Evaluating the Pancasila Student Profile Strengthening Project Using the CSE UCLA Evaluation Model

Indra[1*], Ambiyar[1], Muhammad Giatman[1], Waskito[1]

[1]Vocational Technology Education Study Program, Universitas Negeri Padang, Padang, Indonesia.

Abstract: This study aims to analyze the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMKN 1 Luak District, focusing on applying holistic, contextual, learner-centered, and explorative principles. The research method used is descriptive qualitative with a case study approach. Data were collected through interviews, observations, and documentation and analyzed using the CSE-UCLA evaluation model, which includes the stages of System Assessment, Program Planning, Program Implementation, Program Improvement, and Program Certification. The results showed that implementing P5 in SMKN 1 Luak District still faces various obstacles. The holistic principle has not been optimized due to the lack of integration between learners, teachers, and local communities. The contextual principle has not been fully implemented due to the lack of relevance of the project theme to local needs. In addition, the learner-centered principle is still weak due to the dominance of teachers in the learning process. In contrast, limited facilities and lack of training for teachers hamper the explorative principle. In conclusion, implementing P5 in this school still needs improvement in planning, teacher coordination, learner involvement, and program evaluation. The main recommendations from this study are to improve teacher training, learner involvement in planning, and the selection of themes that are more relevant to local conditions.

Keywords: CSE-UCLA evaluation; Learning implementation; Pancasila Student Profile Strengthening Project (P5); Vocational high school

Introduction

Education in Indonesia focuses on developing competent students who have good character and behave according to the values of Pancasila (Ma'arif et al., 2020; Natalia et al., 2021; Zakso et al., 2022; Khoirina et al., 2022). The Pancasila Student Profile (PSP) is designed to produce students with competencies that align with the graduation competency standards at each educational level (Nurdyansyah et al., 2022; Putro et al., 2024; Wahyuni et al., 2024). Students in the 21st century are expected to have the ability to become democratic and productive citizens, contributing to sustainable global development. To achieve this, they must possess skills relevant to the demands of the times, including strengthening character through education based on the values of Pancasila (Hasbi et al., 2023; Irawan et al., 2023; Kusmawati et al., 2022; Ratnawati et al., 2024).

The Pancasila Student Profile Strengthening Project (P5) is a program that aims to connect knowledge with real-life experiences, in line with Ki Hadjar Dewantara's philosophy, which emphasizes the importance of "experiencing knowledge." P5 provides students with opportunities to learn from their surroundings and sharpen their skills in the context of daily life (Anggraeny et al., 2023; Mellyzar et al., 2025; Prasetyarini et al., 2025). This project is designed to strengthen students' competencies through project-

based learning that integrates dimensions of faith, global diversity, cooperation, independence, critical thinking, and creativity (AlAli, 2024; Fitriyani et al., 2023; Malik et al., 2023). In line with the core principles of the PSP, P5 is an essential educational tool to help students apply these values in their community and daily practices.

In its implementation, P5 at SMK Negeri 1 Kecamatan Luak aims to inspire students to make positive contributions to their environment. This project integrates cross-disciplinary learning and focuses on solving local problems relevant to students' life contexts (Armadi & Kumala, 2023). According to the Ministry of Education and Culture's guidelines No. 56/M/2022, P5 is a co-curricular activity designed to strengthen competencies and character in line with the Pancasila student profile, formulated based on the Graduation Competency Standards (Fatria et al., 2024; Nur & Wardiman, 2024; Priandani et al., 2023).

However, the implementation of P5 at SMKN 1 Kecamatan Luak reveals some disparities. Among them are the lack of understanding by students and teachers about the project concept for enhancing the Pancasila student profile (Desmarianti et al., 2024; Sobirin et al., 2023; Sukarno, 2023). The connection between the project theme and the social life of the community has not been well-established, leading to difficulties for students in practically applying the concepts in their daily lives (Sesaputri et al., 2024).

