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An evaluation of Pancasila student profile strengthening project in vocational schools: Evidence from Tangerang District

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ABSTRACT

This study aims to evaluate the appropriateness of implementing P5 at SMKN 5 in Tangerang District from the perspectives of context, input, process, and product. The study's findings inform SMKN 5 and other schools that wish to implement P5. The study's participants comprise 91 P5 students who completed a questionnaire, three students who participated in interviews, nine teachers, and three interview informants. This study employs the CIPP (context, input, process, product) evaluation method, a mixed-methods approach with a sequential explanatory design. Data were collected through questionnaires, documentation, interviews, and observations, and analyzed using descriptive statistics. The findings show that: 1) the context is appropriate based on the interviews and observations; 2) the input appropriateness is scored 4.28 (86%) by teachers and 3.81 (76%) by students; 3) the process appropriateness is scored 4.37 (87%) by teachers and 4.16 (83%) by students; 4) the product appropriateness is scored 4.42 (88%) by teachers and 4.27 (85%) by the students; 5) the overall appropriateness is scored 4.36 (87%) by teachers and 4.08 (82%) by students. The evaluation results indicate that the implementation of P5 at SMKN 5 in Tangerang District is considered appropriate. The recommendations include updating the P5 guidelines, developing a holistic evaluation and an interactive teaching method, matching P5 projects to students' competence levels, and enhancing communication with stakeholders.

INTRODUCTION

Education in Indonesia continues to undergo a developmental cycle, resulting in the emergence of various learning models. These models can be strategies, methods, administration, or the design of learning implementation and curriculum (Ananda & Hudaidah, 2021; Insani, 2019; Sari, 2022). The Indonesian Government's Ministry of Education and Culture introduced the Prototype Curriculum in 2021, which was later changed to the Merdeka Curriculum in 2022 (Kemendikbud, 2022b, 2022a; Mulyasa, 2023). Within the Merdeka Curriculum program is the development of student character education through the Projek Penguatan Profil Pelajar Pancasila, also known and abbreviated as P5, which is an exciting and unique program of the Merdeka Curriculum (Maruti et al., 2023; Maryani & Sayekti, 2023; Musa et al., 2023; Rachmawati et al., 2022; Sumardiyani et al., 2023; Supriyati et al., 2023; Yenni et al., 2022). As an interdisciplinary program, P5 explores ways to attend to and reflect on common issues in the surrounding environment. P5 uses project-based learning (PBL), which differs significantly from project-based learning in school lessons (Anggraeny et al., 2023; Dewi et al., 2023; Maduratih & Bakhtiar, 2024; Sanam et al., 2023). This project-based learning system distinguishes the Merdeka Curriculum learning system from the previous one. Therefore, students are assigned a project after the teacher explains the assignment. P5 is an adaptation of the 4C soft skills, where the 4Cs include critical thinking, collaboration, communication, and creativity (Harmi, 2023; Mulders, 2022; Purnawirawan

et al., 2019; Rahmawati et al., 2023; Syarif et al., 2023; Zhao et al., 2023). The adaptation introduced additional dimensions of character education and Pancasila, namely belief, fear of God, and global diversity, two of the six dimensions of P5. Then it is associated with vocational or vocational education soft skills, where these vocational soft skills are still with 4C only there are several additions in the form of (1) interpersonal skills, (2) leadership/organizational skills, (3) performance management skills, and (4) self-management skills adapted to expertise in their respective fields (Ariwibowo et al., 2020; Djojonegoro et al., 1998; Dogara et al., 2019; Khamdun et al., 2021; Sudana et al., 2019; Sydorenko, 2020; Wulaningrum & Hadi, 2019). The connection is also based on Prosser's principle in vocational education, which is the development of student character and soft skills by P5.

