# EVALUATING THE IMPLEMENTATION OF THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT IN A VOCATIONAL HIGH SCHOOL: A CIPP EVALUATION FRAMEWORK

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**Abstract**
This study aims to examine the implementation of the Pancasila Student Profile Strengthening Project (P5) within the Merdeka Curriculum at SMK Negeri 1 Batipuh using the Context, Input, Process, and Product (CIPP) evaluation model. A qualitative approach with an evaluative design was employed to obtain an in-depth understanding of how the program is carried out in the school setting. The participants included the principal, teachers, and educational staff who were directly involved in the implementation of the P5 program. Data were collected through observations, semi-structured interviews, and document analysis. The data analysis process involved data reduction, data display, and interpretative conclusion drawing, while data validity was ensured through source and method triangulation. The findings indicate that the implementation of the P5 program has been relatively effective. From the context perspective, the program is supported by Merdeka Curriculum policy and is integrated into the school's vision and strategic programs. In terms of input, the availability of human resources and facilities is considered adequate, although further improvement in teachers' competencies in project-based learning is still necessary. Regarding the process component, the program is implemented through collaborative learning activities that promote active student participation, creativity, and critical thinking skills. From the product perspective, the program contributes positively to students' character development, teamwork, and communication skills. These findings suggest that the CIPP model provides a comprehensive framework for evaluating character-based educational programs and highlight the importance of strengthening teacher capacity, improving program management, and conducting continuous evaluation to enhance the quality of P5 implementation.
***Keywords :*** *P5, Merdeka Curriculum, CIPP Evaluation Model, Character Education, Vocational School*

## INTRODUCTION

Character education has become a major concern in contemporary educational reform as schools are increasingly expected to prepare students not only with academic competencies but also with the values, attitudes, and social skills necessary to navigate complex global challenges. Rapid technological advancement, globalization, and social transformation have intensified the demand for educational systems that promote holistic student development encompassing cognitive, social, emotional, and moral dimensions. International organizations have emphasized that character development is essential for fostering responsible citizenship, social cohesion, and sustainable development in the twenty-first century (UNESCO, 2023). Previous studies have demonstrated that effective character education contributes positively to students' academic achievement, interpersonal relationships, civic engagement, and ethical decision-making (Berkowitz & Bier, 2004; Lickona, 2013; Peterson & Civil, 2023). Consequently, many countries have integrated character education into

curriculum reforms as a strategic effort to prepare future generations capable of responding to increasingly dynamic societal demands.

Indonesia has responded to these educational challenges through the implementation of the Merdeka Curriculum, a national curriculum reform designed to provide more flexible, contextual, and student-centered learning experiences. One of the flagship initiatives within this curriculum is the Pancasila Student Profile Strengthening Project (Projek Penguatan Profil Pelajar Pancasila/P5), which aims to strengthen students' character through authentic and project-based learning activities (Kemendikbud, 2022). The program is structured around six dimensions of the Pancasila Student Profile, namely faith and devotion to God Almighty, global diversity, collaboration, independence, critical reasoning, and creativity (Laila et al., 2022). These dimensions are aligned with international frameworks of twenty-first-century competencies that emphasize the integration of knowledge, skills, and character in educational outcomes (Fullan & Khushal, 2021; Voogt & Roblin, 2012). Through the P5 program, schools are expected to provide meaningful learning experiences that enable students to internalize national values while developing competencies required for lifelong learning. Project-based learning serves as the primary pedagogical approach within the P5 framework because it encourages students to engage actively in authentic learning experiences. Previous research has consistently shown that project-based learning promotes deeper understanding, critical thinking, collaboration, creativity, and problem-solving skills by allowing students to investigate real-world issues and construct knowledge through direct experience (Flores-Bello et al., 2025; Krajcik, J. S., & Bl umenfeld, 2023; Thomas, John, 2021). Furthermore, project-based learning provides opportunities for students to develop social responsibility, communication skills, and self-regulated learning behaviors, all of which are closely related to the objectives of the Pancasila Student Profile (Yusri et al., 2024). Therefore, the effectiveness of the P5 program is closely linked to how project-based learning is implemented within the school environment.