Another issue found is the lack of exploration of local topics relevant to the students' lives. Students are not given enough opportunities to explore issues in their environment (Yustina et al., 2024). Additionally, the role of teachers in this activity remains dominant, preventing students from being actively involved in choosing themes or developing their ideas (Aida et al., 2024). The principles of P5, which are based on holistic and contextual understanding, have not been fully applied (Sofyan et al., 2023; Yustina et al., 2024). Some of the themes raised have not been effective in encouraging students to address real problems in their surroundings. Furthermore, the planning and implementation of P5 at SMKN 1 Kecamatan Luak has been limited to only a few educators, without involving all relevant parties, such as parents and the community.

To evaluate the implementation of P5, this study uses the CSE-UCLA evaluation model, which involves stages of system assessment, program planning, implementation, improvement, and program certification. The CSE-UCLA model is ideal for evaluating ongoing educational programs as it can reveal how well the field implementation aligns with established standards (Nurrahman et al., 2023; Rusmulyani et al., 2022; Wondim & Dessie, 2024; Pan & Jiang, 2024). The model's stages will be operationalized in this study by systematically collecting data on the program's various phases, identifying gaps in implementation, and proposing actionable recommendations for improvement.

The novelty of this research lies in its specific focus on the implementation of P5 in a vocational school setting and its evaluation against the Pancasila Student Profile guidelines. While previous studies have examined similar educational programs, few have specifically focused on the Pancasila Student Profile Strengthening Project, especially in the context of vocational education. This research is important because it provides insights into the challenges faced by educators and students in implementing a values-based educational framework and offers practical recommendations for improving the integration of local, real-world problems into the curriculum. By addressing these challenges, the research aims to contribute to the broader effort of strengthening character and competencies among Indonesian students in the 21st century.

Method

Research Methods

This research uses qualitative research methodology. The type of research used is evaluative which aims to evaluate and analyze the Quality of Implementation of the Pancasila student profile strengthening project program (P5) at SMKN 1 Luak District with the UCLA CSE (Center Study Evaluation) model including: System Assessment (A), Program Planning (P), Program Implementation (P), Program Improvement (P), and Program Certification (P).

Research Procedures

The final objective of this research was a program design to strengthen learners' profiles of Pancasila. Four activities were designed to achieve this goal and produce a program that meets it. In figure 1 are the implementation stages used in this research.
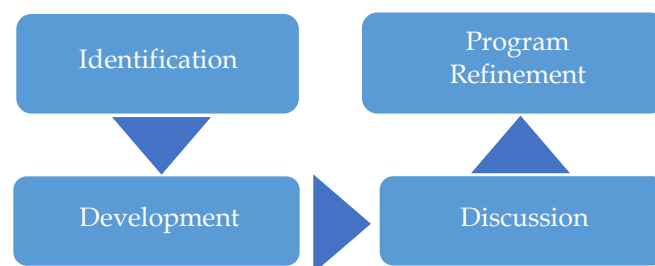

Figure 1. Research procedures

The program evaluation phase of the Pancasila Student Profile Strengthening Project (P5) was conducted using the UCLA CSE (Center Study

Evaluation) model, with a systematic approach involving several key stages. The first phase, Identification, focused on gathering initial data from interviews and questionnaires distributed to relevant stakeholders such as teachers, students, and school administrators. This phase aimed to identify the specific aspects of the program that required improvement based on feedback from the participants.

In the next phase, Development, the program design was created using the data collected during the identification phase. The findings from the questionnaires and competency test interviews highlighted areas that needed attention, and a hypothetical program design was developed for implementation at SMKN 1 Luak District. This design aimed to address the identified issues and optimize the program's alignment with the educational goals of the Pancasila Student Profile.

Following the development of the hypothetical design, the Discussion phase involved engaging with teachers and supervisors to evaluate the feasibility of the proposed program. During this phase, meetings were conducted to discuss whether the changes and improvements would be effective in the context of the school. The feedback received from these discussions was crucial in identifying potential obstacles and refining the program further.

Finally, the Program Refinement phase took place, where the feedback from the discussion phase was incorporated into the program. Based on these insights, the program was refined to ensure it was feasible for implementation and aligned with the objectives of P5. After these refinements, the program was finalized and determined to be ready for implementation. This iterative process allowed for continuous improvement and ensured that the Pancasila Student Profile Strengthening Project could effectively support the development of students in line with the values of Pancasila.

