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Evaluation of the Projek Penguatan Profil Pelajar Pancasila for character building

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ABSTRACT

The rapid advancement of technology has reshaped various dimensions of human life, requiring education systems to prepare students for complex future challenges. In Indonesia, the Pancasila Student Profile Strengthening Project (P5) was launched as a national initiative to cultivate the competencies and character necessary for students to navigate these transformations. This study evaluates the implementation of the P5 program in a public junior high school in West Jakarta using a qualitative approach and the CIPP evaluation model. Data were obtained through interviews, observations, and document analysis involving the principal, teachers, students, parents, and a school supervisor. The context evaluation revealed alignment between P5 and national education goals, although designing projects that were responsive to students' needs and local values remained challenging. The input evaluation showed adequate facilities but uneven teacher readiness and inconsistent parental support. The process evaluation demonstrated active engagement, collaboration, and creativity, yet implementation was hindered by limited time, coordination challenges, and varied student participation. The product evaluation indicated improvements in cooperation, independence, critical thinking, and confidence, though students with limited home support faced obstacles. The study highlights the need for enhanced teacher training, stronger stakeholder collaboration, and equitable resource allocation to ensure the program's sustainability.

ABSTRAK

Kemajuan teknologi yang semakin pesat telah mengubah berbagai dimensi kehidupan manusia sehingga sistem pendidikan harus mempersiapkan siswa menghadapi tantangan masa depan yang semakin kompleks. Di Indonesia, Projek Penguatan Profil Pelajar Pancasila (P5) diluncurkan sebagai inisiatif nasional untuk menumbuhkan kompetensi dan karakter yang diperlukan siswa dalam menghadapi transformasi tersebut. Penelitian ini mengevaluasi pelaksanaan program P5 di sebuah sekolah menengah pertama negeri di Jakarta Barat dengan menggunakan pendekatan kualitatif dan model evaluasi CIPP. Data diperoleh melalui wawancara, observasi, dan analisis dokumen yang melibatkan kepala sekolah, guru, siswa, orang tua, dan pengawas sekolah. Evaluasi konteks menunjukkan keselarasan antara P5 dan tujuan pendidikan nasional, meskipun perancangan projek yang responsif terhadap kebutuhan siswa dan nilai lokal masih menjadi tantangan. Evaluasi input menunjukkan fasilitas memadai, tetapi kesiapan guru dan dukungan orang tua belum merata. Evaluasi proses menunjukkan keterlibatan, kolaborasi, dan kreativitas siswa, namun pelaksanaan terhambat oleh keterbatasan waktu, tantangan koordinasi, dan variasi partisipasi siswa. Evaluasi produk menunjukkan peningkatan kerja sama, kemandirian, berpikir kritis, dan kepercayaan diri, meskipun siswa dengan dukungan rumah yang terbatas menghadapi hambatan. Penelitian ini menekankan perlunya peningkatan pelatihan guru, penguatan kolaborasi antar pemangku kepentingan, dan pemerataan alokasi sumber daya untuk memastikan keberlanjutan program.

Kata Kunci: Model CIPP; pembelajaran berbasis projek; pendidikan karakter; profil pelajar Pancasila; sekolah menengah pertama

INTRODUCTION

In the 21st century, education systems worldwide are challenged to cultivate learners who are not only intellectually competent but also morally grounded and emotionally resilient. The rapid advancement of digital technology, rising global competitiveness, and shifts in social values have reshaped how young people learn, communicate, and construct their identities. In Indonesia, these multidimensional challenges have had significant implications for students' academic progress and social well-being. Students today face a learning environment that demands both cognitive flexibility and strong moral character, which are essential for navigating the complexities of a globalized, technology-driven society.

However, recent studies and media coverage have highlighted various forms of student misbehavior in everyday contexts. Common issues include a lack of discipline and adherence to school rules, such as arriving late, leaving class without permission, improper school attire, and smoking in school areas (Apriliana & Budiati, 2025; Eko et al., 2024; Salsabila et al., 2024). Other problems include the use of impolite or even offensive language (Chonitsa et al., 2023). Students also exhibit low levels of academic and social responsibility, such as passivity in class, failure to complete assignments, playing during lessons, using mobile phones in class, as well as disturbing peers and skipping school (Apriliana & Budiati, 2025; Handayani et al., 2020; Salsabila et al., 2024). Acts of delinquency and violence have also been reported, including bullying and fighting, brawls between schools, and even fatal incidents as reported in online media this year (see: *https://nasional.kompas.com/read/2025/10/13/17484251/siswa-smp-di-grobogan-tewas-dibully-anggota-dpr-pelanggaran-serius*; Handayani et al., 2020; Rosnawati et al., 2025). In the digital era, students' behavior is also shaped by their use of social media, either positively, fostering empathy, creativity, and communication skills, or negatively, weakening manners and time discipline and promoting consumerism (Kristanti et al., 2025).