Although the implementation of P5 has expanded rapidly across Indonesian schools, empirical evidence regarding its effectiveness remains limited. Existing studies have primarily focused on describing implementation practices, identifying supporting and inhibiting factors, or examining students' responses to project-based learning activities (Aldino Pratama et al., 2024; Pratiwi & Haryanto, 2024; Umayah, 2024). Several studies have reported positive impacts of the P5 program on students' character development and learning engagement; however, most investigations remain limited to specific dimensions of implementation and often do not provide comprehensive evaluations of program effectiveness (Baso et al., 2024; Sururi et al., 2025). As a result, there is still insufficient empirical evidence explaining how contextual conditions, institutional resources, implementation processes, and educational outcomes collectively influence the success of the P5 program.

A theoretical gap is also evident in the existing literature. Most previous studies have adopted descriptive perspectives that focus primarily on documenting program implementation without employing a comprehensive evaluation framework capable of explaining the relationships among different factors influencing program effectiveness. Educational evaluation theories emphasize that successful implementation cannot be assessed solely through outcomes but must also consider contextual conditions, resource readiness, and implementation quality (Frye & Hemmer, 2012; Stufflebeam & Coryn, 2019). Without a systematic evaluation framework,

understanding of the mechanisms underlying successful P5 implementation remains fragmented. Consequently, there is a need for studies that examine the program through a comprehensive theoretical lens capable of generating evidence-based recommendations for educational improvement.

In addition to the empirical and theoretical gaps, a methodological gap remains apparent. Previous studies investigating P5 implementation have largely relied on descriptive qualitative approaches that provide valuable contextual insights but often lack systematic evaluation procedures. Such approaches make it difficult to identify specific strengths, weaknesses, and priorities for improvement across different aspects of the program. The Context, Input, Process, and Product (CIPP) model developed by Stufflebeam and Coryn (2019) offers a comprehensive evaluation framework that enables researchers to assess educational programs from multiple dimensions simultaneously. This model has been widely applied in curriculum evaluation, educational innovation, and program assessment because it provides practical information for decision-making and program improvement (Ambiyar, 2019; Liu et al., 2022). However, studies applying the CIPP framework to evaluate P5 implementation, particularly within vocational education settings, remain limited.

The vocational school context represents a particularly important setting for evaluating the effectiveness of the P5 program. Vocational education institutions are expected to prepare students not only with technical competencies but also with professional ethics, collaboration skills, adaptability, and responsibility required in the workplace. These competencies closely correspond to the dimensions of the Pancasila Student Profile, suggesting that successful implementation of P5 may significantly contribute to workforce readiness and character development. Nevertheless, vocational schools face unique challenges related to curriculum integration, industry-oriented learning, and competency-based education that may influence the implementation of character education programs (Fullan & Khushal, 2021; UNESCO, 2023). Despite these distinctive characteristics, relatively few studies have specifically examined the implementation and effectiveness of P5 in vocational education settings.

This study addresses these empirical, theoretical, and methodological gaps by evaluating the implementation of the Pancasila Student Profile Strengthening Project at SMK Negeri 1 Batipuh using the Context, Input, Process, and Product (CIPP) evaluation framework. The novelty of this study lies in its comprehensive evaluation of P5 implementation within a vocational high school context, integrating contextual factors, institutional readiness, implementation processes, and educational outcomes into a single analytical framework. Unlike previous studies that predominantly focused on descriptive accounts of implementation, this research provides a systematic evaluation capable of identifying strengths, challenges, and improvement priorities. The findings are expected to contribute to the literature on character education, curriculum implementation, and educational program evaluation while also providing practical recommendations for schools and policymakers seeking to strengthen the implementation of the Merdeka Curriculum.

Accordingly, this study aims to evaluate the implementation of the Pancasila Student Profile Strengthening Project at SMK Negeri 1 Batipuh using the CIPP evaluation model. Specifically, the study seeks to answer the following research questions: (1) How do contextual conditions support the implementation of the P5 program? (2) How adequate are the inputs, including human resources, facilities, and curriculum support, in facilitating program implementation? and

(3) How effective are the implementation processes and outcomes of the P5 program in promoting students' character development and twenty-first-century competencies?