Research Subject

Based on the results of the initial random selection, grade X students were selected as the research subjects. The population for this study consisted of grade X students at SMKN 1 Luak District in the 2024-2025 academic year. Sampling was conducted using the Random Sampling technique. According to Suharsimi (2006), if the number of subjects is less than 100, all should be included, but if the number exceeds 100, the sample should range from 10-15% or 20-25% of the total population. Therefore, this research is categorized as a population research study. The total population for this study was 268 students, and a sample of 25% of the population was selected, resulting in 67 participants.

Additionally, to gain deeper insights into the implementation of the Pancasila Student Profile Strengthening Project, interviews were conducted with teachers and supervisors who were directly involved in the program. These interviews were aimed at gathering qualitative data to complement the student responses and provide a more comprehensive view of the program's effectiveness.

Research Instruments

The data collection techniques used in this study included questionnaires, interviews, and direct observation in the field. The questionnaire was designed using a Likert scale to measure students' views on the Competency Test program, incorporating both positive and negative statements. The questionnaire aimed to gather information on various aspects of the program, including the context, inputs, processes, and outcomes of its implementation. Specifically, the questionnaire assessed variables related to the assessment system, program planning, implementation, improvement, and program certification, which are all listed in the research instrument lattice table.

The questions in the questionnaire were structured to assess students' perceptions on several key aspects of the program, such as their understanding of the program's objectives, their level of engagement, the effectiveness of the teaching methods, and the overall impact on their academic and personal development. The questions were developed to capture both quantitative and qualitative data, with some items focused on measuring the students' attitudes towards the program, while others were designed to gather their opinions on the specific competencies being assessed.

Before the questionnaire was used, a pilot test was conducted to measure the validity and reliability of the instrument. This trial was conducted with 30 grade X students who were not included in the research sample. The data collected from the pilot test were analyzed using the SPSS (Statistical Package for the Social Sciences) version 20 program. The validity of the instrument was evaluated based on the correlation between the individual items and the total score, while the reliability was measured using Cronbach's Alpha analysis to ensure that the instrument demonstrated good reliability for data collection. This step was crucial to ensure that the questionnaire was both valid and reliable before being used in the actual study.

Data Analysis Technique

This study uses an interactive model qualitative data analysis technique with the stages of data collection through observation and interviews, data condensation, coherent data presentation, and conclusion drawing, which is then analyzed quantitatively by tabulation,

calculation of indicator scores, and percentage analysis. The steps in using the percentage calculation are calculating the number of scores, calculating the score of each category and entering the formula according to Equation 1.

$$P = \frac{f}{n} \times 100\% \qquad (1)$$

Description:
P = Percentage of results obtained
F = Frequency of each answer
n = Number of respondents

To describe the data that has been obtained to see the tendency of the frequency distribution and determine the level of achievement of respondents on each indicator and variable. The level of response achievement will be known through the formula in Equation 2.

$$TPR = \frac{\text{Average score}}{\text{Ideal maximum score}} \times 100\% \qquad (2)$$

The categories of respondents' achievement levels are in Table 1.

Table 1. Range of achievement level category

Achievements Results (%)	Criteria
90 – 100	Very Good
80 – 89	Good
65 – 79	Enough
55 – 64	Less
0 – 54	Very Less

To analyze the data from the research interviews, the researcher used the interactive model data analysis technique from Miles and Huberman which is translated by Sudarwan (2002), namely: data reduction, data presentation, and verification.

Data Reduction

Data reduction is defined "as the process of selecting, focusing on simplifying, abstracting and transforming 'rough' data during the research process in the field". This process takes place during the research process until the research ends/Data reduction is a form of analysis that sharpens, discards unnecessary, and organizes data to make it more systematic so that meaningful conclusions can be made. The data that has been reduced will be able to provide a sharper picture of the research results.

Data Presentation

Data presentation is part of displaying data obtained through data reduction activities. Then the information obtained is collected and organized based on the problems studied so that it becomes a set of taking

action. With the presentation of data, researchers can understand what is happening in the research scene and what researchers will do in anticipating it.