Character education has thus become a central concern in contemporary education, as students today must navigate not only academic demands but also diverse social, emotional, and global challenges (Brown et al., 2022). Fostering character strengths supports the overarching educational goal of developing active and responsible citizens who contribute meaningfully to democratic life and the well-being of their communities (Oguni et al., 2025). Indonesia itself has a long history of character education, both through formal institutions and through values embedded in religion and local wisdom (Lubis, 2019). However, comparative studies across Asian countries, including Indonesia, reveal that despite clear policy frameworks, character education still faces implementation challenges, including limited resources, excessive academic pressure, and difficulty maintaining a balance between traditional values and modern demands (Hidayati & Nihayah, 2025).

Recognizing these limitations, the Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemdikbudristek) launched the Projek Penguatan Profil Pelajar Pancasila (P5) as a core component of the Kurikulum Merdeka. This initiative seeks to cultivate competencies and values grounded in Pancasila, aiming to nurture learners who are faithful in God Almighty and in noble morality, mutually cooperative, critical thinkers, globally diverse, independent, and creative. P5 translates these ideals into practical, project-based learning activities centered on major themes that schools can adapt to their local context and student characteristics, as stated in Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 262/M/2022 tentang perubahan atas Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran. At the early childhood level, themes include "*Aku Sayang Bumi*", "*Aku Cinta Indonesia*", "*Kita Semua Bersaudara*", and "*Imajinasi dan Kreativitasku*". At the elementary and secondary levels, the themes encompass "*Gaya Hidup Berkelanjutan*", "*Kearifan*

Lokal", "*Bhinneka Tunggal Ika*", "*Bangunlah Jiwa dan Raganya*", "*Suara Demokrasi*", "*Rekayasa dan Teknologi*", "*Kewirausahaan*", and "*Kebekerjaan*".

A growing body of research highlights the benefits of P5 in enhancing students' awareness of Pancasila values such as cooperation, democratic participation, and appreciation for cultural and local diversity (Betari & Rusman, 2024; Despita et al., 2025; Kharismawati, 2022; Kurniawan & Wijarnako, 2023; Mualifa et al., 2024; Salsabila et al., 2024). P5 also fosters essential 21st-century skills, including critical thinking, communication, collaboration, problem solving, creativity, and adaptability to change (Betari & Rusman, 2024; Wardani & Hardini, 2025). Additionally, P5 plays a vital role in strengthening students' character traits, such as independence, leadership, self-confidence, environmental awareness, and responsibility (Despita et al., 2025; Fernando & Zumratun, 2025; Kurniawan & Wijarnako, 2023; Mualifa et al., 2024; Salsabila et al., 2024; Solehuddin et al., 2024). The program further promotes profound, flexible, and contextual learning experiences that are enjoyable and capable of stimulating learning motivation (Asiati & Hasanah, 2022; Despita et al., 2025; Prastowo & Firdaus, 2025; Puspandari & Retnaningsih, 2025).

Nevertheless, the success of P5 in achieving its objectives depends on multiple interrelated factors, including teacher preparedness, the commitment of school leaders and teachers, and active student participation (Asiati & Hasanah, 2022; Despita et al., 2025; Lufita et al., 2025; Putri et al., 2024). Various forms of collaboration among stakeholders, such as between students, teachers, principals, and parents; between schools to share best practices; and between schools and local communities, also play a critical role (Siddiq et al., 2025; Sukma et al., 2025; Wahidah et al., 2023). The availability of facilities, infrastructure, supporting resources, and effective time management also determines program outcomes (Betari & Rusman, 2024). Schools that demonstrate strong leadership commitment, teacher dedication, student engagement, and parental and community support, combined with adequate facilities and funding, tend to achieve more successful P5 implementation. However, challenges and areas for improvement remain. In contrast, schools with limited supporting resources face greater obstacles in program execution.