## METHOD

This study employed a qualitative approach with an evaluative research design to analyze the implementation of the Pancasila Student Profile Strengthening Project (P5) in the context of the Merdeka Curriculum. Qualitative research allows researchers to explore educational phenomena in depth by understanding participants' perspectives and experiences within their natural settings (Creswell & Creswell, 2018). The evaluative approach was used to assess how effectively the program has been implemented and to identify factors that influence its success.

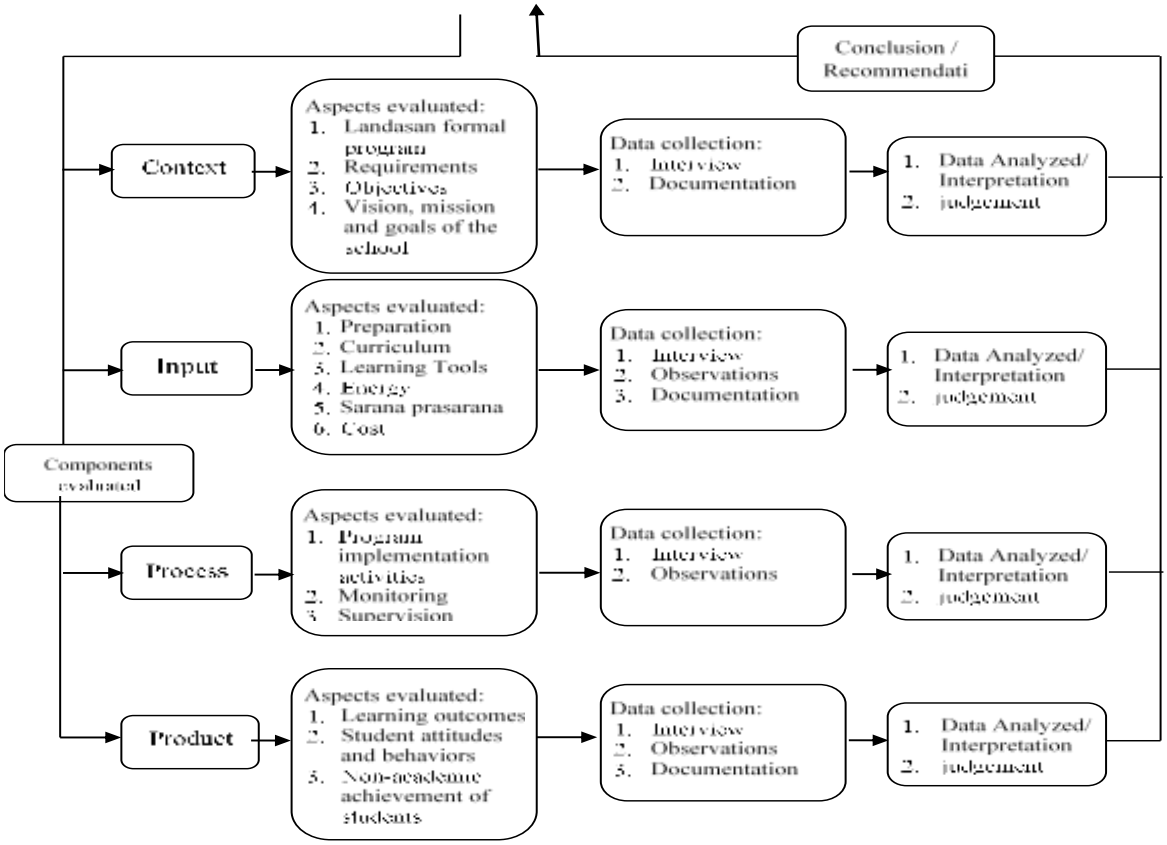


Figure.1: Procedures for Evaluating the P5 Program.