Verification

The final step in data analysis is drawing conclusions and verifying the data collected, which is essentially an activity carried out to obtain data validity during the research. Any data that is reduced and presented is basically taken still doubtful and still imperfect. Furthermore, data and information from informants. After confirmation with the informant, then it is a complete conclusion.

Result and Discussion

Result
Quantitative Research Results
Descriptive Statistics

Descriptive statistics is a technique used to describe or summarize the characteristics of data in a study. In Table 2, there are three variables evaluated, namely Program Implementation, Program Improvement, and Program Certification, each of which is measured using a specific scale. Each variable has data that includes the number of samples (N), minimum, maximum, mean, and standard deviation (Std. Deviation). Thus, descriptive statistics provide an overview of the distribution and characteristics of the data that has been collected for further analysis.

Table 2. Range of achievement level category

Variable	N	Min	Max	Mean	Std. Deviation
Implementation of the program	92	2.6	5	4.08	0.52
Program Improvement	92	2.7	5	4.10	0.55
Program Certification	92	2.8	5	4.15	0.50

The results of document studies and observations show that the Assessment System indicators have been well met, although there is a need to maximize the fulfillment of indicators on the objectives of implementing the Pancasila Student Profile Strengthening Project and the need for management personnel. In Program Planning, five indicators are rated as sufficient because they have not fully maximized all indicators, which causes program planning to not fully match the expectations and objectives to be achieved.

In terms of Program Implementation, with N = 92, the mean score of 4.08 indicates a positive assessment although some aspects need improvement, while the small standard deviation reflects the consistency of the assessment. For Program Improvement, the mean score of 4.10 indicates a positive assessment with little variation among respondents. The Program

Certification variable obtained a mean score of 4.15, indicating a very positive assessment and uniformity among respondents. Overall, all variables evaluated received positive ratings, although some areas still need to be improved to achieve higher consistency.

Reliability Test

The reliability test is used to measure the extent to which the questionnaire instrument or measuring instrument used in the study produces consistent and reliable results. One of the reliability indicators that is often used is Cronbach's Alpha, which shows the extent to which the items in a scale or variable relate to each other. A high Cronbach's Alpha value indicates that the measuring instrument has a good level of internal consistency, as in Table 3.

Table 3. Questionnaire reliability test results

Cronbach's	N of Items
0.805	68

The reliability test results of this study show a Cronbach's Alpha value of 0.805 with 68 questionnaire items, which can be considered good because values above 0.7 indicate sufficient consistency. This means that the questionnaire instrument has a high level of reliability, with the data collected being reliable for further analysis. This value signifies that the questionnaire items are interrelated and provide consistent results, reflecting the quality of the instrument used. Although the Cronbach's Alpha value indicates good reliability, it is important to consider other factors such as the validity of the instrument, the context of data collection, and the interpretation of the results to ensure the overall quality of the instrument. Overall, the results of this reliability test indicate that the questionnaire used is consistent and reliable enough to describe the aspects measured in this study.

Qualitative Research Results

Based on the data and information collected, the researchers analyzed and described the data from the results of questionnaires, interviews, and observations, as well as documentation studies to answer research questions that have been formulated in the CSE-UCLA (Center for the study of evaluation University of California in Los Angeles Evaluluation Model) evaluation model about System Assessment (A), Program Planning (P), Program Implementation (P), Program Improvement (P), and Program Certification (P).

Sistem Assesment

The legal basis for the implementation of the Pancasila Learner Profile Strengthening Project is reflected in various laws and regulations, including Law Number 20 of 2003 concerning the National Education System, which is the main basis for the formation of the education system in Indonesia. In addition, there is also Law Number 39 of 2008 concerning State Ministries which regulates the structure of ministries related to education, as well as Government Regulation Number 57 of 2021 concerning National Education Standards which provides a reference for education standards in Indonesia. Presidential Regulation No. 62 of 2021 on the Ministry of Education, Culture, Research and Technology, as well as Minister of Education, Culture, Research and Technology Regulations related to organization and curriculum, are also important foundations for the implementation of this program.

The purpose of implementing the Pancasila Learner Profile Strengthening Project is to strengthen the character and develop students' competencies. The program aims to develop students' skills, attitudes and knowledge, as well as train their ability in problem solving relevant to real life. In addition, P5 also aims to demonstrate students' responsibility and concern for emerging social issues, which is expected to form students who are more caring and able to contribute positively in society.