Comprehensive evaluation plays a pivotal role in ensuring that educational programs are effective, efficient, and aligned with intended goals. Evaluation allows educators and policymakers to examine program contexts and identify implementation barriers, enabling informed improvements. Evaluations of P5 in junior secondary schools remain relatively limited. To gain a more complete understanding of P5 implementation in junior secondary education, this study employs the CIPP model to evaluate P5 in a public junior high school in West Jakarta. Therefore, the present research aims to evaluate P5 implementation across four dimensions using the CIPP framework and to propose concrete recommendations for improvement. By aligning educational programs with real-life challenges, enhancing student engagement, and reinforcing Pancasila values, this study aspires to advance a more holistic, responsive, and future-oriented education system in Indonesia.

LITERATURE REVIEW

Diverse Implementations of the Projek Penguatan Profil Pelajar Pancasila (P5)

The implementation of P5 demonstrates a wide range of forms and approaches tailored to learners' characteristics at each educational level. In general, P5 has become a strategic platform for internalizing Pancasila values through contextual, participatory, and collaborative learning experiences. Cross-level analyses show that the nature of P5 activities evolves from value habituation at the early childhood education level to more reflective and productive projects in junior and senior high schools as well as vocational institutions (Asmara et al., 2024; Istiqomah et al., 2023; Maudyna et al., 2023; Puspandari & Retnaningsih, 2025; Suhardi et al., 2024).

For example, under the theme "*Aku Cinta Bumi*", students in early childhood education institutions create and exhibit artworks made from recycled materials (Istiqomah et al., 2023). At another preschool in Bekasi City, West Java, students learned about waste management through videos and sorting activities, then reused discarded items to make new products (Afipah & Imamah, 2023). Similar environmental initiatives were carried out by elementary students under the "Gaya Hidup Berkelanjutan" theme and by senior high school students (Mualifa et al., 2024; Wardani & Hardini, 2025; Asmara et al., 2024). Junior high school students in Magetan Regency, Central Java, cultivated vegetables, maintained the crops, harvested, and processed them into food, while elementary students in Banda Aceh applied the ecoprint technique to design natural batik patterns using plant materials (Putri et al., 2024; Salsabila et al., 2024). Such activities teach environmental awareness while fostering creativity and collaboration.

Under the "*Kewirausahaan*" theme, elementary students in Bantul Regency, Yogyakarta, demonstrated creativity and teamwork by processing fruits into juice, fruit soup, and salad (Prastowo & Firdaus, 2025). Meanwhile, junior high students in Wonosobo Regency, Central Java, developed catfish farming and ornamental plant cultivation as part of their agro-business projects, promoting independence and innovation (Kurniawan & Wijarnako, 2023). In Mataram, West Nusa Tenggara, students used available land to grow crops suitable for the local market (Wahidah et al., 2023). Senior high students in Lima Puluh Koto Regency, West Sumatra, explored traditional culinary and handicraft production reflecting their regional culture (Asmara et al., 2024). These activities encouraged students to participate actively, collaborate, and take responsibility while appreciating the unique characteristics of their regions.

In projects with the "*Bhinneka Tunggal Ika*" theme, junior high students in Wonosobo Regency, Central Java, held spiritual activities to promote global citizenship (Kurniawan & Wijarnako, 2023). Meanwhile, junior high school students in Kendal Regency, Central Java, implemented projects such as writing in Javanese script, performing Macapat poetry, reciting musical poetry, and staging multilingual drama performances (Setiyanti et al., 2024). These activities culminated in public showcases and competitions, nurturing students' love for their country and appreciation for cultural diversity.

Under the theme *"Bangunlah Jiwa dan Raganya"* a public junior high school in Wonosobo Regency, Central Java, sought to cultivate students' appreciation for local cultural potential through a student work exhibition (Kurniawan & Wijarnako, 2023). Similarly, a public senior high school in Lima Puluh Koto Regency, West Sumatra, implemented the subtheme living a healthy life without drugs, which involved creating educational posters and group gymnastic performances (Asmara et al., 2024). These initiatives reflect P5's holistic approach, which aims not only to nurture students' physical and emotional well-being but also to strengthen creativity, independence, and collaboration as key dimensions of character education.

The "*Kearifan Lokal*" theme was explored through projects celebrating regional traditions. For example, elementary students in Deli Serdang, North Sumatra, learned about local culture through traditional dances, ethnic attire, and class decorations (Eko et al., 2024). The school reinforced the Profil Pelajar Pancasila through eight school culture practices, including religious observance, courtesy, cleanliness, and literacy. In Mataram, West Nusa Tenggara, students organized *Mesilaq* in *begawe merariq* events and traditional food exhibitions to preserve local culture (Wahidah et al., 2023). Senior high students in Lima Puluh Koto Regency held *makan bajamba and batimbang tando*, while vocational students in Kulon Progo Regency, Yogyakarta, chose projects on traditional games and food (Asmara et al., 2024; Suhardi et al., 2024). These projects strengthened the values of diversity, creativity, and cooperation.

