


Evaluation of the Pancasila Ideology Development Policy for Educators at the Pancasila Ideology Development Agency

¹Miduh Sanches Marihot, ²Ermaya Suradinata, ³Layla Kurniawati

Sekolah Pascasarjana, Institut Pemerintahan Dalam Negeri, Jakarta

Article Info	ABSTRACT
Keywords: Evaluation, training, CIPP, qualitative	The problem in the implementation of training is that the objectives of the training program have not been achieved, such as increasing the competence of training participants, this is evidenced by the results of the pretest and posttest scores which are not too different. Therefore, an evaluation is needed in the implementation of the PIP training program. Considering that there has never been an evaluation of the PIP training program for the 2023 and 2024 budget years, especially in the implementation of education and training for PIP training teachers. The importance of program evaluation includes providing information that is used as a basis for making policies and decisions. The objectives of this study are, 1) to evaluate the training program for PIP training teachers at BPIP in the 2023 and 2024 fiscal years, 2) to analyze the obstacles and barriers to evaluating the training program for PIP training teachers at BPIP in the 2023 and 2024 budget years, 3) to analyze the efforts of the training program for PIP training teachers at BPIP. This research method uses a naturalistic qualitative approach (case study). By using the CIPP evaluation model. The evaluation components are: 1) context, 2) input, 3) process and, 4) product. The data analysis technique used is the Miles and Huberman model. The results of the study on the context dimension did not find any gaps, the input dimension still found gaps in the indicators: 1) facilities and infrastructure, 2) methods, and 3) teaching materials, the process dimension still found gaps in the training implementation indicators, and the product dimension still found gaps in the accreditation indicators.
This is an open access article under the CC BY-NC license 	Corresponding Author: Miduh Sanches Marihot Sekolah Pascasarjana, Institut Pemerintahan Dalam Negeri, Jakarta sanchessimbolon@gmail.com

INTRODUCTION

According to Law Number 20 of 2003, Article 1 paragraph (1) states that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. Article 13 paragraph (1) states that the education pathway consists of formal, non-formal, and informal education which can complement and enrich each other. Based on the article above, improving the quality of human resources (HR) can not only be achieved through formal education, but can also be achieved through non-formal education, one of the non-formal education activities is training (Fazrina, 2016:7). According to Nadler and Wiggs

(in Iswan, 2021:2), Training is a technique that focuses on learning about the skills, knowledge, and attitudes needed to start a job or tasks or to improve the ability to do a job or task. The unit that handles education and training is called the education and training center (Iswan, 2021:2).

Based on the results of the National Survey of the Center for Strategic and International Studies (CSIS), 9.5 percent of the millennial generation agree with the idea of replacing Pancasila with another ideology. Although only 9.5 percent of the group wants ideological changes in Indonesia other than Pancasila, this group must still be considered. Because, it is not impossible, the number will continue to grow if left alone. Based on the results of the LSI Denny JA survey regarding the pro-Pancasila analysis survey in 2018, it was found that the percentage of the public who were not pro-Pancasila was 26 percent. When viewed from the last 13 years, the percentage of the pro-Pancasila public has continued to decline from year to year. The results of the SMRC survey also indicate that even from the most elementary level, the public's basic knowledge of Pancasila is still not optimal, with a score of 64.6.

Based on the research results of Octavian (2019), education is needed, because based on the results of the pretest and posttest, there was no significant increase in students' knowledge of Pancasila values after being given material through educational activities and the problems that have emerged in Indonesia reflect the fading and abandonment of these values, and instilling Pancasila values from an early age needs to be done.

Based on the above problems, the government has issued Presidential Decree Number 24 of 2016, in order to uphold and implement Pancasila values, it is necessary to carry out Pancasila Ideology Development (PIP) through a program that is designed in a planned, systematic, and integrated manner. Based on the above considerations, the government issued a regulation in the form of Presidential Regulation of the Republic of Indonesia Number 7 of 2018, in article 3, explaining that the Pancasila Ideology Development Agency (BPIP) has the task of assisting the President in organizing education and training (diklat), and in article 34, stating that, the Deputy for Education and Training has the task of organizing PIP diklat.