Program Planning

The readiness of the coordinator or manager in organizing the Pancasila Student Profile Strengthening Project (P5) at SMKN 1 Kecamatan Luak is an important factor to ensure effective implementation. The coordinator must have a deep understanding of the project's objectives and basic principles, including expected competencies, such as social and character competencies. In addition, clear and structured planning is needed, including the determination of specific objectives and relevant activities to support their achievement. Managerial skills such as coordination between parties and monitoring project progress must also be considered, so that project implementation can run smoothly. Coordinators also need to adapt to the times, including utilizing technology and creating innovations in learning to bring Pancasila values closer to students.

The readiness of educators and education personnel in supporting this project is very important, but there are still obstacles related to a less in-depth understanding of P5. Educators and education personnel also need to improve cross-disciplinary collaboration to create activities that support the Pancasila learner profile. On the other hand, school funding readiness is also a major concern, with proper allocation of funds from the School Operational Assistance (BOS) and transparent usage reports. To support the success of this project, facilities and infrastructure must also be adequate, including

comfortable classrooms, complete learning equipment, stable internet access, and facilities outside the classroom that can support project-based learning activities. Parental and community involvement is also important to strengthen the success of P5 implementation.

Program Implementation

Program Implementation is one of the important aspects in the implementation of the Pancasila Student Profile Strengthening Project. In this study, the indicators used to assess program implementation include two main things: providing information about the program to parents, the community, educators, education personnel, and students; and providing information about the facilities and infrastructure and budget needed for the program, as shown in Table 4.

Table 4. Program implementation indicator

Indicator	Percentage (%)	Criteria
Providing information about the Pancasila Student Profile Strengthening Project Program.	78.74	Enough
Provide Information on Facilities and Infrastructure, and Budget Required for the Program.	76.43	Enough

This study used two main indicators to assess the effectiveness of program implementation. The first indicator measured the extent to which information about the program was delivered to all stakeholders, with the result reaching 78.74%. Although the information has been delivered fairly well, this result is still in the Fair category, indicating the need for improvement in the way it is delivered to be more effective and comprehensive. The second indicator assessed the provision of information on facilities, infrastructure, and budgets needed to support the program, which was recorded at 76.43%, also in the Fair category. This indicates a need to improve understanding among stakeholders about the support required for program success.

Overall, the results of the Program Implementation indicator show that although information about the program has been conveyed fairly well, there is room to improve the effectiveness of communication so that all parties involved have a clearer and more comprehensive understanding. Evaluation and development of better communication strategies, such as the use of social media, face-to-face meetings, and interactive presentation materials, can improve engagement and understanding of all parties. These steps will facilitate a smoother implementation of the program, as well as ensure that the program can achieve its expected goals

and have a positive impact on strengthening the profile of Pancasila students in the education environment.

Ms. Ariska Dwi Putri, one of the project coordinators, explained that the main purpose of the assessment system in this project is to see or improve how the learners are able to cultivate good character that is in accordance with the values of Pancasila. She added that the indicators used to assess success include attitudinal assessment, such as participation in discussions and cooperation between students.

Ms. Riri Hartati, Vice Principal for Student Affairs, emphasized that the main purpose of the assessment system is assessing how the character of our learners has improved by familiarizing them with behaviors that are in line with the dimensions of the Pancasila learner strengthening profile. She explained that the indicators used include the dimensions of religion, mutual cooperation, critical thinking, independence, creativity, and love for the country. According to her, this assessment is very important to ensure that students not only excel academically, but also have good character.

Ms. Ariska Dwi Putri, project coordinator, explained that the main purpose of the assessment system in this project is to assess and improve learners' ability to cultivate character in accordance with the values of Pancasila. The focus of this assessment is not only on academic achievement, but also on positive attitudes reflected in daily life, such as participation in class discussions and cooperation between students. This assessment is done through direct observation in learning activities that involve social interaction, where students are expected to show attitudes that reflect Pancasila values such as tolerance, mutual respect, and cooperation.