The P5 program within the Merdeka Curriculum facilitates the achievement of its goals, specifically, the enhancement of soft skills and the development of Pancasila students' character. However, the Merdeka Curriculum is still a challenge for many educators. This problem can originate from the teachers themselves or external sources (Kustiyani, 2022; Purba, 2020). Some challenges include literacy, references, digital access, teacher ability, and time management (Bausir et al., 2022). As for previous research evaluating the implementation and rich degrees only, different school levels, evaluation models, data analysis, and research findings still have shortcomings that need improvement, and some are appropriate (Maudyna & Roesminingsih, 2023; Nasution et al., 2024; Saesaputri et al., 2024; Veronika et al., 2023). This study differs in that it employs a mixed-methods CIPP-type evaluation model with a sequential explanatory design, focuses on the SMK (vocational high school) level, and uses Excel for quantitative data processing (descriptive analysis) and NVivo 12 for qualitative data analysis. As in the field, P5 implemented by SMKN 5 Tangerang District uses a work title as the P5 project output, and the school's role in supporting students remains limited due to insufficient funds. P5 still has no direct impact on students because implementation occurs at the end.

It is essential to evaluate P5 at Vocational High School 5, Tangerang District, as it offers numerous significant benefits. First, evaluation can determine the extent to which the project achieves its objectives. By evaluating the results, it can be known whether the program effectively improves students' understanding and application of Pancasila values. Secondly, evaluation can also help find weaknesses and obstacles in implementing the program. By identifying areas that need improvement, adjustments can be made to the project to enhance its effectiveness. Finally, evaluation can provide feedback to teachers and other stakeholders. By knowing the evaluation results, they can recognize the successes and failures of the project and use this information to improve it (Arikunto & Jabar, 2008).

Therefore, it is essential to evaluate the P5 at SMKN 5 Tangerang District, given its numerous significant benefits. This research aims to assess programs, activities, and projects implemented to improve effectiveness and to determine the priority of future programs to enhance efficiency and effectiveness. With evaluation, the program will be able to see its effectiveness. Therefore, this evaluation research aims to provide data and information, as well as recommendations for decision-makers who may choose to continue, improve, or discontinue the program.

METHOD

This research uses a qualitative and quantitative (mixed) approach; evaluation research using this combination method was chosen because qualitative and quantitative methods have advantages and disadvantages. As stated by Creswell (2016), "mixing" and "blending" these data can offer a more comprehensive insight into the problem formulation than addressing it separately. The rationale for choosing this mixed-methods approach is to achieve a more comprehensive understanding by combining the strengths of quantitative and qualitative data, thereby making the research results more robust and thorough.

The research evaluation model uses the CIPP (context, input, process, product) type. For data collection, this research employs a sequential explanatory design. Initially, quantitative data is gathered and analyzed, followed by the collection and analysis of qualitative data in the next stage (Rofiqoh & Zulhawati, 2020; Saparudin & Arizona, 2022; Sugiyono, 2018). Quantitative data

collection in this program evaluation research employs a Likert-scale questionnaire with five response options for respondents' evaluations, which is analyzed descriptively and quantitatively using Excel. In contrast, qualitative data are analyzed using NVivo 12.

The inclusion criteria for this study comprise Grade XI students at SMKN 5 Tangerang District, teachers directly implementing the P5 program, respondents willing to participate and complete questionnaires, and complete documents and instruments related to the P5 program. These criteria ensure that the data collected are relevant, reliable, and ethically obtained. Exclusion criteria include students from other grades, teachers not involved in P5 implementation, respondents unwilling to participate, and incomplete or invalid program documents. These exclusions help maintain data consistency, reduce bias, and ensure the accuracy of the program evaluation.

The research was conducted at SMKN 5, Tangerang District, for three months, with a sample of 91 students from the total class XI population, using the Slovin formula. Nine P5 implementing teachers were questionnaire respondents selected through purposive sampling, and three students and three teachers were interviewed as resource persons. The research instruments included document analysis, interview guides, observation protocols, and questionnaires. The following is the Slovin formula for determining the number of samples from a specific population, developed by Slovin (Riduwan, 2012), with the following Formula 1.