Based on the results of previous interviews with one of the Middle Expert Learning Technology Developers (PTP), the form of PIP training activities is the implementation of training for PIP training teachers. However, the problem is that the objectives of the training program have not been achieved, such as increasing the competence of training participants, this is evidenced by the results of the pretest and posttest scores, there was no significant increase. Therefore, an evaluation is needed in the implementation of the PIP training program. Considering that there has never been an evaluation of the PIP training program for the 2023 and 2024 budget years, especially in the implementation of education and training for PIP training teachers. The importance of program evaluation includes providing information that is used as a basis for making policies and decisions (Purnomo, Apta, H & et al., 2022: 2238), as a basis for making objective recommendations about the PIP training program that is being implemented. In evaluation science, there are various models that can be used in evaluating programs (Arikunto, Suharsimi & Jabar, Cepi: 2018: 40).

From the background description above, the Author will conduct an evaluation of the

training program for PIP training instructors at BPIP, because based on the results of interviews with BPIP Middle Expert Learning Technology Developers, the objectives of the training program have not been achieved optimally, seen from the results of the pre-test and post-test as seen in table 1.1 the values obtained by the participants are not too different, therefore in the implementation of the training program, a program evaluation is needed. Considering that a training program evaluation has never been carried out. The benefit of the evaluation is to obtain very useful information for decision making and further policy making of the program, because from the input of the program evaluation results, decision makers will determine the follow-up to the program that is being or has been implemented. The form of the evaluation results is a recommendation from the evaluator for the decision maker.

Table 1.1 Pretest and posttest scores of participants in the Pancasila ideology development training

Fiscal year	Number of participants	Pre-test Score	Post-test Value	Increase in Value
2024	290	50.93	60.07	9.14
2023	148	50.18	52.25	2.07

Source: recapitulation results of training scores

In general, this study aims to determine the effectiveness of the program, while specifically this study is expected to produce a recommendation in the form of a PIP training implementation strategy through a description of the evaluation results and has utility value and contributes to improving quality, especially those related to the implementation of the PIP training program and is used as a reference for BPIP in determining each policy in implementing the program. In addition, the results of this study can be used as a reference that can be used as information for other researchers. The focus of the objectives is: Evaluating the training program for PIP training instructors at BPIP TA2023 and 2024. Analyzing the obstacles and barriers to evaluating training programs for PIP training instructors at BPIP in the fiscal year 2023 and 2024. Analyzing the training program strategy for PIP training instructors at BPIP.

METHOD

In completing this research, the researcher used qualitative. This research uses a case study approach, according to Baxter & Jack (in Yin, RK, 2021:1) an approach that is carried out intensively, in detail and in depth regarding something being studied, whether in the form of programs, events, activities and others to obtain in-depth knowledge/information about it.

Data sources in primary and secondary research. In this study, informants who are considered to know the information and problems in depth and can be trusted to be a solid source of data. In the techniques and instruments of data collection through interviews, observation and documentation analysis. In the process of data analysis, this study uses a qualitative approach using data analysis in the field of the Miles and Huberman model. Activities in data analysis are data reduction, data display and conclusions or verification.

RESEARCH RESULTS AND DISCUSSION

The results of the evaluation of the training program for PIP training instructors at BPIP in the fiscal year 2023 and 2024 are described in 4 dimensions, namely context, input, process, product. The following is a discussion of the results of the research that has been conducted:

Context dimension

Key informant disclosure of this stage is done through a review of related indicators, namely program objectives. Based on the results of data collection interviews that have been obtained, the data reduction process is carried out in order to obtain answers according to the classification of answer types, the conclusion is that all respondents agreed with the statement given by the researcher. That there is an increase in values, knowledge, and actions to actualize Pancasila but not too different. This is proven based on the results of interviews that have been tested for validity using member checking for the results of member checking can be seen in Appendix 4.1.