Mrs. Riri Hartati, Vice Principal for Student Affairs, added that the assessment aims to assess the extent to which students' character improvement can be seen in habits that reflect the dimensions of the Pancasila learner profile, such as religion, cooperation, critical thinking, independence, creativity, and love for the country. Each dimension has an important role in shaping students' character so that they are not only intelligent but also have integrity and a sense of responsibility. Through this assessment, students are expected to demonstrate character traits that are useful for their future in the school and community environment.

Program Improvement

Program Improvement is a vital component in the implementation of the Pancasila Learner Profile Strengthening Project, which aims to improve the effectiveness and efficiency of program and financial management. In the context of this research, the two main indicators evaluated are the management of program use aimed at educators, education personnel,

managers, and students, as well as financial management carried out by project managers. The results of the analysis of these two indicators provide insight into the extent to which the program is well managed and implemented, as shown in Table 5.

Table 5. Program improvement indicator

Indicator	Percentage (%)	Criteria
Program Usage Management for Educators, education personnel, managers and learners.	75.43	Enough
Financial Management by the manager of the Pancasila Student Profile Strengthening Project.	74.89	Enough

Based on the results of the analysis, the first indicator regarding management of program use for educators, education personnel, managers, and students recorded a presentation of 75.43%. Although already quite good, this figure is still in the Fair category, indicating the potential to improve management to make it more effective. Improvement in this aspect is essential to ensure that all parties can make optimal use of the program and achieve the desired results.

The second indicator analyzed was financial management which recorded a presentation of 74.89%, also in the Fair category. Although financial management has been carried out, there are still challenges in improving transparency and accountability of budget use. Project managers need to evaluate and improve so that financial reports are clearer and more accurate. Overall, although both aspects have been implemented fairly well, improvements in these two areas will greatly enhance the effectiveness and contribution of the Improvement Program towards strengthening the profile of Pancasila students in education.

Mr Nogi Hadepi, Head of SMK Negeri 1 in Kecamatan Luak, explained that in program planning, all stakeholders are involved, including: The Ministry of Education and Culture, the Provincial Education Office, principals, teachers, parents, and also the community. He stressed the importance of collaboration in developing programs that suit students' characters and environment. Mr. Nogi also revealed the challenges faced during implementation, namely the lack of understanding and support from all parties. He stated that since the program is still new, many students do not consider P5 to be an important subject. To overcome this challenge, he stated that they provided understanding through various sources and held discussions to increase support from all parties.

Ms. Arifatul Yanti, Principal of Academic Affairs, added that the main components considered in designing the program were: Pancasila values, the curriculum, and the desired character of the students. She also explained that they have made improvements in the learning system by implementing a block system, where one class is taught by one or two mentors, so there is no miscommunication between different mentors.

This is expected to increase the effectiveness of learning and student engagement in the Pancasila Learner Profile Strengthening Project activities. Ms. Arifatul also emphasizes the importance of feedback from students for continuous improvement:

"We always ask students for their opinions on the learning methods we apply, so that they feel involved and have a voice in their learning process."

Mr. Nogi Hadepi, Head of SMK Negeri 1 in Kecamatan Luak, stressed the importance of involving all stakeholders in program planning, including the Ministry of Education, Provincial Education Office, school principals, teachers, parents and the community. This collaboration is important so that the program is in line with the character and needs of the students' environment, focusing not only on academic aspects but also on students' character building. However, challenges arise from a lack of understanding and support, especially from students who consider the Pancasila Learner Profile Strengthening Project (Pancasila Learning) not an important subject. To overcome this, the school seeks to provide better understanding to all parties through discussions, so that support from parents and the community can increase, which in turn will increase students' motivation to value the program more.

Ms. Arifatul Yanti, Principal of Academic Affairs, added that in designing this program, the main components considered are the values of Pancasila, the curriculum, and student character. The preparation of the program should be based on a deep understanding of the values of Pancasila so that students not only understand cognitively, but can also implement them in their daily lives. In addition, the curriculum needs to be tailored to the needs of the students' characters and the context of their environment. To improve the effectiveness of learning, the school also implements a block system, where one class is taught by one or two mentors to reduce miscommunication and get to know students' characters better. With this system, it is expected that students feel more cared for and get learning that suits their learning style, as well as providing feedback for continuous improvement.