Under the theme "*Suara Demokarsi*" students at a public junior high school in Padang City, West Sumatra Province, held an election for student council president or OSIS to introduce democratic values and participatory decision-making processes (Despita et al., 2025). In practice, several challenges emerged, including students' hesitation to nominate themselves as candidates, limited engagement in the voting process, and time constraints that affected the overall implementation. Despite these

difficulties, the activity was viewed as pedagogically valuable because it offered students a tangible opportunity to experience the democratic process firsthand. This initiative exemplifies how P5 can serve as a platform for cultivating civic competence and social awareness. By engaging in democratic practices within the school context, students not only learned about the procedural aspects of democracy but also developed a sense of responsibility, leadership, and collective participation that are central to the formation of Pancasila-based citizens.

Evaluation of the Projek Penguatan Profil Pelajar Pancasila (P5)

Overall, the implementation of P5 across Indonesian schools has shown promising progress, though challenges persist depending on school readiness, community support, and available resources. The program is generally perceived as relevant to students' needs, and its planning stages often involve collaboration with local communities (Prastowo & Firdaus, 2025; Puspandari & Retnaningsih, 2025; Sukma et al., 2025). However, schools still face difficulties selecting themes that accommodate student diversity, including students with special needs, and motivating students to sustain engagement throughout the project (Aryani & Indarini, 2025; Kurniawan & Wijarnako, 2023).

Teacher readiness remains a decisive factor for successful P5 implementation. Evaluation studies indicate that most teachers demonstrate strong commitment by acting as facilitators who empower students to participate actively and apply Pancasila values in daily life (Betari & Rusman, 2024; Putri et al., 2024). Teachers integrate these values into project-based learning and encourage independence and critical thinking (Prastowo & Firdaus, 2025). Despite these efforts, many teachers still struggle to grasp the conceptual and procedural aspects of P5 (Octavia et al., 2024; Siddiq et al., 2025). Difficulties also arise in integrating Pancasila values into other subjects and managing project-based learning effectively (Fernando & Zumratun, 2025; Mutmainnah et al., 2024). A limited understanding of project-based learning leads to challenges in designing project modules, often exacerbated by insufficient teacher training and socialization (Aryani & Indarini, 2025; Prastowo & Firdaus, 2025; Suhardi et al., 2024).

Students' enthusiasm and participation in P5 vary widely. While some engage actively, others show low motivation (Aryani & Indarini, 2025; Octavia et al., 2024). Contributing factors to the low motivation include limited understanding of project themes, inadequate information, and greater interest in conventional academic tasks (Asiati & Hasanah, 2022; Despita et al., 2025; Mutmainnah et al., 2024). Individual differences also influence group dynamics, with some students even resorting to online games instead of completing their projects (Mutmainnah et al., 2024; Suhardi et al., 2024; Wahidah et al., 2023).

School principals play a crucial role in fostering a collaborative culture and creating policies that support P5 (Asiati & Hasanah, 2022; Fernando & Zumratun, 2025). They integrate project activities into the academic calendar, allocate time for teacher collaboration, and establish community partnerships. Supervisors' roles remain under-optimized. The limited number of supervisors means uneven monitoring and support (Asiati & Hasanah, 2022). Many supervisors struggle to provide concrete solutions to P5 implementation issues, such as module design and character assessment, partly because they lack adequate training on the *Kurikulum Merdeka*. As a result, their roles tend to be administrative rather than advisory.

Collaboration across school stakeholders is a defining characteristic of P5. Cooperation occurs at multiple stages, from planning to evaluation (Rohman et al., 2024). Students collaborate to identify problems, brainstorm solutions, and develop products (Puspandari & Retnaningsih, 2025). Group restructuring across projects provides diverse teamwork experiences (Putri et al., 2024). Interdisciplinary collaboration among teachers, partnerships between schools and committees, inter-school resource

sharing, as well as cooperation with parents and external partners, including government agencies and communities, enhance the program's scope (Afipah & Imamah, 2023; Aryani & Indarini, 2025; Despita et al., 2025; Octavia et al., 2024; Istiqomah et al., 2023; Siddiq et al., 2025). However, collaboration remains limited by low parental awareness and economic barriers, as some perceive P5 as financially burdensome or disruptive to academic learning (Fernando & Zumratun, 2025). The scarcity of external facilitators also poses challenges (Chonitsa et al., 2023; Despita et al., 2025).