Based on the results of the interview with the resource person, PD 1 revealed that the training refreshed his enthusiasm in instilling the values of Pancasila, and the resource person PD 2 felt enlightened in conveying Pancasila contextually, even though his test scores did not change much.

Furthermore, the researcher also conducted in-depth interviews with the informants to find out the inhibiting factors that caused the scores not to increase significantly because the committee agreed that the participants' high level of maturity, their age was no longer young, and the perception that they had mastered the training material before made them not feel the need to make major adjustments. The pre-test and post-test finally showed a minimal gap in improvement.

In the civil service structure of the State Civil Apparatus (ASN) in Indonesia, employees in groups IV.a to IV.c are included in the highest level of office in the category of group space IV or the mentor group. Employees with groups IV.a (Mentor), IV.b (Level I Mentor), and IV.c (Young Main Mentor) are generally senior civil servants (PNS) who have traveled a long career path and met various administrative requirements, job experience, and certain competency qualifications.

In general, to reach group IV.a, a civil servant must have a minimum work period of around 20 years with various promotion provisions that have been met since group III/d. Furthermore, to move up to groups IV.b and IV.c, additional work periods are required, usually 4-5 years each at the previous level, as well as having participated in and passed the credit score assessment, leadership education and training (diklatpim), and having good and consistent work achievements.

Civil servants with groups IV.b and IV.c generally occupy high functional or structural positions and have a deep understanding of the tasks and functions of their organization. Therefore, they are referred to as senior employees because they have gone through various stages of career development, have extensive work experience, and are considered to have maturity both in terms of ideology and professionalism.

This condition is in line with the results of data analysis in the implementation of PIP Training, where the majority of training participants come from senior officials with groups

IV.a to IV.c. The level of maturity and experience of participants makes them tend to consider training materials as a repetition of previously mastered knowledge. This is what causes the increase in pre-test and post-test results to not be too significant.

In other words, the initial level of participants who are already ideologically and knowledge-wise qualified. It should not only require basic understanding, but more on refreshing understanding, where the age is no longer young and the perception that this training is not something new. They may feel that they have enough understanding. While from the teaching side, the researcher concluded that some participants saw this training more as a repetition than new learning. Mtraining materials do not provide new challenges for them. From the learners' side, researchers can conclude that learners have been teaching for decades, the materials given are not much that is truly new, age and experience make them feel mature enough in terms of values and understanding. So this training is more of a space for reflection than for developing new knowledge.

Overall for the stage *context* This has been fulfilled. There is indeed an increase in values, knowledge, and actions. However, the increase is not very different quantitatively, especially in the form of pre-test and post-test. Based on the results of in-depth interviews, researchers can conclude that the main inhibiting factors are: 1) the initial level of knowledge of participants is already high, 2) most participants are experienced teachers and have actualized Pancasila in their daily lives, 3) age and attitude stability cause resistance to substantial renewal, 4) cognitive tests are not fully able to capture improvements in aspects of attitude and actualization. This is in line with the results of Magdalena's research (2021) the success of the pre-test and post-test techniques carried out does not always show good results, it all depends on the condition of the students' understanding. Although not too different, giving a post-test at the end of each meeting will greatly help students in repeating or drawing conclusions during the lessons they have taken, so that what has been absorbed by students will last longer in memory (Effendy, 2016:86). In accordance with the opinion of Hisyam et al (2005:71), namely: "Giving questions and getting answers (giving questions and answering questions) is a very good strategy used to involve students in repeating their lesson material. Pre-test and post-test are forms of formative evaluation that function to determine the progress or development of student learning (Siregar, et al, 2023:3).