This study employed a qualitative evaluative design to examine the implementation of the Pancasila Student Profile Strengthening Project (P5) within the Merdeka Curriculum at SMK Negeri 1 Batipuh, West Sumatra, Indonesia. A qualitative approach was considered appropriate because the study aimed to obtain an in-depth understanding of participants' experiences, perceptions, and practices related to the implementation of the P5 program in its natural educational setting. The evaluative design was selected to systematically assess the effectiveness of the program and identify factors that support or hinder its implementation. Program evaluation was conducted using the Context, Input, Process, and Product (CIPP) evaluation model developed by Stufflebeam and Coryn (2019), which provides a comprehensive framework for examining educational programs from planning through outcomes. The study was conducted during the second semester of the 2024/2025 academic year. Participants were selected through purposive sampling

based on their direct involvement in the planning, implementation, supervision, and evaluation of the P5 program. The participants consisted of one principal, two vice principals responsible for curriculum and student affairs, six teachers serving as P5 facilitators, and three educational staff members involved in program administration. These participants were selected because they possessed extensive knowledge and practical experience regarding the implementation of the P5 program within the school context. Their diverse roles enabled the researchers to obtain comprehensive perspectives concerning policy support, resource allocation, implementation practices, and program outcomes.

The evaluation framework was organized around four components of the CIPP model. The context evaluation focused on policy support, school commitment, program objectives, and alignment between institutional vision and the goals of the P5 program. The input evaluation examined the readiness of human resources, facilities and infrastructure, financial support, curriculum documents, and teacher competencies. The process evaluation investigated project planning, implementation procedures, student participation, learning activities, monitoring mechanisms, and challenges encountered during implementation. The product evaluation assessed students' character development, communication skills, collaboration, creativity, critical thinking, and other outcomes resulting from participation in P5 activities. These indicators were developed based on the Ministry of Education guidelines for the Pancasila Student Profile and previous studies on educational program evaluation.

Data were collected through observations, semi-structured interviews, and document analysis. Classroom and project observations were conducted to examine learning interactions, student engagement, teacher facilitation practices, and project implementation activities. Semi-structured interviews were carried out using an interview guide developed according to the four dimensions of the CIPP model. The interview protocol included questions concerning participants' perceptions of policy support, resource readiness, implementation challenges, and perceived outcomes of the program. Each interview lasted between 30 and 60 minutes and was audio-recorded with participants' consent. Document analysis was conducted to examine curriculum documents, school policies, project modules, assessment reports, implementation schedules, and evaluation reports related to the P5 program.

The primary research instrument was the researcher, supported by observation sheets, interview protocols, and document analysis guidelines. Observation sheets were designed to capture evidence related to learning activities, student participation, teacher facilitation, and project implementation. Interview protocols were developed to ensure consistency across interviews while allowing participants sufficient flexibility to express their experiences and perspectives. Document analysis guidelines were used to systematically identify information relevant to the evaluation indicators established within the CIPP framework. Data analysis followed the interactive qualitative analysis model proposed by Miles et al. (2014), consisting of data condensation, data display, and conclusion drawing. During the data condensation stage, interview transcripts, observation notes, and documentary evidence were reviewed, coded, and categorized according to the four CIPP dimensions. Subsequently, the data were organized into thematic matrices to facilitate comparison across participants and data sources. The final stage involved drawing conclusions and interpreting the findings by identifying recurring patterns, relationships, and explanations related to the effectiveness of P5 implementation.

To ensure trustworthiness, several validation strategies were employed. Credibility was established through triangulation of data sources, methods, and participants. Interview findings were compared with observational evidence and documentary records to verify consistency. Member checking was conducted by returning interview summaries to selected participants for verification and clarification. Dependability was enhanced through detailed documentation of research procedures, data collection processes, and analytical decisions. Confirmability was ensured by maintaining an audit trail consisting of field notes, interview transcripts, coding records, and analytical memos. Transferability was addressed through rich descriptions of the research context, participant characteristics, and implementation setting, enabling readers to determine the applicability of the findings to similar educational contexts.

## RESULT AND DISCUSSION

The Results and Discussion section presents the findings of this study on the implementation of the Project P5 within the Merdeka Curriculum at SMK Negeri 1 Batipuh, analyzed using the Context, Input, Process, and Product (CIPP) evaluation model. The findings are systematically organized to address the research questions and provide a comprehensive overview of how the program is implemented in the school context. Each component of the CIPP model is examined to identify key strengths, challenges, and areas for improvement in the implementation of the P5 program. The results are presented through descriptive analysis supported by relevant data obtained from observations, interviews, and document analysis. Furthermore, the discussion elaborates on the findings by linking them to existing theories and previous studies, providing a deeper interpretation of the results and highlighting their significance for character education and curriculum implementation.