One key characteristic of project-based learning is its longer duration, which necessitates careful planning to ensure projects can be completed within the allocated time frame (Dewi, 2023). Inadequate time allocation has emerged as a dominant barrier in the implementation of P5. Students frequently reported insufficient time to complete their projects, partly due to unforeseen school activities and their already demanding academic schedules (Asmara et al., 2024; Puspandari & Retnaningsih, 2025). Teachers also experienced time constraints in implementing P5 while simultaneously fulfilling their teaching and assessment responsibilities (Despita et al., 2025). Another issue concerns time management, as discrepancies often occur between planned and actual schedules, particularly in large-scale projects, and in coordinating project activities to avoid conflicts with regular school programs (Betari & Rusman, 2024; Maudyna et al., 2023). These temporal constraints often lead to rushed project execution, diminishing the reflective and experiential depth that underlies the P5 learning model.

Adequate facilities, infrastructure, and resources are essential for successful implementation. However, disparities among schools hinder smooth execution. Some institutions face material shortages, leading schools to ask students to bring supplies from home, which may burden low-income families (Fernando & Zumratun, 2025; Maudyna et al., 2023). While P5 requires financial support beyond school budgets, not all parents can contribute equally. Schools often respond creatively by reusing materials from their surroundings (Wardani & Hardini, 2025). Limited internet access also restricts students' ability to find digital learning resources, reducing confidence and engagement (Rizal et al., 2022).

METHODS

This study was conducted at a public junior high school in West Jakarta during the 2024-2025 academic year. The school was intentionally selected as the research site because it is among the institutions that have implemented P5 within the Kurikulum Merdeka. The selection also considered the school's relatively adequate infrastructure, its experience in implementing the program, and its diverse student population representing various social, economic, and cultural backgrounds. These conditions provided a rich context for evaluating how the P5 program operates in an urban setting with heterogeneous stakeholders.

This evaluation employed the CIPP model, a qualitative approach that examines educational programs through four interconnected dimensions: Context, Input, Process, and Product. The CIPP model was chosen because it provides a comprehensive and systematic framework for assessing both the internal and external aspects of educational initiatives. In this study, context evaluation focused on the alignment of P5 with national education policies, the school's vision and mission, and its responsiveness to local social and cultural conditions. Input evaluation examined the adequacy of human resources, teacher readiness, facilities, instructional materials, and institutional support mechanisms. The process evaluation examined how P5 was implemented in the classroom and through extracurricular activities, including teaching strategies, student engagement, teacher coordination, and collaboration with external stakeholders. Lastly, product evaluation assessed the outcomes of character formation and competency development, including students' independence, creativity, critical thinking, and ability to collaborate effectively.

Data were collected through semi-structured interviews, classroom observations, and document analysis. Semi-structured interviews were conducted with a range of participants, including a school supervisor, the principal, five teachers, five ninth-grade students, and two parents. The interview protocol consisted of open-ended questions that allowed participants to share their experiences, opinions, and challenges related to the implementation of P5. Observations were carried out during project-based activities to document interactions among teachers and students, classroom dynamics, and collaborative learning practices. Document analysis involved examining program guidelines, project reports, student work portfolios, photographs, and other records that illustrated how P5 was operationalized within the school context.

The collected data were analyzed using the interactive analysis model, which comprises four cyclical stages: data collection, data condensation, data display, and conclusion drawing, as stated by Miles et al in a book titled *"Qualitative Data Analysis: A methods sourcebook (3rd ed.)"*. This iterative process allowed the researcher to continuously refine categories and identify emerging themes across the four dimensions of the CIPP model. Through this analytic process, the data were synthesized to reveal patterns, relationships, and contextual insights regarding the implementation of P5.

To ensure the trustworthiness of the findings, triangulation was employed in multiple forms. Data triangulation was achieved by involving various participants, including teachers, students, parents, and the school supervisor, thereby allowing the comparison of multiple perspectives. Method triangulation was implemented by integrating interviews, observations, and document reviews to cross-verify information. In addition, investigator triangulation was applied by involving both the first and second authors in analyzing the data independently before comparing and reconciling interpretations through discussion.