Input Dimensions

Disclosure of key informants at this stage is carried out through a review of related indicators, namely, pimplmentation, teachers, participants, facilities and infrastructure, methods, standards and curriculum, teaching materials and budget. At this stage, key informants were given 12 statement items. Based on the results of the interview data collection that had been obtained, a data reduction process was carried out to obtain answers according to the classification of answer types, the conclusion is that from the 12 statement items that had been given, there were 9 statements that received answers that were in accordance with the standards/benchmarks that had been set, namely as follows, that:

1. PIP training is organized by BPIP and/or state institutions, ministries/agencies, regional governments
2. The implementation of PIP training is aimed at predetermined targets

3. The implementation of PIP training starts from planning, implementation, evaluation and monitoring.
4. The teachers come from the team that compiles the technical instructions and/or PIP education and training modules, experts or specialists, and/or alumni of education and training for PIP training teachers with very satisfactory qualification scores (93-100), as determined by the head of BPIP.
5. Participants must be Indonesian citizens, physically and mentally healthy, of good behavior, at least 25 years old, and have integrity and mastery of Pancasila material competencies.
6. Availability of facilities such as national symbols, national flags, tables, chairs, whiteboards, display boards, projectors, computers/laptops, printers, reference books, teaching materials, audio/visual recorders, sound systems, internet networks, multimedia technology, office stationery.
7. PIP training standards are in accordance with the provisions
8. The PIP training curriculum is in accordance with the provisions
9. The implementation of PIP training is carried out using a budget from DIPA.

Based on the results of data matching or data triangulation, the researcher stated that although the teaching materials were complete in terms of documents, their implementation was not in accordance with the planning. Program planning functions to provide direction for the implementation of learning so that it becomes focused and efficient. One part of the learning plan that is very important to be made by the teacher as a learning director is the Learning Implementation Plan (RPP) (Hasyim, 2022:119).

According to Faiq (2012: 25) the implementation of learning activities is the implementation of a lesson plan, so the implementation of learning must also be in accordance with the lesson plan. With consistency between planning and implementation of learning, the objectives of learning activities can be achieved. Kholifah (2013: 23) also argues that when carrying out learning activities, they must be in accordance with what has been made in the lesson plan which begins with initial activities, core activities, and closing activities, so that quality learning activities are created. The impact if the lesson plan is not implemented according to the plan is that learning objectives may not be achieved. Because the core material may not be conveyed, participants do not achieve the expected learning outcomes and learning becomes unfocused and loses direction.

Process Dimension

Disclosure of key informants at this stage is carried out through a review of related indicators, namely planning, implementation and assessment.. At this stage, key informants were given 11 statement items. Based on the results of the interview data collection that had been obtained, a data reduction process was carried out to obtain answers according to the classification of answer types, the conclusion is that from the 11 statement items that had been given, there were 8 statements that received answers that were in accordance with the standards/benchmarks that had been set, namely as follows, that:

1. Planning at least includes:
 - a. place and time of the event;

- b. number of participants and education and training personnel;
 - c. facilities and infrastructure; and
 - d. funding
2. Printed and/or non-printed materials include:
- b. module;
 - c. teaching materials;
 - d. short film
 - e. broadcast material
 - f. written script
 - g. props
 - h. reference
1. PIP training is carried out for 32 (thirty two) teaching hours.
 2. The maximum number of teaching hours is 8 (eight) teaching hours per day.
 3. PIP training participants are in accordance with the specified targets
 4. knowledge competency includes 15% objective test and 15% case questions
 5. behavioral value/attitude competencies include discipline 10%, cooperation 10%, initiative 5%, leadership 5%
 6. teaching actions/practices include mastery of material/substance (10%), use of learning methods and media, use of language and intonation, attitude and behavior, punctuality, and neatness of dress

The interview results were reinforced by the results of interviews with students which concluded that PD 1 stated that although the material was designed for teachers, many examples and illustrations were not relevant to current conditions. The PD 2 resource person added that the material should be supplemented with current topics such as the challenges of digitalization and diversity in the era of social media. In addition, the researcher also conducted a document review of the teaching materials that had been prepared by the Pancasila Ideology Development Agency (BPIP). Based on the search, it was discovered that the teaching materials were last published in 2020. Thus, at the time this research was conducted, the teaching materials were five years old. In the context of the dynamics of the development of the era that is moving very quickly and the emergence of various strategic issues in the last five years, the teaching materials are considered no longer fully applicable. This shows the need for content updates so that the material presented remains relevant, contextual, and able to answer current learning challenges.