Table 1: Evaluation of the P5 Program Based on CIPP Model

| Component | Indicators | Findings | Interpretation |
|---|---|---|---|
| Context | Policy support | The P5 program is implemented based on the Merdeka Curriculum policy and integrated into the school vision and mission | Strong policy alignment provides a solid foundation for program sustainability |
| | School commitment | School leaders and teachers demonstrate commitment to implementing P5 activities | Institutional support plays a crucial role in successful implementation |
| | Program objectives | P5 aims to strengthen character through project-based learning | Program objectives are aligned with national character education goals |
| Input | Human resources | Teachers are available and have basic understanding of P5 implementation | Teacher readiness is adequate but requires further professional development |
| | Facilities | School provides classrooms, practice rooms, and project spaces | Adequate facilities support project-based learning activities |
| | Training and support | Limited training on project-based learning and assessment | Insufficient training affects optimal implementation of P5 |

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|---|---|---|---|
| Process | Learning implementation | P5 is implemented through collaborative project-based learning activities | Active learning approach enhances student engagement |
| | Student participation | Students actively participate in group projects and discussions | High participation indicates effective learning design |
| | Time management | Challenges in managing time for project activities | Ineffective time allocation may reduce program efficiency |
| Product | Character development | Students show improvement in responsibility, collaboration, and discipline | P5 contributes positively to character formation |
| | Skills development | Increased communication, creativity, and critical thinking skills | Project-based learning enhances 21st-century skills |
| | Learning outcomes | Students produce creative project outputs | Learning becomes more meaningful and contextual |

The results presented in Table 1 indicate that the implementation of the Pancasila Student Profile Strengthening Project (P5) within the Merdeka Curriculum demonstrates a generally positive and well-structured performance across all CIPP components, although several aspects still require improvement. From the context perspective, the strong alignment between national policy and school-level commitment provides a solid foundation for program implementation, ensuring that the objectives of character education are clearly integrated into institutional practices. In terms of input, the availability of human resources and adequate facilities supports the execution of project-based learning, yet limitations in teacher training suggest that professional development remains a critical need for optimizing program delivery.

The process component reveals that collaborative and student-centered learning activities have been effectively implemented, fostering active participation and engagement, although challenges in time management may affect the efficiency of project execution. Meanwhile, the product dimension demonstrates that the program has successfully contributed to the development of students' character, particularly in collaboration, responsibility, and communication skills, while also enhancing creativity and critical thinking (Nufus et al., 2024).

Overall, these findings suggest that the P5 program has substantial potential to support holistic student development; however, continuous improvement in teacher capacity and program management is necessary to ensure sustainable and optimal outcomes. Context of the Implementation of the Project to Strengthen the Pancasila Student Profile in the Merdeka Curriculum

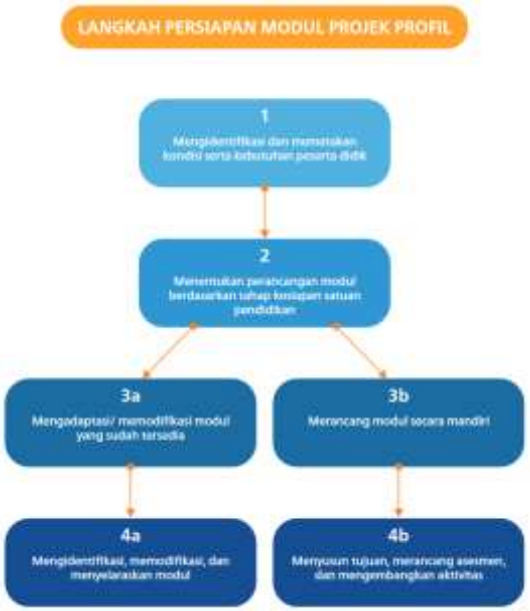


Figure.2: Preparation steps for Module P5

The diagram illustrates the preparatory steps for developing a Project-Based Learning module within the P5

(Projek Penguatan Profil Pelajar Pancasila) framework. It begins with identifying and mapping students' conditions and needs, followed by determining the module design based on the school's readiness level. The process then branches into two pathways: adapting existing modules or designing a new module independently. Finally, both pathways converge into refining the module by aligning its components and developing clear learning objectives, assessment strategies, and project activities. Overall, this structured process ensures that the module is contextually relevant, systematically designed, and aligned with educational goals.