RESULTS AND DISCUSSION

Context Evaluation

The context evaluation shows that the implementation of P5 at the junior high school aligns with the vision, mission, and goals of national education. The vision of this program is to develop students who are not only academically excellent but also possess character that reflects Pancasila's values. The projects carried out, such as community collaboration activities, demonstrated that the vision and mission of P5 are consistent with the national education goal of cultivating a faithful, devout, and independent young generation.

As stated by the school principal,

> *"The vision and mission of P5 in our school are to develop students' character based on Pancasila values. We want our students to not only excel academically, but also have strong character, as mandated in the vision of national education."*

However, challenges remain in designing projects that are responsive to students' needs while aligned with local values, as noted by the school principal,

> *"Designing a project that suits the needs of students while considering local values is indeed a major challenge, but by engaging the surrounding community and listening to input from various parties, this barrier can be minimized."*

This statement highlights the importance of stakeholder involvement to ensure contextual relevance and effectiveness. Through this collaborative approach, the school minimized challenges by involving teachers, students, and the broader community in project planning, thereby facilitating the meaningful internalization of Pancasila values among students.

Input Evaluation

The input evaluation emphasizes the importance of integrating resources to support P5 implementation. Regarding human resources, most teachers have participated in P5-related training. The training programs were delivered through peer-sharing sessions led by officially trained colleagues and webinars hosted by professional learning platforms. However, the main limitation of these trainings lies in their predominantly theoretical focus and insufficient discussion of practical applications due to time constraints and dense school schedules, as indicated by Teacher 3,

> *"The training we took already provided a basic understanding of P5, but we still need more training on applying project-based methods to be more effective in the classroom."*

Additional professional development is therefore required to strengthen teachers' understanding and skills in implementing project-based learning effectively. Teacher capacity building thus remains a key priority for P5's success.

School facilities are considered relatively adequate, particularly in terms of classrooms and instructional media. However, specific equipment necessary for creative projects, such as classroom speakers, Wi-Fi, and HDMI cables, remains in short supply. Teacher 2 observed,

> *"Even though we have pretty good facilities, we often struggle to find more specific tools and media to support students' creative projects."*

The school addressed these shortcomings through external collaboration with the school committee, parents, local businesses, and government agencies. Such partnerships provided support for project materials, entrepreneurship practice tools, and environmental learning resources. Local industries supplied recyclable materials for the Sustainable Lifestyle project. Parental support was also invaluable, ranging from financial contributions and professional expertise to logistical assistance during exhibitions or project celebrations. Nevertheless, this level of participation was uneven across socioeconomic backgrounds, creating disparities in student engagement, as stated by Parent 2,

> *"I always try to support my son by providing the necessary materials for the project, but I know there are other families who may find it difficult to provide similar support."*

Hence, a more inclusive strategy is required to ensure equitable parental involvement. The school continues to conduct outreach to help parents understand P5's objectives and benefits so they can provide optimal support from home.

Process Evaluation

The process evaluation revealed that project-based learning methods were well planned and implemented, emphasizing active student participation in every activity. For instance, students completed projects on cultural diversity, working collaboratively to research and present traditions from various regions. This method aligns with P5 guidelines and effectively enhances student engagement, as evidenced by active discussions and idea sharing. Teachers acted as facilitators, guiding students to complete projects consistent with the Profil Pelajar Pancasila values, one of which (Teacher 4) stated,

> *"As a facilitator, I feel that my job is to guide students so that they can complete projects that are in line with the values of Pancasila, but I also have to ensure that they not only learn theory, but also experience knowledge in a real context."*

Learning activities within P5 encourage collaboration, critical thinking, and creative problem-solving. Projects aim not only to develop academic competence but also to strengthen character, particularly the dimensions of cooperation, critical reasoning, and creativity. Student 1 stated,

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"We worked in groups to complete this project, and it helped us to support each other more and think more critically in finding solutions."

However, challenges emerged in managing large groups, as not all students participated actively, as indicated by Student 2,

"There are also some friends of mine who are very difficult to work with, and that hinders our project. On average, some are less active in group work."

Both teachers and students identified limited class time as a significant obstacle to conducting projects in sufficient depth. As Teacher 3 explained,

"The time available to complete a project is very limited. Often, we must reduce or omit important components to meet the deadline."

Similarly, Student 2 noted,

"The challenge I face is mainly about time, because the project requires considerable work outside of school hours."