$$n = \frac{N}{1 + Ne^2} \quad (1)$$

where:
n = sample size
N = population size
E = tolerance value

Table 1. CIPP evaluation instrument at SMKN 5 Tangerang District

Aspects	Indicator	Indicator
Context	Purpose of and about the program (BSKAP Kemendikbud, 2022)	Vision, mission, objectives, and background
	P5	Overview and rationale of the P5 (Projek Penguatan Profil Pelajar Pancasila)
Input	P5	Six Dimensions P5
	Learning Materials	Evaluation of learning materials for each P5 dimension and alignment with the curriculum.
	Teacher Knowledge	Teacher's knowledge of P5
	Driver Teacher Competencies	Developing self and others, Leading learning, Leading school management, Social Competence
	Student Characteristics	Student Interest in P5
	Facilities and Resources	Facilities and infrastructure, financial resources
Process	Program Implementation	Observing the implementation of the P5 program across each dimension of Pancasila, including the teaching methods and strategies used.
	Teacher and Student Interaction	Examining the interactions between teachers and students during the learning process of Pancasila values within the P5 framework.
Product	Behavior Change	Observation of changes in student behavior related to Pancasila values in each dimension.
	Work Result	P5 work degree product

Source: BSKAP Kemendikbud (2022)

Data analysis using descriptive statistics. Analyze the validity of data from expert assessments using a five-point Likert scale with a total of 41 statements, with the following criteria:

Table 2. Scale Rating

Category	Value
Excellent	5
Good	4
Fair	3
Poor	2
Very Poor	1

Table 3. Assessment Criteria for Data Analysis Results

Interval	Category
(M + 1.5.S) ≥ X	Excellent
(M + 0.5 S) ≤ X < (M + 1.5 S)	Good
(M - 0.5.S) ≤ X < M + 0.5.S)	Fair
(M - 1.5.S) ≤ X < (M - 0.5.S)	Poor
X < (M - 1.5.S)	Very Poor

Source: (Diarini & Suryanto, 2021)

$$M = \frac{1}{2}\ (highest\ ideal\ score\ +\ lowest\ ideal\ score)$$

$$S = \frac{1}{6}\ (highest\ ideal\ score\ -\ lowest\ ideal\ score)$$

Overall, the research stages from initial problem identification through data collection and analysis to conclusion are shown in the following flowchart.

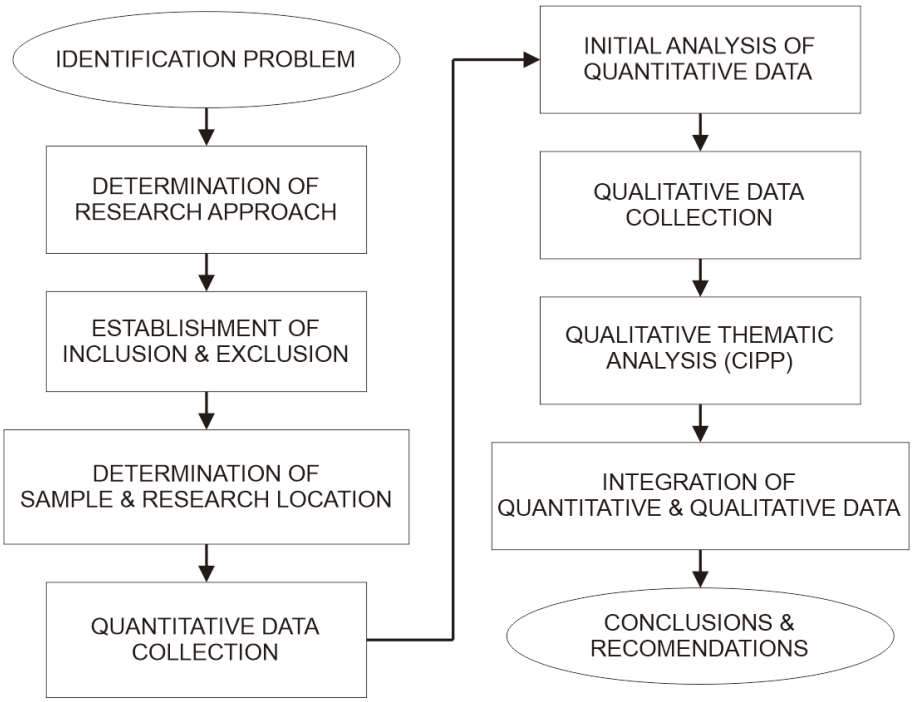

Figure 1. Research Stages Flowchart

RESULTS AND DISCUSSION

Evaluation Aspects Context

This Context aspect is more likely to yield qualitative results because it includes indicators such as background, objectives, and policies or guidelines. These factors are complex and difficult to measure quantitatively and in data processing using NVivo 12 software as follows:

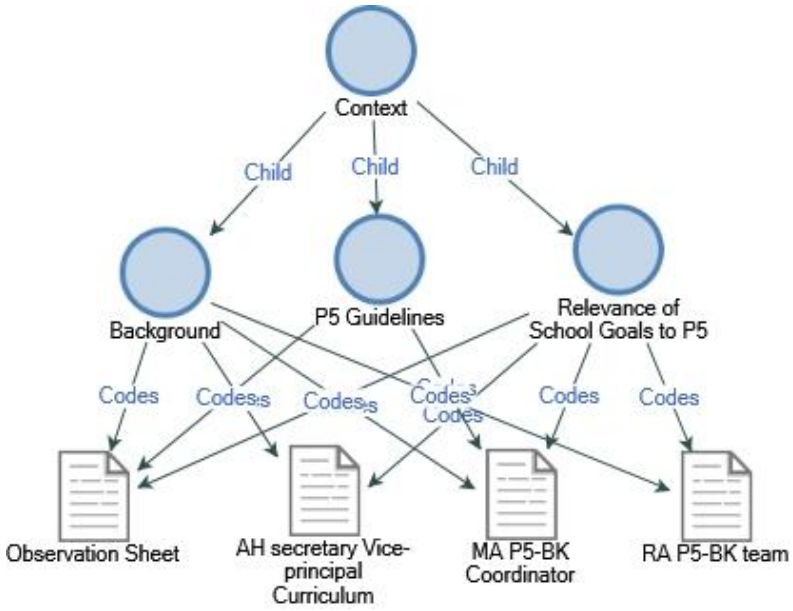

Figure 2. Project Map Aspect of Context

In analyzing the results of data processing using Nvivo from interviews with teachers, including responses from the Head of Curriculum, P5-BK Coordinator, and P5-BK Team, as well as observation sheets, the first focus is on the context aspect, which has three derived factorial themes, namely background, P5 guidelines, and the relevance of school goals to P5. First, the P5 guidelines serve as the key indicator for assessing the extent to which the school adopts and implements them in designing character programs and activities. Where, in the application of character development and other areas, it aligns with the P5 guidelines. The recommendation for this indicator is to ensure that the P5 guidelines are continually updated and adapted to the latest developments in character education.

Second, school background is an essential factor in the context of P5. A deep understanding of the school's history and culture can provide a strong foundation for integrating P5 values. The foundation of P5 at this school is rooted in the Merdeka Curriculum, which incorporates the P5 initiative. This initiative is supported by the regulation that includes the P5 program as part of the Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi (Kepmendikbudristek) No. 56/M/2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery. Therefore, P5's background at this school is based on P5's own background, as outlined in the Merdeka Curriculum.

Third, the relevance of school goals to P5 is a benchmark to ensure that the implementation of P5 truly supports the achievement of school education goals. For example, the observer's view aligns with the opinion of the P5-BK coordinator: *"Very aligned, because also the school's own goal is to form good children's character, and that is all in the P5 themes. For example, the character-building goals in this SMK are responsible and disciplined, which is also relevant to the P5 themes."*

Figure 3. Hierarchy of Context Aspects

The picture above has been compiled regarding factors, namely P5 background, P5 guidelines, and the relevance of school goals to P5. Several informants whom researchers interviewed and observed discussed this most extensively in the context of P5 planning and background. Overall, the evaluation of the context aspect is appropriate. To further improve the appropriateness of P5 implementation at SMKN 5 Tangerang District from a context-based perspective, it is necessary to update the P5 guidelines, deepen understanding of the school's context, and align school goals more closely with P5. Involving all stakeholders in the evaluation and planning process can ensure the future sustainability and effectiveness of P5 implementation.