The research findings indicate that the context of the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMK Negeri 1 Batipuh is influenced by the implementation policies of the Merdeka Curriculum, which positions character development as a vital component of the educational process. The school has integrated the values of the Pancasila Student Profile into its vision, mission, and various school development programs. This integration is evident in various internal policies that encourage teachers to develop project-based learning focused on fostering students' character. This policy support serves as a crucial foundation for the sustainability of the P5 program's implementation within the school environment. School principals and teachers also demonstrate a fairly good understanding of the P5 program's objectives as a means to develop students' critical thinking skills, creativity, and collaborative attitudes. Additionally, the school environment supports project activities by allocating dedicated time within the academic calendar. These conditions indicate that the presence of institutional policies and the school administration's commitment are key factors in supporting the implementation of character-based education programs.

Document analysis revealed that the school has incorporated the values of the Pancasila Student Profile into its vision, mission, annual work plan, and co-curricular activities. The principal emphasized that P5 is not treated as an additional program but rather as an integral component of the school's educational strategy. During the interview, the principal stated:

*"The P5 program has become part of our school culture. Every project activity is designed not only to develop students' competencies but also to strengthen their character and social responsibility."*

Observational data further demonstrated that teachers consistently linked project activities to the dimensions of the Pancasila Student Profile. School documents also showed that project themes were selected based on local needs and students' characteristics. These findings suggest that policy support extends beyond administrative compliance and is reflected in actual educational practices. The findings of this study indicate that alignment between national curriculum policies and school policies plays a crucial role in supporting the successful implementation of the P5 program. The Merdeka Curriculum provides schools with the flexibility to develop more contextual and relevant learning experiences tailored to students' needs. In this context, schools leverage the curriculum's flexibility to design project-based activities focused on character development, social responsibility, and 21st-century skills. These research results align with the findings of Suzetasari research who stated that the success of the P5 program's implementation is significantly influenced by school management support and an understanding of curriculum policies (Aldino Pratama et al., 2024). With alignment between educational policies and learning practices in schools, the implementation of the P5 program can proceed in a more systematic and focused manner (Umayah, 2024). Therefore, the policy context serves as the primary foundation for ensuring the successful

implementation of character-building programs in educational environments.

Readiness of Inputs to Support the Implementation of the P5 Program, The research findings indicate that input readiness including human resources, facilities and infrastructure, and curricular support is a key factor in supporting the implementation of the P5 program at SMK Negeri 1 Batipuh. The school has a sufficient number of educators with educational backgrounds relevant to their respective teaching fields. Teachers have also received training regarding the implementation of the Merdeka Curriculum and the conduct of project-based activities in the classroom. Additionally, the school provides various learning facilities that support project activities, such as classrooms, practice rooms, and facilities to support students' creative activities (Fineldi et al., 2024; Nufus et al., 2024). The availability of these facilities provides students with opportunities to develop various collaborative and creative learning activities. This infrastructure support also makes it easier for teachers to design more varied and contextually relevant project-based activities. Thus, the readiness of these resources is one of the factors influencing the success of the P5 program's implementation at the school. However, several teachers reported challenges related to project planning and assessment. One teacher explained:

*"We understand the concept of P5, but designing interdisciplinary projects and assessing character development remain challenging because we have limited experience and training."* (informant 7)

This statement was corroborated by observation notes showing variations in teachers' ability to facilitate project-based learning activities. Some teachers demonstrated strong facilitation skills, while others relied heavily on traditional instructional approaches. Nevertheless, some research informants noted that there remains a need to enhance teachers' capacity in designing project-based learning activities more effectively. Teachers require more intensive training on project-based learning strategies, methods for evaluating project activities, and the integration of the dimensions of the Pancasila learner profile into learning activities. This situation indicates that human resource readiness is not merely about the number of educators but also relates to the pedagogical competencies possessed by teachers. This finding aligns with the research by Pratiwi and Haryanto (Pratiwi & Haryanto, 2024), which states that teacher readiness and resource support are key factors in the implementation of the P5 program in schools (Siti Maptuhah et al., 2024). Therefore, enhancing teachers' competencies through training and professional mentoring is a crucial step in improving the quality of the P5 program's implementation (Yalçın Çer, 2026). Implementation Process and Outcomes of the P5 Program on Student Character Development

Figure.3: Procedures for Evaluating the P5 Program.