Program Certification

Program Certification measures the extent to which a program meets the set standards, both in terms of the quality of implementation and the results achieved, and is very important in ensuring that the activities of the Pancasila Student Profile Strengthening Project are by

regulations and have a positive impact on the quality of education. This study evaluated five key factors in the program certification process, namely Tangibles (facilities and resources), Reliability (reliability in achieving objectives), Responsiveness (speed and accuracy of response to problems), Assurance (level of confidence in the success of the program), and Empathy (understanding and response to the needs of learners and stakeholders), all of which play a role in determining the effectiveness of the program, as found in Table 6.

Table 6. Program certification indicator

Indicator	Percentage (%)	Criteria
Tangibles factor	79.42	Enough
Reliability factor	79.28	Enough
Responsiveness factor	77.25	Enough
Assurance factor	80. 43	Good
Empathy factor	79.86	Enough

Evaluation of the tangibles and reliability factors shows that these two aspects have been sufficient in the Pancasila Student Profile Strengthening Project certification program, with presentations of 79.42 and 79.28% respectively. However, there is still room for improvement in terms of the quality of facilities, supporting materials, and program consistency to produce a more significant impact. The responsiveness factor, with a score of 77.25%, also shows that although the response to participants' needs is quite good, there is still an opportunity to improve the speed and effectiveness in responding to problems that arise. The same applies to the empathy factor that reached 79.86%, which although good, still requires improvement in building closer relationships with learners.

In addition, the assurance factor, which reflects the level of participants' confidence in the quality of the program, obtained a presentation of 80.43%, indicating that participants felt quite confident in the program provided. However, there is still potential to improve factors such as tangibles, reliability and responsiveness so that the program can be more effective in supporting the strengthening of learners' character and competence by national education goals and Pancasila values. With improvements in these factors, the certification program can have a greater impact in shaping students' character, as well as ensuring the sustainability and relevance of the program.

Ms. Arifatul explained that the corrective measures that have been taken include: We learn from previous semesters. In the beginning, we still took it by the hour in the subject, now we block it again. She added that with the block system, one class is taught by one or two mentors, so there is no miscommunication between different mentors. Ms. Arifatul assessed the

effectiveness of the changes implemented as quite effective. It is proven that one teacher is indeed responsible for one class.

Ms. Arifatul also emphasizes the importance of feedback from students for continuous improvement: We always ask for students' opinions on the learning methods we apply, so that they feel involved and have a voice in their learning process.

Mr. Nogi Hadepi explained that certification is important to provide official recognition of the competencies that students have achieved. He added that the certification process involves various parties, including educational institutions and the government, to ensure that the standards set can be met. Ms. Riri Hartati highlighted the importance of certification in increasing student motivation: with certification, students will be more motivated to learn and achieve, because they know that their efforts will be recognized.

Ms. Arifatul, Mr. Nogi Hadepi, and Ms. Riri Hartati explained the various corrective measures implemented in the learning and certification system to improve the quality of education. Ms. Arifatul highlighted the importance of evaluation and change in the learning system, including the implementation of a more focused and coordinated block system. This system, which involves one or two mentors for a class, helps to reduce miscommunication and improve communication between mentors and students. In addition, he also emphasizes the importance of feedback from students for continuous improvement, which allows them to feel valued and actively involved in learning. This also supports the reinforcement of Pancasila values that should be applied in students' daily lives.

Mr. Nogi Hadepi explained that certification is very important to give recognition to students' competencies. Certification is not only an award, but also an objective indicator of students' competency achievement in education. Ms Riri Hartati added that certification can motivate students to study harder because they feel that their efforts are officially recognized, which gives them confidence and increases their motivation to achieve. Overall, these steps taken in the improvement of the learning and certification system demonstrate the ongoing efforts to create a more inclusive, effective and relevant education environment, as well as a more inclusive, effective, and relevant education environment.