Based on triangulation, it can be concluded that the content contained in the teaching materials must be updated or refreshed to be more contextual and relevant to current issues. PContent improvement is important to remain relevant and adaptive, if the material is not updated regularly, it will not be applicable. Teaching materials that are not updated will become obsolete and irrelevant to the dynamics of social, cultural, technological, and the needs of today's students. Given that teaching materials that are of good quality and good quality and appropriate and appropriate will make it easier to achieve learning objectives (Sugiarti, 2013:49). According to Anwar (2017) the right learning theory for adults refers to the concept of Andragogy education, with its principle of application, learning will be easier if

participants see its relevance that can be applied to work situations. If the teaching materials are not interesting or not in accordance with the current context, participants will lose their sense of urgency to learn, do not feel an emotional or intellectual connection to the material, and consider the training to have no practical benefits. The importance of intrinsic motivation in individuals compared to extrinsic motivation, this is in line with the Self-Determinancy Theory proposed by Edward L. Deci and Richard Ryan (Hamzah, 2019:66). According to Hamalik (2008), intrinsic motivation is a motivation that influences the learning process that comes from the desires, abilities, ideals, needs and goals of individuals to learn. According to Sardiman (2014:89), intrinsic motivation is a motive that becomes active or functions so that it does not need external stimulation, because from within the individual there is already a drive to do something. Intrinsic motivation arises when participants feel meaningful, relevant, and towards the material being studied. Monotonous and non-contextual material causes boredom. The combination of static teaching materials and one-way lecture methods makes participants' concentration easily decrease. Decreased focus makes information difficult to absorb, participants are not actively involved, there is no strengthening of long-term memory. The duration of concentration of students generally increases in the first 15-20 minutes, then decreases in the second 15-20 minutes, and then increases and decreases again and the tendency for this decrease in attention occurs in line with the length of time the study is carried out (Mudjiono in Setyani Mutia Rahma, 2018: 76). The duration of this concentration is influenced by how interesting and interested students are in following the learning process, so this is the task of a teacher and it is hoped that teachers can enliven the classroom atmosphere during the learning process in order to restore students' concentration (Kuscahyanto, 2023:19). It can be concluded that due to lack of motivation and decreased concentration, learning outcomes are not optimal. Participants have difficulty understanding, remembering, and applying the material, so that it has an impact on post-test scores that are not much different from the pre-test.

Furthermore, the third finding is still in the same indicator, showing that the PIP training materials prepared by BPIP in non-printed form are ineffective, students need printed training materials. This is proven based on the results of interviews conducted by resource person PA 1 explaining that all teaching materials in the training are provided in non-printed formats such as PDF and online modules for ease of distribution and efficiency. Resource persons PA 2 and PA 3 stated that the use of digital formats makes it easier for participants to access and store training materials. Resource person PA 4 added that the distribution of digital materials is very helpful for participants from various regions because it is faster and more cost-effective. Resource person PG 1 supports the use of digital materials because they are easily accessible and can be updated directly. Resource person PG 2 also welcomed this approach because it is in line with the spirit of digitalization and is more environmentally friendly. From the participant's perspective, resource person PD 1 admitted that digital materials are practical, but feels more comfortable with printed materials that can be crossed out or marked. Resource person PD 2 also feels that digital materials are efficient, but suggests that the printed version remain available because it is more stable for areas with limited digital infrastructure. In addition, researchers also verified the availability of printed teaching

materials provided by BPIP for training participants. Based on the investigation conducted, it was discovered that BPIP had actually provided printed teaching materials. However, the number was very limited, which was only around ten copies for each module. The printed teaching materials were stored in the reading room located in the corner of the Legal Documentation and Information Network (JDIH). This limited number meant that not all participants had direct access to printed teaching materials during the training process.

