP) evaluation of inputs reveals that school principals, teachers and other education personnel, facilities and infrastructure, student groups, parental support, and financing aspects were deemed inadequate at the outset of the program's implementation. As time passes, all parties involved in the school are more equipped in the second year. The information supplied complies with pancasila principles. The infrastructure and facilities to facilitate the PSP Curriculum's implementation are comprehensive. The principal of SMAN 5 Banjarmasin oversees teachers' application of the PSP Curriculum to ensure that it is executed flawlessly and to raise the calibre and competency of instructors. The PSP Curriculum has shown to be an excellent tool for teaching, and the learning methodologies employed have been modified to meet the demands of the curriculum.

Process evaluation and creating a school work programme are undoubtedly the first steps in evaluating the Inspirational Schools Programme (PSP) implementation. The programme plan is built on actual data from the school and integrated with Dapodik and the school's quality report card, thus ensuring that the implementation of the project and the student-focused learning approach match the educational institution's needs. According to the interviews, teachers' direction and supervision have resulted in students' knowledge levels matching the Pancasila student profile. Technological advances, learning materials developed by educators, and using school facilities and infrastructure contribute to learning activities. Teachers use evaluation rubrics to assess students' learning progress. Educators regularly organize training to improve teachers' competencies, which may be financed through a particular budget from the inspirational school (Andriansyah et al., 2022).

Table 1. Numeracy and Character Literacy Score Improvement

Indicators	2022	2023	Description
Literacy Skills	78,72	91,11	up 15,74%
Numeracy Skills	48,89	82,22	up 68,17%
Character	56,35	60,6	up 7,54%

The Evaluation of the product, the Inspiring School programme at SMAN 5 Banjarmasin, has successfully improved students' numeracy, literacy and character. As can be seen from the data in the table, there was a significant increase in students' literacy, numeracy and character from 2022 to 2023. The highest growth was recorded in numeracy skills, followed by literacy skills in second place, while character skills experienced a lower increase than the other two aspects. The results of the interviews with the subjects show that implementing the inspiring school programme plays a role in shaping a positive culture and climate in the school environment. The use of digital learning through various digital literatures was also successfully applied. The quality of learning outcomes aligns with the learning objectives and reflects the Pancasila student profile (Rahimi et al., 2023). The teaching modules implemented activities, timetables and scheduling effectively, providing increased student skills and experience with the material taught. For instructors to implement the Movers School Programme (PSP) curriculum well in the classroom, principals and teachers at SMAN 5 Banjarmasin must understand and be familiar with the concept. According to teachers, students feel more comfortable with the Inspiring school curriculum because learning activities can be tailored to each student's unique learning style, potential and interests.

In general, implementing the inspiring school programme at SMA Negeri 5 Banjarmasin has been operating smoothly, providing positive support to the quality of education at the high school level. It aligns with the government's efforts to release PISA to improve literacy and numeracy levels in senior high schools. Since 2021, Indonesia has complemented PISA with the National Assessment (AN) to evaluate education quality holistically across schools and regions. Based on the Ministry of Education and Culture's report on PISA, a comparison between the 2013 Curriculum (K-13) and the Independent Curriculum in improving literacy and numeracy from the National Assessment (AN) from 2021 to 2023 shows that the longer the implementation of the independent curriculum, the more significant the improvement in literacy and numeracy in schools (Kemendikbudristek, 2023).

However, in addition to this, there are barriers to implementing the Inspiring Schools programme, namely the lack of understanding and support from the local government and various parties. Local governments have a crucial role in supporting the implementation of PSP in their areas. However, some local governments have not fully understood PSP and have not provided adequate support. Local governments must provide sufficient understanding and support to schools selected as inspiring schools to overcome these obstacles, cooperation and synergy from various parties, including the government, schools and communities. Thus, it is expected that implementing the Mobilising Schools programme can run more effectively and efficiently in improving the quality of education in Indonesia (Pertiwi et al., 2023).

CONCLUSION

The Inspiring School Program (PSP) in SMAN 5 Banjarmasin presents a forward-thinking approach to education in Indonesia, emphasizing the comprehensive development of students through the cultivation of cognitive and noncognitive skills aligned with the Pancasila Student Profile. This initiative underscores the importance of quality human resources and a supportive curriculum to foster an environment conducive to the holistic growth of students. The CIPP model's application in evaluating the program's effectiveness highlights a pragmatic shift towards improvement-oriented assessment, allowing for a nuanced understanding of the program's impacts and areas for enhancement. Significant gains in literacy, numeracy, and character among students validate the program's efficacy, showcasing its role in shaping a positive educational culture and meeting the objectives set by the national education standards.

Despite these successes, the program's implementation faces obstacles, primarily from a lack of support and understanding from local government and related stakeholders. This challenge points to a broader issue of alignment and commitment across different levels of governance and community involvement in educational reform. For the PSP to realize its full potential, it is imperative that these barriers are addressed through increased awareness, collaboration, and resource allocation. Moreover, the program's achievements in enhancing student outcomes reflect positively on Indonesia's broader educational strategy, aligning with international educational standards as evidenced by PISA and National Assessment (AN) scores. Ultimately, the Inspiring School Program exemplifies a model for educational improvement that, with sustained support and adaptation to feedback, could significantly contribute to the advancement of Indonesia's educational landscape.

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