These reflections highlight the pervasive issue of time constraints in project-based learning, which often restricts students' opportunities for deeper engagement and meaningful reflection.

In addition, teachers also face challenges in integrating project materials with other subjects, which requires more careful coordination and planning, as conveyed by Teacher 1,

"The projects we create have to involve many subjects, but coordination between teachers is often a big challenge, because each teacher has a different focus on the material."

These findings indicate the need for better scheduling, structured coordination, and professional guidance to ensure effective implementation without compromising depth of learning.

Product Evaluation

The product evaluation revealed significant improvement in students' character, particularly in cooperation, independence, and critical thinking. Students became more active in completing project tasks. They demonstrated growth in empathy, communication, and social responsibility, as indicated by Teacher 1,

"Through this project, students are demonstrating significant changes in the way they collaborate. They are better able to work together, listen to their peers' opinions, and solve problems creatively."

A notable transformation in students' attitudes is reflected in their heightened confidence to express opinions, collaborate with peers, and resolve conflicts autonomously, indicating the effectiveness of the project-based learning approach in fostering greater maturity and independence of character, as indicated by Student 4,

"I feel more confident in speaking in front of my friends and feel proud of the results of the project we created together."

Student assessment is conducted using a rubric that evaluates multiple dimensions, including active participation in project activities, the quality of group work outcomes, and the project's positive impact on the surrounding community. This assessment framework provides a comprehensive understanding of students' engagement in the learning process and the extent to which Pancasila values are internalized and demonstrated in their daily behavior, as explained by one of the teachers, as explained by Teacher 5,

> *"We use the rubric to assess their involvement in the project, not just the result, but also the process they go through in working together and interacting with their peers."*

However, the evaluation also revealed challenges encountered during program implementation. Not all students manage to achieve optimal results, especially those with limited support from home. Teacher 1 said,

> *"We recognize that limited support from parents greatly affects student success, so it is important to find ways to get all parties involved in supporting the program."*

To address these challenges, several strategic measures were undertaken. These included implementing peer tutoring programs within both group and individual activities to support students requiring additional support, as well as providing recognition for students' efforts through positive reinforcement and encouragement to build self-confidence and sustain motivation toward achieving optimal learning outcomes. In addition, the P5 program was socialized to parents to ensure they understood its objectives and benefits, thereby enabling them to provide meaningful support from home. For students unable to contribute financially due to family economic constraints, a cross-subsidy mechanism was implemented, coordinated by each class group. This practice simultaneously fostered one of the six dimensions of the Profil Pelajar Pancasila: cooperation.

Discussion

Consistent with prior evaluations, the context evaluation reveals that the implementation of the P5 program at this public junior high school is coherently aligned with the vision, mission, and overarching goals of national education, which aim to nurture a generation grounded in the values of Pancasila (Betari & Rusman, 2024; Prastowo & Firdaus, 2025; Puspandari & Retnaningsih, 2025). The program aims to develop students who demonstrate not only academic excellence but also strong character reflective of Pancasila principles, a vision consistently manifested across the various project-based activities. However, as found in the previous study, designing projects that remain relevant to student needs and local values continues to pose a challenge (Aryani & Indarini, 2025). This issue can be addressed through stakeholder collaboration, a critical success factor for P5 (Siddiq et al., 2025; Sukma et al., 2025).

The input evaluation highlights the importance of integrated collaboration among all stakeholders in supporting the implementation of P5. Most teachers have participated in training programs related to P5 implementation. However, consistent with previous evaluation findings, additional professional development remains necessary to enhance teachers' understanding and ability to apply project-based learning effectively (Betari & Rusman, 2024; Fernando & Zumratun, 2025). Furthermore, teachers continue to face challenges in integrating character values with appropriate pedagogical methods, indicating the need for more comprehensive training that bridges conceptual understanding and practical classroom application.

This evaluation confirms previous studies that reported varying levels of student participation in project implementation, which, in turn, pose challenges for other group members in building effective collaboration (Aryani & Indarini, 2025). Consequently, the commitment and creativity of teachers as facilitators play a crucial role in ensuring that all students are actively engaged in the project-based learning process, not only to guarantee that the designed projects are completed but also to foster the character dimensions that constitute the program's core objectives.

The public junior high school in this urban area has relatively adequate facilities and conditions. However, the availability of infrastructure and equipment to support digitally based projects remains a

significant obstacle. The digital divide in education continues to pose a challenge in Indonesia, not only in disadvantaged and remote regions but also in urban areas (Driana et al., 2025; Kharismawati, 2022).