Discussion

The research findings on the implementation of the Strengthening Pancasila Student Profile Project (P5) at SMKN 1 Luak District indicate various challenges in the planning, execution, and evaluation of the program. One of the main findings is the suboptimal application of the holistic principle, which should integrate students,

teachers, and the community into a unified learning experience. Program planning is often conducted separately without involving the local community, making students feel disconnected from the relevance of the project in their lives (Divayana et al., 2018). Additionally, observations show that teachers tend to focus more on academic aspects rather than integrating character values into the projects, failing to achieve P5's core objective of character strengthening (Afriatmei et al., 2023).

The contextual principle in P5 has also not been fully implemented, as many project themes are not relevant to local conditions. One example is the theme of Digital Technology Utilization, which is less suitable due to limited technology access in Luak District and students' high dependence on gadgets (Rahmadani et al., 2024). The school has not conducted an in-depth mapping of students' needs and characteristics, causing projects to be less engaging and ineffective in providing tangible benefits for students. In the CSE-UCLA evaluation model, this weakness is linked to the System Assessment and Program Planning stages, where the identification of local needs and thematic planning still require improvement (Indriani et al., 2023).

Moreover, the student-centered principle has not been effectively applied. Teachers still dominate the learning process, leaving students as passive recipients of information without opportunities to explore their own ideas. They are also not involved in selecting project themes, leading to a lack of engagement with the projects (Rachmawati et al., 2022). Observations show that activities tend to be instructional, with little room for students to be creative or contribute to shaping their own learning paths. In fact, this principle is designed to enhance students' independence and critical thinking skills (Nurwidya et al., 2023).

The exploratory principle in P5 is also not running optimally due to limited facilities and support for exploration activities. Project activities tend to be based on written assignments, lacking field observations or hands-on practice that could deepen students' understanding. Additionally, there is insufficient coordination among teachers in supporting students' exploration, resulting in a lack of variety in exploratory activities (Supriyati et al., 2023). The lack of teacher training on designing exploratory activities is one of the main obstacles to implementing this principle (Divayana et al., 2018).

Program evaluation using the CSE-UCLA model indicates that every stage of P5 implementation at SMKN 1 Luak District still has many weaknesses. The System Assessment stage is not conducted comprehensively, leading to many project themes being irrelevant to students' conditions. In the Program Planning stage, planning is done without detailed guidelines, causing a lack of innovation in program implementation (Rachmawati et al., 2022). Meanwhile, in the Program Implementation stage, execution is still focused on achieving outputs such as reports or presentations, without providing students with a more holistic learning process (Nurwidya et al., 2023).

In the Program Improvement stage, systematic evaluation of challenges encountered in P5 implementation has not been optimally carried out. Teachers and students are rarely involved in providing feedback on the program, making it difficult to implement continuous improvements (Supriyati et al., 2023). As a result, the same obstacles persist year after year. Meanwhile, the Program Certification stage lacks clear success indicators, making it difficult for schools to measure whether P5's primary goals have been achieved (Divayana et al., 2018).

To enhance the effectiveness of P5 implementation, several steps need to be taken, such as involving students and the community in project planning, conducting teacher training on P5 principles, and selecting themes that are more relevant to local needs and conditions. A more systematic evaluation is also necessary to identify obstacles and determine more appropriate improvement strategies. By doing so, the Strengthening Pancasila Student Profile Project can truly become an effective learning tool in shaping students' character and skills in alignment with Pancasila values.

Conclusion

The implementation of the Strengthening Pancasila Student Profile Project (P5) at SMKN 1 Luak District faces several challenges in planning, execution, and evaluation. The holistic and contextual principles have not been fully applied, leading to a disconnect between students, teachers, and the community. Many project themes are irrelevant to local conditions, and students are not actively involved in project selection, reducing engagement. Teachers still dominate the learning process, limiting student exploration and critical thinking. Additionally, inadequate facilities, lack of teacher training, and poor coordination hinder project-based learning. The evaluation using the CSE-UCLA model highlights weaknesses in system assessment, planning, implementation, improvement, and certification, with unclear success indicators and limited stakeholder involvement. To enhance P5 effectiveness, improvements are needed in student and community participation, teacher training, theme selection, and systematic evaluations to ensure the program truly strengthens student character and skills in alignment with Pancasila values.

Conflicts of Interest

The authors declare no conflict of interest.

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