Based on the results of the interviews and documentation analysis above, it can be concluded that printed teaching materials are very necessary even though BPIP has provided non-printed teaching materials, this is in line with the results of interviews with students, training participants who come from the older generation are generally still accustomed to conventional learning methods. They are more comfortable using physical media such as books or printed modules. The use of printed teaching materials is self-sufficient, meaning that they can be used directly or no other tools are needed to use them (Heryani & Rustina, 2018:73). This is in line with David Kolb's learning style theory, David Kolb emphasized that a person's orientation in the learning process is influenced by four tendencies, namely concrete experience (feeling), reflective observation (watching), abstract conceptualization (thinking), and active experimentation (doing). These four learning tendencies when combined will form four types of learning styles, namely diverger, assimilator, converger, and accommodator learning styles (Ghufron and Risnawati, 2012). Printed materials make it easy for participants to mark, write notes in the margins, or highlight important parts with a highlighter, quickly view the entire material without having to navigate digital menus, these activities are important in the learning process because they can help to improve memory, reorganize concepts that are understood personally. By using printed materials, participants do not need to worry about running out of battery, technical problems, or weak internet connections. This is very helpful, especially when training is conducted in areas where digital infrastructure is still limited. Reading on the screen for a long time can cause eye fatigue, headaches, and decreased concentration (digital fatigue). In general, digital fatigue is a condition of mental and physical fatigue caused by repeated and continuous use of digital media (Munawaroh, 2020:82). Printed materials will be more friendly to eye health, do not cause a blue screen effect (blue light), provide flexibility in reading time without excessive fatigue, of course, it can avoid using computers for too long too can cause visual disturbances. These disturbances can be in the form of eye fatigue (Asthenopia) (Nikmah, et al., 2023:7579). Eye fatigue occurs due to intensive use of the visual function, which triggers a decrease in visual endurance (Pratiwi et al., 2020).

Product Dimensions

Key informant disclosure of this stage is done through a review of related indicators, namely, final grades, number of graduates, certificates and accreditation. At this stage, key informants are given 5 statement items. Based on the results of the interview data collection that has been obtained, a data reduction process is carried out to obtain answers according to the classification of answer types, the conclusion is that from the 5 statement items that have been given, there are 4 statements that get answers that are in accordance with the standards/benchmarks that have been set, namely as follows, that:

2. The final score, experienced an increase from the pre-test and post-test results.
3. The final number of TOT training graduates who were successfully achieved was 100%.
4. Certificates are awarded to PIP training participants who meet the graduation requirements.
5. Certificate issued by BPIP

Meanwhile, there was 1 statement found in the respondent's answer which stated that it did not comply with the standards, namely in the certificate and accreditation indicators, BPIP has not provided accreditation to PIP Training organizers in state institutions, ministries/agencies, and local governments. This is proven based on the results of interviews with BPIP sources, who said that:

PA 1: "Actually, BPIP has the potential and role to provide accreditation to PIP Training organizers in state institutions, ministries, and regional governments, but until now there has been no real implementation in this regard."

PA 2: "Actually, BPIP has the potential and role to provide accreditation to PIP training organizers in state institutions, ministries, and regional governments, but until now there has been no real implementation in this regard."

PA 3: "Actually, BPIP has the potential and role to provide accreditation to PIP training organizers in state institutions, ministries, and regional governments, but until now there has been no real implementation in this regard."

PA 4: "Actually, BPIP has the potential and role to provide accreditation to PIP training organizers in state institutions, ministries, and regional governments, but until now there has been no real implementation in this regard."