Financial disparities among parents likewise pose a distinct challenge to implementing P5, which often requires additional expenses. Financial constraints often prevent parents from providing full support for their children's participation in the program (Fernando & Zumratun, 2025). Efforts to enhance parental involvement include socialization activities that communicate the importance and benefits of the P5 program. Nevertheless, the financial constraints faced by parents remain difficult for schools to overcome. Therefore, initiatives are needed to reduce the additional financial burden on families, for example, by utilizing recycled materials available in the home and school environment and by establishing partnerships with external stakeholders.

The process evaluation demonstrated that project-based activities effectively fostered student participation, collaboration, and creativity. Observations revealed active interaction between teachers and students. However, issues of time management and coordination frequently emerged as significant challenges. Time management plays a critical role in the successful implementation of P5 projects, particularly given teachers' heavy workloads, students' busy schedules, overlapping school activities, and project timelines that often deviate from initial plans (Asmara et al., 2024; Betari & Rusman, 2024; Despita et al., 2025; Puspandari & Retnaningsih, 2025). Therefore, more systematic planning and time management are essential to ensure that projects are not conducted superficially but instead provide students with sufficient opportunities for meaningful and in-depth learning. Accordingly, professional development programs for teachers are needed to strengthen their capacity to design and manage project-based learning.

In alignment with previous research and evaluation studies, the present findings reaffirm the effectiveness of P5 in enhancing students' awareness of Pancasila values, developing essential 21st-century competencies (Betari & Rusman, 2024; Despita et al., 2025; Fernando & Zumratun, 2025; Sukma et al., 2025; Wardani & Hardini, 2025). Furthermore, students experienced deeper and more meaningful learning processes that fostered reflection, creativity, and collaboration (Asiati & Hasanah, 2022; Prastowo & Firdaus, 2025). Nevertheless, the outcomes were not uniformly distributed among students. Those with limited parental or home-based support often faced greater difficulties in sustaining participation and achieving optimal results. This underscores the critical role of social and familial environments in character formation, a dimension that formal education alone cannot fully address. Accordingly, collaborative engagement among schools, families, and communities remains indispensable for ensuring that P5 effectively nurtures both competency and character development. Strengthening these partnerships will be key to achieving the holistic educational transformation envisioned in the Profil Pelajar Pancasila.

CONCLUSION

The evaluation of P5 in a public junior high school in Jakarta demonstrates that the program has played a significant role in fostering students' character formation and enhancing their 21st-century competencies. Using the CIPP evaluation model, this study confirmed that the implementation of P5 is well aligned with national education goals that emphasize moral integrity, independence, collaboration, critical thinking, and creativity grounded in the values of Pancasila. The context evaluation showed that the program's design and objectives are relevant to students' moral, social, and intellectual development. In contrast, the input evaluation highlighted the importance of teacher readiness, stakeholder collaboration, and adequate facilities as key determinants of successful implementation. The process evaluation indicated that P5 activities, based on project-based learning, encouraged students to participate actively, collaborate effectively, and express their creativity through authentic experiences.

These findings reinforce earlier studies highlighting that P5 provides students with meaningful learning experiences that connect classroom knowledge to real-world contexts. Nevertheless, several challenges remain, including limited time allocation, overlapping school schedules, and unequal teacher training opportunities. The availability of technological resources also varied, with some students facing digital access barriers. In addition, socioeconomic disparities among parents affected students' ability to fully participate in project-based activities, particularly those requiring additional financial contributions. Despite these challenges, the product evaluation demonstrated encouraging outcomes. Students exhibited greater confidence, independence, empathy, and cooperation. Teachers reported noticeable improvements in students' critical thinking and social responsibility, while parents acknowledged the program's positive influence on their children's behavior and motivation to learn.

To strengthen P5's sustainability and impact, several recommendations can be proposed. First, teacher professional development must be prioritized through continuous, practice-oriented training focused on the design, facilitation, and assessment of project-based learning. Second, school leaders and policymakers need to allocate sufficient time, resources, and financial support to facilitate project implementation. Third, parental and community engagement should be enhanced through socialization programs, participatory activities, and transparent communication regarding the purpose and benefits of P5. Fourth, future research should broaden the scope of evaluation to include diverse school contexts and regions, allowing for a more comprehensive understanding of P5's effectiveness and scalability. Finally, the sustainability of character education programs must be ensured despite curriculum changes or shifts in government administration, which often bring about alterations in educational policies.

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