The research findings indicate that the implementation of the P5 program at SMK Negeri 1 Batipuh is carried out through various project-based learning activities designed to develop students' character and skills. Teachers serve as facilitators who guide students in planning, implementing, and reflecting on the project activities undertaken. The learning process takes place not only in the classroom but also involves collaborative activities that encourage students to work together in groups. Several project activities carried out are related to the development of creativity, entrepreneurship, and concern for the social environment. These activities

provide opportunities for students to develop critical thinking, communication, and collaboration skills in solving various real-world problems. Additionally, project activities also encourage students to be more active in the learning process, thereby creating a more participatory learning environment. Figure 3 shows that the P5 product has an average score indicating "beginning to develop." It can therefore be concluded that the P5 co-curricular score meets the established evaluation criteria.

*"Students are encouraged to identify problems, discuss solutions, and present their project outcomes independently. Our role is mainly to facilitate and provide guidance when necessary."*

Observational evidence indicated high levels of student participation during project activities. Students were actively involved in discussions, presentations, and collaborative problem-solving tasks. Nevertheless, challenges related to time allocation and coordination among teachers were frequently reported. Several participants indicated that project implementation often required additional time beyond the scheduled learning hours. Evaluation results of the program's outcomes indicate that the implementation of P5 has a positive impact on students' character development and skills. Teachers and school principals observed improvements in students' attitudes toward cooperation, responsibility, and creativity during learning activities. Students also demonstrated better abilities in expressing ideas and working in teams during project implementation. Project-based activities provide a more contextual learning experience, allowing students to connect school learning with daily life (Gao et al., 2025; Mof et al., 2026). However, some teachers noted that implementing project-based activities still faces challenges related to time management and coordination among teachers in designing cross-curricular project activities. This finding aligns with Prayekti research (Prayekti, 2025), which indicates that implementing project-based learning requires thorough planning to ensure learning activities proceed effectively. Additionally, other studies have shown that project-based activities within the P5 program can enhance students' creativity, collaboration, and learning motivation (Baso et al., 2024; Sururi et al., 2025).

Overall, the research results indicate that the implementation of the Pancasila Student Profile Strengthening Project program at SMK Negeri 1 Batipuh has proceeded fairly well, although there are still several aspects that need improvement. The program's success is influenced by school policy support, human resource readiness, and the project-based learning implementation strategies applied by teachers. An evaluation using the CIPP model indicates that a clear policy context, adequate input readiness, a collaborative implementation process, and positive learning outcomes are key indicators in assessing the program's effectiveness (Sururi et al., 2025). The findings of this study confirm that character education through project-based learning has great potential in supporting the holistic development of students' competencies. Therefore, strengthening teacher capacity, more structured program management, and continuous evaluation are important steps in improving the quality of P5 program implementation in schools (Baso et al., 2024).

## CONCLUCION

This This study evaluated the implementation of the Pancasila Student Profile Strengthening Project (P5) within the Merdeka Curriculum at SMK Negeri 1 Batipuh using the Context, Input, Process, and Product (CIPP) evaluation framework. The findings indicate that the program has been implemented effectively across the four evaluation dimensions. Strong policy support and school commitment provided a favorable context for implementation, while adequate resources and facilities supported project-based learning activities.

The implementation process successfully promoted active student participation, collaboration, creativity, and critical thinking, resulting in positive outcomes in students' character development, communication skills, and teamwork. These findings demonstrate that the integration of project-based learning within the P5 program can effectively support holistic student development in vocational education settings. This study contributes to the growing literature on character education and curriculum implementation by providing empirical evidence on the effectiveness of the P5 program in a vocational school context through the application of the CIPP evaluation model. The findings highlight the importance of strengthening teacher capacity, improving program management, and conducting continuous evaluation to enhance the quality of implementation. However, the study was limited to a single school and relied primarily on qualitative data. Future research is recommended to involve a broader range of educational settings and employ mixed-methods approaches to provide a more comprehensive understanding of the long-term impact of the P5 program on students' character development and educational outcomes.

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