Resource persons PA 1, PA 2, PA 3, and PA 4 consistently conveyed that BPIP has the potential and an important role in providing accreditation for the implementation of PIP Training in state institutions, ministries, and local governments. However, the four resource persons agreed that until now there has been no real implementation of this role. This shows that although the strategic role of BPIP has been recognized, its implementation has not yet been realized in the form of policies or formal mechanisms that can strengthen the quality of training implementation.

CONCLUSION

Based on the results of the previous analysis and discussion, the researcher drew several conclusions regarding the training program for PIP training teachers in BPIP in 2023 and 2024. In the context dimension, the evaluation shows that the training objectives have been met without any significant gaps, because all respondents agreed that there was an increase in values, knowledge, and actions in actualizing Pancasila, although the increase was not significant. In the input dimension, several indicators were found that were not yet optimal, such as the absence of health facilities that affected the comfort and focus of participants, the dominance of lecture methods that made learning monotonous and less interactive, and the implementation of unsystematic RPPs that caused learning objectives not to be achieved optimally. In the process dimension, although most activities have been carried out according

to the criteria, the learning method is still dominated by one-way lectures that are not in accordance with the principles of andragogy, plus teaching materials that are less applicable and the dominance of non-printed teaching materials that have the potential to cause digital fatigue. In the product dimension, the training program showed positive results in the form of increased values, 100% graduation, and the provision of certificates, but the absence of accreditation from BPIP is an important note. The identified obstacles include the high level of maturity of students so that the material feels repetitive and less challenging, the absence of health facilities, the dominance of lecture methods, the lack of variety in learning styles, low intrinsic motivation, the mismatch between planning and implementation, classical learning that is not adaptive to adults, teaching materials that are not applicable, and the use of non-printed materials that cause visual fatigue. This emphasizes the importance of adjusting the design and training strategy to be more contextual, adaptive, and humanistic with an andragogical approach that prioritizes experience, relevance, and active participation of participants, as well as infrastructure support, varied learning methods, and periodic material updates. For this reason, training improvement strategies include periodic curriculum and material updates, integration of contextual case studies, needs-based module design, application of an andragogical approach, diversification of learning methods, advanced training for teachers, strengthening participant motivation through a reflective approach and giving awards, consistency in the implementation of RPP, adaptive scheduling, provision of health facilities, selection of age-friendly locations, provision of teaching materials in a mixed format that is age-friendly, as well as formative evaluation and follow-up in the form of post-training learning communities. These strategies aim to increase the effectiveness and efficiency of the implementation of PIP Training and provide a real impact in strengthening the Pancasila ideology.

REFERENCES

- Abdussamad, Zuchri. (2021). Metode Penelitian Kualitatif. Syakir Media Press.
- Adellia, Yolanda & Prajawinanti, Arin. (2021). Implementasi model evaluasi cipp pada pelaksanaan program kelompok belajar TBM Leshutama era pandemi covid-19. *Jurnal Ilmiah Ilmu Perpustakaan dan Informasi*. 9(2). 74. <https://jurnal.uin-antasari.ac.id/index.php/pustakakarya/article/view/5516>
- Adhari, Putri, A. (2022). Penguatan Nilai Pancasila dalam Kehidupan pada Arus Globalisasi. *Jurnal Pendidikan Tambusai*. 6(2). 10579. <https://jptam.org/index.php/jptam/article/view/4101>
- Anisaturrahmi. (2021). Evaluasi Program Pendidikan Non-Formal Pada Rumoh Baca Hasan-Savvas Di Kota Lhokseumawe. *Jurnal Pendidikan*. 10(2). <https://jurnal.ar-raniry.ac.id/index.php/Pionir/article/view/10291>
- Arikunto, Suharsimi & Jabar, Cepi. (2018). Evaluasi Program Pendidikan. Bumi Aksara.
- Arikunto, Suharsimi & Jabar, Cepi. 2009. Evaluasi Program Pendidikan (volume 2). Bumi Aksara.
- Arikunto, Suharsimi & Jabar, Cepi. Evaluasi Program Pendidikan: Pedoman Teoretis Praktis bagi Mahasiswa dan Praktisi Pendidikan.