The context evaluation shows a strong alignment between the school's vision and the national P5 objectives. This supports the view of Parwati and Suastra (2024), which emphasized that integrating the Pancasila Student Profile into institutional missions reinforces learners' holistic development. The strong institutional background and consistent adoption of P5 guidelines at SMKN 5 Tangerang District reflect the school's readiness to implement character-based education in line with the Merdeka Curriculum.

However, literature also highlights that contextual success depends on adaptive policies and local cultural integration (Masrukhi et al., 2024). While the study confirms regulatory compliance (Kepmendikbudristek No. 56/M/2022), continuous contextual adaptation, particularly with respect to vocational relevance, remains essential. Schools need to ensure that P5 projects not only develop character but also align with vocational identity formation (Meutia et al., 2024).

Input Evaluation Aspects

Data for this input aspect are based on findings from a questionnaire that reflects the perceptions of teachers and students.

Teacher Perception

Based on teacher perceptions, the input aspect comprises six indicators: the six dimensions of P5, P5 learning materials, teacher knowledge, driving teacher competence, student characteristics, and facilities and resources. Here are the findings and analysis:

Table 4. Results of Indicator Score Assessment in the Input Aspect of Teacher Perception

No.	Indicator	Average score	%	Category
1	6 Dimensions P5	4.50	90%	Excellent
2	Learning Material P5	4.26	85%	Excellent
3	Teacher Knowledge	4.28	86%	Excellent
4	Driver Teacher Competencies	4.24	85%	Excellent
5	Student characteristics	4.04	81%	Excellent
6	Facilities and Resources	4.50	90%	Excellent
	Average	4.28	86%	Excellent

Table 4 shows that the average indicators for the process aspect include the six dimensions of P5: P5 learning materials, teacher knowledge, driving teacher competencies, student characteristics, and facilities and resources, with an average of 4.28 (86%), placing them in the "excellent" category from this teacher's perspective.

Student Perception

Based on students' perceptions, the input aspect comprises four indicators: 6 P5 dimensions, P5 learning materials, teacher knowledge, and facilities and resources. Here are the findings and analysis:

Table 5. Results of Indicator Score Assessment in the Input Aspect of Student Perception

No.	Indicator	Average score	%	Category
1	6 Dimensions P5	4.14	83%	Good
2	Learning Material P5	3.93	79%	Good
3	Teacher Knowledge	4.01	80%	Good
4	Facilities and Resources	3.41	68%	Fair
	Average	3.81	76%	Good

According to Table 5, the mean score for the input aspect is 3.81 (76%), indicating it is classified as "Good" based on students' perceptions. This finding is further supported by the study conducted by Arsanti et al. (2021) argued that *"roles and responsibilities, cooperation, and commitment to carry out their duties and roles well, both from the principal and teachers, are also supporting factors for the successful implementation of P5"*.

In summary, the findings suggest that the input aspect of P5 at SMKN (Vocational High School) 5, Tangerang District, is generally satisfactory; however, the identified shortcomings present opportunities for improvement to enhance overall effectiveness and positively impact students' holistic development.

Both teachers and students rated the input aspect positively, particularly with respect to teacher competence and learning materials. This aligns with the findings of Meutia et al. (2024), which stated that teachers' pedagogical readiness and leadership are decisive in the success of character-education implementation in vocational settings. Moreover, the "excellent" teacher perception indicates a robust internal capacity to integrate P5 into existing curricula. However, the gap between teacher and student perceptions, especially in facilities and resources, suggests an imbalance between pedagogical preparation and infrastructural support. Similar observations were made in the context of vocational schools. Therefore, although the quality of human resources is strong, further improvements in facilities, materials, and digital integration are recommended to sustain high-quality implementation.