- Arikunto, Suharsimi. (2012). Dasar-dasar Evaluasi Pendidikan (volume 2). Bumi Aksara.
- Artur, Riyan. (2018). Evaluasi Program Diklat Karya Tulis Ilmiah Untuk Widyaiswara Pusbangtendik Kemendikbud. *Jurnal Penelitian dan Evaluasi Pendidikan*. 22(1). 38. <https://scholarhub.uny.ac.id/jpep/vol22/iss1/4/>
- Aryanti, Teni. (2015). Evaluasi Program Pendidikan Dan Pelatihan. *Jurnal Pendidikan Nonformal*. 10(1). <https://journal2.um.ac.id/index.php/JPN/article/view/3003>
- Basri, Hasan & Rusdiana. (2015). Manajemen Pendidikan dan Pelatihan. CV Pustaka Setia.
- Creswell, John W. (2010). Research Design, Pendekatan Kualitatif, Kuantitatif, dan Mixed. (Edisi terjemahan oleh Achmad Fawaid). Pustaka Pelajar.
- Darmayanti, Stovika, E & Wibowo, Udik, B. (2014). Evaluasi Program Pendidikan karakter di Sekolah Dasar Kabupaten Kulon Progo. *Jurnal Prima Edukasia*. 2(2). 223. https://www.researchgate.net/publication/307776786_EVALUASI_PROGRAM_PENDIDIKAN_KARAKTER_DI_SEKOLAH_DASAR_KABUPATEN_KULON_PROGO
- Darodjat & M, Wahyudhiana. (2015). Model Evaluasi Program Pendidikan. *ISLAMADINA*. 14(1). 4. <https://jurnalnasional.ump.ac.id/index.php/ISLAMADINA/article/view/1665>
- Iswan. 2021. Manajemen Pendidikan dan Pelatihan. Rajawali Pers.
- Mufid, Muhammad. (2020). Evaluasi Model Context, Input, Process and Product (CIPP) Program Baca Tulis Al-Qur'an di Institut Agama Islam Negeri Pekalongan. *Quality*. 8(1). 5. <https://journal.iainkudus.ac.id/index.php/Quality/article/view/6908>
- Mulyaningsih. (2016). Evaluasi Pelaksanaan Pendidikan dan Pelatihan Kompetensi Sumber Daya Aparatur (Studi di Badan Kepegawaian Daerah Kota Magelang). *Jurnal Administrative Reform*. 4(4). <https://e-journals.unmul.ac.id/index.php/JAR/article/view/610>
- Muttaqin, Zedi & Wahyun. (2019). Pemahaman dan Implementasi Ideologi Pancasila di Kalangan Generasi Muda. *CIVICUS: Pendidikan Penelitian Pengabdian Pendidikan Pancasila & Kewarganegaraan*. 7(2). 34. <https://journal.ummat.ac.id/index.php/CIVICUS/article/view/1139>
- Nugrahani, Farida (2014). Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa.
- Octavian, Wendy, A. (2019). Upaya Peningkatan Pemahaman Nilai Pancasila Terhadap Siswa Melalui Kegiatan Penyuluhan. *Jurnal Bhineka Tunggal Ika*. 6(2). 204. https://www.researchgate.net/publication/345274732_UPAYA_PENINGKATAN_SURAT_KEPUTUSAN KEPALA BPIP NOMOR 35 TAHUN 2022 TENTANG PETUNJUK TEKNIS PENDIDIKAN DAN PELATIHAN BAGI PENGAJAR PENDIDIK DAN PELATIHAN PEMBINAAN IDEOLOGI PANCASILA
- Syamsudin, dkk. (2009). Pendidikan Pancasila. Total Media