Process Evaluation Aspects

Teacher Perception

Based on teacher perceptions, the process aspect comprises two indicators: implementation of the P5 program and teacher-student interactions. Here are the findings and analysis:

Table 6. Results of Indicator Score Assessment in the Process Aspect of Teacher Perception

No	Indicator	Average score	%	Category
1	Implementation of the P5 Program	4.33	87%	Excellent
2	Teacher and Student Interaction	4.39	88%	Excellent
	Average	4.37	87%	Excellent

According to Table 6, the average score for the process aspect indicator was 4.37, corresponding to 87%. This categorizes it as "Excellent" based on teachers' perceptions. Focusing on the P5 Program Implementation and Teacher and Student Interaction indicators, this score reflects

high-quality program implementation and good interaction between teachers and students. This assessment reinforces the belief that the process aspect of the P5 Program implementation has received a positive response, creating an effective and supportive learning environment.

Student Perception

Based on student perceptions, the process aspect comprises two indicators: implementation of the P5 program and teacher-student interactions. Here are the findings and analysis:

Table 7. Results of Indicator Score Assessment in the Process Aspect of Student Perceptions

No.	Indicator	Average score	%	Category
1	Implementation of the P5 Program	4.15	83%	Good
2	Teaching Methods P5	3.97	79%	Good
3	Teacher and Student Interaction	4.24	85%	Good
	Average	4.16	83%	Good

Table 7 shows that the average indicator for the process aspect was 4.16 (83%), indicating that it is in the "good" category according to students' perceptions. Focus on indicators such as P5 Program Implementation and Teacher and Student Interaction. These results illustrate that students give an upbeat assessment of the implementation of the program and the interaction between teachers and students in the context of the process aspect. Based on observations, the program's implementation was appropriate with respect to its P5. However, the P5 remained reasonably general about the project, whereas most of these projects did not reference student competencies by specialty or vocational area.

Although P5 at SMKN 5 Tangerang District is strong in the process dimension, the findings highlight areas for improvement. In particular, greater attention can be given to seamlessly integrating the various elements of P5 into every learning activity and vocational setting, and to improving the quality of interaction between teachers and students. Through targeted improvement initiatives, the P5 program at SMKN 5 Tangerang District is expected to continue to evolve, thereby fostering a greater positive impact on students' overall development.

The process evaluation reveals that implementation and teacher–student interaction scored highly in both perception groups. This reinforces the argument by Aziz et al. (2023) that effective communication and collaborative learning are key determinants of character-based education in the Pancasila student profile framework. Nonetheless, field observations suggest that P5 project themes remain general and have not yet been integrated with vocational competencies. This finding is consistent with studies that highlight vocational schools often implement character profile programs thematically without deeper linkage to industry or professional contexts (Raharjo et al., 2018). For vocational institutions such as SMKN 5 Tangerang District, integrating P5 with job-specific competencies could enhance relevance and student motivation. For instance, developing project-based learning linked to the industrial sector would better reflect the “independent and creative” Pancasila student profile (Hasbi et al., 2023).

Product Evaluation Aspects

Teacher Perception

Based on the teacher's perception, the Product aspect comprises two indicators: students' understanding of P5 and changes in behavior. The following are the results:

Table 8. Indicator Score Assessment Results in the Product Aspect of Teacher Perception

No.	Indicator	Average score	%	Category
1	Student Comprehension	4.39	88%	Excellent
2	Behavior change	4.43	89%	Excellent
	Average	4.42	88%	Excellent

In Table 8, the average of indicators from the product aspect was 4.42 (88%), indicating an "excellent" category according to teachers' perceptions. Two indicators contributed to this average: student understanding of P5 and behavior change. These results indicate that teachers consider the implementation of P5 successful in fostering student understanding and encouraging positive behavioral change. This positive perception indicates that the P5 program is considered effective in achieving product-related objectives.

Student Perception

Table 9. Results of Indicator Score Assessment in Product Aspects of Student Perceptions

No.	Indicator	Average score	%	Category
1	Student Comprehension	4.28	86%	Good
2	Behavior change	4.26	85%	Good
	Average	4.27	85%	Good

As shown in Table 9, the average indicator for the product aspect is 4.27 (85%), indicating that students' perceptions of this aspect fall into the "good" category. Two indicators are the focus of the evaluation, namely, students' understanding of P5 and changes in behavior. The figures obtained confirmed that students' knowledge of P5 and changes in their behavior were rated positively, placing them in the "good" assessment category. This reflects the successful implementation of P5 in achieving the product objectives regarding students' understanding and behavioral changes.

The results of interviews and field observations supported the finding of consistent perceptions of a positive impact. This suggests that students' understanding and changes in P5 behavior at SMKN 5 Tangerang District have been effective and appropriate. Moreover, according to the P5 handbook, students are expected to acquire skills relevant to real-life situations and the challenges Indonesians face in the 21st century and engage in "sustainable global development." These skills are grouped into six aspects: faith and devotion to God Almighty, noble character, appreciation of global diversity, cooperative spirit, independence, critical thinking abilities, and creativity (BBC News, 2023).

The product evaluation demonstrates that P5 has successfully enhanced students' understanding and behavioral changes, as perceived by both teachers and students. This supports research by Mindani et al., (2024), which found that P5 fosters critical thinking, empathy, and social responsibility among students. However, while behavioral change indicators are positive, long-term sustainability remains uncertain. Studies such as Handayani and Brodjonegoro (2015) suggest that consistent monitoring and reflection are essential to sustain behavioral change beyond the classroom. Overall, the P5 implementation at SMKN 5 Tangerang District has yielded positive outcomes across all dimensions of the CIPP model. However, these results also highlight the need for deeper vocational contextualization, infrastructural strengthening, and continuous evaluation to ensure long-term impact on students' moral and professional development.

Overall, the P5 implementation at SMKN 5 Tangerang District has achieved positive outcomes across all dimensions of the CIPP model. However, these results also highlight the need for deeper vocational contextualization, infrastructure strengthening, and ongoing evaluation to ensure sustained impact on students' moral and professional development.

This study contributes to the growing body of research on character-based education evaluation by validating the use of the CIPP (Context, Input, Process, Product) model in vocational settings. It demonstrates that CIPP can effectively capture the multidimensional dynamics of curriculum implementation, particularly when integrated with qualitative and quantitative approaches (Stufflebeam, 2003). The findings enrich the theoretical understanding of how P5 functions not only as a value-driven framework but also as an adaptive system that supports the moral and skill-based objectives of vocational education.

From a practical standpoint, the results underscore the importance of strengthening teacher competence, facility readiness, and vocational integration within P5 implementation. Schools should provide continuous professional development programs that train teachers to design P5 projects

relevant to vocational majors. Moreover, project activities should be designed collaboratively with industry partners to ensure that students develop both soft skills (character, collaboration, creativity) and hard skills (technical competencies). Schools may also utilize digital tools to enhance reflective learning and character monitoring.

At the policy level, the findings suggest that the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia should consider revising the P5 guidelines to include clearer standards for vocational adaptation. Policies should encourage flexibility in P5 project themes, enabling vocational schools to link character development to professional identity and employability. Additionally, funding and infrastructure policies should prioritize resource equalization to ensure that schools with limited facilities can still conduct meaningful, contextually relevant P5 projects.

CONCLUSION

The evaluation of P5 at SMKN 5 Tangerang District concludes that the program was suitable for the context in which it was implemented, as supported by interviews and observations. Teachers' assessment of the input aspect was very high, whereas students' assessment was also positive but slightly lower. For the process aspect, both teachers and students gave high ratings. Meanwhile, teachers gave the highest evaluation in the product aspect, with students not differing significantly. This indicates that the implementation of P5 at SMKN 5 Tangerang District is progressing well and is appropriate, although some aspects require improvement. Suggestions for improvement include enhancing communication and student participation in the input process, adopting more interactive teaching methods, and tailoring P5 projects to students' areas of expertise. Involving all stakeholders in project development and evaluation can provide a broader perspective. With these suggestions, implementing P5 is expected to be more effective and beneficial for students, teachers, and schools, and can serve as input for other schools. It is worth noting that this study has several limitations, including a small sample size and time constraints. Therefore, the results should be interpreted carefully and used as a basis for further research.

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